



West Virginia Wesleyan College

2024-2025 GRADUATE CATALOG

Buckhannon, WV 26201-2998

Phone (304) 473-8000

Admissions (304) 473-8510 (local)

1-800-722-9933

www.wvwc.edu/academics/graduate-programs/

NOTICE OF NONDISCRIMINATION

West Virginia Wesleyan College does not discriminate on the basis of race, sex, color, national or ethnic origin, creed, ancestry, marital/family status, veteran status, sexual orientation, gender, gender identity, gender expression, pregnancy, religion, age, disability or blindness, or any other characteristic protected by local, state or federal law, to include Title VI, Title IX, Section 504, and the Age Discrimination Act, in the administration of its admission policies, scholarship and loan programs, educational programs, employment, athletic programs, co-curricular activities, or other College administered programs. Wesleyan's nondiscrimination statement and policies may be accessed here: <https://www.wvwc.edu/nds>. For inquiries about the application of these laws in Wesleyan's programs or to file a report, contact the Title IX Coordinator at 59 College Ave, Buckhannon WV, titleix@wvwc.edu, or 304-621-1316.



CONTENTS

The *West Virginia Wesleyan Graduate Catalog* is published by West Virginia Wesleyan College, Buckhannon, West Virginia 26201-2998. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to make and designate the effective date of changes in curriculum, course offerings, fees, requirements for graduation and other regulations, at any time such changes are considered to be desirable or necessary.

CONTENTS 2

COLLEGE CALENDAR 3

WEST VIRGINIA WESLEYAN COLLEGE 6

ADMISSIONS AND FINANCES 9

GRADUATE PROGRAMS 12

INSTRUCTIONAL OFFERINGS 12

 COURSE NUMBERING SYSTEM 12

 ATHLETIC TRAINING 12

 BUSINESS ADMINISTRATION 20

 CLINICAL MENTAL HEALTH COUNSELING 25

 FINE ARTS 32

 NURSING 37

ACADEMIC POLICIES 50

GRADUATE STUDENT LIFE 56

RESOURCES 57

REGISTER 61

 Administrative Officers 61

 Board of Trustees 62

 The Faculty 63



COLLEGE CALENDAR

2024-2025

2024 Fall Semester

August	12-13	Mon-Tues	New Faculty Orientation
	12	Monday	Faculty/Staff Community Day
	17	Saturday	Orientation for new students
	18	Sunday	Residence halls open for returning students (2 p.m.)
	18	Sunday	Registration
	19	Monday	Classes begin (8 a.m.)
	19	Monday	M.A. Counseling Session I & EMBA Session I registration & classes begin
	20	Tuesday	M.A. Counseling Session I & EMBA Session I Last day schedule changes/registration
	23	Friday	Deadline: Schedule changes & late registration; Pass/Fail application
	September	2	Monday
12		Thursday	Deadline: Withdrawing from first quarter classes
13		Friday	Deadline: EMBA Session I withdrawing from classes
23		Monday	Incomplete grades from summer & spring semester due in Registrar's Office by 3 p.m.
25		Wednesday	Progress reports due in Registrar's Office by 3 p.m.
October	27	Friday	Deadline: M.A. Counseling Session I withdrawing from classes
	4	Friday	First quarter classes end
	6	Sunday	EMBA Session I classes end
	7	Monday	Second quarter classes begin
	11	Friday	Deadline: Adding/dropping Second quarter classes
	11	Friday	M.A. Counseling Session I classes end
	11	Friday	EMBA Session I grades due
	11	Friday	Founders Day (3 p.m. classes canceled, all other classes meet)
	11-13	Fri-Sun	Homecoming
	11-20	Fri-Sun	M.A. Counseling Fall Break
	14	Monday	EMBA Session II classes begin
	15	Tuesday	Last day for schedule changes EMBA Session II classes
	17-18	Thu-Fri	Fall Recess (classes dismissed)
November	18	Friday	M.A. Counseling Session I grades due
	21	Monday	M.A. Counseling Session II classes begin
	22	Tuesday	M.A. Counseling Session II last day schedule changes
	1	Friday	Deadline: Withdrawing from second quarter classes
	8	Friday	Deadline: EMBA Session II withdrawing from classes
	11	Monday	Deadline: Withdrawing from full-semester classes
	22	Friday	Thanksgiving Break begins (5 p.m.)
	29	Friday	Deadline: M.A. Counseling Session II withdrawing from classes
December	1	Sunday	Residence halls open (12 p.m.)
	1	Sunday	EMBA Session II classes end
	2	Monday	Classes resume (8 a.m.)
	4	Wednesday	Last day of classes
	5	Thursday	Reading Day
	6-7	Fri-Sat	Final examinations
	9-10	Mon-Tues	Final examinations
	10	Tuesday	Residence halls close (7 p.m.)
	12	Thursday	Final grades due in Registrar's Office by 3 p.m.
	12	Thursday	EMBA Session II final grades due
	13	Friday	M.A. Counseling Session II classes end
	20	Monday	M.A. Counseling Session II grades due

Unless specifically noted, dates (including holidays) apply to full semester (15 week) term only. Calendar subject to modification in the best interest of the overall college program.



2025 Spring Semester

January	12	Sunday	Residence halls open (12 p.m.)
	13	Monday	Registration & Classes begin (8 a.m.)
	13	Monday	M.A. Counseling Session I & EMBA Session I registration & classes begin
	14	Tuesday	Deadline: M.A. Counseling & EMBA Schedule changes/registration
	17	Friday	Deadline: Schedule changes and late registration; Pass/Fail application
February	17-19	Fri-Sun	M.A. Counseling Spring Residency (required on-campus)
	20	Monday	Martin Luther King Holiday observance (classes dismissed)
	6	Thursday	Deadline: Withdrawing from first quarter classes
	7	Friday	Deadline: EMBA Session I withdrawing from classes
	12	Wednesday	Incomplete grades from fall semester due in Registrar's Office by 3 p.m.
March	17	Monday	Progress reports due in Registrar's Office
	21	Friday	Deadline: M.A. Counseling Session I withdrawing from classes
	28	Friday	First quarter classes end
	28	Friday	Spring Break begins (5 p.m.)
	2	Sunday	EMBA Session I classes end
April	7	Friday	M.A. Counseling Session I classes end
	7	Friday	EMBA Session I grades due
	9	Sunday	Residence Halls open (12 p.m.)
	10	Monday	Classes resume (8 a.m.)
	10	Monday	Second quarter classes begin
	10	Monday	EMBA Session II classes begin
	11	Tuesday	EMBA Session II last day of schedule changes
	14	Friday	Deadline: Adding/dropping Second quarter classes
	14	Friday	M.A. Counseling Session I grades due
	17	Monday	M.A. Counseling Session II classes begin
	18	Tuesday	Deadline: M.A. Counseling Session II Schedule changes
May	2	Wednesday	Deadline: Withdrawing from second quarter classes
	4	Friday	Deadline: Withdrawing from EMBA Session II classes
	14	Monday	Deadline: Withdrawing from full-semester classes
	17-18	Thu-Fri	Easter Recess (classes dismissed)
	18	Friday	Good Friday Holiday
	TBD		Spring Weekend
	25	Friday	Admissions New Student course registration event
	25	Friday	Deadline: Withdrawing from M.A. Counseling Session II classes
	27	Sunday	Academic Leadership Awards Convocation
	27	Sunday	EMBA Session II classes end
May	30	Wednesday	Last day of classes
	1	Thursday	Reading Day
	2-3	Fri-Sat	Final examinations
	5-6	Mon-Tues	Final examinations
	6	Tuesday	Residence halls close for non-graduating students (5 p.m.)
	9	Friday	Baccalaureate
	9	Friday	M.A. Counseling Session II classes end
	10	Saturday	Commencement (Residence halls close for graduating seniors by 5 p.m.)
	12	Monday	Final grades due in Registrar's Office for 2 nd semester by 3 p.m.
12	Monday	EMBA Session II grades due	
16	Friday	M.A. Counseling Session II grades due	

Unless specifically noted, dates apply to full semester (15 week) term. Calendar subject to modification in the best interest of the overall college program.

**2025 EMBA Summer Session I (7 weeks/online)**

May	5	Monday	Registration & Classes begin
June	22	Sunday	Last day of classes/Final examinations

2025 MSN/DNP Summer Session (12 weeks)

May	14	Wednesday	Registration & Classes begin
August	8	Friday	Last day of classes/Final examinations

Calendar for the Master of Arts in Counseling program, see page 27

Calendar for the Master of Fine Arts program, see page 34



WEST VIRGINIA WESLEYAN COLLEGE

Education is the most powerful weapon which you can use to change the world.

--Nelson Mandela

STATEMENT OF MISSION

West Virginia Wesleyan College challenges its students to a life-long commitment to develop their intellectual, ethical, spiritual, and leadership potential and to set and uphold standards of excellence. Firmly rooted in the liberal arts tradition and closely related to The United Methodist Church, the College is a community of learning based on fundamental principles formed at the intersection of Christian faith and liberal education: intellectual rigor, self-discovery, human dignity, mutual support, social justice, self-discipline, mental and physical wellness, the appreciation of diversity and the natural world, and the judicious use of resources. The College recognizes and affirms its interdependence with the external communities—local, regional, national, and global—and its covenant with the people of West Virginia to share its educational and cultural resources.

West Virginia Wesleyan College prepares its students through its curriculum of arts and sciences; pre-professional, professional, and graduate studies; and its rich campus life program. As a residential institution of higher education, the College aspires to graduate broadly educated individuals who:

- Think critically and creatively,
- Communicate effectively,
- Act responsibly, and
- Demonstrate their local and world citizenship through service.

The mission of West Virginia Wesleyan's Graduate Programs is to serve the educational needs of graduate students in acquiring advanced learning through applied skills and ethical practice while developing competence in research scholarship in their discipline.

A BRIEF HISTORY

The mission of West Virginia Wesleyan College is reflected in good measure in its name. Its founding in 1890 by the West Virginia Annual Conference of the Methodist Episcopal Church marked the successful end of a 16-year effort to establish a center of learning in the then-young state that would reflect the values of the Methodist community, meet the church's need for an educated leadership, and provide an educational resource for the general citizenry of the state and region.

Although the founders were always loyal to these overarching principles, the immediate catalyst for the College's establishment was perhaps less lofty: by 1882, Methodists believed they had "lost control" of West Virginia University in Morgantown, leading to an exodus from the state university of Methodist students who now sought an educational alternative.

Originally known as the West Virginia Conference Seminary, the new school opened September 3, 1890, in a splendid new three-story brick building located on the present site of the Lynch-Raine Administration Building. (The original building was destroyed by fire in 1905 and replaced the following year by the current structure.) In keeping with the tradition of seminaries or academies of the day, it offered largely pre-college instruction. Bennett W. Hutchinson, a graduate of Ohio Wesleyan University and Boston University School of Theology and an ordained minister, came from Rhode Island to accept the presidency. Mr. Roy Reger of Buckhannon was the first of 201 students to enroll that first year.

Full-fledged college work was initiated in 1900 and gradually expanded until the first baccalaureate degrees were awarded in 1905. After one year as Wesleyan University of West Virginia, the name was officially changed in 1906 to West Virginia Wesleyan College, in honor of Methodism's founder, John Wesley. Pre-college work continued through 1922-23, when it was deemed no longer necessary due to the growth of high schools in the state.

The early beginnings of the College were modest, and the fledgling school was frequently plagued by debt that became particularly threatening during the Great Depression of the 1930s. But the shortage of fiscal resources never dampened the vision of the College community and its supporters. By 1939, when the three major Methodist bodies united to become the Methodist



Church, leaders of the College dreamed of making Wesleyan the outstanding liberal arts college in the state—a challenging vision for a financially struggling college of fewer than 500 students.

Historians of the College credit Thomas W. Haight, an 1894 graduate of the Seminary, 20-year academic dean (1909-1929), long-time faculty member, and three-time acting president, as one of Wesleyan's most influential champions of academic excellence. In addition to strengthening the faculty and the emphasis on academics, he led efforts to achieve initial accreditation by the North Central Association of Colleges and Secondary Schools in 1927.

For many, the presidency of Dr. Stanley H. Martin (1957-1972) marks the period of the College's most dramatic growth, measured in student enrollments, increasing academic stature, and an expanding physical plant. It was largely his vision that gave the campus its present Georgian character. Annie Merner Pfeiffer Library, Benedum Campus Center, Benedum Hall (originally named New Hall), Christopher Hall of Science, Doney Hall, Jenkins Hall, Holloway Hall, Martin Religious Center, Middleton Hall, McCuskey Hall, and Wesley Chapel are tangible expressions of the expansion that characterized President Martin's tenure.

Following the successful tenure of Dr. Martin, John D. Rockefeller IV served as Wesleyan's President from 1973 to 1975. The current gymnasium and athletic center were completed during his tenure. For a period of time, it was referred to on campus as "The New Gym," but was renamed the John D. Rockefeller IV Physical Education Center after his departure in 1975. Immediately following his tenure at Wesleyan, Rockefeller served as Governor of West Virginia from 1977 to 1985 and went on to serve as the Junior Senator from West Virginia in the United States Senate.

During the 1970s, Wesleyan offered its first graduate degree program in education and in the 1980s in business administration. The French A. See Dining Center was constructed in the mid-1990s to provide a centralized location for students to dine and socialize each day. Extensive financial resources were also invested in information technology, with an emphasis on academic instruction during this decade. The College became one of the first institutions in the nation to require students to have laptop computers.

Many features of modern campus life at Wesleyan have long traditions. An example is football, which was introduced in the pre-college seminary in 1898. The school colors of orange and black go back to that very first game, when fullback and team captain Frank Thompson wore a turtleneck sweater in Princeton University's orange and black to honor two football greats of that university. A more comprehensive athletic program was formally organized at the collegiate level in 1902. Early sports included football, baseball, basketball, and gymnastics - for men only. In 1996, Wesleyan received the Sears and Roebuck Award for the most successful athletic program in the nation. From 1992 to 2012, Wesleyan captured the West Virginia Intercollegiate Athletic Conference's Commissioner's Cup as the most successful athletic program. Since 2006, the College has added women's golf, women's lacrosse, and indoor track to make a total of twenty-three sports. In 2013-2014 Wesleyan joined a new athletic conference, the Mountain East Conference and captured five conference championships. Approximately one-third of our students participate in varsity athletics. A new multi-purpose athletic complex, including an eight-lane track and new turf field, was also recently constructed.

Music has always been an important part of campus life, beginning in 1890 when two pianos and an organ were installed in the seminary's new building. In 1902, the current Annex Building was constructed as the Conservatory of Music, the College's first building dedicated solely to academic purposes. The school's "unofficial" anthem "My Home Among the Hills," written by former trustee

E.W. "Bill" James, is sung at every school ceremony. The song has been used at special functions throughout the state, including the governor's inaugural ceremonies.

The Greek system was initiated on campus in 1925, when the Board of Trustees authorized the establishment of two sororities and three fraternities. And as early as 1910, the Wesleyan Volunteer Band—followed in 1930 by the Student Volunteer Movement—established a tradition of service among Wesleyan students, concentrating in those early years on foreign missions of the Christian church, but also maintaining strong ties to the local community. Community service programs have been expanded to become an integral part of the College's student life program.

Much has changed in higher education and in West Virginia since West Virginia Wesleyan College was established. Yet the founders would recognize much of today's curriculum and many of today's campus traditions as worthy continuations of their early efforts.



WESLEYAN ACCREDITATION

West Virginia Wesleyan College is accredited by The Higher Learning Commission (30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; telephone 1-800-621-7440) and approved by the University Senate of The United Methodist Church. The teacher preparation program is approved by the West Virginia Department of Education and by the Council for the Accreditation of Educator Preparation (CAEP), 1140 Nineteenth St, NW, Number 400, Washington, DC 20036; telephone 202-223-0077. The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), (2001 K Street NW, 3rd Floor North, Washington, DC 20006; telephone 512-733-9700). The Bachelor of Science in Nursing (BSN), Master of Science in Nursing, and the Doctor of Nursing Practice programs at West Virginia Wesleyan College are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). Wesleyan's BSN program is fully approved by the West Virginia Board of Examiners for Registered Nurses, 5001 MacCorkle Ave SW, South Charleston, WV 25309, (304)-744-0900 (www.wvrnboard.wv.gov). The Nurse-Midwifery program of Shenandoah University is accredited by the American College of Nurse-Midwives Accreditation Commission for Midwifery Education (www.midwife.org/accreditation). Shenandoah's Psychiatric Mental Health Nurse Practitioner Program is accredited by the Commission of Collegiate Nursing Education. Shenandoah University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, GA 30033-409, (404) 679-4500.

The College holds membership in the Appalachian College Association, the National Association of Independent Colleges and Universities, the American Association of Colleges for Teacher Education, and the National Association of Schools and Colleges of The United Methodist Church, the Council of Independent Colleges.



ADMISSIONS AND FINANCES

West Virginia Wesleyan College's graduate programs are housed in academic departments that are housed within schools. The following section contains general graduate studies policies and procedures and the current individual graduate program admission requirements, descriptions, and degree requirements as well as all graduate course descriptions. These requirements and descriptions are current at the time of printing of this catalog; however, the College reserves the right to revise or change this information in whole or in part at any time as such change is determined to be necessary. In any such case, the College will give appropriate and reasonable notice as is practical.

ADMISSION PROCEDURES AND PROCESS FOR GRADUATE PROGRAMS

All graduate program applicants, including non-matriculating and visiting students, must complete an Application for Graduate Studies Admission. An application form is available online or from the Graduate Admissions Office within the O'Roark Nordstrom Welcome Center on campus. The completed application and all undergraduate and graduate transcripts, recommendations, required test scores, and any additional materials required by the specific program as described within this catalog should be submitted to the Graduate Admissions Office.

Upon receipt, the application package is reviewed by the Admissions Office for completeness, and then forwarded to the Director of the applicant's program for review by each program's faculty Admission Committee. Each program's Admission Committee and Director make decisions regarding admission. Applicants are notified of admission decisions in writing, generally within two weeks of receipt of the complete application.

At the discretion of the applicant's program Admission Committee and Program Director, applicants who do not meet the minimum requirements for a program, but who appear to be capable of performing well in graduate work, may be accepted provisionally. The provisional acceptance will be lifted upon the student's successful completion of the specific provisional requirements cited in their provisional acceptance letter. Failure to meet the conditions and requirements of the provisional acceptance within the first year of graduate work will result in the student being academically suspended or dismissed. Accepted students are required to submit a \$200 enrollment deposit, if domestic, and \$500 if international, upon receipt of acceptance to secure the student's place in the program and classes. The deposit will be applied to the student's first semester tuition and fees.

NON-MATRICULATING OR VISITING STUDENTS AND AUDITING

Individuals who have earned a baccalaureate degree and wish to enroll in particular courses for personal or professional development or certification or licensure requirements without the intent to matriculate in any degree program may apply for admission as a non-matriculating student. Applicants to this status are expected to meet the minimum academic requirements as established for regular admission to the particular graduate program including official verification of an earned baccalaureate degree. Admission on this basis does not imply acceptance or eligibility in any graduate degree program, regardless of the number of credits earned on this basis. Non-matriculating students may enroll for a limited number of classes upon approval of the relevant program director.

Graduate students who are matriculating at another college or university and wish to enroll in graduate courses at West Virginia Wesleyan College for transfer to their home institution may apply as a visiting graduate student. Visiting students must submit an official letter from their home institution documenting their status as a graduate student in good standing with their application. Transfer of these course credits is solely at the discretion of their home institution.

Individuals who wish to audit graduate courses for personal or professional development on a non-credit, ungraded, auditing basis may do so in select graduate courses at the sole discretion of the relevant program director or course instructor. Those interested in enrolling as a non-degree student must apply as a non-matriculating student and submit with their application the application fee, all transcripts which attest to an earned degree appropriate to the chosen program and a satisfactory GPA.



TUITION, FEES AND PAYMENT PROCEDURES

Tuition Fee/Credit Hour

MAT & MSAT	\$455
eMBA & MBA	\$500
MFA	\$480
MA Counseling	\$590
MSN	\$690
DNP	\$690
RN-MSN Bridge Courses	\$200

Other Fees

Application Fee	\$50
Graduation Fee	\$150
Audit Fee per Course	\$400
MSN & DNP Program Fee/semester	\$350
Counseling One-time Software Fee	\$250
Counseling Program Fee/Term	\$150
Executive MBA Program Fee/Term	\$150
Enrollment Deposit:	
Domestic	\$200
International	\$500

Accepted students are required to submit a \$200 enrollment deposit if domestic, and \$500 if international, upon receipt of acceptance to secure the student's place in the program and classes. The deposit will be applied to the student's first semester tuition and fees.

Graduate students who have pre-registered may view and pay their bill online via Self-Service at selfservice.wvwc.edu. WVWC accepts American Express, MasterCard, Visa, and Discover payments, as well as eChecks, personal checks, money orders, and/or third-party payment, which may be mailed to the Student Accounts Office, West Virginia Wesleyan College, 59 College Avenue, Buckhannon, WV, 26201. No academic credentials will be issued to the student until all college bills are paid and all financial aid documentation, if applicable, has been completed.

Funds paid in advance that are in excess of institutional costs are refunded to the student when the Student Accounts Office receives a completed Refund Request Form.

Students who are approved or are considering withdrawing from courses or from the college should review the withdrawal policy and schedule below:

- For students who withdraw from the College due to illness, or for other reasons approved by the Provost, and are enrolled in full semester courses during the Fall, Spring, and Summer terms, the following schedule will be used:

Fall Semester 2024	Spring Semester 2025	Student Responsibility
August 19, 2024 - September 1, 2024	January 13, 2025 - January 26, 2025	20% of tuition
September 2, 2024 - September 15, 2024	January 27, 2025 - February 9, 2025	40% of tuition
September 16, 2024 - September 29, 2024	February 10, 2025 - February 23, 2025	60% of tuition
After September 29, 2024	After February 23, 2025	100% of tuition

Summer I Term 2025	Summer II Term 2025	MSN/DNP Summer Term	Student Responsibility
May 14, 2025 - May 17, 2025	June 17, 2025 - June 20, 2025	May 14, 2025 - May 24, 2025	20% of tuition
May 18, 2025 - May 21, 2025	June 21, 2025 - June 24, 2025	May 25, 2025 - June 4, 2025	40% of tuition
May 22, 2025 - May 25, 2025	June 25, 2025 - June 27, 2025	June 5, 2025 - June 15, 2025	60% of tuition
After May 25, 2025	After June 27, 2025	After June 15, 2025	100% of tuition

- For the Counseling program refund, page 26.
- For the MFA program refund schedule is included in the calendar for that program, see page 34.



VA Pending Payment Compliance

Despite any policy to the contrary, for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, we will not:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

FINANCIAL AID

Various financial aid opportunities are available for graduate students including Federal Direct Unsubsidized Loans upon completion of the Free Application for Federal Student Aid (FAFSA). Other loan and scholarship opportunities exist. Many companies, embassies and agencies directly reimburse students for their educational expenses upon successful completion of courses. In these situations, the student is responsible for paying the bill at the beginning of the term or selecting another payment option. Tuition may not be left unpaid pending reimbursement by a third party. For financial aid purposes, students are considered full-time when enrolled in six or more graduate credit hours per semester or session. For further information, contact the WVWC Financial Aid Office at 800-343-2374.

How to Apply for Financial Aid

We highly recommend that you file the Free Application for Federal Student Aid (FAFSA) online at www.studentaid.gov. West Virginia Wesleyan College's School Code number is 003830. In order to maximize all of your Financial Aid options, we strongly advise that all students file the FAFSA.



GRADUATE PROGRAMS INSTRUCTIONAL OFFERINGS

COURSE NUMBERING SYSTEM

The first of the three digits of the course number indicates the general level of instruction (target audience). Graduate courses are open only to students who have earned a bachelor's degree and to students in the combined Five-Year Undergraduate/ Graduate Programs.

- 500 - 599 These courses are typically the first-tier, foundational courses that immerse graduate students in the material central to the field and that presuppose mastery of prerequisite undergraduate-level understanding and application.
- 600 - 699 These courses require graduate students to synthesize foundational course work in integrated second-tier courses, or in an applied capstone project that demonstrates graduate-level mastery of the subject matter.
- 700 - 799 These courses require graduate students to synthesize foundational course work in an applied capstone project that demonstrates graduate-level mastery of the subject matter.

ATHLETIC TRAINING

FIVE-YEAR MASTER OF ATHLETIC TRAINING PROGRAM

See the Undergraduate Catalog for information on the Five-Year Undergraduate Exercise Science /Master of Athletic Training program.

MASTER OF ATHLETIC TRAINING

DIRECTOR: Meleesa Wohleber
 ASSOCIATE PROFESSOR: Meleesa Wohleber
 ASSISTANT PROFESSOR: Jacob Hill, Drew Mason
 PROFESSOR EMERITUS: Dan Martin

The Master of Athletic Training program provides students with theoretical knowledge and understanding of the profession of athletic training. The program blends classroom instruction and structured clinical experiences through a process that results in students gaining eligibility to sit for the Board of Certification (BOC) examination upon graduation from Wesleyan. Students who graduate from the program and subsequently pass the national certification exam will be qualified to be employed as athletic trainers in secondary schools, in colleges and universities, for professional athletic teams, in sports medicine clinics, or in industrial preventive medicine clinics. The professional athletic training program is accredited by the Commission on Accreditation of Athletic Training Education, CAATE, 2001 K Street NW, 3rd Floor North, Washington, DC 20006.

