

Marshall University

GENERAL
UNDERGRADUATE
CATALOG

2005-2007

Huntington, West Virginia

Marshall University is accredited
as an institution of higher learning by:

North Central Association of Colleges and Schools

30 North LaSalle Street, Suite 2400

Chicago, IL 60602

Toll-free 1-800-621-7440

www.ncahigherlearningcommission.org



About This Catalog

The Marshall University Undergraduate Catalog fulfills two primary functions:

1. The rules and regulations, policies and procedures of the University, its divisions and its governing body, all of which apply to all students, are contained in this document. These rules apply during the publication year of the document and are subject to change during that year upon recommendation of the various divisions and approval of the president or governing body of the University.
2. The Catalog contains the specific requirements for all degrees and certificates awarded by the University. These are normally in effect for a period of ten consecutive years for undergraduate degrees and certificates and seven consecutive years for graduate degrees and certificates. Students are cautioned that programs leading to licensure may be altered by the outside licensing agency and are not subject to this provision.

Disclaimer

The provisions of this catalog do not constitute a contract, expressed or implied, between any applicant or student and Marshall University. The University reserves the right to change any of the provisions, schedules, programs, courses, rules, regulations, or fees whenever University authorities deem it expedient to do so.



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Contact Directory

For specific information about academic or student services at Marshall University, the following telephone numbers are provided. All are in area code 304.

Academic

Academic Affairs	696-6690
Admissions	696-3160
	1-800-642-3499
Lewis College of Business	696-2314
College of Education & Human Services	696-3130
College of Fine Arts	696-6433
College of Health Professions	696-6750
College of Information Technology and Engineering	696-5453
College of Liberal Arts	696-2350
College of Science	696-2372
Community & Technical College ..	696-3646
Enrollment Management	696-2206
University College	696-3169
Graduate College (Huntington)	696-6606
Graduate College (S. Chas.)	746-2500
School of Extended Education	696-4723
W. Page Pitt School of Journalism & Mass Communication	696-2360
Joan C. Edwards School of Medicine	696-7000

Department/Division

Accountancy and Legal Environment	696-2310
Adult and Technical Education	696-2380
Anthropology	696-6700
Archaeology Lab	696-2802
Art	696-6760
Biological Sciences	696-3148/5413
Chemistry	696-2430
Classics	696-6749
Clinical Laboratory Sciences	696-3188
Communication Disorders	696-3640
Communication Studies	696-6786
Continuing Education	696-3113
Counseling	696-2383

Criminal Justice	696-3196
Early Childhood Education	696-3101
Economics/Finance	696-2311
Education, School of	696-3130
Educational Foundations	696-3630
Elementary Education	696-3101
Engineering	696-2695
English	696-6600/6601
Environmental Science and Safety Technology	696-4664
Exercise Science, Sport and Recreation	696-6490
Family and Consumer Science	696-2386
Finance/Economics	696-2311
Geography	696-2500
Geology	696-6720
German	696-2744
Greek	696-6749
History	696-6780
Human Development and Allied Technology	696-2380
Information Technology and Technology Management ..	696-6007
Integrated Science and Technology	696-3028
Latin	696-6749
Management/Marketing	696-5423
Mathematics and Applied Science	696-6482
Medicine	696-7000
Medical Technician	696-3188
Military Science	696-6450
Modern Languages	696-6730
Music	696-3117
Nursing	696-6750
Philosophy	696-6749
Physical Sciences	696-6738
Political Science	696-6636
Psychology	696-6446

Regents B.A. Degree	696-6400
Religious Studies	696-6749
Social Work	696-2792
Sociology & Anthropology	696-6700
Spanish	696-2743
Special Education	696-2340
Teacher Education	696-2333
Theatre	696-6442

Student Services

Academic Advising Center	696-3169
Academic Excellence, Center for	696-6763 or 5421
Academic Skills Center	696-3015
African American Students' Programs, Center for	696-6705
Alumni Affairs	696-3134
Artists Series	696-6656
Athletic Ticket Office	696-4373
Attorney for Students	696-2285
Bookstore	696-3622
Bursar	696-6620
Campus Christian Center	696-2444
Career Services	696-2370
Child Development Academy	696-6478
Computing Services Huntington (Help Desk)	696-3200
South Charleston	746-2068
Counseling Services	696-3111
Disabled Student Services	696-2271
Distributed Education	696-3150
Drinko Academy	696-3183
Environmental, Geotechnical and Applied Sciences, Center for	696-4748
Greek Affairs	696-2284
HELP Program	696-6317
Honors Program	696-5421
ID Card Office	696-6843

Information Technology, Office of	696-6671
Instructional Technology, Center for Huntington	696-6469
South Charleston	746-1948
Instructional Television (ITVS)	696-2977
Judicial Affairs	696-2495
Learning Center	696-6213
Library (Huntington)	696-2320
Orientation	696-2354
Psychology Clinic	696-2772
Registrar	696-6410
Residence Services	696-6765
Speech and Hearing Center	696-3640
Student Activities	696-6770
Student Center	696-6472
Student Consumer Protection Agency/ Off-Campus Housing	696-6435
Student Financial Assistance	696-3162
Student Government	696-6435
Student Support Services	696-3164
Study Abroad	696-6265
Substance Abuse Education Program	696-3111
Technology Outreach Center	696-3325
Telecommunication	696-8965
Testing Center	696-2604
Tutoring Office	696-6008
Women's Center	696-3338
Writing Center at Academic Advising Center ..	696-6008
at Corby Hall	696-2405

Campuses and Centers

Mid-Ohio Valley Center	674-7200
South Charleston Campus	746-2500
Teays Valley Regional Center	757-7223

Toll-Free Number and World Wide Web Site

Toll-free telephone number: 1-800-642-3499
Undergraduate Admissions Office

World Wide Web site: www.marshall.edu



About Marshall University

Dr. Stephen J. Kopp, President

Dr. Sarah N. Denman, Provost and Senior Vice President for Academic Affairs

Mr. Herb Karlet, Senior Vice President for Administration and Finance

**Mr. F. Layton Cottrill, Jr., Chief of Staff, Vice President for Executive Affairs,
and General Counsel**

Mr. Glen R. Kerkian, Senior Vice President for Development

Dr. H. Keith Spears, Vice President for Communications and Marketing

Dr. Ronald B. Childress, Vice President for Graduate Studies

Dr. Betty J. Cleckley, Vice President for Multicultural Affairs

Dr. Charles McKown, Vice President for Health Sciences

Dr. Howard Aulick, Vice President for Research

Dr. Vicki Riley, President, Marshall Community & Technical College

Dr. Jan I. Fox, Vice President for Information Technology

Mr. Kemp Winfree, Vice President for Regional Operations

Mr. Lance West, Vice President for Alumni Development

Ms. Charlotte Weber, Vice President for Federal Programs

Marshall University offers programs which encourage individual growth through the attainment of scholarship, acquisition of skills, and development of personality.

Professional, technical, and industrial career studies are available through the various departments of the university.

The university provides students with opportunities to understand and make contributions to the culture in which they live; to develop and maintain physical health; to participate in democratic processes; to learn worthwhile moral, social, and economic values; to develop intellectual curiosity and the desire to continue personal growth; and to share in a varied cultural program.

Marshall also recognizes an obligation to the state and community by offering evening, off-campus, and Internet classes, as well as lectures, artistic programs, conferences, forums, and other campus and field activities.

MISSION OF THE UNIVERSITY

Marshall University is a multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual. The University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge.

Marshall University will

- provide affordable, high quality undergraduate and graduate education appropriate for the state and the region;
- provide services and resources to promote student learning, retention, and academic success;
- foster faculty, staff, and student outreach through service activities;
- provide a safe and secure employee work environment;
- make instruction available throughout Marshall's service area using all appropriate modes of delivery;
- enhance the quality of health care in the region;
- promote economic development through research, collaboration, and technological innovations;
- educate a citizenry capable of living and working effectively in a global environment;
- support and strengthen the faculty, staff, student, and administrative governance structures in order to promote shared governance of the institution;
- further the intellectual, artistic, and cultural life of the community and region; and
- adhere to the Marshall University Creed and to the Statement of Ethics.

Marshall University faculty will

- remain current in their fields of expertise and incorporate that expertise in the educational process as appropriate;
- improve instruction through the use of innovative teaching methods that require students to become actively involved in the learning process and develop the critical thinking skills necessary for life-long learning;
- contribute to the body of knowledge through completion of scholarly and creative activities;
- actively engage and mentor students in scholarly, artistic, and creative endeavors;
- help students develop the ability to navigate through a rapidly changing society; and
- regularly review the curriculum, degree, and programs offered, and recommend necessary additions and deletions to meet changing needs of the state and region.

Marshall University staff will

- support the mission of the University in their transactions with students, staff, faculty, administrators, and the public;
- develop a positive, just, and equitable workplace; and
- be a quality workforce equipped with appropriate skills and knowledge.

(continued)

Marshall University students will have the opportunity to

- use their knowledge, creativity, and critical thinking skills to make their communities better places in which to live;
- examine critically the many issues facing society and, through the process of civil discourse, prepare themselves to become socially responsible individuals who contribute to the betterment of society;
- appreciate and to cultivate diversity, and to value differences;
- participate in activities such as artistic and cultural programs, social and residential life activities, and intercollegiate/intramural athletic teams; and
- undertake intensive graduate-level education in their chosen fields upon admission to graduate school, giving them solid foundations for becoming competent professionals.

Marshall University administration will

- actively seek resources to support the mission and goals of the institution as stated in this document;
- secure funding to support scholarship, artistic, and creative endeavors, faculty and staff development, and state-of-the-art classrooms;
- provide leadership to facilitate the institution's achievement of its mission and vision;
- administer the policies of the university in a fair, ethical, and equitable manner;
- communicate the vision, mission, goals, achievements, and difficulties of the institution in a clear, effective, and forthright manner to both internal and external constituencies; and
- actively support shared governance of the institution.

MARSHALL UNIVERSITY VISION STATEMENT

Marshall University, an exemplar of excellence in teaching and learning, will continue to place its highest priority on providing outstanding undergraduate and graduate education, resulting in national recognition in academics and in scholarly, artistic, and creative achievement. Marshall's students will graduate well prepared for the responsibilities of life within a culturally diverse and globally interdependent society. Marshall will address the changing needs of the state and region and will return to the community and state an outstanding value for the resources invested in the university.

UNDERGRADUATE ASSESSMENT AT MARSHALL UNIVERSITY

Marshall University has an ongoing assessment program that is firmly rooted in the University's mission. The assessment initiative grew from both faculty and administration concern for institutional quality and accountability. The assessment process provides the institution, colleges, and programs with information regarding institutional effectiveness. All segments of the University community—faculty, staff, administration and students—are to be actively involved in this process. Of central importance in the process is the assessment of student learning in the major and in general education, directed by the University Assessment Committee and the Coordinator of Program Review and Assessment.

THE MARSHALL CREED

Inspired by the example of John Marshall, we the students, faculty, staff, and administrators of Marshall University, pledge to pursue the development of our intellects and the expansion of knowledge, and to devote ourselves to defending individual rights and exercising civic responsibility. We strive to exemplify in our own lives the core values of John Marshall's character: independence, initiative, achievement, ethical integrity, and commitment to community through association and service. As Marshall University, we form a community that promotes educational goals and that allows individuals maximum opportunity to pursue those goals.

We are:

- **An Educational Community** in which all members work together to promote and strengthen teaching and learning;
- **An Open Community** uncompromisingly protecting freedom of thought, belief and expression;
- **A Civil Community** treating all individuals and groups with consideration, decency, and respect, and expressing disagreements in rational ways;
- **A Responsible Community** accepting obligations and following behavioral guidelines designed to support the common good;
- **A Safe Community** respecting each other's rights, privacy and property;
- **A Well Community** respecting and promoting physical and emotional health;
- **An Ethical Community** reflecting honesty, integrity and fairness in both academic and extracurricular activities;
- **A Pluralistic Community** celebrating and learning from our diversity;
- **A Socially Conscious Community** acting as citizens of the world and seeking to contribute to the betterment of people and their environments;
- **A Judicious Community** remaining alert to the threats posed by hatred, intolerance and other injustices and ever-prepared to correct them.

STATEMENT OF PROFESSIONAL ETHICS FOR ALL EMPLOYEES

The faculty, staff, and administrators of Marshall University share a commitment to professional ethics as an obligation to our students, to the citizens of the state of West Virginia, and to each other as colleagues. To this end, we endorse the "Statement on Professional Ethics:" of the American Association of University Professors, the "Ethical Practices for College Presidents" statement of the American Association of State Colleges and Universities, the "Statement on Government of Colleges and Universities," a joint statement of the American Association of University Professors, the American Council on Education, and the Association of Governing Board of Universities and Colleges, and the "Ethics Act" of the West Virginia Ethics Commission. All of these documents may be found online at www.marshall.edu.

All employees should strive to adhere to the following guiding principles derived from the above documents. This is not intended as a complete listing of standards included in those documents.

- Honesty and Trustworthiness in all professional dealings with others;
- Fairness and Equity, requiring that one does not discriminate or harass others;

(continued)

- Respect for the opinions, needs, goals, and responsibilities of others;
- Full and open communication between and among colleagues, students, staff, and administrators;
- Impartiality in all professional decision making;
- Keeping primary the interests of both students and the institution;
- Acceptance and fulfillment of responsibility in the shared governance of the university;
- Integrity in all interactions with others;
- Confidentiality of information where appropriate;
- Adherence to the ethical standards of one's discipline or field.

All employees are duty bound to maintain these ethical standards as well as to call attention to situations where these standards may have been violated. In such cases, existing grievance procedures should be pursued. These include W. Va. Code § 29-6A-1 (www.state.wv.us/admin/grievanc/grievanc.htm); Alternate Dispute Resolution Policy (www.marshall.edu/human-resources/poly/p2100.asp); and Faculty Personnel Committee.

HISTORY

The Beginning

Marshall University traces its origin to 1837, when residents of the community of Guyandotte and the farming country nearby decided their youngsters needed a school that would be in session more than three months a year. According to tradition, they met at the home of lawyer John Laidley, planned their school, and named it Marshall Academy in honor of Laidley's friend, the late Chief Justice John Marshall. They chose one and one-quarter acres of land in an area called Maple Grove where stood a small log building known as Mount Hebron Church. It had been the site of a three-month subscription school and remained that for another term. Eventually \$40 was paid for the site.

The Academy and the College

On March 30, 1838, the Virginia General Assembly formally incorporated Marshall Academy. Its first full term was conducted in 1838-39. For decades the fledgling school faced serious problems, most of them financial. The Civil War forced it to close for several years, but in 1867 the West Virginia Legislature renewed its vitality by creating the State Normal School at Marshall College to train teachers. This eased Marshall's problems somewhat, but it was not until the tenure of President Lawrence J. Corby from 1896 to 1915 that the college began its real growth. In 1907, enrollment exceeded 1,000.

The University

Marshall was granted university status in 1961. The university now functions through eleven academic units: the Lewis College of Business, the College of Education and Human Services, the College of Fine Arts, the College of Information Technology and Engineering, the College of Liberal Arts, the College of Health Professions, the College of Science, the Community and Technical College, the Graduate College, the the School of Journalism and Mass Communications, and the School of Medicine.

Milestones

1920:	College of Education
1921:	First college degree
1924:	College of Arts and Sciences
1948:	Graduate School
1960:	College of Applied Science
1969:	School of Business
1972:	College of Business and Applied Science
1974:	School of Medicine and Associated Health
1975:	Community College
1976:	College of Science
1977:	College of Liberal Arts
1977:	College of Business
1978:	School of Nursing
1978:	Associated Health Professions to the College of Science
1978:	School of Journalism, within the College of Liberal Arts
1984:	College of Fine Arts
1991:	Community and Technical College
1992:	Ph.D. degree in Biomedical Sciences
1994:	College of Business renamed the Elizabeth McDowell Lewis College of Business
1997:	Marshall University Graduate College, merging the Graduate School and the West Virginia Graduate College
1997:	Graduate School of Information Technology and Engineering
1998:	College of Nursing and Health Professions
1998:	School of Journalism & Mass Communications
1999:	College of Information Technology and Engineering
2001:	Psy.D. degree in Psychology
2004:	College of Nursing and Health Professions becomes College of Health Professions

ACCREDITATIONS

- **North Central Association of Colleges and Schools** (30 North LaSalle Street, Suite 2400, Chicago, IL 60602; toll-free 1-800-621-7440; [World Wide Web address www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)) accredits Marshall University as an institution of higher learning.
- **Accreditation Board for Engineering Technology** accredits the Engineering Technology program.
- **Accreditation Council for Continuing Medical Education** accredits the School of Medicine's Continuing Medical Education program.
- **Accreditation Council for Graduate Medical Education** accredits the School of Medicine's Residency Programs in Internal Medicine, Pathology, Transitional Year, Surgery, Pediatrics, Family Practice and Obstetrics/Gynecology.

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- **AACSB International - The Association to Advance Collegiate Schools of Business** accredits the Elizabeth McDowell Lewis College of Business.
- **American Chemical Society** accredits the Department of Chemistry..
- **Accrediting Council on Education in Journalism and Mass Communication** (University of Kansas School of Journalism, Stauffer-Flint Hall, Lawrence, KS 66045; telephone 913-864-3986) accredits the W. Page Pitt School of Journalism & Mass Communications.
- **American Medical Association's Commission on Accreditation of Allied Health Education Programs** and the **Council on Education of the American Health Information Management Association** accredit the Health Information Technology program.
- **Association of Collegiate Business Schools and Programs** accredits the Community & Technology College programs in Banking and Finance, Management Technology, and Office Technology.
- **Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association** (Trans Potomac Plaza, 1111 North Fairfax Street, Alexandria, VA 22314; telephone 703-684-3245) accredits the physical therapist assistant program.
- **Commission on Accreditation of Allied Health Education Programs** (35 East Wacker Drive, Suite 1970, Chicago, IL 60610; telephone 312-553-9355) accredits the Athletic Trainer program.
- **Council on Academic Accreditation of the American Speech-Language-Hearing Association** (10801 Rockville Pike, Rockville, MD; telephone 301-897-5700) accredits the Communication Disorders graduate program.
- **Council on Accreditation of Allied Health Education Programs** (35 East Wacker Drive, Suite 1970, Chicago, IL 60610; telephone 312-553-9355) and the **American Society of Cytology** accredit the Cytotechnology program.
- **Council on Social Work Education** (1600 Duke Street, Alexandria VA 22314; telephone 703-683-8080) accredits the Social Work program.
- **Liaison Committee on Medical Education of the American Medical Association** and the **Association of American Medical Colleges** (515 North State Street, Chicago, IL 60610; telephone 312-464-4657) accredit the School of Medicine.
- **National Accrediting Agency for Clinical Laboratory Sciences** (8410 West Bryn Mawr Avenue, Suite 670; Chicago, IL; 312-714-8880) accredits the Medical Technology program and the Medical Laboratory Technician program.
- **National Association of Schools of Music** (11250 Roger Bacon Drive, Reston, VA 22090; 703-437-0700) accredits the Department of Music.
- **National Council for Accreditation of Teacher Education** and the **West Virginia State Department of Education** accredit the teacher education program.
- **National League for Nursing Accreditation Commission** (350 Hudson Street, New York, NY 10014; toll-free 1-800-669-1656) accredits programs for the Associate in Science in Nursing, the Bachelor of Science in Nursing and the Master of Science in Nursing.
- **National Recreation and Park Association** and the **American Alliance of Leisure and Recreation** accredit the Recreation and Park Resources program.

- **Applied Science Accreditation Commission of the Accrediting Board for Engineering and Technology** (111 Market Place, Suite 1050, Baltimore, MD 21202; telephone 410-347-7700) accredits the Safety Technology undergraduate program.
- **World Safety Organization** accredits undergraduate and graduate programs in Safety Technology.

APPROVALS

- **American Association of University Women** approves Marshall University.
- **American Bar Association** approves the Legal Assisting program.
- **American Dietetic Association Council on Education Accreditation/Approval** approves the Didactic Program in Dietetics.
- **Federal Immigration and Nationality Act** approves Marshall University for attendance of nonimmigrant international students.

MEMBERSHIPS IN MAJOR ORGANIZATIONS

- **AACSB/The International Association for Management Education**
- **American Association for Affirmative Action**
- **American Association of Colleges for Teacher Education**
- **American Association of Community and Junior Colleges**
- **American Association of Family & Consumer Sciences**
- **American Association of State Colleges and Universities**
- **American Council on Education**
- **American Library Association**
- **Association of American Medical Colleges**
- **Association of Departments of English, MLA**
- **Association of Schools of Journalism and Mass Communications**
- **Council of Colleges of Arts and Sciences**
- **Council of Graduate Schools in the United States**
- **International Council of Fine Arts Deans**
- **NACUBO-SACUBO**
- **National Collegiate Athletic Association**
- **Southern Council on Collegiate Education for Nursing**
- **Teacher Education Council of State Colleges & Universities**

THE FACULTY

There are more than 600 full-time faculty at Marshall University, and of them, 80 percent hold the highest degree in their fields of specialization. The faculty's first commitment is to teaching. The second responsibility is to advancing scholarly and creative work, and service is the third area of professional obligation. Each year Marshall University honors its faculty by recognizing outstanding teaching, notable scholarship, and distinguished service.

In the words of a Marshall undergraduate, "The professors here are concerned with helping the student. If you make the effort to approach them, they are willing to go to great lengths to assist you."

Faculty are identified in the departmental sections of this catalog and in the faculty listing.

STUDENT ENROLLMENT

At the beginning of the 2003-2004 academic year, enrollment was nearly 14,000 students, excluding the Community and Technical College. As enrollments increase, the academic qualifications of incoming freshmen also rise from one year to the next. Retention of students is also increasing as individual colleges engage in programs and activities designed to help students achieve academic success.

THE COMMUNITY

The main campus of Marshall University lies within the city of Huntington, West Virginia, which is just across the Ohio River from Ohio and thirteen miles from the Kentucky border.

Huntington is a safe, picturesque city with hospitals, libraries, restaurants, a renowned museum, a city-wide park, and nearby factories for making hand-blown glass. Concerts and theatrical productions take place in outdoor amphitheaters located in the park and along the riverfront.

A strong "town-gown" relationship benefits both the Huntington community and Marshall University, and is particularly evident in the mutual support of cultural activities and community support of the university's athletic events.

THE CAMPUSES

The Huntington campus of Marshall University encompasses about 90 acres in its urban setting. It is bounded on the north by Third Avenue, on the south by Fifth Avenue, on the west by Hal Greer Boulevard, and on the east by Twentieth Street. The Medical School is located several blocks to the south. This campus is 126 miles east of Lexington, Kentucky, and 50 miles west of Charleston, West Virginia.

The campus of the Marshall University Graduate College lies 46 miles to the east of the campus in Huntington, and covers about 29 acres in South Charleston, West Virginia. There are two buildings at the South Charleston campus.

Most campus buildings are of brick. In Huntington, the newest structure, the Drinko Library, was designed to harmonize on its western side with the traditional style of the oldest building on campus, Old Main. Computer facilities on a fiberoptic network are in every campus building for students, faculty and staff.

The University takes great pride in its continuing efforts to maintain a barrier-free campus for individuals with physical limitations.

HUNTINGTON CAMPUS

Birke Gallery, located on the first floor of Smith Hall at the northwest corner of campus, was named to honor the family of Helen Birke, a former Huntington patroness of the arts. The facility was enlarged in 1993. Directed by the art department, the Birke Gallery mounts exhibits of student and professional art works for the benefit of art students, the campus at large and the entire community.

Buskirk Hall, a six-story women's residence with a capacity of approximately 250 women, is on the east side of the inner campus. Opened in 1965 as West Hall, it was renamed in 1976 to honor Lillian Helms Buskirk, who was Dean of Women from 1941 until 1970. The sixth floor is designated as a Quiet Floor. Buskirk Hall is accessible to people with disabilities, and living on the ground level floor offers additional special facilities for physically challenged residents.

Cabell Hall, at the east end of campus on the corner of Seventh Avenue and 20th Street, opened in Fall 1998 as part of the Community and Technical College. It provides classrooms, a computer laboratory and an allied health laboratory, conference rooms, and offices for faculty and staff. A former church, the building has been a local landmark, and now is renamed in honor of William Cabell, seventh governor of Virginia (1805-1808). Marshall University is in Cabell county, which was founded in 1809 and named for the former governor.

Cam Henderson Center, opened in 1981, presents a spectacular profile against the campus skyline on Third Avenue on the north side of campus. The facility was named to honor legendary coach Cam Henderson, whose career at Marshall extended from 1935 to 1955. Special features include a 9,000+ seat basketball arena, four secondary basketball courts, racquetball courts, training rooms, weights rooms, locker rooms and meeting rooms. The Frederick A. Fitch Natatorium, an 800-seat swimming area, was named in honor of a professor and chair of physical education. The building contains human performance labs, intercollegiate offices, the Sports Information office, the Big Green Scholarship office, and the athletic events ticket office.

Campus Christian Center, completed in 1961 on Fifth Avenue beside the Memorial Student Center, is privately owned and operated by a corporation whose Board of Directors is elected by nine Christian denominations. No state funds were involved in its construction. The building contains a chapel, conference rooms, fellowship hall and kitchen, lounge, office space for campus ministers, workshop rooms, and the Stewart H. Smith religious library, named to honor the President (1946 to 1968) of Marshall College and then Marshall University.

Career Services Center, located on the southwest corner of Fifth Avenue and 17th Street, houses the university's career development center. The center provides career guidance and job placement assistance for students and alumni seeking employment. The building features a computer lab for job search skill development, a jobs board, interview rooms, career counseling offices, and the Student Jobs Program.

Communications Building, the third building of the Smith Hall Complex, was completed in 1970. Located on Third Avenue at the east end of the complex, it houses the studio of WMUL-FM radio, the instructional television facilities, and the Department of Safety Technology.

Community & Technical College Building, located on 18th Street on the eastern side of campus, was constructed in 1942 and served as the University Dining Hall for nearly 30 years. In 1975, extensive renovations added three laboratory classrooms as well as faculty and administrative offices for the Community College. In 1998 the lower level was redesigned to house the Academic Advising Center which provides tutoring services, a component of the Writing Center, and academic advising for students who have not yet declared majors.

Corbly Hall, a four-story building located at the southwest corner of campus, was named for Lawrence J. Corbly, who served as “principal” of Marshall College from 1896 to 1907, and as its first president from 1907 to 1915. When dedicated in November 1980, Corbly Hall was the largest academic building in the West Virginia state system of higher education. It is the home of the Lewis College of Business, which includes the Division of Accountancy and Legal Environment, the Division of Finance and Economics, and the Division of Management and Marketing. Corbly also houses the family and consumer sciences program, the business and office technology programs, and the department of English, which includes the Writing Center.

Drinko Library, located on the western side of campus beside Old Main, opened in 1998 and is named for John Deaver Drinko, a Marshall graduate, philanthropist, and strong supporter of higher education. This is a 118,000 square foot, state-of-the-art facility. Its west side presents a traditional facade that is compatible with adjacent Old Main, while the east side, with an imposing five-story atrium, is modern in design. The dual outward appearance is reflected inside, as the facility melds a full range of traditional library services with state-of-the-art computer and distant education facilities that include multimedia training and presentation rooms, work stations and computer carrels. There is a 24-hour reading room with computer consultation stations. The collection includes 1.6 million items, of which 398,000 are books and bound periodicals, with a wide variety of media materials. The Drinko Library has study rooms, conference rooms, and an auditorium, and also houses offices of library staff and Information Technology, Instructional Technology and the University Computing Services.

Erickson Alumni Center, which opened in 1990 on Fifth Avenue at the western edge of the campus, was named to honor Charlie O. Erickson, who enabled the university to establish the facility. It provides reception and meeting rooms, and alumni staff offices.

Gullickson Hall, completed in 1961, adjoins the newer Cam Henderson Center at 18th Street and Fourth Avenue on the northeast side of campus. It was named in honor of Otto (Swede) Gullickson, who developed a large collegiate intramural program at Marshall beginning in 1930 and continuing for almost four decades. This three-story facility contains classrooms, offices, a gymnasium seating 250, the W. Don Williams Health and Fitness Center (named for a former division chair), dance studio, rifle range, steam room, and first-aid laboratory. It houses the Environmental Center, the department of health, physical education, and recreation, the College of Information Technology and Engineering (CITE), and the department of military science.

Harris Hall, on Third Avenue on the north side of campus, was completed in 1976 and named in honor of Arvil Ernest Harris, a political science and social studies professor who served as Dean of the Graduate School from 1948 to 1964. The four-story building houses the departments of Classics, geography, history, religious studies, philosophy, psychology, counseling and rehabilitation, adult and technical education, and education administration.

Hodges Hall, a three-story co-ed residence hall on the southeast side of the inner campus, was built during Marshall’s centennial year of 1937 and expanded in 1969. It was named for Thomas E. Hodges, who served as president of Marshall College from 1886 to 1896. The 1st and 2nd floors are designated for males, and the 3rd floor is designated for females. The floors have single, double, and double suite rooms. This residence hall has 24 hour visitation, and is reserved for sophomores and upper-class students.

Holderby Hall, built in 1963 on Fifth Avenue as South Hall to house male students, was enlarged in 1969 to become a nine-story, co-ed residence hall. In 1980 it was renamed in honor of James Holderby, who in 1837 sold one and one-fourth acres of his farm to establish Marshall Academy. Living areas on the ground level floor offer additional special facilities for physically challenged male students. The Department of Residence Services and Marshall University Campus Express (convenience store) are located on the north side of the building.

Jenkins Hall, constructed in 1937 and located on the eastern side of the inner campus, was named in honor of a distinguished Confederate cavalry officer, General Albert Gallatin Jenkins, who was a native of Cabell County. Until 1970 the building provided kindergarten through high school education and served as a laboratory for prospective teachers. Now Jenkins houses administration, offices, and classrooms of the College of Education and Human Services. Within the College, the School of Education includes the Division of Teacher Education and the Division of Educational Leadership, and the School of Human Services includes the Division of Health, Physical Education and Recreation and the Division of Human Development and Allied Technology. The facility includes a statistical laboratory, a learning resource center, a mathematics education laboratory, a school plant laboratory, and an adult reading center.

Joan C. Edwards Performing Arts Center is located on Fifth Avenue on the south side of campus across from Memorial Student Center. Completed in 1992, the facility was named to honor Joan C. Edwards, a Huntington philanthropist and patroness of the arts. The facility includes performance and support space for a 530-seat theater auditorium, an experimental theater, and rehearsal rooms. The structure is the first phase of the planned Fine Arts Facility for the College of Fine Arts.

Jomie Jazz Center, at the east side of the Edwards Performing Arts Center, was completed in 2000. Named for Joan and Jimmie Edwards, supporters of Marshall University and the fine arts, it houses the jazz studies program (music department) and the offices of the Marshall Artists Series. The building features a state-of-the-art digital recording studio, a music computer laboratory with digital workstations, and the Jazz Forum, an intimate performance space.

Laidley Hall, built in 1937 on Third Avenue on the north side of campus, was named for John Laidley, who founded Marshall Academy in 1837 and named the school for his friend and colleague, Chief United States Supreme Court Justice, John Marshall. Laidley Hall was enlarged in 1969 and became a three-story, co-ed residence hall; available to sophomores and upper-class students whose cumulative GPA's are 3.0 or better. The majority of the rooms are rented as singles.

Marshall Commons, which opened in the fall of 2003, is Marshall's newest residence/dining complex. The five-building complex is located on Fifth Avenue, east of the Jomie Jazz Center. The four residence halls in the complex are identical, state-of-the-art buildings with accommodations for 125 students in suite arrangements. Gibson Hall is designated for males, Wellman Hall is designated for females, Haymaker Hall is co-ed, and Willis Hall is a co-ed residence for honors Students. Some private suites are available. Each hall has laundry facilities, recreation rooms, lounges, and is fully wired for each student's computer connections. Harless Dining Hall, which opened in January 2004, has room to seat 340 students and includes a meeting room as well as a fitness center for students.

Marshall University Medical Center, located at 1600 Medical Center Drive several blocks south of the main campus and adjacent to Cabell Huntington Hospital, opened in 1998 as the new home of the Marshall University School of Medicine. It is a dual complex composed of the Robert C. Byrd Center for Rural Health (honoring U. S. Senator Byrd) and the University Physicians Center. The four-floor structure houses the departments of Psychiatry & Behavioral Medicine, Internal Medicine, Family Practice, Surgery, Pediatrics, and Obstetrics/Gynecology. The facility also includes the outpatient Hanshaw Geriatric Center (named for Frank E. Hanshaw, Sr., a founder and first president of the Marshall University Foundation), Cardiovascular Services, a Health Science Library, offices for the School of Medicine, and an auditorium and teleconference center.

Marshall University Stadium, built in 1991, is located at the corner of 20th Street and Third Avenue on the eastern end of campus. The 38,000-seat stadium has an artificial playing

surface of 53,147 square feet, and houses luxury boxes, coaches' boxes, a working press area, and a Big Green meeting room. On the east side of the stadium is a 129,000 square foot grass practice field.

Memorial Student Center, located on Fifth Avenue on the south side of campus, was completed in 1971. Its name commemorates the loss of the entire Marshall football team in a 1970 plane crash. On the campus side a plaza is centered by a fountain designed by sculptor Harry Bertoia with 75 points at the top that represent those lives lost in the crash. The building houses offices of student government, student activities, and the minority student program. It includes a large central lounge, study areas, cafeteria, three dining rooms, snack bar, and meeting and conference rooms. Memorial Student Center also houses the **University Bookstore**, which was renovated and enlarged in 1998.

Morrow Library, located on Third Avenue on the north side of campus, was constructed in 1930 and named to honor James E. Morrow, who headed Marshall College from 1872-73 (he was the grandfather of Anne Morrow Lindbergh). An addition completed in 1967 doubled its size to over 100,000 square feet. With the opening of the Drinko Library in 1998 as the university's major library facility, Morrow Library now houses 200,000 volumes, special collections of West Virginia, University archives which relate to the history of the institution, manuscript collections of local and regional interest, and the Rosanna Blake Library of Confederate History (named to honor its donor) that includes resources on antebellum Southern history. Morrow Library is also a federal depository for Government Documents, with a collection of over one million items.

Myers Hall, completed in 1992 on 18th Street at the east end of campus, was named to honor Wilbur E. Myers, who contributed most of the private funds used to build and furnish the facility. The structure houses the nationally recognized Higher Education for Learning Problems (H.E.L.P.) Center which provides services for those college students diagnosed as having learning disabilities such as dyslexia or attention deficiency disorder.

Old Main, Marshall University's administrative building, faces Hal Greer Boulevard and Fourth Avenue on the west side of campus. The oldest building at Marshall University, Old Main is actually five buildings joined together in a series of additions constructed between the years 1868 and 1908. Its towers have become the symbol of the university to alumni. Old Main houses the principal administrative offices of the university and the offices of the College of Liberal Arts and the Graduate College. On the second floor is the John Deaver Drinko Academy, named for a graduate and supporter of the university, and the Center for Academic Excellence which includes the Honors program, the John Marshall Scholars program, and the Society of Yeager Scholars, named for the West Virginia pioneering aviator General Charles E. Yeager.

One Room School Museum, located on Fifth Avenue near the Memorial Student Center, was a former one-room school dating from 1889 in Cabell County. It was moved to the Marshall main campus and dedicated in 1995 to honor West Virginia's rural education heritage.

Prichard Hall, situated in the eastern mid-part of the inner campus, was completed in 1955 and named in honor of Lucy Prichard, a distinguished professor of classics and faculty leader during the 1920's and 30's. Formerly a residence hall, this four-story structure was renovated in 1973 and now houses the classrooms of the College of Health Professions and the School of Extended Education, as well as the offices of counseling, the Regents Bachelor's Degree Program, Student Support Services, the Marshall Technology Institute, and the Women's Center.

Robert C. Byrd Institute for Advanced Flexible Manufacturing, envisioned by West Virginia's senior U.S. Senator for whom it was named, provides technical, hands-on assistance with state-of-the-art capabilities for small and medium-sized manufacturers. Since opening in

1991 on Fourth Avenue in downtown Huntington, the RCBI has expanded its operations through four additional manufacturing technology centers in strategic locations around the state.

Science Building, located on Third Avenue on the north side of campus, was completed in 1942 and expanded in 1985 and 1995. The facility houses administration, offices, classrooms and laboratories of the College of Science, which is organized into the Division of Biological Sciences, the Division of Mathematics and Applied Sciences, and the Division of Physical Sciences. In addition the Science Building includes laboratories and offices of the Clinical Laboratory Services department, animal quarters, a greenhouse, and a chemical storage building on the east side.

Smith Hall complex includes **Smith Hall**, **Smith Music Hall**, and the **Communications Building**.

Smith Hall, a seven-story structure on Third Avenue at the northwest corner of campus, opened in 1967 and was named in honor of Stewart H. Smith, President of Marshall University from 1946 to 1968. It houses the departments of art, communication disorders, communication studies, criminal justice, mathematics, modern languages, political science, sociology and anthropology, and the School of Journalism and Mass Communications, as well as the offices of the College of Fine Arts, and the Birke Art Gallery. The structure, which has an 84-car parking garage in the lower level.

Smith Music Hall, at the northwest corner of campus and part of the Smith Hall complex, was opened in 1967. Named to honor Evelyn Hollberg Smith, whose husband served as President of Marshall University from 1946 to 1968, the facility is home to the department of music. It contains classrooms, faculty studios, practice rooms, a listening laboratory, a music library, a 490-seat recital hall, and rehearsal facilities for vocal and instrumental performances of both individuals and group ensembles.

Sorrell Maintenance Building, named in honor of Howard K. Sorrell who was a service engineer at Marshall University for 35 years, was constructed in 1965 on 20th Street at the eastern end of campus. It houses the departments of physical plant, facilities planning and management, and receiving, in addition to supply rooms and storage facilities.

Twin Towers East and West, which opened in 1969, stand on Fifth Avenue on the southeast side of campus. These buildings are fifteen-story residences for men and women respectively. Quiet floors are available in Twin Towers West on the third, thirteenth, fourteenth, and fifteenth floors and in Twin Tower East on the thirteenth, fourteenth, and fifteenth floors. The fifth floors of each building are designated Substance Abuse Free Environments or S.A.F.E. floors. Both buildings are accessible to people with disabilities, and both have living spaces on the second floors which offer additional special facilities for physically challenged residents. A cafeteria, which connects the two Towers, is located on the first floor of each building.

The Department of Residence Services is pleased to announce the advent of living-learning communities. All communities will be housed in Twin Towers East (for males) and Twin Towers West (for females). Living-learning communities group students who share a common academic interest together on one floor of a residence hall. The students benefit not only from informal interaction with others who share their goals, interests, and who in many cases will also be in the same classes, but will also have opportunities to participate in formal activities planned by the faculty and residence hall staff and geared to their interests. Students enrolled as majors or minors in the College of Science, College of Business, or College of Fine Arts will have the option of participation in living-learning communities. In addition, any student with an interest in international affairs, cultures, or foreign language, regardless of major, may choose to live in the International living-learning community. On this floor, American students will be paired with an international

student as a roommate. Students may apply for a living-learning community by submitting a short application form to the Department of Residence Services. Applications will be mailed to all students in early May. Students may submit an application to live in a living-learning community along with their regular housing application, or submit it separately if they have already applied for housing. For more information about living-learning communities at Marshall, call 1-800-438-5391.

Welcome Center, opened in 1995, is located on Fifth Avenue at 18th Street on the northeast side of campus, opposite the Twin Towers residence halls. Staffed 24 hours a day, seven days a week, the Welcome Center provides introductory information about the university, some admissions and registration activities, and offers campus tours. The structure also houses the Department of Public Safety.

SOUTH CHARLESTON CAMPUS

Administration Building houses the admission office, bookstore, classrooms (including an electronic classroom), and two computer labs, in addition to offices for faculty and staff.

Robert C. Byrd Academic and Technology Center is named for senior U.S. Senator Byrd in recognition of his efforts on behalf of education in West Virginia. The facility contains thirteen classrooms (including an electronic classroom) and the Robert C. Byrd Institute. On the first floor it also houses the Marshall University Graduate College Library, opened in the spring 1998 semester, which holds a core collection of 6,500 volumes and 420 journal subscriptions, and shares resources with libraries on the Huntington campus that include several databases through Marshall's Web gateway. A daily courier service delivers materials between the two campuses.



Undergraduate Four-Year Degrees

FOUR-YEAR PROGRAMS OFFERED AT MARSHALL UNIVERSITY

A *program* is a unified series of courses or learning experiences that lead to a degree.

A *major* is a program of study requiring at least 24 semester credits for completion. It is offered within one department or by a combination of departments. It is a field of study within an approved degree program, having its own curriculum. A degree program may have more than one major. All courses in the major must be taken for a grade except internships, practica, and approved foreign study courses.

An *Area of Emphasis* is a specific subject area of study which has limited course offerings within an approved degree program and major. Normally, a minimum of twelve (12) credit hours would be expected for an area of emphasis at the undergraduate level. Areas of emphasis are indented below under Program and Major.

Degree Abbreviations:

- B.A.: Bachelor of Arts
- B.B.A.: Bachelor of Business Administration
- B.F.A.: Bachelor of Fine Arts
- B.S.: Bachelor of Science
- B.S.W.: Bachelor of Social Work

College Abbreviations:

- CITE: College of Information Technology and Engineering
- COEHS: College of Education and Human Services
- COFA: College of Fine Arts
- COLA: College of Liberal Arts
- COHP: College of Health Professions
- COS: College of Science
- LCOB: Lewis College of Business
- SOJMC: School of Journalism and Mass Communications
- SOM: School of Medicine

<i>Program/Major/Area of Emphasis</i>	<i>Degree</i>	<i>College</i>
Accounting	B.B.A.	LCOB
Adult and Technical Education	B.A.	COEHS
Business Education		
Marketing Education		
Training and Development		

(continued)

<i>Program/Major/Area of Emphasis</i>	<i>Degree</i>	<i>College</i>
Biological Sciences	B.S.	COS
Biology		
Pre-Dentistry		
Pre-Med		
Pre-Pharmacy		
Pre-Veterinary		
Biomedical Sciences		
Cellular/Molecular Biology		
Ecology and Evolutionary Biology		
Microbiology		
Chemistry	B.S.	COS
Biochemistry		
Chemistry		
Pre-Dentistry		
Pre-Med		
Pre-Pharmacy		
Pre-Veterinary		
Forensic Chemistry		
Chemistry	B.S. Chemistry	COS
Classical Language: Latin	B.A.	COLA
Communication Disorders	B.S.	COHP
Communication Studies	B.A.	COLA
Computer Science	B.S.	CITE, COS
Counseling	B.A.	COEHS
Criminal Justice	B.A.	COLA
Professional Career Studies		
Legal Studies		
Cytotechnology	B.S. Cytotech	COHP
Dietetics	B.S.	COHP
Economics	B.A.	COLA
Economics	B.B.A.	LCOB
International Economics		
Education, Elementary	BA	COEHS
(See Teacher Education)		
Education, Secondary	B.A.	COEHS
(See Teacher Education)		
Engineering, Civil	B.S.	CITE
(with West Virginia University and WVU-Tech)		
English	B.A.	COLA
B.S.	COS	
Environmental Science	B.S.	COS
Family and Consumer Science	B.A.	COEHS
Family Environment Studies		
Retail Merchandising		
Preschool Education (Birth to PreK)		
Preschool Special Needs (PreK)		
Finance	B.B.A.	LCOB
Geography	B.A., B.S.	COLA

<i>Program/Major/Area of Emphasis</i>	<i>Degree</i>	<i>College</i>
Geology	B.A., B.S.	COS
Engineering Geology		
Environmental Geoscience		
History	B.A.	COLA
Humanities	B.A.	COLA
Classics		
Philosophy		
Religious Studies		
Integrated Science and Technology	B.S.	COS
Biotechnology		
Environmental Assessment and Policy		
Computer and Information Technology		
International Affairs	B.A.	COLA
Journalism and Mass Communications	B.A.	SOJMC
Advertising		
Broadcast Journalism		
Electronic Media Management		
Online Journalism		
Print Journalism		
Public Relations		
Management	B.B.A.	LCOB
Health Care		
Management Information Systems	B.B.A.	LCOB
Marketing	B.B.A.	LCOB
Business Logistics		
Mathematics	B.S.	COS
Medical Technology	B.S. Med Tech	COHP
Modern Languages	B.A.	COLA
French		
German		
Spanish		
Multidisciplinary Studies	B.A.	COLA
Music	B.F.A.	COFA
Composition		
Jazz Studies		
Performance		
Theory		
Nursing	B.S.N.	COHP
RN Option		
Physical Education	B.A.	COEHS
Adult Fitness		
Athletic Trainer (Comprehensive)		
Sport Management & Marketing		
Physics	B.S.	COS
Pre-Medical		
Political Science	B.A.	COLA
Psychology	B.A.	COLA
Recreation and Park Resources	B.S.	COEHS
Regents Degree	R.B.A.	
Business Emphasis		

(continued)

<i>Program/Major/Area of Emphasis</i>	<i>Degree</i>	<i>College</i>
Safety Technology	B.S.	CITE
Secondary Education (See Teacher Education)		
Social Work	B.S.W.	MUSOM
Sociology	B.A.	COLA
Applied Anthropology		
Teacher Education	B.A.	COEHS
Education, Elementary		
Early Education/PreK-K		
Elementary Education, K-6 Comprehensive		
Preschool Education		
Education, Secondary		
Art 5-Adult		
Art PreK-Adult		
Athletic Trainer, 5-12		
Biological Science, 9-Adult Comprehensive		
Business Education, 9-Adult Comprehensive		
Chemistry, 9-Adult Comprehensive		
English, 5-9, 5-Adult		
Family and Consumer Science, 5-Adult		
French, 5-9, 5-Adult		
General Science, 5-9, 5-Adult		
Health Education, 5-Adult		
Journalism, 9-Adult		
Latin, 5-Adult, 9-Adult		
Marketing Education, 9-12 Comprehensive		
Mathematics, 5-9, 5-Adult		
Mentally Impaired, K-Adult		
Music Education, PreK-Adult		
Oral Communication, 5-9, 5-Adult		
Physical Education, PreK-Adult		
Physical Education, 5-Adult		
Physics, 9-Adult Comprehensive		
Social Studies, 5-9, 5-Adult		
Spanish, 5-9, 5-Adult		
Theatre	B.F.A.	COFA
Acting/Directing		
Design/Theatre Technology		
Visual Art	B.F.A.	COFA
Ceramics		
Graphic Design		
Painting		
Photography		
Printmaking		
Sculpture		
Weaving		



Admissions

ADMISSIONS OFFICE

Mr. Craig S. Grooms, Director
One John Marshall Drive
Huntington, West Virginia 25755
Telephone 1-800-642-3499 or 1-304-696-3160
admissions@marshall.edu
www.marshall.edu/admissions

GENERAL ADMISSION INFORMATION

Students applying for admission to Marshall University must submit an application form available from the Admissions Office or apply online. All necessary supporting materials should be on file with the Office of Admissions at least two weeks before the opening of a semester or term. All materials submitted in support of an application for admission become the property of Marshall University. Materials will not be returned or released to third parties. **Any student admitted on the basis of false and/or incomplete information is subject to immediate dismissal or other disciplinary action.**

Requests for applications, the online application, and additional information can be found at www.marshall.edu/admissions. For the specific admission requirements depending on student type, please see the appropriate section below.

Admission to the University does not guarantee admission to any particular college or degree program. Each student must meet the requirements of the academic college s/he wishes to enter, or of the degree program sought. Check individual college program listings for details.

Admission to Marshall University is granted for a specific term only. If an applicant fails to register during the term for which s/he is admitted, the applicant may contact the admissions office and request an extension of acceptance for up to one academic year. If an applicant attends another accredited college or university during that time, s/he must re-apply as a transfer student.

A housing reservation, scholarship award, or grant-in-aid is contingent upon admission to Marshall University. Admission to the university does not guarantee housing. All students must be fully admitted to re-enroll for succeeding terms.

NOTE: Community and Technical College admission requirements differ (See Community and Technical College Catalog).

COMPLIANCE WITH MILITARY SELECTIVE SERVICE ACT

State law provides that a male person who has attained the age of eighteen (18) years may not enroll in a state-supported institution of postsecondary education unless he is in compliance with the Military Selective Service Act (50 U.S. Code, Appendix 451, et. eq. and the amendments thereto). Also, a male person may not receive a loan, grant, scholarship, or other financial assistance for postsecondary higher education funded by state revenue, including federal funds or gifts and grants accepted by this state, or receive a student loan guaranteed by the state unless he is in compliance with the Military Selective Service Act.

APPLICATION FEES

All new students applying to Marshall University must pay an application fee. The fee is \$25 for West Virginia residents and \$35 for metro¹ and non-resident students. In addition to the application fee, transfer students must also pay a \$50 transcript evaluation fee. Fees paid to the university are valid for one academic year (fall, spring and summer semesters) only. Application and transfer evaluation fees must be submitted with each new application to the university or any time a student changes from one type of applicant to another (*i.e.*, freshman to transfer). Students who enroll as Early Entry High School will not be reassessed a fee when applying as freshmen. All fees paid to the Marshall University Admissions Office are nonrefundable.

FRESHMEN

Application Procedures for Freshmen and Non-Transfer Students

High School Graduates

General Requirements:

1. A diploma from an accredited high school;
2. An Overall Grade Point Average of at least 2.0 (*C* average) and a composite score of at least 19 on the ACT or a combined score (verbal + math) of at least 910 on the SAT;
3. Completion of the 2003 Higher Education Policy Commission (HEPC) course requirements.² 2003 HEPC course requirements include:
 - 4 years of English (including courses in grammar, composition, literature)

(continued)

¹Metro Fee is applicable to students whose residence is as follows:

In Ohio: Gallia, Lawrence and Scioto Counties.

In Kentucky: Boyd, Carter, ElliottFloyd, Greenup, Johnson, Lawrence, Martin and Pike Counties

²Students who graduated prior to 2003 are subject to the 1990 Board of Trustees (BOT) course requirements. 1990 BOT course requirements include:

- 4 years of English (including courses in grammar, composition, literature)
- 3 years of social studies (including U.S. history)
- 2 years of college-prep math (Algebra I and higher)
- 2 years of laboratory science (from biology, chemistry, physics, and other courses with a strong laboratory science orientation)

- 3 years of social studies (including U.S. history)
- 3 years of math (Algebra I and at least one higher unit)
- 3 years of science (Two of three units must be laboratory science)

Beginning in 2008, students seeking admission to four-year degree programs must have completed two years of the same foreign language.

First-time, full-time freshmen pursuing a four-year baccalaureate degree who meet the General Requirements above will be admitted unconditionally.

A very limited number of students who do not meet the GPA, ACT/SAT, or Board of Trustees general requirements for admission (GPA of at least 2.0 and 19 ACT/910 SAT) may be admitted conditionally to University College. Under the terms of the admissions policy, only a limited number of conditionally admitted students will be permitted to enroll at Marshall. For specific requirements for conditionally admitted students, see “Conditional Admission.”

Required Application Materials:

1. Completed application for admission including the appropriate fee;
2. An official, final transcript sent directly from an accredited high school.
3. Official college transcript sent directly from the college or university if a student has completed a non-Marshall college course while in high school or in summer school. Student must submit a college transcript to the Admissions Office prior to initial enrollment.
4. American College Test (ACT) or Scholastic Aptitude Test (SAT) scores sent directly from the testing center. The Higher Education Policy Commission requires that all first-time, full-time freshmen submit the American College Test (ACT), or Scholastic Aptitude Test (SAT) scores except applicants who graduated from high school more than five years ago. (Applicants who graduated from high school more than five years ago and who lack test scores must pass special placement exams or required developmental English and mathematics courses before they can enroll in required courses in English composition and mathematics.) ACT or SAT test scores are used in placing students in English and mathematics, for scholarship and loan applications, for academic counseling, for determining eligibility for certain degree programs, and in part to meet NCAA athletic eligibility requirements.¹
5. A valid immunization record including measles, mumps and rubella vaccinations (MMR). Applicants can provide an immunization record signed by a physician or an official copy of the permanent high school health record including a report of the required immunizations. Students must provide proof of immunity before or during the first semester of enrollment or they will not be permitted to enroll in subsequent terms. If an applicant has religious beliefs that prohibit vaccination, the applicant must submit a notarized statement from a member of his or her clergy. Requests for exemptions should be made to the Admissions Office. Students born prior to January 1, 1957 are exempt from the immunization requirement.