**Requirements for the MAT program (49 semester hours):**

EXSC 505, 506, 515, 535, 536, 540, 545, 550, 570, 605, 610, 613, 635, 640, 645, 655, 670, 675, 678

Mission Statement

The mission of the MAT program is to prepare the athletic training student to sit for the BOC national certification examination per CAATE and BOC guidelines and requirements through evidence based didactic and clinical education. Through incorporating analytical problem-solving abilities, graduates will be developed competency and proficiency in all five practice domains of athletic training:

1. Risk reduction, wellness, and health literacy
2. Assessment, evaluation, and diagnosis
3. Critical incident management
4. Therapeutic intervention
5. Healthcare administration and professional responsibility

Program Goals

Upon completion of the WVWC Professional MAT program, the graduate will:

- Possess the necessary skills in cognitive, behavioral and clinical skills for successful practice as a health care practitioner.
- Demonstrate professional communication skills as a competent health care provider to effectively communicate within all aspects of patient care.
- Develop competent, ethical health care practitioners that practice evidence-based medicine, participate in interprofessional education, and demonstrate collaborative practice with other health professions.
- Develop students that are active in professional citizenship and promote involvement with athletic training organizations and the community through service and leadership.
- The MAT program will prepare students to pass the BOC examination and become credentialed, certified athletic training professionals. Seventy percent or higher will pass this exam on the first attempt.

Program Learning Outcomes

- Students will be able to apply clinical reasoning skills throughout the physical examination process, and will assimilate the acquired data in order to select the appropriate assessment tests, formulate a differential diagnosis, and determine an appropriate treatment plan or referral to other health care professionals.
- Students will develop effective, professional health care provider written and oral communication skills.
- Students and graduates will demonstrate proficiency within the domains of athletic training, encompassing the knowledge, skills and abilities necessary to become a credentialed health care provider.
- The student will gain experience working with diverse populations, which includes but is not limited to: sex, race, age, disabilities/abnormalities, and socioeconomic status.

Additional fees associated with the MAT program are:

• Uniform and supplies requirements at official entrance to program	\$160-\$200
• ATrack Subscription (Annual or Lifetime)	\$45-\$90
• CPR Certification, biannually	\$20-\$35
• *Transportation to/from off-site clinical and class placements, annually	\$25-\$150
• Membership to the National Athletic Trainers' Association, annually	\$78-\$115
• BOC preparatory exams and/or workshops, final year in program	\$155-\$225

* Students in the program are required to provide their own transportation to off campus clinical and class placements. Clinical education sites utilized by the program are located within a 45-mile radius of the WVWC Campus with the exception of immersion sites that could be outside a 45-mile radius. Students may also incur additional expenses with off campus clinical sites; such expenses could include but are not limited to, housing, transportation, immunizations, blood screenings, or board.



Admission to and Continuation in the Master of Athletic Training Program

Technical Standards for Admission

The professional Athletic Training program at West Virginia Wesleyan College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the professional Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency: the Commission on Accreditation of Athletic Training Education (CAATE).

The following abilities and expectations must be met by all students admitted to the Athletic Training Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted to the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection to the WVWC Athletic Training Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgements and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. the perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Effective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Program will be required to verify they understand and meet these technical standards or they believe that, with certain accommodations, they can meet the standards. Verification is also necessary by a physician on the student's required entrance physical examination. The Office of Student Development will evaluate any students who state that they could meet the program's technical standards with accommodation to confirm that the stated condition qualifies as a disability under applicable laws.

If a student states that he or she can meet the technical standards with accommodation, then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review as to whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the standards of the institution, including all coursework, clinical experiences, and internships deemed essential to graduation.

Students with an earned Bachelor's degree may apply for admission into the MAT program. Admission into the program is selective and limited. The eligibility requirements below are listed in order of importance. Academic coursework will begin in the Summer term. The program is designed to be a 24-month continual enrollment program (Summer/Fall/Spring/Summer/Fall/Spring).

Students must meet the following eligibility requirements for formal admission into the professional Athletic Training program:

1. A cumulative grade point average of 2.75 or higher
2. Official transcripts noting earned degree and completion of the following prerequisites with no grade below C (2.0) and a prerequisite CGPA of 2.75 or higher:

Human Anatomy and Physiology	8 hours with laboratory
Chemistry	4 hours with laboratory, (8 hours with laboratory preferred)
Physics (light/electricity preferred)	4 hours with laboratory
Biology (Principles or 4 hours with laboratory Microbiology preferred)	
Statistics	3 hours



General Psychology	3 hours
First Aid and Safety	3 hours
Human Nutrition	3 hours
Exercise Physiology	3 hours
Kinesiology	3 hours

- Submission of an online application, including two graduate recommendation forms (electronic submission).
- Successful completion of an interview with the athletic training faculty and clinical instructors.
- Completion of a minimum of 50 observation hours with 2 different ATs (ATC) in 2 different settings; a minimum of 15 hours must be completed in each setting.
- Attendance at a Universal Precautions in-service program, AHA HealthCare Provider CPR Certification in-service program (w/required certification) and proof of HBV vaccination (or declination/initiation of the series), completed physical examination by a health care provider
- Completion of a criminal background evaluation and drug screening
- An official report of the Graduate Record Examination (GRE), if requested.
- If applicable, an official report of the TOEFL

Candidates must meet ALL criteria to be selected to the program. The priority deadline for receiving completed application materials is January 15. The final deadline for fall enrollment is August 1. These materials are to be submitted to the WVWC Graduate Admissions Office through the online application. The Program Director will review all graduate application materials submitted. Candidates will be notified of their official acceptance status by May 15 of each year. Following initial acceptance into the program, the student must meet the following criteria to remain in good standing within the program:

- Earn no grade below a C (2.0) in the required coursework within the program.
- Maintain a cumulative grade point average of 3.0 or above in all graduate work.
- Students must also complete at least one course per semester to maintain enrollment within the program. If the student fails to enroll for more than one semester, a new application for admission must be approved before resuming the program. Candidates must complete the program within five years. Transfer credits older than seven years will not be applied toward the master's degree.
- Demonstrate continual progress in attainment of the required clinical competencies (each semester) and minimum of 4 semesters of clinical fieldwork.
- Remain in good academic and judicial standing with West Virginia Wesleyan College.

Athletic Training Courses for MAT

EXSC 505. Foundations of Patient Care.

3 hrs.

An integrated approach to patient care involving an introduction to epidemiology and public health through exploring the distribution of disease and risk factors that influence health outcomes of individuals and within communities. Epidemiology and public health concepts will be used to inform various aspects of quality patient care through incorporating evidence-based practice (EBP), the use health informatics systems, health care delivery systems, patient education, and cultural competence in caring for a patient and their unique health needs.

EXSC 506. Advanced Emergency Care for the Athletic Trainer.

2 hrs.

This course is designed to prepare an athletic trainer to respond to athletic emergencies. Course content will focus on the skills necessary to provide appropriate emergency care for a variety of emergencies that may occur during an athletic practice or competition. The course will be a combination of lecture, laboratory/hands on practice, and scenario-based learning.

EXSC 515. Principles of Athletic Training.

2 hrs.

An introduction to the basic principles of prevention, evaluation, and management of athletic injuries. Topics will include training and conditioning techniques, protective sports equipment, mechanisms and characteristics of sports trauma, pathophysiology of tissue in common injuries/illnesses/disease of a physically active population across the lifespan and tissue's physiologic response to injury.

EXSC 535. Clinical Experience I.

2 hrs.

Under the direct supervision of a BOC certified athletic trainer or clinical preceptor, the athletic training student will complete a minimum of three five-week rotations. Emphasis will be placed on proficiency of taping and wrapping skills, emergency care skills, observations with team physician(s), and developing basic evaluation and assessment skills. **Prerequisites:** Formal acceptance into MAT program; **Corequisites:** EXSC 506 Advanced Emergency Care for the Athletic Trainer, EXSC 515 Principles of Athletic Training, EXSC 550 Orthopedic Support and Immobilization Techniques.

**EXSC 536. Clinical Experience II.****3 hrs.**

Under the direct supervision of a BOC certified athletic trainer or clinical preceptor, the athletic training student will complete a full semester rotation. Emphasis will be placed on proficiency of lower extremity evaluation and general medical injury/illness evaluation. **Prerequisites:** Formal acceptance into MAT program; **Corequisites:** EXSC 540 Evaluation and Treatment of Lower Extremity, EXSC 605 Evaluation and Treatment of General Medical Conditions

EXSC 540. Evaluation and Treatment of the Lower Extremity.**3 hrs.**

In-depth physical evaluation and treatment of injuries and pathologies of the lower extremity. Emphasis will be placed on the components of the comprehensive orthopedic clinical evaluation and diagnosis including: history, inspection, palpation, functional testing, gait evaluation, medical documentation and special evaluation techniques of the lower extremity. Laboratory included.

EXSC 545. Evaluation and Treatment of the Upper Extremity & Spine.**3 hrs.**

In-depth physical evaluation and treatment of injuries and pathologies of the upper extremity and spine. Emphasis will be placed on the components of the comprehensive orthopedic clinical evaluation and diagnosis including: history, inspection, palpation, functional testing, medical documentation and special evaluation techniques of the upper extremity and spine. Laboratory included.

EXSC 550. Orthopedic Support and Immobilization Techniques.**2 hrs.**

This course will be primarily a laboratory, hands on experience-based course. Students will be instructed on various applied athletic taping, bracing, splinting and casting procedures. Skill instruction will also include the fitting and use of assistive mobility devices.

EXSC 570. Therapeutic Interventions.**3 hrs.**

A study of the therapeutic interventions used by athletic trainers in the treatment and rehabilitation of athletic injuries. Students will gain hands-on experience with various modalities (e.g. electrical stimulation, ultrasound, therapeutic massage) currently used in athletic training settings. The course will also introduce general principles of pharmacology and drug therapy as a therapeutic intervention. Pharmacotherapy is presented with a pathophysiological approach and emphasis is on major drug classifications and prototype drugs.

EXSC 605. Evaluation and Treatment of General Medical Conditions.**3 hrs.**

In-depth physical evaluation and treatment of injuries and pathologies of the head, common illnesses and general medical conditions. Emphasis will be placed on the components of the comprehensive clinical evaluation and diagnosis including: history, inspection, palpation, functional testing, medical documentation and special evaluation techniques. Laboratory included.

EXSC 610. Cardiopulmonary Issues and the Athletic Trainer.**3 hrs.**

Advanced evaluation methods and issues related to the cardiopulmonary systems. Topics will include but are not limited to: evaluation of various pathologies, assessment techniques, risk assessment, and medical history. Requires a research-based project with presentation. Includes didactic and lab session.

EXSC 613. Psychosocial Aspects of Athletic Training.**2 hrs.**

This course serves as an exploration in the psychological aspect of working with patients in a health care setting. Topics will include patient recovery from injury/illness and various behavioral health conditions, such as, suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders.

EXSC 635. Rehabilitative Interventions.**2 hrs.**

This course will focus on methods and techniques in the selection and application of rehabilitation/reconditioning techniques for injuries/illnesses sustained by the competitive athlete and physically active individual. Key components will focus on the overall functional progression of rehabilitative exercise, specific rehabilitative exercises, and manual therapy techniques. Students will develop skills related to the integration of physical assessment into a comprehensive rehabilitation plan.

EXSC 640. Research in Athletic Training.**2 hrs.**

This course provides a capstone experience for students in health care research. Students will use skills in evidence-based medicine to complete an approved research project. Research presentation required.

EXSC 645. Healthcare Administration in Athletic Training.**2 hrs.**

An in-depth course in organizational and administrative components of athletic training health care administration. Topics will consist of: reimbursement for services, legal concepts associated with health care, record management, financial management, facility management, personnel management, and planning, coordinating, and supervising all administrative components of a health care organization as well as public relations. In addition, students will be exposed to management strategies, leadership styles, certification/licensure issues, policy and procedure development in various athletic training settings.

EXSC 655. Professional Topics Seminar.**2 hrs.**

Exploration of current professional topics including certification requirements and preparation, licensure requirements, grantsmanship, and other topics related to the professional domains in athletic training as defined by the BOC Role Delineation Study.

**EXSC 670. Clinical Experience III.****3 hrs.**

Under the direct supervision of a BOC certified athletic trainer or clinical preceptor, the athletic training student will complete a full semester clinical rotation. Emphasis will be placed on proficiency of upper extremity evaluation, therapeutic interventions and rehabilitative interventions. Prerequisites: Formal acceptance into MAT program; EXSC 545 Evaluation and Treatment of Upper Extremity, EXSC 570 Therapeutic Interventions, EXSC 635 Rehabilitative Interventions; *Corequisites*: EXSC 645 Health Care Administration of Athletic Training.

EXSC 675. Immersive Clinical Experience.**6 hrs.**

Under the direct supervision of a BOC certified athletic trainer or clinical preceptor, the athletic training student will complete a minimum 5-week immersive clinical experience. Emphasis will be placed on proficiency of all practice domains of athletic training. Prerequisites: Formal acceptance into MAT program and EXSC 670 Clinical Experience III.

EXSC 678. Current Topics in Athletic Training.**1 hr.**

A course in new developing topics and trends athletic training. Topics will include but are not limited to: evaluation of various pathologies and emerging treatment techniques related to a variety of evolving employment setting.

MASTER OF SCIENCE IN ATHLETIC TRAINING

DIRECTOR: Dan Martin

ASSOCIATE PROFESSOR: Meleesa Wohleber

ASSISTANT PROFESSOR: Jacob Hill, Drew Mason

PROFESSOR EMERITUS: Dan Martin

This master's degree is designed for time efficiency so that graduates from any CAATE accredited curriculum can obtain an advanced degree in one calendar year. Students can also choose to complete the coursework during a more traditional two-year program of study.

Both fall and spring semesters include a clinical practicum in which graduate students will be placed in various clinical placements (collegiate athletics, high school athletics, middle school athletics, etc.). Graduate students will need reliable transportation to and from clinical placements. Students must note that specific clinical placements may begin prior to the actual first day of class.

Students who graduate from the program and hold the ATC (Certified Athletic Trainer) credential will be qualified to be employed as athletic trainers in secondary schools, colleges and universities, professional athletic teams, sports medicine clinics, physician's offices or in industrial preventative medicine clinics.

The Athletic Training Master of Science degree is designed to provide students with the theoretical knowledge and understanding of the profession of athletic training beyond that of the entry level program and to enhance the quality of health care services for the physically active through the development of advanced clinicians.

Admission to the Master of Science in Athletic Training

The master's degree in athletic training is designed as a time efficient mechanism by which graduates from any CAATE accredited curriculum can obtain an advanced degree, in addition to other nationally recognized certifications such as Certified Strength and Conditioning Specialist (CSCS), and Emergency Medical Technician (NREMT-B). The major strength of this program is the fact that the student may complete all of this training in a one-year plan of study.

Each applicant will be considered individually by the Master of Science in Athletic Training Admission Committee. For full consideration, each applicant must be a graduate of a CAATE undergraduate curriculum with a GPA of 2.75 or higher in all undergraduate college work and a GPA of 3.0 or higher in any graduate work. BOC certification and/or BOC eligibility are required. Applicants must submit the following to the Graduate Admissions Office:

- official transcripts for all undergraduate and graduate courses;
- an official report of the Graduate Record Examination (GRE), if requested;
- two completed graduate recommendation forms (electronic submission);
- a current vita with relevant work experience;
- an official report of the TOEFL, if applicable.



Once admitted to the program, students must maintain a cumulative grade point average of 3.0 or above in all graduate work. Students must also complete at least one course per semester to maintain enrollment within the program. If the student fails to enroll for more than one semester, a new application for admission must be approved before resuming the program. Candidates must complete the program within five years. Transfer credits older than seven years will not be applied toward the master's degree.

Master of Science in Athletic Training Program of Study Requirements

A minimum of 36 credit hours are required for the MSAT degree. The following courses are required (24 credit hours): EXSC 520, 610, 615, 620, 625, 630, 650 and 655. Approved elective courses include EXSC 510, 521, 525, 551, 560, and 597. *Additional course choices may be applied to the student's plan of study after consultation with the director of the MSAT program. Students are encouraged to pursue electives in other academic units if approved.*

Program Learning Outcomes

- Encourage the development of the student's communication skills, both verbal and written, utilizing a variety of courses throughout the program.
- Foster the continued development of the student's critical thinking skills through emphasis on problem-based didactic and clinical experiences.
- Provide the student with a wide range of traditional and emerging healthcare provider skills.
- Prepare the student with an experience throughout the program to better engage and serve a diverse population.

Athletic Training Courses for MSAT

EXSC 510. Graduate Clinical Internship.

3 hrs.

One hundred twenty hour (120) offsite placement with physician specialists, physical therapists, nutritionists, emergency medical personnel, and/or other disciplines that are individually chosen by the student to complement their personal and career interests, goals, and preparation needs.

EXSC 520. Clinical Practicum I.

3 hrs.

Clinical experience (full semester) in athletic training that allows a greater understanding of the different members of sports medicine community, incorporates viewpoints into the process of making decisions about the care of the injured athlete, and allows students to broaden their exposure to administrative duties. Seminar discussions will be included.

EXSC 521. Clinical Practicum II.

3 hrs.

Clinical experience (full semester) in athletic training that allows students to broaden their experience and to develop advanced clinical skills, clinical thinking and problem-solving abilities. Seminar discussions will be included.

EXSC 525. Pharmacology and Drug Therapy.

3 hrs.

Principles of Pharmacology will be discussed including pharmacodynamics and pharmacokinetics. Pharmacotherapy is presented with a pathophysiological approach and emphasis is on major drug classifications and prototype drugs. Social, cultural, legal, and ethical issues related to drug therapy are explored. Research related to the application of pharmacotherapy for the athlete and related issues are explored by the student.

EXSC 551. Statistics in Allied Health Research.

3 hrs.

In-depth exploration of statistical modeling including but not limited to multivariate techniques, single subject designs, ANOVA, ANCOVA, MANOVA, MANCOVA, regression models, path analysis, etc.

EXSC 560. Foundations of Strength and Conditioning.

3 hrs.

This course is designed to provide students with a comprehensive review of muscle and cardiovascular physiology, biochemistry, and endocrinology related to the principles of strength training and conditioning. Students will gain experience in the practical aspects of designing individual workout sessions, periodization and programming to enhance progression. Emphasis will be placed on program design, for individuals and groups, to enhance performance variables. The course is designed to assist the student in meeting the requirements to be eligible for and pass the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist exam (additional fee required for examination).

EXSC 570. Therapeutic Interventions.

3 hrs.

A study of the therapeutic interventions used by athletic trainers in the treatment and rehabilitation of athletic injuries. Students will gain hands-on experience with various modalities (e.g. electrical stimulation, ultrasound, therapeutic massage) currently used in athletic training settings. The course will also introduce general principles of pharmacology and drug therapy as a therapeutic intervention. Pharmacotherapy is presented with a pathophysiological approach and emphasis is on major drug classifications and prototype drugs.

**EXSC 597. Graduate Research Seminar.****4 hrs.**

In-depth master's thesis development and proposal. Students will complete the first three chapters of the formal thesis and complete a departmental thesis proposal for review. Topics will include thesis development, types of research (including but not limited to literature review, meta-analyses, case reports, etc.) in current top tier refereed research publications. Students will also identify a journal of choice and submit the prospectus per its format for publication submission upon completion in spring.

EXSC 610. Cardiopulmonary Issues and the Athletic Trainer.**3 hrs.**

Advanced evaluation methods and issues related to the cardiopulmonary systems. Topics will include but are not limited to: evaluation of various pathologies, assessment techniques, risk assessment, and medical history. Requires a research-based project with presentation. Includes didactic and lab session.

EXSC 615. Emerging Trends and the Athletic Trainer.**3 hrs.**

A topical course in emerging trends in athletic training. Topics will include but are not limited to: evaluation of various pathologies and treatment techniques related to a variety of emerging employment settings for the athletic trainer. Will include a research-based project with presentation.

EXSC 620. Advanced Orthopedic Assessment.**3 hrs.**

Advanced manual, radiologic, and other current evaluation methods in the orthopedic and sports medicine arena. Topics will include but are not limited to: evaluation of orthopedic pathologies, advanced manual techniques, radiologic evaluation(s), surgical anatomy reviews, and surgical procedure observation and evaluations.

EXSC 625. Advanced Physical Assessment.**4 hrs.**

An in-depth clinically advanced study of advanced medical assessment of common illnesses, and medical problems in the athletic and physically active population. This is a didactic as well as a lab-based course.

EXSC 630. Evidence Based Medicine.**3 hrs.**

Students will gain a greater understanding of utilizing evidence-based medicine (EBM) theory and how it can be incorporated into athletic training daily practice.

EXSC 650. Graduate Writing/Thesis Defense.**3 hrs.**

Completion of data acquisition, analyses, and presentation of formal thesis document. Also, the student will complete a formal thesis defense presentation.

EXSC 655. Professional Topics Seminar.**2 hrs.**

Exploration of current professional topics including certification requirements and preparation, licensure requirements, grantsmanship, and other topics related to the professional domains in athletic training as defined by the BOC Role Delineation Study.



BUSINESS ADMINISTRATION

FIVE-YEAR MASTER OF BUSINESS ADMINISTRATION PROGRAM

See the Undergraduate Catalog for information on the Five - Year Undergraduate/Master of Business Administration program.

MASTER OF BUSINESS ADMINISTRATION PROGRAM

DIRECTOR: Kimberly Conrad

PROFESSOR: Tracie Dodson

ASSOCIATE PROFESSOR: Michael Lynch

ASSISTANT PROFESSORS: Kimberly Conrad, Kelly Terhune

The Wesleyan Master of Business Administration program offers an integrative general management curriculum that prepares managers to think and lead at all levels of an organization. The broad-based curriculum strives to create organizational leaders with multiple skills who can analyze business problems from a variety of perspectives and exercise ethical judgments when finding solutions. At the core of the program are the functional areas of business: accounting, finance, management, and marketing. These are supported by courses in ethics, economics, and quantitative analysis. The objectives of the program are to offer a curriculum with a rich philosophy about judgment, analysis, and action via a healthy mix of theory and practice; to provide a unified and innovative core curriculum that provides focus and continuity; to provide outstanding, student-centered teaching that results from faculty who are current in their fields and committed to developing students as ethical decision makers; and to offer a curriculum that balances technical and substantive issues in management.

The 36-semester hour program is designed to be pursued either on an intensive schedule by full-time students or on a part-time basis by business professionals, using evening, summer, and online class opportunities. The MBA curriculum consists of 24 credit hours of core courses plus 12 credit hours in electives, which may be targeted in an area of concentration or selected randomly for a standard MBA.

Executive MBA Program

The 36-semester hour Executive Master of Business Administration program is designed for working professionals. All courses are offered online, with two in-person residences: 1) Orientation and Networking; 2) Capstone. Students can complete this accelerated MBA program in 12 months.

ADMISSION

Application for admission to the program is invited from anyone who holds a bachelor's degree from an accredited college or university, regardless of undergraduate major. Applicants should complete the application online and include:

1. a current résumé showing relevant work experience*;
2. two completed recommendation forms (preferably, one from an employer and one from a professor);
3. official transcripts of all undergraduate and graduate work (2.75 minimum GPA required; 3.0 preferred);
4. for applicants with less than a 3.0 undergraduate GPA, an official report of the Graduate Management Admission Test (GMAT) (score of at least 400 expected)#
5. if a non-native English-speaking international student, an official report of the Test of English as a Foreign Language (TOEFL);

*EMBA applicants must possess at least two years of professional work experience

#GPA minimums for EMBA applicants may be waived based on professional work experience

The MBA Admission Committee and the MBA Director will make decisions regarding admission, and will notify applicants in writing of those decisions.



Program Learning Outcomes

- Demonstrate high levels of knowledge and skills in current theory and application in the four functional areas of business: accounting, finance, management, and marketing.
- Use a results-oriented approach to problem-solving and decision-making in each course within the MBA program.
- Analyze complex business problems from a variety of strategic leadership and organizational perspectives.
- Make ethical judgments and decisions to ensure socially-responsible and sustainable business practices.

MBA Concentrations

Leadership: BUSI 534, 555, 625, 635

Health Care Administration: BUSI 506, 516, 534, 538, 577

Nonprofit Management: BUSI 534, 535, 565, 645

Human Resource Management: BUSI 534, 562, 572, 645

Customized Concentration: Strategically select four MBA electives around a theme

Standard MBA: Select any four MBA electives from among the following - BUSI 534, 535, 562, 565, 571, 572, 575, 595, 645

MBA Core Courses (24 credit hours)

BUSI 550, 560, 570*, 610, 620, 631, 641, 700

*Students enrolled in the Health Care Administration Concentration will substitute BUSI 506 for BUSI 570.

Preparatory Courses

Although Wesleyan's MBA program is designed for students committed to developing advanced management skills, regardless of their undergraduate major, all students are required to have a basic knowledge of business. For any non-business major, including Economics, the following preparatory courses or equivalent transfer courses must be taken and successfully completed prior to taking the subsequent associated MBA core course. Upon acceptance into the program and review of transcripts, the MBA Director will notify the student of which course(s) are required. These preparatory courses will incur additional costs are not eligible for college credit.