¹Community and Technical College applicants are governed by the admissions policy of the Community and Technical College. MCTC admission is open to any student with a diploma from an accredited high school or GED. (See separate *Marshall Community and Technical College Catalog*.)

Conditional Admission

MU offers admission to a limited number of students who do not meet the 2.0 cumulative GPA and the 19 ACT composite. These students are admitted to the University College and must complete all developmental work within 3 semesters. The need for developmental work is determined by minimum requirements of an 18 ACT in English (450 on the verbal portion of the SAT) score and a 19 ACT in Math (460 on the math portion of the SAT) score. Upon completion of any needed developmental work and earning a 2.00 in at least 12 hours of graded coursework, the student may transfer into any major/college for which s/he is eligible. Some majors and colleges require separate applications and course requirements for admission into their programs.

Provisional Admission

Students who have met minimum admissions requirements but who are unable to provide one or more of the required application materials may be admitted provisionally. Freshman students may be provisionally admitted to the university for one semester only with the following minimum documentation:

1. Completed application for admission with appropriate fee
2. Preliminary high school transcript showing senior schedule or;
3. GED exam and a home school transcript or high school transcript up to the point of withdrawal¹
4. American College Test (ACT) or Scholastic Aptitude Test (SAT) exams with minimum required scores²

Freshman students will be fully admitted to the university and will be eligible to register for succeeding terms when all admission requirements have been met and all required materials have been received.

If a student has been out of high school more than 3 months, s/he must complete the statement of activities since high school graduation on the admissions application before s/he can be considered for admission to the university.

A student who attends another collegiate institution during the summer session immediately following graduation from high school is admitted as an entering freshman with advanced standing.

¹Students who graduated from high school prior to 1990 and have their GED's do not need to provide a high school transcript.

²Students who have been out of high school 5 years or more are not required to take the ACT or SAT exam except for admission into the College of Science or the College of Information Technology and Engineering. Students may enroll in the Marshall Community and Technical College for one semester without ACT or SAT exam scores. International students may be admitted conditionally for one semester without ACT or SAT exam scores. Students admitted without ACT or SAT scores must take the placement examination prior to course registration. Placement exam scores do not replace the requirement for ACT or SAT exams.

GED COMPLETERS

Non-high school graduates may be admitted to Marshall University if they attain a standard score of 45 on each of the five parts of the General Education Development Test or an average standard score of 50 or above on the entire test. GED scores must be sent directly to the Admissions Office from the testing center, a state department of education, or a county superintendent of schools. Applicants for admission who have held the GED for at least five years subsequent to the graduation date of their high school class do not need ACT/SAT scores except if applying to the College of Science or College of Information Technology and Engineering. Applicants holding the GED for fewer than five years must submit ACT or SAT scores. Students admitted without ACT or SAT scores are required to take the placement examination prior to course registration. A limited number of students who do not meet GED, ACT, or SAT requirements may be admitted to University College at the discretion of the Director of Admissions. GED students may not enroll at Marshall University prior to the graduation date of their high school class. When extenuating circumstances exist, GED students who wish to enroll before their high school class has graduated may appeal for early acceptance as freshmen to the Director of Admissions.

General Education Development (GED) Test Admission Requirements:

1. Applicants for GED admission must be past the age and time of their normal high school graduating class.
2. Applicants must have official GED test scores sent directly from the GED testing center
3. Applicants who completed the GED test in the Armed Forces can have an official copy of their scores forwarded to the Admissions Office by writing to DANTES, Princeton, New Jersey 08541.
4. A GED graduate is admitted on the basis of a standard score of 45 or above on each of the five parts of the test or an average standard score of 50 or above on the entire test. No course credit is granted for completion of the college level GED Test.

HOME SCHOOL / NON-ACCREDITED HIGH SCHOOL

Applicants who have been home schooled or have graduated from non-accredited high schools must submit satisfactory scores for the GED, a copy of the home school transcript including all courses with grades and a cumulative grade point average, and ACT/SAT scores. These items must be sent directly to the Admissions Office by the school and testing centers. Applicants will be considered for admission if they meet the following criteria:

1. Student must attain a standard score of 45 on each of the five parts of the GED Test, or have an average standard score of 50 or above on the entire test
2. Student must have a composite ACT score of 19 or a combined SAT score of 910
3. Student must have a minimum overall grade point average of 2.0 and
4. Completion of the Board of Trustees course requirements (see above). A limited number of students who do not meet GED, ACT, SAT or BOT requirements may be admitted to University College.

EARLY HIGH SCHOOL GRADUATES

If a high school student has met all high school graduation requirements by the end of the fall semester of the senior year, s/he may be provisionally admitted as a freshman student under the following conditions:

1. All general freshmen admission requirements are met;
2. High school counselor must submit a letter indicating that the student has met all high school graduation requirements but will not receive a diploma until her/his graduating class receives the diploma;
3. Registration will be permitted for one term only. Students will not be permitted to register for subsequent terms until final high school transcript with graduation date has been received.

If a student cannot provide the aforementioned documentation, s/he may apply as an Early Entry student (see Early Entry section). **Early Entry students are not eligible for financial aid and may not reside on campus.**

TRANSFER STUDENTS

Application Procedures for Transfer Students

A high school graduate or GED completer who wishes to enroll at Marshall University and who has attempted coursework from another accredited college or university is classified as a transfer student. Marshall University does not at any time or under any condition disregard college or university credits attempted or earned elsewhere for the purpose of admitting an applicant solely on the basis of the high school record. Any student admitted on the basis of false and/or incomplete information is subject to immediate dismissal or other disciplinary action.

General Admission Requirements:

Transfer applicants must be eligible to return to the institution from which they wish to transfer. Transfer students not meeting this requirement may appeal the admission decision (See Transfer Appeals Policy). The evaluation of all transfer credit must be completed before students are permitted to register for courses at Marshall University.

Required Application Materials:

1. Completed application for admission with all appropriate fees; (The application must be complete, including the statement of activities section, before transfer students can be considered for admission to the University.)
2. Official transcripts sent from the Registrar's Office of all collegiate institutions attended must be sent directly to the Marshall Admissions Office; (Transcripts marked "Issued to Student" or submitted directly by students cannot be accepted.)
3. A non-refundable transcript evaluation fee of \$50.00;
4. Transfer applicants with fewer than 26 earned semester hours must also submit an official high school transcript and ACT or SAT scores;

5. Transfer students who have earned a 2.5 GPA and are currently enrolled at another collegiate institution may be provisionally admitted pending receipt of the final transcript. Students with less than a 2.5 GPA and currently enrolled at another institution must submit a final transcript before admission can be granted;
6. An immunization record is required of all transfer students. Applicants can provide an immunization record signed by a physician or an official copy of the permanent high school health record including a report of the required immunizations. Students must provide proof of immunity before or during the first semester of enrollment or they will not be permitted to enroll in subsequent terms. If an applicant has religious beliefs which prohibit vaccination, the applicant must submit a notarized statement from a member of his or her clergy. Requests for exemptions should be made to the Admissions Office. Students born prior to January 1, 1957 are exempt from the immunization requirement.

Transfer Appeals Policy

Appeals will be granted on a limited basis at the discretion of the Director of Admissions when extenuating circumstances exist. The student must show great potential for success, provide a plan for improving academic performance, and submit documentation of all extenuating circumstances. For more information on submitting an appeal, please contact the Admissions Office.

Evaluation of Credit

Transfer students from West Virginia state colleges or universities:

Credits and grades earned for all baccalaureate level courses at any accredited baccalaureate degree-granting institution in the West Virginia state-supported system of higher education are transferable to Marshall University.

Transfer Students from Community Colleges or Branch Colleges:

Seventy-two hours of credits and grades completed at community colleges or branch colleges may be applied toward graduation at Marshall University.

Evaluation of Transfer Credit

Transfer students should apply to Marshall and submit their credentials at least two months before course registration to give ample time for an evaluation of their credentials.

All credentials submitted in support of an application for admission become the permanent property of the university.

Coursework taken at another institution transfers at the level at which it was taken. This is something important to consider since Marshall students must have a minimum number of upper division credits (300/400 level credit), determined by their college, in order to graduate. If, for example, a student takes ENG 220, American Literature, at another institution, and this course converts at Marshall to ENG 320, American Literature. The student will get credit for ENG 320 at Marshall, but those credits will count as lower division (100- to 200-level) credits.

Grades earned for coursework taken at other institutions are computed into the overall GPA (includes courses taken at MU and other institutions), but have no impact on the Marshall GPA (includes only MU coursework), except for D/F repeats.

(continued)

The Marshall Plan (see further information under “Academic Information”) applies to transfer students. Students who believe they may have taken coursework at other institutions that would satisfy part of the Marshall Plan should submit documentation (course syllabi, catalog descriptions) to their dean’s office for review by the appropriate faculty committee.

Provisional Admission of Transfer Students

Transfer students may be provisionally admitted to the university for one semester only with the following minimum documentation:

1. Completed application for admission with appropriate fees;
2. Transcript evaluation fee;
3. Official college transcript mailed directly from the registrar’s office of all institution(s) attended. Students who have a 2.5 GPA and are currently enrolled at another institution may be provisionally admitted pending the receipt of the final transcript. If a student has less than a 2.5, s/he can not be admitted until receipt of the final transcript.
4. If a student has fewer than 26 transfer hours s/he must have an official final high school transcript¹ with graduation date or GED scores and ACT/SAT scores mailed directly to the Admissions Office from the high school or GED testing center. All test scores must be sent directly to the Admissions Office from the testing center, West Virginia Department of Education or county superintendent of schools, American College Test (ACT) or Scholastic Aptitude Test (SAT) testing centers.²

Transfer students will be fully admitted to the university and will be eligible to register for succeeding terms when all requirements have been met and all required documentation has been received.

EARLY ADMISSION OPTIONS

Marshall University offers a variety of early admission options. Students may apply to attend Marshall University on either a full or part-time basis prior to graduating from high school. Students who enroll at Marshall University prior to high school graduation are not eligible for financial aid or on-campus housing. For admission to Marshall as an Early Admission student, applicants must meet the requirements listed below. Students with an exceptional talent in a discipline such as music may request permission to enroll in coursework in that discipline.

Please note that students who have taken college courses during high school under any of these options and plan to apply for admission to Marshall University must meet all Marshall University admission standards described elsewhere in this catalog. (For Marshall Community and Technical College requirements for Early Admission, students should consult the Community and Technical College Catalog.)

Early Admission to Marshall University: Prior to the Junior Year of High School

- Completed admissions application and application fee
- An ACT / SAT at the 85th percentile or above (ACT = 26, SAT = 1170) – if the ACT / SAT has not been taken, a school’s other standardized test at the 85th percentile or

above, or the WESTEST with across-the-board “Above Mastery / Distinguished” results and “Distinguished” in college course subject area

- High School transcript reflecting a cumulative minimum GPA of 3.0
- A letter of recommendation a counselor or principal
- A letter of recommendation from a teacher who is familiar with the student’s academic performance
- Maintain a 2.0 GPA in all college courses
- A valid immunization record including measles, mumps and rubella vaccinations (MMR).

Early Admission: Juniors and Senior Year of High School

- Be currently enrolled in high school or an approved home-school program
- Completed admissions application and application fee
- High School transcript reflecting a cumulative minimum GPA of 3.0
- One letter of recommendation from a counselor or principal
- To take English or Math courses, a student must have a qualifying ACT / SAT score in the subject area: To take English courses – an ACT of 18 or SAT of 450 (Verbal); to take Math courses – an ACT of 19 or SAT of 460 (Math). Some Math courses may require a higher ACT / SAT score.
- A valid immunization record including measles, mumps and rubella vaccinations (MMR).

RESIDENT ALIENS

Resident Aliens must submit a copy of a valid resident alien card and meet all relevant freshman or transfer student admission requirements.

INTERNATIONAL STUDENTS

Center for International Programs

320 Old Main/(304) 696-6265

cip@marshall.edu

www.marshall.edu/cip

Admission Requirements:

1. Complete a Marshall University International Student Application Form (available from the Center for International Programs) and return with all required documentation.
2. Submit the \$100.00 non-refundable application fee. (Transfer students must also pay a \$50.00 transfer fee). The check or international money order should be made payable to Marshall University.
3. Submit official final transcripts and degrees (certified English translations) of all high school, college or university academic credits and grades.

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4. Submit evidence of proficiency in the English language as indicated by one of the following:
 - The Test of English as a Foreign Language (TOEFL) with a minimum score of 500 (paper-based test), 173 (computer-based test) or 61 (Internet-based test), reported directly to the Center for International Programs at Marshall University. Results from a test taken more than two years before the date of submission will not be considered.
 - Michigan English Language Assessment Battery (MELAB) equated minimum score of 79.
 - A minimum score of 6 on the International English Language Testing System (IELTS) for undergraduate study. (More information about the IELTS is available on their Web site at www.ielts.org. IELTS is jointly managed by the British Council, IDP:IELTS Australia, and the University of Cambridge ESOL Examinations.)
 - Completion of the advanced level of Marshall University's L.E.A.P. Intensive English Program or the completion of an intensive English program comparable to Level 9 of the English Language School (ELS).
 - A degree or a diploma from an accredited secondary school, college or university in which the primary language of instruction is English.
5. Submit an official bank statement or a bank letter. This must show that the student or sponsor has at least \$18,000 (USD) to support study and living costs for one academic year (9 months).
6. First-time freshmen and degree-seeking transfer students must have all previously earned credit evaluated. For a list of approved credential evaluating services, please refer to www.marshall.edu/cip/credit. Please have all evaluation reports sent directly to the Center for International Programs.
7. Submit proof of measles/rubella vaccination.
8. Students can be conditionally admitted to an undergraduate program of study at Marshall University without English proficiency if they enroll in Marshall University's L.E.A.P. Intensive English Program and they satisfy all other criteria for admission. Students who plan to enroll in the L.E.A.P. Intensive English Program before pursuing an undergraduate program of study must also send the completed application materials for the L.E.A.P. Program. Students may apply to L.E.A.P. online at www.marshall.edu/leap.

Visit the Center for International Programs Web site at www.marshall.edu/cip for more detailed instructions and information related to international student admissions at Marshall University.

L.E.A.P. Intensive English Program
Center for International Programs
320 Old Main / (304) 696-6265
leap@marshall.edu
www.marshall.edu/leap/

The L.E.A.P. Program provides international students with an excellent opportunity to improve their English and academic skills before entering a regular degree program. The program also helps international students adjust to a new culture and community. The L.E.A.P. Program offers small, year round classes with three levels, experienced instruc-

tors, and a course of study to improve English speaking, listening, reading, and writing quickly. Students receive 18 hours of classroom instruction per week. Classes generally meet between 8:00 a.m. and 5:00 p.m. on Monday through Friday and are held on the Huntington campus on the ground floor of the Morrow Library. Computer-assisted language learning programs are available for students to use from any computer on the campus. Academically admissible students who successfully complete the advanced level of the L.E.A.P. Program can enter an undergraduate or graduate degree program at Marshall University without a TOEFL score. The L.E.A.P. Intensive English Program is a member of the American Association of Intensive English Programs.

COLLEGE GRADUATES

Application Procedures for College Graduates

Second Baccalaureate degree:

An applicant who wishes to pursue a second baccalaureate degree after completion of the first degree must apply as a transfer student and submit official transcripts from all institutions attended (see transfer section). A second baccalaureate degree requires a minimum of 30 additional credit hours as well as fulfillment of all degree requirements.

Special Students:

Applicants who hold a baccalaureate degree from an accredited institution but do not wish to pursue a second baccalaureate degree may enroll for undergraduate courses (for prerequisites, certification, etc.) by completing the application for admission and by presenting evidence to the Admissions Office of the receipt of the baccalaureate degree in the form of a final transcript or diploma indicating that a degree was awarded.

TRANSIENT STUDENTS

Application Procedures for Transient Students

Students Visiting Marshall University from Other Institutions

Students enrolled in a degree program at another collegiate-level institution during the previous year who would like to enroll at Marshall for no more than two consecutive semesters can be admitted as transient students. Transient students must submit an application with all appropriate fees to the Admissions Office for each term in which they wish to enroll and have the Registrar at their home college send a letter of good academic standing to the Admissions Office for each term in which they wish to enroll.

Marshall University Students Who Wish to Visit Other Institutions

Current Marshall University students who wish to enroll at another institution must complete an advanced standing (transient approval) form prior to enrolling in another institution. If a student does not submit this form and attends another institution, s/he will be required to pay the Transcript Evaluation fee and may be required to reapply as a transfer student. Students who attend another institution for more than 2 semesters (excluding summer terms) must reapply as transfer students, even if prior transient approval has been granted. This policy does not apply to students enrolled in the RBA program. A student who completes an advanced standing (transient approval) form must submit a transcript from the host institution for all semesters s/he attended. If the student did not actually attend the host institution for which approval was granted, that institution

must provide documentation stating that the student was never enrolled there. Failure to provide these documents will result in a hold being placed on the student's record.

Marshall University Students Enrolled in Study Abroad Programs

Students enrolled in Marshall University's Study Abroad Program must submit the Study Abroad approval form prior to enrolling in another institution. Students enrolled in the Study Abroad Program must meet the same requirements as all Marshall University students who wish to enroll at other institutions.

PART-TIME STUDENTS

Part-time students are those enrolled for fewer than 12 hours a semester. They must meet all requirements relative to the admission category for which they are applying (Freshmen, GED Completers, Home-School/Non-Accredited High School, Early High School Graduates, Transfer, Early Entry, Dual Credit, International, College Graduates, Transient, and Non-Degree) regardless of the number of hours for which they intend to enroll.

NON-DEGREE STUDENTS

A student who is not pursuing any type of degree may enroll as a non-degree student if s/he has been out of high school for more than five years and has no prior college work. A student cannot earn more than 30 total hours while classified as a non-degree. Credit taken as a non-degree student may not necessarily transfer into all degree programs. Non-degree students are not eligible to receive financial aid.

Students who wish to apply as non-degree seeking must submit a completed application with all appropriate fees. If a non-degree student decides to become degree-seeking, s/he must re-apply as a freshman, pay the application fee and provide all required documentation to be considered for admission. Before registering, non-degree students must obtain the permission of the dean of the college in which the course is being offered.

CREDIT OPTIONS

ADVANCED PLACEMENT (AP) EXAMINATION

Marshall University recognizes certain examinations of the College Board Advanced Placement Program. Students who participate in the AP program and wish to have their scores evaluated for credit should have their scores sent to Marshall University by selecting Marshall's code: 5396. The AP examinations are prepared by the College Board, and the papers are graded by readers of the Educational Testing Service, Princeton, New Jersey 08540. Students cannot receive credit for a score below 3 on any exam. Students who do receive credit will be assigned the grade of CR which is not calculated into the GPA. All AP credit is counted as lower division credit and each academic department has its own policy on AP exams. See below for required scores on specific exams.

<i>AP Exams</i>	<i>Required Score</i>	<i>Marshall Equivalent</i>	<i>Credit Awarded</i>
Art- Drawing Portfolio	3	Unclassified Art	3
Art- General Portfolio	3	Unclassified Art	3

<i>AP Exams</i>	<i>Required Score</i>	<i>Marshall Equivalent</i>	<i>Credit Awarded</i>
Art History	3	ART 112	3
Biology	3	BSC 104, 105	8
Biology	4	BSC 120, 121	8
Chemistry	3	CHM 203, 204, 215	8
Chemistry	4	CHM 203, 204, 211	9
Chemistry	5	CHM 203, 204, 211,212	12
Classics-Latin-Vergil	3	LAT 204	3
Classics-Latin-Literature	3	LAT 204 or 200-level unclassified if student has received credit for Vergil	3
Computer Science A	3	IST 264	3
Computer Science A B	3	IST 264, IST 160 OR 163	6
Microeconomics	3	ECN 250	3
Macroeconomics	3	ECN 253	3
Eng Language & Composition	3	ENG 101	3
English Literature & Composition	3	ENG 310	3
English Literature & Composition	4	ENG 310 & ENG 331, ENG 319 OR 323	6
Environmental Science	3	ES 100	4
Foreign Language, French Language	3	FRN 101, 102	6
Foreign Language, French Language	4	FRN 101, 102, 203	9
Foreign Language, German Language	3	GER 101, 102	6
Foreign Language, German Language	4	GER 101, 102, 203	9
Foreign Language, Spanish Language	3	SPN 112	6
Foreign Language, Spanish Language	4	SPN 112, 203	9
Geography	3	GEO 100	3
Government and Politics, American	3	PSC 104	3
Government and Politics, Comparative	3	PSC 105	3
History, American	3	HST 230 & 231	6
History, European	3	HST 102 & 103	6
History, World	3	HST 101, 102, 103 (two of the three)	6
Mathematics, Calculus AB	3	MTH 132	4
Mathematics, Calculus AB	4	MTH 130, 229	8
Mathematics, Calculus BC	3	MTH 229	5
Mathematics, Calculus BC	4	MTH 229, 230	9
Music Theory	3	UNCLASSIFIED	3
Physics B	3	PHY 201	4
Physics B	4	PHY 201, 203	6
Physics C, Mechanics	3	PHY 211	4
Physics C, Electricity & Magnetism	3	PHY 213	4
Physics C, Electricity & Magnetism	4	PHY 211, 213	8

(continued)

<i>AP Exams</i>	<i>Required Score</i>	<i>Marshall Equivalent</i>	<i>Credit Awarded</i>
Introductory Psychology	3	PSY 201	3
Statistics	3	MTH 225 OR MGT 218	3

INTERNATIONAL BACCALAUREATE

Marshall University recognizes examinations taken as part of the International Baccalaureate (IB) Program. Students who participate in the IB program should have their scores sent directly to Marshall University. Students will not receive credit for a score of 3 or below on any IB exam.

Listed below are the IB exams that will be considered for credit at Marshall University. Students will be awarded course equivalencies based on the score they are able to attain on the IB exam. Only Higher Level exams will be considered for credit.

<i>IB Exams</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
Advanced Math	MTH 130	MTH 130	MTH 229, 130	MTH 229, 130
Art/Design	ART 112	ART 112	ART 112, 214	ART 112, 214
Biology	BSC 104	BSC 104	BSC 120, 121	BSC 120, 121
Business	MGT 100	MGT 100	MGT 100,	MGT 100,
Chemistry	CHM 203, 217	CHM 203, 217	CHM 203, 204, 217, 218	CHM 203, 204, 217, 218
Classical Latin	LAT 101	LAT 101	LAT 101, 102	LAT 101, 102
Computing Science	IT 101	IT 101	IT 101	IT 101
Economics	ECN 250	ECN 250	ECN 250, 253	ECN 250, 253
English	ENG 101	ENG 101	ENG 101	ENG 101
French	FRN 101	FRN 101	FRN 101, 102	FRN 101, 102
Geography	GEO 100	GEO 100	GEO 100, GEO 3 Hrs Unclassified (lower division)	GEO 100, GEO 3 Hrs Unclassified (lower division)
German	GER 101	GER 101	GER 101, 102	GER 101, 102
History	HST 103	HST 103	HST 103	HST 103
Islamic History	HST 260	HST 260	HST 260, 261	HST 260, 261
Music	MUS 142	MUS 142	MUS 142, 111	MUS 142, 111
Physics	N/A	PHY 201, 202	PHY 201, 202, 203, 204	PHY 201, 202, 203, 204
Psychology	PSY 201	PSY 201	PSY 201	PSY 201
Russian	MDL Unclassified 3 hrs. (lower div.)	MDL Unclassified 3 hrs. (lower div.)	MDL Unclassified 6 hrs. (lower div.)	MDL Unclassified 6 hrs. (lower div.)
Social Anthropology	ANT 201	ANT 201	ANT 201,	ANT 201,
Spanish	SPN 101	SPN 101	SPN 101, 102	SPN 101, 102
Theater Arts	THE 112	THE 112	THE 112, THE 220	THE 112, THE 220

COLLEGE LEVEL EXAMINATION PROGRAM

The College Level Examination Program (CLEP) enables students who can demonstrate knowledge and/or proficiency in certain fields to reduce the cost in time and money for pursuing a college education by successfully completing CLEP tests for credit.

Intensive reading in a particular field, on-the-job experience, or adult education may prepare a student to earn college credit through CLEP tests. This would reduce the total amount of coursework needed to complete degree programs. Scores on the test may also validate educational experience obtained at a non-accredited institution or through non-credit college courses. Credit completed through CLEP does not count as a part of the 18-hour limit under the Credit/Non-Credit Option. Credit earned through CLEP exams does not automatically satisfy specific academic requirements. Since colleges and departments have different curriculum requirements and may use the scores in different ways, students should consult first with their department or division chairs or their dean's offices on how the examinations would be used. Please call (304) 696-6697 for more information or to schedule a CLEP exam.

Listed below are the CLEP exams that will be considered for credit:

<i>CLEP Exams</i>	<i>Required Score</i>	<i>Marshall Equivalent</i>	<i>Credit Awarded</i>
Accounting, Principles of	50	Accounting 215-216	6
Algebra, College	50	Math 130	3
Alg- Trig, College	50	Math 130	3
Am. Government	50	Pol. Sci. 104	3
Biology, General	50	Biology 104-105	8
Calculus w/ elem. Functions	50	Math 229	5
Chemistry, General	50	Chem 211-212	6
Info Systems and computer applications	50	IT 101	3
Macroeconomics, Principles of	50	Econ 253	3
Management, Principles of	50	Management 320	3
Marketing, Principles of	50	Marketing 340	3
Microeconomics, Principles of	50	Economics 250	3
Psychology, Introductory	50	Psychology 101	3
Sociology, Introductory	50	Sociology 200	3
Trigonometry	50	Math 122	3
College Mathematics	500	Unclassified elective	6
Humanities	500	Unclassified elective	6
Natural Science	500	Unclassified elective	6
Social Sciences and History	500	Unclassified elective	6

MILITARY EXPERIENCE AND TRAINING CREDIT

Army Commission Credit

Veterans should contact the Military Science Department if they are interested in receiving credit for military service and applying it toward receiving a commission as an Army officer.

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Physical Education Credit

Students who have successfully completed Initial Entry Training (Basic Training and Specialty Training), and who have completed at least 12 semester hours at Marshall with a cumulative GPA of 2.0 or better, should request Admissions to assign credit.

Service Members Opportunity Colleges

Marshall University is an institutional member of Service Members Opportunity Colleges (SOC), a group of over 1500 colleges and universities providing postsecondary education to members of the military throughout the world. As an SOC member, Marshall recognizes the unique nature of the military and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences.

Training Credit

The Commission on Accreditation of Service Experiences of the American Council on Education has developed equivalence credit recommendations for educational experiences in the Armed Forces. This is credit in addition to that awarded for physical education. Veterans should contact the Admissions Office for evaluation of their armed services educational experiences. They should bring with them a copy of their latest DD Form 214, along with any and all certificates of training, diplomas, or other proof of formal military training. Army/American Council on Education Registry Transcript (AARTS) and/or Sailor/Marine American Council on Education Registry Transcript (SMART) can be accessed online for qualifying soldiers, sailors, and marines by the Admissions Office staff.

United States Marine Corps Platoon Leaders Class

Equivalent credit in Military Science may be awarded for successful completion of the Marine Corps Platoon Leaders Class. Students who have completed this class may apply at the Marshall University Department of Military Science Office for possible awarding of credit. For additional information on this class, write to: United States Marine Corps, Officer Selection Office, 641 Corporate Drive, Suite 104, Lexington, Kentucky 40503, phone: (606) 223-2446.

WEST VIRGINIA RESIDENCY

Requests for changes in residency status for new students will be evaluated by the Admissions Office provided a completed residency application with all required supporting documentation is submitted by the end of the first week of classes for each new term. Thereafter, all requests for changes in residency status for currently enrolled students will be evaluated by the Registrar.

Title 133

Procedural Rule

West Virginia Higher Education Policy Commission, Series 25 Residency Classification for Admission and Fee Purposes

SECTION 1. General

- 1.1. Scope – Rule regarding residency classification of students for admission and fee purposes.
- 1.2. Authority – W. Va. Code §§18B-1-6, 18B-1-7, and 18B-10.
- 1.3. Filing Date – July 2, 2002

1.4. Effective Date – August 1, 2002

1.5. Repeal of Former Rule - Repeals and replaces Title 128, Series 34 and Title 131, Series 34

SECTION 2. Classification for Admission and Fee Purposes

2.1. Students enrolling in a West Virginia public institution of higher education shall be assigned a residency status for admission, tuition, and fee purposes by the institutional officer designated by the President. In determining residency classification, the issue is essentially one of domicile. In general, the domicile of a person is that person's true, fixed, permanent home and place of habitation. The decision shall be based upon information furnished by the student and all other relevant information. The designated officer is authorized to require such written documents, affidavits, verifications, or other evidence as is deemed necessary to establish the domicile of a student. The burden of establishing domicile for admission, tuition, and fee purposes is upon the student.

2.2. If there is a question as to domicile, the matter must be brought to the attention of the designated officer at least two (2) weeks prior to the deadline for the payment of tuition and fees. Any student found to have made a false or misleading statement concerning domicile shall be subject to institutional disciplinary action and will be charged the nonresident fees for each academic term theretofore attended.

2.3. The previous determination of a student's domiciliary status by one institution is not conclusive or binding when subsequently considered by another institution; however, assuming no change of facts, the prior judgment should be given strong consideration in the interest of consistency. Out-of-state students being assessed resident tuition and fees as a result of a reciprocity agreement may not transfer said reciprocity status to another public institution in West Virginia.

SECTION 3. Residence Determined by Domicile

3.1. Domicile within the state means adoption of the state as the fixed permanent home and involves personal presence within the state with no intent on the part of the applicant or, in the case of a dependent student, the applicant's parent(s) to return to another state or country. Residing with relatives (other than parent(s)/legal guardian) does not, in and of itself, cause the student to attain domicile in this State for admission or fee payment purposes. West Virginia domicile may be established upon the completion of at least twelve (12) months of continued presence within the state prior to the date of registration: **Provided**, That such twelve (12) months' presence is not primarily for the purpose of attendance at any institution of higher education in West Virginia. Establishment of West Virginia domicile with less than twelve (12) months' presence prior to the date of registration must be supported by evidence of positive and unequivocal action. In determining domicile, institutional officials should give consideration to such factors as the ownership or lease of a permanently occupied home in West Virginia, full-time employment within the state, paying West Virginia property tax, filing West Virginia income tax returns, registering of motor vehicles in West Virginia, possessing a valid West Virginia driver's license, and marriage to a person already domiciled in West Virginia. Proof of a number of these actions shall be considered only as evidence which may be used in determining whether or not a domicile has been established. Factors militating against the establishment of West Virginia domicile might include such considerations as the student not being self-supporting, being claimed as a dependent on federal or state income tax returns or on the parents' health insurance policy if the parents reside out of state, receiving financial assistance from state student aid programs in other states, and leaving the state when school is not in session.

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SECTION 4. Dependency Status

4.1. A dependent student is one (1) who is listed as a dependent on the federal or state income tax return of his/her parent(s) or legal guardian or who receives major financial support from that person. Such a student maintains the same domicile as that of the parent(s) or legal guardian. In the event the parents are divorced or legally separated, the dependent student takes the domicile of the parent with whom he/she lives or to whom he/she has been assigned by court order. However, a dependent student who enrolls and is properly classified as an in-state student maintains that classification as long as the enrollment is continuous and that student does not attain independence and establish domicile in another state.

4.2. A nonresident student who becomes independent while a student at an institution of higher education in West Virginia does not, by reason of such independence alone, attain domicile in this state for admission or fee payment purposes.

SECTION 5. Change of Residence

5.1. A person who has been classified as an out-of-state student and who seeks resident status in West Virginia must assume the burden of providing conclusive evidence that he/she has established domicile in West Virginia with the intention of making the permanent home in this State. The intent to remain indefinitely in West Virginia is evidenced not only by a person's statements, but also by that person's actions. In making a determination regarding a request for change in residency status, the designated institutional officer shall consider those actions referenced in Section 3 of these rules. The change in classification, if deemed to be warranted, shall be effective for the academic term or semester next following the date of the application for reclassification.

SECTION 6. Military

6.1. An individual who is on full-time active military service in another state or a foreign country or an employee of the federal government shall be classified as an in-state student for the purpose of payment of tuition and fees: **Provided**, That the person established a domicile in West Virginia prior to entrance into federal service, entered the federal service from West Virginia, and has at no time while in federal service claimed or established a domicile in another state. Sworn statements attesting to these conditions may be required. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

6.2. Persons assigned to full-time active military service in West Virginia and residing in the state shall be classified as in-state students for tuition and fee purposes. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

SECTION 7. Aliens

7.1. An alien who is in the United States on a resident visa or who has filed a petition for naturalization in the naturalization court, and who has established a bona fide domicile in West Virginia as defined in Section 3 of these rules, may be eligible for in-state residency classification: **Provided**, That person is in the state for purposes other than to attempt to qualify for residency status as a student. Political refugees admitted into the United States for an indefinite period of time and without restriction on the maintenance of a foreign domicile may be eligible for an in-state classification as defined in Section 3 of these rules. Any person holding a student or other temporary visa cannot be classified as an in-state student.

SECTION 8. Former Domicile

8.1. A person who was formerly domiciled in the State of West Virginia and who would have been eligible for an in-state residency classification at the time of his/her departure from the state may be immediately eligible for classification as a West Virginia resident provided such person returns to West Virginia within a one (1) year period of time and satisfies the conditions of Section 3 of these rules, regarding proof of domicile and intent to remain permanently in West Virginia.

SECTION 9. Appeal Process

9.1. Each institution shall establish procedures which provide opportunities for students to appeal residency classification decisions with which they disagree. The decisions of the designated institutional official charged with the determination of residency classification may be appealed in accordance with appropriate procedures established by the president of the institution. At a minimum, such procedures shall provide that:

9.1.1. An institutional committee on residency appeals will be established to receive and act on appeals of residency decisions made by the designated institutional official charged with making residency determinations.

9.1.1.1. The institutional committee on residency shall be comprised of members of the institutional community, including faculty and at least three, in any event, an odd number. The student representative(s) shall be appointed by the president of the institutional student government association while the faculty representative(s) shall be selected by the campus-wide representative faculty organization.

9.1.1.2. The student contesting a residency decision shall be given the opportunity to appear before the institutional committee on residency appeals. If the appellant cannot appear when the committee convenes a meeting, the appellant has the option of allowing committee members to make a decision on the basis of the written materials pertaining to the appeal or waiting until the next committee meeting.

9.1.2. The residency appeal procedures will include provisions for appeal of the decision of the institutional committee on residency appeals to the president of the institution.

9.1.3. Residency appeals shall end at the institutional level.



Financial Information: Fees, Assistance, and Scholarships

Mr. Jack L. Toney, Director, Financial Aid
1-800-438-5390 or 1-304-696-3162
sfa@marshall.edu
www.marshall.edu/sfa

UNIVERSITY EXPENSES: a general overview

Basic university expenses fall into three categories:

- tuition and fees,
- housing and meals,
- incidental or personal expenses.

Apart from unusual financial obligations, students living on campus in 2005-2006 can expect estimated annual expenses at Marshall University to range from about \$9,000 to \$20,000, including personal expenses.

The following is a table of estimated costs for the 2005-2006 academic year (Fall and Spring semesters), based on a normal undergraduate load of 15 credits per semester.

Note: A full-time student carries at least 12 credit hours per semester.

	In-State	Metro*	Out-of-State
Tuition & Fees	\$3,260	\$6,004	\$8,944
Housing & Meals	\$6,272	\$6,272	\$6,272
Subtotal	\$9,532	\$12,276	\$15,216

Incidental and personal: \$2,500 to \$3,000, depending upon individual needs.

NOTE: Some colleges within the university charge an additional fee and some classes require additional lab fees.

Warning: Do not calculate your expenditures based solely on these figures. They apply only to the 2005-2006 academic year. Actual costs for the next academic year should be available by July 1 each year. For more information, please contact the Bursar's Office at (304) 696-6620.

*Metro Fee is applicable to students whose residence is as follows:

in Ohio: Gallia, Lawrence, Meigs, and Scioto Counties.

in Kentucky: Boyd, Carter, Elliott, Floyd, Greenup, Johnson, Lawrence, Martin and Pike Counties

TUITION & FEES: specific information

Tuition and fee costs are based on a variety of circumstances. Among those are your major, which specific classes you are taking, and where the classes are held. For a complete schedule of tuition and related fees for the current year, please visit www.marshall.edu/bursar.

The university and its governing board reserve the right to change fees and rates without prior notice. Fee assessments are calculated on student level, not course level.

Please note: All fee listings in the fee section of this catalog show the rates authorized and in effect for the 2005-2006 academic year.

TUITION & ENROLLMENT FEES FOR ALL UNDERGRADUATE STUDENTS

Regular Semester

	Resident Rates	Metro Fee Rates*	Non-Resident Rates
System Capital Fees	215.00	730.00	730.00
Educational & General	1,512.00	2,566.00	4,348.00
Standard Auxiliary Fee	139.00	139.00	139.00
Title IX Equity Fee	100.00	100.00	100.00
Resident Total	\$1,966.00	\$3,535.00	\$5,317.00

Please note that all freshman students will be assessed a \$50.00 student success fee in addition to the base tuition rate.

PROGRAM-SPECIFIC FEES

Regular Semester

	Resident Rates	Metro Fee Rates*	Non-Resident Rates
Lewis College of Business Fee ¹	220.00	396.00	396.00
Integrated Science & Technology Fee ¹	100.00	200.00	200.00
Health Professions Fee ¹	125.00	375.00	375.00
Health Science ¹	100.00	200.00	200.00
CITE ¹	100.00	200.00	200.00

*Metro Fee is applicable to students whose residence is as follows:

in Ohio: Gallia, Lawrence, Meigs, and Scioto Counties.

in Kentucky: Boyd, Carter, Elliott, Floyd, Greenup, Johnson, Lawrence, Martin and Pike Counties

¹Program Specific Fees: College of Business Fee is assessed to all Junior and Senior Business majors. Health Professions Fee is assessed to College of Health Professions majors. Health Science Fee is assessed to all Clinical Lab Science, Communication Disorders and Dietetics majors. CITE Fee is assessed to all Information Technology/Engineering Juniors and Seniors. Integrated Science & Technology Fee is assessed to all IST Juniors and Seniors.

SPECIAL STUDENT FEES

Application Fees*

Resident - Undergraduate	25.00
Non-Resident - Undergraduate	35.00
International Application/Express Mail Fee	100.00
College of Nursing & Health Professions	30.00
CLEP/DANTES Testing	15.00

Damage Deposit:

Married Student Housing	300.00
Dormitories	50.00

Diploma Replacement* 30.00

Electronic Course Fee-Undergrad(per credit hr) 155.00

Graduation Fee: Baccalaureate Degree* 30.00

Improper Check-out Fee - Residence Halls* 50.00

Laboratory Fees:

COLA - Computer Lab Fee	30.00
COEHS - Clinical Lab Fee	25.00
COEHS - Student Teaching Fee	150.00
COEHS - Activity Course Fee	40.00
COEHS - Scuba Fee	200.00
COFA - Applied Music Fee	35.00
COFA - Art Fee	45.00
COFA - Theatre Fee	25.00

Health Science
(Clinical Lab Sci., Comm. Disorders, Dietetics) 25.00

Journalism 50.00

Science 50.00

Late Fee - Rent - After 15th of Month* 10.00

Late Registration/Payment Fee* 25.00

Mail Box Re-Key (per lock) 15.00

Meal Card/ID Card Replacement 20.00

MUGC Alternative Assessment (per credit hour) 25.00

Off-Campus Course Fee (per credit hour) 35.00

Regents' BA Degree Evaluation 300.00

Reinstatement Fee - Course Schedule* 25.00

Reservation Deposit - Dormitories 100.00

Returned Check Fee 25.00

Revalidation of Credit Fee (Per Hour) 25.00

Room Re-Key (per lock) 20.00

Senior Citizens Course Fee-Series 67 50.00

SEVIS Fee (Student & Exchange Visitor Info Sys)
per semester 25.00

Student Success Fee 50.00

*Non-refundable.

Study Abroad Fee	100.00
Transfer Evaluation Fee	50.00
Transcript (after first)	6.00

ROOM AND BOARD

Residence Halls and Food Service Plans

The Department of Residence Services provides on-campus living space for approximately 2,175 students. Individual halls will accommodate from 100 to 500 residents in double and single occupancy rooms. All halls are located within easy walking distance of academic buildings. There is 24-hour security in every building. Every student has local and long distance cellular phone service, a foodservice plan, computer connections, and cable television. Each hall is managed by a Resident Director with a Resident Advisor on every floor to provide the students with the best possible living and learning conditions.

Marshall requires all full-time freshman and sophomore students to live on campus. Exceptions are granted to those living within a 50 mile radius who live at home with a parent or legal guardian; individuals 21 years of age; those who are married; or those who have been high school graduates for more than two years.

SEMESTER FEES* (16 weeks): Residence Halls plus Meal Plans

Residence Halls	19-Meal Plan	15-Meal Plan	10-Meal Plan
Double Occupancy			
Buskirk, Twin Towers	\$3,136.00	3,090.00	2,992.00
Hodges, Laidley, Holderby	2,966.00	2,920.00	2,822.00
Single Occupancy:			
Hodges, Laidley	3,233.00	3,187.00	3,089.00
Deluxe Single Occupancy			
Buskirk, Twin Towers	\$3,706.00	3,660.00	3,562.00
Hodges, Holderby, Laidley	3,657.00	3,611.00	3,513.00
Single Room Suite			
Gibson, Haymaker, Willis, Wellman	\$4,111.00	4,065.00	3,967.00
Double Room Suite			
Gibson, Haymaker, Willis, Wellman	\$3,486.00	3,440.00	3,342.00

SUMMER TERM FEES (5 weeks): Residence Halls (19-meal plan)

Double Occupancy	\$947.00
Single Occupancy	\$1114.00

*Rates are subject to change

COMMUTER MEAL PLANS

Sixty Meals	\$380.00
Thirty Meals	194.00
Twenty Meals	135.00

University Heights Apartments

The Department of Residence Services also maintains 61 furnished apartments and one furnished house. The two and three story buildings are located approximately four miles from the main campus. Students who live at University Heights must be either 21 years of age or older, married, living with dependents, of junior status, or 2 years out of high school.

University Heights Apartments*

(monthly costs include utilities with the exception of cable and telephone service)

Building One- One Bedroom	387.00
Building One- Two Bedroom	425.00
Building A, B, & C- One Bedroom	519.00
Building A, B, & C-Two Bedroom	559.00
House (utilities not included)	569.00
Storage Rooms in A, B, & C (per month)	40.00

*Rates are subject to change

PAYMENT OF FEES

Tuition fees for a regular semester, a Summer Term, an Intersession, and any special class are due and payable to the Office of the Bursar in accordance with dates established and listed in the Marshall University *Schedule of Courses*, published by the Office of the Registrar for each term of enrollment. If you do not pay your enrollment fees on or before the due date, your registration will be cancelled and you will be subject to withdrawal from the university (see **Withdrawal/Reinstatement Policy** below). Do not depend on receiving a bill from the university in the mail. It is always your responsibility to know when enrollment fees are due and to pay them by that time. If you have not paid your enrollment fees by the official due date you must obtain permission from the appropriate academic dean and the Office of the Registrar to register.

Student deferred payment plans for tuition will be offered for the fall and spring semester. All available financial aid from the term must be credited to the student's account prior to determining the amount available for deferral. Contact the Office of the Bursar for current deferred payment plan information. A student's residence services fees (room and board) are due at a semester rate payable in accordance with dates established by the Office of Residence Services.

You can pay fees by VISA or MasterCard or Discover by using myMU (www.marshall.edu/myMU). Credit card payments are also accepted at the Office of the Bursar, 101 Old Main.

If you are a recipient of financial aid through the university's loan or scholarship program, the university's Department of Intercollegiate Athletics, or any governmental

agency, or by private loan or scholarship, you must complete arrangements for payment through the Director of Student Financial Aid in 116 Old Main, and the University Bursar in 101 Old Main. (See **Student Financial Assistance** below.)

Your registration is not complete until all fees are paid.

Your registration will be cancelled if the bank does not honor your check for payment of registration fees. A charge of \$15.00 will be made for each check returned unpaid by the bank.

A student who has a financial obligation to the university cannot engage in any registration activity until the obligation is satisfied. Should the obligation remain unpaid and require assignment to a state-authorized collection agency, the student additionally will be responsible for all collection costs incurred by the institution.

A student who withdraws from the institution by following proper withdrawal procedures will receive refunds of fees paid in accordance with the refunding policy.

A student who is required to withdraw from the institution for disciplinary reasons may not receive refunds of fees paid.

WITHDRAWAL/REINSTATEMENT POLICY FOR NONPAYMENT OF ENROLLMENT AND RESIDENCE HALL FEES

1. Through late registration each semester, a schedule of withdrawal for nonpayment will be included in the Marshall University Schedule of Courses. Following late registration, the Bursar will send written notification to the student advising of administrative withdrawal for nonpayment of Enrollment or Residence Hall Fees.
2. Upon notice from the Bursar, the Registrar will initiate a complete withdrawal for a student not paying fees. The withdrawal will be for "Administrative-Nonpayment of Enrollment or Residence Hall Fees."
3. The Registrar will notify the instructor that the student should not be permitted to continue attendance in the class.
4. If the student fulfills the financial obligation, the Bursar's Office will notify the student and his/her academic dean. The academic dean will have discretion to approve registration. If the dean approves, the student, the instructors, and the Registrar will be notified in writing immediately.
5. Upon receipt of notice from the academic dean, the Registrar will initiate the procedure to register the student in the courses for which the student was enrolled at the time of withdrawal.
6. A student who does not meet the financial obligation for enrollment and residence hall fees will have all entries of that registration erased on the Registrar's permanent record.
7. A student who owes a financial obligation to the university will not be permitted to enroll in subsequent semesters or terms until the obligation is paid.
8. If a student disputes an administrative withdrawal, he/she may file an appeal with the Student Grievance Board through the Office of Student Affairs. (The Student Grievance Board is a subcommittee of the Student Conduct and Welfare Committee). This appeal must be filed before the effective date of withdrawal established by the Bursar. The administrative withdrawal will be suspended until the President of the University acts upon the recommendation of the Student Grievance Board.

WITHDRAWAL/REINSTATEMENT FOR OTHER FINANCIAL OBLIGATIONS

1. Failure to fulfill other types of financial obligations with proper procedure may result in administrative withdrawal from the university.
2. Upon notice from the Bursar, the Registrar will initiate a complete withdrawal for a student not paying financial obligations. The withdrawal will be “Administrative-Nonpayment of Financial Obligations” and will be dated with the effective date of processing of the withdrawal.
Under these conditions, procedures will be followed as outlined above, items 3, 4, & 5, under “**Withdrawal/Reinstatement Policy for Nonpayment of Enrollment and Residence Hall Fees.**”
3. Students who do not meet these “Other Financial Obligations” and who are administratively withdrawn from the university will receive the grade determined by the withdrawal policy in effect at the time the administrative withdrawal was initiated.
4. A student who owes other types of financial obligations to the university will not be permitted to enroll in subsequent semesters until the obligation is paid.
5. If a student disputes an administrative withdrawal, he/she may file an appeal with the Student Grievance Board through the Dean for Student Affairs. (The Student Grievance Board is a subcommittee of the Student Conduct and Welfare Committee). This appeal must be filed before the effective date of withdrawal established by the Bursar. The administrative withdrawal will be suspended until the President of the University acts upon the recommendation of the Student Grievance Board.

REFUND PROCEDURES

Enrollment fees (tuition fees) will be refunded during the period designated by the Office of the Registrar for Registration, Late Registration, and Schedule Adjustments for a regular semester or a summer term and published in the Marshall University Schedule of Courses Bulletin. Enrollment fees (tuition fees) will be refunded to students for:

1. Classes officially dropped from the student’s course schedule that reduce the student’s total scheduled semester hours from full-time status to part-time status. Example: Undergraduate enrollment dropping of classes to adjust course schedule from 12 or more hours to fewer than 12 hours.
2. Classes officially dropped from the student’s course schedule when the enrollment is in a current part-time status that reduce the student’s total scheduled semester hours. Example: Undergraduate enrollment dropping of classes to adjust course schedule from 11 hours to 10 hours to 9 hours, etc.
3. Official complete withdrawals from all classes from the student’s course schedule. Example: Undergraduate withdrawal from enrollment of 12 or more hours to 0 hours, 11 hours to 0 hours, 10 hours to 0 hours, etc.
4. Title IV Financial Aid recipients who officially withdraw before or during their period of enrollment shall have their refund calculated in accordance with the provisions contained in the 1998 amendments to the federal Higher Education Act. See the following section.

Return of Title IV Funds Policy

Federal regulations require Marshall University to have a written policy for the refund and repayment of federal aid received by students who withdraw during a term for which payment has been received. These policies are effective only if a student completely terminates enrollment (i.e., cancels his/her registration, withdraws, or is dismissed) or stops attending classes before completing 60% or more of the enrollment period. Students planning to terminate enrollment at Marshall University should contact the Office of the Registrar, Old Main Room 106 to complete the appropriate paperwork.

Adjustments to tuition and/or applicable institutional room/board charges resulting from official terminations are based on the effective date of termination and in accordance with the federally mandated calculation as specified in Section 484B of the Higher Education Act. This law also specifies the order of return of Title IV funds to the programs from which they were awarded.

The calculation is based on the period of enrollment completed. That percentage is computed by dividing the total number of calendar days in the term into the number of calendar days completed as of the date of student notification. The percentage of Title IV assistance to which the student is entitled (has "earned") is equal to this percentage of the term completed up to 60%. If the termination occurs after 60% of the term is completed, the percentage is equal to 100%.

The amount of Title IV aid which must be returned is based on the percentage of "unearned" aid. That percentage is computed by subtracting earned aid from 100%. The University is required to return the lesser of 1) the unearned aid percentage applied to institutional charges or 2) the unearned aid percentage applied to the total Title IV aid received.

The student is required to return the difference between the amount of unearned aid and the amount returned by the university. The student will be billed for the amount the student owes the Title IV programs and any amount due the university resulting from the return of Title IV funds used to cover university charges, including collection costs. If the student (or parent(s) in the case of PLUS loan) is required to return a portion or all of their loan proceeds, the calculated amount is to be repaid according to the loan's terms. Students must return only half the amount of grant funds calculated as a repayment due.

Funds are returned to the following Title IV sources in order of priority: :

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Perkins Loans
4. Federal Direct PLUS Loans
5. Federal Pell Grants
6. Federal SEOG

Cancellation of Class

When it becomes necessary to cancel a class by administrative and/or faculty action, a student is granted a full refund of the fee for the class cancelled unless he/she registers in another course of like value in terms of semester hours. This action does not apply to withdrawals due to disciplinary action or withdrawals due to nonpayment of financial obligations.

Residence Services

Request for withdrawal from Marshall University on-campus housing must be addressed in writing to the Department of Residence Services. Refunds, if applicable, will be based on the date cancellations are received.

Fall cancellations must be received before July 1, and Spring or Summer cancellations must be received ten (10) business days or more prior to the official opening date of Housing, in order to receive deposits back. Voluntary withdrawal following these dates and prior to the opening of residence halls will result in a full refund less one hundred dollars (\$100.00) reservation deposit.

Withdrawal between the opening day for Housing and the first Friday will result in a refund of fifteen weeks' room and board.

Withdrawals after the first Friday will result in a forfeiture of monies paid for room.

A prorated refund will be processed for any unused portion of the Board plan.

Students whose residency is terminated automatically forfeit all monies paid for that semester.

Students who are denied admission, declared academically ineligible to return, or are unable to return for medical reasons, will be refunded on a prorated basis.

Refunds to students called to armed services of the enrollment fee only will be processed in accordance with policy established by the Office of the Registrar.

Late fees are nonrefundable.

Student Financial Assistance

Marshall University offers financial assistance to students through academic scholarships, grants, loans, and employment. Student Financial Aid provides services that enable students to inquire and make informed decisions regarding the acceptance of financial awards. The office assists students in effectively utilizing federal, state, institutional, local, and private sources of funding as well as coordinating the university-wide scholarship program.

General Information: Financial Assistance and Application Procedures

To apply for need-based financial aid from the federal and state governments, through Marshall University, students must complete and submit the Free Application for Federal Student Aid (FAFSA). Marshall University's Title IV Institutional Code is 003815.

The FAFSA is available from either the Marshall University Office of Student Financial Assistance, your high school guidance counselor, or your local library. Applications may also be submitted online at www.fafsa.ed.gov. This form must be submitted to be considered for all available aid resources including grants, loans, and student employment.

No processing fee is required for the FAFSA.

The FAFSA should be submitted as soon as possible after January 1 to receive consideration for programs with limited funding. West Virginia residents should submit the FAFSA prior to the March 1 state programs deadline.

FINANCIAL ASSISTANCE PROGRAMS: ACADEMIC SCHOLARSHIPS

Incoming freshmen and transfer students are automatically considered for scholarship assistance based upon admission records. Returning Marshall University students with current year scholarship awards must maintain a 3.5 GPA or better to receive consideration for award continuation. An application is not required. Students must also complete a minimum of 26 credit hours (excluding remedial credits) during the current award year. All scholarship criteria are subject to change.

Society of Yeager Scholars

A high school student with a minimum ACT composite score of 28 or a minimum SAT score of 1260 may apply to become a Yeager Scholar. Recipients receive full payment of tuition and fees; payment of room and board; a stipend; a book allowance; a summer study program at Exeter College, Oxford; \$4,000 for a further study abroad experience; and a personal computer. For additional information, contact the Society of Yeager Scholars at 1-800-438-5395. Application deadline is December 1.

NOTE: This scholarship is not awarded by the Marshall University Office of Student Financial Assistance.

WEST VIRGINIA RESIDENTS:

Please note: only the highest ACT Composite or SAT Combined Score from a single test will be used to determine scholarship eligibility.

John Marshall Scholars

High School Seniors with ACT composite scores of 30 (or 1320 SAT score) or higher and 3.5 GPA will be considered for the John Marshall Scholarship Program. The award amount is determined annually. Recipients receive a tuition waiver and annual \$1250 stipend.

Students maintaining the required 3.50 GPA and meet other program requirements will be considered for renewal of John Marshall awards.

West Virginia residents receiving the West Virginia PROMISE Scholarship will receive only an \$1850 stipend in addition to their PROMISE Scholarship.

Presidential Scholarship

High School Seniors with minimum ACT composite scores of 25-29 (or 1130 SAT score) and a Grade Point Average of 3.5 are eligible for Presidential Scholarships. Recipients receive awards of \$1,250 for one academic year. Students maintaining the required 3.50 GPA will be considered for renewal of Presidential Scholarships each year.

A. Michael Perry Freshman Scholarship

There are two levels of this scholarship. High school seniors meeting the criteria designated below are eligible for scholarships. These awards are for one academic year.

\$500 Academic Year Awards: 3.20 cumulative GPA and 20-22 ACT Composite (940-1050 SAT); or 3.20-3.49 cumulative GPA and 23-24 ACT Composite (1060-1120 SAT)

\$750 Academic Year Awards: 3.50 cumulative GPA and 23-24 ACT Composite (1060-1120 SAT); or 3.20-3.49 cumulative GPA and 25-29 ACT Composite (1130-1310 SAT)

Transfer Students

Transfer students must have a minimum cumulative transfer GPA of 3.5 and a minimum ACT composite score of 25. The award amount for a transfer student is \$1000 for the academic year.

Academic Department Scholarships

Some departmental academic scholarships are available. Application and eligibility criteria, as well as selection, are determined by the academic departments.

NON-RESIDENT AND METRO:

Please note: only the highest ACT Composite or SAT Combined Score from a single test will be used to determine scholarship eligibility.

John Marshall Scholars

High School Seniors with ACT composite scores of 30 (or 1320 SAT score) or higher and 3.5 GPA will be considered for the John Marshall Scholarship Program. The award amount is determined annually. Recipients receive a tuition waiver and annual \$1250 stipend.

Students maintaining the required 3.50 GPA and meet other program requirements will be considered for renewal of John Marshall awards.

Board of Governors' Scholarship

High school seniors with a minimum ACT composite score of 25-29 (or 1130 SAT score) and a grade point average of 3.50 are eligible for a Board of Governors' Scholarship. Recipients will receive awards of one-half tuition waiver for one academic year. Students who maintain the required 3.50 GPA will be considered for renewal of Board of Governors' Scholarships.

A. Michael Perry Honor Freshman Scholarship

High school seniors with an ACT composite score of 23 or 24 (or 1060 SAT score) and a grade point average of 3.50 are eligible for the A. Michael Perry Honor Freshman Scholarship. Recipients will receive an award of one-quarter tuition waiver for one academic year. Students who maintain the required 3.50 GPA will be considered for renewal of A. Michael Perry Honor Scholarships.

A. Michael Perry Freshman Scholarship

There are two levels of this scholarship. High school seniors meeting the criteria designated below are eligible for these scholarships. These awards are for one academic year.

\$500 Academic Year Awards: 3.20 cumulative GPA and 20-22 ACT Composite (940-1050 SAT); or 3.20-3.49 cumulative GPA and 23-24 Act Composite (1060-1120 SAT)

\$750 Academic Year Awards: 3.20-3.49 cumulative GPA and 25-29 ACT Composite (1130-1310 SAT)

Transfer Students

Transfer students that have successfully completed 60 or more hours at an out-of-state college with at least a 3.75 cumulative GPA are eligible for a one-half tuition waiver per semester. This scholarship is renewable for two semesters beyond the first year of eligibility based on a cumulative Marshall University GPA of 3.50 and completion of a minimum 26 credit hours (excluding remedial credits) during the school year.

Transfer students that have successfully completed 30 or more hours at an out-of-state college with at least a 3.75 cumulative GPA are eligible for a one-quarter tuition waiver per semester. This scholarship is renewable for two semesters beyond the first year of eligibility based on a cumulative Marshall University GPA of 3.50 and completion of a minimum 26 credit hours (excluding remedial credits) during the school year.

Athletic Scholarships:

Students seeking information regarding athletic grants-in-aid should write to:

Marshall University, Director of Athletics

PO BOX 1360

Huntington, WV 25715

NEED-BASED FINANCIAL AID

Federal Pell Grant:

Provides the basis of a financial aid package. Awarded to eligible full or part-time undergraduate students. Applicants must complete the Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Educational Opportunity Grant (SEOG):

Awarded to eligible full or part-time undergraduate students. Priority is given to Federal Pell Grant recipients. Applicants must complete the FAFSA.

West Virginia Higher Education Grant Program:

Awarded to eligible full-time undergraduate West Virginia residents. Applicants must complete the FAFSA. More details are available on the West Virginia Higher Education Policy Commission Web site, www.hepc.wvnet.edu.

West Virginia Higher Education Adult Part-Time Student (HEAPS) Grant Program

Awarded to eligible part-time undergraduate West Virginia residents. Applicants must complete the FAFSA. More details are available on the West Virginia Higher Education Policy Commission Web site, www.hepc.wvnet.edu.

West Virginia PROMISE Scholarships

The West Virginia PROMISE Scholarship Program is available to West Virginia high school graduates meeting eligibility standards. The Promise Scholarship is a tuition/fee designated scholarship. More details are available on the PROMISE Web site, www.promisescholarships.org or phone toll-free: 1-877-WVPROMISE.

Federal Perkins Student Loan:

Need-based loan awarded to eligible undergraduate and graduate students. Applicants must complete FAFSA. No additional loan application is required. Repayment begins nine months after graduation or dropping to less than half-time status.

Federal Direct Subsidized Loan:

Need-based loans awarded to undergraduate and graduate/professional students enrolled at least half-time and demonstrating financial need. A variable interest rate is set annually, not to exceed 8.25%. The loan must be repaid beginning six months after student graduating or dropping to less than half-time status. Annual maximum amounts are \$2,625 for freshmen, \$3,500 for sophomores, \$5,500 for juniors and seniors, and \$8,500 for graduate/professional students. Maximum amounts may be limited by cost of education and other anticipated financial aid. Applicants must complete the FAFSA.

Federal Direct Unsubsidized Loan:

Loans (not need-based) awarded to undergraduate and graduate/professional students enrolled at least half-time and have not had their cost of education estimate, as determined by the Financial Aid Office, met through other aid awards. Loan amounts, interest rates, and repayment conditions are the same as for the Federal Direct Subsidized Loan described above. However, interest payments on this loan must be paid while the borrower is in school or be deferred and capitalized (added to the principal of the loan). For students receiving subsidized loans, the maximum unsubsidized loan may not exceed the difference between the subsidized loan and the maximum award amounts stated above. Applicants must complete the FAFSA.

Additional amounts up to \$4,000 for freshmen and sophomores, \$5,000 for juniors and seniors and \$10,000 for graduate/professional students may be available to independent students or dependent students whose parents are unable to obtain a Federal Direct PLUS loan. Maximum amounts may be limited by cost of education and other anticipated financial aid.

The aggregate base eligibility (subsidized, unsubsidized, or a combination) for dependent undergraduate students is \$23,000. Additional unsubsidized loan eligibility for independent students (and dependent students when a parent has been denied a PLUS loan) is \$23,000 for a combined aggregate limit of \$46,000.

Graduate eligibility extends to \$65,500 for the base eligibility (subsidized, unsubsidized, or a combination), including any outstanding loans at the undergraduate level. Additional unsubsidized loan eligibility is available to graduate student for a combined aggregate limit of \$138,500.

All first-time borrowers are required to attend an entrance interview or complete such interactively at www.marshall.edu/bursar. Entrance interviews are designed to familiarize a borrower with his/her rights and responsibilities. Loan proceeds cannot be disbursed until this requirement has been fulfilled.

First-time students, per federal guidelines, are subject to a 30-day delayed disbursement for initial loan proceeds.

Federal Direct PLUS Loan:

Originated by Marshall University on behalf of the U.S. Department of Education for parents of dependent students. PLUS loans are limited only by cost of education

minus other aid. Applicants must complete a Parent Loan Data Sheet. An applicant with an adverse credit history is denied per program regulations.

Federal Work Study Program:

Eligible undergraduate and graduate students are assigned positions on campus and paid twice each month. Applicants must complete the FAFSA.

Federal Student Jobs Program:

Available through Marshall's Career Services Center. This program helps students find off-campus employment. Call 696-2370 for more information.

A FAFSA and, if applicable, an application must be submitted annually.

SATISFACTORY ACADEMIC PROGRESS STANDARDS FOR FINANCIAL AID ELIGIBILITY FOR UNDERGRADUATE STUDENTS

Federal regulations require that financial aid recipients meet standards of academic progress. The standards established by the Office of Student Financial Assistance, consistent with the federal student aid requirements, are stated below. These standards measure progress in a given program of study. They include quantitative measures (percentage of courses completed) and qualitative measures (Grade Point Average in those courses completed). Continued compliance with the standards for academic progress policy is measured annually.

These standards apply to continuing and transfer students. A student not meeting the standards below will be ineligible for financial aid support until the time that he/she meets the provisions of the satisfactory academic progress policy. After reestablishing satisfactory academic progress or successfully appealing eligibility, the student may again receive, if otherwise eligible, federal financial aid.

Eligibility as an undergraduate or graduate will cease with completion of the first baccalaureate or master's degree. However, students seeking second baccalaureate or master's degrees may appeal for continued eligibility.

Enrollment adjustments any time after the beginning of a term, withdrawals (W) and/or incompletes will be counted in attempted hours. The attempted hours for purposes of this policy will include all hours, Marshall or transfer, that are reflected on the applicant's academic transcript.

Please review the following specific policy for your student category:

Undergraduate (First) Baccalaureate Degree Students

Students who have attempted 0-30 credit hours must have completed 50% of the credits registered for and have a cumulative Grade Point Average of 1.60.

Students who have attempted 31-64 credit hours must have completed 67% of the credits registered for and have a cumulative Grade Point Average of 1.70.

Students who have attempted 65-89 credit hours must have completed 75% of the credits registered for and have a cumulative Grade Point Average of 1.80.

Students who have attempted 90+ credit hours must have completed 80% of the credits registered for and have a cumulative Grade Point Average of 2.00.

An academic major must be declared no later than the 58th credit hour.

The above limits eligibility to 160 attempted credit hours based on a program maximum of 128 hours; however, eligibility may be extended to 150% of the program length. For instance, program length = 128 hours x 150% = 192 maximum hours, based upon individual applicant circumstances. Further information regarding extension of eligibility beyond 160 credit hours may be secured by contacting the Office of Student Financial Aid.

Graduate (Master's) Degree Students

Students who have attempted 0-17 credit hours must have completed 80% of the credits registered for and have a cumulative Grade Point Average of 2.50.

Students who have attempted 19+ credit hours must have completed 80% of the credits registered for and have a cumulative Grade Point Average of 3.00.

Master's degree students must have a declared academic major upon admission to graduate school.

The above limits eligibility to 54 attempted credit hours based on a program maximum of 36 credit hours.

VOTER REGISTRATION FORMS

Marshall University, as a participant in Federal Title IV Student Aid programs, is required to advise you that voter registration forms are available in the Office of Student Financial Assistance. You must be registered 30 days prior to any election.

For additional information about any of the above-referenced programs, please contact the Office of Student Financial Assistance, Old Main Room 116. Telephone (304) 696-3162 or 1-800-438-5390; Fax: (304)696-3242; E-Mail Address: *sfa@marshall.edu*.



Special Programs

CENTER FOR ACADEMIC EXCELLENCE

Old Main 230/696-5421

cae@marshall.edu

www.marshall.edu/cae/

The Center for Academic Excellence houses the University Honors program, the John Marshall Scholars program, the Society of Yeager Scholars program, the Hedrick Scholars, the Erma Byrd Scholars, and the National Student Exchange. Affiliated with the CAE is the Honors Student Association, an organization that encourages students to participate in social activities sponsored by the Center for Academic Excellence.

UNIVERSITY HONORS PROGRAM

The Marshall University Honors Program was established in the early 1960s to provide maximum educational opportunities for students of high ability. Honors students are encouraged to raise their expectations of themselves by pursuing enriched courses both within and beyond the regular curriculum. The program supports intellectual excellence and creativity by bringing together outstanding students and stimulating professors.

The mission of the Honors Program is:

- to offer an enhanced educational experience to academically talented and highly motivated students;
- to design, in collaboration with faculty recognized for excellence in teaching, an innovative, interdisciplinary, and multidisciplinary curriculum that emphasizes critical thinking, communications skills, and collaborative learning;
- to supplement that curriculum with enriched academic opportunities consisting of outside lectures, field work, or course-related travel.

To this end, students participating in the Honors Program will:

- develop confidence in their abilities to understand and discuss complex ideas and texts, as well as engage in problem solving and research design;
- learn to apply this new knowledge in meaningful ways that will help them succeed in their professional and personal lives following college;
- strengthen their written and oral communication skills;
- master an ability to work effectively in groups of diverse people;
- make connections between disciplines;
- enjoy a range of supplemental experiences of an academic and social nature with similarly motivated and talented students.

Admission Requirements: Students may begin Honors work at any stage in their college careers, although many begin as freshmen. Entering freshmen with an ACT composite of 26 (or SAT equivalent) and a 3.3 GPA are eligible to enroll in any Honors course. Transfer students or already enrolled students with a minimum 3.3 GPA are eligible to enroll in any Honors course.

Students who satisfy the admission requirements should submit an Honors Program Application Form to the Executive Director of the Center for Academic Excellence. Forms are available from the CAE (Old Main 230) and on the CAE website. **Note: All John Marshall Scholars are required to submit the form with the signed JMS contract.**

The Program: The Honors Program consists of three separate but interconnected components:

1. Entering freshmen should register for HON 101: Introduction to Honors. This is an enriched, Honors section of the New Student Seminar for freshmen. This one-credit course meets for the first eight weeks of the semester. It offers Honors students a chance to meet others like themselves, to become familiar with the Honors Program, and to learn through small group discussion about college life and about planning their academic futures.
2. Each semester University Honors provides several team-taught, small, interdisciplinary seminars for freshmen and upperclass students. Led by two professors from different disciplines, the 4 credit seminars enable students to study in depth a special topic outside and beyond the regular curriculum. Past seminars have covered such areas as War in the Twentieth Century, Primatology and Human Evolution, America in the Sixties, and Plagues and Epidemics. Seminar titles appear in the official schedule of courses which is published each semester.

HON 150: Critical Issues
HON 195: Science and the Arts
HON 196: American Experience
HON 197: Ideas in Social Science
HON 294: Interdisciplinary Honors
HON 295: Interdisciplinary Honors
HON 296: Interdisciplinary Honors
HON 395-396: Interdisciplinary Honors
HON 480-483: Interdisciplinary Honors

NOTE: Students can use Honors Seminar credits to fulfill department major or college general education requirements. See the Executive Director, CAE (Old Main 230), for instructions and forms.

3. In addition to University Honors seminars, individual departments offer Honors-enriched versions of regular courses. While the prerequisites for department Honors courses vary, they normally require at least a 3.0 GPA. The prerequisites for these courses are stated in each department's course listing in the Marshall University Undergraduate Catalog.

BSC 120H: Principles of Biology I - Honors
CHM 190-191H: Honors in Chemistry
CHM 290-291H: Honors in Chemistry
CHM 390-391H: Honors in Chemistry
CMM 104H: Honors in Speech Communication
ENG 201H: English Composition - Honors

(continued)

HST 103H: The Twentieth Century World - Honors
 HST 230H: American History to 1877 - Honors
 HST 231H: American History Since 1877 - Honors
 MTH 121H: Concepts and Applications of Mathematics - Honors
 MTH 130H: College Algebra - Honors
 MTH 229H: Calculus with Analytic Geometry I - Honors
 PHL 200H: Introduction to Philosophy: Ancient Period - Honors

The **Honors Option** allows an Honors student (3.3 GPA) enrolled in a regular course to make it an Honors course and to receive Honors credit. The student and instructor, in advance of the semester in which the course is offered, arrange to do a part of the work of the course as Honors caliber. H-option instructions and forms are available in the CAE (Old Main 230).

NOTE: Many departments also offer individualized programs of study for Honors credit called Readings for Honors.

Students in the Honors Program are required to meet with the Executive Director of the Center for Academic Excellence or his/her representative for advising each semester until the program requirements have been met.

- *Graduation in University Honors:* Students who wish to become Honors Scholars in the University Honors Program must maintain a cumulative 3.3 GPA in all courses and a cumulative 3.3 GPA in Honors courses. They must be admitted to the Honors Program by filling out the Honors Program Application Form. In addition to their college and department major requirements, they must complete 24 semester hours of:

HON 101: Introduction to Honors 1 hr.

Choose 1: 4 hrs.

- HON 150: Critical Issues
- HON 195: Science and the Arts
- HON 196: The American Experience
- HON 197: Ideas in Social Science
- HON 294: Ideas in Social Science
- HON 295: Ideas in Science
- HON 296: Ideas in the Humanities

Choose 2:

- HON 395: Interdisciplinary Honors 8 hrs.
- HON 396: Interdisciplinary Honors
- HON 480: Interdisciplinary Honors
- HON 481: Interdisciplinary Honors
- HON 482: Interdisciplinary Honors
- HON 483: Interdisciplinary Honors

Any combination of Department Honors Courses, Readings for Honors, or H-Option Courses 11 hrs.

TOTAL: 24 hrs.

- *Recognition:*
 1. The official transcript will state that the University Honors Program has been successfully completed.
 2. The diploma will note graduation in University Honors.

JOHN MARSHALL SCHOLARS PROGRAM

Students accepted each year as John Marshall Scholars will receive tuition, fees, and a stipend for four years (as long as they maintain a 3.5 GPA).

Admission Requirements

Students with ACT composites of 30 or higher will be invited to apply. Recipients are selected by the Financial Aid Advisory Council. Priority is given to residents of West Virginia; Lawrence and Gallia Counties in Ohio; and Boyd, Greenup, Carter, and Lawrence Counties in Kentucky.

Program

The academic program consists of an introductory seminar, a core of interdisciplinary seminars, and course requirements of the student's major department and college.

Core Curriculum

HON 101:	Introduction to Honors	1 hr.
Choose one from:		
HON 150:	Critical Issues	4 hrs.
HON 195:	Science and the Arts	
HON 196:	American Experience	
HON 197:	Ideas in Social Science	
HON 294:	Ideas in Social Science	
HON 295:	Ideas in Science	
HON 296:	Ideas in the Humanities	
Choose one from:		
HON 395-396:	Interdisciplinary Honors	4 hrs.
HON 480-483:	Interdisciplinary Honors	
	TOTAL	9 hrs.

Other Services

The Executive Director of the CAE and the assistant director will work closely with John Marshall Scholars, aiding each student in the development of an academic program, and providing group programming and special services.

SOCIETY OF YEAGER SCHOLARS PROGRAM

The Marshall University Society of Yeager Scholars is named for United States Air Force Brigadier General (Retired) Charles E. "Chuck" Yeager, the first man to break the "sound barrier" in his historic 1947 flight of the Bell-X-1 aircraft. The purpose of the Society of Yeager Scholars is to provide an outstanding education for outstanding students. The Society desires to provide the Scholars with opportunities to expand intellectual abilities, to develop leadership potential, to become effective communicators, and to gain the skills and knowledge necessary for successful careers. The men and women accepted into the Society each year will receive tuition, fees, a textbook allowance, the use of a

personal computer while enrolled in the program, a stipend, and education-related travel expenses.

Mission

The mission of the Society of Yeager Scholars is to seek out and attract to Marshall University students with outstanding leadership potential, as demonstrated by their intellect, breadth of interests, imagination, personal drive, and commitment to excellence; provide at Marshall for those elected to the Society an environment which will enhance and develop that leadership potential; follow the Yeager Scholar after graduation, counseling and supporting the Scholar to the ultimate goal of becoming a leader with that “right stuff” who will make a difference in the world.

Academic Program

The academic program provided for Yeager Scholars consists of a number of elements:

1. A core of four interdisciplinary seminars, one each semester for the first two years. The seminars will cover communication and computers; humanities; theories of science and statistics; arts and history.
2. The development of proficiency in a modern language through a series of specially integrated courses, leading to opportunities to utilize the language in study or travel abroad.
3. Summer study program of one month at Oxford University after the sophomore year.
4. Additional courses in the natural and social sciences, and in literature, to round out the core curriculum of a Scholar’s program.
5. Independent study, guided by a mentor professor, leading to a senior project.
6. Through the core curriculum, assistance to each Yeager Scholar in developing skills in analysis, synthesis, and critical thinking. Each Scholar will be expected to demonstrate superior skills in written and oral communication. In order to remain in the Yeager Scholar program, each student must maintain a cumulative 3.5 Grade Point Average.

Core Curriculum

- ***Seminars:* there are four interdisciplinary seminars, one each semester of the first two years of study, each carries 5 credit hours for a total of 20 hours.**

YGS 161 Seminar in Communication and Computers

YGS 162 Seminar in Humanities, Texts, and Values

YGS 271 Seminar in Theories of the Natural and Social Sciences and Statistics

YGS 272 Seminar in Arts and History

- ***Language Study:* development of a proficiency in a foreign language in preparation for travel and study abroad. The purpose of the language program, therefore, is to insure that the Scholars achieve a level of competence in a foreign language high enough for them to communicate effectively and to succeed in classes at a foreign university. For those Scholars who have completed at least two years of high school foreign language instruction, and who wish to continue study in that language, a maximum of 12 hours will be required. For those Scholars who have no foreign language experience, or who decide to start another language, a maximum of 18 hours will be required.**

- **Literature:** two three credit-hour classes for a total of 6 credit hours. Each Yeager Scholar will take two literature courses to be selected with the approval of the Director or mentor. Courses will be chosen for the depth and breadth they will provide the individual student's education. They may be selected to extend a student's previous work or to fill gaps in the student's background. Not all literature courses currently offered may be used to fulfill this requirement. Permission must be obtained from the Chair of the Yeager Steering Committee.
- **Social Sciences:** six credit hours chosen from the following:
 1. History or culture course. The requirement for a history or culture course can be met by taking courses in the Department of History or by taking French 405, 406, Spanish 405, 406, German 405-406, or Classics 435, 436.
 2. One course from the following:
 - Communication Studies 303, 308, 409
 - Economics
 - Political Science
 - Psychology (201H or another)
 - Sociology-Anthropology (except SOC 108)
 - Geography 100, 203
- **Mathematics:** **Three to five credit hours** of mathematics courses as required by the college in which the Yeager Scholar is a major.

NOTE: Additional Mathematics courses may be required by the college in which the Yeager Scholar is a major.
- **Natural Sciences:** Eight to ten credit hours chosen from the following:
 - Biological Sciences
 - Geology
 - Chemistry
 - Physics

The core curriculum will total 58-66 credit hours. Some of the hours in Literature, Social and Natural Sciences may also apply to the student's major.

Advising

The Executive Director of the CAE will work closely with a mentor/advisor from each Scholar's major field in developing the program of study for each Scholar. The Director and the mentor/advisor must approve each Scholar's schedule and program of study.

PRE-LAW EDUCATION

Robert Behrman, Principal University Pre-Law Advisor

SH 743

behrman@marshall.edu

The American Bar Association does not recommend a particular major for those who wish to pursue a degree in law, and there is no specific major which law schools prefer. Students should major in something that will help them develop skills which will be valuable to them as law students and legal practitioners. Any major that will enable students to develop skills in analytical thinking and communication, especially writing, is a

good pre-law major. Regardless of the major, students should choose electives that will facilitate critical understanding of economic, political and social institutions. Because a lawyer must be able to communicate effectively, students should emphasize communicative skills. Also a knowledge of elementary accounting is desirable and highly recommended, as is a course in logic.

Prospective law school applicants should:

- consult as soon as possible, preferably during their first semester, with Dr. Behrman for further information and advice;
- register for the October (preferably) or the December administration of the Law School Admission Test (LSAT) and apply for law school admission during the fall of their senior year in college. (Full LSAT information and registration materials are in the Law School Admission Bulletin, which is available at the Marshall Department of Political Science.)

PRE-MEDICAL/PRE-DENTAL EDUCATION

Students who wish to prepare themselves for any of the professions in medicine (Chiropractic, Podiatry, Osteopathy, Medicine or Dentistry) must meet certain basic requirements. They may major in any subject. Most pre-professional students typically major in one of the sciences but it is not necessary. Most medically related postgraduate programs require a bachelor's degree that includes two years of chemistry, one year of biology, one year of math, one year of English and one year of physics.

Any student who is interested in one of the medical professions may stop by the College of Science dean's office (Science 270) and pick up a small booklet that will answer most questions. The booklet lists all requirements, a list of pre-professional advisors, pertinent phone numbers, and other valuable information.

All of the professional schools require some form of lengthy exam that tests a student's knowledge of the sciences, math, and verbal skills. Normally these exams are taken during the junior year. Information on the exams and test application packets can be picked up in Science 270.

The dean's office (Science 270) has application materials for most professional schools and can also assist in getting letters of recommendation from faculty members

REGENTS BACHELOR OF ARTS DEGREE

Prichard Hall 218/696-6400

RBA@marshall.edu

Marshall University's Regents Bachelor of Arts Degree Program (RBA) is a nontraditional program designed for the adult student. It is different from the usual baccalaureate degree plan in several respects. While the program is designed to ensure the Regents B.A. Degree student a sound educational foundation, rigid specialization requirements are not imposed; instead, with the assistance of an advisor, each applicant creates the course program that best fits individual needs. Students in the program have the opportunity to request college equivalent credit (CEC) for documented college-level learning resulting from work or life experience. All failing grades received four years or more before admission to the program are disregarded in the calculation of the GPA required for admission to the program and graduation. (NOTE: This policy does not pertain to GPA calculated for special academic recognition, such as graduating with honors.)

Admissions Criteria

Students wishing to enter the Regents B.A. Program must first be admitted to Marshall University, and have to meet the same criteria as other applicants. The following additional regulations apply:

1. Admission is open only to students at least four years out of high school. For those passing a high school equivalency test, admission must be at least four years after their class graduated from high school.
2. Students must have at least 15 credit hours from an accredited college or university.
3. Current Marshall students may be admitted to the Regents program with the permission of the coordinator and the dean or chair of the program in which they are enrolled.
4. No student may be simultaneously enrolled in the Regents program and another baccalaureate program. A student with an accredited baccalaureate degree will not be admitted to the program.

Graduation Requirements

Total Credit Hours: 128

General Education Hours: 36

Upper Division Hours: 40 (300-400 level courses or equivalent)

Grade Point Average: 2.00

Residence: 24 classroom credit hours earned at any of the schools in West Virginia's public higher education system. At least 3 credit hours must be taken at Marshall University.

Transfer Credits

In transferring credits from accredited institutions of higher learning to the Regents B.A. Degree Program, all passing grades are accepted; however, only 72 credit hours from a community college can be applied toward the degree. Transfer credits can be used to fulfill General Education requirements, the Upper Division Hour requirement, and course prerequisites.

General Education Requirements 36

The student is required to complete the minimum number of credit hours as indicated in each category below:

- I. Communications (6 hours minimum)
 - English 101, 102 or 302, or 201H
 - Communication Studies (CMM) 103, or 305, 207
 - Communication (COM) 221, 231
- II. Humanities (6 hours minimum)
 - Religious Studies - any courses
 - Classics - any courses
 - English - any literature courses
 - Modern Languages - any courses

(continued)

- Art 112 or any art history or appreciation courses
- Music 142, 250, or any music history or appreciation courses
- Philosophy - Any courses except 304
- Theatre 112
- III. Natural Sciences (6 hours minimum)
 - Chemistry - any courses
 - Physics - any courses
 - Geology - any courses
 - Geography - 101, 317, 320, 425, 429, 430
 - Biological Science - any courses
 - Integrated Science (ISC) - any courses
 - Science (SCI) - 101, 257
- IV. Social Sciences (6 hours minimum)
 - Economics - any courses
 - Geography - any courses except those counted above
 - History - any courses
 - Political Science - any courses
 - Psychology - any courses
 - Sociology - any courses
 - Anthropology - any courses
- V. Mathematical Sciences or Computer Applications (3 hours minimum)
 - Computer Science (CS) - any courses
 - Mathematics (MTH or MAT) - any course numbered 110 or above
 - Information Technology (IT) - any courses
- VI. 9 additional credit hours from any of the General Education categories.

The Regents B.A. office assists program students with all aspects of their college needs: completion of admission documents, program design, course selection and enrollment, assessment for work and life experiences, and other factors.

SOCIETY OF OUTSTANDING BLACK SCHOLARS

Maurice Cooley, Director

Memorial Student Center 1W25/696-6705

cooley@marshall.edu

The governing spirit of the Society of Outstanding Black Scholars of Marshall University is to provide an essential foundation for learning, personal growth, and academic success through active participation in planned enrichment experiences. The society aspires to support and nurture African American students in character building, leadership skills, professional maturity, and service to others. The society recognizes the uniqueness and positive attributes associated with one's ethnicity and will challenge students to achieve greater prosperity and balance for leadership in diverse and multicultural environments in today's society.

Admission Requirements

Admission to the Society of Outstanding Black Scholars is exclusive to African Americans enrolled as full time students at Marshall University.

All candidates must possess and verify the existence of an academic scholarship utilized to support his/her education at Marshall University, at the time of admission.

All candidates must participate in an interview with the director of the society to chiefly determine the student's level of interest in the society, evaluate the student's personal and academic goals, and to address whether the student's goals and interest are compatible with activities and functions set aside for members of the society.

Unless his/her scholarship stipulates otherwise, the minimum GPA for admission to the Society is 3.0 for currently enrolled students as well as for entering freshmen.

Compliance Requirements

In order to remain in good standing each student must maintain his or her scholarship. Membership in the society will be terminated if the student's scholarship is terminated. (If one's scholarship is terminated merely due to the lack of available scholarship funding, the 3.0 Overall GPA and attendance rule will apply. In such cases, the director may allow a grace period for students to upgrade their overall GPA's to meet minimum standards for continued membership.)

In order to remain in good standing, each student must attend 70% of scheduled activities, unless excused by the director. Reasons that may prohibit attendance may include: conflicts with work schedule; conflicts with exams or exam preparations; attending class; illness; out of town; and other similar reasons. Students who are unable to attend planned functions must contact the director by phone, e-mail, or person to person to present the details concerning his/her inability to attend. Planned functions include an annual Student Lecture Series, educational travel, special receptions, special presentations, art and culture outings, and a variety of enrichment experiences.

All members of the society are required to assist in planning and/or implementation of the Outstanding Black High School Students' Weekend in November of each year under the direction of the Center for African American Students' Programs.

WOMEN'S STUDIES MINOR

Old Main 357/696-3643

www.marshall.edu/womenstu

Marshall University offers a minor in Women's Studies. It consists of 12 credit hours in courses designated as Women's Studies Courses, including regularly offered courses as well as other popular special topic courses.

The program has the following major objectives:

- to understand the unique contributions of women of all races, sexual orientations, and classes in a global context.
- to complement the existing curriculum where systematic attention to women's experiences and contributions is needed.
- to encourage students to understand the subjective, gender and culture-specific nature of their values, beliefs and customs, and those of others.
- to understand the historical and contemporary social mechanisms that promote or limit women's development as full participants in society.
- to use gender- and culture-inclusive language in written and oral communication, and understand language as a means of liberation or discrimination.
- to promote the equitable treatment of all members of society.

(continued)

Women's Studies Courses

Note that all courses below, except WS 101, are approved for certain instructors only. Check with the Director of Women's Studies before registering for an updated list of approved Women's Studies courses.

ART 404: Iconography of Mary
CL 231: Women in Ancient Literature
CL 460: Ancient Goddesses
CMM 480: Gender and Communication
EDF 431: Gender and Education
ENG 432: Women Writers
ENG 414: 19th Century British Novel
ENG 421: American Literature to 1830
ENG 480: Special Topics: Victorian Women Writers
ENG 482: Special Topics: Feminist Theory and Criticism
GEO 480: Geography and Gender
HST 250: Women in US History
JMC 455: Women, Minorities, and Media
PHL 340: Philosophy of Sexual Orientation and Gender
PHL 363: Philosophy of Feminism
PSY 330: Human Sexual Behavior
PSY 480: Special Topics: Gender and Work
SOC 455: Sociology of Sex and Gender
WS 101: Introduction to Women's Studies
WS 480: Special Topics: Theory and Practice of Women's Activism
WS 480-483: Special Topics in Women's Studies
WS 485-488: Independent Study in Women's Studies



Learning Opportunities and Resources

ACADEMIC ADVISING CENTER

Community and Technical College Building Lower Level/696-3169

www.marshall.edu/uc

The Academic Advising Center brings together three important academic support services. Through these three units, the center provides students with free programs and services to help them succeed in college and beyond. The center offers a supportive atmosphere in which students can obtain individualized tutoring in a variety of subjects as well as help with writing assignments. The Academic Advising Center staff is always available to answer questions, provide materials and generally guide students to academic success. The center also serves as a clearinghouse of information about the various academic opportunities at Marshall.

- *Advising Center:* The staff of the Advising Center helps students who are Undecided in their major to develop an appropriate schedule at course registration times.
- *Tutoring Services:* Students who are struggling in a class, or know they will be struggling soon, can get help by signing up for a Peer Tutor. Tutors are Marshall students who have demonstrated expertise in their subject areas. Tutors will meet with students individually, work with them at their own pace and give help in the specific areas students need most. The student and his/her tutor will decide when to meet and every attempt will be made to work around the student's schedule. To sign up for a tutor, come by the Academic Advising Center to fill out an application form.

Drop-in tutors are also available. These tutors have preset days and hours. No appointment is necessary to see a drop-in tutor; however, several students may be working with the same tutor at once. To check the available drop-in schedule, visit www.marshall.edu/uc.

- *Writing Center Tutors:* The Writing Center provides free writing consultation to students. Students can drop in without an appointment to receive help with writing, but a "draft copy" is necessary. The Writing Center tutoring staff, which consists of English graduate students and undergraduate peer tutors of all majors, can help students through the entire writing process, from discussing initial ideas to revising and editing their work. (See also **Writing Center**.)

CAREER SERVICES CENTER

Valerie Bernard, Director

Fifth Avenue and 17th Street/696-JOBS (5627)

career-services@marshall.edu

www.marshall.edu/career-services

The Career Services Center assists students in all phases of career development and job placement. Whether you are an entering freshman trying to choose a major or a graduating senior seeking an entry-level job, the center's staff of trained career professionals can help prepare you to succeed in today's dynamic workplace.

The services include:

Career Counseling and Testing – The center offers career planning assistance, both individual and/or computer-based. This service is especially helpful for students who are undecided or who are in doubt about their major.

Part-Time and Summer Jobs – The center operates a comprehensive student jobs program to help students who need to work while in school in order to help pay college expenses, or who desire “hands-on” experience.

Credential File Service – Seniors and alumni may establish a credential file (reference letters, resumes, transcripts, etc.) with the center. The credential file is used to provide information to employers seeking job candidates.

Internships - The center works in conjunction with colleges to assist their students in procuring internships. All students can avail themselves of this service and are strongly encouraged to do so.

Resume Development - Experienced staff will assist in preparing effective and professional resumes. The center provides computers and laser printers for resume preparation.

Interview Skills Seminars – Mock interviews, videos, and individual interview assistance help students gain confidence and find success in employment interviews.

Career and Job Fairs – The center sponsors five major job fairs each year: business, education, health and social services, part-time jobs, and community college. Contact the Career Office for more information.

On-Campus Recruiting – The center hosts visiting employers interested in hiring Marshall University graduates. Local, regional, national, and global companies visit campus each year to conduct employment interviews.

Computerized Job Matching – When employers contact the Center seeking job applicants, our computer program matches qualified candidates with the job opening.

Job Board – The center posts available jobs on a job bulletin board located in the Center.

Web site – www.marshall.edu/career-services provides information concerning all career-related services available to students, including job bank links, on-line registration, recruiting calendar, job fairs, and much more.

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CENTER FOR AFRICAN AMERICAN STUDENTS' PROGRAMS

Maurice Cooley, Director

Memorial Student Center 1W25/696-6705

cooley@marshall.edu

www.marshall.edu/caas

The Center for African American Students' Programs (CAASP), in the Division of Multicultural Affairs, is designed to provide support, interventions, and enrichment programming for the purpose of enhancing academic and personal growth for African American students. The CAASP believes that it is essential to offer individualized, as well as collective relationships with African American students to assure a comprehensive means of addressing critical issues relevant to success as a university student. The CAASP also believes that commitment to excellence, proper nurturance and individualized attention concerning each unique student's most critical academic and personal issues are essential to a well rounded and successful education.

The CAASP is centrally located on center campus and offers an environment conducive for social milieu as well as confidential exchanges and personal coaching services. Here each student can receive assistance for problem solving, crisis management, information and referral, university and community linking services, advocacy, academic planning, employment guidance, and general student support. The CAASP also provides direction for student leadership and organizational membership, as well as oversight for Black United Students (B.U.S.) organization. B.U.S. provides students with an opportunity to establish leadership skills as well as planning and involvement in offering many programs and social experiences for students throughout the year. All interested African American students are encouraged to participate in B.U.S. membership and/or attend sponsored activities.

To meet the intellectual and social needs of students, the CAASP offers a variety of events and programming each year. The past year's events have included the following, and similar offerings will be provided each successive year.

Welcome Back Block Party sponsored by B.U.S.

"Harambee," an informal reception and welcome to campus (September)

Professional Comedy Act (Alfred and Seymour)

Brown vs. Board of Education (Series of workshops, panel discussions and videos)

Homecoming Game with B.U.S.

Martin Luther King Symposium, Traditional March, and Memorial Service

Harvest of Dreams, African American Poetry and Prose

Annual Soul Food Feast

Brain Storm!!! African American History Trivia Game Show

Annual Marshall University Diversity Breakfast

Annual Women of Color Day Celebration

Donning of Kente Celebration of Achievement

Black United Students' End of the Year Barbeque

Musical Lecture Series

To stimulate student intellectual growth and to broaden one's knowledge of the world in which we live, the CAASP offers an annual ***Student Lecture Series***. The following lectures were presented during the past year, with similar offerings planned each school year.

Indigenous Knowledge Systems of Africa

Effective Financial Management Strategies

Traditional African Religions and Effects on African American & American Culture
Everything You Need to Know About Financial Aid

CENTER FOR ENVIRONMENTAL, GEOTECHNICAL, AND APPLIED SCIENCES

112 Gullickson Hall/696-4748

cegas@marshall.edu

www.marshall.edu/cegas

The Center for Environmental, Geotechnical, and Applied Sciences was established in May 1993 through the cooperative effort of the presidents of Marshall University and West Virginia Graduate College (now the Marshall University Graduate College). The goal of the center is to forge close working relationships among the business community, higher education institutions, and government agencies, in technology related endeavors. The center has been involved since its inception with educational offerings, research, service, and long-term planning for regional development.

CENTER FOR INSTRUCTIONAL TECHNOLOGY

Matt Christian, Director

435B Drinko Library/696-7121

cit@marshall.edu

www.marshall.edu/cit

See listing under *Distributed Education*.

CHILD DEVELOPMENT ACADEMY

22nd Street and Fifth Avenue/696-6478

Mary Jo Graham, President of CDA Board of Directors

graham@marshall.edu

www.marshall.edu/coe/childdevelopment/

The Child Development Academy at Marshall University provides child care services to children of Marshall University students, faculty, staff and the greater community. It serves as a location for Marshall University undergraduate and graduate students participating in various clinical experiences as part of their academic program. The programs currently placing university students at the Child Development Academy are Early Education, Psychology, and Communication Disorders. The facility was opened in August of 1999 and the construction was a joint venture of Marshall University and the City of Huntington.

COMPUTING SERVICES

Arnold R. Miller

Executive Director, Computing Services and

Asst. Vice President of Information Technology

307 Drinko Library/696-2677

computing@marshall.edu

www.marshall.edu/ucs

The Marshall University Computing Services (UCS) administrative offices and the Help Desk are located on the fourth floor of the Drinko Library on the Huntington

Campus and the second floor of the Administration Building in South Charleston. The mission of Computing Services is to “provide and facilitate quality computing, networking, and information services for the students, faculty, and staff of Marshall University in support of instruction, research, administration, and economic development, and community service needs.”

Online Support

The UCS Web site is where students and staff can find the most up-to-date information and exists to provide information, facilitate communications with our customers, and provide a secure source for downloading software such as the free anti-virus software which the University licenses for all users, and other software. Go there and get yours now at www.marshall.edu/ucs.

Computing Facilities

UCS manages a number of computing facilities that provide access to MUnet-connected workstations for the campus community. UCS managed public computers, including those in the UCS 24-Hour Study Center, will always have the latest versions of software available. University Computing Facilities are currently available in Corbly Hall, Harris Hall, Smith Hall, Gullickson Hall, the Drinko Library and Information Center in Huntington; and in the administration and academic buildings in South Charleston. All University Computing Facilities provide printing and scanning facilities. Other specialized facilities are available at selected sites.

Computer Accounts

As a Marshall student you are automatically entitled to a computer account on MUnet at no extra cost. Students attending Orientation are provided their MUnet account usernames and passwords. Students may also receive their MUnet usernames and passwords by following these steps:

- Take your Marshall University ID to the UCS 24-Hour Study Center or the UCS Front Desk (both are located in the Drinko Library and Information Center), or the South Charleston Computing Services office
- Tell one of the assistants that you would like your Computer Account
- The assistant will print an account sheet that contains details about your MUnet Account, which will consist of your last name followed by a number [e.g., Smith12, Jones1, or Henderson1 (the first account assigned to a student with the last name of Henderson)]. The pre-assigned user-id and password contained on the account sheet will give you access to everything you need to make full use of the campus network and the Internet.

Computing Services Technical Assistance Line (“Help Desk”)

UCS provides a Help Desk for MUnet account holders, which is available by calling one of the numbers below:

(304) 696-3200 in the Huntington calling area

(304) 746-1969 in the Charleston calling area

(877) 689-8638 toll-free outside the Huntington/Charleston calling areas

MUnet account holders can also request assistance via e-mail by sending the request to helpdesk@marshall.edu. The Help Desk hours of operation are typically from 8am until 9pm Monday through Friday with a technician usually available on weekends on an “on-call” basis. The most current information on operating hours can always be found at www.marshall.edu/ucs/cs/helpdesk/default.asp.

Internet Access Off Campus

University Computing Services, in conjunction with WVNET (the West Virginia Network for Educational Telecommuting), also sponsors dial-up Internet service with toll-free (in-state) and/or local dial access in the entire state. There is a charge for this service. The service is managed jointly by Marshall University and WVNET and is available to all students. For information call the Help Desk at one of the numbers above.

MUnet

MUnet is a fiberoptic Gigabit Ethernet and ATM-based network providing ethernet connections to every campus building, to residence hall rooms, and to most campus computing labs, meeting rooms, office desktops, and classrooms. Currently, every faculty member has network access via a desktop computer. MUnet is linked to the Internet via high-speed digital ATM service. A number of classrooms also support networked labs and two-way video capabilities. MUnet can also be accessed from off campus through free virtual private networking (VPN) software available on the UCS web site at www.marshall.edu/ucs. The same VPN software allows users to connect to the MUWireless network when on campus in the vicinity of a wireless network access point.

Servers and Systems

Central timeshare and server facilities include more than 150 servers and systems a mix of processors running Open VMS and Digital UNIX, Microsoft Window and Linux. These systems provide timeshare, file, print, database, CD-ROM, mail, Library, and web services personal computers and workstations. A wide variety of software products is available to MUnet users including administrative software based on SCT Corporation's BANNER products, office automation products (word processors, spreadsheets, electronic mail, document production, electronic filing, calendar/ time management, and other groupware functions), computer instruction, programming languages, query/ data base packages, CD-ROM databases, presentation products, courseware delivery, and electronic publishing packages.

DISTRIBUTED EDUCATION

David Johnson, Executive Director
220 Communication Building/696-6474
www.marshall.edu/it/det/

Marshall University offers educational opportunities for students through a variety of technological means, including online classes, interactive video, satellite, and public television. An excellent alternative for students that live far from the university or have busy schedules, distributed education enables Marshall University to offer graduate and undergraduate classes by fully interactive video connections at locations throughout southern West Virginia and self-paced Internet courses that can be taken at home. Distributed Education Technology, made up of the Center for Instructional Technology and Instructional Television and Video Services, supports Marshall's distributed education activities by providing professional development, media development, and technical support.

Center for Instructional Technology

The Marshall University Center for Instructional Technology (CIT) was created to bring information technology to bear on the educational mission of the university by providing support for faculty in designing courseware, in using technology-enhanced classrooms, and in applying computer-

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based communication to extend classroom discussion. It represents a comprehensive and collaborative model for instructional innovation on Marshall University campuses.

- Through training, support, and a commitment to excellence, CIT fosters and nurtures continual learning and innovative ideas to enhance the quality of education for a diverse population.

- CIT provides leadership, training, and resources for faculty and adjunct development and instructional design and instructional technology through one-on-one consultation, faculty development workshops, and by providing state-of-the-art technological resources in the faculty development

suites, located on both the South Charleston and Huntington campuses. CIT also assists faculty and adjuncts in CD-ROM or web-based development, assists in the development of new or revised instructional materials, and provides assistance in the areas of multimedia and digital content production.

Instructional Television and Video Services

The ITVS staff of professionals can assist faculty in the design, development, production, and evaluation of a wide range of video materials for instruction. ITVS provides a wide variety of media services to both the university and to local business groups. The department continues to explore new possibilities in order to support the university with advanced technological functions well into the future.

ITVS Services include:

- Delivery of interactive Distance Education courses
- Training videos
- Television commercials and Public Service Announcements
- Satellite uplinks and downlinks
- Video teleconferencing
- Digital video and Webcasting
- Digital editing
- DVD/CD-ROM creation
- Production of instructional modules
- Video and radio equipment maintenance
- Media engineering services
- Video taping and duplication
- Location shoots
- Post-production editing/packaging
- Technical support facilities for university broadcast media and special projects

DRINKO ACADEMY

Alan Gould, Executive Director

Old Main 211/696-3183

drinko@marshall.edu

www.marshall.edu/drinko/

The John Deaver Drinko Academy is devoted to enhancing public understanding of American institutions and the responsibilities of citizens to their society, particularly our sense of shared values and common purpose. The efforts of the Center are designed to counteract the erosion of our civil culture, evident in the steady decline of citizens'

participation in voting and jury duty, despite an expansion of the franchise in the 20th Century and federal laws protecting voting rights. The Center is named for Dr. John Deaver Drinko, a 1942 Marshall graduate and senior managing partner of Baker & Hostetler, one of the nation's largest law firms. He and his wife, Elizabeth Gibson Drinko, have been long-time significant supporters of academic programs at Marshall.

The heart of the Drinko Center is a core of several distinguished visiting professors who are given a great deal of latitude to create courses and engage in other educational and scholarly activities that address the mission of the Drinko Center. Along with the Distinguished Visiting Professors, faculty from various departments are appointed on a rotating basis as Drinko Academy Fellows.

HIGHER EDUCATION FOR LEARNING PROBLEMS (H.E.L.P.)

Barbara Guyer, Director

Myers Hall/696-6317

help@marshall.edu

www.marshall.edu/help/

Higher Education for Learning Problems (H.E.L.P.) Program was established in 1981. H.E.L.P. provides qualified college students who have Learning Disabilities and/or Attention Deficit Disorder (ADD) the rights they are guaranteed under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The program offers these services:

- Assessment to determine presence of LD and/or ADD.
- Tutoring by Graduate Assistants in coursework, note-taking, study skills, organization and memory improvement.
- Remediation in reading, math, spelling, and written language skills by Learning Disabilities Specialists.
- Liaison among professors, H.E.L.P., and students.
- Arrangement for accommodations in testing.
- Counseling for problems with self esteem and severe test anxiety.

Application to H.E.L.P. must be made separately from application to the university and should be completed no fewer than six months in advance.

HONORARY SOCIETIES

The following honorary and professional societies maintain active chapters on the Marshall campus. For contact information, call the Office of Student Organizations at 696-2283.

Alpha Delta Sigma (advertising)
Alpha Epsilon Delta (pre-medicine)
Alpha Epsilon Rho (broadcasting)
Alpha Kappa Delta (sociology)
Alpha Phi Sigma (criminal justice)
Alpha Psi Omega (theater)
Delta Epsilon Chi (marketing education)
Delta Omicron (music)
Eta Sigma Phi (Classics)

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Gamma Beta Phi (honor, service)
Gamma Theta Upsilon (geography)
Kappa Delta Pi (education)
Kappa Kappa Psi (band)
Kappa Omicron Nu (family and consumer science)
Kappa Omicron Phi (home economics)
Lambda Alpha Epsilon (criminal justice)
Lambda Pi Eta (communication studies)
Omicron Delta Epsilon (economics)
Omicron Delta Kappa (leadership, scholarship)
Phi Alpha Theta (history)
Phi Eta Sigma (national freshman honorary)
Pi Kappa Delta (forensics)
Phi Theta Kappa (Community and Technical college)
Pi Mu Epsilon (mathematics)
Pi Omega Pi (office technology)
Pi Sigma Alpha (political science)
Psi Chi (psychology)
Scabbard and Blade (military science)
Sigma Delta Pi (Spanish)
Sigma Theta Tau (Nursing)
Sigma Tau Delta (English)
Upsilon Pi Epsilon (computer science)

HONORS PROGRAM

A description of the Honors Program may be found in the section on the Center for Academic Excellence in “Special Programs.”

INFORMATION TECHNOLOGY OFFICE

Jan I. Fox, Vice President
305 Drinko Library/696-6706
it@marshall.edu
www.marshall.edu/it

The Marshall University Information Technology Office is located in the third floor administrative suite of the Drinko Library. Information technology is committed to improve the efficiency and effectiveness of every aspect of technology throughout Marshall University by promoting and supporting Information Technology applications as a means of enhancing teaching/learning and administrative operations. The IT Office integrates instructional technology, web delivery methods, distance education, library and computing resources for all Marshall University campuses and leads the development of an integrated information technology environment. By actively aiding and enhancing the academic and support activities of the University, IT delivers support and services that help faculty, staff, and students achieve Marshall University technology goals.

INSTRUCTIONAL TELEVISION AND VIDEO SERVICES

Adrian Lawson, General Manager
Communications Building 219/696-3150
ITVS@marshall.edu
www.marshall.edu/itvs

See entry under *Distributed Education*.