Preparatory Course	WVWC MBA Course
Business Math and Statistics (BMS)	BUSI-550 Quantitative Methods for Management
Foundations of Economics (FoE)	BUSI-560 Managerial Economics
Financial Accounting (FA)	BUSI-610 Management Accounting
Understanding Corporate Finance (UCF)	BUSI-620 Financial Management & Policy
Principles of Managements (PMG)	BUSI-631 Management Theory & Leadership
Principles of Marketing (PMK)	BUSI-641 Marketing Management & Research

Requirements for Master of Business Administration Degree

All candidates must:

1. Complete 36 semester hours, including BUSI 550,560,610,620,631,641,700; plus a 12 hour concentration
2. Earn at least 27 hours in residence;
3. Achieve a cumulative B average (3.0 grade point average) in all courses applicable toward the MBA degree and in all MBA work completed at Wesleyan.
4. Complete all MBA course requirements within seven years from the date of enrollment in their first Wesleyan MBA course.

MBA Courses

BUSI 506. Healthcare Ethics.

3 hrs.

A survey of key concepts in moral and political philosophy with an emphasis on their application to issues in healthcare ethics. Includes topics such as ethical dilemmas, honesty, and truth-telling in healthcare; aging, memory loss, and patient autonomy; abortion; and euthanasia.

BUSI 516. Financial Management in Healthcare Organizations.

3 hrs.

A study of the structure and operations of various contemporary healthcare financing and reimbursement systems and related policy issues. Historical, current, and proposed policy options in healthcare financing, including private and government programs, will be addressed. The administrator's role in programming, budgeting, and controlling processes in complex healthcare systems will be discussed.

**BUSI 534. Human Resource Management.****3 hrs.**

This course introduces the theoretical, technical and legal aspects of human resource management and employment relations. Topics include: human resource planning, recruitment, selection, performance evaluation, training and development, compensation, labor relations, and other concepts relevant to managing people. The course employs applied projects to address practical situations in various settings, catering to the industry focus of students (including small and large businesses, healthcare institutions, nonprofit organizations, or other relevant environments)

BUSI 535. Management for Non-profits.**3 hrs.**

This course is intended to provide students with a broad understanding of the wide range of issues involved in developing and leading a non-profit enterprise. Students will be introduced to the operating environment, resource concerns, and unique leadership requirements of non-profits.

BUSI 538. Leadership and Planning in Healthcare Organizations.**3 hrs.**

An exploration of the political, social, economic, and ethical influences on leadership and planning in healthcare organizations. Special attention is given to how change occurs and can be managed or led by healthcare administrators who understand the role of leadership in change theory and organizational planning.

BUSI 550. Quantitative Methods for Management.**3 hrs.**

An introduction to statistical methods as they apply to business and economics. Emphasis is placed on using computer tools to analyze data and preparing written reports based on the analyses. The course is designed to assist the MBA student to better understand the nature of decision making using standard statistical tools. Problem solving and class discussion are the primary techniques of instruction, with one additional directed assignment using computer-based research tools to conduct statistical analyses.

BUSI 555. Organizational Behavior.**3 hrs.**

This course provides a comprehensive understanding of organizational behavior and its impact on leadership effectiveness and organizational performance. Students will develop critical thinking skills, apply theoretical frameworks, and enhance their leadership capabilities to address real-world organizational challenges. Topics covered include teamwork, diversity and inclusion, ethical decision-making, and global mindset development. Through case studies, simulations, and interactive discussions, students will gain practical skills in analyzing organizational behavior, fostering effective teamwork, and making informed and ethical decisions in complex business environments. This course equips future leaders with the knowledge and skills necessary to navigate the complexities of organizational behavior and drive sustainable success.

BUSI 557. Organizational Leadership.**3 hrs.**

Students will understand the origins of leadership and leadership theories and practices that organizations apply and utilize today. Students will understand the difference between management and leadership and emphasize how these differences can impact an organization. Students will explore the development of self-awareness, better understand their leadership style, and learn skills to become better organizational leaders and followers. Students will have the ability to apply theoretical concepts to practical situations. Students will assess their leadership styles, strengths, and weaknesses and develop concepts from theory, practice, reflection, and self-assessments to become better leaders and followers.

BUSI 560. Managerial Economics.**3 hrs.**

Application of microeconomic concepts and decision science to managerial problems. Topics include the theory of consumer behavior, the theory of the firm, the theory of market structures and pricing, game theory, linear programming, input-output analysis, statistical estimation, forecasting, and capital budgeting. *Completion of BUSI 550 prior to enrolling in this course is recommended.*

BUSI 562. Labor Economics.**3 hrs.**

The objective is for students to develop an understanding of the modern theory of labor market behavior and gain the ability to apply related economic concepts. Topics include labor demand, labor supply, compensating wage differentials, investments in human capital, wage determination, earnings differences, unionism, and unemployment.

BUSI 565. Nonprofit Funding.**3 hrs.**

An examination of the key aspects of fundraising, stewardship, donor development, and financial management of nonprofit organizations. Application of these issues in the development of a fundraising plan for a nonprofit organization.

BUSI 570. Applied Ethics for Management.**3 hrs.**

A study of ethical decision making in a business context. Topics include ethics and a free market ideology, the competitive advantage of ethics-based thinking, uncovering organizational ground rules, breaking the gridlock of competing interests, frameworks for ethical decision making, conflicts between businesses and publics, and the relationship between business culture and business ethics. Case studies and presentations are the primary learning tools.



- BUSI 571. Ethical Issues in Marketing.** 3 hrs.
Ethical frameworks and case studies for the analysis of marketing decisions, especially as regards pricing, product management, promotion and distribution, and advertising and personal selling.
- BUSI 572. Negotiation and Conflict Resolution.** 3 hrs.
This course is an introduction to the fundamental concepts and practices of negotiation and conflict resolution. It will involve discussions about the nature of negotiation, the strategy and planning involved in negotiation and the role that communication, power, relationships and ethics play in negotiation. In addition, the students will be introduced to general concepts of conflict resolution in the workplace.
- BUSI 573. Insurance Principles and Planning.** 3 hrs.
This course introduces students to the fundamentals associated with the principles of risk management through insurance contracts. It also covers the topics of property and casualty insurance, life insurance, and living benefits.
- BUSI 575. Legal Environment of Business.** 3 hrs.
Students will develop a practical, working knowledge in many areas of the law following exposure to contracts, torts, property, employment/human resource management law, agency, secured transactions, negotiable instruments and, time permitting, a brief examination of some selective environmental and international law issues.
- BUSI 577. Healthcare Internship.** 3 hrs.
A professional field placement in an approved healthcare agency. Students will perform and shadow professional healthcare administrative assignments. Significant application of course-based learning is expected. In consultation with a field supervisor and the faculty sponsor, students will develop a contract that specifies on site and academic learning objectives and methods for the internship.
- BUSI 580-589 and BUSI 680-689. Special Topics.** 3 hrs.
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.
- BUSI 590-599 and BUSI 690-699. Independent Studies.** 3 hrs.
Each student is permitted to take a maximum of six graduate hours of independent studies. These courses are jointly designed and developed by the student and a sponsoring faculty member to satisfy the student's need for individual applied research topics.
- BUSI 610. Management Accounting.** 3 hrs.
A study of special topics in cost accounting: budgeting, profit control, tax planning, inventory control, and decision models. Cash forecasting, modeling the financial requirements of the firm, and analyzing the financial statements for investment decisions are also covered.
- BUSI 620. Financial Management and Policy.** 3 hrs.
Advancing the theoretical constructs of corporate financial decision making, this course covers the important decisions that financial managers face as they balance such issues as capital budgeting, cost of capital, dividend policy, long-term financing and mergers, and working capital management.
- BUSI 625. Leading Change.** 3 hrs.
Change occurs constantly in organizations today. Leaders must understand how to oversee change successfully. This class will review theories, models, and practice to change. The students will learn evidence-based principles of change management. The course explores the complexities of change, its challenges, and the leadership approaches required for successful change initiatives. Students will learn to identify and overcome resistance to change, engage stakeholders and foster a culture of adaptability.
- BUSI 631. Management Theory and Leadership in Organizations.** 3 hrs.
A review of the core functions of management: planning, organizing, leading, and controlling. The course focuses on understanding why people behave the way they do in organizations. Topics include strategic decision making, models of leadership, process design and control, total quality management, project management, group dynamics, teamwork, power and politics, conflict management, organizational design and structure, organizational culture, and organizational change.
- BUSI 635. Leading Teams & Individuals.** 3 hrs.
This course analyzes the complexities of team dynamics and collaboration within organizational settings. Students will explore team formation, roles, norms, and decision-making processes, and develop skills to assess team effectiveness and implement strategies for improvement. The course will also cover effective communication, active listening, feedback, and conflict management techniques. The class will cultivate leadership skills for team environments, navigate virtual and remote team challenges, leverage diversity, engage in cross-functional collaboration, and foster a continuous learning mindset through self-reflection. Students will gain the knowledge and skills to thrive and contribute to organizational success as an individual, a team member, and a leader.
- BUSI 641. Marketing Management and Research.** 3 hrs.
This course emphasizes the decisions that marketing managers must make in their efforts to bring together the objectives and resources of their organizations with the needs and opportunities in the marketplace. The theoretical foundations of marketing



management are explored, as well as the strategies, tactics, and administrative issues surrounding marketing decisions. The course also addresses the technical aspects of marketing research process (problem definition, research design, data collection, data analysis, interpreting and communicating research findings), and focuses on the role of marketing research in managerial decision making.

BUSI 645. Project Management.

3 hrs.

The Project Management MBA course uses a problem-based approach to create experiences that provide a thorough knowledge and understanding of project management.

BUSI 700. Business Strategy.

3 hrs.

This is the capstone MBA course, designed to integrate the functional areas of business: accounting, finance, management, and marketing into comprehensive strategic planning for an organization. The course draws on readings, group analyses, written reports, panel discussions, presentations, and includes the development of a strategic plan for a case or real business or organization.

Prerequisites: BUSI 550, 560, 570, 610, 620, 631, 641.

Graduate Business Certificates

The Graduate Business Certificates aim to provide continued education or professional development to individuals who may not be eligible or interested in completing the full MBA program. Each certificate will require four, three-credit MBA-level courses in a specific concentration area. The healthcare administration certificate requiring an additional three-hour internship for a total of 15 hours for the certificate.

Leadership (12 graduate credits): BUSI 534, 555, 625, 635.

Nonprofit Management (12 graduate credits): BUSI 534, 535, 565, 645.

Healthcare Administration (15 graduate credits): BUSI 506, 516, 534, 538, 577.

Human Resource Management (12 graduate credits): BUSI 534, 562, 572, 645.



CLINICAL MENTAL HEALTH COUNSELING

MASTER OF ARTS IN COUNSELING

DIRECTOR: Jennifer Randall Reyes

PROFESSOR: Christine Schimmel

ASSOCIATE PROFESSOR: Jennifer Randall Reyes

ASSISTANT PROFESSOR: Ariel Williams

The Master of Arts in Counseling program strives to train exceptional future counselors. To do so, we have created a core curriculum of 51 required credits that encompass the eight foundational knowledge and skill areas that support a professional counselor identity: professional orientation and ethical practice, social and cultural identities and experiences, lifespan development, career development, counseling practice and relationships, group counseling and group work, assessment and diagnostic processes, and research and program evaluation. Students will then have 9 credits (3 courses) to use toward a specialization or take electives in which they are interested. Courses will be offered in 8-week blocks, with students taking 2 courses per block as a full-time student, or 1 course per block as a part-time student. There are five blocks in total in an academic year (2 per spring and fall semesters, and 1 per summer semester). Students are required to earn a grade of B (3.0) or better in each of the graduate courses before progressing in the program sequence. A course with an unsatisfactory grade may be repeated only once in the program.

The 60-credit program is designed to be pursued in an online cohort model, allowing students to connect more fully with their faculty and peers as they progress through their counselor training. The core curriculum is sequential, meaning courses build upon one another to create the foundational skills and knowledge future counselors need to develop their professional identity. Courses will be delivered in a hybrid format of both synchronous and asynchronous distance learning, with students required to attend approximately 2-3 hours per week of instructional time synchronously. Students are additionally required to attend in-person residencies on campus at Wesleyan at the start of each academic term (excluding summer classes). The Counseling curriculum offers two areas of specialization: Clinical Mental Health and Addictions Counseling, which may require additional elective coursework to complete.

Mission Statement

Our mission is to train future counselors to be of service to others, which we view as the cornerstone of the counseling field. Your only prerequisite is the willingness to grow and change. We believe moving beyond tolerance to celebrating diversity is fundamental to your success in this program and as a counselor. You will gain the skills to build relationships that facilitate the process of healing with the ultimate goal of creating sustainable and equitable systems for ourselves, for our families, for our communities, and for the people we serve.

Requirements for the Master of Clinical Mental Health Counseling Degree

51 credit hours of the following courses: COUN 505, COUN 510, COUN 520, COUN 525, COUN 530, COUN 535, COUN 540, COUN 545, COUN 550, COUN 620, COUN 625, COUN 630, COUN 640, COUN 645, COUN 675 (3 credit hours total), COUN 695 (6 credit hours total)

9 elective credit hours chosen from the following courses: COUN 610, COUN 650, COUN 655, COUN 660

Program Learning Outcomes

- PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
Develop a professional identity that demonstrates alignment with the counseling profession's ethical standards, roles, and responsibilities, including advocacy work.
- SOCIAL AND CULTURAL DIVERSITY
Acknowledge the impact of systemic oppression by developing a professional counseling identity and practice in which inclusion, choice, and self-empowerment are central components.



- **LIFESPAN DEVELOPMENT**
Apply theoretical models of human development across the breadth and depth of the lifespan from individual, familial, and community attachments to overarching systems of culture and society.
- **CAREER DEVELOPMENT**
Develop strategies for career development counseling using theoretical models that are inclusive of developmental, cultural, accessibility gaps, and ethical components of career decision planning and making.
- **COUNSELING PRACTICE AND RELATIONSHIPS**
Demonstrate ethical and evidence-based counseling skills including documentation, treatment planning, crisis intervention, and suicide prevention in the counseling process that support collaborative relationships toward the overall development of a personal model of counseling.
- **GROUP COUNSELING AND GROUP WORK**
Apply theoretical foundations of effective group leadership skills in group counseling and group work including ethical group formation, implementation, and closing.
- **ASSESSMENT AND DIAGNOSTIC PROCESSES**
Demonstrate ethical selection and application of developmentally and culturally appropriate assessment and diagnosis, along a continuum from risk management to wellness.
- **RESEARCH AND PROGRAM EVALUATION**
Conduct and evaluate research that uses appropriate qualitative, quantitative, or mixed methods to ethically inform and implement best practices of counseling and program evaluation.
- **KEY PROFESSIONAL DISPOSITIONS**
Demonstrate professionalism indicative of a future counselor who is learning to be confident and competent in holding professional boundaries that incorporate their own needs.
- **CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION**
Demonstrate advocacy alongside clients in the systems of care they utilize; such as integrated behavioral healthcare professionals, community stakeholders, and reimbursement providers across the continuum of clinical mental health care.
- **ADDICTIONS COUNSELING SPECIALIZATION**
Apply systems-level thinking that is grounded in culturally and developmentally appropriate interventions toward the prevention, treatment, and recovery from substance abuse disorders.

Admission to Master of Arts in Counseling Program

Application for admission to the program is invited from anyone who holds a bachelor's degree from an accredited college or university, regardless of undergraduate major. Applicants should complete the application online and include:

1. current curriculum vitae showing relevant work experience;
2. three completed professional recommendation forms or letters (preferably, two from an employer and one from a professor);
3. official transcripts of all undergraduate and graduate work (minimum of 3.00 GPA preferred);
4. an essay written in APA 7th edition guidelines to the following prompt:
Please describe your **interest** in and **understanding** of a professional counseling career, including related experience to date.
5. if a non-native English-speaking student, an official report of the Test of English as a Foreign Language (TOEFL); and

Applicants must also participate in an online interview with a Counseling Faculty member. Counseling Faculty will then meet as a committee to approve all acceptance decisions and notify the student in writing.

Accelerated Counseling Program

Undergraduate students at West Virginia Wesleyan have the opportunity to apply to the Accelerated Counseling Program while still completing their undergraduate requirements. Students must meet all admissions requirements of this program and be prepared to produce graduate-level work in Counseling courses, as evidenced by a 3.5 cumulative undergraduate GPA at the time of application and maintained throughout the remainder of their baccalaureate degree.

The Accelerated Counseling Program provides provisional acceptance into the program, pending the award of the baccalaureate degree. Students can begin taking graduate Counseling courses in their junior or senior year, once accepted as an accelerated student. Accelerated students may count a maximum of 12 graduate credit hours in Counseling towards their undergraduate degree.



Please note that students can only take up to and including the four courses outlined below:

- COUN 505: Orientation to Professional Counseling
- COUN 510: Human Development through the Lifespan
- COUN 520: Counseling Theories
- COUN 525: Professional Counseling Ethics

COUN 505 is the first course that must be taken in the series, as this program is designed sequentially and it therefore serves as the prerequisite for all other Counseling courses. A minimum grade of B is required in order to receive graduate credit and to count the credits towards the undergraduate degree.

Students accepted into the accelerated counseling program will be subject to the same policies that pertain to other matriculated graduate students. However, the undergraduate program will remain the student's primary program and students will be considered undergraduate students for the purposes of financial aid. Student advising remains with the assigned undergraduate advisor until completion of the undergraduate degree; however, accelerated students must meet with the Counseling Program Director for an advising session before enrolling in graduate-level coursework.

Graduation Requirements

Students are referred to the Counseling Student Handbook for a detailed description of the graduation requirements outlined below.

1. New Student Orientation
2. Residencies (2 per academic year)
3. Successful completion of all 60 credit hours with an A or B, including 3 credit hours total of COUN 675 Practicum and 6 credit hours total of COUN 695 Internship.
4. 20 sessions of personal counseling
5. Pass the Counselor Preparation Comprehensive Examination (CPCE)
6. Submission of the Application for Degree form one semester before the intended graduation
7. Payment of \$150 graduation fee

M.A. CLINICAL MENTAL HEALTH COUNSELING

FALL TERM (16 WEEKS) August 19 – December 10, 2024

August 19	Registration for Spring Term
August 19	Classes Begin for Session I
August 19 – 20	Add/Drop Session I
August 23 – 25	Fall Counseling Residency (required on-campus)
September 27	Last day to withdraw from Session I courses
October 11	End of Session I
October 18	Grades Due
October 11 – 20	Fall Break
October 21	Classes Begin for Session II
October 21 - 22	Add/Drop Session II
November 29	Last day to withdraw from Session I courses
December 13	End of Session II
December 20	Grades Due
December 13 – January 12	Winter Break

**SPRING TERM (16 WEEKS)**

January 13 – May 9, 2025

January 13	Registration for Fall Term
January 13	Classes Begin for Session I
January 13 – 14	Add/Drop for Session I
January 17 – January 19	Spring Counseling Residency (required on-campus)
February 21	Last day to withdraw from Session I courses
March 7	End of Session I
March 14	Grades Due
March 8 – March 16	Spring Break
March 17	Classes Begin Session II
March 17 – 18	Add/Drop for Session II
April 25	Last day to withdraw from Session II courses
May 9	End of Session II
May 16	Grades Due

SUMMER TERM (8 WEEKS)

May 26 – July 18, 2025

May 26	Registration for Summer Session
May 26	Classes Begin for Summer Session
May 26 - 27	Add/Drop for Summer Session
July 3	Last day to withdraw from Summer Session courses
July 18	End of Session
July 25	Grades Due

Students who are approved or are considering withdrawing from courses or the college should review the withdrawal policy and specific CMHC Program schedule below:

Fall 2024 (Session I)	Student Responsibility
August 19, 2024 – August 26, 2024	20% of tuition
August 27, 2024 – September 3, 2024	40% of tuition
September 4, 2024 – September 11, 2024	60% of tuition
After September 11, 2024	100% of tuition

Fall 2024 (Session II)	Student Responsibility
October 21, 2024 - October 28, 2024	20% of tuition
October 29, 2024 - November 5, 2024	40% of tuition
November 6, 2024 - November 13, 2024	60% of tuition
After November 13, 2024	100% of tuition

Spring 2025 (Session I)	Student Responsibility
January 13, 2025 - January 20, 2025	20% of tuition
January 21, 2025 – January 28, 2025	40% of tuition
January 29, 2025 - February 5, 2025	60% of tuition
After February 5, 2024	100% of tuition

Spring 2025 (Session II)	Student Responsibility
March 17, 2025 – March 24, 2025	20% of tuition
March 25, 2025 – April 1, 2025	40% of tuition
April 2, 2025 - April 9, 2025	60% of tuition
After April 9, 2025	100% of tuition



Summer Session 2025	Student Responsibility
May 26, 2025 - June 2, 2025	20% of tuition
June 3, 2025 - June 10, 2025	40% of tuition
June 11, 2025 - June 18, 2025	60% of tuition
After June 18, 2025	100% of tuition

FINANCIAL AID

Please note that students must request a financial aid refund, as they are not automatically processed. Financial aid refunds, for spring term, are processed the week following add/drop of Session IV. Refunds, for summer term, are processed the week following add/drop of Session V.

Counseling Program Courses

As a sequential cohort program, students must take COUN 505 as the prerequisite for all other Counseling courses or alongside COUN 510 as a corequisite.

COUN 505: Orientation to Professional Counseling **3 hrs**

This course is an introduction to West Virginia Wesleyan College's Clinical Mental Health Counseling Program and the professional responsibilities and expectations of a clinical mental health counselor. This course provides students with an overview of the program's course structure, online requirements, and overall expectations. Students are introduced to professional writing and research including APA citation style. This course also explores important aspects of the counseling profession including ethical responsibilities, cultural awareness, knowledge, and skills, confidentiality, role of professional organizations, interprofessional collaboration, and preparation for licensure.

*NOTE: Orientation **must** be taken in the first term students are enrolled. Completion of this course with an A or B is required to successfully progress in the sequential core curriculum.*

COUN 510: Human Development through the Lifespan **3 hrs.**

This course provides an overview of traditional and contemporary theories related to human development over the lifespan. Students will explore the psychological, physical, interpersonal, and societal issues related to identity growth and development across the lifespan and how developmental concepts influence clinical practice.

COUN 520: Counseling Theories **3 hrs.**

This course provides an overview of the major theoretical orientations to counseling and their philosophical backgrounds. Students will examine major theoretical concepts, explore the strengths and relative weaknesses of the different schools of thought, and explain how they apply to various counseling contexts.

COUN 525: Professional Counseling Ethics **3 hrs.**

This course is a survey of the major ethical and professional issues in counseling. The historical development of counseling ethics and its philosophical foundations will be examined. Students will apply ethical decision-making to counseling. Students will examine ethical and professional issues through the lens of intersecting cultural identities.

COUN 530: Culture and Society in Counseling **3 hrs.**

This course examines multicultural counseling through the lens of historical context, public policy, and social movements in the counseling field. Students are required to explore their own intersectionality within their role as counseling students and future professionals. The overarching goal of this course is for students to increase self-awareness around their own positionality and how socio-cultural influences find their way into the therapeutic relationship.

COUN 535: Research Design and Program Evaluation **3 hrs.**

This course is an introduction to the major methods of research in the counseling field as well as best practices of scientific and scholarly research. Students will be introduced to the use of research methods both within traditional scientific and scholarly settings as well as with program evaluation settings (e.g., quality improvement and program development in the public and private sectors). The course will cover both quantitative and qualitative research methods, the use of corresponding statistical methods, and the communication of research design and program evaluation results in professional settings.

COUN 540: Couples and Family Counseling **3 hrs.**

This course is an overview of the history, models, and methods of family and couples counseling. Students will apply these models and methods for various counseling problems within diverse counseling settings. Ethical and regulatory concerns particularly relevant to families and couples will be introduced and explored.

**COUN 545: Theories of Addiction and Recovery****3 hrs.**

This course is an introduction to the major models of addiction, recovery, and the ethics of addiction counseling. Students will explore the development of addiction and recovery theories over time and their intersections. Students will examine multiple pathways to treatment and recovery, as well as ethical decision-making. Theory based models for assessment, diagnosis, and treatment will be applied to counseling individuals with substance use problems and their families. Students will examine historical and current perspectives on problematic substance use through multiple lenses.

COUN 550: Career Counseling**3 hrs.**

This course examines the practice of career counseling including career development, career decision-making theories, the process and techniques of career counseling, and the interrelationship between career and life balance issues. These issues will be discussed using multicultural and social justice frameworks. Attention will be given to career issues related to diversity and challenges related to a changing work environment.

COUN 620: Diagnosis and Treatment Planning**3 hrs.**

This course provides an overview of the history and future directions of psychopathology and treatment of mental health disorders. Students will explore the different categories of behavioral health diagnoses and how they developed. Students will identify and conceptualize behavioral health problems through a contextual lens, addressing circumstances impacting the development of dysfunctional behaviors. Students will examine treatments that are typically used in counseling situations and how to develop and write a plan for addressing behavioral health problems within an interdisciplinary team.

COUN 625: Counseling Techniques**3 hrs.**

This course introduces students to counseling techniques and provides them with the opportunity to practice methods used in a variety of counseling contexts, including the treatment of mental health disorders. Students use deliberate practice methods to apply counseling skills to diverse client populations.