JUDICIAL AFFAIRS

2W38 Memorial Student Center/696-2495
barkerp@marshall.edu
www.marshall.edu/judicial-affairs/

For Marshall University to function effectively as an educational institution, students must assume full responsibility for their actions and behavior. Students are expected to respect the rights of others, to respect public and private property, and to obey constituted authority. A student's admission to the university constitutes acceptance of these responsibilities and standards. Failure to adhere to the policies and conduct regulations of the university places the student in violation of the Marshall University Code of Student Rights and Responsibilities and may, therefore, subject the student to disciplinary action. All admitted students are subject to the code at all times while on or about university-owned property, or at university-sponsored events. Anyone may refer a student or student organization suspected of violating the Code of Student Rights and Responsibilities to the Office of Judicial Affairs. The *Student Code of Conduct*, *Student Academic Rights and Responsibilities*, and the judicial processes are available in the *Student Handbook*, published by the Department of Student Affairs.

LIBRARIES

Drinko Library
University Libraries
Barbara Winters, Dean
library@marshall.edu
www.marshall.edu/library

The Marshall University Library System consists of the John Deaver Drinko Library, the James E. Morrow Library, the Health Science Library at the Cabell-Huntington Hospital, the Music Library in Smith Music Hall, the Hoback Chemistry Library in the Science Building, and the Marshall University Graduate College Library in South Charleston. Together, the University Libraries' holdings support teaching and research needs, with 430,000 volumes (including audiovisual materials) and access to more than 20,000 periodical titles.

Students may use books, monographs, periodicals, documents, CD-ROMS, videocassettes, sound recordings, electronic journals, online reference materials and microforms. Access to electronic resources is done via the University Libraries' web pages. Each library operates as part of the university system and provides unique service to the clientele and programs with which it is associated. The libraries play an essential role in the educational and research activities of the individual university programs. Using the library as a gateway, students have access to the tools to search multiple resources and obtain

materials from a variety of sources. A dynamic interlibrary loan and document delivery program provides materials from other libraries in electronic or print form, often in a matter of days. Courier services also enhance turnaround time and overcome geographical limitations.

The John Deaver Drinko Library houses more than 138,000 volumes, current subscriptions, a 24-hour computer lab, multimedia presentation facilities, an assistive technology center for the visually impaired, faculty and student instructional technology rooms, and a fully wired auditorium. Circulation, Reference, and Media are located in the Drinko Library, with extensive collections and a team of qualified personnel. The Drinko Library is a state-of-the-art facility which also houses University Computing Services and University Telecommunications.

The James E. Morrow Library, situated between Smith Hall and the Science Building, houses Special Collections, Government Documents, and shelving for approximately 275,000 volumes. Special Collections features the University archives, West Virginia Collection of state and regional materials, and the distinctive Hoffman and Blake collections. Government Documents, a federal depository collection, contains more than 1.1 million items and provides materials in electronic, microform, and paper formats.

The Health Science Library, specializing in medical resources for the schools of medicine and nursing, maintains a current collection of medical monographs, periodicals and electronic resources. Staff provide a variety of document delivery services and searches on medical-related databases. The library is located in the Robert C. Byrd Center for Rural Health, next to the Cabell-Huntington Hospital on Hal Greer Boulevard.

The Music Library, supporting the instruction and research needs of the Music Department, includes more than 15,800 sound recordings (tape, LP, and CD formats), 13,000 scores, music education materials, the electronic version of the *Grove Dictionary of Music and Musicians*, and a sizeable reference collection. The library is in 115 Smith Music Hall.

The Hoback Chemistry Library, consisting of chemistry journals and monographs, is accessible to students and faculty in the Chemistry Department in the Science Building. Maintained by a chemistry faculty member, access is by arrangement only and handled by department personnel (696-2430).

The Graduate College Library in South Charleston, located in the Robert C. Byrd Academic and Technology Center, contains 7,400 books and 240 current journal subscriptions, with online access to over 20,000 periodical titles. There are nine public computer terminals where users can access the integrated Marshall library catalog, bibliographic and full-text-journal databases, and the wide range of other resources available over the Internet. Because of the Marshall University Graduate College's commitment to support students in distant locations, some non-traditional services are offered. These services include mailing books and journal articles to students, and sending articles electronically when possible. These services are available to currently enrolled Marshall University Graduate College students. For details, contact the MUGC library or go to the MUGC library's home page. Items held in the libraries on the Huntington campus can be retrieved through a daily courier service and by the electronic transmission of journal articles between the sites. Traditional interlibrary loan services are also available.

MULTICULTURAL AFFAIRS

Betty Jane Cleckley, Vice President

Old Main 111 / 696-4677

mcip@marshall.edu

www.marshall.edu/mcip

Since its inception in 1989, the Marshall University Division for Multicultural Affairs continues to promote a campus environment that engenders the value of a pluralistic, multicultural society dedicated to diversity and social justice. The Division works to broaden the intellectual horizons of students, faculty, and staff with innovative programs that encourage cross-cultural communication and explore a vast array of multicultural issues.

The cultivation of a diverse campus community is one of the primary goals of the division. Multicultural Affairs is committed to the promotion of educational opportunities for minority students through various scholarships, and seeks to diversify the faculty, administration, and staff with members from traditionally underrepresented racial and ethnic groups. Through its support of minorities and multicultural initiatives, the Division plants a garden of diversity that nourishes the intellectual well-being of the entire Marshall community.

Goals of the Division for Multicultural Affairs

To fulfill its mission to promote multiculturalism and diversity at Marshall University and throughout the surrounding region, Multicultural Affairs dedicates itself to the following goals:

1. Create and maintain a campus environment that engenders the value of a pluralistic, multicultural society that transcends the social barriers of old in order to promote cross-cultural understanding and interracial harmony
2. Broaden the intellectual horizons of students by introducing innovative programs and curricula that delve into multicultural issues
3. Increase the number of undergraduate and graduate students from traditionally underrepresented groups by enhancing scholarship opportunities for minorities
4. Recruit and retain an increasing number of faculty, staff, and administrative members from traditionally underrepresented racial and ethnic groups
5. Promote minority involvement in institutional governance, including college and departmental committees
6. Ensure that the fundamental principles of social justice are realized by working with colleges and academic departments throughout the institution to carry out comprehensive social justice plans that enhance diversity and promote equality.

The Division for Multicultural Affairs

The Division for Multicultural Affairs is divided into two main departments: the Office for Multicultural Affairs and the Center for African American Students' Programs. Multicultural Affairs is the primary administrative office for the entire division. Each department is further broken down into individual units responsible for a host of programs and initiatives that contribute toward the Division's primary objectives.

Multicultural Affairs is responsible for the development of a viable, interactive multicultural community on campus through policies, programs, workshops, seminars, and

grants. As Marshall University's primary instrument for effecting diversity awareness and social justice on campus, the office provides many indispensable services, and advises campus divisions and organizations on multicultural issues. The office also administers multicultural scholarships for undergraduate students and assistantship programs at the graduate level.

Programs and Initiatives

Center for African American Students' Programs

Please see separate section.

Commission on Multiculturalism

The Commission on Multiculturalism (COM) was established in 1990 to explore issues of diversity and develop comprehensive strategies for fostering a multicultural university community founded upon inter-racial communication and mutual understanding. Chaired by Dr. Betty Jane Cleckley, the COM is composed of representatives from various university constituencies, including faculty, students, staff, alumni, and community representatives. The COM is divided into four subcommittees dedicated to the concerns of women, the disabled, racial/cultural/ethnic groups, and lesbian, gay, and bisexual issues, respectively.

The Annual Dr. Martin Luther King, Jr. Symposium

The annual Dr. Martin Luther King, Jr. Symposium was first established by the office in 1994 as an opportunity for Marshall University and the Tri-State community to reaffirm Dr. King's dream of an America where principles of social justice and racial equality reign supreme over the archaic attitudes of intolerance and hate. The symposium recognizes the life and legacy of the late civil rights leader and social justice advocate through roundtable discussions and forums, a traditional march, a series of youth leadership events, and a memorial service. The symposium also features an Awards Competition where students at the undergraduate, high school, middle school, and elementary school levels submit the best original artistic, literary, or musical project on "The Life and Vision" of Dr. King. Students may submit an original work of art (a painting, drawing, montage, computer graphic, or videotape); a video or audio tape of an original musical composition; or an original essay, poem, short story, or one-act play. Each winner is recognized at the symposium memorial service and receives a monetary award.

Multicultural/Social Justice Projects

Multicultural/Social Justice Projects provide opportunities for faculty, staff and student organizations to help develop Marshall University as a multicultural campus community. Since 1990, the Division has funded projects in research, curriculum development, seminars, workshops, conferences and visiting professorships. The common theme of these projects is to promote intercultural understanding, pluralism and diversity awareness throughout the Marshall community.

Multicultural Scholarships

The Office for Multicultural Affairs is responsible for fourteen multicultural scholarships designed to provide students from traditionally underrepresented racial and ethnic groups with an opportunity to gain an education at Marshall. The scholarships cover students in a range of academic disciplines across campus, and many provide tuition and/or stipends for awardees.

The Harmony Institute

As the world continues to evolve toward globalism, Multicultural Affairs will continue to change in step. The future of the Division is filled with exhilarating opportunities to expand its reach out into the community. Among these opportunities is the Harmony Institute at Marshall University. The Harmony Institute was designed to actively promote an understanding of, as well as an appreciation for, diversity, cultural differences and multiculturalism on the Marshall University campus and throughout the surrounding communities. Since 1997, the Institute has been at the forefront of the debate over multiculturalism and diversity related issues in the daily lives of Marshall University students, their West Virginian neighbors, and their fellow Americans. Contributing to the diversity awareness of all peoples within the state, the Harmony Institute has the potential to lead the charge toward an enlightened West Virginia for the 21st century, a West Virginia willing to march forth and weave itself into the ever changing tapestry of America's multicultural heritage.

NATIONAL STUDENT EXCHANGE

Old Main 230/696-2476

cae@marshall.edu

The National Student Exchange is a consortium of four-year colleges and universities in the United States, its territories and two universities in Canada which have joined together for the purpose of exchanging students. The NSE is the only program of its kind in the country and serves as a national resource for inter-institutional study throughout the United States. NSE offers study opportunities at diverse university settings and provides access to a wide array of courses and programs; field experiences, co-op, and internship options; and resident assistant, honors, and study abroad opportunities. The program features a tuition reciprocity system which allows students to attend their host institution by paying either the in-state tuition/fees of their host institution or the normal tuition/fees of their home campus.

Work completed while on exchange at the host campus is brought back to the home institution and credited to the student's degree program. Students may choose a semester or year exchange. The deadline for application is March 1 of every year. Application information is available in the Center for Academic Excellence.

ORIENTATION

Sabrina Simpson, Coordinator

Old Main 119/696-2354; (1-800-438-5392)

simpson@marshall.edu

New Student Orientation Programs are conducted during the summer and immediately preceding the fall, spring, and summer terms to help freshmen, transfer students, and their parents learn more about Marshall and meet students, staff, faculty, and administrators. During the Orientation programs, students and parents will learn about campus services, extracurricular activities, and community life. Most important, new students will meet with an academic advisor, plan their course schedules, and register for classes. All newly admitted students will automatically receive an Orientation reservation form. All students are expected to attend this important first step into college life at Marshall University.

PSYCHOLOGY CLINIC

Joe Wyatt, Director

Harris Hall 449/ 696-2772

psychology@marshall.edu

www.marshall.edu/Psych/Clinic/Homepage.html

The Marshall University Psychology Clinic has been established by the Department of Psychology to serve as a training facility for advanced graduate students enrolled in the clinical psychology program at the university and to provide high quality, low cost, confidential psychological services to individuals on the campus and from the local community. The student clinicians are graduate students in the Marshall University Clinical Psychology Master of Arts program. Student clinicians provide services under the supervision of qualified clinical faculty selected by the Department of Psychology to fulfill supervisory and teaching functions. A variety of services is offered by the clinic. These include individual psychotherapy, psychological assessment, group psychotherapy, as well as educational workshops and other events. Some faculty also provide services. Although the clinic is not a for-profit venture, nominal fees are charged for services.

PUBLIC SERVICE INTERNSHIP

Cheryl Brown, Political Science

Smith Hall 780/696-3598

brownca@marshall.edu

The Public Service Internship Program places qualified students in state government agencies for an off campus learning period of one semester. Students enrolled in this program work a forty hour week with an executive agency in a supervised intern program. They also attend a weekly seminar conducted by the state program coordinator and have a directed studies program conducted by their major department at Marshall. Participants must be full time Juniors or Seniors. They also must have the approval of their department chairperson and the university selection committee. The state program coordinator makes the final placement. Students receive 12 hours of academic credit and an educational stipend for their participation in the program. Academic credit for the program is offered in these courses:

488	Directed Studies	3 hours
489	Seminar in Public Service	3 hours
490	Public Service Internship	6 hours

All courses must be taken in order to receive credit. Students interested in this program should contact the Department of Political Science early in the semester preceding the one in which they wish to participate.

SCHOOL OF EXTENDED EDUCATION

Donovan Combs, Dean

Prichard Hall 224/696-4723; 1-800-696-4723

see@marshall.edu

www.marshall.edu/see

The School of Extended Education (SEE) was established in 1993 to help:

- adult students (see Regents B.A. Degree program under separate listing);
- students who live beyond normal commuting distances from campus in order to gain access to college courses;

- military personnel throughout the state (*seemilitary@marshall.edu*; 304/696-4723);
- high school students who meet specific requirements to take college courses in their high school before graduation, in order to begin college; (*campbelp@marshall.edu*; 304/696-6649);
- SEE provides evening office hours to 6:30 p.m. Monday through Thursday, as well as courses taught via telecommunications, evening and weekend courses, programs with accelerated schedules, and off-campus courses. Currently, SEE maintains off-campus centers at these sites:
 - Mid-Ohio Valley Center, Point Pleasant (304) 674-7200; *movc@marshall.edu*
 - Southern Mountain Center (on Southern West Virginia Community and Technical College campuses-Logan and Williamson) (304) 696-6387; *combsd@marshall.edu*
 - Teays Valley Regional Center, Teays Valley (304) 757-7223; *prisk@marshall.edu*

SPEECH AND HEARING CENTER

Beverly Miller, Director

Smith Hall 143/696-3640

commdis@marshall.edu

www.marshall.edu/commdis/mushc

The Department of Communication Disorders in the College of Health Professions operates the Speech and Hearing Center which provides quality evaluation and treatment services for people of all ages with speech and hearing problems. The center also provides special training for individuals who would like assistance with dialect change. Services are available for Marshall students, faculty and staff, and the general public and reduced fees are available. For scheduling call the number above.

STUDENT AFFAIRS

Stephen Hensley, Dean of Student Affairs

2W40B Memorial Student Center/696-6422

student-affairs@marshall.edu

www.marshall.edu/student-affairs

Student Activities

The student as a planner, participant, leader, and presenter is best exemplified in the area called Student Affairs. Staff strives to create environments for students where they can practice leadership skills and responsible citizenship, clarify their values, and generally become full participants in the learning process. Staff provides advising, leadership development, support services in a variety of settings including but not limited to student social-cultural events, student governance, fraternities and sororities, legal aid, judicial affairs, and off-campus and commuting students.

The various units within the dean's office are:

1. Student Activities
2. Recognized Student Organizations
3. Judicial Affairs

(continued)

4. Student Governance
5. Student Legal Aid
6. Greek Affairs (fraternities and sororities)
7. Student leadership and volunteer activities

Student Development

The Student Development Center is best described as the educational support service area of the Division of Student Affairs. Its major goal is to enhance and support a student's personal and academic development. This assistance is accomplished through developmental, remedial, and preventive programs, activities, services which include, but are not limited to personal and social counseling; educational and career counseling; study skills development; tutorial services; health education; returning students and disabled student services.

All units of the Student Development Center are located on the first floor of Prichard Hall (696-3111):

1. Counseling Services: assists students in the resolution of personal or emotional concerns; the center is staffed by mental health professionals and provides comprehensive services; call 696-3111 for information.
2. Women and Returning Students Programs, 696-3112
3. Student Health Education/Substance Abuse Prevention, 696-4800
4. Disabled Student Services, 696-2271

Student Health Service

The Student Health Service (SHS) is located at the Marshall Medical Center at Cabell-Huntington Hospital. The SHS is designed to treat acute illnesses, although treatment of chronic conditions is available on a limited basis. Services are delivered by the Department of Family and Community Medicine, a division of the School of Medicine. Operating hours are from 8 a.m.-4:30 p.m., and it is closed Saturdays, Sundays, and on school holidays. The Student Health Clinic works both on an appointment and a walk-in basis. Same-day appointments are normally made. To make an appointment, or for more information on the Student Health clinic call 691-1106.

Marshall University recommends that all students carry medical insurance. For information on health insurance call Student Health Education at 696-4800.

STUDENT SUPPORT SERVICES

Joseph Dragovich, Director
Prichard Hall 130/696-3164
sss@marshall.edu

The Student Support Services Program is a federally funded program which provides a wide range of personal, academic and cultural enrichment programs to a specifically identified group of Marshall students. In a "Home-Away-From-Home" atmosphere, Student Support Services students meet regularly with their assigned counselors to discuss and plan their academic, personal and career progress. Supplemental Instruction tutoring is also offered to program students for courses which they may find difficult.

STUDY ABROAD

Clark Egnor, Study Abroad Director
Old Main 320/696-6265
cip@marshall.edu
www.marshall.edu/cip

Undergraduate students can experience life in a different culture while pursuing an approved course of study toward the baccalaureate degree. (See information on transfer of credit and grades below.) This international experience will serve as excellent preparation for whatever career students choose. Marshall students have enrolled in programs of study in such countries as England, Spain, Mexico, Australia, Japan, France, Germany, and China. Students can arrange for study abroad in several ways:

- study abroad for one or more semesters or during the summer;
- enroll in another American institution's study abroad program (see Marshall Students Visiting Other Institutions);
- enroll in an International Exchange Program. Marshall maintains a number of these programs (see below) which involve a direct relationship with the institution abroad as well as easy transfer of credits.

The Center for International Programs Office will help find the right program for a student's needs. Study abroad is done typically in the junior year. Advance planning will ensure a successful experience. By making an early commitment to study abroad, students can plan their curriculum, save money, and prepare for living in a foreign setting, possibly with a host family or in a shared apartment.

Types Of Study Abroad Programs

INTERNATIONAL EXCHANGE PROGRAM:

Marshall University currently maintains student exchange programs with Anglia Polytechnic University in Cambridge, England (for science and liberal arts majors), Buckinghamshire College outside London (for business majors), Kansai-Gaidai University in Osaka, Japan (requires two semesters of Japanese language here), Keimyung University in Taegu, Korea, and Auckland Institute of Technology, New Zealand.

Marshall University is a member of International Student Exchange Program (ISEP) which provides access to over 120 study sites in 35 countries. Exchange programs in English are not only in English-speaking countries but in Bulgaria, the Czech Republic, Denmark, Estonia, Finland, Hong Kong, Hungary, Iceland, Japan, Korea, Latvia, the Netherlands, South Africa, Sweden and Thailand. Students can search ISEP programs online by location, major or language of instruction at www.isep.org.

JUNIOR YEAR ABROAD:

Nine to twelve months fully integrated into the foreign environment requires the most commitment. It requires fluency in the host language and often is the most costly of the options. However, it also yields the most in personal growth and maturity.

SEMESTER ABROAD:

Because most foreign universities are not organized on a semester system or offer credit hours, these one semester programs are usually run by American universities. Classes are usually offered in English by American or host professors.

SHORT-TERM STUDY ABROAD:

These are typically summer programs lasting six to ten weeks. Often they are a quick way to become fluent in a language or gain a good understanding of a country. The Department of Modern Languages currently sponsors summer language study programs in France and Spain.

TRAVEL-STUDY TOURS:

These are usually very short-term events (over Spring Break), which involve travel rather than residential study.

Students who enroll in study abroad programs can maintain their Marshall student status by registering for the appropriate section of SA 101 or SA 102 for exchange students, and SA 301 for students otherwise studying abroad. (See Study Abroad director for details.)

Transfer of Foreign Credits/Grades

1. Students who plan to study abroad should consult with the Study Abroad Director in the Center for International Programs. The Director will provide a copy of the procedures for obtaining credit for transfer courses and the Study Abroad Approval Form.
2. Foreign study courses can be taken for letter grades or as Credit/No Credit, depending on the grading system of the host institution. If a student chooses the Credit/No Credit grading, he or she must follow these steps to ensure that the credit will count toward major, minor, or core requirements:
 - Exchange program students must obtain advance approval for courses taken Credit/No Credit from the department chair in which the courses will be credited.
 - All other students must obtain approval for courses taken Credit/No Credit when the Study Abroad Approval Form is done.
 - Students can earn up to 3 hours of international study credit.
 - Students must take all or no hours for Credit/No Credit.

Steps To Prepare

1. Commit to study abroad and begin planning.
2. Gather information—use the study abroad library in the Center for International Programs Office, Old Main, 320. Use the Drinko Library to find more details. Also, check out online sources for study abroad.
3. Estimate costs—talk with parents, the Financial Aid Office and the Study Abroad Director.
4. Decide on a program—semester, summer, or a full year. Decide on a country and on what language you may need.
5. Consult often with the Study Abroad Director and faculty. They can offer insightful tips and pre-departure orientation.

TECHNOLOGY OUTREACH CENTER

Kelli Mayes, Director
Prichard Hall 111/696-3325
mayer@marshall.edu
www.marshall.edu/mtoc

The Marshall Technology Outreach Center is a technology portal which collects and publicizes information about Marshall's technology outreach programs in order to have a

single point of reference for technology outreach at Marshall University. MTOC also facilitates economic development via innovative technology outreach partnerships with private and public sector organizations.

Recent initiatives of MTOC include ITCAP (Information Technology Career Advancement Program) Career Day; private/public partnerships resulting in valuable technology internships for students with leading West Virginia companies; and summer Youth Technology Camps which are designed for middle school aged children to increase their computer knowledge and skills.

TESTING CENTER

Vickie Seguin, Director

Room G-45, Morrow Library/696-2604

seguin@marshall.edu

www.marshall.edu/cbtc

The Marshall University Testing Center administers the computer-based GMAT, GRE, Praxis I, TOEFEL, and various other tests in contract with the Educational Testing Service. For additional information and hours call the number above.

WRITING ACROSS THE CURRICULUM

Karen L. McComas, Director

Old Main 236/696-4650

www.marshall.edu/wac

All Marshall University undergraduates must take one Writing Intensive class, sometimes called a WAC class. Created to reinforce writing skills in classes outside of English composition, writing intensive classes engage students directly in the subject matter of the course through a variety of activities that focus on writing as a means of learning. Some of these activities are informal, ungraded class exercises that teach (among other things) critical thinking, organization and synthesis of diverse elements, summarizing skills, and awareness among students of their own learning processes. Other activities, formal and graded, teach these same skills through careful revision and rethinking, peer evaluation, and reformulation into a finished product. These class projects use writing as a means of engaging the mind, body, and spirit of students in the activity of learning a particular subject matter.

Writing intensive classes make students aware that writing is a necessary and frequently used skill no matter what their occupation will be, and they prepare students for writing in their careers and in their personal and community lives.

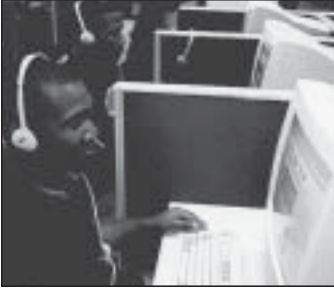
WRITING CENTER

Mary Moore

Corbly Hall 353/696-2405

www.marshall.edu/writing/

The Writing Center, which is administered by the Department of English, provides free writing consultation to students. Students can drop in without an appointment to receive help with writing or to use a PC. The Writing Center tutoring staff, which consists of English graduate students and undergraduate peer tutors of all majors, can help students through the entire writing process, from discussing initial ideas to revising and editing their work. (Also see **Academic Advising Center**.)



University Policies and Procedures

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY STATEMENT

It is the policy of Marshall University to provide equal opportunities to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, color, sex, religion, age, disability, national origin or sexual orientation.

This nondiscrimination policy also applies to all programs and activities covered under Title IX, which prohibits sex discrimination in higher education.

The university ensures equality of opportunity and treatment in all areas related to student admissions, instructions, employment, placement, accommodations, financial assistance programs and other services. Marshall University also neither affiliates with nor grants recognition to any individual, group or organization having policies that discriminate on the basis of race, color, sex, religion, age, disability, national origin or sexual orientation.

Further, the university is committed to the ideals of inclusion for students, faculty and staff and whenever appropriate, will take affirmative steps to enhance diversity.

LIABILITY

Marshall University, as a state agency cannot assume responsibility for loss of or damage to the personal property of students. Furthermore, the university cannot assume responsibility for personal injury to students.

PRIVACY RIGHTS OF PARENTS AND STUDENTS

The Family Educational Rights and Privacy Act of 1974, 93-380, 93rd Congress, H.R. 69 authorizes granting to parents and students the right of access, review, challenge, and exception to education records of students enrolled in an educational agency or institution. In accordance with the regulations of the Family Educational Rights and Privacy Act of 1974, Marshall University has adopted a policy to be implemented by all units of the institution. Upon enrollment in the university, the student and/or eligible parent(s) may request a copy of the policy.

Under the Act the student and eligible parent(s) are granted the following rights:

- to be informed of the provisions of the Act through adoption of an institutional policy;
- to inspect and review the records of the student;

- to reserve consent for disclosure except as exceptions are granted in the regulations, i.e., school officials, officials of other schools to which the student seeks attendance, or others as delineated in Section 99.31;
- to review the record of disclosures which must be maintained by the university; and
- to seek correction of the record through a request to amend the record and to place a statement in the record.

After the student registers for courses, the student and/or eligible parent(s) may request a copy of the policy Education Records: Privacy Rights of Parents and Students from the Student Legal Aid Center, MSC, 2W29.

Complaints of alleged failure by the university to comply with the Act shall be directed to:

The Family Educational Rights and Privacy Act Office
330 Independence Avenue, S.W.
Washington, D.C. 20201

The University encourages complainants to lodge a formal complaint with either the Dean of Student Affairs, Ombudsman, or the Attorney for Students.

Requests for further clarification on this Act, the regulations, and University policy should be directed to the Dean of Student Affairs or Student Legal Aid Center.

SEXUAL HARASSMENT POLICY STATEMENT

Sexual Harassment, a form of sex discrimination, is illegal and against the policies of the university. Sexual Harassment involves:

- (a) making unwelcome sexual advances or requests for sexual favors or other verbal or physical conduct of a sexual nature a condition of employment or education, or
- (b) making submission to or rejection of such conduct the basis for employment or educational decisions, or
- (c) creating an intimidating, offensive or hostile environment by such conduct.

Anyone who believes he or she has been the subject of Sexual Harassment should report the alleged conduct immediately to an appropriate university representative or directly to the Office of Equity Programs, located in 206 Old Main.

WEATHER-RELATED AND/OR EMERGENCY CLOSINGS AND DELAYS (from Executive Policy Bulletin No. 7, updated February 1, 2005)

Huntington Campus

Generally it is Marshall University's policy to maintain its normal schedule, even when conditions are inclement. However, that is not always possible.

In those instances when it is necessary to alter the schedule in response to weather conditions, every effort will be made to notify all those affected—students, faculty, staff and the general public—as expeditiously and as comprehensively as possible in the following ways:

- Television stations in Huntington and Charleston will be notified.

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- Radio stations in Huntington and Charleston will be asked to announce the delay or closing.
- Time permitting, newspapers in Huntington and Charleston will be notified. Often, however, decisions must be made after deadlines of newspapers.
- The Office of University Communications will communicate the specific details of the delay or closing to the Office of Public Safety at 696-HELP.
- The Office of University Communications will place the delay or closing message on the Huntington campus AUDIX system (696-6245) as well as the university response number (696-3170).

NOTE: This section applies only to the Huntington campus and all releases should make it clear that it relates only to the Huntington campus. The Marshall University Graduate College (South Charleston campus) weather-related policy will be managed by the Vice President for Regional Operations, and all releases from that office should make clear that it applies only to the South Charleston campus. The South Charleston phone number is 746-2500. See below for information on MUGC (South Charleston) procedures.

Definitions

University Closed: All classes suspended and offices closed.

Classes Cancelled: All classes suspended; offices open.

Delay Code A: Means a delay in the opening of classes BUT no delay in the opening of offices. Delays will usually be in the range of one to two hours. Employees are expected to report to work at their normal starting times unless they feel that travel is unsafe. If an employee feels that he/she cannot travel safely to work, they may charge accrued annual leave for the portion of the workday from 8:00 a.m. (or their normal start time) until their arrival at work.

Delay Code B: Means a delay in the opening of classes AND a delay in the opening of offices. Delays will usually be in the range of one to two hours. Employees do not have to report to their offices until the stated delay time. If they believe they cannot travel to work safely by the stated delay time, they may charge accrued annual leave for the work hours from the stated delay time until they can next report to work.

Class operation under delays: Under both categories of delay, students should go to the class that would begin at the stated delay time or the class that would have convened within 30 minutes of the stated delay time. A two-hour delay means that classes that begin at 10:00 a.m. begin on time. Classes that begin at 9:30 a.m. meet at 10:00 a.m. and continue for the remaining period of that class.

Exceptions with regard to employees: Certain critical and emergency employees may be required to report to work on time or earlier than normally scheduled despite the particular delay code published.

Clarification

Information about closing, cancellations, or delays will ordinarily be disseminated to area radio and television stations. These outlets may, however, publish the University's notification incorrectly. Therefore, the authoritatively correct statement of the University's condition (Huntington) is stipulated to be the message on the AUDIX system (696-6245) or the message available at the University response number (696-3170).

Faculty

Once operations are resumed, deans, and departmental chairs must take steps to ensure that faculty meet their scheduled classes or substitutes secured so that class schedules are met.

Decision Making

Decisions on closings and/or delays will be made jointly by the Senior Vice President for Academic Affairs and the Senior Vice President for Finance and Administration following the consultation with other appropriate officials, including the President. Should only one of those two vice presidents be available, that person will make the decision.

Every effort will be made to reach decisions to allow time for adequate notification to the news media, and in turn those affected.

Marshall University Graduate College (South Charleston campus) and Other Education Centers:

General Policy

Because weather conditions can vary substantially, it is possible that classes will be delayed or cancelled at some locations and not at others. The Vice President for Regional Operations, in consultation with staff at other learning centers, will decide on class cancellations.

Marshall University Graduate College – South Charleston Campus

Since MUGC classes do not generally meet until late afternoon, an effort will be made to decide about classes by noon. Notification of delays or cancellations at the South Charleston Campus will be announced by (a) local media, (b) MUGC telephone system, and (c) University web site. Any delay will be placed on the MUGC automated switchboard. Students may check the status of their classes by calling the MUGC telephone system (746-2500) or checking the Graduate College Web site.

Point Pleasant, Beckley, Teays Valley and Other Educational Centers

Procedures for delayed openings and class cancellations are similar to those for the MUGC. At Point Pleasant, Beckley, and Teays Valley local media will provide information regarding cancellations. In addition, each site has a weather hot line: (a) Point Pleasant, 674-7239; (b) Beckley, 252-0719; (c) Teays Valley, 757-7223.

Remote Locations and Other Education Centers

Because the Marshall University Graduate College may have several classes meeting on an irregular schedule in a geographically dispersed area throughout the semester, decisions about whether to meet during inclement weather will be made by the instructor. Those decisions will be transmitted to students by e-mail or other methods as agreed by students and the instructor.

Definitions

MUGC Closed: All classes cancelled and offices closed.

MUGC Classes Cancelled: All classes cancelled. Details provided by site.



Academic Information

CATALOG TERMS AND DEFINITIONS

Below is a list of some of the terms and definitions used in this section:

Area of Emphasis: An area of emphasis is a specific subject area of study which has limited course offerings within an approved degree program and major. Normally, a minimum of twelve (12) credit hours would be expected for an area of emphasis at the undergraduate level.

Catalog of Record: The catalog of record is the academic catalog that is in effect at the time the student declares a major. It identifies the graduation requirements that must be met to earn the degree. Once a major is declared, the catalog of record remains the same. A student has 10 years in which to complete the degree. If within that 10 year period the student changes majors or transfers colleges at Marshall, the catalog at the time of the change takes effect. The student then has 10 years in which to complete the degree under the new catalog. If a student exceeds the 10 year period, the catalog of record is the one in effect at the date of graduation. Students must meet the graduation requirements in this catalog. Students can substitute courses no longer offered with the permission of their college dean. (Education majors: see the residency requirements in the College of Education and Human Services section of this catalog.)

Classification of Students: Classification of students is based on the number of college level credit hours earned as shown below:

CLASSIFICATION	SEMESTER HRS.
Freshman	0-25
Sophomore	26-57
Junior	58-89
Senior	90 or more

COURSE NUMBERS	LEVEL
000-099	developmental (or pre-college) courses
100-199	freshman level
200-299	sophomore level
300-499	junior and senior level
500 and above	graduate level

Credit Hour: Generally a student earns one credit for each 15 hours of class contact. Classes normally meet 45 hours in a semester for 3 units of credit. Students should plan on two hours of preparation/study for each in-class hour. Laboratory classes require two or three hours of lab per week for each semester hour of credit. (Same as "Semester Hour.")

Degree Program: A degree program is a unified series of courses or learning experiences that lead to a degree.

Developmental Courses: These are courses beginning with the number zero which prepare students for college-level work. Developmental courses are taught in the Marshall Community and Technical College. Credits earned for these courses cannot be used to satisfy graduation requirements, although they are counted as earned hours and are used to determine a student's classification.

Full-time Student: A full-time student must carry at least 12 semester hours of undergraduate courses or a combination of 12 semester hours of undergraduate and graduate courses in a regular semester; during a five week summer term, a full-time student must carry at least 4 semester hours.

Independent Study: Independent studies are tutorials, independent readings, research, problem reports, and other individualized activities designed to meet the special needs of students within their major. Independent studies are offered only at the discretion of the department chair and college dean.

Internship: An internship is a supervised, off campus work/study arrangement with external agencies or institutions. Usually a student, with faculty approval, registers for an internship course for which he or she will receive credit. Often the students are paid, but not always. They generally serve as trainees under the supervision of an individual at the off-campus site. A Marshall faculty member usually serves as a coordinator and resource person. Students may expect regular site visits from a faculty member as well as on-campus training seminars, although internship experiences will vary across departments.

Laboratory Courses: Lab courses supplement classroom courses. They are organized activities involving the observation and verification of experiments and experimental techniques. Laboratory courses require two or three hours of lab per week for each semester hour of credit.

Major: A major is a program of study requiring at least 24 semester credits for completion. It is offered within one department or by a combination of departments. It is a field of study within an approved degree program, having its own curriculum. A degree program may have more than one major. All courses in the major must be taken for a grade except internships, practica, and approved foreign study courses.

Minor: A minor is a program of study outside the major department requiring at least 12 semester credit hours for completion. All courses in the minor must be taken for a grade except for approved study abroad courses. With the exception of college-approved interdisciplinary minors, each academic department/division designates the specific courses or range of courses required for each minor it offers. Please consult the department description in the catalog for available minors.

Practicum: This is a closely supervised experience in a student's professional area. It may be on or off campus, or at a combination of the two. Ordinarily, there is extensive collaboration with a faculty supervisor. With faculty approval, a student registers for a practicum for which he or she will receive credit. Practicum experiences vary across departments.

Residence: ~ "In residence" means to be enrolled in Marshall University courses.

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Semester Hour: Same as “Credit Hour.”

Semester Load: To make normal progress toward graduation, students should complete approximately 32 to 34 semester hours during a calendar year, which includes Fall, Spring and Summer terms. If students want to take 19 or more credit hours during Fall or Spring term, or 7 or more hours during a regular Summer term, they must obtain permission of the dean of their college.

Seminar: A seminar is a small class, usually offered at the junior/senior level, which may be involved in advanced study or original research.

Special Topics: Special Topics are experimental courses that can be offered twice by a department without formal committee approval. No more than 6 credits of special topics can be applied toward an associate degree; no more than 12 can be applied toward a baccalaureate degree.

Transcript: Every student is entitled to one free official transcript of his or her record. Each additional copy costs \$6.00. The Office of the Registrar usually will process transcript requests within 24-48 hours of receipt. The request may take longer to process if it is received at the close of a semester or summer term. Students who default in the payment of any university financial obligation or have other obligations to the university forfeit their right to a transcript until their obligations are resolved. Transcript requests should be sent directly to the Office of the Registrar in the form of a letter, fax, or on the Transcript Request Form available in the office. Students must sign their requests. Students can obtain unofficial transcripts on the Web at: www.marshall.edu/myMU, in their college offices or in the Registrar’s Office.

ADDITIONAL ACADEMIC INFORMATION

ACADEMIC APPEALS

The intent of the appeals process is to treat all parties fairly, and to make all parties aware of the appeals procedure. *Please Note:* Notwithstanding any other provision in Marshall University catalogs or policy documents, only students who are or will be dismissed from a program or from the University as a direct and immediate consequence of any academic sanction administered by the University may, at their own discretion and expense, retain legal counsel for representation during all relevant administrative appeal proceedings.

A. Student Appeals for Instructor Imposed Sanctions:

In cases where a student is appealing a grade, the grade appealed shall remain in effect until the appeal procedure is completed, or the problem resolved.

In those cases in which a student has received an instructor-imposed sanction, including a lower final grade in or failure of the course or exclusion from further participation in the class, the student shall follow the procedures outlined below:

1. The student should first attempt a resolution with the course instructor. This initial step must be taken within ten (10) days from the imposition of the sanction or, in the case of an appeal of a final grade in the course, within thirty (30) days of the beginning of the next regular term. The student who makes an appeal is responsible for submitting all applicable documentation.

- The course instructor is to respond to the student in writing within ten (10) days after the student has submitted the appeal documentation. If the course instructor does not respond to the student in the given time frame, the appeal process continues to the next level. If the instructor is unavailable for any reason, the process starts with the department chairperson or division head.
2. If the procedure in Step 1 does not have a mutually satisfactory result, the student may appeal in writing to the department chairperson or division head within ten (10) days after the action taken in Step 1, who will attempt to resolve the issue at the departmental level. The department chairperson or division head is to respond to the student in writing within ten (10) days after the student has submitted the appeal documentation. If the department chairperson or division head (or representative) does not respond to the student in the given time frame, the appeal process continues to the next level. When a student appeals a final grade, the faculty member must provide all criteria used for determining grades.
 3. Should the issue not be resolved at the departmental level, either the student or instructor may appeal in writing to the Dean of the college in which the course is offered within ten (10) days of the action taken in Step 2. If the course is offered in the Marshall Community and Technical College, the appeal is to the Associate Dean of the Marshall Community & Technical College. This person is to respond to the student or instructor in writing within ten (10) days after the student has submitted the appeal documentation and will attempt to achieve a mutually satisfactory resolution. If the person named above does not respond to the student in the given time frame, the appeal process continues to the next level. The Dean of the college in which the student is enrolled will be notified.
 4. Should the issue not be resolved by the Dean of the college within which the course is offered or the Associate Dean of the Marshall Community & Technical College, either the student or instructor may appeal in writing within ten (10) days of the action taken in Step 3 to the Budget and Academic Policy Committee which shall refer the matter to the University Academic Appeals Board which determines if an appeal hearing is justified. If the University Academic Appeals Board determines a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has the right to seek additional documentation if necessary. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and ten (10) days after the hearing to make notification of the determination to the student and instructor. It may not always be possible to meet the above conditions because many of these appeals occur at times when school is not in session. However every effort will be made to schedule appeal hearings in a timely and reasonable manner.
 5. Should the student or the instructor be dissatisfied with the determination of the Academic Appeals Board then either party may file an appeal with the Provost and Senior Vice President for Academic Affairs or, for students in the Marshall Community and Technical College to the Dean of Academic Affairs of the Marshall Community & Technical College, within thirty (30) days from receipt of the decision of the Board. This person has ten (10) days to respond in writing to the student or instructor. The decision of the

Provost and Senior Vice President for Academic Affairs or the Dean of Academic Affairs of the Marshall Community & Technical College shall be final. Those students or faculty in the College of Health Professions dissatisfied with the determination should file an appeal within thirty (30) days to either the Provost and Senior Vice President for Academic Affairs or the V.P. for Health Sciences.

B. Appeals for Academic Dishonesty:

Only individual allegations of academic dishonesty may be appealed. If a previous offense was not appealed within the time limit, or was appealed unsuccessfully, then subsequent offenses will be counted as repeat offenses and additional sanctions will be levied by the Office of Academic Affairs as described in the section on “Sanctions” in this policy.

1. In those cases where the instructor imposes a sanction pursuant to part IV, A, only, of the section titled Academic Rights and Responsibilities of Students, and does not refer the matter to the department chairperson or division head for additional sanctions, the student may appeal the sanction in accordance with the procedures described in part V. Academic Appeals (A) of the section titled Rights and Responsibilities of Students.
2. In those cases where the matter is referred to the department chairperson or division head for additional sanctions, this action must occur within thirty (30) days of the alleged offense. The chairperson or division head shall bring together the student involved, and the faculty member, and/or other complainant within ten (10) days from the date of referral.
3. If the student denies guilt or disagrees with the sanction imposed, or if the faculty member, other complainant, or chairperson or division head thinks that the penalties are insufficient for the act complained of, the case shall be forwarded in writing by the chairperson or division head to the student's Academic Dean or, for students in the Marshall Community and Technical College to the Associate Dean of the Marshall Community & Technical College, within ten (10) days from the date of the meeting. This person shall bring together the student, faculty member or other complainant, and the department chairperson or division head to review the charges within ten (10) days from the date of referral. The student's Academic Dean or the Associate Dean of the Marshall Community & Technical College may impose any sanction permitted by this policy.
4. Should the student, faculty member, or other complainant be dissatisfied with the determination of the student's Academic Dean or, for students in the Marshall Community and Technical College, to the Associate Dean of the Marshall Community & Technical College, the case may be appealed in writing within ten (10) days of the written decision to the Budget and Academic Policy Committee, who shall refer the case to the University Academic Appeals Board which determines if an appeal hearing is justified. If the University Academic Appeals Board determines a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has the right to seek additional documentation if necessary. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and ten (10) days after the hearing to make notification of the determination to the student and instructor. It may

not always be possible to meet the above conditions because many of these appeals occur at times when school is not in session. However every effort will be made to schedule appeal hearings in a timely and reasonable manner.

5. Should the student, faculty member, or other complainant be dissatisfied with the determination of the Academic Appeals Board or the Hearing Panel, then he/she may file an appeal with the Provost and Senior Vice President for Academic Affairs or, for students in the Marshall Community and Technical College, to the Dean of Academic Affairs of the Marshall Community & Technical College, within thirty (30) days from the receipt of the written decision of the Board or Panel. Those students or faculty in the College of Health Professions dissatisfied with the determination should file an appeal within thirty (30) days to either the Provost and Senior Vice President for Academic Affairs or the V.P. for Health Sciences.
6. The decision of the Provost and Senior Vice President for Academic Affairs or the Dean of Academic Affairs of the Marshall Community & Technical College shall be final.

C. Appeals for Academic Deficiencies:

1. In those cases in which an undergraduate student has been denied admission to a program, has been or may be placed on academic probation or academic suspension for academic deficiencies, the following procedures are applicable:
 - a. The student is entitled to written notice; (1) of the nature of the deficiency or reason for denial of admission to a program; (2) of the methods, if any, by which the student may correct the deficiency, and; (3) of the penalty which may be imposed as a consequence of the deficiency.
 - b. The student shall be given the opportunity to meet with the person(s) who has judged his/her performance to be deficient, to discuss with this person(s) the information forming the basis of the judgment or opinion of his/her performance; to present information or evidence on his/her behalf; and to be accompanied at any such meeting by an advisor of his/her choice from the University (faculty, staff, or student). Such advisors may consult with, but may not speak on behalf of their advisees, or otherwise participate directly in the proceedings, unless given specific permission to do so by the person conducting the meeting. The student is not entitled to an attorney in such meetings, and the formal rules of evidence are not applicable. The student must request such meeting in writing ten (10) days from receipt of the notice.
 - c. If the student is dissatisfied with the outcome of the meeting outlined in (b) above, the student may appeal the judgment to the Provost and Senior Vice President for Academic Affairs or, for Marshall Community and Technical College students, to the Dean of Academic Affairs of the Marshall Community & Technical College, within thirty (30) days after receipt of written notice of the judgment. Those students or faculty in the College of Health Professions dissatisfied with the determination should file an appeal within thirty (30) days to either the Provost and Senior Vice President for Academic Affairs or the V.P. for Health Sciences.

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- d. The decision of the Provost and Senior Vice President for Academic Affairs or the Dean of Academic Affairs of the Marshall Community & Technical College is final.
2. In those cases in which a student has been or may be dismissed from an undergraduate academic program, or has been or may be dismissed from the institution for academic deficiencies, the following procedures are applicable:
 - a. The student is entitled to written notice; (1) of the nature of the deficiency; (2) of the methods, if any, by which the student may correct the deficiency, and; (3) of the penalty which may be imposed as a consequence of the deficiency.
 - b. The student shall be given the opportunity to meet with the person(s) who judged his/her performance to be deficient. The student must request such meeting in writing within ten (10) days from receipt of the notice. The student shall be given the opportunity to discuss with this person(s) the information forming the basis of the judgment or opinion of his/her performance, to present information or evidence on his/her behalf, and to be accompanied at any such meeting by an advisor of his/her choice from the University (faculty, staff, or student). Such advisor may consult with but may not speak on behalf of his/her advisee, or otherwise participate directly in the proceedings, unless given specific permission to do so by the person conducting the meeting. The student is not entitled to an attorney in such meetings, and the formal rules of evidence are not applicable.
 - c. If the student is dissatisfied with the outcome of the meeting outlined in (b) above, the student may file an appeal in writing with the Chairperson of the Budget and Academic Policy Committee. The Chairperson of the Budget and Academic Policy Committee will refer the matter to the University Academic Appeals Board which determines if an appeal hearing is justified. If the University Academic Appeals Board determines a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has the right to seek additional documentation if necessary. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and ten (10) days after the hearing to make notification of the determination to the student and instructor. If the student is denied an appeal, he/she may appeal this decision to the Provost and Senior Vice President for Academic Affairs or, for students in the Marshall Community and Technical College, to the Dean of Academic Affairs of the Marshall Community & Technical College. If the student is granted an appeal, the Chairperson of the Academic Appeals Board will appoint a Hearing Panel. At least two (2) of the faculty and student members of the Hearing Panel will, if possible, be chosen from the members of the Hearing Panel Pool appointed from the constituent college or school involved. It may not always be possible to meet the above conditions because many of these appeals occur at times when school is not in session. However every effort will be made to schedule appeal hearings in a timely and

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reasonable manner. The student's appeal must be filed within ten (10) days after receipt of written notice of the decision outlined in (b) above.

- d. If the student, faculty member or other complainant is dissatisfied with the decision of the Hearing Panel, he or she may appeal the decision to the Provost and Senior Vice President for Academic Affairs or, for students in the Marshall Community and Technical College, to the Dean of Academic Affairs of the Marshall Community & Technical College, within thirty (30) days after receipt of written notice of the decision. Those students or faculty in the College of Health Professions dissatisfied with the determination should file an appeal within thirty (30) days to either the Provost and Senior Vice President for Academic Affairs or the V.P. for Health Sciences.
- e. The decision of the Provost/Senior Vice President for Academic Affairs or the Dean of Academic Affairs of the Marshall Community & Technical College is final.

II. *Academic Appeals Board*

A. Description and Jurisdiction:

The Academic Appeals Board is a permanent subcommittee of the Budget and Academic Policy Committee. It is composed of experienced Hearing Officers and is established to determine whether appeals arising from the following should result in a hearing:

1. Instructor-imposed sanctions, including: lowering of final course grade, failure of course, or exclusion from further participation in the class.
2. Final course grades.
3. Sanctions imposed for academic dishonesty.
4. Dismissal from an academic program.
5. Dismissal from the University.
6. Such other cases as may be referred to the Board.

B. Function:

The University Academic Appeals Board collectively decides whether:

- a) The prior steps of the appeal process have been completed.
- b) The claim (if substantiated) would result in the overturning of the academic sanction. This means that some policy may have been violated in the application of the sanction, arbitrariness or capriciousness may have been a factor in the sanction, different standards may have been applied to the student or there may have been bad faith or ill will on the part of the instructor's applying of the sanction.
- c) Appropriate documentation of the claim needs to be provided in order to justify a hearing. It is the student's job to provide documentation for his/her claims. The Board may ask for additional documentation from either students or faculty in order to determine whether a hearing is justified.

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III. *Hearing Panel*

The purpose of the Hearing Panel is to hear arguments, evaluate evidence, and reach a decision by voting in an Academic Hearing.

- A. The Hearing Panel shall be composed of faculty and student members chosen in the following manner:
 1. Faculty Members:

The Dean of each of the constituent colleges and schools of the University or the Associate Dean of the Marshall Community & Technical College shall appoint five (5) faculty members from his/her unit to serve on the Hearing Panel Pool. Such appointments will be made annually in the spring semester with the understanding that some of these faculty members will be available to hear appeals during the summer terms and the week before the beginning of Spring semester. Terms will run from May 15 to the following May 15.
 2. Student Members:

The Student Government Association President shall appoint three (3) students from each of the constituent colleges and schools of the University to serve on the Hearing Panel Pool.
 3. Hearing Officers:

The Budget and Academic Policy Committee will appoint two Hearing Officers each spring. It is desirable but not required that the Hearing Officers have served on a Hearing Panel.
- B. Selection of Members for an Individual Hearing Panel

An individual Hearing Panel shall be composed of two (2) faculty members, one (1) student member, and one (1) non-voting Hearing Officer. The members of the Hearing Panel shall be chosen randomly from the Hearing Panel Pool by the Chairperson of the Academic Appeals Board or his/her designee. In appeals arising from dismissal from an academic program, if possible, at least two (2) of the faculty and student members of the Hearing Panel should be chosen from the Hearing Panel Pool members appointed from the constituent college or school involved.

IV. *Hearing Procedures*

It is the intent of these procedures to ensure that Marshall University students receive appropriate due process in academic matters. This includes fundamental fairness, just sanctions, and all rights in accordance with the belief that academic appeal hearings at an institution of higher education such as Marshall University should have an educational objective. Academic appeals, pursuant to these procedures, are informal and not adversarial in nature.

- A. The time and place of the hearing is determined by the Hearing Officer. The hearing should be held within sixty (60) days of receiving the written request. Upon written request, the Hearing Officer may, at his/her discretion, grant a continuance to any party for good cause.
- B. The Hearing Officer will notify the appellee, appellant, and other appropriate parties in writing at least five (5) days prior to the hearing, of the date, time, and place of the hearing. A statement of the facts and evidence to be presented in support of the student's grounds for appeal will be provided to the appellee in appropriate cases.

- C. The appellant student and the appellee have the right to an advisor. Advisors must be members of the University community (faculty, staff, or student). Such advisors may consult with, but may not speak on behalf of their advisees or otherwise participate directly in the proceedings, unless they are given specific permission to do so by the Hearing Officer.
- D. The appellant student has the right, at his or her own discretion and expense, to retain legal counsel for representation only when he/she is or will be dismissed from a program or from the University as a direct and immediate consequence of any academic sanction administered by the University. In these cases an attorney is allowed to fully represent and speak on behalf of the appellant student. Rules of evidence and other formal rules of courtroom procedure do not apply. The Hearing Officer is authorized to decide what is relevant and what is not relevant.
- E. Prior to the scheduled hearing, the members of the Hearing Panel may convene in closed session to examine the content of the appeal, the specific issues to be considered, and all supporting documents.
- F. The student with his/her advisor, if any, will be called before the Hearing Panel and the Hearing Officer will then restate the nature of the appeal and the issues to be decided.
- G. The hearing shall be closed. All persons to be called as witnesses, other than the appellant, with his/her advisor, if any, and the appellee and his/her advisor, if any, will be excluded from the hearing room. Any person who remains in the room after the hearing has begun may be prohibited from appearing as a witness at the discretion of the Hearing Officer.
- H. Anyone disrupting the hearing may be excluded from the hearing room if, after due warning, he/she engages in conduct which substantially delays or disrupts the hearing, in which case the hearing shall continue and the Hearing Panel shall make a determination based on the evidence presented. If excluded, the person may be readmitted on the assurance of good behavior. Any person who refuses the Hearing Panel's order to leave the hearing room may be subject to appropriate disciplinary action pursuant to Marshall University policy. When a student appellant is excluded for disruptive behavior and does not have a recognized representative, the Hearing Officer will appoint one.
- I. Except as provided in H and M herein, all evidence must be presented in the presence of the student.
- J. The student or other parties involved may petition the Hearing Officer for a subpoena or a request for appropriate written information or documents.
- K. The student will be given the opportunity to testify and present evidence and witnesses on his/her own behalf and to discuss with, and question, those persons against whom the appeal is filed. Written evidence to be considered by the panelists should be received by the Hearing Officer at least five (5) business days prior to the hearing to be distributed to the panelists prior to the hearing. Exceptions to this five (5) day rule are at the discretion of the Hearing Officer, who may disallow long written documents or large numbers of documents from being introduced if the panelists will not have time to consider them fully.
- L. The Hearing Panel may admit as evidence any testimony, written documents, or demonstrative evidence which it believes is relevant to a fair determination of the issues. Formal rules of evidence shall not be applicable in academic appeal hearings.
- M. If the student appellant or the appellee fails to appear at a hearing and fails to make advance explanation for such absence which is satisfactory to the Hearing

Panel, or if the student appellant or the appellee leaves before the conclusion of the hearing without permission of the Hearing Panel, the hearing may continue and the Hearing Panel may make a determination on the evidence presented at the hearing, or the Hearing Panel may, at its discretion, dismiss the appeal.

- N. Upon completion of the testimony and presentation of evidence, all persons, except Hearing Panel members will be required to leave the room. The Hearing Panel will then meet in closed session to review the evidence presented. The Hearing Panel shall make its findings based upon a preponderance of evidence. The Hearing Panel shall reach its determination by a majority vote. The results shall be recorded in writing and filed with the Chairperson of the Budget and Academic Policy Committee and the Provost and Senior Vice President of Academic Affairs or, for cases in the Marshall Community and Technical College, with the Dean of Academic Affairs of the Marshall Community & Technical College. If the Hearing Panel's decision includes the imposition of academic sanction, the sanction given and its duration must be specified for the record. A report of a dissenting opinion or opinions may be submitted to the Chairperson of the Budget and Academic Policy Committee and the Provost and Senior Vice President for Academic Affairs or, for cases in the Marshall Community and Technical College, to the Dean of Academic Affairs of the Marshall Community & Technical College, by any Hearing Officer.
- O. The findings of the Hearing Panel, and any sanction, shall be announced at the conclusion of the hearing. The student, faculty member, and the appropriate Academic Dean or Associate Dean of the Marshall Community & Technical College shall be notified in writing of the findings and any sanction at the conclusion of the hearing. A record of the hearing shall be prepared by the Hearing Officer in the form of summary minutes and relevant attachments and will be provided to the student upon request.
- P. No one may tape the proceedings.
- Q. In an appeal related to a final grade the Hearing Officer will complete any necessary change of grade forms and submit that information to the Registrar, the faculty member, and the appropriate Academic Dean or, for cases in the Marshall Community and Technical College, to the Associate Dean of the Marshall Community & Technical College.
- R. Within thirty (30) days following receipt of the Hearing Panel's decision, the student, faculty member or other complainant may file an appeal with the Provost and Senior Vice President for Academic Affairs or, for cases in the Marshall Community and Technical College to the Dean of Academic Affairs of the Marshall Community & Technical College. A written brief stating grounds for the appeal should be presented by the student, faculty member or other complainant to the Provost and Senior Vice President of Academic Affairs or, for cases in the Marshall Community & Technical College, to the Dean of Academic Affairs of the Marshall Community & Technical College. The scope of review shall be limited to the following:
 - 1. Procedural errors.
 - 2. Evidence not available at the time of the hearing.
 - 3. Insufficient evidence to support the findings of the Hearing Panel or of the Academic Appeals Board.
 - 4. Misinterpretation of University policies and regulations by the Hearing Panel or by the Academic Appeals Board.

5. A sanction disproportionate to the offense.
6. Lack of jurisdiction.

The Provost and Senior Vice President of Academic Affairs, or the Dean of Academic Affairs of the Marshall Community & Technical College, may affirm or modify the panel's findings and sanctions, if any, or remand the case to the Academic Appeals Board for further action.

- S. The decision of the Provost and Senior Vice President for Academic Affairs or of the Dean of Academic Affairs of the Marshall Community & Technical College is final. He/she will give written notification of the final decision to the student, the faculty member, the appropriate Academic Dean or the Associate Dean of the Marshall Community & Technical College, and as appropriate, the Registrar. Those students or faculty in the College of Health Professions dissatisfied with the determination should file an appeal within thirty (30) days to either the Provost and Senior Vice President for Academic Affairs or the V.P. for Health Sciences.

*Approved by the Academic Standards
and Curricular Review Committee: October 28, 1988*

*Approved by the Budget and Academic Policy Committee,
October 21, 2004, March 4, 2005*

*Revised by Faculty Senate: March 19, 2002, February 27, 2003,
November 18, 2004, March 31, 2005*

Academic Common Market Out-of-State Programs at Reduced Tuition

West Virginia residents can pursue academic programs not available within the state through the Academic Common Market (ACM) and through contract programs. Both programs enable West Virginians to enter out of state institutions at reduced tuition rates. Contract programs have been established for study in veterinary medicine, optometry, architecture, and podiatry; ACM provides access to both baccalaureate and graduate programs not otherwise available in West Virginia. The programs are restricted to West Virginia residents who have been accepted for admission to one of the specific programs at designated out of state institutions. For information please contact the Office of Academic Affairs, Old Main 110, (696-6690) or the Higher Education Policy Commission.

Out-of-state students who have been granted Academic Common Market access to Marshall University should follow the Academic Common Market Procedures available at www.marshall.edu/academic-affairs/studentresources.htm.

Academic Dishonesty

Introduction:

As described in the Marshall University Creed, Marshall University is an "Ethical Community reflecting honesty, integrity and fairness in both academic and extracurricular activities."

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Academic Dishonesty is something that will not be tolerated as these actions are fundamentally opposed to “assuring the integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance” as described in Marshall University’s Statement of Philosophy.

A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University accepts the academic requirements and criteria of the institution. It is the student’s responsibility to be aware of policies regulating academic conduct, including the definitions of academic dishonesty, the possible sanctions and the appeal process.

For the purposes of this policy, an academic exercise is defined as any assignment, whether graded or ungraded, that is given in an academic course or must be completed toward the completion of degree or certification requirements. This includes, but is not limited to: Exams, quizzes, papers, oral presentations, data gathering and analysis, practica and creative work of any kind.

Definitions of Academic Dishonesty

Below are definitions of some common types of academic dishonesty. Each instructor may modify the general definition of academic dishonesty to fit the immediate academic needs within that particular course of study, provided the instructor defines, in writing and preferably in the course syllabus, the details of any departure from the general definition.

Cheating: Any action which if known to the instructor in the course of study would be prohibited. This includes:

- The unauthorized use of any materials, notes, sources of information, study aids or tools during an academic exercise.
- The unauthorized assistance of a person other than the course instructor during an academic exercise.
- The unauthorized viewing of another person’s work during an academic exercise.
- The unauthorized securing of all or any part of assignments or examinations, in advance of submission by the instructor.

Fabrication/Falsification: The unauthorized invention or alteration of any information, citation, data or means of verification in an academic exercise, official correspondence or a university record.

Plagiarism: Submitting as one’s own work or creation any material or an idea wholly or in part created by another.

This includes:

- Oral, written and graphical material.
- Both published and unpublished work

It is the student’s responsibility to clearly distinguish their own work from that created by others. This includes the proper use of quotation marks, paraphrase and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism.

Bribes/Favors/Threats: Attempting to unfairly influence a course grade or the satisfaction of degree requirements through any of these actions is prohibited.

Complicity: Helping or attempting to help someone commit an act of academic dishonesty.

Sanctions

Sanctions for academic dishonesty may be imposed by the instructor of the course, the department chairperson, or the Academic Dean. Sanctions for academic dishonesty may be imposed even if a student withdraws from an individual course or from the university entirely.

The instructor may impose the following sanctions:

- A lower or failing project/paper/test grade,
- A lower final grade,
- Failure of the course
- Exclusion from further participation in the class (including laboratories or clinical experiences)

The following sanctions may be recommended by the instructor but will need to be imposed by the department chair, academic dean or the Office of Academic Affairs:

- Exclusion from an academic program
- Academic probation for up to 1 year
- Academic suspension for up to 1 year
- Dismissal from the university.

In those cases in which the offense is particularly flagrant or where there are other aggravating circumstances, additional, non-academic, sanctions may be pursued through the Office of Judicial Affairs.

A student will be informed in writing by the instructor or responsible office, of any charges and subsequent sanctions imposed for academic dishonesty (See "Reporting" below). Written notification of academic dishonesty charges (and the inclusion of confirmed charges/sanctions in a student's records) is designed to inform a student of the potential repercussions of repeat offenses and his/her rights of appeal.

If a student believes that charges of academic dishonesty have been erroneously levied, he/she should appeal such charges in accordance with the process outlined below (See "Appeals Process").

Sanctions for repeated academic dishonesty offenses will be imposed by the Office of Academic Affairs after consultation with the appropriate department chairs and deans.

- A student's record of academic dishonesty offenses will be maintained throughout their enrollment at Marshall University, and the period of time between offenses may have no impact on sanctions for repeated offenses.
- A student with a second academic dishonesty offense during his/her enrollment at Marshall University will be academically suspended for a period of time not to exceed one academic year (to include summer terms).
- A student with a third academic dishonesty offense during his/her enrollment at Marshall University will be dismissed from the university.

Reporting:

Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within ten (10) days of the accusation.

Notice of an act of academic dishonesty will be reported to the Office of Academic Affairs through the completion of an "Academic Dishonesty Report Form."

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The “Academic Dishonesty Report Form” will include:

- Instructor’s Name
- Course Information (Term, Number, Section)
- Student’s Name
- Student’s University Identification Number
- Brief Description of the Charge
- Date of Accusation
- Brief Description of the Sanction

Instructors are encouraged to give a copy of the “Academic Dishonesty Report Form” to a student accused of an offense. However, within ten (10) days of receipt of the “Academic Dishonesty Report Form” the Office of Academic Affairs will inform the student and the student’s dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and his/her rights of appeal.

A copy of the report will go into the student’s college file.

Any subsequent actions taken (additional sanctions imposed, the lessening of sanctions, the withdrawal of accusations, the results of appeals, etc.) should be reported to the Office of Academic Affairs within ten (10) days of the action.

Recording:

The Office of Academic Affairs will maintain a file of academic dishonesty incidents. These will be reported in summary form (no student or faculty names will be included) to the Academic Deans and the Faculty Senate at the end of each academic year.

Appeals Process:

In cases where the instructor imposes sanctions and does not refer the matter to the department chairperson for additional sanctions, the student may appeal the sanction in accordance with the procedures described for grade appeal (see listing under “Academic Appeals,” A). This includes lowered grades, exclusion from class activities and failure of the course.

If allegations of academic dishonesty are referred to the department chairperson for additional sanctions, it must be within thirty (30) days from the date of the alleged offense. This process starts with the dean if there is no department chairperson.

- a. The department chairperson shall bring together the student involved, and the faculty member, and/or other complainant within ten (10) days from the date of referral.
- b. If the student denies guilt or disagrees with the sanction imposed, or if the faculty member, other complainant, or chairperson feels that the penalties are insufficient for the act complained of, the case shall be forwarded in writing by the chairperson to the student’s Academic Dean within ten (10) days from the date of the meeting. The Academic Dean shall bring together the student, faculty member or other complainant, and the department chairperson to review the charges within ten (10) days from the date of referral. The Academic Dean may impose any sanction permitted by this policy.
- c. Should the student, faculty member, or other complainant be dissatisfied with the determination of the Academic Dean, the case may be appealed in writing within ten (10) days of the Dean’s written decision to the Budget and Academic Policy Committee, who shall refer the case to the University Academic Appeals Board for resolution.

- d. Should the student, faculty member, or other complainant be dissatisfied with the determination of the Academic Appeals Board, then he/she may file an appeal with the Provost and Senior Vice President for Academic Affairs within thirty (30) days from the receipt of the written decision of the Board. The decision of the Provost and Senior Vice President for Academic Affairs shall be final.

Only individual allegations of academic dishonesty may be appealed. If a previous offense was not appealed within the time limit, or was appealed unsuccessfully then subsequent offenses will be counted as repeat offenses and additional sanctions will be levied by the Office of Academic Affairs as described under the section on "Sanctions."

Approved by Faculty Senate, February 27, 2003

Academic Dismissal

This is defined as termination of student status, including any right or privilege to receive some benefit, or recognition, or certification. A student may be academically dismissed from a limited enrollment program and remain eligible to enroll in courses in other programs at Marshall University; or a student may be academically dismissed from the institution and not remain eligible to enroll in other courses or programs at Marshall University. The terms of academic dismissal from a program for academic deficiency shall be determined, defined, and published by each of the constituent colleges and schools of Marshall University. Academic dismissal from a program or from the University may also be imposed for violation of the University policy on academic dishonesty. For additional details, see "Academic Rights and Responsibilities."

Academic Forgiveness

The academic forgiveness policy allows forgiveness of *D* and *F* grades for purposes of calculating the Grade Point Average (GPA) required for graduation. This policy is designed to help students who left college with low grades. It will be implemented, provided certain conditions are satisfied, where the *D* and *F* repeat rule is not applicable:

- The student must not have been enrolled on a full-time or part-time basis for more than 12 credit hours at any higher education institution for a period of five consecutive calendar years prior to the request for academic forgiveness.;
- only *D* and *F* grades received prior to the five year, non enrollment period can be disregarded for GPA calculation;
- in order to receive a degree or certificate, the student must complete at least 24 additional credit hours through actual coursework from Marshall University after the non enrollment period, earn at least a 2.0 GPA on all work attempted after the non enrollment period and satisfy all degree or certificate requirements.

Grades disregarded for GPA computation remain on the student's permanent record. This policy applies only to the calculation of the GPA required for graduation and does not apply to GPA calculation for special academic recognition (such as graduating with honors) or to requirements for professional certification which may be within the province of licensure boards, external agencies, or the West Virginia Board of Education.

A student may apply for academic forgiveness by submitting to his/her college dean an application for "Academic Forgiveness," available in the college office. The dean can accept, modify, or reject the application and will provide a justification. Students who do not normally qualify for readmission because of a low GPA will, if their request for

forgiveness is approved, be readmitted and placed on academic probation. The decision of forgiveness must be made again whenever the student changes programs, departments, colleges, or institutions. (Amended and approved at December 9, 1986, APSC meeting).

Students should be aware that this policy is not necessarily recognized by other institutions of higher education outside the state of West Virginia.

Exception: The Board of Regents Bachelor of Arts Program is governed by a different forgiveness policy. (See section on Board of Regents degree).

Academic Probation and Suspension

1. For Academic Deficiencies:

a. Academic Probation

All undergraduate students whose Overall or Marshall GPA drops below a 2.0 will be placed on Academic Probation. Academic Probation is a period of restricted enrollment for a student. All probation students are subject to the following restrictions.

- Students on probation must meet with the Associate/Assistant Dean of their College before registering for classes to develop an Academic Improvement Plan to achieve good academic standing. This plan will be binding on the student.
- Students on probation may take a maximum of 14 hours and should repeat courses under the *D/F Repeat Rule* to reduce deficiency points.
- Students on probation must earn a 2.0 GPA or higher during every semester they are on probation. Failure to achieve a 2.0 semester GPA or higher while on Academic Probation will result in suspension (see below).
- Students on probation are not allowed to register by myMU.
- Students on probation must participate in their College's Retention Program.
- Other requirements may be imposed in the Academic Improvement Plan.

The student is returned to Academic Good Standing when his or her Marshall and Overall GPA are 2.0 or higher.

b. Academic Suspension

Academic Suspension is defined as a period in which a student cannot enroll in courses at Marshall University. A student who has pre-registered and is subsequently suspended will have his/her registration automatically canceled.

Students who earn less than a 2.0 semester GPA while on Academic Probation or who accumulate or exceed the Quality Point Deficit for their GPA Hours (see Table One) will be suspended for one regular semester (the summer terms do not count as a term of suspension).

Table One – Suspension QPD

GPA Hours	0-25	26-57	58-89	90 or more
Quality Point Deficit	20	15	12	9

When a student returns to Marshall after any suspension, the student will be placed on probation and must follow all of the requirements of his/her Academic Improvement Plan. Failure to meet all of the requirements of the Academic

Improvement Plan or exceeding the Quality Point Deficits listed in Table 1 will result in suspension. **A second suspension will be for a period of one calendar year. Third and subsequent suspensions will be for a period of two calendar years each.**

Note that this suspension policy does not apply to conditionally admitted students; they are governed by the regulations of University College.

- c. Petition for Reinstatement after a Second or Subsequent Suspension
Reinstatement after a second or subsequent suspension is only by written petition to the Dean of a student's College, School, or Program. The petition must be in writing and provide evidence that the student can meet the requirements of his or her Academic Improvement Plan. The written petition for readmission must be submitted at least 30 days prior to the beginning of the semester for which readmission is sought.

(Approved by Faculty Senate, May 9, 2002, to go into effect Fall 2003)

2. For Academic Dishonesty:
 - a. Probation:
Academic probation for up to 1 year may be recommended by the instructor but will need to be imposed by the department chair, academic dean or the Office of Academic Affairs.
 - b. Suspension:
A student with a second academic dishonesty offense during his/her enrollment at Marshall University will be academically suspended for a period of time not to exceed one academic year (to include summer terms).
3. Appeal of Academic Probation and Suspension
See section on "Academic Appeals," B and C.

Academic Rights and Responsibilities of Students

Marshall University's policies in regard to the academic rights and responsibilities of students reflect Board of Governors Policy Number 60.

I. Statement of Philosophy

Marshall University is an academic community and as such must promulgate and uphold various academic standards. Failure of a student to abide by such standards may result in the imposition of sanctions pursuant to University Policy Number 60. A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University, accepts the academic requirements and criteria of the institution. It is the student's responsibility to fulfill coursework and degree, or certification requirements, and to know and meet criteria for satisfactory academic progress and completion of the program.

II. Definitions

- A. **Academic Dean:** the chief academic officer of a college or school. The dean also serves in an advisory capacity to the student. The student is encouraged to contact his/her academic dean for guidance on appeal procedures.

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- B. **Academic Deficiency:** failure to maintain the academic requirements and standards as established by Marshall University and its constituent colleges and schools other than those relating to academic dishonesty. This shall include but is not limited to the criteria for maintenance of satisfactory academic progress, i.e. Grade Point Average, special program requirements, professional standards, etc.
- C. **Academic Dishonesty:** Academic dishonesty is conduct on an academic exercise that falls into one or more of the following categories: cheating, fabrication/falsification, plagiarism, bribes/favors/threats, and complicity. These categories and “academic exercise” are defined in detail in the section on Academic Dishonesty in this catalog. Each instructor may modify the general definition of academic dishonesty to fit the immediate academic needs within that particular course of study, provided the instructor defines, in writing and preferably in the course syllabus, the details of any departure from the general definition.
- D. **Day:** shall refer to a calendar day.
- E. **Limited Enrollment Program:** any academic program which imposes admissions requirements in addition to general admissions to the University.
- F. **Student:** any undergraduate student who has been admitted to, and is currently enrolled in, a course or in a certificate or degree program at Marshall University, or for whom the institutional appeal period has not expired. Students enrolled in the undergraduate Nursing Program will follow these procedures.
- G. **University Community:** faculty, staff, or students at Marshall University.
- H. **President’s Designee:** Chief Academic Officer.
- I. **Provost and Senior Vice President for Academic Affairs:** refers to the Chief Academic Officer.
- J. **Appeal Deadlines:** the time allowed for each level of appeal. There will be no time extensions unless granted by the Academic Appeals Board for good cause. If the appeals do not meet the established deadlines, the issue is no longer appealable.

III. *Student Academic Rights:*

Concomitant with other academic standards and responsibilities established by Marshall University and its constituent colleges and schools, each student shall have the following academic rights:

- A. The student shall be graded or have his/her performance evaluated solely upon performance in the coursework as measured against academic standards.
- B. The student shall not be evaluated prejudicially, capriciously, or arbitrarily.
- C. The student shall not be graded nor shall his/her performance be evaluated on the basis of his/her race, color, creed, sex, sexual orientation, or national origin.
- D. Each student shall have the right to have any academic penalty, as set forth herein, reviewed pursuant to the procedures in Section V. Except in those cases where a specific time is provided, this review shall occur within a reasonable time after the request for such review is made.
- E. Each student shall have access to a copy of a University catalog or program brochure in which current academic program requirements are described (e.g., required courses, total credit requirements, time in residence standards, minimum Grade Point Average, probation standards, professional standards, etc.).

- F. Each student shall receive from the instructor written descriptions of content and requirements for any course in which he/she is enrolled (e.g., attendance expectations, special requirements, laboratory requirements including time, field trips and cost, grading criteria, standards and procedures, professional standards, etc.).
- G. The instructor of each course is responsible for assigning grades to the students enrolled in the course consistent with the academic rights set out in the preceding sections.
- H. Marshall University and its constituent colleges and schools are responsible for defining and promulgating:
 - 1. The academic requirements for admission to the institution, for admission to limited enrollment programs, and for admission to professional and graduate degree programs;
 - 2. The criteria for maintenance of satisfactory academic progress, for the successful completion of the program, for the award of a degree or certification, for graduation;
 - 3. The requirements or criteria for any other academic endeavor, and the requirements for student academic honesty, consistent with the Policies, Rules, and Regulations of the Higher Education Policy Commission and with the fundamentals of due process; and
 - 4. Probation, suspension, and dismissal standards and requirements.
- I. Normally, a student has the right to finish a program of study according to the requirements under which he/she was admitted to the program. Requirements, however, are subject to change at any time, provided that reasonable notice is given to any student affected by the change.

IV. *Academic Sanctions: Undergraduate Students (Graduate and Medical Students Should Consult the Graduate Catalog.)*

A student who fails to meet the academic requirements or standards, or who fails to abide by the University policy on academic dishonesty, as defined by Marshall University and its constituent colleges and schools may be subject to one or more of the following academic sanctions:

- A. A lower final grade in or a failure of the course or exclusion from further participation in the class (including laboratories or clinical experiences, any or all of which may be imposed by the instructor of the course involved).
- B. Academic Probation
 - 1. For Academic Deficiency:
 - Any student who has less than a 2.0 Grade Point Average on coursework attempted at Marshall University and/or any approved coursework transferred from another institution shall be placed on academic probation. All probation students are subject to the following restrictions:
 - Meet with the Associate/Assistant Dean of their college before registering for classes to develop an Academic Improvement Plan to achieve good academic standing. This plan will be binding on the student.

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- Take a maximum of 14 hours and should repeat courses under the D/F Repeat Rule to reduce deficiencies.
- Earn a 2.0 GPA or higher during every semester they are on probation. Failure to achieve a 2.0 semester GPA or higher while on probation will result in suspension.
- May not register by myMU.
- Must participate in their College's retention program.
- Other requirements may be imposed in the Academic Improvement Plan

2. For Academic Dishonesty

Sanctions for academic dishonesty may be imposed by the instructor of the course, the department chairperson, or the Academic Dean. Sanctions for academic dishonesty may be imposed even if a student withdraws from an individual course or from the university entirely.

- a. The instructor may impose the following sanctions:
 - A lower or failing project/paper/test grade.
 - A lower final grade.
 - Failure of the course.
 - Exclusion from further participation in the class (including laboratories or clinical experiences.)
- b. The instructor may also refer the matter to his/her department chairperson for additional sanctions. If allegations are referred to the department chairperson, it must be within thirty (30) days from the date of the alleged offense. This process starts with the dean if there is no department chairperson. The following sanctions may be recommended by the instructor but will need to be imposed by the department chair, academic dean or the Office of Academic Affairs:
 - Exclusion from an academic program.
 - Academic probation for up to one (1) year.
 - Academic suspension for up to one (1) year.
 - Dismissal from the university.
- c. In those cases in which the offense is particularly flagrant or where there are other aggravating circumstances, additional, non-academic sanctions may be pursued through the Office of Judicial Affairs.
- d. A student will be informed in writing by the instructor or responsible office of any charges and subsequent sanctions imposed for academic dishonesty. Written notification of academic dishonesty charges (and the inclusion of confirmed charges/sanctions in the student's records) is designed to inform a student of the potential repercussions of repeat offenses and his/her rights of appeal.
- e. Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within ten (10) days of the accusation. The notice of an act of academic dishonesty will be reported to the Office of Academic Affairs through the completion of an "Academic Dishonesty Report Form." Instructors are encouraged to give a copy of the "Academic Dishonesty Form" to a student accused of an offense. However, the

Office of Academic Affairs will inform the student and the student's dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and his/her right of appeal. A copy of the report will go into the student's college file. Any subsequent actions taken (additional sanctions imposed, the lessening of sanctions, the withdrawal of accusations, the results of appeals, etc.) should be reported to the Office of Academic Affairs within ten (10) days.

The Office of Academic Affairs will maintain a file of academic dishonesty incidents. These will be reported in summary form (no student or faculty names will be included) to the Academic Deans and the Faculty Senate at the end of each academic year.

- f. Sanctions for repeated academic dishonesty offenses will be imposed by the Office of Academic Affairs after consultation with the appropriate department chairs and deans.
 - A student's record of academic dishonesty offenses will be maintained throughout his/her enrollment at Marshall University, and the period of time between offenses may have no impact on sanctions for repeated offenses.
 - A student with a second academic dishonesty offense during his/her enrollment at Marshall University will be academically suspended for a period of time not to exceed one academic year (to include summer terms.)
 - A student with a third academic dishonesty offense during his/her enrollment at Marshall University will be dismissed from the university.

C. Academic Suspension: Undergraduate Students (Graduate and Medical Students Should Consult the Graduate Catalog.)

1. For Academic Deficiency

Students who earn less than a 2.0 semester GPA while on Academic Probation or who accumulate or exceed the Quality Point Deficit for their GPA hours will be suspended for one regular semester (the summer terms do not count as a term of suspension). Students with 0-25 GPA hours will be suspended if they have 20 or more quality point deficiencies; with 26-57 hours, they will be suspended with 15 or more quality point deficiencies; with 58-89 hours, they will be suspended with 12 or more deficiencies; and with 90 or more hours, they will be suspended with 9 or more deficiencies.

When a student returns to Marshall after any suspension, the student will be placed on probation and must follow all of the requirements of his/her Academic Improvement Plan. Failure to meet all of the requirements of the Academic Improvement Plan or exceeding the Quality Point Deficits described above will result in suspension. A second suspension will be for a period of one calendar year. Third and subsequent suspensions will be for a period of two calendar years each.

This suspension policy does not apply to conditionally admitted students; they are governed by the regulations of University College.

2. For Academic Dishonesty

In those cases in which a student has been found guilty of academic dishonesty he/she may be academically suspended for a period of time not to

exceed one academic year. During such period the student may not enroll in any course or program offered by Marshall University or any of its constituent colleges or schools.

D. Academic Dismissal

This is defined as termination of student status, including any right or privilege to receive some benefit, or recognition, or certification. A student may be academically dismissed from a limited enrollment program and remain eligible to enroll in courses in other programs at Marshall University; or a student may be academically dismissed from the institution and not remain eligible to enroll in other courses or programs at Marshall University. The terms of academic dismissal from a program for academic deficiency shall be determined, defined, and published by each of the constituent colleges and schools of Marshall University. Academic dismissal from a program or from the University may also be imposed for violation of the University policy on academic dishonesty.

V. *Academic Appeals*

The intent of the appeals process is to treat all parties fairly, and to make all parties aware of the appeals procedure. *Please Note:* Notwithstanding any other provision in Marshall University catalogs or policy documents, only students who are or will be dismissed from a program or from the University as a direct and immediate consequence of any academic sanction administered by the University may, at their own discretion and expense, retain legal counsel for representation during all relevant administrative appeal proceedings.

A. Student Appeals for Instructor Imposed Sanctions:

In cases where a student is appealing a grade, the grade appealed shall remain in effect until the appeal procedure is completed, or the problem resolved.

In those cases in which a student has received an instructor-imposed sanction, including a lower final grade in or failure of the course or exclusion from further participation in the class, the student shall follow the procedures outlined below:

1. The student should first attempt a resolution with the course instructor. This initial step must be taken within ten (10) days from the imposition of the sanction or, in the case of an appeal of a final grade in the course, within thirty (30) days of the beginning of the next regular term. The student who makes an appeal is responsible for submitting all applicable documentation. The course instructor is to respond to the student in writing within ten (10) days after the student has submitted the appeal documentation. If the course instructor does not respond to the student in the given time frame, the appeal process continues to the next level. If the instructor is unavailable for any reason, the process starts with the department chairperson or division head.
2. If the procedure in Step 1 does not have a mutually satisfactory result, the student may appeal in writing to the department chairperson or division head within ten (10) days after the action taken in Step 1, who will attempt to resolve the issue at the departmental level. The department chairperson or division head is to respond to the student in writing within ten (10) days after the student has submitted the appeal documentation. If the department chairperson or division head (or representative) does not respond to the student in the given time frame, the appeal process continues to the next

level. When a student appeals a final grade, the faculty member must provide all criteria used for determining grades.

3. Should the issue not be resolved at the departmental level, either the student or instructor may appeal in writing to the Dean of the college in which the course is offered within ten (10) days of the action taken in Step 2. If the course is offered in the Marshall Community and Technical College, the appeal is to the Associate Dean of the Marshall Community & Technical College. This person is to respond to the student or instructor in writing within ten (10) days after the student has submitted the appeal documentation and will attempt to achieve a mutually satisfactory resolution. If the person named above does not respond to the student in the given time frame, the appeal process continues to the next level. The Dean of the college in which the student is enrolled will be notified.
4. Should the issue not be resolved by the Dean of the college within which the course is offered or the Associate Dean of the Marshall Community & Technical College, either the student or instructor may appeal in writing within ten (10) days of the action taken in Step 3 to the Budget and Academic Policy Committee which shall refer the matter to the University Academic Appeals Board which determines if an appeal hearing is justified. If the University Academic Appeals Board determines a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has the right to seek additional documentation if necessary. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and ten (10) days after the hearing to make notification of the determination to the student and instructor. It may not always be possible to meet the above conditions because many of these appeals occur at times when school is not in session. However every effort will be made to schedule appeal hearings in a timely and reasonable manner
5. Should the student or the instructor be dissatisfied with the determination of the Academic Appeals Board then either party may file an appeal with the Provost and Senior Vice President for Academic Affairs or, for students in the Marshall Community and Technical College to the Dean of Academic Affairs of the Marshall Community & Technical College, within thirty (30) days from receipt of the decision of the Board. This person has ten (10) days to respond in writing to the student or instructor. The decision of the Provost and Senior Vice President for Academic Affairs or the Dean of Academic Affairs of the Marshall Community & Technical College shall be final. Those students or faculty in the College of Health Professions dissatisfied with the determination should file an appeal within thirty (30) days to either the Provost and Senior Vice President for Academic Affairs or the V.P. for Health Sciences.

B. Appeals for Academic Dishonesty:

Only individual allegations of academic dishonesty may be appealed. If a previous offense was not appealed within the time limit, or was appealed unsuccessfully, then subsequent offenses will be counted as repeat offenses and additional sanctions will be levied by the Office of Academic Affairs as described in the section on "Sanctions" in this policy.

1. In those cases where the instructor imposes a sanction pursuant to part IV, A, only, of the section titled Academic Rights and Responsibilities of Students,

- and does not refer the matter to the department chairperson or division head for additional sanctions, the student may appeal the sanction in accordance with the procedures described in part V. Academic Appeals (A) of the section titled Rights and Responsibilities of Students.
2. In those cases where the matter is referred to the department chairperson or division head for additional sanctions, this action must occur within thirty (30) days of the alleged offense. The chairperson or division head shall bring together the student involved, and the faculty member, and/or other complainant within ten (10) days from the date of referral.
 3. If the student denies guilt or disagrees with the sanction imposed, or if the faculty member, other complainant, or chairperson or division head thinks that the penalties are insufficient for the act complained of, the case shall be forwarded in writing by the chairperson or division head to the student's Academic Dean or, for students in the Marshall Community and Technical College to the Associate Dean of the Marshall Community & Technical College, within ten (10) days from the date of the meeting. This person shall bring together the student, faculty member or other complainant, and the department chairperson or division head to review the charges within ten (10) days from the date of referral. The student's Academic Dean or the Associate Dean of the Marshall Community & Technical College may impose any sanction permitted by this policy.
 4. Should the student, faculty member, or other complainant be dissatisfied with the determination of the student's Academic Dean or, for students in the Marshall Community and Technical College, to the Associate Dean of the Marshall Community & Technical College, the case may be appealed in writing within ten (10) days of the written decision to the Budget and Academic Policy Committee, who shall refer the case to the University Academic Appeals Board which determines if an appeal hearing is justified. If the University Academic Appeals Board determines a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has the right to seek additional documentation if necessary. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and ten (10) days after the hearing to make notification of the determination to the student and instructor. It may not always be possible to meet the above conditions because many of these appeals occur at times when school is not in session. However every effort will be made to schedule appeal hearings in a timely and reasonable manner.
 5. Should the student, faculty member, or other complainant be dissatisfied with the determination of the Academic Appeals Board or the Hearing Panel, then he/she may file an appeal with the Provost and Senior Vice President for Academic Affairs or, for students in the Marshall Community and Technical College, to the Dean of Academic Affairs of the Marshall Community & Technical College, within thirty (30) days from the receipt of the written decision of the Board or Panel. Those students or faculty in the College of Health Professions dissatisfied with the determination should file an appeal within thirty (30) days to either the Provost and Senior Vice President for Academic Affairs or the V. P. for Health Sciences.
 6. The decision of the Provost and Senior Vice President for Academic Affairs or the Dean of Academic Affairs of the Marshall Community & Technical College shall be final.

C. Appeals for Academic Deficiencies:

1. In those cases in which an undergraduate student has been denied admission to a program, has been or may be placed on academic probation or academic suspension for academic deficiencies, the following procedures are applicable:
 - a. The student is entitled to written notice; (1) of the nature of the deficiency or reason for denial of admission to a program; (2) of the methods, if any, by which the student may correct the deficiency, and; (3) of the penalty which may be imposed as a consequence of the deficiency.
 - b. The student shall be given the opportunity to meet with the person(s) who has judged his/her performance to be deficient, to discuss with this person(s) the information forming the basis of the judgment or opinion of his/her performance; to present information or evidence on his/her behalf; and to be accompanied at any such meeting by an advisor of his/her choice from the University (faculty, staff, or student). Such advisors may consult with, but may not speak on behalf of their advisees, or otherwise participate directly in the proceedings, unless given specific permission to do so by the person conducting the meeting. The student is not entitled to an attorney in such meetings, and the formal rules of evidence are not applicable. The student must request such meeting in writing ten (10) days from receipt of the notice.
 - c. If the student is dissatisfied with the outcome of the meeting outlined in (b) above, the student may appeal the judgment to the Provost and Senior Vice President for Academic Affairs or, for Marshall Community and Technical College students, to the Dean of Academic Affairs of the Marshall Community & Technical College, within thirty (30) days after receipt of written notice of the judgment. Those students or faculty in the College of Health Professions dissatisfied with the determination should file an appeal within thirty (30) days to either the Provost and Senior Vice President for Academic Affairs or the V. P. for Health Sciences.
 - d. The decision of the Provost and Senior Vice President for Academic Affairs or the Dean of Academic Affairs of the Marshall Community & Technical College is final.
2. In those cases in which a student has been or may be dismissed from an undergraduate academic program, or has been or may be dismissed from the institution for academic deficiencies, the following procedures are applicable:
 - a. The student is entitled to written notice; (1) of the nature of the deficiency; (2) of the methods, if any, by which the student may correct the deficiency, and; (3) of the penalty which may be imposed as a consequence of the deficiency.
 - b. The student shall be given the opportunity to meet with the person(s) who judged his/her performance to be deficient. The student must request such meeting in writing within ten (10) days from receipt of the notice. The student shall be given the opportunity to discuss with this person(s) the information forming the basis of the judgment or opinion of his/her performance, to present information or evidence on his/her behalf, and to be accompanied

at any such meeting by an advisor of his/her choice from the University (faculty, staff, or student). Such advisor may consult with but may not speak on behalf of his/her advisee, or otherwise participate directly in the proceedings, unless given specific permission to do so by the person conducting the meeting. The student is not entitled to an attorney in such meetings, and the formal rules of evidence are not applicable.

- c. If the student is dissatisfied with the outcome of the meeting outlined in (b) above, the student may file an appeal in writing with the Chairperson of the Budget and Academic Policy Committee. The Chairperson of the Budget and Academic Policy Committee will refer the matter to the University Academic Appeals Board which determines if an appeal hearing is justified. If the University Academic Appeals Board determines a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has the right to seek additional documentation if necessary. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and ten (10) days after the hearing to make notification of the determination to the student and instructor. If the student is denied an appeal, he/she may appeal this decision to the Provost and Senior Vice President for Academic Affairs or, for students in the Marshall Community and Technical College, to the Dean of Academic Affairs of the Marshall Community & Technical College. If the student is granted an appeal, the Chairperson of the Academic Appeals Board will appoint a Hearing Panel. At least two (2) of the faculty and student members of the Hearing Panel will, if possible, be chosen from the members of the Hearing Panel Pool appointed from the constituent college or school involved. It may not always be possible to meet the above conditions because many of these appeals occur at times when school is not in session. However every effort will be made to schedule appeal hearings in a timely and reasonable manner. The student's appeal must be filed within ten (10) days after receipt of written notice of the decision outlined in (b) above.
- d. If the student, faculty member or other complainant is dissatisfied with the decision of the Hearing Panel, he or she may appeal the decision to the Provost and Senior Vice President for Academic Affairs or, for students in the Marshall Community and Technical College, to the Dean of Academic Affairs of the Marshall Community & Technical College, within thirty (30) days after receipt of written notice of the decision. Those students or faculty in the College of Health Professions dissatisfied with the determination should file an appeal within thirty (30) days to either the Provost and Senior Vice President for Academic Affairs or the V. P. for Health Sciences.
- e. The decision of the Provost/Senior Vice President for Academic Affairs or the Dean of Academic Affairs of the Marshall Community & Technical College is final.

VI. *Academic Appeals Board*

A. Description and Jurisdiction:

The Academic Appeals Board is a permanent subcommittee of the Budget and Academic Policy Committee. It is composed of experienced Hearing Officers and is established to determine whether appeals arising from the following should result in a hearing:

1. Instructor-imposed sanctions, including: lowering of final course grade, failure of course, or exclusion from further participation in the class.
2. Final course grades.
3. Sanctions imposed for academic dishonesty.
4. Dismissal from an academic program.
5. Dismissal from the University.
6. Such other cases as may be referred to the Board.

B. Function:

The University Academic Appeals Board collectively decides whether:

- a) The prior steps of the appeal process have been completed.
- b) The claim (if substantiated) would result in the overturning of the academic sanction. This means that some policy may have been violated in the application of the sanction, arbitrariness or capriciousness may have been a factor in the sanction, different standards may have been applied to the student or there may have been bad faith or ill will on the part of the instructor's applying of the sanction.
- c) Appropriate documentation of the claim needs to be provided in order to justify a hearing. It is the student's job to provide documentation for his/her claims. The Board may ask for additional documentation from either students or faculty in order to determine whether a hearing is justified.

VII. *Hearing Panel*

The purpose of the Hearing Panel is to hear arguments, evaluate evidence, and reach a decision by voting in an Academic Hearing.

A. The Hearing Panel shall be composed of faculty and student members chosen in the following manner:

1. Faculty Members:

The Dean of each of the constituent colleges and schools of the University or the Associate Dean of the Marshall Community & Technical College shall appoint five (5) faculty members from his/her unit to serve on the Hearing Panel Pool. Such appointments will be made annually in the spring semester with the understanding that some of these faculty members will be available to hear appeals during the summer terms and the week before the beginning of Spring semester. Terms will run from May 15 to the following May 15.

2. Student Members:

The Student Government Association President shall appoint three (3) students from each of the constituent colleges and schools of the University to serve on the Hearing Panel Pool.

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3. Hearing Officers:

The Budget and Academic Policy Committee will appoint two Hearing Officers each spring. It is desirable but not required that the Hearing Officers have served on a Hearing Panel.

B. Selection of Members for an Individual Hearing Panel

An individual Hearing Panel shall be composed of two (2) faculty members, one (1) student member, and one (1) non-voting Hearing Officer. The members of the Hearing Panel shall be chosen randomly from the Hearing Panel Pool by the Chairperson of the Academic Appeals Board or his/her designee. In appeals arising from dismissal from an academic program, if possible, at least two (2) of the faculty and student members of the Hearing Panel should be chosen from the Hearing Panel Pool members appointed from the constituent college or school involved.

VIII. *Hearing Procedures*

It is the intent of these procedures to ensure that Marshall University students receive appropriate due process in academic matters. This includes fundamental fairness, just sanctions, and all rights in accordance with the belief that academic appeal hearings at an institution of higher education such as Marshall University should have an educational objective. Academic appeals, pursuant to these procedures, are informal and not adversarial in nature.

- A. The time and place of the hearing is determined by the Hearing Officer. The hearing should be held within sixty (60) days of receiving the written request. Upon written request, the Hearing Officer may, at his/her discretion, grant a continuance to any party for good cause.
- B. The Hearing Officer will notify the appellee, appellant, and other appropriate parties in writing at least five (5) days prior to the hearing, of the date, time, and place of the hearing. A statement of the facts and evidence to be presented in support of the student's grounds for appeal will be provided to the appellee in appropriate cases.
- C. The appellant student and the appellee have the right to an advisor. Advisors must be members of the University community (faculty, staff, or student). Such advisors may consult with, but may not speak on behalf of their advisees or otherwise participate directly in the proceedings, unless they are given specific permission to do so by the Hearing Officer.
- D. The appellant student has the right, at his or her own discretion and expense, to retain legal counsel for representation only when he/she is or will be dismissed from a program or from the University as a direct and immediate consequence of any academic sanction administered by the University. In these cases an attorney is allowed to fully represent and speak on behalf of the appellant student. Rules of evidence and other formal rules of courtroom procedure do not apply. The Hearing Officer is authorized to decide what is relevant and what is not relevant.
- E. Prior to the scheduled hearing, the members of the Hearing Panel may convene in closed session to examine the content of the appeal, the specific issues to be considered, and all supporting documents.
- F. The student with his/her advisor, if any, will be called before the Hearing Panel and the Hearing Officer will then restate the nature of the appeal and the issues to be decided.
- G. The hearing shall be closed. All persons to be called as witnesses, other than the appellant, with his/her advisor, if any, and the appellee and his/her advisor, if any,

will be excluded from the hearing room. Any person who remains in the room after the hearing has begun may be prohibited from appearing as a witness at the discretion of the Hearing Officer.

- H. Anyone disrupting the hearing may be excluded from the hearing room if, after due warning, he/she engages in conduct which substantially delays or disrupts the hearing, in which case the hearing shall continue and the Hearing Panel shall make a determination based on the evidence presented. If excluded, the person may be readmitted on the assurance of good behavior. Any person who refuses the Hearing Panel's order to leave the hearing room may be subject to appropriate disciplinary action pursuant to Marshall University policy. When a student appellant is excluded for disruptive behavior and does not have a recognized representative, the Hearing Officer will appoint one.
- I. Except as provided in H and M herein, all evidence must be presented in the presence of the student.
- J. The student or other parties involved may petition the Hearing Officer for a subpoena or a request for appropriate written information or documents.
- K. The student will be given the opportunity to testify and present evidence and witnesses on his/her own behalf and to discuss with, and question, those persons against whom the appeal is filed. Written evidence to be considered by the panelists should be received by the Hearing Officer at least five (5) business days prior to the hearing to be distributed to the panelists prior to the hearing. Exceptions to this five (5) day rule are at the discretion of the Hearing Officer, who may disallow long written documents or large numbers of documents from being introduced if the panelists will not have time to consider them fully.
- L. The Hearing Panel may admit as evidence any testimony, written documents, or demonstrative evidence which it believes is relevant to a fair determination of the issues. Formal rules of evidence shall not be applicable in academic appeal hearings.
- M. If the student appellant or the appellee fails to appear at a hearing and fails to make advance explanation for such absence which is satisfactory to the Hearing Panel, or if the student appellant or the appellee leaves before the conclusion of the hearing without permission of the Hearing Panel, the hearing may continue and the Hearing Panel may make a determination on the evidence presented at the hearing, or the Hearing Panel may, at its discretion, dismiss the appeal.
- N. Upon completion of the testimony and presentation of evidence, all persons, except Hearing Panel members will be required to leave the room. The Hearing Panel will then meet in closed session to review the evidence presented. The Hearing Panel shall make its findings based upon a preponderance of evidence. The Hearing Panel shall reach its determination by a majority vote. The results shall be recorded in writing and filed with the Chairperson of the Budget and Academic Policy Committee and the Provost and Senior Vice President of Academic Affairs or, for cases in the Marshall Community and Technical College, with the Dean of Academic Affairs of the Marshall Community & Technical College. If the Hearing Panel's decision includes the imposition of academic sanction, the sanction given and its duration must be specified for the record. A report of a dissenting opinion or opinions may be submitted to the Chairperson of the Budget and Academic Policy Committee and the Provost and Senior Vice President for Academic Affairs or, for cases in the Marshall Community and Technical College, to the Dean of Academic Affairs of the Marshall Community & Technical College, by any Hearing Officer.
- O. The findings of the Hearing Panel, and any sanction, shall be announced at the conclusion of the hearing. The student, faculty member, and the appropriate

Academic Dean or Associate Dean of the Marshall Community & Technical College shall be notified in writing of the findings and any sanction at the conclusion of the hearing. A record of the hearing shall be prepared by the Hearing Officer in the form of summary minutes and relevant attachments and will be provided to the student upon request.

- P. No one may tape the proceedings.
- Q. In an appeal related to a final grade the Hearing Officer will complete any necessary change of grade forms and submit that information to the Registrar, the faculty member, and the appropriate Academic Dean or, for cases in the Marshall Community and Technical College, to the Associate Dean of the Marshall Community & Technical College.
- R. Within thirty (30) days following receipt of the Hearing Panel's decision, the student, faculty member or other complainant may file an appeal with the Provost and Senior Vice President for Academic Affairs or, for cases in the Marshall Community and Technical College to the Dean of Academic Affairs of the Marshall Community & Technical. A written brief stating grounds for the appeal should be presented by the student, faculty member or other complainant to the Provost and Senior Vice President of Academic Affairs or, for cases in the Marshall Community & Technical College, to the Dean of Academic Affairs of the Marshall Community & Technical College. The scope of review shall be limited to the following:
 - 1. Procedural errors.
 - 2. Evidence not available at the time of the hearing.
 - 3. Insufficient evidence to support the findings of the Hearing Panel or of the Academic Appeals Board.
 - 4. Misinterpretation of University policies and regulations by the Hearing Panel or by the Academic Appeals Board.
 - 5. A sanction disproportionate to the offense.
 - 6. Lack of jurisdiction.

The Provost and Senior Vice President of Academic Affairs, or the Dean of Academic Affairs of the Marshall Community & Technical College, may affirm or modify the panel's findings and sanctions, if any, or remand the case to the Academic Appeals Board for further action.

- S. The decision of the Provost and Senior Vice President for Academic Affairs or of the Dean of Academic Affairs of the Marshall Community & Technical College is final. He/she will give written notification of the final decision to the student, the faculty member, the appropriate Academic Dean or the Associate Dean of the Marshall Community & Technical College, and as appropriate, the Registrar. Those students or faculty in the College of Health Professions dissatisfied with the determination should file an appeal within thirty (30) days to either the Provost and Senior Vice President for Academic Affairs or the V. P. for Health Sciences.

*Approved by the Academic Standards
and Curricular Review Committee: October 28, 1988*

*Approved by the Budget and Academic Policy Committee,
October 21, 2004, March 4, 2005*

*Revised by Faculty Senate: March 19, 2002, February 27, 2003,
November 18, 2004, March 31, 2005*

Academic Standing

(for more detailed information, see “Academic Rights and Responsibilities of Students”)

Students receive official notification of academic standing in their grade report at the end of the regular semester or summer session.

Academic standing is defined by one of three categories:

1. *Good Standing:*

The student is in good standing when the cumulative Marshall and Overall GPA (includes Marshall grades and any grades earned at other institutions), is at least 2.0. For purposes of participation in extracurricular activities, a student is considered to be in good standing if he or she is eligible to enroll in classes that semester and not under specific restriction as described in the Marshall University Code of Student Rights and Responsibilities, Section C (1-3). Individual activities or organizations may have further requirements for participation such as minimum GPA.

2. *Academic Probation:*

The student is placed on academic probation at the end of any regular semester or summer session when either the cumulative Marshall or Overall GPA (includes Marshall grades and any grades earned at other institutions) is less than 2.0. The student will be notified by mail that a hold has been placed on registration activity. This means the student cannot register or make schedule changes by telephone or on the web. All registration activity must take place in person at the Office of the Registrar. After seeing his/her advisor (if subject to mandatory advising), the student must also get written permission from the associate dean of his/her college to register or make schedule changes. Probation students are also limited in the number of credit hours they can take each semester and may be subject to financial aid, athletic participation, and other restrictions imposed by their colleges.

3. *Academic Suspension:*

If a student exceeds the maximum quality point deficits in the cumulative Marshall or Overall GPA (includes Marshall grades and any grades earned at other institutions) for his/her GPA hours at the end of any given semester, he/she will be suspended for the following semester. The college dean notifies suspended students by mail that a hold has been placed on their registration status and their registration for the following semester has been canceled (excluding summer terms). Please see “Academic Probation and Suspension” for details.

Academic Suspension

See “Academic Probation and Suspension.”

Additional Degrees

Baccalaureate Degree

It is possible to earn more than one baccalaureate degree by meeting these requirements:

- completing all of the major and minor requirements for the desired degree, *including the Marshall Plan*,

(continued)

- completing a minimum of 30 additional hours after receipt of a baccalaureate degree;
- meeting the minimum residency requirement of 24 credit hours.

Grade Point Averages and graduation with honors must conform to existing university policies.

Advising

Although students are ultimately responsible for selecting a major and planning their course schedules, advising services are available to all students.

- The college office may assign students with a declared major an advisor.
- Most undecided students are advised in the Advising Center located in University College.
- Students on academic probation are also required to meet with the associate dean of their college for written approval to register or change their schedule.

The academic advisor is a very good person to get to know. He or she will help with advice and support with academic or career questions. Students usually see their advisors during registration periods, but all faculty advisors are available during office hours throughout the semester. Students should take the initiative and arrange an appointment with their advisors at any time during the semester when they need advice or help.

Some colleges require their students to consult with an academic advisor before they can register. The college office places an advising hold on the student's registration. This hold remains until the student has met with the appropriate advisor. Students should consult their college dean or major department for specific advising requirements.

Appeals Board

See "Academic Appeals" listing.

Auditing Courses

Audit students enroll only for purposes of refreshing or acquainting themselves with the material offered in the course. Students can audit a course when there is space available in the class and the instructor authorizes audit status. Audit students receive no academic credit. Enrollment for audit is limited to the regular registration period for the semester or term. A student must enroll for the course as an Audit, and must pay fees in the same way and at the same tuition rate as students enrolling for credit. Faculty members who wish to audit courses must secure approval of the instructor of the course and must enroll in the regular way. The instructor of the course will determine attendance and any other special requirements for audit students. It is the instructor's responsibility to discuss the requirements of the course with the auditor. The instructor can notify the student's college dean and the Registrar's Office to withdraw the auditor from the class if attendance or other requirements are not met. **A student cannot change a registration from credit to audit or audit to credit after the close of the Schedule Adjustment period at the beginning of a semester or summer term.**

Class Attendance

It is Marshall University's policy that each instructor evaluates the importance of student class attendance. In the course syllabus, the instructor must provide his/her policy on class attendance, make-up work, and related matters. If a student is absent from class because of a circumstance that is included in the excused absence policy, the absence can be handled by an arrangement between the student and the instructor or, if either party requests, the student can obtain an official excused absence following the procedure described below. The instructor must honor a university excused absence covered by this policy and allow the student an opportunity to catch up/make up work missed. This policy excludes those academic endeavors that require the completion of a certain number of clock hours, as in clinical experiences, practica or internships. For those courses, the maximum number of absences will be determined by the department chair or program supervisor. This policy does not supersede program accreditation requirements.