COUN 630: Child and Adolescent Counseling**3 hrs.**

This course provides an overview of theories and techniques necessary for working with children and adolescents in a variety of counseling settings. The course is designed to enhance students' theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. Specific attention is given to developmental, cognitive, behavioral, educational, multicultural, and environmental issues.

COUN 640: Group Counseling Theories and Techniques**3 hrs.**

This course is an overview of the history, models, and methods of group counseling. Students will learn about the application of these models for various counseling problems and within various counseling settings. Students will explore ethical and regulatory concerns particularly relevant to group counseling.

COUN 645: Assessment and Appraisal**3 hrs.**

This course provides a background in psychometrics and the history of assessment within diverse counseling contexts. Students will evaluate the relative strengths and weaknesses of various assessment measures used in individual and group counseling settings. Students will administer assessment methods and interpret results within various counseling contexts. This course will explore how assessment has historically impacted and continues to affect diverse populations.

Prerequisites: Counseling Theories

COUN 675: Practicum**1-3 hrs.**

Students will observe and critique in-person and/or recorded counseling sessions, as well as provide counseling to clients under direct supervision of a graduate faculty with a professional counseling license or a related mental health professional. Students will be exposed to a wide array of supported counseling practice opportunities that will vary depending on the nature of the site the student attends.

Prerequisites: Orientation to Professional Counseling, Human Development through the Lifespan, Professional Counseling Ethics, Counseling Theories, Counseling Techniques, Diagnosis and Treatment Planning. Corequisites: Group Counseling

COUN 695: Internship**1-6 hrs.**

Students will provide counseling in community and clinical settings under the guidance of a graduate faculty with a professional counseling license or a related mental health professional. Students should expect a combination of observation and supervised practice with a higher degree of independence and responsibility compared with their introductory practicum experience.

Prerequisites: Practicum. Corequisites: Assessment and Appraisal

Three Electives Required, Possible Electives:**COUN 650: Grief, Trauma, and Addiction****3 hrs.**

This course examines theories and interventions used by counselors within the areas of grief and trauma through an addiction lens.



Students will analyze the impact of grief and trauma through multicultural and ethical perspectives in diverse counseling contexts.

Prerequisites: Theories of Addiction

COUN 655: Crisis, Risk, and Prevention

3 hrs.

This course examines the major models of crisis intervention and risk management. Students will learn to identify, assess, approach, and intervene upon conflict situations and crises they are likely to encounter in their work as professional counselors. Students will explore crisis and risk through a systems lens of preventative mental health efforts.

Prerequisites: Theories of Addiction

COUN 610: Psychopharmacology

3 hrs.

The course introduces students to human psychopharmacology. The course will survey a broad array of domains informed by the study of interactions between neurobiology, psychoactive substances, and behavior. Implications for counselors in a variety of settings will be explored.

Prerequisites: Theories of Addiction

COUN 660: Supervision Models in Counseling

3 hrs.

The course provides students with the background necessary to understand, benefit from, and use supervision in their professional practice and ongoing professional development. Students will explore the history of supervision in helping professions, its role in the professional development of counselors, major models of supervision as associated techniques, and common forms of feedback approaches in professional counseling. Students will explore multicultural and other ethical concerns related to the practice of supervision across diverse counseling contexts.

Graduate Counseling Certificates

The Graduate Counseling Certificates aim to provide continuing education or professional development to individuals who already possess a bachelor's degree, but are not interested in completing the full CMHC program. Current mental health professionals with a master's degree may also wish to pursue a certificate in pursuit of a specialized area of mental health practice. Each certificate will require four, three-credit CMHC-level courses in the specific concentration area along with COUN 505 Orientation to Professional Counseling.

COUN 505, Orientation to Profession Counseling, and COUN 545, Theory of Addictions, are prerequisite to the three remaining courses in the certificate.

Addictions Counseling (15 graduate credits): COUN 505, COUN 545, COUN 610, COUN 650, COUN 655



FINE ARTS

MASTER OF FINE ARTS PROGRAM

DIRECTOR: Doug Van Gundy

PROFESSORS: Devon McNamara, Doug Van Gundy

ASSISTANT PROFESSOR: Robert Stevens

The MFA in Creative Writing, a two-year low-residency program requiring 49 hours of credit, offers students the opportunity to design their own program in poetry, fiction, or creative nonfiction under the supervision of a faculty mentor and the program director. Each semester begins with a 10-day intensive residency on Wesleyan's campus, after which students return home and carry out their programs of study by correspondence. During the residency, student writers participate in a scheduled series of craft lectures, seminars, workshops, and readings presented by the Wesleyan core faculty of writers and the semester's visiting faculty.

Students are assigned a different faculty mentor each semester. At the residency, the student meets with the assigned faculty mentor to design the following semester's work, which includes forming a reading list of 20-25 books comprised of works on craft, criticism, and theory, as well as the work of individual authors; the exchange of five packets of original writing, revisions, and craft essays on the required readings, with faculty responses by e-mail, regular mail, and phone, no later than one week after receiving the packets; and the submission of a final portfolio. These exchanges are not online courses, but tutorials that encourage a close, sustained apprenticeship with master writers who have significant publications and standing in their field. Students are expected to spend a minimum of 25 hours per week on their writing and directed reading.

The program welcomes and fosters writing that explores place and identity. Students may choose to spend one residency period in a faculty-supervised field seminar in Ireland (offered every other year) or other Wesleyan-sponsored travel destinations. *Students may not substitute a travel residency for his/her first or final residency.*

Program Learning Outcomes

Students who complete the WVWC low-residency MFA program will be:

- Versant in the craft of creative writing with a thorough grounding in canonical and contemporary writing.
- Proficient in the craft and technique of creative writing while deepening and enlarging their writing mind and talent.
- Active and productive members of a community of writers who will mutually enrich each other's life and writing.

Requirements for the Master of Fine Arts Degree

A minimum of 49 credit hours are required for the MFA degree. Requirements include completion of four residencies and a thesis-presentation residency, and completion of the following required courses:

Poetry Track: ENGL 540 (four times), ENGL 545 (four times), ENGL 570 (two times), ENGL 625, ENGL 650, and ENGL 655.

Fiction Track: ENGL 520 (four times), ENGL 525 (four times), ENGL 570 (two times), ENGL 625, ENGL 650, and ENGL 655.

Creative Nonfiction Track: ENGL 530 (four times), ENGL 535 (four times), ENGL 570 (two times), ENGL 625, ENGL 650, and ENGL 655.

Cross-Genre Study: Secondary Genre Concentration Option

At campus residencies, the interdisciplinary morning sessions offer all students instruction in fiction, creative nonfiction, and poetry. For students who wish to go further into studies outside their primary genre, the program offers the option to study a secondary genre for one residency and semester period. During the cross-genre residency, students participate in the afternoon workshop in the genre of interest; and during the semester immediately following that residency, they complete creative and critical work in that genre under the guidance of an advisor with a specialty in that genre. This option adds one residency and one semester (a total of 12 credit hours) to a student's total program of study and earns the student a secondary genre concentration which is documented on the final transcript. Students enrolled in this option are required to complete 61 credit hours (49 credit hours required in their primary track, 12 credit hours required in their secondary track).

Since it is most advantageous for students to first be grounded in the MFA program and in the study of their primary genre



before broadening out, **students are eligible for the cross-genre study option only during their third or fourth residency/semester** (in other words, before or after the Critical Essay semester; both the Critical Essay and the Thesis must be completed in the student's primary genre). Students interested in this option should contact the director to hear more details and to establish a timeline.

The application deadline for students intending to enroll in a secondary-genre residency/semester is **April 1 for summer/fall** and **October 1 for winter/spring**. To apply for the secondary genre concentration, students must submit a writing sample in the genre of interest (15 poems or 20 pages of prose) to the director who then consults the relevant faculty; director and faculty approval is required for this option. All students begin the program with a 49-credit-hour program of study. Once the student applies for the secondary concentration and is accepted and enrolled in the secondary genre concentration option, their credit requirement changes from 49 to 61 credit hours; because the additional credits are required for an MFA degree with concentration, students are eligible to receive federal loans to fund the additional residency/semester.

Requirements for the MFA Degree with Secondary Genre Concentration

Poetry Concentration adds ENGL 540, 545, 575 to Fiction or Nonfiction Track.

Fiction Concentration adds ENGL 520, 525, 575 to Poetry or Nonfiction Track.

Nonfiction Concentration adds ENGL 530, 535, 575 to Fiction or Poetry Track.

Evaluation and Degree Award

The MFA Director, based on faculty feedback and the student's participation in residency activities, will submit a Pass or Fail grade for all residency courses (ENGL 520, 525, 530, 535, 540, 545, 655). The faculty mentor will submit to the MFA Director a mid-semester written evaluation and an end of the semester evaluation and recommendation for Pass or Fail for the semester-long course (ENGL 570, 575 or 625). Both student and faculty mentor will keep a dated record of the exchanges of written material. This information will be kept in the student's file and will be reviewed by the Director and the appropriate faculty mentor as the basis for the award of credit for the semester.

The Pass/Fail evaluation system does not provide an official "middle zone" in grading that can alert a student to potential precariousness of his or her status in the program when necessary. The halfway mark of a student's tenure in the program is the point at which we will officially notify students if sufficient progress has not been made toward the MFA degree, or if sufficient commitment has not been shown. If the advisor and director are concerned about a student's lack of progress or lack of effort after his/her second semester, an official warning letter will be given to the student and also placed in his/her permanent file.

This letter is not intended as a threat, or a punitive action; instead, if the student is struggling to meet the standards of the program, the letter is meant to offer him/her an opportunity to reassess, in conversation with faculty, his or her goals for MFA study; to dive more deeply during the third semester; and to increase commitment level if the student plans to complete the program.

The fourth-semester student's Pass/Fail grade for the final credits earned during Thesis project completion (ENGL 650) will remain an "I" (Incomplete) until the receipt of the Final Deposit and the completion of the Fifth Residency (ENGL 655). Once all requirements are satisfied, the final grades will be submitted to the Registrar and the MFA degree will be finalized on the first degree-conferring date to follow the students' Fifth Residency. For Thesis students finishing in spring, the degree is finalized in August; for students finishing in fall, the degree is finalized the following May.

The MFA Program Director will maintain a record of all of the above materials and a brief written evaluation for each residency and semester based on the above methods and materials, and the final end-of-program evaluation which in total forms the basis for the award of the Master of Fine Arts degree.

Application Requirements

1. Completed Graduate Application Form
2. Writing Sample
3. Official transcripts of all undergraduate and graduate coursework
4. Two Letters of Recommendation with the Graduate Application Recommendation Form
5. Current vita/résumé
6. A 750-1,000-word Statement of Purpose

Admission writing sample requirements include: 20 pages of your best work for fiction and creative nonfiction, or 15 of your best poems for poetry. The two recommendations should come from knowledgeable and relevant recommenders who can speak



to the applicant's writing and/or academic aptitude. Preference is given to applicants with an undergraduate degree with a grade point average of 3.00 or above and significant course work in English and writing. Prospective students may apply at any time; however, the application deadline is October 1 for the Winter Residency and April 1 for the Summer Residency. Once accepted, students may begin their residency in either the winter or summer residency period.

The MFA Graduate Admission Committee will read all applications and make recommendations about admittance to the program to the MFA Director who then makes the final admission decision. Members of the committee will include two creative writers in the student's genre.

Graduation Requirements

1. Four semesters of supervised work, earning a minimum of 49 credit hours. [Five semesters of supervised work for graduation with Secondary Genre Concentration, earning a minimum of 61 credit hours.]
2. Five residencies. [Six residencies for graduation with Secondary Genre Concentration.] The Fifth [or Final] Residency is devoted to participating in a Thesis Interview, teaching a seminar and presenting a graduate reading.
3. Critical Essay (20-25 pages).
4. Creative Thesis (100-125 pages for fiction and nonfiction; 48-60 pages for poetry).
5. Comprehensive Annotated Bibliography.
6. Submission of the Application for Degree form one semester before intended graduation.
7. Payment of the \$150 graduation fee.

2024-2025 MFA GRADUATE STUDIES CALENDAR

2024 SUMMER RESIDENCY (2024M1—MFA Term 1) and FALL SEMESTER (2024M2—MFA Term 2)

June 28 – July 7 Summer Residency: Seminars, Workshops, and Readings (total of 4 credit hours – see courses below*)

- June 28 Add/Drop date for residency courses
- July 3 Deadline for Withdrawal from residency courses with responsibility for 50% of residency tuition and with entitlement to 10% of residency-semester scholarship (if applicable)
- 8 Begin ENGL 570: Semester Project in Fiction, Poetry, or Creative Nonfiction; ENGL 575: Secondary Genre; ENGL 625: Critical Essay; ENGL 650: Thesis Manuscript Preparation (8 credit hours)
- 8-10 Add/Drop dates for ENGL 570, 575, 625, 650
- 19 Grades from residency due in Registrar's office
- 19 Withdrawal from ENGL 570, 575, 625, 650 deadline with responsibility for 20% of semester tuition and with entitlement to 20% of residency-semester scholarship (if applicable)
- Aug. 2** Withdrawal from ENGL 570, 575, 625, 650 deadlines with responsibility for 40% of semester tuition and with entitlement to 40% of residency-semester scholarship (if applicable)
- 16 Withdrawal from ENGL 570, 575, 625, 650 deadline with responsibility for 60% of semester tuition and with entitlement to 60% of residency-semester scholarship (if applicable)
- Sept. 16** Advisor's Midterm Advisee Evaluation due to Director
- 20 Final Deadline for Withdrawal from ENGL 570, 575, 625, 650 – responsible for 100% of semester tuition, entitled to 100% of residency-semester scholarship (if applicable)
- Oct 25 – Nov. 8** Pre-registration for W2025 Residency and Sp2025 Semester courses [Director completes pre-reg and students confirm at residency check-in]
- Nov. 4** End of ENGL 570, 575, 625, 650: Semester Portfolio due for ENGL 570, 575, 625; First Deposit of Thesis due for ENGL 650
- 18 ENGL 570, 575, 625 grades due in Registrar's office; ENGL 570, 575, 625 Advisor's Final Advisee Evaluation Due to Director
(ENGL 650 grades will remain on record as "I" (Incomplete) until the final grades are submitted to the Registrar once Final Residency is completed and Final Deposit of Thesis is received; degree conferred May 2024.)

2025 WINTER RESIDENCY (2025M3—MFA Term 3) and SPRING SEMESTER (2025M4—MFA Term 4)

Dec 27– Jan 5 Winter Residency: Seminars, Workshops, and Readings (total of 4 credit hours – see courses below*)

Dec 27-28 Add/Drop dates for residency courses



- Dec 31 Deadline for Withdrawal from residency courses w/responsibility for 50% of residency tuition & residency fee and w/entitlement to 10% of residency-semester scholarship (if applicable)
- Jan 6 Begin ENGL 570: Semester Project in Fiction, Poetry, or Creative Nonfiction; ENGL 575: Secondary Genre; ENGL 625: Critical Essay; ENGL 650: Thesis Manuscript Preparation (8 credit hours)
- Jan 6-10 Add/Drop dates for ENGL 570, 575, 625, 650
- Jan 17 Grades from residency due in Registrar's office
- Jan 17 Withdrawal from ENGL 570, 575, 625, 650 deadline with responsibility for 20% of semester tuition and with entitlement to 20% of residency-semester scholarship (if applicable)
- Jan 31 Withdrawal from ENGL 570, 575, 625, 650 deadline with responsibility for 40% of semester tuition and with entitlement to 40% of residency-semester scholarship (if applicable)
- Feb 14 Withdrawal from ENGL 570, 575, 625, 650 deadline with responsibility for 60% of semester tuition and with entitlement to 60% of residency-semester scholarship (if applicable)
- Mar 16 Advisor's Midterm Advisee Evaluation due to Director
- 2 Final Deadline for Withdrawal from ENGL 570, 575, 625, 650 – responsible for 100% of semester tuition, entitled to 100% of residency-semester scholarship (if applicable)
- Mar 30-April 13 Pre-registration for Su2025 Residency and F2023 Semester courses [Director completes pre-reg and students confirm at residency check-in]
- May 2 Commencement [Fall 2024 thesis students graduating at the Winter 2025 Residency may participate in commencement; Spring 2025 thesis students, pending Provost's approval, may participate in commencement but degree will be finalized after completion of Summer 2024 Residency and receipt of Final Deposit of Thesis]
- 4 End of ENGL 570, 575, 625, 650: Semester Portfolio due for ENGL 570, 575, 625; First Deposit of Thesis due for ENGL 650
- 18 ENGL 570, 575, 625 grades due in Registrar's office; ENGL 570, 575, 625 Advisor's Final Advisee Evaluation Due to Director (ENGL 650 grades will remain on record as "I" (Incomplete) until the final grades are submitted to the Registrar once Fifth Residency is completed and Final Deposit of Thesis is received; degree conferred August 2024.)

***Residency courses include ENGL 520, 525, 530, 535, 540, 545 depending on the student's genre, and ENGL 655 (1 credit hour) for Final Residency students.**

The Irene McKinney Postgraduate Teaching Fellowship

The Irene McKinney Postgraduate Teaching Fellowship is available to all graduates of the West Virginia Wesleyan College MFA Program for up to 3 years after graduation. This fellowship honors the founding director of the MFA Program by offering a graduate of the program the opportunity to gain teaching experience in close mentorship with practiced faculty. The fellow will teach six undergraduate courses during the academic year - three Composition I courses in the fall, and two Composition II courses and a 100-level Introduction to Literature or Creative Writing course in the spring, with possible variation depending on the English Department needs; s/he will also offer a literary reading on campus in the spring. The fellow will work under the supervision of the MFA Director and English Department Chair, will meet regularly with a mentor and undergo at least two classroom observations, and will receive a stipend. The fellow will be required to live in the Buckhannon area (or at a reasonable commuting distance which enables the fellow to hold a minimum of 5 office hours weekly) from the mid-August Faculty Retreat Day to the early-May Final Grades due date during the fellowship year.

MFA Courses

ENGL 520. Craft and Theory of Fiction.

2 hrs.

In this course, various issues of craft and theory in fiction are presented by the fiction faculty, in a format which ranges from lectures to seminars. This course provides an analysis of professional and student work, focusing on a particular issue of craft or theory, including the construction of time-lines, the use of sensory detail, characterization, and narrative structure. May be repeated for a total of 8 hours credit.

ENGL 525. Fiction Workshop.

2 hrs.

This course focuses on student fiction writing, which is read and evaluated by the entire class. Students expand their writing and critical skills, and strengthen their knowledge of literary standards. May be repeated for a total of 8 hours credit.

ENGL 530. Craft and Theory of Creative Nonfiction.

2 hrs.

In this course, various issues of craft and theory in creative nonfiction are presented by the nonfiction faculty in a format which ranges from lectures to seminars. The course provides an analysis of professional and student work, focusing on a particular issue of craft or theory, including the role of memory, structure, characterization, point of view, and detailed description. May be repeated for a total of 8 hours credit.

**ENGL 535. Creative Nonfiction Workshop.****2 hrs.**

This course focuses on student writing in memoir, autobiography, creative essay, and nature writing. The work is read and evaluated by the entire class. Students expand their writing and critical skills, and strengthen their knowledge of literary standards. May be repeated for a total of 8 hours credit.

ENGL 540. Craft and Theory of Poetry.**2 hrs.**

In this course, various issues of craft and theory in poetry are presented by the poetry faculty, in a format which ranges from lecture to short-term seminars. The course provides an analysis of professional and student work, focusing on a particular issue of craft or theory, including traditional verse forms, the use of vernacular speech in poetry, the long poem, the role of place and region in poetry, and the structure of free verse. May be repeated for a total of 8 hours credit.

ENGL 545. Poetry Workshop.**2 hrs.**

This workshop focuses on student writing in the poetic form, which is read and evaluated by the entire class. Students expand their writing and critical skills, and strengthen their knowledge of literary standards. May be repeated for a total of 8 hours credit. ENGL 570. Semester Project in Fiction, Poetry, or Creative Nonfiction. 8 hrs.

Students plan their semester projects with their faculty mentor. The project entails twenty-five hours per week of work on the packets of writing exchanged with the mentor. A booklist of 20-25 books relevant to the craft and theory of the chosen genre will be assembled and documented in an annotated bibliography, five packets of writing will be exchanged throughout the semester, and a final portfolio will be submitted at the semester's end. The faculty mentor may refer the student to other readings in addition to those on the agreed-upon reading list. May be repeated for a total of 16 hours credit. Prerequisites: Completion of 4 hours of residency courses (ENGL 520/525, 530/535, or 540/545) immediately preceding this semester course, as appropriate to student's genre.

[Optional] ENGL 575: Semester Project in Fiction, Poetry, or Creative Nonfiction: Secondary Genre.**8 hrs.**

Students plan their semester projects in a secondary genre with their faculty advisor. The project entails twenty-five hours per week of work on the packets of writing exchanged with the advisor. A booklist of 20-25 books relevant to the craft and theory of the chosen secondary genre will be assembled and documented in an annotated bibliography, five packets of writing will be exchanged throughout the semester, and a final portfolio will be submitted at the semester's end. The faculty advisor may refer the student to other readings in addition to those on the agreed-upon reading list. Prerequisites: Completion of minimum 16 hours of ENGL 570; completion of 4 hours of residency courses (ENGL 520/525, 530/535, or 540/545) immediately preceding this semester course, as appropriate to student's secondary genre. (Students are eligible for the secondary genre concentration at second-year standing; students may enroll in ENGL 575 before or after ENGL 625: Semester Project: Critical Essay.)

ENGL 625. Semester Project in Fiction, Poetry, or Creative Nonfiction: Critical Essay.**8 hrs.**

Students plan their semester projects with their faculty advisor. The project entails twenty-five hours per week of work on the packets of writing exchanged with the advisor. A booklist of 20-25 books relevant to the craft and theory of the chosen genre and focused on the student's Critical Essay inquiry will be assembled and documented in an annotated bibliography, five packets of creative writing and drafts of the Critical Essay will be exchanged throughout the semester, and a final portfolio and Critical Essay of 20-25 pages will be submitted at the semester's end. The faculty advisor may refer the student to other readings in addition to those on the agreed-upon reading list. Prerequisites: Completion of minimum 16 hours of ENGL 570; completion of 4 hours of residency courses (ENGL 520/525, 530/535, or 540/545) immediately preceding this semester course, as appropriate to student's genre.

ENGL 650. Thesis Manuscript Preparation.**8 hrs.**

The student will complete the Creative Thesis of publishable quality under the supervision of the faculty advisor. For prose writers, both fiction and nonfiction, the manuscript should be 100-125 pages; for poetry writers, the manuscript should be 48-60 pages. Prerequisites: Completion of a minimum 8 hours of ENGL 625; completion of 4 hours of residency courses (ENGL 520/525, 530/535, or 540/545) immediately preceding this semester course, as appropriate to the student's genre.

ENGL 655. Fifth Residency.**1 hr.**

The graduating student will return for a final instructional residency to participate in a Thesis Interview, give a reading from the completed Thesis Manuscript, and teach a seminar to peers. Prerequisite: Completion of minimum of 8 hours of ENGL 650.



NURSING

ACCELERATED RN-TO-MSN PROGRAM

DIRECTOR OF GRADUTE STUDIES IN NURSING: Amy Coffman

ASSOCIATE PROFESSORS: Amy Coffman, Theresa Poling, Kimberly White

ASSISTANT PROFESSORS: Kimberly Baughman, Shannon Bosley, Valerie Jordan

EMERITUS FACULTY: Barbara Frye, Janet Teachout-Withersty

The American Association of Colleges of Nursing supports degree completion programs for Registered Nurses including RN to Master's Degree and RN to Baccalaureate Degree. To facilitate a better-prepared workforce, degree completion programs provide additional education to registered nurses who received their initial nursing preparation in diploma or associate (ADN) programs. These bridge programs build on previous learning, prepare nurses for a higher level of nursing practice, and provide RNs with the education necessary to move forward in their nursing careers. West Virginia Wesleyan College is accredited by The Higher Learning Commission, 30 North LaSalle Street - Suite 2400 Chicago, Illinois 60602 (800) 621-7440. The MSN Programs at West Virginia Wesleyan College are accredited by the Commission on Collegiate Nursing Education (CCNE), (<http://www.ccneaccreditation.org>). The RN to MSN program is an entry pathway to the MSN degree.

The RN-to-MSN program, designed in direct response to the AACN position statement on degree completion for Registered Nurses, builds baccalaureate nursing content into the front-end of the program providing a bridge to graduate study. The design of the program is in full compliance with professional standards for both BSN and MSN programs of study. Students will complete 20 credit hours of Bridge coursework (Year 0) and then matriculate into the MSN coursework appropriate to their chosen concentration of study. Depending on the area of study, students will complete between 35 and 44 MSN credit hours of coursework.

Admissions Requirements Accelerated RN-to-MSN Program

Applicants seeking admission to the West Virginia Wesleyan College School of Nursing Accelerated RN to Master of Science Nursing program are evaluated based on the candidate's educational and professional qualifications. Applicants must provide proof of RN licensure and either an associate degree in nursing or a diploma degree in nursing. Applicants must also provide official transcripts from a nationally accredited School of Nursing showing a minimum GPA of 3.0. In addition to educational and professional requirements applicants are asked to provide letters of recommendation, a resume, and a statement of purpose. Applications are reviewed on an individual basis.