Definitions of Excused Absences:

Excused absences fall into five categories:

1. University-sponsored activities:

- a. **Academic activities** including, but not limited to, performing arts, debate and individual events, honors classes, ROTC, and departmental functions.
- b. **Athletics.** Official athletic events sponsored by the Athletic Department.
- c. **Other University activities**, including student government and student organizations. The activity must have a clear educational mission and be closely linked to academic pursuits or to other official University functions...

2. Student Illness or Critical Illness/Death in the Immediate Family

"Immediate Family" is defined as a spouse/life partner, child, parent, legal guardian, sibling, grandparent or grandchild.

- a. **Student Illness or injury:** Absences will be excused only for illnesses or injuries that prohibit students from participating in class.
- b. **Critical Illness of Immediate Family Member:** Absences will be excused if the student documents that he or she had to provide needed care and/or support for a critically ill immediate family member.
- c. **Death of an Immediate Family Member**

3. Short-Term Military Obligation: This is defined as absence as the result of military orders for a short-term period. Note: Students subject to federal activation are covered by a separate policy. Please see the catalog for this policy.

4. Jury Duty or Subpoena for Court Appearance: This applies to absences that are a result of official requests from a court of law.

5. Religious Holidays: This applies to major religious holidays. Please see the Dean of Student Affairs for a list of such holidays.

Process to Secure an Excused Absence

The student who seeks an excused absence must do so immediately after the event/activity/incident by following these guidelines. **Whenever time permits, such as for University activities scheduled well in advance, the excuse must be obtained and presented to the instructor prior to the absence.**

(continued)

1. **University Sponsored Activities:**
 - a. **Academic Activities:** These absences are excused by the dean within whose unit the activity is sponsored. The dean must pre-approve any notice that is given or sent to faculty regarding absences of this type.
 - b. **Athletics:** These absences are excused by the Dean of Enrollment Management who must pre-approve any notice given/sent to faculty.
 - c. **Other University activities:** These absences are pre-approved by the Dean of Student Affairs and excused by the Office of Academic Affairs prior to any notice to faculty. The activity and the excused absence must be endorsed in writing by the organization advisor.
2. **Student Illness or Critical Illness/Death in the Immediate Family:**
 - a. **Student Illness or Injury:** The student must submit official documentation of treatment by a medical practitioner to the Dean of Student Affairs as soon as he/she returns to class. Documentation must specify the inclusive dates to be excused. The dean will notify faculty that the absence(s) meets the criteria to be excused.
 - b. **Critical Illness of Immediate Family Member:** The student must submit official documentation from the family member's health care provider that substantiates the critical nature of the illness and the student's need to provide the care/support. This documentation is to be submitted to the Dean of Student Affairs upon the student's return to class. The dean will notify faculty that the absence(s) meets the criteria to be excused.
 - c. **Death of an Immediate Family Member:** To obtain an excused absence, the student must submit one of the following to the Dean of Student Affairs upon return to classes: an obituary or a funeral program with the student named as a relative; verification on letterhead stationery of the death and the relationship by clergy or funeral home personnel. The dean will notify faculty that the absence meets the criteria to be excused.
3. **Short-Term Military Obligation:** The student who seeks an excused absence for military obligation must present official documentation of his/her orders to duty to the dean of his/her college prior to the absence. The dean will notify faculty that the absences are to be excused.
4. **Jury Duty or Subpoena for Court Appearance:** The student who seeks an excused absence for jury duty or court appearance must submit his/her subpoena or official notification of jury duty to the dean of his/her college prior to the date of the obligation. The dean will notify faculty that the absence is to be excused.
5. **Religious Holidays:** Absences resulting from major religious holidays will be excused when the student presents the request in advance of the absence to the Dean of Student Affairs. The dean will indicate his/her approval on the request and forward it to the Office of Academic Affairs for the official excused absence notification to faculty.

Notice: Any student who falsifies information or documentation in order to obtain an excused absence has committed a violation of the Code of Student Rights and Responsibilities and will be referred to Judicial Affairs for appropriate sanctions.

Process to Catch Up/Make Up Missed Work

1. It is the responsibility of the student to request an opportunity to complete missed work.

2. Once the excused absence has been secured, the request to make up work should be made to the instructor at the next available class meeting.
3. Missed activities will be rescheduled or, in the event that rescheduling of an activity is not practical or possible, a fair and equitable alternative way of arriving at the grade for the missed component of the overall grade will be developed by the instructor.
4. Punitive measures must not be taken against students who present an official University excused absence.
5. Students should be aware that excessive absences—whether excused or unexcused—may affect their ability to earn a passing grade.
6. If the faculty member believes that the number of absences accrued under the terms of this policy is such that the student cannot fulfill the learning experience/mastery that a course requires, he/she may recommend that a student withdraw from the class.

Regardless of the nature of the excused absence, the student is responsible for completing all coursework prior to the end of the semester.

Course Substitution

Students with learning disabilities may apply for course substitutions or waivers in foreign languages and mathematics under the following policy:

Conditions:

A student seeking a course substitution or waiver of mathematics (MTH or MAT) or foreign language requirements based on a learning disability must meet the following conditions:

- Completion of the Course Substitution/Waiver Form. This form requires that the student attach a recent (within five years) diagnosis of a learning disability that specifically prohibits the student from completing the course or courses. (The form is available in the Disabled Student Services office, the H.E.L.P. office, the Buck Harless Student Athlete Program office, college deans' offices, and the office of the Dean of Student Affairs.)
- Verification in writing from the dean of the student's college, upon recommendation by the faculty of the department in which the student is a major, that the course is not an integral part of the student's course of study. If this verification is denied, then the substitution or waiver request shall not go forward.
- Submission of the Course Substitution/Waiver Form to the Course Substitution Committee c/o the Office of Academic Affairs.

Procedures

The Course Substitution Committee will consist of three individuals involved in the validation of learning disabilities on Marshall's campus (one each from the H.E.L.P. Program, Disabled Student Services, and Psychology Clinic faculty), two faculty (one from the Faculty Senate and one from the CTC Faculty Council), and one dean (selected by the Provost and Senior Vice President for Academic Affairs).

The Committee, chaired by the dean, will meet up to three times a semester to consider requests that meet the stated conditions. In its deliberations, the Committee will

consider the information in the Course Substitution /Waiver Form and accompanying documentation and render a decision in writing to the student and the dean of his/her college within ten working days.

If a course substitution is approved, the student will meet with the chair of the department in which the course is housed to obtain a list of appropriate substitute courses.

A student who is denied a course substitution or waiver by the Course Substitution Committee may appeal in writing within 10 working days to the Budget and Academic Policy Committee. The BAPC Hearing Panel will conduct a hearing using procedures consistent with those for other academic appeals. A student may appeal the decision of the Hearing Panel to the Provost/Senior Vice President for Academic Affairs whose decision is final.

Students should be aware that a course substitution/waiver would not be valid at any other institution and would have to be approved by the new college or department if the student changes major or declares a second major.

Approved by Faculty Senate, January 24, 2003

Credit by Examination

Course credit by examination is granted at Marshall in some academic departments. Students interested in earning credit this way should contact the chairperson of the department in which the course is offered. With the department chair's permission, the student should obtain a "Credit by Examination" form from the Registrar. This form must be signed for approval by the department chair, the dean of the student's college, and the Registrar. If the student is not a full-time student, he/she must also pay a \$30 examination fee. The grade received on the special exam will be applied to the student's transcript. Students may not use Credit by Examination to repeat a course under the *D/F Repeat Rule*.

Credit Hour (same as Semester Hour)

Generally a student earns one credit for each 15 hours of class contact. Classes normally meet 45 hours in a semester for 3 units of credit. Students should plan on two hours of preparation/study for each in-class hour. Laboratory classes require two or three hours of lab per week for each semester hour of credit.

D/F Repeat Rule (Repeating Courses)

Students have the opportunity to repeat any course in which they earned a grade of *D* or *F* during the period up to and including the semester in which they attempt their 60th hour. A course may be repeated only once under this policy and the repeat must be done prior to completion of the baccalaureate degree.

The second grade will replace the first in determining the student's GPA, hours attempted, and hours credited. The second grade is the grade that counts (excluding a *W*), even if it is a lower grade than the original one. The original grade remains on the transcript, but it is noted as a repeated course. Whenever a student plans to repeat a course under the *D/F Repeat Rule*, he/she must fill out a form in his/her college office early in the semester in which the course is repeated.

The *D/F Repeat Rule* applies only to graduation requirements and not to requirements for professional certification which may be within the province of licensure boards, external agencies, or the West Virginia Board of Education.

Adopted: February 8, 1972; Revised: December 14, 1985.

Dead Week

The last five class days of the fall and spring semesters are designated as “dead week.” During this period, instructors cannot give exams that count as 15% or more of the final course grade. They can assign major papers and/or projects which count as 15% or more of the final course grade **ONLY** if the assignment is stated in the course syllabus. Instructors can introduce new material and give make up exams during the Dead Week. Exemptions from this policy include night classes, laboratories, freshman English composition courses, and any classes meeting once a week. Dead Week is not applicable to Intersession or Summer Session.

Dean’s List

Students registered for 12 or more hours of courses for which they receive letter grades, and who at the end of a semester have Grade Point Averages of 3.3 or above are considered honor students. The names of these students make up the “Dean’s List” in their undergraduate college.

Degree Programs Offered

A complete list of degree programs offered is contained in the section of this catalog entitled “Undergraduate Four-Year Degrees.”

Denial of Admission to a Program Due to Deficiencies

See section IV of “Academic Rights and Responsibilities of Students.”

Double Major

Students can major in more than one discipline by completing the requirements for both majors. If the two majors are in different colleges, the student must secure permission from both college deans in order to pursue both majors. For administrative purposes, the student can only be housed in one college; this is the college of record which maintains the student’s records. The student would only complete the **college** requirements of the college of record.

Dropping All Courses (Withdrawal from the University):

Final Date: Last Day of Class

The last date for complete withdrawal from the university is the last day of class. Withdrawal from the university is defined as dropping all classes for which a student is registered. The student must submit a withdrawal form to the Registrar or mail a request for withdrawal to the Registrar. The effective date of withdrawal is the date that the withdrawal form is submitted to the Registrar. The postmark on mail requests is the official date of withdrawal.

Grades Assigned for Withdrawal from the University

Students withdrawing from the university receive a grade of *W* for all courses. The *W* grade (withdrew) has no impact on the Grade Point Average.

Students who withdraw from the university improperly, or who do not follow the regulations described here, receive grades of *F* at the end of the semester or term.

Dropping Individual Courses

Final Date: Tenth Friday in a Regular Term

- **Day classes:** Students can drop individual courses after the Schedule Adjustment period and during the Withdrawal period which lasts until the Friday of the tenth week of class during a regular semester. The exact last day for dropping individual courses is always published in the Schedule of Courses and the Academic Calendar for any given semester or term. A student must get a “Schedule Adjustment and Class Drop Form” from the Registrar’s Office, fill in the required course drop information, and then obtain the signature of the course instructor. If a student is on academic probation, he/she must also get the approval and signature of the associate dean of his/her college and bring the completed form to the Registrar’s Office.
- **E-Course Withdrawal Period:** The withdrawal policy for e-courses parallels that for regular courses. A student can withdraw from an individual e-course through 2/3 of the official course length. After that time, only a complete withdrawal from the university is allowed. The refund policy for e-courses also parallels that of regular courses.
- **Night or Off-Campus classes, or E-Courses:** Students can drop a night class, an off-campus class, or an e-course by mailing a request to drop to the Registrar. The postmark on the request will be the official date of withdrawal. The instructor’s signature is not required. If a student is on academic probation, he/she must have the approval signature of his/her associate dean .
- **High-demand course:** If a student drops a “high-demand” course during the Withdrawal period, he/she will not be able to pre register for the course for the following semester. High-demand courses include:
 - ACC 215
 - BSC 227
 - ENG 101, ENG 102
 - MTH 121, 123, 127, 130, 203
 - SPN 101, SPN 102

Students can obtain an up-to-date listing of high demand courses from the Office of the Registrar.

Grades Assigned for Dropping Individual Courses

A student dropping courses or withdrawing from the university during the Withdrawal period (which lasts until the tenth Friday after the first class day of the regular semester), will receive a grade of *W*. For eight week courses, summer sessions and other courses of varying lengths, the withdrawal period ends the Friday immediately following the two thirds point in the course. Exact withdrawal dates are published in the *Schedule of Courses* and in the annual University Academic Calendar. The *W* grade (withdrew) has no impact on a student's Grade Point Average.

Students who drop courses improperly or who do not follow the regulations described here, receive a grade of *F* at the end of the semester or term.

Exceptions:

Military Service

Men and women called to active duty in the armed services of the United States are granted full refund of fees, but no credit, if the call comes before the end of the first three fourths of the semester or term, and full credit, but no refund of fees, is granted if the call comes thereafter. However, credit is granted only in those courses in which the student is maintaining a passing grade at the time of departure to military service. The term "called to active duty" is defined as being called to active duty as the result of the federal activation of a total reserve component, National Guard unit, or any portion which involves a particular student or an individual who is a bona fide member of the reserve component or a National Guard unit. The final grades, both passing and failing, for three fourths of a semester or more are shown on the student's permanent record. *Please note:* Students called to active duty should present a copy of activation orders to the Office of the Registrar to ensure proper handling of their academic records in accordance with this policy.

Medical Reasons

See Medical Withdrawal Policy.

Electronic Courses

E-courses are online versions of classes offered on the Marshall campus. They are offered completely over the Internet. E-courses are identified in the Official Schedule of Courses by the letter E after the course number. Courses are delivered with WebCT, a set of course tools. Communication between students and instructors can occur by e-mail, discussion forums or chat sessions, and there are no required on-campus or real-time meetings.

E-courses generally follow the University calendar for the term in which they are offered, but individual exceptions may apply. Students should check the syllabus for each individual class for a beginning and ending date. Students may register for E-courses using myMU during the designated registrations periods each term, in person at the Registrar's Office, or by mail. Hours of enrollment are reflected in the actual term in which the student is registered. For all verification purposes, hours of enrollment are counted only in the term in which the student is registered. Note that the withdrawal period for E-courses parallels that of regular courses. A student may withdraw from an individual E-course through 2/3 of the official course length. After that time, only a complete withdrawal from the university is allowed. The refund policy for E-courses also parallels that of regular courses.

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E-courses are currently assessed a fee (subject to change) of \$155.00 per credit hour for undergraduate courses, regardless of residency or number of credit hours the student may be registered for in addition to the E-courses. The Lewis College of Business technology fee must also be paid for courses in that college.

T-courses are “technology-enhanced” courses. In these courses at least 80 percent of the course content is delivered by remote electronic means but students will be required to attend classes for the remaining content. T-courses are identified in the printed schedule of courses as WebCT courses. Most, but not all, of the T-courses use the Internet as the remote electronic means. T-courses start and end on the same dates as the regular semester courses.

Students may visit www.marshall.edu/muonline for complete information on E-courses and T-courses, including technical requirements, student readiness, and course listing.

Final Exams

Absence from Final Exams

Students are required to take all regular examinations. If a student attends a course throughout the semester and is absent from the final examination without permission, the instructor counts the examination as zero and reports the final grade of *F*. If the absence is the result of illness or some other valid reason beyond the student’s control, the instructor reports a grade of *I*. In all cases, the student must verify the reason for the absence. (See “Incomplete” under Grades and Quality Points).

Rescheduling of Final Exams

If a student has final exam conflicts or has three or more final exams scheduled for the same day, he/she should follow these steps:

- pick up a “Final Examination Rescheduling Form” from the major department or the college office;
- fill in the top part of the form in which he/she must show his/her complete final exam schedule;
- take this to the dean for verification;
- take the verified form to one of his/her class instructors and attempt to make a rescheduling agreement (date, time, place);
- if the student and instructor reach an agreement, the instructor should sign the form, keep a copy, and send a copy to the dean of the student’s college;
- if an agreement cannot be reached, the instructor should note this fact and sign the form. In this case, the student should try to reach an agreement with the instructor of another class in conflict;
- if no instructors agree to reschedule and the student has all comments and signatures on the form, take the form to the Provost and Senior Vice President for Academic Affairs (OM 110);
- the Provost or designee will determine if an exam should be rescheduled and if so, the time, date, and place—the student and the instructor will receive written notice of any rescheduling;
- the Provost’s ruling can only be modified by an agreement between the instructor and the student;

- if the student rejects a ruling by the Provost, he/she thereby agrees to take each exam at the scheduled time.

Note: the Provost will not consider any form submitted less than one week before the first day of finals, or any form that is incomplete. An instructor is not required to reschedule a final exam at the student's request.

Grade Appeal

See section entitled "Academic Appeals."

GRADE INFORMATION AND REGULATIONS

Grade Point Average Defined

A Grade Point Average (GPA) is a numeric value calculated by dividing total quality points by total credit hours attempted (courses in which a student earned a letter grade). The Grade Point Average computed for graduation purposes (not necessarily each semester), is based on all work attempted with these exceptions:

- Courses with grades of *W*, *I*, *CR/NC*, and *AU*
 - Grades of *D* or *F* repeated under the D/F Repeat Policy
 - Developmental courses
1. An overall Grade Point Average is a calculation based on credit earned at Marshall **and** all other accredited institutions of higher learning;
 2. A Marshall Grade Point Average is a calculation based on credit earned at Marshall **only**.

Quality Points Defined

Quality points are numeric values assigned to letter grades that allow a student to calculate a Grade Point Average (GPA). Quality points are based on these values for **EACH** semester hour of credit: *A*=4; *B*= 3; *C*= 2; *D*= 1; and *F*= 0. When the GPA is a 2.0, the student has neither a surplus nor a deficiency of quality points. If the GPA is below a 2.0 the student will have a deficiency of quality points ("deficit points") resulting from excessive grades of *D* and/or *F*. Grades of *A* and/or *B* can help to earn a surplus of quality points.

GPA Calculation

The following example is provided as a guide for calculation of the GPA:

First Semester:

<i>Course</i>	<i>Grade</i>	<i>Quality Pts.</i>		<i>Credit Hrs</i>		<i>Total Quality Pts.</i>
ENG 101	<i>B</i>	3	x	3	=	9
SOC 200	<i>A</i>	4	x	3	=	12
MTH 121	<i>D</i>	1	x	3	=	3
PE 115	<i>B</i>	3	x	1	=	3
UNI 101	<i>CR</i>	0	x	(1)	=	0
BSC 104	<i>C</i>	2	x	<u>4</u>	=	<u>8</u>
TOTAL				14		35

(continued)

Multiply the number of Quality Points for each grade by the number of Credit Hours for that class. Divide the total number of Quality Points for the semester (35) by the total number of Credit Hours (14). This yields a GPA of 2.50 for the semester.

Second Semester:

<i>Course</i>	<i>Grade</i>	<i>Quality Pts.</i>		<i>Credit Hrs</i>		<i>Total Quality Pts.</i>
BSC 105	<i>D</i>	1	x	4	=	4
ENG 102	<i>C</i>	2	x	3	=	6
HST 101	<i>F</i>	0	x	3	=	0
CMM 103	<i>D</i>	1	x	3	=	3
PHL 201	<i>C</i>	2	x	3	=	6
TOTAL				16		19

Multiply the number of Quality Points for each grade by the number of Credit Hours for that class. Divide the total number of Quality Points for the semester (19) by the total number of Credit Hours (16). This yields a GPA of 1.18 for the semester.

To determine this student's cumulative GPA (the GPA for both semesters), add the total Quality Points for both semesters (54) and divide by the total Credit Hours for both semesters (30), resulting in a 1.8 GPA.

Note that this cumulative GPA is under 2.00. Since it is less than 2.00, this student has a quality point deficiency. Her college will place her on academic probation and she will remain there until future grades eliminate the deficiency—grades of *A* and *B* will do this; grades of *C* have no effect and grades of *D* or *F* will make the deficiency worse.

Marshall and Overall GPA

A *Marshall Grade Point Average* is a calculation based on credit earned at Marshall ONLY.

An *Overall Grade Point Average* is a calculation based on credit earned both at Marshall AND all other accredited institutions of higher education. Both GPA's are calculated for eligibility and graduation purposes.

Types of Grades

- *Credit/No Credit:* A student can take a maximum of 18 semester hours on a credit/no credit basis toward fulfillment of requirements of a baccalaureate degree. Credit completed through the College Level Examination Program (CLEP) or Advanced Placement, as well as approved foreign study, does not count as a part of the 18 hour limit under the *CR/NC* option. Students make the decision to take a course on a credit/no credit basis at the time of registration and cannot change this after the end of the Schedule Adjustment period. Courses taken *CR/NC* must be in areas other than the student's major or teaching specialization, although approved foreign study courses can be taken *CR/NC*. (See "Study Abroad" section elsewhere in this catalog.) Some departments and colleges have additional regulations regarding *CR/NC*.

A student must earn a letter grade of *C* or better to receive a *CR* grade. A grade of *NC* is recorded for work that would earn a letter grade of *D* or *F*. All withdrawals under the *CR/NC* option will receive a *W* grade. The *CR/NC* grade has no impact on the Grade Point Average.

- *Incomplete:* The grade of *I* (incomplete) indicates that the student has not completed the course for some unavoidable reason that is acceptable to the instructor. The course

instructor will specify in writing what work the student must complete to fulfill the course requirements. The student has up to one calendar year from the date of receipt of the incomplete grade in which to complete the course **unless the instructor establishes an earlier deadline**. If the student satisfactorily completes the course in the prescribed time he/she will receive a letter grade. If the student fails to complete the course requirements during the stipulated time, the grade of *m I* changes to a grade of *F*. A student can also remove an incomplete grade by repeating the course within the twelve month period.

W (Withdraw): If a student drops courses during the Withdrawal period (which lasts until the tenth Friday after the first week of the regular semester), or withdraws completely from the university through the last day of class, he/she will receive a *W*. For eight week courses, summer session courses, and other courses of varying lengths, the *W* period ends the Friday immediately following the two thirds point in the course. Exact *W* dates are published in the *Schedule of Courses* and in the annual University Academic Calendar. The *W* (withdraw) has no impact on the Grade Point Average. (Please be aware that withdrawing from a course may change a student's status from that of full-time to part-time student—a full-time student is enrolled for 12 hours or more. Part-time status could negatively affect financial aid, athletic participation, or health insurance eligibility.)

Final Grades

Marshall University mails final grades only upon student request. Grades will be available online using myMU. Requests to have grades mailed to the permanent address in the student information system my submitted online using myMU or by submitting a written request to the Office of the Registrar, One John Marshall Drive, Huntington, WV 25755. Written requests must contain name, student number, and signature of the student.

Midterm Grade Reports for Freshmen

Shortly before the middle of the Fall and Spring semester (around the eighth week), all faculty evaluate the freshmen students in their classes. Freshman students who are earning the equivalent of a grade of *D*, *F*, or *NC* at this time will receive a grade report mailed to their permanent address and a letter explaining how they can improve their academic performance. A midterm grade is not a promise of a particular final grade nor is it recorded on the student's official transcript. It is intended only as an early warning.

Graduation Information

1. Academic Requirements

A student's college will make the final check of courses required for the final term, total earned credits, degree, and GPA requirements, as well as other university-wide requirements. To receive a baccalaureate degree from Marshall University, a student must:

- Have a minimum of 128 credit hours (some colleges or majors require more);
- Have an overall Grade Point Average of 2.00 or higher;
- Have a Marshall Grade Point Average of 2.00 or higher;
- Have an overall Grade Point Average of 2.00 or higher in the major area of study;

(continued)

- Have earned a grade of *C* or better in English 102 or 201H or 302
- Have met the requirements of the Marshall Plan (see section entitled “Marshall Plan”);
- Have met his/her college’s requirements for upper division credit;
- Have met the residence requirements of Marshall University, including 12 hours of 300/400 level coursework in the student’s college (see section entitled “Residence Requirements”);
- Be enrolled at Marshall at least one semester of the senior year;
- Have transferred no more than 72 credit hours from an accredited West Virginia two-year institution of higher education.

Colleges and specific programs may have unique requirements that are more stringent than those noted above. Students are responsible for keeping informed about and meeting the requirements for graduation.

2. Application for Graduation

Students must apply for graduation at the beginning of the semester or term in which they intend to complete graduation requirements. They should initiate the application for graduation in their college office. Complete information about graduation applications is available in each college office. The university also requires every prospective graduate to pay a diploma fee at the Bursar’s office. A receipt for this fee must accompany the completed application for graduation. The deadline for applying for graduation for every semester or term in the academic year is listed in the current *Schedule of Courses*.

3. Commencement/Graduation Dates

Marshall University observes one Commencement Exercise and four graduation dates during an academic year. The official graduation dates are:

- last day of final examinations in July;
- last day of final examinations in August;
- last day of final examinations for the fall semester;
- day of Commencement for the spring semester.

Students who complete all requirements for a degree at any time other than the above dates will be graduated on the next successive date. Students will not be graduated on any dates other than those noted above. Students who are graduated at the end of either summer term or at the end of the fall term of an academic year are invited to join the spring graduates in the Commencement Exercises.

4. Honors Graduation

A. Baccalaureate Degree

Baccalaureate degree candidates who have achieved special distinction in academic work are recognized at Commencement. Their honor status is printed on their diploma. Honor status is determined by this scale for the final cumulative Grade Point Average:

- Summa cum laude (3.85 and above)
- Magna cum laude (3.60 to 3.84)
- Cum laude (3.30 to 3.59)

Note: Honor calculations are not rounded.

For May graduates, honors recognition at Commencement is based on academic standing prior to the Spring term. The diploma will reflect honors standing after calculation of Spring term grades.

Honors eligibility for transfer students (baccalaureate degree):

Transfers from in-state public institutions: Honors are calculated on the overall GPA

- *From a two-year college in WV state system:* must have earned at least 56 hours of work at Marshall University.
- *From a four year institution in WV state system:* must have earned a minimum of 36 hours of work at Marshall University.

Transfers from non-West Virginia public institutions: Honors are calculated on the overall and Marshall GPA

- *All other transfer students:* must have earned at least 64 hours of work at Marshall, at least 50 percent of which must be upper division work (300/400).

B. Associate Degree:

Associate degree candidates for graduation who have achieved special distinction in academic work are recognized at Commencement. Their honor status is printed on their diploma. Honor status is determined by this scale for the final cumulative Grade Point Average:

- With High Honors 3.70 and above
- With Honors 3.30 to 3.69

Note: Honor calculations are not rounded.

Honors eligibility for transfer students (associate degree):

A transfer student must have earned at least 36 hours of work at Marshall, 32 of which must be applicable to an associate degree program and must have attained honors for all work attempted at Marshall and honors for all academic work attempted at the collegiate level regardless of the institution attended.

5. Residence Requirements

For all undergraduate degrees (see exceptions below), at least one year's work in residence is required. "In residence" means to be enrolled in Marshall University courses. A "year in residence" is comprised of at least 24 hours credit earned in at least two semesters' work in residence or one semester and two summer terms in residence. One semester must be in the senior year. **Transfer students** must take at least 12 hours of 300/400 level coursework in their college and at least 15 hours in their major field except for Combined College and Professional Programs.

Exceptions:

- College of Education and Human Services students must meet the college residency and teacher certification requirements.
- Regents Bachelor of Arts Degree.

All students should check with their own colleges for any additional residence requirements.

Inter-College Transfer

Students who wish to transfer to another college must initiate the request in the office of their current college. Any student who is currently eligible to attend Marshall University shall be eligible to transfer from one college to another within the institution so long as he or she meets the admission requirements for the college. Students on probation are eligible to transfer if all other admission criteria are met.

Exception: Individuals who are returning to the university from one or more years of active military duty may enter the college of their choice, provided they meet that college's entrance requirements.

Marshall Plan

The *Marshall Plan for Quality Undergraduate Education* is designed to ensure that every student who receives a baccalaureate degree will be well prepared for the 21st century. Every student at Marshall must complete the requirements of the Marshall Plan. Some Marshall Plan requirements can also count towards major, minor, or college general education requirements. The Marshall Plan includes:

- An integrated/applied mathematics course which requires a score of at least 19 on the ACT (460 on the SAT math section), and which can be fulfilled by completing MTH 121 or a higher level mathematics course.
- A team-taught integrated science course that involves two or more scientific disciplines. This course is designated ISC in the Schedule of Courses. Students must first complete MTH 121 or a higher level mathematics course. All students in the College of Science, nursing students in the College of Health Professions, and students in the Dietetics Program are exempted from the ISC requirement.
- A three hour course in multicultural studies, designated Multicultural in the Schedule of Courses.
- A three hour writing intensive course (beyond the six hour requirement in English composition), designated Writing Intensive in the Schedule of Courses.
- Six hours of international studies courses, designated International in the Schedule of Courses. Some study abroad experiences may earn international credit. For details, contact the Office of Academic Affairs.
- Completion of a computer literacy/competency requirement defined by the major department.
- A capstone experience to be completed by the end of the senior year. Each major department designs its own capstone experience to help students synthesize and demonstrate competent learning in their fields. The capstone experience includes both oral and written presentations.

Transfer students who believe courses taken at another institution might satisfy Marshall Plan requirements should call the Office of Academic Affairs, 304-696-6690, for referral to the appropriate committee chair.

Math Workshop

The University College, in collaboration with the Department of Mathematics, offers a math workshop as an alternative to developmental coursework for qualified students.

The workshop is algebra-intensive and challenging. After passing the workshop, the students are prepared to take and pass MTH 127, College Algebra, and MTH123, Selected Topics - College Algebra. They may also enter MTH 121, Concepts and Applications, which is not an algebra intensive class.

Cost: \$185 (This is the 2005 cost. Please see the Director of University College for the current cost.) All materials are included in the price of the workshop. No book is required.

Qualifications: Students with ACT Math scores of less than 19. Students who have ACT's of 18, 17, 16, and 15 have a high success rate. Students with ACT's of 14, 13, 12, and 11 may find the workshop more challenging. Students with ACT scores below 11 are not encouraged to enroll in the workshop.

Time: The workshop meets every day for 2.5 hours for five weeks. Each day begins with a one-hour lecture followed by 1.5 hours of homework sessions, with a tutor for every ten students.

Medical Withdrawal Policy

Voluntary Medical Withdrawal

When students withdraw from the university for medical reasons, their request for withdrawal must be supported by certification from the attending physician. In order to be readmitted after this withdrawal, the student must provide a letter and supporting documentation from the attending physician that indicates that the student is able to return. Confidentiality will be maintained at all times except on a need-to-know basis. Requests for medical withdrawals from the university or from an individual class will be handled on a case by case basis through the Associate Dean of Student Affairs, Prichard Hall 155.

Mandatory Medical Withdrawal

A student will be subject to a mandatory medical withdrawal if the Dean of Student Affairs and/or designee determines that the student is endangering himself or herself or other members of the university community by continuation as a student at Marshall. Through an approved designee, the Dean of Student Affairs reserves the right to request a complete mental or physical evaluation if it is reasonably believed that the student's behavior or health habits warrant it. The student will be referred to the appropriate health professional and a written document of evaluation and recommendations will be forwarded to the university designee. The university will then determine the student's status. If evaluation supports or indicates a recommendation for a medical withdrawal from the university, the appropriate Student Affairs office will facilitate the withdrawal. Students will be accorded an informal hearing before the Dean of Student Affairs or a designee to obtain an understanding of the evaluation and rationale for the required withdrawal. If the student declines the opportunity for an evaluation, the Registrar will withdraw the student for medical reasons.

Withdrawal for medical reasons will be done without academic penalty to the student. Fees will be refunded in accordance with university policy.

A decision to withdraw may be appealed to the Student Conduct and Welfare Committee or a special subcommittee thereof appointed by the chairperson.

*Adopted by Student Conduct and Welfare Committee, December 7, 1984;
approved by the President, January 22, 1985.*

Minors

A minor is a program of study outside the major department requiring at least 12 semester credit hours for completion. All courses in the minor must be taken for a grade except for approved study abroad courses. With the exception of college-approved interdisciplinary minors, each academic department/division designates the specific courses or range of courses required for each minor it offers. Please consult the department description in the catalog for requirements.

myMU and MILO

myMU is a campus portal for students using the Marshall University World Wide Web site. Using the portal, students can access a number of online services quickly, including MILO (Marshall Information Liaison Online), which provides students with a means of registering for classes and checking schedules and grades.

To use myMU, students must know their student identification number and Personal Identification Number (PIN). Students on academic probation or who have any other kind of registration hold, cannot register via myMU/MILO. For instructions on how to use myMU/MILO, see the current *Schedule of Courses*, or visit www.marshall.edu/myMU.

Placement Examinations

If a student's ACT or SAT test score does not meet the required minimum for placement in English 101 and mathematics courses (see course listings), he/she can:

- take placement exams administered by the Community and Technical College (call 696-3017 for information); **or**
- complete the appropriate developmental course(s).

Note that students can take the English placement exam only one time while at Marshall. Students may take the math placement exam up to three times with a two-week period between each attempt. If a student has earned an *NC*, *F*, or *W* in a developmental course he/she cannot take a placement exam for the dropped or failed course; students can attempt only one exam per time period; and students cannot take a placement exam to test out of a course in which they are currently enrolled.

Readmission to the University

Students who have not been enrolled in any classes at Marshall for at least one year must apply for readmission.

- If a student has not attended any other institution during the period of absence, he/she must apply for readmission at the Registrar's office;
- If a student once attended Marshall and subsequently left to attend another institution, he/she must apply to Marshall as a transfer student at the Admissions Office. Transfer students must be in good academic standing at their previous institutions to be eligible for admission at Marshall.

Repeating Courses

Credits for a repeated course may not be used to fulfill the credit hour requirements for graduation. Exceptions: courses repeated under the *D/F Repeat Rule*, approved Special Topics courses, internships, practica, and other approved courses in departments such as Music. Students should check with their college dean for a list of all exemptions.

Schedule Adjustment

Students can change their class schedule during the late registration and schedule adjustment period each term. The exact schedule adjustment period for any semester or term is published in the *Schedule of Courses* for that semester or term. Schedule changes can be made on the World Wide Web (www.marshall.edu/mymu), or in person at the Registrar's Office. If a student wants to change sections of a course during the schedule adjustment period, he/she must drop the section in which he/she is currently enrolled and add the new section.

See section entitled "Dropping Courses" for information on dropping a class after the Schedule Adjustment period.

Summer School

Marshall offers four summer sessions:

- Session A: 4 weeks
- Session B: 12 weeks
- Session C: 5 weeks
- Session D: 5 weeks

Exact dates for each term are available in the Summer *Schedule of Courses*.

Admission requirements for Summer School are the same as for the regular semester. Summer offerings, which include undergraduate and graduate courses, vary from year to year. Registration for Summer School usually begins in March.

Syllabus Policy

During the first two weeks of semester classes (3 days of summer term), instructors must provide each student a copy of the course syllabus which includes these items:

- a description of the general course content.
- approximate dates for major projects and exams
- grading policy
- attendance policy

Exceptions to this policy might include thesis, seminar, problem report, independent study, field work, internships, and medical clerkships.

*Adopted by University Council, March 12, 1980;
amended by Academic Planning and Standards Committee,
April 10, 1980; approved by the President, May 5, 1980.*

Transfer Credit

See the statewide Policy on Transferability of Credits and Grades at the end of this section.

- **New Students:**

When a student applies for admission to Marshall University, the Admissions office will determine the acceptability of credits earned at other institutions.

- **Enrolled Students:**

After enrollment as a regular undergraduate at Marshall, if a student plans to take courses at another institution he/she must have **prior** approval from the dean of his/her college if the student wants those courses to count towards his/her degree requirements at Marshall. The student should pick up an off-campus form (“Approval of Courses to be Taken for Advanced Standing”) from the Admissions Office or his/her college office. After filling in the name of the visiting institution as well as the exact courses the student wishes to take there, the student takes the form to the Admissions Office. The Admissions staff will convert the proposed coursework into equivalent Marshall courses and will then send the form to the student’s college office for review. The associate dean will approve the application if the proposed courses are appropriate for the student’s degree requirements. The form is then forwarded to the Registrar. The Registrar will send the student a copy of the completed form.

- Courses students take without prior approval may be rejected when they are evaluated for degree requirements.
- Before the credit earned at another institution can be transferred and recorded on the permanent academic record at Marshall, the student must have an official transcript forwarded from the other institution to the Marshall Admissions Office.
- Coursework taken at another institution **transfers at the level at which it was taken**. This is something important to consider because undergraduate degree students must have a minimum number of hours of upper division credit to graduate. The exact number of required upper division hours is determined by the student’s college.
- Grades earned for coursework taken at other institutions are computed into the *overall* GPA, (includes courses taken at MU and other institutions), but have no impact on the Marshall GPA (except grades earned under the *D/F Repeat Rule*).

Higher Education Policy Commission Policy on The Transferability of Undergraduate Credits and Grades

1. Undergraduate level credits and grades earned at any public institution under the Higher Education Policy Commission shall generally be transferable to any other such institution.
2. At least 64 and no more than 72 hours of credits and grades completed at community colleges or branch colleges in the West Virginia state system of higher education shall be transferable to any baccalaureate degrees: granting institution in the state system.
3. All grades earned for college credit work within the state system shall be counted for purposes of graduation with honors, and transfer students from within the state system shall be treated the same for this purpose as generic students.
4. With the exception of those enrolling in specialized four year programs which have demonstrable and bona fide externally imposed requirements making such a goal impossible, students completing two year associate degrees at public institutions under the Higher Education Policy Commission shall generally, upon transfer to a

baccalaureate level degree granting institution, have junior level status and be able to graduate with the same number of total credit hours as a non-transfer student at the same institution and in the same program. An exception may exist in any instance where the associate degree is a technical type designed for terminal career purposes and the general education component is substantially of a markedly different nature than that required for a student at the same two year institution enrolled in a college transfer associate degree program. Credit hours taken in general education toward associate degrees will count toward the total number of general education credit hours required at the baccalaureate degree granting institution.

5. There shall be developed and maintained specific detailed articulation agreements between appropriate institutions in the state system. Particularly community colleges, community college components, and branch colleges will indicate clearly in catalogs and other official materials which courses are not necessarily transferable for major programs or other specific purposes to those institutions where significant numbers of students traditionally transfer; any such course(s), however, will be transferred as elective credit up to the maximum herein required.
6. A statewide Ad Hoc Articulation Council appointed by the Chancellor consisting of two (including at least one faculty member) representatives from free standing components and branch colleges, two (including at least one faculty member) representatives from baccalaureate degree granting institutions, the Chairman of the Advisory Council of Students or his representative, and two representatives from the Higher Education Policy Commission staff shall be convened as a facilitating body in cases of disagreements between institutions over the transfer of credit. This Council will make a report and a recommendation to the Chancellor.
7. Consistent with provisions above, each baccalaureate degree granting institution may require transfer students to meet any of the following standards:
 - a) An average of *C* on previous work attempted and the required Grade Point Average for admission to a particular program.
 - b) The completion of 36 or more additional hours of credit in residence, regardless of the number of hours transferable.
 - c) The completion of 16 of the last 32 hours before graduation in residence.Any policies of this Board contrary to the foregoing are rescinded.

*Adopted: West Virginia Board of Regents July 10, 1979
Board of Trustees policy effective July 1, 1989
Higher Education Policy Commission policy effective June 22, 2003*

Undergraduate Students in Graduate Courses

A senior with an overall GPA of 2.75 or better can apply to take courses at the graduate level (500/600). A student should pick up an application in the office of the Graduate College (OM 113) or in the Office of Admissions and Records in South Charleston. The application requires the recommendation of the student's major department chairperson, college dean, and the dean of the Graduate College. A completed application must be on file in the Graduate College office before the opening of the term of enrollment. Seniors can apply credit for graduate courses either to an undergraduate or a graduate degree at Marshall, but not to both, with the exception of the 3+2 Program in the Lewis College of Business. The grades a senior may earn in a graduate course taken for undergraduate credit are included in the computation of the student's undergraduate GPA.



Elizabeth McDowell Lewis College of Business

Dr. Paul J. Uselding, Dean
Dr. Lorraine P. Anderson, Associate Dean
<http://lcob.marshall.edu>

Division of Accountancy and Legal Environment **Dr. Loren A. Wenzel, Division Head**

Professors

Kent, Saunders, Stone, Wenzel

Associate Professors

J. Archambault, Berry, Capehart, Conrad, Forgét, Maheshwari

Assistant Professors

M. Archambault, Luchs, Price, Stivason

Division of Finance and Economics **Dr. Lawrence P. Shao, Division Head**

Professors

Adkins, Akkihal, Brookshire, Brozik, L. Shao, Smith, Uselding, Zapalska

Associate Professors

J. Agesa, R. Agesa, Newsome, Wilkins

Assistant Professors

Hamilton, Shi, Zhang

Division of Management and Marketing **Dr Chong W. Kim, Division Head**

Professors

Bolling, Brown, Emmett, Kim, D. Mader, F. Mader, McInerney, Rutsohn, Sikula, Tate

Associate Professors

Anderson, Braun, Chandra, Ha, Karl, Olmosk, D. Shao, Weible

Assistant Professors

Alexander, Cassidy, Subedi, Wiant

Instructors

Belville, Daniel, Halleck, Koo, Little, Tomblin

Division of Military Science
LTC Joseph V. Samek, Department Head

Professors

LTC Samek

Assistant Professors

MAJ Whitfield

Military Instructors

SFC Lovins, MSG Settle

LEWIS COLLEGE OF BUSINESS VISION STATEMENT

The Marshall University Elizabeth McDowell Lewis College of Business (LCOB) will be recognized as an exceptional educational value and as a major contributor to the region's economic growth.

LEWIS COLLEGE OF BUSINESS MISSION STATEMENT

The mission of the LCOB is to be a leading regional institution for the education of business students. The College is committed to an overall balance among teaching, scholarly activity, and service. The LCOB is dedicated to graduating individuals who possess the communication, critical thinking, and problem solving skills necessary to meet district needs and the demands of a global environment.

The Lewis College of Business is a vital intellectual resource to the people of West Virginia and the surrounding area. The LCOB and the University will provide the people, programs, knowledge, skills, and technology essential to meet the needs of the State and the region.

The Lewis College of Business promotes mutual respect, professional development, ethical conduct, freedom of inquiry and expression, and multiculturalism. The LCOB faculty, staff, and administrators affirm and endorse both the Marshall University creed and the Marshall University statement of professional ethics for all employees.

GOALS

The goals of the Lewis College of Business, which flow from the vision and mission statements, can be divided into two parts: those which pertain to teaching excellence and those which relate to outreach and economic development.

GOALS FOR ACHIEVING TEACHING EXCELLENCE

I. INSTRUCTION

1. Create teaching excellence in all courses and programs by enriching student skills in communication, critical thinking and problem solving to ensure all students receive the best possible instruction.
2. Develop intellectual activities related to instructional innovation and pedagogy to provide continuous improvement in student instruction.
3. Utilize a comprehensive system of assessment and evaluation including students, faculty, graduating seniors, alumni and employers to evaluate how effectively the LCOB prepares students for the world of work.
4. Obtain the necessary technology for faculty and students which will allow both to be current and to provide for effective delivery of instruction.
5. Develop faculty skills for the use of technology in teaching and conducting research.
6. Provide an environment for faculty growth as instructors and mentors.

II. STUDENTS

1. Offer expanded opportunities for international study.
2. Maintain a diverse student body while promoting a greater understanding of cultural diversity to prepare students for the changing workplace.
3. Provide expanded opportunities for nontraditional students and employers by creating opportunities for students who could benefit from flexible degree and non-degree programs.
4. Expand the geographic range of LCOB courses and programs to use technology to reach students who cannot come to campus.
5. Encourage more international students to enroll in Marshall by expanding 2+2 and exchange programs with foreign schools.
6. Recruit more aggressively students in West Virginia and surrounding states to maintain the student base necessary to ensure viability of LCOB programs.
7. Increase academic standing of LCOB students through developmental programs and advising.

III. FACULTY

1. Achieve ninety percent of faculty who are academically and/or professionally qualified to guarantee that the highest quality instruction is received by all students.
2. Link rewards to achievement of University and College goals to facilitate excellence in student instruction.
3. Maintain a diverse faculty and encourage international exchange of faculty to better equip students with an understanding of the market place.
4. Achieve a system of shared governance which encourages academic freedom and participation.

5. Encourage faculty members to apply their skills and knowledge by participating in activities that benefit individuals and groups outside the immediate college community. These activities should help enrich the classroom experience for both students and faculty.
6. Create a balanced and expanding portfolio of intellectual contributions including basic and applied research in addition to instructional innovations with an increased emphasis on publications in nationally circulated, refereed journals.

GOALS FOR OUTREACH AND ECONOMIC DEVELOPMENT

1. Conduct applied research and programs which are a direct benefit to the economy of the region.
2. Market and publicize the College more aggressively to its stakeholders.
3. Seek continued stakeholder input regarding curriculum, programs, and policies
4. Secure additional outside funding from foundations, alumni, government and friends to provide increased flexibility, innovation and rewards
5. Develop innovative entrepreneurship programs to serve the region.

DEGREE PROGRAMS

The College of Business offers the following degree programs:

1. Bachelor of Business Administration degree with majors in:
 - a. Accounting
 - b. Economics
International Economics Concentration
 - c. Finance
 - d. Management
Health Care Management Concentration
 - e. Management Information Systems
 - f. Marketing
2. Master of Business Administration: a complete description of the M.B.A. program is given in the *Graduate Catalog*.
3. Master of Science in Industrial and Employee Relations: a complete description of this program is given in the *Graduate Catalog*.
4. Master of Science in Health Care Administration: a complete description of this program is given in the *Graduate Catalog*.

ADMISSION

Regular admission to the university constitutes admission to the Lewis College of Business for entering freshmen and students transferring from other institutions of higher education; there is no separate admissions procedure. Students in other colleges within Marshall University must be eligible to attend Marshall University and have a 2.0 GPA at the time of transfer into the Lewis College of Business.

For students transferring into Marshall University, the Lewis College of Business will permit application of any appropriate transfer credits accepted by the university to meet

general education requirements, lower division business requirements, or nonbusiness electives. For application to fulfill upper division business requirements and electives, accepted transfer credits must have been earned at the upper division levels; otherwise, mastery of the corresponding upper division coursework at Marshall must be validated in the College of Business division offering the coursework.

TRANSFER OF CREDITS FROM ANOTHER INSTITUTION

When students transfer courses from another institution to Marshall University, the Admissions Office produces a Transfer Equivalency Worksheet. Advisors in the dean's office work closely with transfer students to determine how courses taken at other institutions will count toward their B.B.A. requirements. Students need to be especially aware of the distinction between upper and lower division credit. The Transfer Equivalency Worksheet may list a Marshall equivalent class as being a 300 or 400 level course, however, the presence of an asterisk (*) just to the left of the course title indicates the student received upper division credit for the course taken at another institution. No asterisk indicates lower division credit. A plus sign to the left of the course title indicates a developmental course. Developmental course hours do not count toward graduation requirements.

All 300 and 400 level business courses listed on a student's curriculum sheet required for a B.B.A. must be completed at the upper division level. For example: if a student completed Principles of Management at another institution and the course number was taken at the freshman or sophomore level, the Transfer Equivalency Worksheet will list the Marshall equivalent as MGT 320, which is Principles of Management at Marshall. However, the course completed was a lower division course and the student did not complete the requirement for upper level credit. Therefore, the student would need to re-take the course at Marshall for upper division credit or validate the course. For a few courses, the Lewis College of Business offers a method of validating courses that transfer in as lower division, but require upper division credit. Students who receive lower division credit in the following courses can validate those courses by choosing one of the following options:

FIN 323, Principles of Finance - Students can (1) take FIN 343 or FIN 370 and receive a grade of *C* or better; (2) pass a validation exam given by the Division of Finance and Economics; or (3) pass FIN 323 at Marshall for upper division credit.

MGT 320, Principles of Management - Students can (1) take MGT 422 and receive a grade of *C* or better; (2) pass a validation exam given by the Division of Management and Marketing; or (3) pass MGT 320 at Marshall for upper division credit.

MKT 340, Principles of Marketing - Students can (1) take MKT 371 and receive a grade of *C* or better; (2) pass a validation exam given by the Division of Management and Marketing; or (3) pass MKT 340 at Marshall for upper division credit.

Students who have any questions regarding upper or lower division credit or validating a course should see an advisor in the Lewis College of Business.

Transfer students should also understand the meaning of the term *unclassified* (UNC) on the Transfer Equivalency Worksheet. Unclassified is a term that reflects the fact that Marshall does not offer a course that is an equivalent of the course taken at the transfer institution. Unclassified does not mean the transfer course will not count toward a degree program at Marshall University. Students may apply unclassified credit toward B.B.A. requirements if the course content meets the essential elements needed. For example, a student may have taken an expanded course that focused solely on one or two of

Shakespeare's plays. Marshall does not offer this course, but the course does meet the essential elements for a required Arts/Humanities requirement. In unclassified course credit cases, the Associate Dean may ask the student to submit a catalog course description or a syllabus. Not all unclassified courses can be applied toward a B.B.A. degree requirement.

PRE-BUSINESS

Incoming freshmen are admitted to Marshall University under the Pre-Business curriculum, a two-year curriculum designed to show step by step the courses students need to complete to adequately prepare them for their last two years of advanced business study. Following the successful completion of these requirements (shown below), students must apply for full admission to a major in the Lewis College of Business.

Transfer students also are admitted under the Pre-Business curriculum until they have met all Pre-Business requirements. If transfer students have met all these requirements prior to entering the Lewis College of Business, they can apply for full admission to a major. Pre-Business students must complete the following requirements while paying particular attention to prerequisites:

MTH 203
ACC 215 (*C* or better required for Accounting majors only)
ACC 216 (*C* or better required for Accounting majors only)
ECN 250
ECN 253
ENG 101
ENG 102 (*C* or better required to graduate)
CMM 207
LE 207
MGT 218

The GPA in these 10 courses must be at least a 2.0. An overall GPA of 2.0 with a minimum of 58 hours completed is required for full admission to a major.

Computer Literacy Requirement: This can be met either by taking IT 101 or by passing an exam on concepts taught in IT 101.

PROBATION AND ACADEMIC DISMISSAL

The Lewis College of Business adheres strictly to the University Academic Probation and Suspension Policy found in the "Academic Information" section of this catalog. Students should be aware of the policy, as it has changed significantly effective Fall 2003. This policy affects all undergraduate students in the LCOB regardless of their catalog year.

ADVISING

Pre-Business students are assigned to the Lewis College of Business dean's office for advising. Each semester, the dean's office holds advising sessions which are required for freshmen. Sophomores who need assistance are encouraged to visit the dean's office. During the junior year, students will be contacted to meet with an academic advisor to review their Junior/Senior Evaluations. Only freshmen, probation students and first

semester transfer students are required to have an advisor's signature and stamp on their registration form prior to registration. Students have the responsibility of checking prerequisites prior to enrollment. If a student has not met all prerequisites of a course prior to the first day of class, the dean's office has the right to withdraw the student from that course. Fully admitted students are allowed to change majors at any time.

INTERNSHIPS

The purpose of the internship is to provide a means by which students can receive academic credit for educational experiences received in a work environment that cannot be provided by the Lewis College of Business. *Students approved for internship credit will actually register for a university course and are required to pay tuition for the credits they receive.* All proposals for an internship must clearly identify the educational benefits that will accrue to the student before the internship will be approved.

A student may earn up to a maximum of 6 credit hours of internship; a maximum of 6 credit hours can be earned in one semester, provided the student is working in a full-time, co-op experience and not enrolled as a full-time student. Every 200 hours worked equals three credit hours. Internship credit may be earned during regular semesters or summer sessions. Students must register for internship credit during the semester in which they are working the internship. A grade of Credit/No Credit will be assigned by the division head upon completion of internship requirements. Students will be required to submit a journal or report of his/her experience. Students can check with the dean's office about how internship credit will count toward their degree.