Online RN-to-MSN Programs Appeal to Working Nurses because of the Flexible Schedule

The length of an MSN varies depending on the program type, the degree-seeker's enrollment option, and the specialty. An RN-to-MSN student will complete 20 credit hours (3 semesters) at the undergraduate level before moving on to graduate coursework, which typically requires an additional 35 - 44 credit hours (approximately 7 semesters). Students utilizing this accelerated entrance pathway to the MSN may choose among these 2 different concentrations of study: Family Nurse Practitioner (44 credit hours) or Nursing Leadership (35 credit hours).

Progression within the Program

Students are required to maintain a cumulative 3.25 grade point average and earn a grade of C (2.0) or better in each of the bridge nursing courses and a grade of B (3.0) or better in each of the graduate courses before proceeding in the program. A course with an unsatisfactory grade may be repeated only once. Only one nursing course may be repeated in the program. Exceptions will be made on a case by case basis.

Resources

Middleton Hall provides faculty offices, class and seminar rooms, skills and high-fidelity simulation laboratories as well as audio-visual/computer laboratories for nursing students. Clinical laboratory and practicum experiences are provided in a variety of settings, including small community hospitals, nursing homes, and large acute care institutions. Responding to trends in health care, health promotion is emphasized and a wide variety of community health agencies are used. The health care institutions and agencies in Buckhannon, Clarksburg, and surrounding areas provide a broad spectrum of clinical learning experiences.



Program Learning Outcomes

Expected Student Learning Outcomes (Program Level) – BSN

- SLO I: Integrate knowledge from liberal arts, nursing science and related disciplines to inform practice and make reasonable clinical judgments.
- SLO II: Effectively communicate and collaborate as a member and leader within the interdisciplinary healthcare team to improve patient care outcomes.
- SLO III: Ethically manage the direct and indirect care of individuals, families, groups, communities and populations to promote, maintain and restore health.
- SLO IV: Provide population-focused, culturally-competent, holistic nursing care focusing on health promotion and disease and injury prevention.
- SLO V: Demonstrate leadership and management skills in the use of human, fiscal, material and information resources in the provision of safe, quality nursing care.
- SLO VI: Demonstrate a commitment to professional growth and improvement, valuing life-long learning and the betterment of the profession.

Expected Student Learning Outcomes (Program Level) - MSN

- SLO I: Integrate theory and research from sciences, social sciences, humanities, and nursing into interdisciplinary practice to promote safe and effective nursing care.
- SLO II: Lead inter-professional teams to improve patient and population health outcomes
- SLO III: Demonstrate clinical competence in a specialty that is anchored in ethical advanced nursing practice.
- SLO IV: Design population-focused, culturally-competent health services for vulnerable populations.
- SLO V: Apply principles of leadership in the application of strategies such as evidence-based best practices, performance improvement and quality assurance activities and information technology initiatives to improve patient care and health systems.
- SLO VI: Develop professional goals that reflect a commitment to professional development, lifelong learning and continued scholarship.

RN-to-MSN Family Nurse Practitioner Program of Study

64 credits are required.

Bridge Year (Total 20 hours): NURS 222, 440, 365, 420, 450; GEN ED Electives (as approved by Nursing Department) – 6 hours

MSN Core Courses (Total 10 hours): NURS 510, 555, 571

Advanced Practice Nursing Courses (Total 9 hours): NURS 523, 551, 552

Family Nurse Practitioner Specialty Courses (Total 25 hours): NURS 525, 544, 544L, 554, 554L, 557, 557L, 572

RN-to-MSN Nursing Leadership Program of Study

53 credits are required.

Bridge Year (Total 20 hours): NURS 222, 440, 365, 420, 450; GEN ED Electives (as approved by Nursing Department) – 6 hours

MSN Core Courses (Total 10 hours): NURS 510, 555, 571

Advanced Practice Nursing Courses (Total 9 hours): NURS 523, 551, 552

Nursing Leadership Specialty Courses (Total 14 hours): BUSI 506, 538, NURS 545, 546, 571L

Bridge Year Courses

NURS 222. Health Assessment in Nursing Practice.

Theory, 2 hrs. Practicum Experience 1 hr.

Emphasis is on the development of skills to complete a comprehensive health assessment. The nursing role of provider of care, incorporating advocate, counselor and teacher roles, is presented. Completing health history interviews and assessments and related client data to anticipated normal findings and common deviations for each age group are emphasized. Emphasis on vulnerable populations.

NURS 365. Research and Scholarly Inquiry in Nursing.

3 hrs.

An investigation of the research process as a scientific method of inquiry; application of quantitative and qualitative methods of nursing research to clinical practice. Prerequisites: All 200-level nursing courses and all support courses.

**NURS 421. Nursing Leadership and Management in Health Systems.****Theory, 2 hrs.**

This course examines organizational leadership and management practices and theories. Social, economic, legal, ethical, and policy issues affecting practice, education, and the profession of nursing are examined. This practicum experience has an emphasis on working with a culturally diverse and vulnerable population.

NURS 440. Community Nursing and Population Health.**Theory, 3 hrs. Practicum Experience, 2 hrs.**

A combination of public health science and nursing science to promote and maintain the health of the community. Focus on principles of epidemiology and the roles and responsibilities of nurses in population-based health systems. Emphasis on vulnerable populations.

NURS 450. Current and Future Trends in Nursing Practice.**1 hr.**

This course assists students in synthesizing nursing and clinical concepts that are essential for the entry-level nurse to provide safe, quality nursing care to individuals, families, and groups in a variety of clinical settings. Among these topics will be an overview of how genetics and genomics inform health, prevention, screening, and treatment. Individuals, families, groups, and communities expect nurses to have an understanding of care issues and the challenges and ethical dimensions surrounding these issues

General Education Elective.**3 hrs.**

General Education courses connect students to the college mission and goals related to think critically and creatively; communicate effectively; act responsibly; and demonstrate local and world citizenship through service. Students, in consultation with and approval of nursing faculty advisor, select courses from a wide range of choices which satisfy requirements of the general education program at WVWC. Students are encouraged to satisfy general education requirements through upper-division courses (300-level).

General Education Elective.**3 hrs.**

General Education courses connect students to the college mission and goals related to think critically and creatively; communicate effectively; act responsibly; and demonstrate local and world citizenship through service. Students, in consultation with and approval of nursing faculty, select courses from a wide range of choices which satisfy requirements of the general education program at WVWC. Students are encouraged to satisfy general education requirements through upper-division courses (300-level).

MASTER OF SCIENCE DEGREE IN NURSING

DIRECTOR: Amy Coffman

ASSOCIATE PROFESSOR: Amy Coffman, Theresa Poling

ASSISTANT PROFESSORS: Shannon Bosley

The Wesleyan Master of Science in Nursing degree program with four concentrations, in **Nursing Leadership, Nurse-Midwifery, Psychiatric Mental Health Nurse Practitioner, and Family Nurse Practitioner** prepares professional nurses with skills and abilities to be reflective healthcare leaders and scholars able to respond to the growing complexity in healthcare. At the core of the program are the courses that emphasize advanced study in nursing science, specifically, nursing theory and research methods, health care leadership and policy, and concepts essential to advance nursing practice.

The concentration in **Nursing Leadership** prepares graduates for nursing executive positions in a variety of settings both traditional and innovative. The core knowledge and skills incorporate the ability to analyze issues in health care from a variety of perspectives and to exercise ethical judgements; provide leadership for strategic planning in healthcare organizations; manage fiscal and technical resources; and guide human resource development.

West Virginia Wesleyan offers three **Advanced Practice Nursing Concentrations – Nurse-Midwifery and Psychiatric Mental Health Nurse Practitioner** through a collaboration with Shenandoah University and **Family Nurse Practitioner** at West Virginia Wesleyan. Graduate Students in the collaboration with Shenandoah University will receive a Master of Science or Doctor of Nursing Practice degree from West Virginia Wesleyan and a Post-graduate APRN certificate in Nurse-Midwifery or Psychiatric Mental Health Nurse Practitioner from Shenandoah University, making them eligible to take national certification examinations in their respective advanced practice specialty areas. Family Nurse Practitioner students will receive an MSN from Wesleyan and will be eligible to take national certification examinations.

Nurse-Midwifery is an essential element of comprehensive health care for women. This collaborative program ensures the supply of nurse midwives by providing opportunities for graduate nursing students to receive midwifery education while still attending their home institutions. After completion of graduate core courses at West Virginia Wesleyan, the student will enroll at



Shenandoah for midwifery specialty courses. Didactic material is taught using face-to-face, online, and low-residency pedagogies while clinical experiences are arranged in students' home communities. Following completion of both curricula, students may sit for the national certification examination.

Psychiatric Mental Health Nurse Practitioners (PMHNP) are educationally prepared to provide a full range of psychiatric services, including the delivery of primary mental health care services. Students in this program will complete their graduate core course work at West Virginia Wesleyan and their PMHNP course work at Shenandoah University with clinical experiences arranged in their home communities. Following completion of both curricula, students may sit for national certification examinations as Psychiatric Mental Health Nurse Practitioners.

Family Nurse Practitioners are advanced practice nurses uniquely qualified to provide primary health care to patients. Family Nurse Practitioners are prepared through academic graduate programs with both didactic and clinical experiences. The Family Nurse Practitioner concentration coursework will be offered at West Virginia Wesleyan using online, hybrid, and intensive low-residency learning methods. Practicum experiences will be arranged in students' home communities. Following completion of the curricula, students may sit for the National Certification Examination as Family Nurse Practitioners (ANCC or AANP).

The mission of Wesleyan's Nursing program is to provide accessible, high quality nursing education to a diverse group of students, preparing them to be reflective healthcare leaders and scholars able to respond to the growing complexity in the healthcare system. The mission will be accomplished by offering innovative nursing education programs that meet the needs of society and incorporate best-practice evidence and contemporary nursing science.

All MSN concentrations foster scholarly inquiry in the art and science of nursing via a healthy mix of theory and practice; provide unified and innovative curricula that have focus and continuity; provide outstanding student-centered learning that results from faculty who are current in their fields and committed to developing students as leaders, thinkers, scholars, communicators, and change agents; and offer programs of study that balance advanced scholarship in nursing science with pedagogical theory from nursing and related disciplines.

The Nursing Leadership concentration as well as the Advanced Practice Nursing Concentrations (Nurse-Midwifery, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner) are designed to be pursued either on an intensive schedule by full-time students or on a part-time basis. The master's degree programs in Nursing Leadership, Family Nurse Practitioner, the two collaborative programs with Shenandoah University (Nurse-Midwifery and Psychiatric Mental Health Nurse Practitioner) are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. Shenandoah's Nurse-Midwifery program is accredited by the American College of Nurse Midwives Accreditation Commission for Midwifery Education and Shenandoah's Psychiatric Mental Health Nurse Practitioner program is accredited by the Commission for Collegiate Nursing Education.

Program Learning Outcomes

- SLO I: Integrate theory and research from sciences, social sciences, humanities, and nursing into interdisciplinary practice to promote safe and effective nursing care.
- SLO II: Lead inter-professional teams to improve patient and population health outcomes.
- SLO III: Demonstrate clinical competence in a specialty that is anchored in ethical advanced practice nursing.
- SLO IV: Design population-focused, culturally-competent health services for vulnerable populations.
- SLO V: Apply principles of leadership in the application of strategies such as evidence based best practices, performance improvement and quality assurance activities and information technology initiatives to improve patient care and health systems.
- SLO VI: Develop professional goals that reflect a commitment to professional development, lifelong learning and continued scholarship.

Admission to the Master of Science Nursing Program

Early Assurance Program (EAP): Academically excellent sophomore BSN students may be eligible for the MSN Early Assurance Program, an accelerated pathway to the MSN. This program permits students in the BSN program to apply for admission to the MSN program and have their place reserved in our highly competitive nursing education master's program. Accepted students may take 9 hours of core MSN classes during their junior and senior years. Inclusion in the program is contingent upon maintaining a GPA of 3.0, first time passage of NCLEX, and professional behavior throughout the nursing program.

Current Students: Students currently enrolled in the BSN program at Wesleyan may apply for admission to the master program during the second semester of their sophomore year. Up to nine graduate credits may be taken during the junior and senior year.



Students considering this option should consult the Office of Financial Aid with specific questions regarding impact on financial aid. BSN students must still earn 120 undergraduate hours. Bachelor degrees will be conferred upon completion of the BSN program and the MSN will be conferred upon successful completion of the MSN program.

Traditional Program: Individuals who have an earned undergraduate degree in Nursing wishing to enter the master's program may apply for admission at any time and must be enrolled for six credit hours or more to be considered full-time. Students may also enroll for part-time study in the traditional master's program.

Requirements for Admission to the Master of Science in Nursing Program

All MSN applicants must be a graduate of an accredited BSN program.

Nursing Leadership

Each applicant will be considered individually by the Graduate Nursing Admission Committee. For full consideration, each applicant must:

- complete the Application for Admission to the Graduate Admissions Office;
- submit official transcripts for all coursework completed at the collegiate level to the Graduate Admissions Office;
- declare intention to enter the Master's program from the Bachelor's program during the second semester of the sophomore year, if a current student;
- have an undergraduate GPA of 3.0 or higher in all previous college work;
- submit three letters of recommendation, using the Graduate Recommendation Form, one of which must be completed by the advisor of record or professional supervisor;
- submit a personal statement of goals and objectives;
- demonstrate proficiency in English if a non-native English speaker by submitting scores from the Test of English as a Foreign Language (TOEFL);
- submit validation of an unencumbered license to practice as a Registered Nurse;
- submit evidence of a minimum of one year (2,080 hours) clinical nursing experience (or equivalent) before entering the Specialty Track courses (Family Nurse Practitioner, Nurse-Midwifery, Psychiatric Mental Health Nurse Practitioner). These are generally offered in the second year; therefore, the first-year courses may be taken while the student is accumulating clinical nursing experience.

Nurse-Midwifery and Psychiatric Mental Health Nurse Practitioner

Each applicant will be considered individually by the Graduate Nursing Admissions Committees from West Virginia Wesleyan and Shenandoah University. For full consideration, each applicant must:

- be interviewed by the Nursing Graduate Admissions Committees from West Virginia Wesleyan and Shenandoah University;
- complete the Application for Admission and all supporting materials and submit to the Graduate Admissions Office;
- submit official transcripts of all coursework completed at the collegiate level to the Graduate Admissions Office;
- have an undergraduate GPA of 3.0 or higher in all previous college work;
- submit three recommendations using the Graduate Recommendation Form, one of which must be completed by a professional supervisor or the advisor of record;
- submit a personal statement of goals and objectives;
- submit a current resume;
- demonstrate proficiency in English if a non-native English speaker by submitting scores from the Test of English as a Foreign Language (TOEFL);
- submit validation of an unencumbered license to practice as a Registered Nurse;
- submit evidence of a minimum of one year (2,080 hours) clinical nursing experience (or equivalent) before entering the Specialty Tracks (Nurse-Midwifery or Psychiatric Nurse Practitioner). These are generally offered in the second year; therefore, the first-year courses may be taken while the student is accumulating clinical nursing experience.

Once a candidate is admitted to the MSN program:

- the student must maintain a GPA of 3.0 for all graduate work;
- the student must achieve a minimum of a B grade in all MSN coursework;
- the student must maintain an unencumbered WV RN license;
- if student fails to enroll for 2 semesters, a new application for admission and application fee must be completed before resuming the program;
- candidates must complete the program within five years.



MSN Program of Study Requirements – Nursing Leadership

A minimum of 36 credit hours is required in this concentration. If a student has not completed Health Assessment in their BSN degree programs, this undergraduate course must be taken as a prerequisite for two of the core knowledge courses.

Nursing Core Courses (19 hours): NURS 510, 523, 551, 552, 555, 571

Leadership in Nursing and Healthcare Foundation Courses (17 hours): BUSI 506, 538; NURS 545, 546, 571L, 573

MSN Program of Study Requirements – Nurse-Midwifery

A minimum of 48 credit hours is required in this concentration. If a student has not completed Health Assessment in their BSN degree program, this undergraduate course must be taken as a prerequisite for two of the core knowledge courses.

Nursing Core Courses (WV Wesleyan) (22 hours): NURS 510, 523, 525, 551, 552, 555, 571

Nurse-Midwifery Specialty Track (Shenandoah University) (26 hours): NM 610, 612, 620, NMLB 624, 630, 640, 641, 651, 652, 660.

MSN Program of Study Requirements – Psychiatric Mental Health Nurse Practitioner

A minimum of 51 credit hours is required in this concentration. If a student has not completed Health Assessment in their BSN degree program, this undergraduate course must be taken as a prerequisite for two of the core knowledge courses.

Nursing Core Courses (WV Wesleyan) (22 hours): NURS 510, 523, 525, 551, 552, 555, 571

PMHNP Specialty Track (Shenandoah University) (29 hours): NP 690; PMH 525, 635, 685; PMH/PMHL 641, 661, 680; PMHL 695

MSN Program of Study Requirements – Family Nurse Practitioner

A minimum of 44 credit hours is required in this concentration. If a student has not completed Health assessment in their BSN degree program, this undergraduate course must be taken as a prerequisite for two of the core knowledge courses.

Nursing Core Courses (22 hours): NURS 510, 523, 525, 551, 552, 555, 571

FNP Specialty Track (22 hours): NURS 544, 544L, 554, 554L 557, 557L, 572

Master of Science in Nursing Courses

NURS 510. Research Methods for Synthesizing Evidence-Based Practice. 4 hrs.

This course provides the student with the tools to search, retrieve, and manipulate and interpret statistical data. It focuses on theory-guided and evidence-based advanced practice nursing research to prepare students to become proficient in the synthesis and utilization of research finding. Critical analysis of qualitative and quantitative research methods and design, and strategies to improve dissemination and application of nursing research findings will be emphasized. Through an integrated literature review, students will synthesize researching an area of interest and develop skills in the use of electronic databases. Ethical issues in the conduct of research will be explored.

NURS 520. Integrated Behavioral Health Care 1 hr.

This course guides the student in integration of behavioral health care in the primary care setting. Content focuses on the assessment, planning, management, and evaluation of selected behavioral health problems that occur across the lifespan and commonly present in primary care settings. Neurophysiological, genomic, environmental/social, and developmental theories are presented to explain the etiology and presentation of common behavioral health conditions. Psychopharmacological and non-pharmacological principles and modalities for managing common behavioral health problems are included.

NURS 523. Population Health and Health Promotion for Advanced Practice Nursing. 3 hrs.

This course provides the student with knowledge related to the concepts of health promotion, health protection, cultural diversity, and moral/ethical influences across the lifespan. Core concepts for the course include theories of health and health promotion/protection, epidemiology, disease and injury prevention, health education, cultural-diversity, growth and development, nutrition, and family systems. The students will explore values clarification and ethical analysis. Multi-dimensional frameworks to explore specific care constructs pertinent to cultural diversity and health promotion for advanced practice nurses will be explored.

NURS 525. Advanced Health Assessment. 3 hrs.

This course focuses on promotion of health, prevention of illness, and identification of factors that impact health across the life span. It prepares students to conduct comprehensive assessment of clients, including health history, family history, physical and mental status examinations, and selected laboratory diagnostics. Developmental, cultural, social, environmental, nutritional,



spiritual, and occupational aspects are included in the assessment. Clinical reasoning provides for differentiation between normal and abnormal findings. Principles of health promotion and illness prevention/early detection are emphasized.

NURS 544. Primary Care of Families I. 3 hrs.

This is the first of three primary care of families' courses that combines theory and practicum experiences to assist the student in developing advanced nursing knowledge, skills, and values associated with analyzing, managing, and preventing health problems of persons across the lifespan. With an emphasis on underserved rural vulnerable populations, students will explore common acute and chronic health and illness patterns presenting in ambulatory health care settings, including the management of normal pregnancy. Students will exercise critical and creative thinking in the analysis of health patterns and synthesize evidence-based therapeutic nursing interventions including appropriate differential diagnoses, disease management strategies incorporating pharmacotherapeutics, and health promotion/disease prevention initiatives to positively manage health care in partnership with clients and families.

NURS 544L. Primary Care of Families I, Practicum. 4 hrs.

Practicum experiences assist in the development of the family nurse practitioner role while under mentorship of experience nurse practitioner preceptors. A variety of healthcare settings will be available for practicum experiences.

NURS 545. Management of Diverse Human Resources in Health Care and Nursing. 3 hrs.

The emphasis of this course will be the understanding of the vital nature of diverse human resources in health care delivery and nursing. Selected topics include professional growth, performance appraisal, recruitment, hiring, retention, promotion, conflict management, collective bargaining and diversity. Legal, ethical, and labor issues will be discussed, as will the use of motivation and power.

NURS 546. Financial Management in Complex Health Systems. 3 hrs.

This course will provide an introduction to the structure and operations of various contemporary health care financing and reimbursement systems and related policy issues. Historical, current and proposed policy options in health care financing including private and government programs will be addressed. Programming, budgeting, and controlling processes in complex health systems will be discussed within the nursing administrator's role.

NURS 551. Pathophysiology for Advanced Practice Nurses. 3 hrs.

This course focuses on altered health states across the lifespan. In-depth study of pathophysiologic responses of body systems to disease processes is presented from both biological and behavioral perspectives. Age specific and developmental variations are explored. The concepts of physiologic control, altered system function, and system failure will be an organizing framework for body system study.

NURS 552. Advanced Pharmacology for Advanced Practice Nurses. 3 hrs.

This course focuses on altered health states and drug therapy across the lifespan. Using a systems approach to disease and illness, pharmacotherapy is presented with an emphasis on pharmacodynamics, pharmacokinetics, major drug classifications and prototype drugs. Age specific and developmental variations are explored. Factors involved in rationale during selection for treatment of specific diseases is explored. *Prerequisite:* NURS 551.

NURS 554. Primary Care of Families II. 3 hrs.

This is the second of three primary care of families' courses that combines theory and practicum experiences to assist the student in developing advanced nursing knowledge, skills, and values associated with analyzing, managing, and preventing health problems of persons across the lifespan. With an emphasis on underserved rural vulnerable populations, students will explore common acute and chronic health and illness patterns presenting in ambulatory health care settings, including the management of normal pregnancy. Students will exercise critical and creative thinking in the analysis of health patterns and synthesize evidence-based therapeutic nursing interventions including appropriate differential diagnoses, disease management strategies incorporating pharmacotherapeutics, and health promotion/disease prevention initiatives to positively manage health care in partnership with clients and families.

NURS 554. Primary Care of Families II, Practicum. 4 hrs.

Practicum experiences assist in the development of the family nurse practitioner role while under mentorship of experience nurse practitioner preceptors. A variety of healthcare settings will be available for practicum experiences.

NURS 555. Theoretical Foundations of Nursing Science. 3 hrs.

This course provides an advanced analysis of assumptions, theoretical structures and methods that underpin the science of nursing. Students are presented with opportunities to critique extant and emerging theories as they relate to nursing. Coursework facilitates advancement of nursing practice based on theoretical principles.

NURS 557. Primary Care of Families III. 3 hrs.

This is the third of three primary care of families' courses that combines theory and practicum experiences to assist the student in developing advanced nursing knowledge, skills, and values associated with analyzing, managing, and preventing health problems



of persons across the lifespan. With an emphasis on underserved rural vulnerable populations, students will explore common acute and chronic health and illness patterns presenting in ambulatory health care settings, including the management of normal pregnancy. Students will exercise critical and creative thinking in the analysis of health patterns and synthesize evidence-based therapeutic nursing interventions including appropriate differential diagnoses, disease management strategies incorporating pharmacotherapeutics, and health promotion/disease prevention initiatives to positively manage health care in partnership with clients and families. Practicum experiences assist in the development of the family nurse practitioner role while under mentorship of experience nurse practitioner preceptors. A variety of healthcare settings will be available for practicum experiences.

NURS 557. Primary Care of Families III, Practicum. 4 hrs.

Practicum experiences assist in the development of the family nurse practitioner role while under mentorship of experience nurse practitioner preceptors. A variety of healthcare settings will be available for practicum experiences.

NURS 565. Advanced Nursing Research for Evidence Based Practice. 4 hrs.

This course focuses on theory-guided and evidence-based advanced practice nursing research to prepare students to become proficient in the synthesis and utilization of research finding. Critical analysis of qualitative and quantitative research methods and design, and strategies to improve dissemination and application of nursing research findings will be emphasized. Through an integrated literature review, students will synthesize researching an area of interest and develop skills in the use of electronic databases. Ethical issues in the conduct of research will be explored.

NURS 569. Advanced Practice Role Seminar. 1 hr.

This course is designed to assist the student to develop the professional identity, leadership capability, and the knowledge, skills and values associated with the role of the advanced practice nurse.

NURS 570. Leadership and Health Policy in Complex Health Systems. 3 hrs.

This course explores the impact of political, social, economic, and ethical influences on the health care delivery system. Special attention is given to how change occurs and to how government regulations, consumerism, and legislative action influence health care in the United States. Principles of systems and change theory in relation to evidenced-based practice in nursing will be examined.

NURS 571. Advanced Practice Roles: Leadership, Health Policy, and Interprofessional Collaboration in Complex Health Systems. 3 hrs.

This course is designed to assist the student to develop the professional identity, leadership capability, and the knowledge, skills and values associated with the role of the advanced practice nurse. It explores the impact of political, social, economic and ethical influences on the health care delivery system. Special attention is given to how change occurs and to how government regulations, consumerism, and legislative action influence health care in the United States. Principles of systems and change theory in relation to evidenced-based practice in nursing will be examined. Students will also develop the professional identity, leadership capability and the knowledge, skills and values associated with the role of the advanced practice nurse.

NURS 571L. Nursing Leadership Practicum. 2 hrs.

This clinically based course operationalizes the theoretical principles studied in previous courses. Students will have the opportunity to apply concepts of leadership in a selected clinical advanced practice nursing area. Emphasis is placed on the roles and functions performed by nurse leaders and opportunities will be provided for students to participate in these roles. Students will interact with a variety of health care managers and professionals as well as participate in management, leadership and organizational roles of the nurse leader. Ethical/legal principles will be considered within the context of these roles.

NURS 572. Integration of Advanced Specialty Knowledge into Clinical Reasoning. 1 hr.

This course serves as a capstone course that allows the student to demonstrate advanced specialty knowledge in developing person-centered plans of care with respect to diversity, differences, preferences, values, needs and resources, and the determinants of health unique to the individual.

NURS 573. Teaching and Learning Principles. 3 hrs.

This course will place an emphasis on the principles of teaching and learning, including learning theories and learning styles. Application of the learning theories and styles will be used in planning teaching and learning experiences appropriate for various learning styles, level of learner, and location of the experience, including healthcare settings and communities.

For BUSI 506, 516, 536, and 538, see MBA course descriptions.



DOCTOR OF NURSING PRACTICE DEGREE PROGRAM

DIRECTOR: Amy Coffman

ASSOCIATE PROFESSOR: Amy, Coffman, Theresa Poling

ASSISTANT PROFESSORS: Shannon Bosley

ASSOCIATE PROFESSOR EMERITUS: Janet Teachout-Withersty

The Doctor of Nursing Practice degree in the School of Nursing focuses on advancing professional nursing roles including preparing tomorrow's nurse leaders to drive reform in the healthcare system and advocate for the most vulnerable in the population. Graduates of the program will integrate theory and practice in areas of health policy and law, healthcare administration and informatics, population health, epidemiology, and emerging diseases. The DNP program will have two points of entry, post-BSN degree (BSN-DNP) and post-MSN degree (MSN-DNP), with the option to study in two areas of professional practice: Advanced Nursing Practice or Nursing Leadership. Programs will be tailored to individual students based upon prior education, experience and choice of professional practice area. Post-master's students wishing to change their area of professional practice may require additional foundation/specialty coursework.

The Doctor of Nursing Practice program in Nursing Leadership is designed to produce nurse leaders who embrace health care reform and who are advocates for vulnerable populations. Graduates will integrate theory and practice in areas of health policy and law, administration, population health, epidemiology, and evidence-based practice. The program has two entry points for admission: BSN to DNP and MSN to DNP. These different entry points allow the curriculum to be individualized for candidates based on prior education, experience, and choice of specialization. The program for BSN to DNP (Nursing Leadership) ranges from 63-69 credits in length. The program for Post-Master's students (Nursing Leadership) is 43- 49 credit hours in length.

The Doctor of Nursing Practice program in Advanced Nursing Practice is designed to advanced professional nursing roles in clinical practice for Family Nurse Practitioners, Psychiatric Mental Health Nurse Practitioners, or Nurse-Midwives. The program will produce leaders who embrace health care reform, advocate for vulnerable populations, and integrate best practices in working with the interdisciplinary team in providing excellence in patient care. The Advanced Nursing Practice BSN to DNP Program is 70-79 credits in length; the MSN to DNP program (Advanced Nursing Practice) is 34-40 credits.

Students who enter the BSN-DNP Advanced Nursing Practice program, may choose from the following concentrations of study:

- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner (collaborative program with Shenandoah University)
- Nurse-Midwifery (collaborative program with Shenandoah University)

Post-master's students entering the DNP wishing to change their area of professional practice will be evaluated on an individual basis and may require additional coursework from the core or foundation. All applicants will be evaluated individually based upon prior educational coursework to meet the educational objectives of the program. Programs of study will be designed to include additional coursework if necessary. Students must complete 1000 hours of clinical practice (which includes 500 clinical practice hours from master's study) prior to awarding of DNP degree. If a student does not have 500 clinical practice hours from master's study, these hours must be completed in the doctoral program. For students in the BSN-DNP program, the MSN degree will be awarded upon completion of the MSN required coursework.

Program Learning Outcomes

SLO I: Translate knowledge from the sciences and nursing to promote optimal health in vulnerable populations, diverse settings, and systems.

SLO II: Lead inter-professional teams to effect change and improve patient and population health outcomes.

SLO III: Advance the practice of nursing through clinical scholarship and scientific inquiry to transform health care practice and systems in one's area of specialization.

SLO IV: Design population-focused, culturally-competent health services for vulnerable populations.

SLO V: Assume leadership roles and collaborate with other professionals to effect changes within complex systems.



Admission to the Doctor of Nursing Practice Program

Early Assurance Program (EAP): Students currently enrolled in the BSN program at Wesleyan may apply for admission to the BSN-DNP programs (Nursing Leadership or Advanced Nursing Practice) during the second semester of their sophomore year. Up to nine graduate credits may be taken during the junior and senior years. BSN students must still earn 120 undergraduate hours. Bachelor degrees will be conferred upon completion of the BSN program and DNP degrees will be conferred upon completion of the DNP program. Students must have a minimum of a 3.0 grade point average on all undergraduate course work to apply.

Traditional Programs: Individuals who have earned undergraduate degrees in nursing from a nationally accredited school of nursing, may apply for admission at any time and must be enrolled for six credit hours or more to be considered full-time. Students also may enroll for part-time study. Individuals with a Master's degree in Nursing may apply for admission to the MSN-DNP program at any time and must be enrolled in six credit hours to be considered full-time. Students may enroll in part-time study.

Requirements for Admission to the Doctor of Nursing Practice Program

All applicants must be graduates of accredited BSN and/or MSN. programs.

BSN-DNP in Nurse-Midwifery or Psychiatric Mental Health Nurse Practitioner (Family Nurse Practitioner)

Each applicant will be considered individually by the Graduate Nursing Admissions Committee at West Virginia Wesleyan. For full consideration:

- Graduate of an accredited BSN (and when applicable, MSN) program.
- Minimum 3.0 undergraduate (and when applicable, graduate) grade point on all previous college work.
- Complete the WVWC Graduate Studies Admission Application.
- Provide a 300 – 500-word statement regarding a topic of interest for a DNP project.
- Submit official undergraduate (and when applicable, graduate) transcript(s) and current vita/resume.
- Submit three letters of professional reference, one of which is from a current supervisor or faculty member (employment or school-related).
- Submit validation of an unencumbered license to practice.
- Be interviewed by West Virginia Wesleyan College and Shenandoah University where applicable.
- Demonstrate proficiency in English if a non-native English speaker by submitting scores from the Test of English as a Foreign Language (TOEFL).
- Submit evidence of a minimum of one year (2,080 hours) clinical nursing experience (or equivalent) before entering the Specialty Tracks (Family Nurse Practitioner, Advanced Practice Leadership). These are generally offered in the second year; therefore, the first-year courses may be taken while the student is accumulating clinical nursing experience
- As a result of changes in higher education regulations, WVWC is unable to accept applicants to its online/hybrid programs who reside in the following states: • Alabama • California • Louisiana • New York • Tennessee • Washington

Admission Procedures and Program Policies: All applicants must successfully pass the NCLEX-RN licensure examination. Once admitted to the program, the student must:

- maintain an unencumbered RN license and must maintain a 3.0 for all graduate work (B grade in all coursework)
- Candidates must complete the program within six years.

BSN-DNP in Nurse-Midwifery or Psychiatric Mental Health Nurse Practitioner

Each applicant will be considered individually by the Graduate Nursing Admissions Committees from West Virginia Wesleyan and Shenandoah University. For full consideration, each applicant must:

- be interviewed by the Nursing Admissions Committees from West Virginia Wesleyan and Shenandoah University;
- complete the Application for Admission and associated documents and submit to the Graduate Admissions Office;
- submit official transcripts of all coursework completed at the collegiate level to the Graduate Admissions Office;
- have an undergraduate GPA of 3.0 or higher in all previous college work;
- submit three recommendations using the Graduate Recommendation Form, one of which must be completed by a professional supervisor or the advisor of record;
- submit a personal statement of goals and objectives;
- submit a current resume;
- demonstrate proficiency in English if a non-native English speaker by submitting scores from the Test of English as a Foreign Language (TOEFL);



- submit validation of an unencumbered license to practice as a Registered Nurse;
- submit evidence of a minimum of one year (2,080 hours) clinical nursing experience (or equivalent) before entering the Specialty Tracks (Nurse-Midwifery or Psychiatric Nurse Practitioner). These are generally offered in the second year; therefore, the first-year courses may be taken while the student is accumulating clinical nursing experience.

Once a candidate is admitted to the DNP program:

- The student must maintain a GPA of 3.0 for all graduate work.
- The student must achieve a minimum of a B grade in all DNP coursework.
- The student must maintain an unencumbered WV RN license.
- Candidates must complete the program within six years.

DNP Program of Study Requirements: BSN-DNP Nursing Leadership

A minimum of 69 credit hours is required for this program. Students may be required to take additional practicum hours to achieve the necessary 1000 clinical practicum hours for the DNP degree.

Nursing Core Courses: (14 hours): NURS 510, 723, 755, 763

Nursing Practice Foundation Courses: (13 hours): NURS 551, 552, 710, 775

Nursing Leadership Specialty Courses: (18 hours): BUSI 506, 516, 536, 538, 776, NURS 750

DNP Practicum and Project: (24 hours): NURS 835 (19 hours), 840, 850, 860

DNP Program of Study Requirements: BSN-DNP Advanced Nursing Practice – Family Nurse Practitioner

A minimum of 70 credit hours is required for this program. If a student has not taken Health Assessment in their BSN program, this undergraduate course must be taken as a prerequisite for NURS 525. Students may be required to take additional practicum hours to achieve the necessary 1000 clinical practicum hours for the DNP degree.

Nursing Core Courses: (14 hours): NURS 510, 723, 755, 763

Nursing Practice Foundation Courses: (22 hours): NURS 525, 551, 552, 710, 725, 740, 775

FNP Specialty Courses: (22 hours): NURS 544, 544L, 554, 554L, 557, 557L, 572

DNP Practicum and Project: (12 – 14 hrs.): NURS 825, 840, 850, 860

DNP Program of Study Requirements: BSN-DNP Advanced Nursing Practice – Psychiatric Mental Health Nurse Practitioner

A minimum of 77 credit hours is required for this program. If a student has not taken Health Assessment in their BSN program, this undergraduate course must be taken as a prerequisite for NURS 525. Students may be required to take additional practicum hours to achieve the necessary 1000 clinical practicum hours for the DNP degree.

Nursing Core Courses: (14 hours): NURS 510, 723, 755, 763

Nursing Practice Foundation Courses: (22 hours): NURS 525, 551, 552, 710, 725, 740, 775

PMHNP Specialty Track (Shenandoah University) (29 hours): NP 690; PMH 525, 635, 685, PMH/PMHL 641, 661, 680; PMHL 695

DNP Practicum and Project: (12 – 15 hrs.): NURS 825, 840, 850, 860

DNP Program of Study Requirements: BSN-DNP Advanced Nursing Practice – Nurse Midwifery

A minimum of 74 credit hours is required for this program. If a student has not taken Health Assessment in their BSN program, this undergraduate course must be taken as a prerequisite for NURS 525. Students may be required to take additional practicum hours to achieve the necessary 1000 clinical practicum hours for the DNP degree.

Nursing Core Courses: (14 hours): NURS 510, 723, 755, 763

Nursing Practice Foundation Courses: (22 hours): NURS 525, 551, 552, 710, 725, 740, 775

Nurse-Midwifery Specialty Courses: (Shenandoah University) (26 hours): NM 610, 612, 620, 630, 640, 641, 652, 660, NMLB 624, 651

DNP Practicum and Project: (12 – 15 hrs.): NURS 825, 840, 850, 860



DNP Program of Study Requirements: MSN-DNP – Nursing Leadership

A minimum of 47 credit hours is required for this program. Students may be required to take additional practicum hours to achieve the necessary 1000 clinical practicum hours for the DNP degree.

Nursing Core Courses: (10 hours): NURS 723, 755, 763

Nursing Practice Foundation Courses: (7 hours): NURS 710, 775

Nursing Leadership Specialty Courses: (7 hours): NURS 740, 750

DNP Practicum and Project: (23 hours): NURS 835 (18 hours), 840, 850, 860

DNP Program of study Requirements: MSN-DNP – Advanced Practice Nursing

A minimum of 34 credit hours is required for this program. Students may be required to take additional practicum hours to achieve the necessary 1000 clinical practicum hours for the DNP degree.

Nursing Core Courses: (10 hours): NURS 723, 755, 763

Nursing Practice Foundation Courses: (7 hours): NURS 710, 775

Advanced Practice Specialty Courses: (6 hours): NURS 725, 740,

DNP Practicum and Project: (11 – 14 hrs.): NURS 825, 840, 850, 860

Doctor of Nursing Practice Courses

NURS 710. Advanced. Practice Roles: Leadership, Health Policy, and Interprofessional Collaboration in Complex Health Systems. **4 hrs.**

This course is designed to assist the student to develop the professional identity, leadership capability, and the knowledge, skills and values associated with the role of the doctor of nursing practice. It explores the impact of political, social, economic and ethical influences on the health care delivery system. Special attention is given to how change occurs and to how government regulations, consumerism, and legislative action influence health care in the United States. Principles of systems and change theory in relation to evidenced-based practice in nursing will be examined. Students will also develop the professional identity, leadership capability and the knowledge, skills and values associated with the role of the advanced practice nurse. This course will supply 45 DNP practicum hours.

NURS 723. Human Diversity, Ethical Care Considerations and Health Promotion for the DNP. **4 hrs.**

This course provides the student with knowledge related to the concepts of health promotion, health protection, cultural diversity, and moral/ethical influences across the lifespan. Core concepts for the course include theories of health and health promotion/protection, epidemiology, disease and injury prevention, health education, cultural diversity, growth and development, nutrition, and family systems. The DNP students will explore values clarification and ethical analysis. Multi-dimensional frameworks to explore specific care constructs pertinent to cultural diversity and health promotion for advanced practice nurses will be explored. 45 hours of practicum experience towards the DNP are included in this course.

NURS 725. Emerging Diseases, Genetics, and Health Trends. **3 hrs.**

Focuses on three substantive areas: emerging infectious diseases; genetics and genomics; and health trends as each relate to the role of the advanced practice nurse and impact the students' individual areas of interest. Includes 45 hours of field experience to be arranged based on individual needs and objectives.

NURS 735. Theories of Leadership and Organizational Management. **3 hrs.**

This course traces the evolution of leadership and organizational management theory, with a focus on a critical analysis of leadership in the healthcare setting and the development of skills needed to organize care and lead practice change. The course explores foundations and principles of business, finances, and entrepreneurship for advance practice nursing within the context of the larger healthcare system. Strategies for effective leadership including systems thinking, change models, organizational culture, intra-professional dimensions of healthcare, communication, resource utilization, ethics, negotiation and conflict resolution, and information technology that support cost-effective quality and safety improvement within the healthcare organization and interdisciplinary environment will be discussed. Includes 45 hours of field experience to be arranged based upon individual need and objectives.

NURS 740. Resource Planning for the APN. **3 hrs.**

This course will explore complex resource planning issues and provide solutions to identified challenges. Students will learn to apply best-practice capital management in a variety of settings as well as identify essential objectives, incorporate appropriate methodology, and formulate a comprehensive budget as part of a clear and focused funding proposal. Includes 45 hours of field experience to be arranged based on individual student needs and objectives.

**NURS 750. Teach and Learning Principles for DNP.****4 hrs.**

This course will place emphasis on the principles of teaching and learning, including learning theories and learning styles. Application of the learning theories and styles will be used in planning teaching and learning experiences appropriate for the various learning styles, level of learner, and the location of the experience. This course will include 45 hours of DNP practicum experience.

NURS 755. Philosophy of Nursing Science and Practice.**3 hrs.**

Study of philosophy of science and its relationship to the philosophy of nursing as the basis for the highest level of nursing practice. Theory development is explored from the perspective of nursing science, ethics, and the biophysical, psychosocial, analytical and organizational sciences, and is related to its application in effecting change in health administration and education. Selected metaparadigms and theories from scientific disciplines are analyzed and applied to advanced nursing practice.

NURS 763. Healthcare Informatics: Theory and Practice.**3 hrs.**

This course assists the student in developing knowledge, skills, values, meanings, and experiences associated with healthcare information systems and associated healthcare technology. The course provides an overview of current information systems, and provides students with opportunities to utilize technology to support safe, effective and efficient decision-making. Includes 60 hours of field experiences to be arranged based on individual student needs and objectives.

NURS 765. Translating Evidence into Practice**3 hrs.**

This course provides a critical analysis of research evidence to improve health care outcomes, advance the nursing profession and impact health care policy. Emphasis will be placed on transforming research knowledge into nursing practice through planned change processes including and in-depth study of the steps involved in implementing evidence-based practice Coursework I designed to facilitate the development of the DNP project.

NURS 775. Clinical Scholarship and Population-Based Outcomes for Advanced Practice Nurses.**3 hrs.**

Building upon statistics and research methods, this course emphasizes techniques for appraisal of the literature and other data information sources, use of data sets, biostatistics and epidemiological information to answer clinical research questions. Emphasis is placed on evaluation of new practice models and clinical research projects useful in the advanced practice nursing role promoting health and preventing illness in populations and aggregates.

NURS 825. Advanced Practice Practicum.**1 - 9 hrs.**

This course builds upon the advanced nursing competencies developed at the master's level, the DNP core curriculum, and the advanced practice specialty courses to expand knowledge for expert nursing practice. Students are expected to enhance practice and/or systems management skills, including clinical reasoning and advance to a higher level of expertise in their chosen specialty area. The student will develop an individualized prospectus for their practicum in collaboration with a faculty advisor to complete a minimum of 500 post- MSN clinical practice hours. Six credits require a minimum of 270 practice hours; nine hours a minimum of 405 hours. Course may be repeated for students to complete necessary practice hours. Prerequisites: All DNP Core **NURS 835.**

Nursing Leadership Practicum.**1 - 9 hrs.**

This course provides a culminating experience in an organizational-based practice setting in which the student synthesizes and applies knowledge and skills learned in previous doctoral-level courses and actualizes the role of nurse administrator. Emphasis on application of role theory in actualizing the multi-dimensional roles of nurse administrator in complex health service organizations. Additionally, the student will explore the impact of current trends and issues on the administrative role in complex organizations. The student will develop an individualized prospectus for their practicum in collaboration with a faculty advisor to complete a minimum of 500 post- MSN clinical practice hours. Six credits require a minimum of 270 practice hours; nine hours a minimum of 405 hours. Course may be repeated for students to complete necessary practice hours. Prerequisites: All DNP Core Courses

NURS 840. DNP Capstone Project I.**2 hrs.**

This course focuses on identification of topic and development of a plan for completing the D.N.P. capstone project. Under the direction of two faculty members, students formulate a plan to solve a problem and/or contribute to the advancement of the nursing profession through evidence-based practice. Prerequisites: NURS 755, NURS 765

NURS 850. DNP Capstone Project II.**2 hrs.**

This course focuses on implementation and presentation of the DNP capstone project designed to improve health care outcomes. Students critique the clinical projects of classmates. Working independently under the direction of two faculty members, students culminate the program of study as they present their capstone projects. Grading is pass/fail. Prerequisites: All DNP Core Courses

NURS 860. DNP Capstone Project III.**1 hr.**

This course focuses on implementation, evaluation, presentation of the DNP capstone project designed to improve health care outcomes. Students critique the clinical projects of classmates. Working independently under the direction of two faculty members, students culminate the program of study as they present their capstone projects.



ACADEMIC POLICIES

Advising

All graduate students are assigned a faculty advisor from within their program. Prior to the first semester of graduate study, or during the first semester of graduate study, the student will make a Plan of Study with their advisor. Education is ultimately the responsibility of the learner, but the advisor's input to the student's Plan of Study and semester schedules enhances student awareness of how each semester and course contributes to the overall progress towards graduation.

Pre-Registration and Registration for Classes

Students must pre-register for the upcoming semester, May and/or Summer Terms during the dates posted on the graduate calendar on our website at www.wvwc.edu. All graduate students are advised by the graduate program director or designated advisor. All students must register at the beginning of each semester and summer terms by the official deadline published in the College calendar. A charge will be made for failure to register on the date designated for registration. Students may change their registration for courses in accordance with College policies within the first week of on-campus or online classes during Fall and Spring semesters or within the first two days of May and Summer Terms and MFA residencies. This period is called the "add/drop period." Courses dropped within these time periods will not appear on the student's permanent academic record. Course changes made during this period may result in a revised tuition invoice. No courses may be added to a student's schedule after these time periods.

Withdrawal from Courses

A graduate student will be permitted to withdraw from a course only during the period designated in the academic calendar on our website at www.wvwc.edu. In order to withdraw from a course, a student must complete the Course Withdrawal Form available in the Graduate Studies Office in the O'Roark Nordstrom Welcome Center and online, and submit the completed form either to the Registrar's office or to registrar@wvwc.edu. Email approval from the instructor is required for all online courses and is the student's responsibility to obtain and have submitted to registrar@wvwc.edu. If a student is granted permission to withdraw, a W (Withdrawal) is entered on the record. If a student discontinues a course after the specified date for withdrawal and/or without permission of the Provost, WF (Failure, Irregular Withdrawal) is entered on the record.

Withdrawal from Graduate Program

A graduate student who wishes to completely withdraw from a graduate program and the college must express an intent to withdraw in writing, via email or mail, to the Program Director and the Registrar who will process the withdrawal with campus offices. The tuition for which the withdrawn student will be responsible will depend on the date of withdrawal. MFA students intending to withdraw should review their program's tuition refund schedule listed on the current MFA Calendar; all other graduate students withdrawing from the college can consult the refund schedule in the Tuition, Fees and Payment Procedures section in this catalog.

Leave of Absence

If a student should need to sit out a semester for personal or work-related reasons, s/he may apply to the Graduate Director for a Leave of Absence without jeopardizing enrollment or standing with the Program. Students on leave are responsible for making any necessary loan arrangements with the Financial Aid office. Students on leave will also need to request reactivation from the Director before resuming study the subsequent residency or semester.

Graduate Transfer Credit

A maximum of nine semester hours of graduate credit from another regionally accredited U.S. college or university may be applied toward a graduate degree program, if the course is applicable, provided the grade for each course is at least a B* (3.0) and has been earned within the last seven years. A maximum of fifteen semester hours can be accepted toward the Counseling program. Individual graduate programs may elect to grant fewer graduate transfer hours. If graduate transfer hours are approved, the credits and quality points will be computed into the student's WVWC graduate grade point.

*B- or Pass grades are not acceptable.

Requests for transfer graduate credit must be approved by the specific graduate Program Director, the Academic Provost and the Registrar. Any individual requesting graduate transfer credit must submit all related college transcripts and syllabi that include



course descriptions to their respective program director. Official transcripts from all colleges attended are an admission/application requirement for every WVWC graduate program. As long as all official transcripts are included with the application, an *unofficial* copy of any transcripts that relate to requested transfer credits may be attached to the form.

Auditing

A person who wishes to audit a graduate course must contact the appropriate Graduate Director or the Graduate Admissions Office. The fee for auditing a graduate course is \$400 per course. An admitted graduate student may audit a course and will also incur the \$400 audit fee. Auditing of select graduate courses is at the sole discretion of the relevant program director and course instructor. Auditors take no examinations, submit no written work, do no laboratory work, and receive no credit for courses audited. See the MFA program website for specific details on auditing an MFA residency.

Grades, Academic Standing, and Quality Points

All graduate students must maintain a quality point average of at least 3.00 to graduate and to remain in good standing. Graduate students who earn a 2.00-2.99 GPA during their first twelve semester hours will be in good standing but will be placed on *Academic Warning*. Students whose GPA falls below 2.00 before earning twelve hours will be placed on *Academic Probation* and will be given nine additional hours in which to raise the GPA 3.00. Similarly, students whose GPA falls below 3.00 after attempting twelve or more semester hours of course work will be on *Academic Probation* and will be given nine additional hours in which to raise the GPA to 3.00. Students who fail to attain the 3.00 GPA during this probationary period are subject to *Dismissal* from their program. The Provost, in conjunction with the specific program director, may elect to place a graduate student on *Academic Suspension* for specific deficiencies in achieving program outcomes for either one or two semesters. A suspended graduate student will be eligible to apply for readmission after the specified time period and upon meeting the conditions stated at the time of suspension. Students who earn two Fs will be dismissed from their program. Students who are dismissed from their program may apply for re-admission after four full academic semesters.

Students who have been dismissed or suspended and who choose to re-apply will need to write a statement of justification for their re-admittance and continuation in the program. In addition, these students must complete the entire application process again, including paying the application fee, and submitting their complete application. The application and justification letter will be submitted to the appropriate program director and admission committee for consideration.