Students who register for a Management, Management Information Systems, Marketing internship and are majoring in that field will receive credit toward a Management elective, Management Information Systems elective, or Marketing elective, respectively. Students can only apply credit toward one Management or Marketing elective. For students who take an internship twice, the second three hours will be counted toward free elective hours. They will not apply toward an additional required elective. Students who complete an internship in Accounting, Economics, or Finance will receive credit toward free elective hours.

To be eligible for internship credit, students must meet the following eligibility requirements:

- Junior or Senior standing, completion of Pre-Business requirements and full admission to major, and overall GPA of 2.5 or better.
- Transfer students meeting the above criteria are eligible to participate after one semester of coursework at the Lewis College of Business.

INDEPENDENT STUDY

The Lewis College of Business offers the option of Independent Study to selected students who wish to pursue topics that are business-related but not covered in depth in formal Lewis College of Business courses. Each student can obtain a maximum of eight (8) hours of Independent Study credit within the COB, and can earn no more than four (4) hours of such credit in any one semester.

In order to register for Independent Study in a given semester (provided the above hour limits have not been reached), the following conditions must be met:

1. LCOB students with senior standing, fully admitted to their majors, who have 2.5 or higher in overall, Marshall, and major GPA's.
2. LCOB students with junior standing, fully admitted to their majors, who have 3.0 or higher in overall, Marshall, and major GPA's.
3. An instructor within the student's major division must agree to be his/her Project Supervisor. The faculty member's agreement to serve in this capacity will be contingent upon his/her assessment of the feasibility and quality of the student's proposed project.
4. Written approval for the project, and written approval for Independent Study registration, must then be obtained from the student's Division Head. The Division Head's approval will be contingent upon his/her assessment of the feasibility and quality of the student's proposed project, in consultation with the student's proposed supervisor.

If a student is able to meet the above conditions, then he/she will be allowed to register for Independent Study, and will subsequently be bound by the "Procedures for Independent Study Projects" in the Office of the Dean.

GRADUATION REQUIREMENTS

The following general requirements must be met by all students seeking bachelor's degrees through the Lewis College of Business:

1. Satisfaction of all university requirements for graduation.
2. Completion of all curricular requirements specified for the major and degree.
3. Completion of the following residency requirements:
 - a. Earn at least 36 semester hours at Marshall.
 - b. Earn at least 12 hours of senior level coursework in the Lewis College of Business at Marshall.
 - c. Earn at least 15 hours in the major field at Marshall.
 - d. Earn at Marshall 16 or more of the last 32 hours credited toward the degree.
 - e. At least 50% of the business courses required for the degree (excluding 9 hrs. of economics and 6 hours of statistics) must be earned at Marshall.
4. Earn at least a 2.0 Grade Point Average (GPA) in each of the following three categories:
 - a. All coursework attempted at Marshall and elsewhere.
 - b. All Marshall coursework.
 - c. All coursework attempted and included in the major(s) at Marshall.
5. Successful validation of transfer work as required.
6. Removal of all incompletes.
7. At most, 18 semester hours of coursework (consisting only of general education requirements and/or free electives) taken under the Credit/No Credit option may be applied toward graduation requirements. Lewis College of Business and other courses in your major may not be taken on a Credit/No Credit basis.
8. All candidates for graduation should file an Application for Graduation Form in the semester PRIOR to the semester in which all requirements for the degree

are to be met. This will enable the student to make all necessary schedule adjustments to correct potential graduation deficiencies in the final semester.

All candidates for graduation must file a written Application for Graduation form and a Diploma Graduation Fee receipt with the dean's office in Corbly Hall 107 immediately after the beginning of the semester or summer term in which all requirements for the degree are to be met and by the deadline date printed in the catalog and schedule.

To ensure graduation at the end of the term of application, all records should be documented with needed transcripts, substitution forms, grade changes, lower division validations, full admission to major, computer literacy exam results, and English qualifying exam results by the posted deadline date.

Students should not plan to graduate at the end of a term in which they are completing required work at another institution.

GENERAL EDUCATION REQUIREMENTS

<i>Subject Area</i>	<i>Hours Required</i>
Communication Studies 207 and one of the following	6
CMM 308, 315, 319, 322	
English 101, 102	6
COM 095 is required for students with an English ACT scores of 14-17. COM 094 is required for students with an English ACT score of less than 14. The graduation requirement is increased three hours per course for each developmental English course taken.	
Students who do not complete ENG 102 before their junior year must take ENG 302. A grade of <i>C</i> or better must be earned in ENG 102/302 to graduate. Students who earn a <i>D</i> must either pass the English Qualifying Exam or take ENG 102/302 again for a higher grade.	
Computer Literacy Requirement	0-3
Pre-Business students are required to show computer literacy proficiency through either taking an exam on concepts taught in IT 101 or by enrolling in IT 101. This requirement should be met during the freshman year.	
Arts/Humanities	6
Any courses in the following areas may be selected: Art (except Art 113, 340, 460), Classics, Dance, English (any course above 302), Music, Philosophy, Religious Studies or Theater.	
Natural Sciences	7 or 8
Students must select at least 4 hours of integrated science (ISC) coursework (lab included). Refer to the Schedule of Courses printed each semester to determine which science courses have the ISC designation. All students must successfully complete MTH 121 or higher prior to enrolling in an ISC course.	
To complete the remaining three hours of the science requirement, any courses in the following areas may be selected or the student may opt for a second ISC science course: Geology, Chemistry, Geography 101, Physics, Biological Science, Physical Science.	

Students can also select 100 and 200-level science courses in Marshall's Community and Technical College. Developmental science courses will not count.

Mathematics 123 and 203..... 6

MAT 097 is required for students with mathematics ACT scores of 16-18. MAT 096 is required for students with mathematics ACT scores of 12-15. ASC 096 is required for students with mathematics scores of 11 or less. Students must also register for at least one credit hour of ASC 099 with each developmental mathematics course. The graduation requirement is increased five hours per course for each developmental mathematics course taken.

Students who have mathematics ACT scores of 27 or higher can opt to go directly into MTH 203. Students who do this and pass MTH 203 do not have to take MTH 123. These students would take a three-hour free elective in place of MTH 123.

Behavioral Sciences 3

Psychology 201

American Institutions 6

Complete 6 credit hours selected from the following courses:

Anthropology 430, 455

Economics 310, 326, 332, 342, 415, 456

Geography 206, 305, 320, 401, 402, 410, 414, 415, 416, 417

History 125, 230, 231, 250, 303, 312, 317, 323, 333, 342, 350, 402, 403, 404, 405, 409, 410, 411, 413, 414, 415, 416, 424, 431, 432, 433, 440

Philosophy 315

Political Science 104, 202, 233, 301, 303, 307, 376, 423, 433, 436, 440, 461, 484

Sociology 200, 300, 310, 311, 313, 330, 342, 375, 408, 413, 420, 423, 425, 428, 432, 433, 435, 440, 442, 450.

Social Studies 207

International Studies 9

To meet this requirement, the student must:

- a. Select 3 hours from the following Economics courses: 340, 408, 420, 460
- b. Select 6 hours from courses listed in the Schedule of Courses as international. The following are suggested:

Anthropology 201

Finance 440

Geography 100, 203

History 103, 208, 221, 223, 261

Marketing 371

Religious Studies 205, 206

NOTE: The courses that are designated as official "International Studies" electives under this heading will change semester by semester as determined by the International Studies Committee. Some of the above courses may be deleted; others may be added. To determine the exact list of options available to the student in any given semester, refer to the Schedule of Courses for courses designated as "International."

(continued)

Multicultural Studies and Writing Across the Curriculum

Multicultural Studies 3

To meet this requirement, the student must select 3 hours from among the courses that the Committee on Multicultural Studies designates as fulfilling this requirement. This list will change, semester by semester, as this committee monitors eligible courses. To determine the exact list of options available to the student in any given semester, refer to the Schedule of Courses for courses designated as Multicultural.

NOTE: Any course that fulfills this requirement can be double-counted by the student as 3 hours of credit toward fulfilling other general education requirements as specified in the catalog.

Writing Across the Curriculum 3

Students must select 3 hours from among the courses that are designated as “Writing Intensive” in the Schedule of Courses. (College of Business students will receive credit for their writing-intensive requirement when they complete MGT 460 at Marshall University.)

PRE-BUSINESS CURRICULUM

First Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
English 101	3	English 102	3
Mathematics 123	3	Communications Studies 207	3
Science Elective	3-4	Mathematics 203	3
Psychology 201	3	International Studies Elective	3
American Institutions Elective	3	Economics 250	3
	15-16	IT 101	3
			18

Second Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Accounting 215	3	Accounting 216	3
Economics 253	3	Arts/Humanities Elective	3
ISC Science Elective	4	Management 218	3
Arts/Humanities Elective	3	American Institutions Elective	3
Comm. Studies Elective	3	Legal Environment 207	3
	16	International Studies Elective	3
			18

SUGGESTED PROGRAMS OF STUDY FOR THE LAST TWO YEARS

Accounting

Third Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Marketing 340	3	Accounting Elective	3
International Studies Econ. Elective	3	Accounting 312*	3
Accounting 311*	3	Accounting 441*	3
Accounting 348	3	Finance 323	3
LE 308	3	Management 320	3
Accounting 318	3		15
	15		

Fourth Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Accounting 429	3	Management 460 (Capstone)	3
Accounting 414	3	Accounting 450 (Capstone)	3
Accounting Elective	3	Accounting Elective	3
Free Electives	<u>6-7</u>	Free Elective	<u>3</u>
	15-16		15

*A student must earn a grade of C or better in these ACC courses, as well as as ACC 215 and ACC 216; and in ACC 348 if taking ACC 448, and in ACC 429 if taking ACC 430.

Economics

Third Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Marketing 340	3	Economics Elective	3
International Studies Econ. Elective	3	Economics Elective	3
Economics 328	3	Finance 323	3
Management 320	3	Economics 326	3
Free Elective	<u>3</u>	Free Elective	<u>3</u>
	15		15

Fourth Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Economics Elective	3	Management 460 (Capstone)	3
Free Electives	5-6	Free Elective	3
Economics Elective	3	Economics 423	3
Management 420	3	Free Elective	3
Economics 466 (Capstone)	<u>2</u>	Economics 467 (Capstone)	<u>2</u>
	16-17		14

Economics (International Economics Concentration)

Third Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Marketing 340	3	Economics 326	3
International Studies Elective*	3	Marketing 371	3
Economics 328	3	Finance 323	3
Management 320	3	International Studies Elective*	3
Free Elective	<u>3</u>	International Econ. Elective	<u>3</u>
	15		15

Fourth Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Finance 440	3	International Studies Elective*	3
International Econ. Elective	3	International Econ. Elective	3
Management 420	3	Management 460 (Capstone)	3
Free Electives	5-6	Free Elective	3
Economics 466 (Capstone)	<u>2</u>	Economics 467 (Capstone)	<u>2</u>
	16-17		14

*15 hours of International Studies Electives cannot be taken in the Lewis College of Business. This requirement can be met by taking 100 and 200 level language courses or by taking other university designated international courses. In addition, students may apply foreign experiences toward these hours. Check in the dean's office.

Finance

Third Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Legal Environment 308	3	Finance 350	3
Finance 323	3	Free Elective	3
Management 320	3	Finance 370	3
Accounting Elective	3	Finance Elective	3
Marketing 340	3	International Studies Econ. Elective	3
Marketing 231 (taken in 2nd year)	<u>3</u>		<u>15</u>
	18		

Fourth Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Management 420	3	Finance 470 (Capstone)	3
Finance 440	3	Management 460 (Capstone)	3
Finance 343	3	Management 422	3
Management 461	3	Finance Elective	3
Free Elective	<u>0-1</u>	Free Elective	<u>3</u>
	12-13		15

Management

Third Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Management Info. Systems 290	3	Finance 323	3
Marketing 340	3	Management 419	3
Management 320	3	Management 422	3
Management Elective	3	International Studies Econ. Elective	3
Management 360	3	Free Electives	<u>3</u>
Free Elective	<u>0-1</u>		<u>15</u>
	15-16		

Fourth Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Management 420	3	Management 423 (Capstone)	3
Management 424	3	Management 425	3
Management Elective	3	Management 460 (Capstone)	3
Free Electives	<u>6</u>	Free Electives	<u>6</u>
	15		15

Management (Health Care Concentration)

Third Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Management 320	3	Free Elective	3
International Studies Econ. Elective	3	Legal Environment 351	3
Marketing 340	3	Management 354	3
Management 350	3	Finance 356	3
Finance 323	<u>3</u>	Accounting 358	<u>3</u>
	15		15

Fourth Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Management 420	3	Management 423	3
Management 422	3	Management Info. Systems 290	3
Management 424	3	Management 460 (Capstone)	3
Free Elective	3	Management Elective	3
Management 471 (Summer Only)	<u>4</u>	Management 472 (Summer Only)	<u>4</u>
	16		16

Management Information Systems

Third Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Management Info. Systems 290	3	Finance 323	3
Management Info. Systems 310	3	International Studies Econ. Elective	3
Management Info. Systems 350	3	Marketing 340	3
Management Info. Systems 207	3	Management Info. Systems 333	3
Management 320	<u>3</u>	Management Info. Systems 257	3
	15	Management Info. Systems 340	<u>3</u>
			18

Fourth Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Free Electives	9	Management 460 (Capstone)	3
Management Info. Systems Elective	3	Management Info. Systems 470	3
Management 420	<u>3</u>	Management Info. Systems 475	3
	15	(Capstone)	
		Free Electives	<u>3-4</u>
			12-13

Marketing

Third Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
International Studies Econ. Elective	3	Marketing 371	3
Marketing 340	3	Marketing Elective	3
Management 320	3	Finance 323	3
Journalism 330	3	Free Elective	3
Marketing 231 (taken in 2nd year)	<u>3</u>	Marketing 350	<u>3</u>
	15		15

Fourth Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Management 420	3	Marketing 465 (Capstone)	3
Marketing 442	3	Marketing Elective	3
Marketing Elective	3	Management 460 (Capstone)	3
Marketing 437	3	Free Electives	<u>6-7</u>
Free Elective	<u>1-2</u>		15- 16
	14-15		

MINOR PROGRAMS OF STUDY

Students may desire a limited but structured background in one of the functional areas of business. The following minor programs of study provide such structured backgrounds. These minors are the only minors available in the LCOB.

Accounting Minor - A minimum of 12 credit hours in Accounting, to include ACC 311 and 318 and six hours of accounting electives. Choose from among ACC 312, 360, 365, 412, 415, 418, 448, or 400-level Special Topics, excluding ACC 215, 216, 358, and 410.

Economics Minor - A minimum of 12 credit hours in Economics, with no more than six of those hours earned at the 200 level or lower.

Entrepreneurship Minor - A minimum of 15 credit hours to include: required 6 hours of MGT 360 and MGT 461; 9 hours of elective courses from ACC 310 (for non-business majors only); ACC 215 & ACC 216 (for LCOB majors; counts only as 3 hours of an elective course toward the 9 hours required for the minor); FIN 380; LE 366; MKT 340; or an internship in entrepreneurship in ACC 490, ECN 490, FIN 490, MGT 490, MIS 490, or MKT 490.

Finance Minor - A minimum of 12 credit hours in Finance, to include FIN 323, plus six hours from among FIN 343, 350, 370; plus three hours taken in any of the discipline's 400-level courses.

Management Minor - A minimum of 12 credit hours, to include MGT 320, plus three hours from among MGT 420, 422; for the remaining six hours choose from:

Health Care: MGT 350, 354

Human Resources: MGT 424, 425 (or 422, if not already taken)

Small Business: MGT 360, 461

Management Information Systems Minor - A minimum of 12 credit hours in Management Information Systems, to include MIS 207 and 290, plus six hours from among the following MIS courses: 257, 310, 333, 340, 350.

Marketing Minor - A minimum of 12 credit hours, to include MKT 340 and nine other hours of Marketing.

3+2 PROGRAM

The 3+2 program allows an undergraduate student who plans to enroll in the Marshall M.B.A. Program immediately following receipt of the baccalaureate degree an opportunity to complete both degrees in five (5) academic years. Students may double-count up to 9 hours of graduate coursework taken during the senior year toward an undergraduate business degree. Students pursuing non-business baccalaureate degrees should contact their advisors to determine the applicability of M.B.A. courses toward their undergraduate degrees.

Admission Requirements:

The student must:

- 1) have senior status or be able to attain senior status after completion of the semester in which the student is currently enrolled;
- 2) have completed all Foundation courses before the end of the semester in which the student is currently enrolled;

- 3) be reasonably likely to complete all undergraduate degree requirements within two (2) semesters after being admitted to the 3+2 program;
- 4) have completed the GMAT and received a score of 500 or better;
- 5) have a GPA of 3.0 or better in all Foundation courses taken up to the time of application; and
- 6) have an index score of 1000 or better. The index is calculated by multiplying the undergraduate GPA (at the time of application) by 200 and adding the student's GMAT score.

Foundation Courses:

ACC 215, ACC 216, ECN 250, ECN 253, FIN 323, MGT 218, MGT 320, MGT 420, MKT 340, MTH 203. (Accounting majors may substitute ACC 318 for MGT 420.)

Students accepted into the 3+2 program may take nine (9) hours of graduate level courses with senior status. After the student completes the baccalaureate degree and attains full admission into the M.B.A. program, the student will be allowed to take additional graduate coursework.

MILITARY SCIENCE

U.S. Army Reserve Officers' Training Corps

The Marshall University Reserve Officers' Training Corps Program, established at Marshall in September, 1951, is open to both men and women. The objective of this program is to produce leaders capable of serving as commissioned officers in the U.S. Army active and reserve forces. It provides a basic military education which, in conjunction with other college disciplines, develops the attributes essential for successful executive performance. Individuals who successfully complete all of the training may be commissioned in the United States Army, the United States Army Reserve or the National Guard upon graduation from the university.

Curriculum

The ROTC program is divided into two parts -the Basic Course and the Advanced Course. The Basic Course (MS I and MS II) consists of 100- and 200-level Military Science classes and is designed primarily for freshman and sophomore students. Students do not incur a military obligation in the Basic Course. The Advanced Course (MS III and MS IV) consists of 300 - and 400-level Military Science classes and is reserved for junior, senior and graduate students. Upon contracting, students receive a monthly stipend of \$250 to \$400.

The Military Science curriculum can be taken in conjunction with any of the four-year university degree programs and may be applied toward graduation requirements as electives. Students who attain a high standard of military and academic achievement may be afforded an opportunity to apply for active duty commission with a beginning salary of approximately \$35,000 per year.

Two-Year Program

Students who have not taken the first two years of Military Science may gain credit by attending the Leaders' Training Course (MS 251) at Fort Knox, Kentucky. Students are

awarded six credit hours for this camp and are paid approximately \$700 for attending the five-week camp. You may attend the Leaders' Training Course with no obligation. If the student decides to enter the Advanced Course after attending the Leaders' Training Course (LTC), the obligation begins the first day of the junior year. Students interested in the two-year program should contact the Military Science Department. Also, qualified veterans and students who have had Junior ROTC in high school may be awarded credit for the first two years of ROTC.

Eligibility

To be eligible for enrollment in ROTC, an applicant must be a regularly enrolled full-time student capable of participating in a normal college physical education program. To progress to the Advanced Course, students must meet several requirements, including age, physical condition, and moral standards; have a 2.0 overall Grade Point Average, and be entering their junior year of college. Members of the Army Reserve and National Guard may enroll in Military Science classes and receive a commission.

Scholarships and Allowances

Scholarships are available for two, three, or four years. Students enrolled in the Advanced Course receive a tax-free subsistence allowance each month. They also receive about \$700 for attending a five-week Advanced Camp (between the junior and senior year). Total remuneration for the final two years is approximately \$7,500. All uniforms and equipment are furnished at no cost to students.

Military Science Extracurricular Activities

In addition to ROTC classes, the Military Science Department offers unique opportunities in various activities. These activities are designed to create new and lasting friendships as well as to develop leadership skills. The extracurricular activities are: the Color Guard, Intramural Sports, and Ranger Challenge Team (the varsity sport of Cadet Command).

For further information, contact the Military Science Department, Room 217, Gullickson Hall, or call (304) 696-6450.



College of Education and Human Services

Dr. Rosalyn Anstine Templeton, Executive Dean
Dr. Jane G. McKee, Associate Dean, Academic Programs
Ms. Donna L. Mauk, Director, Academic Services

www.marshall.edu/coehs
coehs@marshall.edu

School of Education

Dr. Carl Johnson, Chair (johnson@marshall.edu)
www.marshall.edu/teacher-education

Professors

Angel, Bickel, Guyer, Johnson, Klein, Lucas, Maynard, McKee, Pendarvis, Sottile, Spatig, Templeton, Williams

Associate Professors

Arneson, Arthur, Banks, Carter, Isaacs, Murphy, Reed

Assistant Professors

Backus, Burton, Dozier, Holliway, Paynter, Seelinger, Watson

Division of Exercise Science, Sport, and Recreation

Dr. T. Jeffrey Chandler, Chair (chandler@marshall.edu)
www.marshall.edu/essr

Professors

Barnett, Busbee, Chandler, Marley, R. D. Martin

Associate Professors

Mak, Marshall

Assistant Professors

Arnold, Childress, J.C. Martin, McIlvain, Robertson, Snyder

Division of Human Development and Allied Technology

Dr. Lee Olson, Chair (olsonl@marshall.edu)

www.marshall.edu/coehs/hdat

Professors

Eash, Gordon, Hall, Hermon, Linnenkohl, Olson, Reese, Wyant

Associate Professors

Graham, Lowry, McDowell

Assistant Professors

Maier, Moten, S. McClung-Sias

MISSION OF THE COLLEGE

The College of Education and Human Services (COEHS) is one of the oldest academic units within Marshall University. When the West Virginia Legislature purchased Marshall College in 1867, it insured the preparation of teachers by establishing the West Virginia State Normal School as part of the college program. This function has remained an integral part of the university mission throughout the years.

The College of Education and Human Services continues to prepare teachers and other professional educators, including counselors, principals, supervisors, superintendents and athletic trainers. It also provides continuing education opportunities for professional educators. All teacher education programs at Marshall University are under the direction of the College of Education and Human Services.

In addition to teacher education programs, the college administers related academic programs in Family and Consumer Sciences, Recreation and Park Resources, Counseling, Adult Fitness, Sport Management and Marketing, and Adult and Technical Education Training and Development.

The College of Education and Human Services provides educational services for students and the community which include the Appalachian Rural Systemic Initiative, Appalachian Studies Association, Autism Training Center, Child Development Academy, Early Education Center, Learning Resources Center (LRC), Testing Center, Recreational Sports, the Center for Higher Education for Learning Problems (HELP), the Center for Reading Excellence, and the June C. Harless Center for Rural Educational Research and Development. The College of Education and Human Services provides education and services for programs that are open, complex, demanding, and evolving. It meets the academic needs of educators and other professional personnel.

PROGRAM CHANGES FOR THE COLLEGE OF EDUCATION AND HUMAN SERVICES

Students in the College of Education and Human Services should monitor their programs of study carefully due to ongoing curricular changes in many programs, especially in teacher education programs. Please check with your advisor and/or the Director of Academic Services for information regarding your program. Information is also available through the COEHS student newsletter.

ADMISSION TO THE COLLEGE OF EDUCATION AND HUMAN SERVICES

Regular admission to the university constitutes admission to the College of Education and Human Services for entering freshmen. Transfer students from other Marshall colleges or other institutions must have no quality point deficiencies to be eligible for transfer into the College of Education and Human Services.

DEGREE REQUIREMENTS

Students who expect to complete degree requirements in the College of Education and Human Services are required to complete their *capstone experience*, which must include at least one year's work in residence, one semester of which must be in the senior year. A "year in residence" must represent not less than 30 weeks' work in residence with not less than 24 hours credit. Students must complete at least 56 hours at Marshall University.

Candidates for a bachelor's degree who entered Marshall University within ten years prior to their graduation may graduate by meeting the requirements in effect at the time of their entrance into the College of Education and Human Services. (EXCEPTION: See Section B next paragraph)

Teacher Education degree requirements have been satisfied provided:

- A. The West Virginia Department of Education will accept the program under the Approved Program arrangements.
- B. If a student changes from a teaching program to a non-teaching program or from a non-teaching program to a teaching program within the College of Education and Human Services, that student will come under the catalog of record of the date of change.

When the candidate fails to complete the requirements within ten (10) years, he/she must meet the graduation/certification requirements in effect at the time of re-entry to the program. Any questions related to this matter should be referred to the Director of Academic Services.

CREDIT FOR COURSES OFFERED EXTERNALLY

Credits earned through correspondence, extension, military service, radio, television, and special examinations are accepted up to a maximum of 28 semester hours. Courses are accepted only if such courses are offered by institutions of higher education which are accredited by a regional accreditation association of secondary schools and colleges and the National Council for Accreditation of Teacher Education. Enrollment for any such credit should be approved through the office of the Director of Academic Services prior to enrollment.

ACADEMIC PROBATION

Any student who has less than a 2.0 average is on academic probation. Students with transfer credit must satisfy the 2.0 overall and institutional.

(continued)

A student on probation must show the improvement stipulated by the Marshall University Academic Probation and Suspension Policy during each succeeding term in which he or she is enrolled. Students failing to meet this standard will be suspended and declared ineligible to attend the next regular academic semester or may be dismissed from the university.

1. Students, while on academic probation, must request permission to enroll each term from the Director of Academic Services in Jenkins Hall 225.
2. Students desiring to take courses at another institution must complete an official request form requesting approval **PRIOR** to visiting another institution as a transient student.

SCHOLASTIC INELIGIBILITY

Students are subject to academic and behavioral regulations of the university. For failure to comply with such regulations, a student may be suspended as provided by the Board of Trustees.

Students failing to meet academic standards may be suspended and declared ineligible to attend the next regular academic semester or may be dismissed from the university.

1. A student who has a deficit of 9 or more quality points at the end of a regular term may be suspended. Students with transfer credit must satisfy the standard for the overall and institutional GPA. Please see the Marshall University Academic Probation and Suspension Policy.
2. Permission to enroll in summer school must be obtained through the Office of Student Services, Jenkins Hall 225.

PROGRAM REQUIREMENTS

The following information refers to programming required in the College of Education and Human Services.

1. Students must complete the curricular requirements as outlined in the undergraduate catalog in effect at the time they enter the College of Education and Human Services. **Students should monitor their programs of study carefully due to ongoing curricular changes in many programs, especially in teacher education programs.**
2. A minimum of 128 semester hours is required by the university for graduation. The degree program selected by College of Education and Human Services major could require additional hours to satisfy graduation. Program curricula, as printed, could have the same course listed in the general studies and the option areas. These need to be identified to determine the SPECIFIC NUMBER of SEMESTER HOURS REQUIRED for graduation in the selected major(s).
Credits for developmental courses are not included in the minimum 128 hour total.
3. A minimum of 45 semester hours must be earned in 300-400 level courses. Courses transferred from two-year colleges may not be used as part of the 300-400 level requirements. Courses transferred from four-year accredited colleges retain their original numbers.

4. Although students are expected to complete the majority of their work at Marshall University, it is possible to complete some coursework at other institutions. Arrangement for such enrollment must be made in advance of enrollment. Students must obtain a permission form in the Office of Student Services, Jenkins Hall 225.

GRADUATION REQUIREMENTS

Graduation requirements in the College of Education and Human Services differ by program area. General requirements for teacher education and human services programs are listed. Individual program requirements are identified with the specific programs. **Students should monitor their programs of study carefully due to ongoing curricular changes in many programs.**

Teacher Education Programs:

1. Satisfactory completion of the Marshall Plan and the culminating capstone experience (student teaching).
2. Completion of all required courses in each specialization, in general education, and in professional education.
3. Grade Point Averages of:
 - a. 2.7 overall and on all courses attempted at Marshall University. Transfer credit may not be used to increase the Grade Point Average except in the case of *D/F* Repeat Policy.
 - b. 2.7 in each specialization.
 - c. 2.7 in professional education.
4. Completion of a minimum of 128 semester hours, including at least 56 hours at Marshall University.
5. A grade of *C* or better in all specialization and professional education courses.
6. Successful passage of all parts of the Pre-Professional Skills Test (PPST).

Human Services Programs:

1. Completion of a minimum of 128 semester hours, including at least 56 hours at Marshall University.
2. Grade point averages of 2.0 overall and on all courses attempted at Marshall, unless otherwise stipulated by the program areas. (See your academic advisor for further information). A higher GPA may be required by specific governing agencies to satisfy the credentials application process.
3. English composition (ENG 102, 302 or 201H), grade of *C* or better.
4. Satisfactory completion of the Marshall Plan and the culminating capstone experience.

SCHOOL OF EDUCATION TEACHER EDUCATION

Pre-Teacher Education

Incoming freshmen are admitted to Marshall University as Pre-Teacher Education students. During this time students are encouraged to register for general studies require-

ments. There is no bachelor's degree granted in pre-teacher education. Full admission to teacher education is dependent on successful completion of the requirements for admission to teacher education.

Transfer students are also admitted under the Pre-Teacher Education curriculum until they have met all of the standards for admission to teacher education.

Admission to Teacher Education

1. Enrolled in the College of Education and Human Services as a PRE-TEACHER EDUCATION major.
2. Completed 24 credit hours, including EDF 218/270 (12 hours for transfer students).
3. Maintained Grade Point Average of 2.7 or better for all courses attempted OVERALL.
4. Maintained Grade Point Average of 2.7 or better for all courses attempted at Marshall University.
5. ACT composite of 21 (see Office of Student Services, 225 Jenkins Hall, for alternative entrance table).
6. Successfully passed ALL THREE PARTS (reading, writing, mathematics) of the PRAXIS I: Pre-Professional Skills Test (PPST), a requirement of the West Virginia Department of Education. This test **must be successfully completed within the first 24 hours of coursework in order for the student to make continuous progress in the professional education core.**

Transfer students **must** complete the PPST during their first 12 hours at Marshall University if they plan to begin professional education core classes during their second academic term.

Process for Application for Admission to Teacher Education

1. During enrollment in EDF 218, each student will be asked to submit an Application for Admission to Teacher Education.
2. During the semester the application is submitted, personnel in the Office of Clinical Experiences (Jenkins Hall 232) will evaluate each student's record to determine eligibility for admission to Teacher Education.
3. Each transfer student is responsible for initiating the application procedure through the Certification Office, 232 Jenkins Hall.

Students who desire to become teachers in pre-kindergarten/kindergarten, elementary, middle, and secondary schools and who are confident that they can attain the standards of academic and professional competency required, enroll in the College of Education and Human Services. Faculty advisors and the staff of the Office of Student Services direct students in programs of their choice throughout their college careers. Students who are enrolled in another college or school of the university may not enroll in the professional education core courses except for EDF 218 and EDF 270.

Minor

No education minor is available through the School of Education.

CLINICAL EXPERIENCES

All teacher education students participate in clinical experiences which permit them to observe children or youth in activities which are examples of the teaching/learning process. These experiences are provided in cooperation with the public schools of the area as well as non-school agencies. Students who enroll for these activities must meet the standards of dress and conduct which apply to employees in the schools to which they are assigned.

Certain other programs require clinical experiences that are associated with specific courses. Students should examine the Courses of Instruction section of this catalog for descriptions of courses in their programs.

The College of Education and Human Services *Student Handbook* and *Student Teaching Handbook* can be accessed online at www.marshall.edu/coehs.

PURIFIED PROTEIN DERIVATIVE (PPD) TEST

Students will not be permitted to work in any public school without a valid negative PPD test. The West Virginia State law concerning PPD examinations for persons entering public schools (HB 709) states that a person working with public school children **MUST** have a PPD examination prior to entering public school. This examination is valid for two years with the following exception:

If the PPD results in a positive reaction, the examinee must submit to an x-ray examination each year thereafter. If the x-ray proves negative, the person is then permitted to work in public school.

Students who expect to enter schools for clinical experiences during any semester must arrange for a PPD test prior to entering the school. REMEMBER, there is a THREE day waiting period for a PPD test. Persons are not permitted to enter a public school until a negative report is obtained. *Reports must be carried with the student and presented to the principal or his/her representative upon entering a school.*

The PPD is provided free of charge at the Cabell County Health Clinic on specified days. Check with the instructor of your course or inquire in the office of the Director of Clinical Experiences, Jenkins Hall 232, for further details.

STUDENT TEACHING

An applicant for a professional certificate who is to be recommended to the West Virginia Department of Education for licensure must enroll for student teaching at Marshall University.

Any coursework in addition to the student teaching block must be approved by the Director of Clinical Experiences prior to registration. Any additional class scheduled during this period must meet after 4:00 p.m. A student may not take more than sixteen (16) semester hours during the student teaching semester.

Students are assigned to public schools that have an agreement to provide student teaching experiences in cooperation with Marshall University. Since the supply of supervising teachers is limited and the College of Education and Human Services has a large number of teacher candidates, it is sometimes necessary to assign students to selected schools outside the campus area. It is not possible to place students in schools within walking distance. Students must provide transportation to student teaching site(s). Students are advised not to commit themselves to long-term leases since it may be necessary for some to seek housing in areas which are beyond commuting distance. In all

cases the responsibility for placements rests with the Director of Clinical Experiences and with the approval of the public school administration of the county and school in which the student is to be placed. Students who are assigned a student teaching position but who do not complete the assignment may not be assured of a future assignment.

Admission to student teaching at Marshall University requires the following:

1. Completion of the professional education core prerequisites.
2. GENERAL STUDIES REQUIREMENTS with the grade of *C* or better in English composition 102, 302, or 201H.
3. A Grade Point Average of 2.7 or better in all courses attempted and in **all coursework at Marshall University**, in all courses in the **teaching specializations**, and in all courses in **professional education**. Courses in specialization(s) and professional education must be passed with the grade of *C* or higher. Students should review their program sheets to identify professional education courses. It will be the student's responsibility to insure that the above grade averages have been met prior to entering student teaching. Any student who enters student teaching without the above grade averages will be withdrawn by administrative action.
4. The completion of 90% of the coursework in the teaching specialization(s). Applicants must complete a minimum of 100 hours prior to the beginning of student teaching. All professional education courses must be taken prior to student teaching except EDF 475.
5. **Application for Student Teaching.** Applications must be completed by midterm of the semester previous to enrolling for this experience. The deadline date for making application for student teaching will be posted outside the Office of Clinical Experiences, Jenkins Hall 232.

NOTE: Students who are members of varsity teams may not participate in the student teaching program during the active season of their particular sport (e.g., football team members may enroll for student teaching only during the spring semester, basketball team members may enroll for student teaching only during the fall semester and so on).

CERTIFICATE REQUIREMENTS (WEST VIRGINIA)

In addition to the graduation requirements, the prospective educator must meet the following requirements for West Virginia certification:

1. Passing score on NTE PRAXIS II Specialty Area Test for each teaching specialization. All students should complete the test(s) during their senior year.
2. Passing score on the (PLT) Principles of Learning and Teaching.
3. Cumulative Grade Point Average of 2.7 or better for all courses attempted.
4. Grade Point Average of 2.7 or better in all subject specialization courses, with all courses passed with a *C* or better.
5. Grade Point Average of 2.7 or better in all professional education courses, with all courses passed with a *C* or better.
6. Grade Point Average of 2.7 or better in all courses attempted at Marshall University. Transfer credit may not be used to increase the Grade Point Average except in the case of *D/F* Repeat Policy.

Students seeking certification in states other than West Virginia should check with the appropriate state department of education.

CERTIFICATE RENEWAL

Marshall University, in addition to offering teacher preparation programs, is actively involved in the continuing education of all professional teachers. The West Virginia Board of Education has approved a program of continuing education for all professional teachers and school service personnel. Information relative to renewal of a teacher's professional certificate is available from the Certification Office, 232 Jenkins Hall.

STANDARDS FOR ADMISSION AND RETENTION IN THE UNDERGRADUATE TEACHER EDUCATION PROGRAM

Admission to Teacher Education

Undergraduate, post-baccalaureate, or graduate students pursuing initial licensure in Elementary or Secondary Education must be admitted to teacher education before they can take professional education courses or student teach. The application packet will be given to students in EDF 218 or can be picked up in Jenkins Hall 232. All requirements listed below must be met before turning in the application, and the application should be turned in as soon as possible.

1. Declare major in education program.
2. Complete EDF 218/270.
3. Pass all parts of the Praxis I: Pre-Professional Skills Tests (PPST)
Passing scores are set by the state.
The tests should be taken at the first opportunity so there is time to review skills and retake any sections that have not been passed.
4. 2.7 GPA overall.
5. 2.7 GPA at Marshall University.
6. Completion of 24 hours (Transfer students: 12 hours of courses at Marshall University).
7. 21 ACT (see Alternative Admission Policy)

Monitoring Acceptance Status

Once applications are processed and entered on the teacher education database, the student will receive a letter that indicates whether he/she has been accepted in teacher education or if any deficiencies exist.

Appeals of Acceptance Status

Students who have not been fully accepted in teacher education will be "blocked" from registering for professional education courses. During registration and course adjustment periods, students will often want to be "unblocked." If a student has already applied to teacher education, there are only two avenues for appeal.

1. **Appeal to the Director of Academic Services**
2. **If denied by the Director of Academic Services, student may appeal to Teacher Education Standards Committee (TESC)**

(continued)

The Teacher Education Standards Committee meets early during the first week of the semester. Students make an appointment to see the Committee through the Director of Academic Services.

Maintaining Admission Status

Students who have been admitted into teacher education programs must continue to meet all criteria that were required for admission throughout their course of study. Failure to maintain those criteria could result in probationary status or dismissal from the program.

It is also expected that students in professional education programs will exhibit professional behaviors and apply professional knowledge in their course work and clinical experiences. Students will be expected to:

- Communicate effectively both orally and in writing
- Apply professional knowledge and skills (content and methodology) to meet their ethical and professional responsibilities in order to enhance student learning
- During coursework and clinical experiences, demonstrate a respect for individual and family diversity
- Demonstrate the application of critical thinking skills
- Meet all standards of professional behavior established at each clinical site

Probationary Status or Unsatisfactory Performance

Initiating the Process

Any member of the professional education community who questions the competency of a candidate related to any of the criteria for admission or other relevant professional performance standard, as described above, should contact the program coordinator. The program coordinator will request that the Leadership Team for the School of Education review the candidate's overall performance and make one of three decisions.

- Student's performance is satisfactory
- Student's performance is unsatisfactory; the student should be put on probation and counseled with an appropriate plan for action. The Teacher Education Standards Committee should be notified.
- Student Performance is extremely unsatisfactory; the student should be counseled regarding options for a major other than teacher education. If necessary, the case would be referred to the Teacher Education Standards Committee.

The student should be informed of each performance review, have the opportunity to meet with the Leadership Team and the Teacher Education Standards Committee, and be informed of the decisions of the committees.

Determining Probation

To place a student on probation, the program coordinator should notify the Leadership Team that he/she is recommending probationary status for the student.

- If the Leadership Team agrees with this recommendation, it should oversee development of a plan of action that identifies the areas of concern, an intervention plan, expectations for satisfactory performance, a monitoring process and timeline including what impact the probationary status would have on student teaching, and specified consequences. The student should receive a copy of the recommended plan.

- The Teacher Education Standards Committee will review the plan and endorse it or ask for more clarification first. The student may request to meet with TESC if he/she objects to any portion of the plan. TESC will then make the decision regarding the plan, and notify all parties. The student will receive a copy of the final plan and will meet with the Associate Dean for Academic Programs and the Program Coordinator (or representative) to review the plan.
- At the end of the time period specified in the action plan, the Leadership Team will either recommend removal or extension of the probationary status or dismissal from teacher education.

Determining Extremely Unsatisfactory Performance

To recommend that a student not continue in teacher education, the program coordinator will submit a written recommendation from the Leadership Team with supporting documentation to the Teacher Education Standards Committee. The student will also receive the information.

- Within 21 days, the Teacher Education Standards Committee will meet to review the recommendation. At that time the Program Coordinator (or representative) and the student will be asked to meet with the committee. Each will have the opportunity to present their case with supporting evidence.
- The Teacher Education Standards Committee will then meet in a closed session to make a decision either not to permit the student to continue in teacher education or to place him/her on a continuing probationary status.
- All parties involved will be advised of the results of the review.
- If a student is placed on continuing probation, a timeline for improvement will be developed. If the student does not improve, he/she will not be permitted to continue in teacher education.
- Students who are not successful on continuing probation in the teacher education program will be notified in writing by the chair of the Teacher Education Standards Committee. Reasons for non-continuation of the program will be explained as they relate to standards of professional behavior.

Procedures for Appeal

The decision of the Teacher Education Standards Committee may be appealed to the Executive Dean of the College of Education and Human Services on the grounds of due process. This is the final decision level in the College of Education and Human Services.

COLLEGE OF EDUCATION AND HUMAN SERVICES PROGRAMS

TEACHER EDUCATION PROGRAMS

Preschool Education offers certification in Birth-PreK and Preschool Special Needs.

Elementary Education K-6 Comprehensive

Students majoring in Elementary Education K-6 have the option of adding one or more of the following endorsements: PK-K, MI, or a 5-9 content area.

(continued)

Secondary and PreK-Adult Programs:

Middle Childhood Specializations

(If a student wishes to teach only at the middle childhood level, he or she must choose two or more of the 5-9 certification areas listed below.)

English 5-9
French 5-9
General Science 5-9
Mathematics 5-9
Oral Communication 5-9 (Speech)
Social Studies 5-9
Spanish 5-9

Secondary Programs

Art Education 5-Adult
Athletic Trainer 5-12
Biological Science 9-Adult Comprehensive
Business Education 9-Adult Comprehensive
Chemistry 9-Adult Comprehensive
English 5-9
English 5-Adult
Family and Consumer Science 5-Adult
French 5-9
French 5-Adult
General Science 5-9
General Science 5-Adult
Journalism 9-Adult (must choose a second 5-Adult,
9-Adult, or PreK-Adult specialization)
Latin 5-Adult (must choose a second 5-Adult, 9-Adult, or PreK-Adult special-
ization)
Marketing Education 9-Adult Comprehensive
Mathematics 5-9
Mathematics 5-Adult
Mentally Impaired K-Adult
Oral Communication 5-9 (Speech)
Oral Communication 5-Adult (Speech)
Physical Education 5-Adult
Physics 9-Adult Comprehensive
Social Studies 5-9
Social Studies 5-Adult
Spanish 5-9
Spanish 5-Adult

PreK-Adult Programs

Art Education PreK-Adult
Music Education PreK-Adult
Physical Education PreK-Adult

**HUMAN SERVICES PROGRAMS (COMPREHENSIVE):
(Only one specialization is required)**

- Adult Fitness
- Adult and Technical Education in Training and Development
- Athletic Training Comprehensive
- Counseling
- Family and Consumer Sciences
 - Family Environment Studies
 - Retail Merchandising
- Recreation and Park Resources
 - Leisure Services
 - Parks and Conservation
- Sport Management and Marketing

Students obtain program sheets from the Office of Student Services, 225 Jenkins Hall, when they declare their majors. These forms will assist in the planning and in the recording of progress.

Students should monitor their programs of study carefully due to ongoing curricular changes in many programs.

**GENERAL REQUIREMENTS
FOR TEACHER EDUCATION PROGRAMS**

Some of these hours may be included as a part of your declared major.

Courses in this category MAY NOT be completed under the credit/non-credit option.

Students entering teacher education programs, beginning with the fall of 1995, will be responsible for meeting the requirements of the Marshall Plan, five new initiatives for general education. These include Writing Across the Curriculum, Computer Literacy, International Studies, Multicultural Studies, Integrated Science, Mathematics, and the Capstone Experience. More detailed information about these requirements appears under Mission of University. Each student in the College of Education and Human Services should consult with his or her advisor to develop a plan for meeting these new requirements.

A. FINE ARTS	3
Art (ART) 112, Theatre (THE) 112, Music (MUS) 142	
B. COMMUNICATION STUDIES	9
Written Communications: ENG 101 and 102 or 201H or 302	6
Oral Communication: CMM 103 or 104H	3
C. HUMANITIES	6
Literature (ENG) courses at or above the 300 level excluding 302	3
Any Classics, Philosophy, or Religious Studies; or other English (ENG) literature course	3

(continued)

D. MATHEMATICS	3-6
MTH 121	
and MTH 125 (secondary majors only)	3
E. COMPUTER SCIENCE	4
a. CI 102 (no substitutions)	1
b. CI 350 (no substitutions)	3
F. PHYSICAL EDUCATION	2
Select 2 hours from any two ESSR (PE/PLS) activities courses	
G. NATURAL SCIENCE	8
a. INTEGRATED SCIENCE (ISC)	4
b. Science coursework offered in the College of Science	4
H. SOCIAL SCIENCE	9
SOS 207 (Multicultural)	3
INTERNATIONAL STUDIES (Select 6 hours from the approved list)	6
Total General Requirement Hours	44-47

Other Requirements

- I. 128 Minimum Semester Hours
- J. 45 Upper Division Hours
- K. Pre-Professional Skills Test (PPST)
- L. Admission to Teacher Education (see page 161)
- M. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test
Principles of Learning and Teaching (PLT) Test
- N. Marshall Plan
- O. All professional education courses must be taken prior to student teaching except EDF 475.

ART PreK-ADULT

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	55
ART 113, 201, 202, 214, 215, 217, 218, 219, 255, 299, 301, 305, 307, 308, 315, 340, 350, 460	51
ART: (select three hours) 404, 405, 407E, 408, 409, 412, 414	3
ART 200 (complete 6 semesters)	0
ART 499, Capstone - Senior Exhibition	1

B.	Professional Education Core	42
	EDF 218, Child to Adolescent Development in Schools	3
	EDF 270, Clinical Experience I	
	<i>The following courses require the prerequisite Admission to Teacher Education</i>	
	EDF 319, Applications of Learning Theory	3
	EDF 435, Classroom Assessment	3
	CI 345, Critical Reading, Writing, & Thinking	3
	CISP 421, Children with Exceptionalities	3
	CI 403, Methods & Materials of Teaching in the Middle Childhood Grades Including a Field Experience	3
	CI 321, Early Childhood Curriculum and Methods Including a Field Experience	3
	ART 468, Secondary Education: Teaching Art and CI 470, Field Experience	0
	CI 449, Instructional and Classroom Management: Secondary Education	3
	EDF 475, Schools in a Diverse Society	3
	CI ___, Student Teaching (full semester) (CAPSTONE)	12
C.	General Requirements (see pages 168-9)	
D.	Art majors must submit near the end of the freshman year a portfolio of art work completed in the freshman year for review by the Art faculty. This must be submitted PRIOR TO enrollment for advanced art classes.	
E.	All students must successfully complete six semesters of ART 200 (0 credit hours)	
F.	Art majors must present during the senior year a satisfactory exhibition of creative work.	
G.	45 Upper Division Hours	
H.	Pre-Professional Skills Test (PPST)	
I.	Admission to Teacher Education (see page 161)	
J.	Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
K.	Marshall Plan	
L.	All coursework in the Department of Art and Design must be completed with a grade of <i>C</i> or above. A course with a grade of <i>D</i> or <i>F</i> must be repeated with at least a grade of <i>C</i> to count for graduation or to be used as a prerequisite for another required course.	
M.	In addition to the requirements listed here, Art Education majors must meet the policies listed under the Department of Art and Design , listed within the College of Fine Arts.	

ART 5-ADULT

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	46
ART 113, 201, 202, 214, 215, 217, 219, 255, 299, 301, 305, 307, 308, 340, 350, 460	45
ART 200 (complete 6 semesters)	0
ART 499 Capstone: Senior Exhibition	1
B. Professional Education Core	42
EDF 218, Child to Adolescent Development in Schools	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education:</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
CI 345, Critical Reading, Writing, & Thinking	3
CISP 421, Children with Exceptionalities	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods & Materials of Teaching in the Middle Childhood Grades Including a Field Experience	3
ART 468, Secondary Education: Teaching Art, and CI 470, Field Experience	0
CI 449, Instructional and Classroom Management: Secondary Education	3
EDF 475, Schools in a Diverse Society	3
Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. Electives: students may choose to use these hours toward a second endorsement.	
F. Art majors must submit near the end of the freshman year a portfolio of art work completed in the freshman year for review by the Art faculty. This must be submitted PRIOR TO enrollment for advanced art classes.	
G. All students must complete six semesters of ART 200 (0 credit hours)	
H. Art majors must present during the senior year a satisfactory exhibition of creative work.	
I. 45 Upper Division Hours	
J. Pre-Professional Skills Test (PPST)	
K. Admission to Teacher Education (see page 161)	
L. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
M. Marshall Plan	

- N. All coursework in the Department of Art and Design must be completed with a grade of *C* or above. A course with a grade of *D* or *F* must be repeated with at least a grade of *C* to count for graduation or to be used as a prerequisite for another required course.
- O. In addition to the requirements listed here, Art Education majors must meet the policies listed under the Department of Art and Design, listed within the College of Fine Arts.

ATHLETIC TRAINER 5-12 (Second Major Only)

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	67
BSC 227, 228	8
EDF 417	3
FCS 210	3
HS 222, 440	6
HS 222, 215, 440, 422, 448, 449, 479; PE 115, 127, 321, 345, 37	29
HS 221, 430 (Select one)	3
Clinicals: HS 255, 360, 361, 460, 490	15
B. Professional Education Core	42
EDF 218, Child to Adolescent Development in Schools	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
CI 345, Critical Reading, Writing, & Thinking	3
CISP 421, Children with Exceptionalities	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods & Materials of Teaching in the Middle Childhood Grades Including a Field Experience	3
CI 415, Integrated Methods: Secondary Education AND	3
CI 470, Field Experience (Refer to FIRST MAJOR)	0
CI 449, Instructional and Classroom Management: Secondary Education	3
EDF 475, Schools in a Diverse Society	3
Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9) (Some hours in this specialization may be used as General Requirements)	
<i>(continued)</i>	

- D. 45 Upper Division Hours
- E. Pre-Professional Skills Test (PPST) or appropriate ACT score
- F. Admission to Teacher Education (see page 161)
- G. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test or NATA BOC exam; Principles of Learning and Teaching (PLT) Test
- H. 800 hours of practical experience under the supervision of a certified athletic trainer.
- I. Admission to Athletic Training (GPA 2.5)
- J. Marshall Plan

BIOLOGICAL SCIENCE 9-ADULT COMPREHENSIVE

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	56-58
BSC 120, 121, 227, 320, 322, 324	24
BSC 212 or 214	4
BSC 415 or 416	4
CHM 211, 212, 217, and 218	10
PHY 201 and 202	4
PS 425	3
Electives (Select 6-8 hours):	6-8
BSC 302, 430, 460, or other upper-level BSC courses	
GLY 200, 210L	4
B. Professional Education Core	36
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
CI 345, Critical Reading, Writing, & Thinking	3
CISP 421, Children with Exceptionalities	3
CI 415, Integrated Methods: Secondary Education AND	3
CI 470, Field Experience	0
CI 449, Instructional and Classroom Management:	
Secondary Education	3
EDF 475, Schools in a Diverse Society	3
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
(Some hours in this specialization may be used as General Requirements)	
D. Electives (to meet the minimum required 128 hours for graduation)	

- E. Electives: students may choose to use these hours toward a second endorsement.
- F. 45 Upper Division Hours
- G. Pre-Professional Skills Test (PPST)
- H. Admission to Teacher Education (see page 161)
- I. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test
Principles of Learning and Teaching (PLT) Test
- J. Marshall Plan

BUSINESS EDUCATION 9-ADULT COMPREHENSIVE

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	51
ACC 215, 216, and 348 or any approved 300 or 400 level ACC 3-hour elective	9
ATE 305, 325, 421, and 425	12
ECN 253	3
LE 207	3
MGT 320	3
MKT 340	3
AAT 112, 114, 136, 261, 237 and 265 (Student may request selected proficiency exams)	18
B. Professional Education Core	36
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
CI 345, Critical Reading, Writing, & Thinking	3
CISP 421, Children with Exceptionalities	3
ATE 469, Business and Occupational Teaching Methods AND	3
CI 470, Field Experience	0
CI 449, Instructional and Classroom Management: Secondary Education	3
EDF 475, Schools in a Diverse Society	3
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. Electives: students may choose to use these hours toward a second endorsement.	