The following letter grades, explanations, and quality points are used to evaluate a graduate student's performance at Wesleyan.

Grade Explanation		Quality Points (per hr)	Grade	Explanation	Quality Points (per hr)
A	Excellent	4.00	F	Failure	0
A-		3.67	I	Incomplete	0
B+	Good	3.33	W	Withdrawal	0
B		3.00	P	Pass	0
B-	Unsatisfactory	2.67	WF	Withdrawal Failing	0
C+		2.33	AU	Audit	0
C		2.00	NC*	No Credit	0
C-		1.67			

Grades of I, W, P and AU are not included in grade point average calculation. Graduate students must repeat a course in which they receive an F or WF; graduate students may also repeat courses in which they earn a B- or lower. While the original F, C-, C, C+, or B- will remain on the transcript, when the course is repeated satisfactorily, the original grade will not be counted further in the grade point average. The MFA program assigns Pass/Fail grades; consult the MFA section of this catalog for MFA program evaluation methods.

Grade Point Average

A graduate student's grade point average (GPA) is computed by dividing the total number of quality points earned by the total number of graded semester hours for which the student has registered. Courses from which the student has withdrawn officially, courses in process, audited coursework, and courses in which a grade of Pass was earned are not included in this computation.



Incomplete Grade (I)

This grade may be given to a graduate student who is passing a graduate course but cannot complete scheduled course work due to illness or a cause that is beyond reasonable control. An Incomplete Course Grade Form must be completed by the course instructor and turned into the Registrar, and should be signed by the student, if at all possible. For online courses, an Incomplete Course Grade Form, available online, must be completed by the course instructor and emailed to registrar@wwvc.edu. Email acknowledgement is required by the graduate student. The course, unless a thesis or action research project course, must be completed within the first six weeks of the next regular semester, except when an extension of time is granted by the Admission and Academic Standing Council. If an extension of time is granted, a new completion deadline will be specified. Otherwise, the (I) automatically becomes either an (F) or whatever grade the instructor assigns on the Incomplete Course Grade Form.

Thesis and action research project courses as well as NURS 544, 554, 557, 825, 830, 835, 840 and 850, with incomplete grade assignments must be completed one year from the end of the term that the student originally enrolled in the graduate course. The Incomplete will remain on the record until the work is completed and a final grade is assigned. To receive consideration for this extended Incomplete, the student must submit a written request with the approval of the course instructor, the faculty advisor of record, and the Provost, to the Registrar for approval. This request must be submitted prior to the Final Exam period of the term in which the course is due for completion (refer to Wesleyan's Academic Calendar for the due dates). It is the student's responsibility to contact the course faculty to arrange for completion of the work, and it is the faculty's responsibility to submit the final grade. At the end of the designated extension period, if no additional work is completed, the grade submitted on the Notice of Incomplete Form will be awarded.

"I" POLICIES SPECIFIC TO MFA PROGRAM: The sequencing of courses in the low-residency curricular model requires a tailored policy for incompletes.

An incomplete grade is not an option for MFA residency courses (ENGL 520, 525, 530, 535, 540, 545). Because the residency is prerequisite to the semester-long course and because residency courses are on-site, requiring immersion with full participation, a student cannot complete coursework outside of the residency period. Students who are unable to complete the residency due to illness, or other circumstances which take the student away from the residency *for more than two days*, must receive a medical withdrawal and must repeat a full residency before proceeding with semester study. In some cases, the Director, in conversation with the Faculty, may consider enrolling the student in an independent study semester course to help him/her maintain momentum in the program; successful completion of an independent study course will be required for enrollment in the subsequent residency period, but will not count toward credits earned for the MFA degree.

An incomplete grade for ENGL 570, 575 or 625, the semester-long courses, can be issued according to the standard procedure detailed above for all graduate programs, with the exception of the timeline for completion of work: Students receiving an "I" for ENGL 570/575/625 will have *four weeks after the End-of-Semester Portfolio Due Date* (listed on the MFA academic calendar) to submit the final portfolio so that (1) the Faculty Advisor has sufficient time for portfolio evaluation before the student proceeds to the residency and subsequent semester, and (2) the student has sufficient time to prepare for residency participation and the subsequent semester's project.

If, having received an incomplete for ENGL 570/575/625, a student still does not complete all work satisfactorily by the end of the four-week period, s/he will have to take a failing grade and repeat the semester, with the option of auditing that semester's initiating residency period (with full participation) or skipping the residency since residency course requirements will have already been satisfied for the repeated semester.

The thesis-semester student's Pass/Fail grade for the final credits earned during Thesis project completion (ENGL 650) will remain an "I" by default (with Incomplete Course Grade Form waived) until the receipt of the Final Deposit of Thesis and the completion of the Fifth Residency (ENGL 655). (See section on "EVALUATION AND DEGREE AWARD" in the MFA Program description for more details on this default incomplete.) Once all requirements are satisfied, the final grades will be submitted to the Registrar following the Fifth Residency period. For ENGL 650 and 655, if the thesis student cannot fulfill requirements outlined in the MFA Thesis Semester Timeline, MFA Director and Faculty will determine whether the student must repeat one or both courses, or be granted an extended incomplete, filing an Incomplete Course Grade Form, with the requirement that the Thesis and Fifth Residency coursework be completed *six months* from the end of the term that the student originally enrolled in the graduate course.



Grade Reports and Transcripts

Grade reports and unofficial transcripts are available to students online through Self-Service. Students have the option to download a PDF unofficial transcript via Self-Service. Official transcripts may be requested by accessing the request a transcript link on the Wesleyan website.

Information Technology Requirements

West Virginia Wesleyan College requires that all graduate students have a computer. Some graduate programs require a laptop computer. Speak to the specific program director for information. A graduate student purchase plan is offered through a partnership with Dell Corporation for those graduate students interested.

Application for Degree and Participation in Commencement

Graduate students must submit an Application for Degree Form one semester before intended graduation. A degree audit is performed to ensure that the graduate student has met all requirements to graduate. The graduation fee is \$150.

West Virginia Wesleyan College holds one commencement activity per year in May. Graduating students who have completed their academic requirements in the past academic year are invited to participate in the May commencement exercise. Students are required to wear appropriate academic regalia, ordered through the bookstore, for the commencement exercise.

A graduate student in the MA, MAT, MSAT, MSN, or MFA program who wishes to participate in May commencement activities and who is a maximum of nine semester hours short in completing their program requirements may participate in May commencement activities provided the conditions listed below have been met. A graduate student in the MBA program who wishes to participate in May commencement activities and who is a maximum of three semester hours short in completing their program requirements may participate in May commencement activities provided the conditions listed below have been met.

1. The student has maintained a 3.00 average in graduate course work and is in good academic standing in their program of study.
2. The student has submitted a plan to the Director of their graduate program for completion of the remaining requirements in the summer following their walk at the commencement ceremonies.
3. The student has obtained approval from the Director of their graduate program for their completion plan.
4. The student has submitted a request in writing to the Provost, with the above-mentioned plan attached, requesting permission to walk during the commencement ceremonies.

Cancellation of Courses/Change of Course Time

Courses are subject to cancellation or change of day and time offered. The College reserves the right to change the day and time of a course or to cancel a course as late as the end of schedule change period each term. Every effort will be made to work with students regarding program planning and placement in alternative courses.

Academic Integrity and Plagiarism

A true community requires that all participants share common goals and respect the particular contributions that each member makes toward achieving them. The common enterprise of a college is learning. Learning is a discipline of the mind, not merely a manipulation of assignments, activities, and information. This process involves interaction with teachers and fellow learners on the one hand and personal reflection and critical inquiry on the other. In all cases, it demands integrity. At Wesleyan, as in all academic communities, claiming another person's work as one's own is a serious offense subject to disciplinary action.

The College considers academic dishonesty a serious offense because it diminishes the quality of scholarship and defrauds those who eventually may depend upon our knowledge and integrity. The penalties for violation of academic standards are applied in the context of our firm stance on academic integrity.

Plagiarism is appropriating the original work of another with the intent of falsely misrepresenting the work as one's own. It includes using the exact words of another without identification of the material as a direct quotation or without citing the exact source; paraphrasing the work of another person without citing the exact source (note that a correct paraphrase requires complete transformation of the passage, not a simple change of a few phrases or words); using facts, figures, statistics, graphical representations or interpretations which are not original to the writer or speaker without citing the original source; use of A.I. technology, such as ChatGPT, or any other artificial intelligence tool in the creation of course content without the instructor's consent and proper citation; and knowingly aiding or abetting another who is plagiarizing. Plagiarism is defined as written work that includes five or more successive words from another source other than the student's own work that is not quoted and cited as described in the *Publication Manual of the APA*, 6th edition (2009).



Procedures for Handling Incidents

1. When an instructor suspects or is informed of academic misconduct, they will attempt to determine as clearly as possible the facts related to the incident. In on-campus courses, the instructor must meet with the student(s), present the charge, and consider the student's response. In online courses, an online conference will be conducted with the student(s) to present the charge, and the instructor will consider the student's response. If the student voluntarily admits to the charge, or if the evidence is substantial, the instructor shall determine the appropriate penalty.
2. A summary of the incident and action will be reported in writing to the Associate Provost and copied to the students. The Associate Provost will send a letter to the student involved informing them of this action.

Appeal

In cases where a student wishes to appeal the upholding of the academic penalty, a student must notify the Provost in writing within 5 business days of their desire to appeal. The Provost will review all related materials and make a final decision within 5 additional business days. All decisions of the Provost are final.

Penalties for Violations of Academic Integrity

1. An instructor has the right to discipline a student if they have justifiable evidence that the student has violated the definitions of academic integrity in this Code or in further elaboration of course materials.
2. A minimum expected penalty for an offense is failure in the assignment or in the course. A warning may be appropriate when the facts of the case are ambiguous or where no willfulness is evident.
3. More egregious violations of academic integrity, or in cases of evidence of repeated offenses, penalties (formal notation on permanent transcript, program suspension, or program dismissal) are assessed by the Provost.

Commercialization of Lecture Notes

Selling course lecture notes, handouts, readers or other information provided by an instructor, or using them for any commercial purpose without the express permission of the instructor is prohibited.

Student Grade Review Process

In cases of alleged arbitrary, inconsistent, or discriminatory grading, the review process below will be utilized.

1. For on-campus courses, the student requests a meeting with the instructor to review the basis for the grade. For online courses, the student requests an online conference with the instructor to review the basis for the grade.
2. If after this meeting or conference the student is not satisfied that the grade was fairly determined, they may review with the appropriate graduate program director. The graduate program director will seek to mediate the issue between the student and the instructor.
3. If the student remains unsatisfied, he or she may appeal to the Associate Provost, who will hear the student on the matter, confer with both the instructor and the graduate program director, and render a decision. The decision is provided in writing to the student, with a copy sent to the instructor.
4. Students who wish to appeal the decision of the Associate Provost, must submit a notice of appeal, in writing, to the Provost along with documentation supporting their claim that the grade issued was done so in an arbitrary, capricious, or discriminatory manner.
5. Following a review of all documentation from the student, faculty, and Associate Provost, the Provost will render a final decision and notify the student and the faculty member in writing. All decisions by the Provost are final.

Appeals of a final grade must be submitted no later than 30 business days after the final grade is posted.

Policy on Student Complaints

A student complaint is defined as a written allegation of injury caused by one of the following:

1. the decision concluding a review process;
2. an allegation that the review process was unfair;
3. the absence of a review process.

Students who continue to be dissatisfied after a final decision has been rendered by the College shall be told of their right to file a written complaint. Such complaints shall be submitted to the President, the Provost, or the Vice President for Student Affairs, depending on the nature of the complaint. Student complaint files shall be maintained by each of these offices for review by representatives of accrediting agencies.



Access to Institutional Records

West Virginia Wesleyan College, as required by law, guarantees students who are or have been registered at the College the right of access to official records directly related to the student and an opportunity for a review process to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate.

The College must obtain written consent from the student before releasing personally identifiable data from records to persons other than those specifically identified by the College as having a legitimate educational interest in that information. The types of records and information include materials in the Academic Services Office, Academic Affairs, Graduate Studies, and Financial Aid, as specified in the written College policy. Students may both inspect and request copies of this information at their expense.

In the implementation of this policy provided for by the Buckley Amendment, there are several items which students should note:

1. A copy of the full Wesleyan policy on the Family Educational Rights and Privacy Act (FERPA) is available to students in the Student Handbook and in the Academic Services Office.
2. Final grade reports are available to students and their faculty advisors through their online Self-Service accounts.
3. Certain types of information are classified as public or “directory” information, and may be disclosed without a student’s written consent. These are name, address, telephone number, email address, campus box number, major, participation in officially recognized activities and sports, height/weight of athletic team members, dates of attendance, degrees, and awards received.
4. In addition to a procedure for a hearing on-campus, or online, an office has been established by the U.S. Department of Education to investigate and adjudicate violations. Complaints may be addressed to the Family Educational Rights and Privacy Act (FERPA) Office, U.S. Department of Education.



GRADUATE STUDENT LIFE

Student Handbook

All students enrolled at West Virginia Wesleyan College must abide by the policies and expectations outlined in the Student Handbook. The Student Handbook can be found at under Campus Life on the College website: <https://www.wvwc.edu/policies-student-handbook/>.

Community Expectations and Social Responsibility

West Virginia Wesleyan College is based in the traditions of the United Methodist Church. As a church-affiliated college, West Virginia Wesleyan strives to maintain the highest standards of study and conduct and anticipates that each student will assist in this endeavor.

The College expects high ethical conduct of all students, faculty, and staff members share the responsibility of maintaining this high level of behavior. When students are admitted to West Virginia Wesleyan College, it is assumed that they are aware of the established College policies and are endowed with a high level of responsibility for their personal behavior, as well as for the College.

The West Virginia Wesleyan College community is committed to fostering a campus environment that is conducive to academic inquiry, productive campus life, and thoughtful study and discourse. A community exists on the basis of shared values and principles. At West Virginia Wesleyan College, student members of the community are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct. These standards are embodied within a set of core values that include integrity, fairness, respect, community, and responsibility. When members of the community fail to exemplify these values, campus conduct proceedings are used to assert and uphold the Student Code of Conduct.

West Virginia Wesleyan College will not tolerate any form of harassment or intimidation including, but not limited to, sexual, racial, religious, handicap, or age discrimination. Using the telephone, mail, electronic mail or social media to intimidate or interfere with a person's basic rights is also a form of harassment. Attitudes of condescension, hostility, role-stereotyping, and sexual or racial innuendo weaken the health of the community and are considered harassment as well.

Wesleyan will not tolerate acts of hazing or the exploitation of individuals or groups. At the same time, the College affirms the principle of academic freedom and prohibits discrimination against individuals or groups because they express different points of view. However, the College affirms that freedom of expression does not justify violating human dignity.

Non-Discrimination Statement

West Virginia Wesleyan College does not discriminate on the basis of race, sex, color, national or ethnic origin, creed, ancestry, marital/family status, veteran status, sexual orientation, gender, gender identity, gender expression, pregnancy, religion, age, disability or blindness, or any other characteristic protected by local, state or federal law in the administration of its admission policies, scholarship and loan programs, educational programs, employment, athletic programs, co-curricular activities, or other College administered programs.



RESOURCES

Campus Center

The Benedum Campus Center is a place of recreation, relaxation, and work. It houses the Bobcat Den (apparel store), Post Office, radio station, the Cat's Claw (restaurant), and the French A. See Dining Center (cafeteria). Graduate students may use facilities for swimming, studying, and meeting up with friends. Offices include The Student Development Office, which houses the Vice President for Student Affairs, the Dean of Students, Campus Life, Housing, Residence Life, Campus Activities, Outdoor Recreation, Office of Diversity, Equity and Inclusion, Judicial Affairs, Student Success Center, Center for Community Engagement, Greek Affairs, Intramurals and the Aquatics Office.

Campus Security

The Office of Campus Safety and Security is located in the Administration Building. If you need assistance please call the Campus Safety and Security Office at (304) 473-8011. Security officers are available 24 hours per day, 7 days per week.

Chapel and Martin Religious Center

West Virginia Wesleyan College understands that spiritual growth, theological exploration, moral development, and the growing expression of one's religious faith are central components to fulfilling the purposes of liberal arts education. The College is a community of learning based on fundamental principles formed at the intersection of Christian faith and liberal education: intellectual rigor, self-discovery, human dignity, mutual support, social justice, self-discipline, mental and physical wellness, the appreciation of diversity and the natural world, and the judicious use of resources.

The Director of Religious and Spiritual Life, along with a variety of student organizations, offers students, staff, and faculty an assortment of opportunities for religious study and practice. Though based in the Methodist Christian Tradition, Wesleyan welcomes believers of all religious and non-religious backgrounds and the accommodations needed. In line with the social responsibilities, core values, and mission statement of the College, students are expected to be respectful and inclusive of those with differing belief systems.

Wesleyan will not tolerate discrimination, hazing, or exploitation of any kind because of a person's religious beliefs, background, or affiliation. If any situation occurs it will be handled through the judicial system.

The Director of Religious and Spiritual Life is available to all students for spiritual guidance and discussion. The position is also a non-mandatory reporter for Title IX.

Students are invited to join in with any of the co-curricular religious and spiritual life organizations on campus listed here:

- Baha'i Believers Fellowship
- Bethel Campus Fellowship
- Catholic Campus Ministry
- Weekly Ecumenical Chapel
- Fellowship of Christian Athletes
- InterVarsity Christian Fellowship
- Interfaith Peace
- Delight Ministries
- Hurt by the Church

Contact the Spiritual and Religious Life Office for more information on these organizations at acord.j@wcwv.edu or (304) 473-8372.



Cultural Events

West Virginia Wesleyan College is known for its rich performing arts tradition. In 2009, the Virginia Thomas Law Center for the Performing Arts opened on College Avenue and is a spectacular college, community, and regional venue. The 374-seat auditorium is used for college and community theater, musical concerts, dance performances, lecture events, and film festivals. Additionally, visual art exhibits are presented throughout the year at the Sleeth Gallery located in McCuskey Hall. Culturally, the college community benefits from touring artists and Artists-in-Residence that enhance the many campus offerings available to graduate students. Visit www.wvwc.edu for Arts Alive! schedules and ticket information.

Food Service

There are two dining venues on campus located in the Benedum Campus Center. Campus dining is provided in the French A. See Dining Center. Meals and menus are provided by a contracted professional catering service. Selections include traditional entrees, grill items, deli sandwiches, pizza, pasta, and specialty food bars. Vegetarian and gluten-free choices are available at every meal. Discounted meal cards are available for graduate and commuter students. The Cat's Claw offers a variety of food selections and extended hours during the week and on the weekend.

Health Services

Community Care of West Virginia will be providing medical services in the Health Center. They offer the following services:

- Vaccinations and immunizations
- Acute illnesses
- Annual Wellness Exams
- Chronic illnesses such as Asthma, Allergies, Diabetes, Obesity, Sickle Cell Anemia, and Seizures
- Allergy Injections
- Accidents and injuries
- Nutrition Counseling
- School and Sports Physicals
- Vision and Hearing Screenings
- Family Planning Services

For Hours of Operation, please go to WVWC website. Hours will be posted at the Health Center as well.

Housing Services

The College houses approximately 85 percent of its undergraduate students in eight residence halls and a few off campus houses. Graduate students are eligible for on-campus housing if available. Contact the Director of Campus Life and Housing, (304) 473-8441.

Learning Center and Office of Accessibility Services

West Virginia Wesleyan College provides support programs to students with diagnosed learning disabilities, attention disorders, and other special needs. The Learning Center offers assistance to students who are interested in enhancing their academic performance. Master's level professionals in the field of education and related areas work to help students design strategies for academic success. Located in Haymond Hall, 2nd Floor, the Learning Center is opened from 8:00 a.m. to 4:30 p.m., Monday through Friday. The Technology Lab offers several software and hardware tools to assist students with their coursework. Software programs are available to help students with reading, writing, and organizing information.

Notice of Nondiscrimination

West Virginia Wesleyan College, a private educational institution, is committed to the principle of equal opportunity for all qualified persons, welcomes students of all backgrounds and takes pride in the diversity of its faculty and staff. It assures students more access to all the privileges, programs, and activities generally accorded or made available at the College. West Virginia Wesleyan College does not discriminate on the basis of race, sex, color, national or ethnic origin, creed, ancestry, marital/family status, veteran status, sexual orientation, gender, gender identity, gender expression, pregnancy, religion, age, disability or blindness, or any other characteristic protected by local, state or federal law in the administration of its admission policies, scholarship and loan programs, educational programs, employment, athletic programs, co-curricular activities, or other College administered programs.



Serving Students with Disabilities

West Virginia Wesleyan College ensures that no qualified person shall, by reason of a disability, be denied access to, excluded from participation in or denied the benefits of any program or activity operated by the College or be subjected to discrimination under any of its programs or activities. The College shall make reasonable accommodations to the known limitations of an otherwise qualified student with a disability to enable the qualified student with the disability to have equal access to educational opportunities, programs and activities as provided for in Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990.

Students with disabilities are required to maintain the same level of responsibility for their education as other students attending Wesleyan. These responsibilities include maintaining levels of academic performance expected of all students, meeting attendance requirements, maintaining appropriate behavior, and following the College's policies and procedures. In addition, the College establishes appropriate standards for its courses, programs, services, and facilities and is not required to grant accommodations that impose a fundamental alteration of a program or activity.

The College encourages students to request accommodations before the semester begins or as early in the semester as possible. If the student chooses to delay providing documentation and/or making a request for accommodations, the College will not provide retroactive accommodations, but will upon the student's request begin the procedure for approving and implementing future accommodations. A reasonable time will be necessary to implement accommodations.

The confidentiality of all documentation will be maintained in accordance with the applicable law. Documentation may be shared with others on a need-to-know basis. To be eligible for services, students with disabilities must identify themselves and provide the necessary documentation to the Academic Services Office, in the following manner:

1. Provide current documentation of the disability from a physician, psychologist, psychiatrist and other professionals on the evaluator's letterhead stationery demonstrating that the disability currently and substantially limits a major life activity of the student. The medical documentation must include:
 - a. Diagnostic statement identifying the disability and describing the current level of functioning;
 - b. Description of the diagnostic tests, methods/criteria used, employing the DSV 5TR when appropriate;
 - c. Description of the current functional impact of the disability including a statement of any substantial limitations as they relate to the ability of the student to meet the various demands of college life, and which includes specific test results and the examiner's narrative interpretation;
 - d. Treatments, medications, or assistive devices/services currently prescribed or in use;
 - e. Recommendations to assist the College in designing reasonable accommodations for the condition;
 - f. Credentials of the diagnosing professional when not indicated on letterhead stationery.
2. The College may request additional documentation. IEPs and 504 plans are not considered to be sufficient documentation.
3. Identifying oneself as having a disability to an individual professor is not considered an official notification to the College. The student must follow the above procedures in order to access accommodations. However, it is the student's responsibility to notify a professor, or others as necessary, of a need for accommodations.
4. Coordination of accommodations and services may involve any number of College offices and personnel, including faculty, staff, and administrators, depending on the nature of the accommodations and services needed.
5. If an individual believes that the services or accommodations provided or recommended do not meet his or her needs, the student should promptly discuss the matter with the Provost who will seek to resolve the situation in a timely manner. If the student is not satisfied with this response, the student may file a grievance.

Library

The Annie Merner Pfeiffer Library is committed to providing high quality resources and services that empower students for advanced learning. The library collections include both print and electronic resources for study and recreation. Electronic materials are increasingly important in the collection as the needs and expectations of students have changed. The library provides access to many electronic databases that offer 24/7 access to electronic books, journals, news sources, and much more. The library also offers interlibrary loan services, which allow students to receive copies of books or journal articles not held by the library. Professional librarians are available to provide students at all levels with support and guidance in the use of both print and electronic resources.

In addition to its collections and research services, the Library offers media viewing facilities, areas for group study, and a quiet place for reading and reflection. The library space is available for use 24/7 for enrolled WVWC students through swipe card access. Graduate students have full library privileges and are welcome to use the library for individual or group study.

Contact: librarian@wwc.edu or <https://amplibrary.wwc.edu/libraryhome>.



Wellness Center

The College offers a state of the art and engaging environment where students, faculty, and staff can enjoy their passions of physical fitness and well-being. Located on the first floor of Jenkins Hall, the Wellness Center offers over twenty pieces of cardio equipment; over fifteen pieces of nautilus equipment; a weight room with bench press; max racks and free weights; and group exercise classes. Full-time staff and Exercise Science students are available on request to work individually with patrons.

Writing Center

The Writing Center is located in the Library and can be reached at (304) 473-8854. The Writing Center is open to all students seeking help with writing assignments for any course or to assist with personal writing, resumes, or articles for publication. Hours of operation are posted semester by semester.



REGISTER

Administrative Officers

President of the College
Provost and Executive Vice President for Academic Affairs
Vice President for Student Affairs
Vice President for Enrollment and Marketing
Vice President for Finance and Operations
Vice President for Advancement
Title IX Coordinator

James H. Moore., Ph.D.
Lynn M. Linder, Ph.D.
Alison M. Whitehair, B.S., M.S.
John R. Waltz, B.A., M.A.
Dennis E. McMaster, C.P.A.
Kristi L. Wilkerson, B.A., M.A.
Amy L. Kittle, B.A., M.S., M.L.S.



Board of Trustees

Elected Members

Mr. Brian T. Brouillette '82
Rev. Dr. Ellis E. Conley '73 (Secretary)
Mr. William R. Fahrner '96
Mr. Jason S. Fiegel '00
Mrs. Arria M. Foster-Hines '95
Mr. Sam Fox II '86
Dr. Danette Ifert Johnson '90
Dr. Alan Letton
Rev. Martha S. Sherwood Ognibene '79
Mr. Justin Raber '08
Mr. Stephen Ranjan '01
Ms. Angel L. Williamson Riley '99
Rev. Amy D. Shanholtzer '87
Mr. Kevin W. Spear '76 (Chair)
Mr. Craig D. Welsh '93
Mr. Curtis L. Wilkerson, Jr. '99
Mr. Jamion A. Wolford '08
Mr. David A. Young '87

Ex Officio Members

Sadie D. Nichols, Student Senate President
Michael A. Bush '10, President of the Alumni Council
Brenda Friend, Staff Council Chair
Debra Wallace-Padgett, Resident Bishop of the West Virginia Conference of the United Methodist Church
James H. Moore, President of West Virginia Wesleyan College
Jesse Oldroyd, Faculty Senate Chair



The Faculty

The year of the faculty member's initial appointment is given in parentheses.

- Charles Bruce Anthony**, Associate Professor of Chemistry (2012). B.S., Ball State University; Ph.D., Louisiana State University
- Katharine L. Antolini**, Associate Professor of History and Chair of the Department of History (2011). B.A., West Virginia Wesleyan College; M.A., Rutgers, The State University of New Jersey; M.A., Ph.D., West Virginia University.
- Tamara Denmark Bailey**, Associate Professor of History (2014). B.A., M.A., West Virginia University.
- Jon W. Benjamin**, Associate Professor of Art (2017). B.S., State University of New York, Plattsburgh; M.F.A., Rochester Institute of Technology.
- J. Scott Biola**, Assistant Professor of Education (2024). B.A., West Virginia University; M.A., West Virginia University; Ed.D., University of Virginia.
- Kimberly A. Bjorgo**, Associate Professor of Biology and Chair of the Department of Biology (2006). B.S., University of Florida; M.S. Clemson University; Ph.D., West Virginia University.
- Theresa A. Black**, Associate Professor of Nursing (2015). A.D.N., Fairmont State College; B.S.N., Alderson-Broaddus College; M.S.N., West Virginia University; F.N.P., D.N.P.
- Shannon R. Bosley**, Assistant Professor of Nursing (2013). B.S.N., M.S.N., West Virginia Wesleyan College; D.N.P., Samford University.
- Nancy Bressler**, Associate Professor of Communication Studies and Chair of the Department of Communication (2019). B.A., Albright College; M.A., University of Hartford; Ph.D., Bowling Green State University.
- Crystal Brown**, Assistant Professor of Art (2022). B.F.A., Kendall College of Art and Design, M.F.A., Ohio University.
- Molly M. Clever**, Associate Professor of Sociology and Director of Liberal Arts Core Curriculum (2014). B.A., University of Pittsburgh; M.A., Ph.D., University of Maryland.
- Amy R. Coffman**, Associate Professor of Nursing and Director of Graduate Studies in Nursing (2014). B.S.N., Marshall University; M.S.N., F.N.P., West Virginia University; D.N.P., Samford University.
- Kimberly A. Conrad**, Assistant Professor of Marketing and Director of the Master of Business Administration Program (2016). BoR, Glenview State College; M.S., West Virginia University; D.B.A., Northcentral University.
- Alexis de Coning**, Assistant Professor of Communication (2022). B.A., M.A., Rhodes University, South Africa, Ph.D., University of Colorado.
- Elizabeth Crim**, Assistant Professor of Accounting (2022). B.S., West Virginia Wesleyan College, M.A., West Virginia University.
- Tracey DeLaney**, Associate Professor of Physics and Co-Chair of the Department of Physics (2012). B.S., M.S., New Mexico Institute of Mining and Technology; Ph.D., University of Minnesota.
- Tracie M. Dodson**, Professor of Business and Chair of the School of Business (2008). B.S., Wheeling Jesuit College; M.S., Ed.D., West Virginia University.
- John W. Epler**, Assistant Professor of Mathematics (2021). B.A., B.S., M.Ed., West Virginia Wesleyan College..
- Jacob K. Hill**, Assistant Professor of Exercise Science and Athletic Training (2023). B.S., Alderson Broaddus University; M.S., California University of Pennsylvania; D.A.T., A.T. Still University
- Robert R. Howsare**, Associate Professor of Art and Chair of the Department of Art (2015). A.D., Community College of Philadelphia; B.F.A., Kansas City Art Institute; M.F.A., Ohio University.
- Luke G. Huggins**, Professor of Biology (2005). B.S., Albright College; M.S., University of Delaware; Ph.D., State University of New York at Stony Brook.
- R. Daniel Hughes**, Associate Professor of Music and Chair of the Department of Music (2012). B.A., Otterbein University; M.M., Eastman School of Music; D.M.A., University of Illinois, Urbana-Champaign.
- Valerie Jordan** Assistant Professor of Nursing (2019). A.D.N. Davis and Elkins College; B.S.N. Western Governors University.
- Paul H. Landen**, Teaching Professor of Psychology (2023). B.A., B.S., M.A., Michigan State University; M.A., Marygrove College; M.E., Ferris State University; Ph.D., Michigan State University.
- Michael F. Lynch**, Assistant Professor of Accounting (2024). B.S., Rensselaer Polytechnic Institute; M.B.A., Babson College; A.L.M., Harvard University; Ed.D., New England College.
- Gregory A. Mach**, Associate Professor of Dramatic Arts (2000). B.A., Michigan Technological University; M.F.A., University of Mississippi.
- Coty J. Martin**, Associate Professor of Political Science and Chair of the Department of Social Sciences (2017). B.A., Ohio State University; M.A., East Carolina University; M.A., Ph.D., West Virginia University.
- Drew F. Mason**, Assistant Professor of Exercise Science and Athletic Training (2009). B.S., West Virginia Wesleyan College; M.S., Marshall University.
- Devon McNamara**, Professor of English (1997). B.A., Principia College; M.A., University of Illinois; Ph.D., New York University.



- Melody J. Meadows**, *Professor of Music* (1995). B.A., Davis and Elkins College; M.A.T., West Virginia Wesleyan College; D.M.A., University of Michigan.
- Mary M. Medlin**, *Assistant Professor of Psychology* (2021). B.A., University of Louisiana Monroe, M.S., University of Louisiana Monroe, Ph.D., University of Southern Mississippi.
- Michael Mendicino**, *Associate Professor of Education* (2015). B.S.E.D., M.S., California University of Pennsylvania; Ed.D., West Virginia University.
- Debra Dean Murphy**, *Professor of Religion and Chair of the Department of Religion and Philosophy* (2009). B.S., West Virginia Wesleyan College; M.T.S., Duke Divinity School; Ph.D., Drew University.
- Joseph M. Niederhauser**, *Assistant Professor of Biology* (2021). B.S. University of Michigan, M.S. University of Central Florida, Ph.D. Florida Atlantic University.
- Jesse Oldroyd**, *Associate Professor of Mathematics* (2016). B.S. University of Alaska, Anchorage; M.S., Ph.D., University of Idaho.
- Sandra Oster**, *Instructor of Clinical Nursing* (2024). B.S.N., Cedar Crest College; M.S.N., Cedar Crest College.
- Robert Parker**, *Assistant Professor of Business* (2024). B.S., Concord University; M.B.A., Marshall University; M.S.H.R.M., Marshall University; D.B.A., Walden University.
- Greg Bradley-Popovich**, *Associate Professor of Exercise Science* (2008). B.S., Fairmont State College; M.S., West Virginia University; D.P.T., Creighton University.
- G. Albert Popson Jr.**, *Professor of Physics and Engineering and Co-Chair of the Department of Physics* (1989). B.S., M.S., Indiana University of Pennsylvania; Ph.D., Clemson University.
- Jennifer Randall-Reyes**, *Associate Professor of Counseling and Director of the School of Counseling & Psychology* (2023). B.A., West Virginia University; M.A., The George Washington University; Ph.D., Regent University.
- Eric W. Reynolds**, *Assistant Professor of Physics* (2013). B.S., University of Connecticut; Ph.D., West Virginia University.
- Jessica Riffée**, *Assistant Professor of Health Science* (2024). B.S., Fairmont State University; M.Ed., Fairmont State University.
- Melanie S. Sal**, *Professor of Biology* (2009). B.A., B.A., Ph.D., West Virginia University.
- Tammy J. Samples**, *Associate Professor of Education and Director of the School of Education* (2008). B.S., West Virginia University; M.A., M.A., Marshall University; Ed.D., West Virginia University.
- Christine J. Schimmel**, *Professor of Counseling and Associate Provost* (2024). B.A., Glenville State College; M.A., West Virginia University; Ed.S., Marshall University; Ed.D., Marshall University.
- Thomas I. Schoffler**, *Professor of Musical Theatre and Chair of the Departments of Dance and Theatre* (2007). B.A., West Virginia Wesleyan College; M.F.A., University of Texas at Austin.
- Jessica Scott**, *Associate Professor of Gender Studies* (2010). B.A., West Virginia Wesleyan College; M.M., University of Illinois; M.Sc., Ph.D., University of Cape Town.
- Robert Stevens**, *Assistant Professor of English* (2020). B.A., University of Pittsburgh; M.F.A., University of Pittsburgh.
- Kelly Terhune**, *Assistant Professor of Business* (2006). B.S., M.B.A., West Virginia Wesleyan College; M.A. West Virginia University.
- Donald L. Tobin**, *Assistant Professor of Computer Science* (2017). B.S., University of Texas at Arlington; M.S., Boston University.
- Vince Trimboli**, *Assistant Professor of English* (2022). B.A., M.F.A., West Virginia Wesleyan College.
- Douglas A. Van Gundy**, *Professor of English and Director of the Master of Fine Arts Program* (2009). B.A., Davis & Elkins College; M.F.A., Goddard College.
- Joanna Webb**, *Associate Professor of Chemistry and Chair of the Department of Chemistry* (2012). B.S., West Virginia Wesleyan College; Ph.D., University of Virginia.
- Kimberly L. White**, *Associate Professor of Nursing and Director of the School of Nursing* (2024). A.D.N., Davis & Elkins College; B.S.N. Alderson Broaddus College; M.S.N., West Virginia University; M.S., Marshall University; M.S.N, Marshall University; Ph.D., Capella University.
- Craig S. Wiernik**, *Assistant Professor of Sociology and Criminal Justice* (2022). B.A., University of Southern Maine; M.A., Ph.D., The Pennsylvania State University.
- Joseph E. Wiest**, *Professor of Physics* (1973). B.S., Eastern Illinois University; M.S., Ph.D., University of Kentucky.
- Ariel Goodman Williams**, *Assistant Professor of Counseling* (2023). B.A., University of Michigan; M.A., Johnson State College; Ph.D., University of Montana
- Scott F. Williams**, *Assistant Professor of Philosophy* (2019). B.A., West Virginia University; M.A., M.Div., Duke University.
- Meleesa Wohleber**, *Associate Professor and Director of the Master of Athletic Training Program* (2022). B.S.A.T., West Virginia Wesleyan College; M.S., James Madison University; D.H.Sc, Nova Southeastern University.
- Edward A. Wovchko**, *Professor of Chemistry*. (2003). B.S., St. Vincent College; Ph.D., University of Pittsburgh.
- Pamela M. Wovchko**, *Professor of Mathematics and Chair of the Department of Math and Computer Science* (2005). B.S., West Virginia Wesleyan College; M.S., West Virginia University; Ph.D., University of Northern Colorado.
- Travis Zimmerman**, *Assistant Professor of Criminal Justice* (2017). B.S., M.S., Shippensburg University; A.B.D., Capella University.



EMERITI

- Robert S. Braine**, *Professor of Health and Physical Education, Emeritus* (1969-2005). B.S., Lock Haven State College; M.A.T., University of North Carolina; Ed.D., West Virginia University.
- Howard H. Bright**, *Professor of Sociology, Emeritus* (1967-1993). B.S., University of Pittsburgh; S.T.B., Th.D., Boston University.
- Deborah K. Bush**, *Associate Professor of Education, Emerita* (2000-2015). B.A., West Virginia Wesleyan College; M.A., West Virginia College of Graduate Studies; Ed.D., West Virginia University.
- Richard S. Calef**, *Professor of Psychology, Emeritus* (1970). B.A., University of Bridgeport; M.A., Ph.D., Southern Illinois University.
- Ruth A. Calef**, *Associate Professor of Psychology, Emerita* (1973-2013). B.A., North Central College; M.A., Ph.D., Southern Illinois University.
- Margaret C. Campbell**, *Professor of Nursing, Emerita* (1976-1997). B.S.N., Alderson-Broaddus College; M.S.N., West Virginia University.
- Marvin H. Carr III**, *Associate Professor of Christian Education, Emeritus* (1974-2008). B.S., M.A., West Virginia University; B.D., Duke Divinity School; S.T.M., Union Theological Seminary; D.Min., Methodist Theological School of Ohio.
- Michael C. Choban**, *Associate Professor of Psychology, Emeritus* (1982). B.A., West Virginia Wesleyan College; M.A., Ph.D., West Virginia University.
- Richard C. Clemens**, *Associate Professor of Computer Science, Emeritus* (1977). B.B.A., Ohio University; M.B.A., Bowling Green State University.
- Carl M. Colson**, *Professor of Biology, Emeritus* (1969-2008). B.S., University of Nebraska; Ph.D., University of Florida. **Herbert R. Coston Jr.**, *Professor of History, Emeritus* (1962-1992). B.A., University of Florida; B.D., Garrett Theological Seminary; M.A., Ph.D., Northwestern University.
- Patricia K. Craven**, *Professor of Nursing, Emerita* (1971-1988). B.S., Alderson-Broaddus College; M.N., University of Pittsburgh.
- Stephen E. Cresswell**, *Professor of History, Emeritus* (1986). B.A., University of Virginia; M.A., M.L.S., Catholic University; Ph.D., University of Virginia.
- Benjamin F. Crutchfield**, *Professor of Library Science, Emeritus* (1969-2001). B.A., M.S.L.S., University of North Carolina.
- Margaret E. Davis**, *Assistant Professor of Art, Emerita* (1997-2005). B.F.A., West Virginia University; M.F.A., James Madison University.
- G. Mark DeFoe**, *Professor of English, Emeritus* (1975-2007). B.S., M.A., Oklahoma State University; Ph.D., University of Denver.
- Esther G. Wilmoth Dyer**, *Professor of Education, Emerita* (1965-1996). A.B., West Virginia Wesleyan College; M.A., Scarritt College.
- Rae L. Emrick**, *Associate Professor of Athletic Training and Exercise Science, Emerita* (2004). B.S., West Virginia Wesleyan College; M.S., Marshall University. Ed.D., West Virginia University.
- Michael B. Ervin**, *Associate Professor of Business, Emeritus* (1993-2017). B.S., B.A., West Virginia University; M.Acc., University of Denver; M.S. in Taxation, University of Hartford; C.P.A.
- Shirley D. Fortney**, *Associate Professor of Education, Emerita* (1992-2017). B.A., Fairmont State College; M.A., Marshall University; M.A., West Virginia College of Graduate Studies; Ed.D., Virginia Polytechnic Institute and State University.
- Barbara E. Frye**, *Associate Professor of Nursing, Emerita* (2008-2017). B.S.N., West Virginia Wesleyan College; M.S.N., West Virginia University.
- Katherine R. Glenney**, *Associate Professor of Psychology* (1989). B.A., Susquehanna University; M.S., Shippensburg University; Ed.D., West Virginia University.
- Katharine B. Gregg**, *Professor of Biology, Emerita* (1976). B.A., Emory University; Ph.D., University of Miami.
- Anthony A. Gum**, *Associate Professor of Business, Emeritus* (1969-2006). A.B., Glenville State College; M.A., Marshall University.
- Donald L. Hamilton**, *Professor of Music, Emeritus* (1985-1998). A.B., Fairmont State College; M.M., West Virginia University.
- Allen T. Hamner**, *Professor of Chemistry, Emeritus* (1969-2007). B.S., West Virginia Wesleyan College; Ph.D., Cornell University.
- Nancy A. Jackson**, *Professor of Nursing, Emerita* (1977-1993). B.S., Boston University; M.N.Ed., Ph.D., University of Pittsburgh.
- Bernard F. Keating**, *Professor of Philosophy, Emeritus* (1977-2017). B.A., The College of William and Mary; M.B.A., West Virginia Wesleyan College; M.A., Ph.D., University of Virginia.
- George A. Klebez**, *Associate Professor of Health and Physical Education and Director of Athletics, Emeritus* (1986-2008). B.S., West Virginia Wesleyan College; M.S., D.Phys Ed., Indiana University.
- Susan B. Leight**, *Professor of Nursing* (2004). B.S.N., State University of New York, Buffalo; M.S.N., Ed.D., West Virginia University.
- Kathleen M. Long**, *Professor of Communication and Dean of Graduate Studies and Extended Learning, Emerita* (1987-2013). A.B., M.A., West Virginia University; M.S., Southern Illinois University; Ph.D., University of Connecticut.
- Gretchen H. Lynn**, *Associate Professor of Computer Science, Emerita* (1989-2017). B.S., Concord College; M.S., University of Tennessee, Knoxville; Ph.D. University of Pittsburgh.



- William E. Mallory**, *Professor of English, Emeritus* (1969-2017). B.A., The American University; M.A., University of Washington; Ph.D., State University of New York, Buffalo.
- Judith R. Martin**, *Associate Professor of Library Science* (1976). B.A., Wheeling College; M.A., M.S.L.S., University of North Carolina.
- R. Daniel Martin**, *Professor of Exercise Science and Director of the Master of Science in Athletic Training Program* (2008). B.A., Bethany College; M.S., Ed.D., West Virginia University.
- Paula L. McGrew**, *Associate Professor of Library Science and Director of Library Services, Emerita* (2001-2017). B.S., West Virginia Wesleyan College; M.A.L.S., Rosary College; M.A., West Virginia University.
- Judith A. McKinney**, *Professor of Nursing, Emerita* (1977-2014). B.S., West Virginia Wesleyan College; M.A., M.S.N., Ed.D., West Virginia University.
- Charles E. Miller**, *Assistant Professor of Education and Coach of Men's Basketball, Emeritus* (1992-2005). B.A., West Virginia Wesleyan College; M.A., West Virginia University.
- Kumaran R. Nair**, *Professor of Economics, Emeritus* (1969-1995). B.A., M.A., Kerala University, India.
- Larry R. Parsons**, *Professor of Music and Academic Dean, Emeritus* (1968-2013). B.A., Kansas Wesleyan University; M.S.M., Southern Methodist University; D.M.A., University of Illinois.
- Karen R. Petitto**, *Associate Professor of Education and Director of the School of Education* (1992). B.A., Fairmont State College; M.Ed., University of North Carolina at Greensboro; Ed.D., West Virginia University.
- Vicki C. Phillips**, *Associate Professor of Religion, Emerita* (1998-2017). B.A., St. John's College; M.A., University of California, San Diego; M.T.S., Harvard Divinity School; Ph.D., Vanderbilt University.
- Sandra J. Presar**, *Professor of Communication, Emerita* (1968-2004). B.S., M.A., Bowling Green State University.
- Vijaya Rao**, *Professor of Sociology and Social Work, Emerita* (1990-1998). B.A., M.A., Agra University, India; M.S.W., The M.S. University of Baroda, India; D.S.W., University of Pennsylvania.
- Larry A. Reed**, *Professor of Dramatic Arts, Emeritus* (1977). B.A., West Virginia Wesleyan College; M.A., M.F.A., West Virginia University.
- G. Paul Richter**, *Professor of Chemistry, Emeritus* (1965-1997). B.A., Grinnell College; Ph.D., University of Minnesota. **Lynn G. Rupp**, *Associate Professor of Education and Director of the Master's in Education Program, Emerita* (1996-2017). B.A., Ohio Wesleyan University; M.S., Ed.D., Syracuse University.
- Robert O. Rupp**, *Professor of History* (1989). B.A., Ohio Wesleyan University; M.A., Ph.D., Syracuse University. **Linda R. Sabak**, *Professor of Music, Emerita* (1974-2015). B.M., M.M., D.M.A., West Virginia University.
- John K. Saunders**, *Associate Professor of English, Emeritus* (1983-2005). B.A., M.A., Oklahoma State University; Ph.D., State University of New York at Stony Brook.
- Jeanne D. Sullivan**, *Associate Professor of Biology, Emerita* (1993-2017). B.A., M.A., University of Texas at Austin; Ph.D., University of Maryland.
- Janet T. Teachout-Withersty**, *Associate Professor of Nursing, Emerita* (1994-2017). B.S.N., Alderson-Broaddus College; M.S.N., Syracuse University; DNP, Regis University.
- Stephen D. Tinelli**, *Professor of Art, Emeritus* (1961-1992). B.S., Lamar State College of Technology; M.A., Columbia University.
- Marjorie F. Trusler**, *Professor of Modern Languages, Emerita* (1969-2005). B.A., Hood College; M.A., Middlebury College; M.A., West Virginia University; Ph.D., Emory University.
- Margaret I. Walls**, *Professor of Human Ecology, Emerita* (1960-1992). B.S., West Virginia Wesleyan College; M.S., West Virginia University.
- Richard G. Weeks Jr.**, *Professor of History, Emeritus* (1998-2015). B.A., Macalester College; M.A., Ph.D., University of Minnesota.
- Elizabeth M. Weimer**, *Professor of Biology, Emerita* (1962-1986). B.S., Bethany College; M.S., University of New Hampshire.
- Thomas H. Williams**, *Professor of Education, Emeritus* (1991-2006). B.A., Fairmont State College; M.A., West Virginia University; Ed.D., Virginia Polytechnic Institute and State University.



Presidents

Bennett W. Hutchinson, A.M., S.T.D., LL.D., 1890-1898
 Frank B. Trotter, A.M., LL.D.*, 1898
 Simon L. Boyers, A.M., D.D., 1898-1900
 John Wier, A.M., D.D., 1900-1907
 Carl G. Doney, Ph.D., LL.D., 1907-1915
 Thomas W. Haught, A.M., Sc.D., * 1913-1914, 1922-1923,
 1925-1926
 Wallace B. Fleming, Ph.D., D.D., L.H.D., LL.D.*, 1915- 1922,
 1941-1942
 Elmer Guy Cutshall, Ph.D., 1923-1925
 Homer E. Wark, Ph.D., LL.D., 1926-1931
 Roy McCuskey, S.T.B., D.D., 1931-1941
 Joseph Warren Broyles, Ph.D., D.D., 1942-1945
 Arthur Allen Schoolcraft*, Ph.D., LL.D., 1945-1946, 1956-
 1957
 William John Scarborough, Ph.D., LL.D., 1946-1956

Stanley Hubert Martin, Ph.D., D.D., LL.D., 1957-1972
 Kenneth M. Plummer, Ph.D., * 1971
 Richard Alvin Cunningham, Ed.D., * 1972-1973
 John Davison Rockefeller IV, A.B., LL.D., L.H.D., D.P.S.,
 1973-1975
 William H. Capitan, Ph.D., * 1975-1976
 Ronald Eugene Sleeth, Ph.D., 1976-1977
 Fred E. Harris, Ed.D., 1977-1981
 Hugh A. Latimer, B.S.E.E., LL.D., 1981-1986
 Thomas B. Courtice, Ph.D., 1986-1994
 G. Thomas Mann, Ph.D., (Interim), 1994-1995
 William R. Haden, M.A., LL.D., 1995-2006
 Pamela M. Balch, Ed.D., 2006-2016
 Boyd H. Creasman, Ph.D., * 2017
 Joel Thierstein, J.D., Ph.D., 2017-2022
 James H. Moore, Ph.D., 2022-

Academic Deans

Frank B. Trotter, LL.D., 1890-1907 William
 A. Haggerty, Ph.D., 1907-1909 Thomas W.
 Haught, Sc.D., 1909-1929 Oscar Doane
 Lambert, Ph.D., 1929-1944
 Arthur Allen Schoolcraft, Ph.D., LL.D., 1944-1959
 Orlo Strunk, Jr., Ph.D., 1959-1968
 Nelson M. Hoffman, Jr., Ph.D., 1968-1970
 Richard Alvin Cunningham, Ed.D., *1970-1971, 1973-1974
 Kenneth M. Plummer, Ph.D., 1971-1973
 William H. Capitan, Ph.D., 1974-1979
 Kenneth B. Welliver, Ph.D., 1979-1987

Barbara L. Richardson, Ph.D., 1987-1991
 G. Thomas Mann, Ph.D., 1991-1998
 Richard G. Weeks, Jr., Ph.D., 1998-2002
 Shirley D. Fortney, Ed.D., 2002-2003 Jeff
 Abernathy, Ph.D., 2003-2004
 Larry R. Parsons, D.M.A., 2004-2013
 Melody J. Meadows, D.M.A., * 2017
 Boyd H. Creasman, Ph.D., 2013-2016, 2017
 James H. Moore, Ph.D. 2018 - 2022
 Lynn M. Linder, Ph.D., 2022-

*Acting