(continued)

- F. 45 Upper Division Hours
- G. Pre-Professional Skills Test (PPST)
- H. Admission to Teacher Education (see page 161)
- I. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test
- J. Marshall Plan

CHEMISTRY 9-ADULT COMPREHENSIVE

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

- | | |
|--|-------|
| A. Teaching Specialization | 38-40 |
| CHM 211 and 212, 217, 218, 307, 327, 345, 365, 366 | 32 |
| GLY 425 | 3 |
| PS 425 | 3 |
| Elective (choose 30-5 hours upper division chemistry course) | 3-5 |
| B. Professional Education Core | 36 |
| EDF 218, Child to Adolescent Development in Schools AND | 3 |
| EDF 270, Clinical Experience I | |
| <i>The following courses require the prerequisite Admission to Teacher Education</i> | |
| EDF 319, Applications of Learning Theory | 3 |
| EDF 435, Classroom Assessment | 3 |
| CI 345, Critical Reading, Writing, & Thinking | 3 |
| CISP 421, Children with Exceptionalities | 3 |
| CI 415, Integrated Methods: Secondary Education AND | 3 |
| CI 470, Field Experience | 0 |
| CI 449, Instructional and Classroom Management:
Secondary Education | 3 |
| EDF 475, Schools in a Diverse Society | 3 |
| CI ____, Student Teaching (full semester) CAPSTONE | 12 |
| C. General Requirements (see pages 168-9)
(Some hours in this specialization may be used as
General Requirements) | |
| D. Electives (to meet the minimum required 128 hours for graduation) | |
| E. Electives: students may choose to use these hours toward a second endorsement. | |
| F. 45 Upper Division Hours | |
| G. Pre-Professional Skills Test (PPST) | |
| H. Admission to Teacher Education (see page 161) | |
| I. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test
Principles of Learning and Teaching (PLT) Test | |
| J. Marshall Plan | |

EARLY EDUCATION PreK-K

Students must complete the Early Education PreK-K certification with the Elementary Education major. Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A.	Teaching Specialization: Early Education, Ages 3-5	15
	FCS 303, Child Development	3
	FCS 430, Preschool Curriculum and Methods	3
	FCS 431, Development and Guidance of the Young Child	3
	CISP 428, Special Needs in Early Childhood Education	3
	CI 459, Multicultural Influences in Education: Techniques and Strategies	3
B.	Professional Education Core	36
	EDF 218, Child to Adolescent Development in Schools AND	3
	EDF 270, Clinical Experience I	0
	<i>The following courses require the prerequisite Admission to Teacher Education</i>	
	EDF 319, Applications of Learning Theory	3
	EDF 435, Classroom Assessment	3
	CI 321, Early Childhood Curriculum and Methods Including a Field Experience	3
	CISP 421, Children with Exceptionalities	3
	CI 442, Instructional and Classroom Management: Elementary Education	3
	CI 447, Integrated Reading, Language Arts: Elementary Education AND 3	3
	CI 471, Clinical Experience II	0
	EDF 475, Schools in a Diverse Society	3
	CI ____, Student Teaching (full semester) CAPSTONE	12
C.	General Requirements (see pages 168-9) (Some hours in this specialization may be used as General Requirements)	
D.	Electives (to meet the minimum required 128 hours for graduation)	
E.	45 Upper Division Hours	
F.	Pre-Professional Skills Test (PPST)	
G.	Admission to Teacher Education (see page 161)	
H.	Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
I.	Marshall Plan	
J.	Elementary Education Specialization	

ELEMENTARY EDUCATION K-6 COMPREHENSIVE

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	64
ART 335	3
CI 101, 201, 301, 342, 343, 360, 446, 448	24
GEO 317	3
HS 122	1
HST 103, 230, 231, 440	12
MUS 342	3
PE 305	3
SOS 207	3
BSC 105, PS 109 and 109L, PS 110 and 110L	12
B. Professional Education Core	36
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
CI 321, Early Childhood Curriculum and Methods Including a Field Experience	3
CISP 421, Children with Exceptionalities	3
CI 442, Instructional and Classroom Management: Elementary Education	3
CI 447, Integrated Reading, Language Arts: Elementary Education AND	3
CI 471, Clinical Experience II	0
EDF 475, Schools in a Diverse Society	3
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
(Some hours in this specialization may be used as General Requirements)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. 45 upper division hours	
F. Pre-Professional Skills Test (PPST)	
G. Admission to Teacher Education (see page 161)	
H. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test. Principles of Learning and Teaching (PLT) Test	
I. Marshall Plan	

ENGLISH 5-9

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization		30
CI 303 or ENG 476 or CI 342	3	
ENG 350	3	
ENG 402	3	
ENG 419	3	
ENG 420	3	
ENG 475	3	
ENG 450 or 451 or 428	3	
ENG 303 or 340 or 341 or 342	3	
(Check with English Department for other 300-400 level choices)	6	
B. Professional Education Requirements		42
EDF 218, Child to Adolescent Development in Schools AND	3	
EDF 270, Clinical Experience I	0	
<i>The following courses require the prerequisite Admission to Teacher Education</i>		
EDF 319, Applications of Learning Theory	3	
EDF 435, Classroom Assessment	3	
EDF 475, Schools in a Diverse Society	3	
CI 345, Critical Reading, Writing and Thinking	3	
CI 401, Middle Childhood Curriculum	3	
CI 403, Methods and Materials of Teaching in the Middle Childhood Grades	3	
CISP 421, Children with Exceptionalities		3
CI 449, Instructional and Classroom Management: Secondary Education	3	
CI 415, Integrated Methods: Secondary Education	3	
CI 470, Clinical Experience II	0	
CI ____, Student Teaching (full semester) CAPSTONE	12	
C. General Requirements (see pages 168-9)		
(Some hours in this specialization may be used as General Studies requirements)		
D. This specialization may not stand alone, but must be combined with another 5-9, 5-12, 9-12, or PreK-Adult specialization, or the Elementary Education K-6 Comprehensive specialization		
E. 45 Upper Division Hours		
F. Pre-Professional Skills Test (PPST)		
G. Admission to Teacher Education (see page 161)		

(continued)

- H. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test
- I. Marshall Plan

ENGLISH 5-ADULT

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	36
ENG 303 or 340 or 341 or 342, 350, 402, 419, 420, 450 or 451 or 428, 475, 410 or 412	24
(Check with English Department for other 300-400 level choices)	12
B. Professional Education Core	39
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
EDF 475, Schools in a Diverse Society	3
CI 345, Critical Reading, Writing, & Thinking	3
CISP 421, Children with Exceptionalities	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods and Materials of Teaching in the Middle Childhood Grades Including a Field Experience	3
_____, Content Methods	3
CI 470, Field Experience	0
CI 449, Instructional and Classroom Management: Secondary Education	3
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9) (Some hours in this specialization may be used as General Studies requirements)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. Electives: students may choose to use these hours toward a second endorsement.	
F. 45 Upper Division Hours	
G. Pre-Professional Skills Test (PPST)	
H. Admission to Teacher Education (see page 161)	
I. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
J. Marshall Plan	
K. Fulfillment of requirements for English 5-Adult would fulfill a double major in English in the College of Liberal Arts (see page 247)	

FAMILY CONSUMER SCIENCE 5-ADULT

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	43
FCS 201, 202, 203, 210, 212, 213, 215, 303, 314, 330, 351, 354, 358, 432, 444	
B. Professional Education Core	42
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
CI 345, Critical Reading, Writing, & Thinking	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods & Materials of Teaching in the Middle Childhood Grades Including a Field Experience	3
CISP 421, Children with Exceptionalities	3
CI 449, Instructional and Classroom Management: Secondary Education	3
EDF 475, Schools in a Diverse Society	3
CI 415, Integrated Methods: Secondary Education AND	3
CI 470, Field Experience	0
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. Electives: students may choose to use these hours toward a second endorsement	
F. 45 Upper Division Hours	
G. Pre-Professional Skills Test (PPST)	
H. Admission to Teacher Education (see page 161)	
I. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
J. Marshall Plan	

FAMILY AND CONSUMER SCIENCES: PRESCHOOL EDUCATION (BIRTH TO PreK)

A. Teaching Specialization: Birth to PreK	46
ART 335	3
HS 122	1

(continued)

MUS 342	3
CI 322, 323, 459	9
FCS 102, 210, 215, 303, 330, 331, 430, 431, 432, and 435	30
B. Professional Education Core	12
EDF 218, 319, 475	9
FCS 472	3
C. General Requirements (see Office of Student Services, 225 Jenkins Hall)	
D. This specialization may not stand alone but must be combined with Preschool Special Needs specialization.	
E. 45 Upper Division Hours	
F. Pre-Professional Skills Test (PPST)	
G. Admission to Teacher Education (see page 161)	
H. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test.	
I. Marshall Plan	

FAMILY AND CONSUMER SCIENCES: PRESCHOOL EDUCATION (Preschool Special Needs)

A. Teaching Specialization	21
CISP 320, 420, 428, 429, 445, 454, and 455	
B. Professional Education Core	12
EDF 218, 319, 475	9
FCS 472	3
C. General Requirements (see Office of Student Services, 225 Jenkins Hall)	
D. This specialization may not stand alone but must be combined with Preschool Education (Birth to Pre-K) specialization.	
E. 45 Upper Division Hours	
F. Pre-Professional Skills Test (PPST)	
G. Admission to Teacher Education (see page 161)	
H. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test.	
I. Marshall Plan	

FRENCH 5-9

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	24
FRN 101, 102, or FRN 112	6
FRN 315/316 or FRN 323/324	3

FRN 203, 204	6
FRN 305/306	3
FRN 315/316 or FRN 323/324	3
FRN 335 or 336	3
B. Professional Education Requirements	42
EDF 218, Child to Adolescent Development in Schools AND EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
EDF 475, Schools in a Diverse Society	3
CI 345, Critical Reading, Writing and Thinking	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods and Materials of Teaching in the Middle Childhood Grades	3
CI 449, Instructional and Classroom Management: Secondary Education	3
CISP 421, Children with Exceptionalities	3
_____, Content Methods:	3
CI 470, Clinical Experience II	0
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
D. This specialization may not stand alone, but must be combined with another 5-9, 5-12, 9-12, or PreK-Adult specialization, or the Elementary Education K-6 Comprehensive specialization	
E. 45 Upper Division Hours	
F. Pre-Professional Skills Test (PPST)	
G. Admission to Teacher Education (see page 161)	
H. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
I. Marshall Plan	

FRENCH 5-ADULT

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	45
FRN 101, 102, or FRN 112	6
FRN 203, 204, 312	9
FRN 323 or 324	3

(continued)

FRN 315 or 316	3
FRN 240	3
FRN 304	3
FRN 305/306	3
FRN 337	3
FRN 335 or 336	3
Electives (9 hours at 400 level)	9
B. Professional Education Core	39
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
EDF 475, Schools in a Diverse Society	3
CI 345, Critical Reading, Writing, & Thinking	3
CISP 421, Children with Exceptionalities	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods and Materials of Teaching in the Middle Childhood Grades Including a Field Experience	3
_____, Content Methods: AND	3
CI 470, Field Experience	0
CI 449, Instructional and Classroom Management: Secondary Education	3
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. Electives: students may choose to use these hours toward a second endorsement.	
F. 45 Upper Division Hours	
G. Pre-Professional Skills Test (PPST)	
H. Admission to Teacher Education (see page 161)	
I. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
J. Marshall Plan	

GENERAL SCIENCE 5-9

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	31
BSC 120, 121 and BSC 320 or 4-hour course approved by advisor	12

GLY 200 and 210L	4
PS 109 and 109L	4
PS 110 and 110L	4
PS 400 and 400L	4
PS 425	3
B. Professional Education Requirements	42
EDF 218, Child to Adolescent Development in Schools AND EDF 270, Clinical Experience I 0	3
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
EDF 475, Schools in a Diverse Society	3
CI 345, Critical Reading, Writing and Thinking	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods and Materials of Teaching in the Middle Childhood Grades	3
CI 449, Instructional and Classroom Management: Secondary Education	3
CISP 421, Children with Exceptionalities	
CI 415, Integrated Methods: Secondary Education	3
CI 470, Clinical Experience II	0
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
(Some hours in this specialization may be used as General Studies requirements)	
D. This specialization may not stand alone, but must be combined with another 5-9, 5-12, 9-12, or PreK-Adult specialization, or the Elementary Education K-6 Comprehensive specialization.	
E. 45 Upper Division Hours	
F. Pre-Professional Skills Test (PPST)	
G. Admission to Teacher Education (see page 161)	
H. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
I. Marshall Plan	

GENERAL SCIENCE 5-ADULT

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	41
BSC 120, 121, and BSC 320 or 4-hour course approved by advisor	12
<i>(continued)</i>	

CHM 211, 212, 217, 218	10
GLY 200 and 210L	4
PHY 201-202, 203-204 (PR: MTH 122 and MTH 130)	8
PS 400, 400L	4
PS 425	3
B. Professional Education Core	42
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment3	
CI 345, Critical Reading, Writing, & Thinking	3
CISP 421, Children with Exceptionalities	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods and Materials of Teaching in the Middle Childhood Grades Including a Field Experience	3
CI 415, Integrated Methods: Secondary Education AND	3
CI 470, Field Experience	0
CI 449, Instructional and Classroom Management: Secondary Education	3
EDF 475, Schools in a Diverse Society	3
CI ___, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9) (Some hours in this specialization may be used as General Requirements)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. Electives: students may choose to use these hours toward a second endorsement.	
F. 45 Upper Division Hours	
G. Pre-Professional Skills Test (PPST)	
H. Admission to Teacher Education (see page 161)	
I. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
J. Marshall Plan	

JOURNALISM 9-ADULT (Second major only)

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	33-36
JMC 100 (Required of students scoring less than 77 on school- administered language skills test. Does not count toward graduation.)	3

JMC 102, 201, 241, 301, 302, 360, 402, 404, 428, 440	30
JMC Elective (select three hours from any other JMC courses)	3
B. Professional Education Core	36
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
CI 345, Critical Reading, Writing, & Thinking	3
CISP 421, Children with Exceptionalities	3
CI 415, Integrated Methods: Secondary Education AND	3
CI 470, Field Experience	0
CI 449, Instructional and Classroom Management: Secondary Education	3
EDF 475, Schools in a Diverse Society	3
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. A second 5-12, PreK-Adult, or 9-12 Teaching Specialization	
F. 45 Upper Division Hours	
G. Pre-Professional Skills Test (PPST)	
H. Admission to Teacher Education (see page 161)	
I. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
J. Marshall Plan	

LATIN 5-ADULT (Second Major Only)

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	33
CL 436	3
LAT 101, 102, 203, 204, 240	15
Latin Electives (select 15 hours with approval of advisor)	15
B. Professional Education Core	42
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
<i>(continued)</i>	

CI 345, Critical Reading, Writing, & Thinking	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods and Materials of Teaching in the Middle Childhood Grades Including a Field Experience	3
CISP 421, Children with Exceptionalities	3
CI 415, Integrated Methods: Secondary Education AND	3
CI 470, Field Experience	0
CI 449, Instructional and Classroom Management: Secondary Education	3
EDF 475, Schools in a Diverse Society	3
CI ____, Student Teaching (full semester) CAPSTONE	12

- C. General Requirements (see pages 168-9)
- D. **A Second 5-12, 9-12 or PreK-Adult Specialization**
- E. 45 Upper Division Hours
- F. Pre-Professional Skills Test (PPST)
- G. Admission to Teacher Education (see page 161)
- H. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test
- I. Marshall Plan

MARKETING EDUCATION 9-ADULT COMPREHENSIVE

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	46
ACC 410	3
ATE 410, 440	6
CMM 207	3
ECN 250, 253	6
MGT 320, 424	6
ATE 105, 201, 422, 425, 485	13
MKT 340, 344, 350	9
B. Professional Education Core	36
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
CI 345, Critical Reading, Writing, & Thinking	3

CISP 421, Children with Exceptionalities	3
ATE 405, Instructional Methods in Technical Training	3
CI 470, Field Experience	0
CI 449, Instructional and Classroom Management: Secondary Education	3
EDF 475, Schools in a Diverse Society	3
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. Electives: students may choose to use these hours toward a second endorsement.	
F. 45 Upper Division Hours	
G. Pre-Professional Skills Test (PPST)	
H. Admission to Teacher Education (see page 161)	
I. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
J. Program requires 2,000 hours of verified work experience in the marketing or service occupations. Wage earning experience shall be in businesses that (1) sell goods at retail, (2) services at retail, including financial and transportation services, and (3) wholesale.	
K. Marshall Plan	

MATHEMATICS 5-9

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	21
MTH 122, 130, 140, 225, 329, 400, 401	
B. Professional Education Requirements	42
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
EDF 475, Schools in a Diverse Society	3
CI 345, Critical Reading, Writing, and Thinking	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods and Materials of Teaching in the Middle Childhood Grades	3
CI 449, Instructional and Classroom Management: Secondary Education	

(continued)

CISP 421, Children with Exceptionalities	3
MTH ____, Content Methods	3
CI 471, Clinical Experience II	0
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9) (Some hours in this specialization may be used as General Studies requirements)	
D. This specialization may not stand alone, but must be combined with another 5-9, 5-12, 9-12, or PreK-Adult specialization, or the Elementary Education K-6 Comprehensive specialization.	
E. 45 Upper Division Hours	
F. Pre-Professional Skills Test (PPST)	
G. Admission to Teacher Education (see page 161)	
H. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test. Principles of Learning and Teaching (PLT) Test	
I. Marshall Plan	

MATHEMATICS 5-ADULT

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	45
MTH 220, 229, 230, 231, 300, 331, 405, 443, 445, 446, 448, 449, 450	
B. Professional Education Core	42
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment3	
CI 345, Critical Reading, Writing, & Thinking	3
CISP 421, Children with Exceptionalities	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods and Materials of Teaching in the Middle Childhood Grades Including a Field Experience	3
MTH ____, Math Methods AND	3
CI 470, Field Experience	0
CI 449, Instructional and Classroom Management: Secondary Education	3
EDF 475, Schools in a Diverse Society	3
CI ____, Student Teaching (full semester) CAPSTONE	12

- C. General Requirements (see pages 168-9)
(Some hours in this specialization may be used as General Requirements)
- D. Electives (to meet the minimum required 128 hours for graduation)
- E. Electives: students may choose to use these hours toward a second endorsement.
- F. 45 Upper Division Hours
- G. Pre-Professional Skills Test (PPST)
- H. Admission to Teacher Education (see page 161)
- I. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test
Principles of Learning and Teaching (PLT) Test
- J. Marshall Plan

MENTALLY IMPAIRED (MILD/MODERATE) K-ADULT

Students must complete the MI certification with the Elementary Education major. Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization - Mentally Impaired K-Adult	18
CISP 320, 420, 433, 435, 439, 453	
B. Professional Education Core	33
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
CI 321, Early Childhood Curriculum and Methods Including a Field Experience	3
CI 442, Instructional and Classroom Management: Elementary Education	3
CI 447, Integrated Reading, Language Arts, and Social Studies Methods AND	3
CI 471, Clinical Experience II	0
EDF 475, Schools in a Diverse Society	3
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9) (Some hours in this specialization may be used as General Requirements)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. 45 minimum upper division hours	
F. Pre-Professional Skills Test (PPST)	
G. Admission to Teacher Education (see page 161)	
H. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
<i>(continued)</i>	

- I. Marshall Plan
- J. Elementary Education K-6 Comprehensive Specialization
- K. Current approved programs in special education are limited to the broadest programmatic level(s) indicated for the professional teaching specialization(s)

MUSIC PreK-ADULT

Except for Student Teaching and MUS 100, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization		64-67
Applied Music - Principal Instrument	12	
Applied Music - Secondary Instrument	4	
Principal Music Ensemble	7	
MUS 111, 112, 113, 114, 121, 211, 212 213, 214, 301, 315, 415, 422, 423, 425	33	
Music Electives: (select one two-hour course from the following): MUS 320 or 321	2	
7 semesters of MUS 100		
Senior Recital		
Piano Proficiency		
Area of Emphasis	6-9	
<i>Voice Majors:</i>		
MUS 261, 262, 263, 264	4	
Choose one of the following:		
Instrumental Music Ensemble or MUS 177	1	
1 semester of MUS 266	1	
<i>Instrumental Majors:</i>		
Select 3 of the following:		
MUS 261, 262, 263, 264	3	
MUS 312, 313	2	
3 semesters of MUS 266	3	
1 semester of choral ensemble	1	
B. Professional Education Core		42
EDF 218, Child to Adolescent Development in Schools AND	3	
EDF 270, Clinical Experience I	0	
<i>The following courses require the prerequisite Admission to Teacher Education</i>		
EDF 319, Applications of Learning Theory	3	
EDF 435, Classroom Assessment	3	
CI 345, Critical Reading, Writing, & Thinking	3	
CISP 421, Children with Exceptionalities	3	
MUS 338, Music Ed.: Materials and Methods in Elementary	3	

MUS 339, Music Ed.: Instrumental Methods–Grades 5-12	3
MUS 340, Music Ed.: Vocal/Choral Methods–Grades 5-12	3
CI 472, Clinical Experience	0
CI 449, Instructional and Classroom Management: Secondary Education	3
EDF 475, Schools in a Diverse Society	3
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
D. 45 Upper Division Hours	
E. Pre-Professional Skills Test (PPST)	
F. Admission to Teacher Education (see page 161)	
G. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test. Principles of Learning and Teaching (PLT) Test	
H. Marshall Plan	
I. All coursework in the Department of Music must be completed with a grade of <i>C</i> or above. A course with a grade of <i>D</i> or <i>F</i> must be repeated with at least a grade of <i>C</i> to count for graduation or to be used as a prerequisite for another required course.	
J. In addition to the requirements listed here, Music Education majors must meet the policies listed under the Department of Music, listed within the College of Fine Arts. Specifically, students should review the introductory section immediately under the department heading, and the material under the Applied Music and Ensembles headings. In addition to this catalog, detailed information regarding departmental policies and procedures and specific requirements for applied music and ensemble participation can be found in the <i>Music Student Handbook</i> issued by the Department of Music.	

ORAL COMMUNICATION 5-9 (COMMUNICATION STUDIES)

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	18
CMM 213, 302, 320, 345, 450	15
THE 101	3
B. Professional Education Requirements	42
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
EDF 475, Schools in a Diverse Society	3

(continued)

CI 345, Critical Reading, Writing, and Thinking	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods and Materials of Teaching in the Middle Childhood Grades	3
CI 449, Instructional and Classroom Management: Secondary Education	3
CISP 421, Children with Exceptionalities	3
_____, Content Methods	3
CI 470, Clinical Experience II	0
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
D. This specialization may not stand alone, but must be combined with another 5-9, 5-12, 9-12, or PreK-Adult specialization, or the Elementary Education K-6 Comprehensive specialization.	
E. 45 Upper Division Hours	
F. Pre-Professional Skills Test (PPST)	
G. Admission to Teacher Education (see page 161)	
H. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
I. Marshall Plan	

ORAL COMMUNICATION 5-ADULT (COMMUNICATION STUDIES)

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization		37
CMM 205, 240 or 320, 213, 302, 308, 310, 315, 345, 450	27	
THE 150, 151, 222, and 437	10	
B. Professional Education Core		42
EDF 218, Child to Adolescent Development in Schools AND	3	
EDF 270, Clinical Experience I	0	
<i>The following courses require the prerequisite Admission to Teacher Education:</i>		
EDF 319, Applications of Learning Theory	3	
EDF 435, Classroom Assessment	3	
CI 345, Critical Reading, Writing, & Thinking	3	
CI 401, Middle Childhood Curriculum	3	
CI 403, Methods & Materials of Teaching in the Middle Childhood Grades Including a Field Experience	3	
CISP 421, Children with Exceptionalities	3	

____, Content Methods AND	3
CI 470, Field Experience	0
CI 449, Instructional and Classroom Management: Secondary Education	3
EDF 475, Schools in a Diverse Society	3
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. Electives: students may choose to use these hours toward a second endorsement.	
F. 45 Upper Division Hours	
G. Pre-Professional Skills Test (PPST)	
H. Admission to Teacher Education (see page 161)	
I. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
J. Oral Communication specialists must pass the voice and articulation screening test. Those who must receive therapy at the Speech Clinic will not receive academic credit for clinic participation. Specialists are also required to participate in co-curricular activities before their senior year. Activities and hours of participation will be recorded by the Communication Studies Department.	
K. Marshall Plan	

PHYSICAL EDUCATION PreK-ADULT

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	44
HS 222	3
PE 118, 201, 211, 218, 310, 311, 314, 321, 345, 350, 369, 435	33
ESSR Activity Classes (See Advisor for Motor Skills Requirement; grade of <i>B</i> or better required in each)	8
B. Professional Education Core	42
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education:</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
CI 321, Early Childhood Curriculum and Methods including Field Experience	3
CI 345, Critical Reading, Writing, and Thinking	3
CI 403, Methods & Materials of Teaching in the Middle	

(continued)

Childhood Grades Including a Field Experience	3
CISP 421, Children with Exceptionalities	3
CI 415 Integrated Methods: Secondary Education AND	3
CI 470, Field Experience	0
CI 449, Instructional and Classroom Management: Secondary Education	3
EDF 475, Schools in a Diverse Society	3
CI, ____ Student Teaching (full semester)	12
C. General Requirements (see pages 168-9) (2 hours, PE/PLS Activity, of this specialization may also be used as General Studies requirements)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. 45 Upper Division Hours	
F. Pre-Professional Skills Test (PPST)	
G. Admission to Teacher Education (see page 161)	
H. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
I. Marshall Plan	

PHYSICAL EDUCATION 5-ADULT

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	38
HE 222	3
PE 118, 201, 211, 218, 310, 311, 321, 345, 369, 435	27
ESSR Activity Classes (See Advisor for Motor Skills Requirement; grade of <i>B</i> or better required in each)	8
B. Professional Education Core	42
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education:</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment3	
CI 345, Critical Reading, Writing, & Thinking	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods & Materials of Teaching in the Middle Childhood Grades Including a Field Experience	3
CISP 421, Children with Exceptionalities	3
CI 415 Integrated Methods: Secondary Education AND	3
CI 470, Field Experience	0

CI 449, Instructional and Classroom Management: Secondary Education	3
EDF 475, Schools in a Diverse Society	3
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9) (2 hours, PE/PLS Activity, of this specialization may also be used as General Requirements.)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. Electives: students may choose to use these hours toward a second endorsement.	
F. 45 Upper Division Hours	
G. Pre-Professional Skills Test (PPST)	
H. Admission to Teacher Education (see page 161)	
I. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
J. Marshall Plan	

PHYSICS 9-ADULT COMPREHENSIVE

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	46
CHM 211, 217	5
GLY 200, 210L	4
PHY 201 and 202, PHY 203 and 204 (PR: MTH 122 and MTH 130)	8
PHY 320, 421, 447	9
PS 400, 400L	4
PS 425	3
PHY 304, 308, 314, 405, 412, 415, 450 (Select 13 hours)	13
B. Professional Education Core	36
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education:</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment3	
CI 345, Critical Reading, Writing, & Thinking	3
CISP 421, Children with Exceptionalities	3
CI 415, Integrated Methods: Secondary Education AND	3
CI 470, Field Experience	0
CI 449, Instructional and Classroom Management: Secondary Education	3

(continued)

EDF 475, Schools in a Diverse Society	3
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9) (Some hours of this specialization may be used as General Requirements)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. Electives: students may choose to use these hours toward a second endorsement.	
F. 45 Upper Division Hours	
G. Pre-Professional Skills Test (PPST)	
H. Admission to Teacher Education (see page 161)	
I. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
J. Marshall Plan	

SOCIAL STUDIES 5-9

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	36
ECN 200	3
GEO 100, 203 206, 317, 418	9
HST 230, 231	6
HST 208	3
HST 101 or 102	3
PSC 104	3
HST 440	3
SOS 404	3
B. Professional Education Requirements	42
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
EDF 475, Schools in a Diverse Society	3
CI 345, Critical Reading, Writing, and Thinking	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods and Materials of Teaching in the Middle Childhood Grades	3

(continued)

CI 449, Instructional and Classroom Management: Secondary Education	3
CISP 421, Children with Exceptionalities	3
_____, Content Methods	3
CI 470, Clinical Experience II	0
CI ___, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9) (Some hours in this specialization may be used as General Requirements.)	
D. This specialization may not stand alone, but must be combined with another 5-9, 5-12, 9-12, or PreK-Adult specialization, or the Elementary Education K-6 Comprehensive specialization.	
E. 45 Upper Division Hours	
F. Pre-Professional Skills Test (PPST)	
G. Admission to Teacher Education (see page 161)	
H. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test. Principles of Learning and Teaching (PLT) Test	
I. Marshall Plan	

SOCIAL STUDIES 5-ADULT

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	54
ECN 250, 253	6
GEO 100, 203, 317	9
HST 101, 102, 103, 230, 231, 440	18
HST 208	3
HST 219	3
PSC 104	3
PSY 201	3
SOC 200	3
SOS 207, 404	6
B. Professional Education Core	42
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education:</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
CI 345, Critical Reading, Writing, & Thinking	3
CISP 421, Children with Exceptionalities	3

CI 401, Middle Childhood Curriculum	3
CI 403, Methods & Materials of Teaching in the Middle Childhood Grades Including a Field Experience	3
CI 415, Integrated Methods: Secondary Education AND CI 470, Field Experience	3 0
CI 449, Instructional and Classroom Management: Secondary Education	3
EDF 475, Schools in a Diverse Society	3
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9) (Some hours in this specialization may be used as General Requirements)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. 45 Upper Division Hours	
F. Pre-Professional Skills Test (PPST)	
G. Admission to Teacher Education (see page 161)	
H. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test. Principles of Learning and Teaching (PLT) Test	
I. Marshall Plan	

SPANISH 5-9

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	24
SPN 101, 102 or 112	6
SPN 203, 204	6
SPN 305/306	3
SPN 312	3
SPN 315/316 or 323/324	3
SPN 335 or 336	3
B. Professional Education Core	39
EDF 218, Child to Adolescent Development in Schools AND EDF 270, Clinical Experience I	3 0
<i>The following courses require the prerequisite Admission to Teacher Education</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
EDF 475, Schools in a Diverse Society	3
CI 345, Critical Reading, Writing, and Thinking	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods and Materials of Teaching in the Middle Childhood Grades	3

CI 449, Instructional and Classroom Management: Secondary Education	3
CISP 421, Children with Exceptionalities	3
_____, Content Methods	3
CI 470, Clinical Experience II	0
CI ___, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
D. This specialization may not stand alone, but must be combined with another 5-9, 5-12, 9-12, or PreK-Adult specialization, or the Elementary Education K-6 Comprehensive specialization	
E. 45 Upper Division Hours	
F. Pre-Professional Skills Test (PPST)	
G. Admission to Teacher Education (see page 161)	
H. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test Principles of Learning and Teaching (PLT) Test	
I. Marshall Plan	

SPANISH 5-ADULT

Except for Student Teaching, courses in this category MAY NOT be completed under the credit/non-credit option.

A. Teaching Specialization	36
SPN 101, 102 or 112	6
SPN 305/306	3
SPN 203, 204, 312	9
SPN 323 or 324	3
SPN 315 or 316	3
SPN 335 or 336	3
SPN Literature (select three hours at the 400 level with consent of advisor)	3
SPN Elective (select six hours at the 400 level with consent of advisor)	6
B. Professional Education Core	42
EDF 218, Child to Adolescent Development in Schools AND	3
EDF 270, Clinical Experience I	0
<i>The following courses require the prerequisite Admission to Teacher Education:</i>	
EDF 319, Applications of Learning Theory	3
EDF 435, Classroom Assessment	3
EDF 475, Schools in a Diverse Society	3
CI 345, Critical Reading, Writing, & Thinking	3

(continued)

CISP 421, Children with Exceptionalities	3
CI 401, Middle Childhood Curriculum	3
CI 403, Methods & Materials of Teaching in the Middle Childhood Grades Including a Field Experience	3
_____ Content Methods: Secondary Education AND CI 470, Field Experience	3
CI 449, Instructional and Classroom Management: Secondary Education	3
CI ____, Student Teaching (full semester) CAPSTONE	12
C. General Requirements (see pages 168-9)	
D. Electives (to meet the minimum required 128 hours for graduation)	
E. Electives: students may choose to use these hours toward a second endorsement.	
F. 45 Upper Division Hours	
G. Pre-Professional Skills Test (PPS)	
H. Admission to Teacher Education (see page 161)	
I. Praxis II: National Teacher Exam (NTE) Subject Assessment/Specialty Area Test. Principles of Learning and Teaching (PLT) Test	
J. Marshall Plan	

GENERAL REQUIREMENTS: HUMAN SERVICES PROGRAMS

Students entering human services programs are responsible for meeting the requirements of the Marshall Plan, five initiatives for general education. These include Writing Across the Curriculum, Computer Literacy, International and Multicultural Studies, Integrated Science and Mathematics, and the Capstone Experience. More detailed information about these requirements appears under Mission of University. Each student in the College of Education and Human Services should consult with his or her advisor to develop a plan for meeting these new requirements.

A. FINE ARTS (Select 3 hours from the following)	3
Art (ART), Theatre (THE), Music (MUS)	
B. COMMUNICATION STUDIES	9
Written Communication	
ENG 101; 102 or 201H or 302	6
Oral Communication	
CMM 103 or 104H	3
C. HUMANITIES	3
Literature (ENG) Select 3 hours at or above 300 level (excluding 302)	3
D. MATHEMATICS	3
MTH 121 or higher	
E. COMPUTER SCIENCE	3
IT 101	3

F. PHYSICAL EDUCATION	2
Select 2 hours from any ESSR (PE/PLS) activities courses	
G. NATURAL SCIENCE	8
ISC	4
Science coursework offered in the College of Science	4
H. SOCIAL SCIENCE (9 hours required)	9
Multicultural (Select 3 hours from the approved list)	3
International Studies (Select 6 hours from the approved list)	6
Total General Requirement Hours	40

Other Requirements

- I. See specific requirements for each program elsewhere in this catalog.
- J. 128 Minimum Semester Hours
- K. 45 Upper Division Hours
- L. Marshall Plan

Minors in Human Services

Minor in ATE: Business

Select 12 hours from the following courses:

ATE 305, 325, 421, 425, 442, 444, or 446

Minor in ATE: Marketing

Select 12 hours from the following courses:

ATE 105, 201, 403, 405, 410, 420, 422, 425, 440, or 449

**ADULT AND TECHNICAL EDUCATION:
TRAINING AND DEVELOPMENT**

This degree will enable a student to work in the area of human resource development as a trainer, instructional designer, and/or performance improvement specialist, assisting corporations world-wide in their efforts to compete in a global economy. As a graduate, one will know how to solve performance problems by implementing the correct solution, whether it be training or other non-instructional ways of solving performance problems. As a graduate, one will know how to conduct needs assessments, to design and implement training, and to evaluate those training programs. As the student develops into a professional in the field, he or she will have the corporate responsibility of increasing the organization's bottom line through systematic educational endeavors.

Courses in this category MAY NOT be completed under the credit/non-credit option.

- A. General Requirements (see page 201)
- B. Professional Core Requirements 37
ATE 105, 201, 325, 403, 405, 425, 449, 450, 470, 489, 493, 494, 495

(continued)

C. Specialization Requirements	48
ACC 310	3
CMM 319	3
CI 350	3
COUN 415, 416	6
ECN 200	3
HST 350	3
ITL 465	3
JMC 101, 231, 432	9
LE 207	3
PSY 201, 418, 420	9
MGT 320	3

Other Requirements

- D. 128 Minimum Semester Hours
- E. 45 Upper Division Hours
- F. Marshall Plan

ADULT FITNESS INTERDISCIPLINARY

Courses in this category MAY NOT be completed under the credit/non-credit option.

A. General Requirements (see page 201)	
(Some hours in this specialization may be used as General Studies Requirements)	
B. Professional Core	61
1. Applied Core	15
PE 118, 218, 410	
PSY 201 and 440	
2. Cognate Core	21
PE 201, 321,	
345, 365	
HS 215, 222	
FCS 210	
3. Activity Courses	6
PE 115, 127, and 4 hours	
with approval of advisor	
4. Adult Fitness	19
PE 211,375, 385, and 478	
HS 490 CAPSTONE	

- C. Students must choose 21 hours from the following courses..... 21
 ACC 310, BSC 227, 228, 250, 324,
 CHM 211, 212, 217, 218, 327, 355, 356, 361,
 COUN 433, 477, DTS 408, ENG 354,
 FIN 356, LE 207, MGT 320, 350 354, 360,
 MKT 340, MTH 122, 130, 132, 225,
 PE 369, HS 422, 448, 479, PHY 201, 202, 203, 204, 350

Other Requirements

- D. 128 Minimum Semester Hours
 E. 45 Upper Division Hours
 F. Marshall Plan

ATHLETIC TRAINING COMPREHENSIVE

Courses in this category MAY NOT be completed under the credit/non-credit option.

The Physical Education area of the division of Health, Physical Education and Recreation, located in the College of Education and Human Services, offers a comprehensive interdisciplinary non-teaching option in physical education which affords students the possibility for emphasis in athletic training, leading to the Bachelor of Arts degree and the issuance of a Professional Service Certificate to serve as a Certified Athletic Trainer in the public schools. This program is accredited by the Council on Accreditation of Allied Health Education Programs.

- | | |
|---|----|
| A. General Requirements (see page 201) | 40 |
| (Some hours in this specialization may be used as General Studies requirements) | |
| B. Professional Core | 94 |
| 1. Supportive Requirements | 37 |
| BSC 227, 228 | |
| EDF 417 | |
| FCS 210 | |
| PE 115, 127, 321, 345, 375, 410, 430, 435 | |
| PSY 201 | |
| 2. Athletic Training Core | 27 |
| HS/HE 221, 222, 440 | |
| HS/PE 215, 422, 448, 449, 479 | |
| 3. Clinicals | 12 |
| HS/PE 255, 360, 361, 460 | |
| 4. Restricted Electives Approved by Advisor | 9 |
| Any of the following: BSC 250, 322; CHM 203, 204, 211,
212, 217, 218; COUN 455, 475, 477; PE 442, 478,
495H, 496H; PHY 201, 202, 203, 204 | |

(continued)

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|--------------------------------|---|
| 5. Professional Education Core | 6 |
| EDF 218 AND EDF 270 | |
| EDF 319 | |
| 6. HS 490 CAPSTONE | 3 |
- C. Pre-Professional Skills Test (PPST) prior to admission or special ACT score
- D. Admission to Teacher Education (see page 161)
- E. National Teacher Exam or NATA BOC Certification Test
- F. Admission to Athletic Training (GPA 2.7)
1. Enrollment in the College of Education and Human Services.
 2. Sophomore standing. Transfer students must be enrolled as full-time students.
 3. Grade Point Requirements.
 - a. 2.5 GPA overall and on all coursework completed at Marshall.
 - b. 2.5 GPA in professional education.
 - c. 2.5 GPA in athletic training courses.
 4. A grade of *C* or better in ENG 101, 102, and CMM 103 or 305.
 5. A grade of *C* or better in EDF 218, HS 222, and HS 215.
 6. Take and pass the PPST or appropriate ACT score.
 7. Three letters of recommendation including one from a member of the Marshall University faculty.
 8. Submission of an application and resume by November 1 OR April 1.
 9. Interview by, and recommendation from, the Athletic Training Admissions Committee.
- G. Graduation Requirements for Athletic Training
1. A 2.7 GPA overall and on all coursework at Marshall.
 2. A 2.7 GPA overall in professional education with all course grades of *C* or better.
 3. A 2.7 GPA in athletic training courses with grades of *C* or better.
 4. Completion of HS 490 with a grade of *B* or better.
 5. Completion of a minimum of 950 clinical hours under the supervision of an approved certified athletic trainer. The clinic hours must include four semesters of at least 200 hours each and one semester of public school experience (PE 490).
- Other Requirements*
- I. 128 Minimum Semester Hours
- J. 45 Upper Division Hours
- K. Marshall Plan

COUNSELING

Courses in this category MAY NOT be completed under the credit/non-credit option.

The undergraduate Counseling Program at Marshall University is in the College of Education and Human Services (COEHS) and is one of the programs in the Division of Human Development and Allied Technology (HDAT). Counseling Program offices and classrooms are located in Harris Hall with a central office in Room 357. Program graduates are prepared for pre-professional service in community, residential, drug and alcohol, and other human service or mental health agencies. Students are also prepared to begin additional study for advanced professional degrees in Counseling and related helping disciplines. Students receive the Bachelor of Arts Degree and must complete graduate training in counseling before they are eligible for licensure as Licensed Professional Counselors or as certified public school counselors in West Virginia. Students are admitted as pre-counseling.

Students must satisfy the following requirements for full admission:

- A. Pre-Admission Courses
COUN 306, 370
- B. Sophomore standing (minimum of 26 semester hours)
- C. Achieve at least a *B* grade in COUN 306 and COUN 370
- D. Achieve at least a 2.5 GPA for all courses through the previous semester

Students who satisfy the above minimum requirements should apply in the semester in which they complete COUN 306 and COUN 370 by submitting an admission application form. Students who are not selected for admission cannot reapply for a period of one year and cannot enroll in COUN courses designated for “counseling majors only.”

ALL Counseling majors must meet the following requirements:

A. General Requirements (see page 201)	40
B. Academic Core.	21
COUN 306, 425, 455, 474	12
CMM 315	3
EDF 218	3
PHL 201	3
PSY 201	3
C. Applied Core (All Counseling majors are required to take these courses)	15
COUN 370, 430, 470	9
COUN 490 (CAPSTONE)	6
D. Supportive Requirements	9
(Select 9 hours from this group or other departmental offerings with advisor’s approval)	
COUN 456, 475, 476, 477, 497	
E. Electives (to meet the minimum required 128 hours for graduation)	
F. 45 Upper Division Hours	
G. Overall 2.5 GPA for graduation	
H. Marshall Plan	

Minor in Counseling

A minor is available in counseling by selecting 12 hours at the 300 level with the permission of the counseling faculty. (Six hours must be COUN 306 and 370.)

FAMILY AND CONSUMER SCIENCES

Courses in this category MAY NOT be completed under the credit/non-credit option

The Family and Consumer Sciences Program offers two areas of emphasis for students: Family Environment Studies and Retail Merchandising.

A. General Requirements (see page 201)	40
B. Family and Consumer Sciences Core Requirements	28
FCS 201, 210, 215, 259, 306, 358, 444, 471, 472	25
ISC 209	3
C. Cognate Requirements	18
ECN 200	3
LE 207	3
ACC 310	3
MGT 320, 424	6
MKT 340	3
D. FCS 471, 472 (CAPSTONE)	6
E. Area of Emphasis (Choose one)	33-45
1. Retail Merchandising area of emphasis	36
FCS 112, 160, 212, 314, 349, 354, 359, 414, 417, 459	
ART 214	
MKT 344	
2. Family Environment Studies area of emphasis	42
FCS 102, 112, 202, 203, 212, 303, 314, 330, 351,	
354, 402, 432, 440	
EDF 417 Statistical Methods	
F. Electives (to meet the minimum required 128 hours for graduation).	
G. 45 Upper Division Hours	
H. Marshall Plan	

Minor

A minor is available in Family and Consumer Sciences as follows:

FCS 215, 358	6
Two additional FCS courses from <i>one</i> of the following areas:	6
Family Environment Studies or Retail Merchandising.	

RECREATION AND PARK RESOURCES

Courses in this category MAY NOT be completed under the credit/non-credit option.

This is a non-teaching interdisciplinary program in Recreation and Park Resources leading to the Bachelor of Science degree. The program is accredited by the National Recreation and Park Association in conjunction with the American Association of Leisure and Recreation. The Recreation and Park Resources curriculum is a professional program; however, students who wish to follow a more specific program may select a recommended series of courses which are designed to prepare graduates for entry level employment in one or more of the following **emphasis** areas:

- (1) **PARKS and CONSERVATION** - Prepares graduates for employment in federal, state, local and commercial organizations whose responsibilities include the planning and management of natural resources for recreational use by the American people. Employment opportunities include national, state, and regional parks; national forests; Corps of Engineers' projects; outdoor education and environmental centers; commercial parks, zoological and botanical parks, and others.
- (2) **LEISURE SERVICES (PUBLIC RECREATION)** - This emphasis area prepares graduates for employment with organizations whose principal mission is the delivery of recreation programs and services. These organizations include public recreation departments, youth-serving organizations, commercial and industrial agencies, and social-service agencies.

A. General Requirements (see page 202) 40
 (Some hours in this specialization may be used as General Studies requirements)

B. Professional Preparation Requirements
 (All Recreation and Park Resources majors are required to take these courses.)

1. Park and Recreation Courses (PLS) 42

PLS 101, 120, 210, 270, 230, 301, 401, 402, 410, 411 30

PLS 490 Internship CAPSTONE 12

Internship Prerequisites: Senior standing, minimum 2.0 GPA,
 and not more than 18 hours remaining before graduation.

2. Interdisciplinary Courses 12

CMM 315 3

HS 222 3

MGT 320 3

MGT 424 (PR MGT 320 or permission) 3

C. Specialized Courses 20

Select a minimum of 20 hours from the following list of courses. Students wishing to concentrate on courses in the Parks and Conservation or Leisure Services emphasis areas will be counseled accordingly by their faculty advisors.

PLS 201, 220 (CR: 271), 231, 320, 330, 350, 400, 421, 422, 430,
 431, 480-483, 485-488

BSC 227, 405, 416 and 460

CJ 211

(continued)

COUN 261, 306 (CR: 370), 320, 477
 GEO 320, 414, 416, 429, and 430
 JMC 330
 MTH 225
 AAT 151
 PE 201, 295, 365, and 435
 PSY 201, 311, 312, 408
 SOC 200, 311, 435, 440, 452

- D. Restricted Electives (to meet the minimum required 128 hours for graduation)
 Restricted electives must be approved by faculty advisor.

Other Requirements:

- E. 128 Minimum Semester Hours
 F. 45 Upper Division Hours
 G. Marshall Plan

Minor in Recreation and Park Resources

Students who wish to pursue a minor in Park Resources and Leisure Services may do so by successfully completing the following courses:

PLS 101, 201, 301	9
Two courses from the following:	6-7
PLS 320, 350, 402, 410, 411, 422	

SPORT MANAGEMENT AND MARKETING

Courses in this category MAY NOT be completed under the credit/non-credit option.

The Physical Education Program of the Division of Exercise Science, Sport, and Recreation, located in the College of Education and Human Services, offers a comprehensive, interdisciplinary human services option in physical education which affords students the possibility for emphasis in Sport Management and Marketing, leading to a Bachelor of Arts degree.

A. General Requirements (see page 201)	40
(Two hours ESSR activity course hours will count as General Requirements)	
B. Required ESSR Classes	24
PE 118, 201, 218, 345 or 442, 380, 401, 475	21
PE 290 PRACTICUM	3
C. ESSR Elective Classes (Select 12 hours from the following)	15
HS 215, PE 416, 425, 430, 476	
PLS 201, 320, 340, 401, 402, 411, 421	
D. Business/Journalism Requirements	18
ACC 310	3
ECN 200	3

JMC 330	3
MGT 218, 320	6
MKT 340	3

E. Students must **choose any 6 hours from one** of the following specialized tracks 6

1. **MARKETING/SPORTING GOODS RETAIL**

MGT 360, 422, 424

MKT 341, 344, 437, 440, 442

2. **MEDIA/COMMUNICATION/PUBLIC RELATIONS**

JMC 382, 383

MGT 422

MKT 341, 437, 442

3. **OPERATIONS/FACILITIES MANAGEMENT**

MGT 420, 422, 423, 424

MKT 350, 442

Students choosing MGT 420 should have reasonable background in MATH.

F. Internship 3-8

PE 490 CAPSTONE

G. General Electives (to meet the minimum required 128 hours for graduation)

Other Requirements:

H. 128 Minimum Semester Hours

I. 45 Upper Division Hours

J. Marshall Plan

Minor in Sport Studies

A minor is available in Sport Studies as follows:

Required courses 9

PE 118, 218, 430

Select two courses from the following: 6

PE 401, 425, 475, 476



College of Fine Arts

Mr. Donald Van Horn, Dean
Mr. Michael Cornfeld, Associate Dean

www.marshall.edu/cofa
cofa@marshall.edu

Department of Art and Design
Mr. Byron Clercx, Chair (*clercx@marshall.edu*)
www.marshall.edu/cofa/art

Professors

Allen, Clercx, Cornfeld, Gillespie, Grassell, Jackson, Marchant, Massing, Power, Sporny, Van Horn

Associate Professors

Cox

Assistant Professor

Slankard, Sherwood

Department of Music

Dr. Marshall P. Onofrio, Chair (*onofrio@marshall.edu*)
www.marshall.edu/cofa/music

Professors

E. Bingham, Castleberry, L. Dobbs, W. Dobbs, Miller, Onofrio, Petteys, Smith, Stickler, Stroehrer

Associate Professors

Barnett, Hall, Lawson

Assistant Professor

A. Bingham, Dikener, Dunne, Saunders, Zanter

Department of Theatre

Mr. Lang Reynolds, Chair (*reynoldsh@marshall.edu*)
www.marshall.edu/cofa/theatre

Professors

Murphy, Reynolds

Associate Professors

Anthony, Colclough, St. Germain

In April 1984, the West Virginia Board of Regents formally approved the establishment of the College of Fine Arts at Marshall University, effective with the beginning of the fall semester 1984. The college includes the academic departments of art, music, and theatre, and the Marshall Artists Series.

MISSION OF THE COLLEGE

The fine arts are aesthetic responses to human nature and experience. They celebrate the best of human endeavor. They contribute to the individual and to society by reflecting and projecting values which shape every culture. They proceed from creation to experience and provide both the artist and audience with deeper understanding of traditions of human existence and thought. Thus, the fine arts are essential to education.

Consistent with the goals and purposes of education at Marshall University, the College of Fine Arts is dedicated to the transmission, application, and advancement of knowledge in the arts. The specific goals of the College of Fine Arts are:

1. To educate and train those seeking professions in the fine arts;
2. To support the university's general academic curricula by providing courses which stimulate understanding of and response to the fine arts;
3. To present regular, varied programs for the enrichment of students and the community; and
4. To provide leadership in the fine arts, and to promote them through service and programs.

PROGRAMS OF THE COLLEGE

Education in the fine arts is the central responsibility of the College of Fine Arts and provides the source of other collegiate activities. The combination of liberal education and a rigorous program for the development of artistic skills is necessary for students in each area of the fine arts. The educated professional in any facet of the arts must rely upon intellectual, creative, and critical abilities. These must be accompanied by discipline and sensitivity to insure independent growth and learning.

The curricula of the College of Fine Arts are designed to certify that, upon graduation, students of fine arts have completed a program which leads to development of the ability:

1. To master techniques necessary for performance in the fine arts or practice of an artistic discipline;
2. To express ideas effectively in speaking and writing;
3. To perceive, investigate, and solve problems through critical thinking, analysis, active imagination, and the application of appropriate research methods;
4. To acquire and interpret information and to form standards for the evaluation and appreciation of their cultural heritage and that of others; and
5. To understand the continuing evolution of their art form, its relationship to the other arts, and the place of arts in society and culture.

(continued)

The College of Fine Arts offers undergraduate programs leading to the Bachelor of Fine Arts Degree (B.F.A.) with majors in music, theatre, and the visual arts. Programs leading to the Bachelor of Arts degree in education with certification in art or music education for teachers in West Virginia public schools are listed under the College of Education and Human Services in this catalog. Graduate programs leading to the Master of Arts (M.A.) degree in art and music and the Master of Arts in Teaching (M.A.T.) degree in art or music education may be found in the *Graduate Catalog*.

All university students are encouraged to participate in courses and activities of the College of Fine Arts. Students wishing to develop or advance their artistic skills are welcome to enroll in studio or applied courses and to join the various arts organizations. Students who desire a minor in the arts should refer to the departmental listings for the sequence of courses in each program.

Through the College of Fine Arts, Marshall University enriches the campus and regional community with many performances, exhibitions, lectures, and special presentations. The programs of the Marshall Artists Series, including the Baxter Series, Mount Series, Belanger Series and International Film Festival and special events throughout the year, present world-class artists and organizations. Exhibitions in the Birke Art Gallery are open to all students. The Department of Music presents many recitals and concerts by its faculty, students, and ensembles in addition to programs featuring guest artists. Throughout the academic year and during the summer sessions, the Marshall University Theatre provides many major dramatic productions. Students are cordially welcomed to all events and are urged to explore the excitement, enrichment, and entertainment offered by the College of Fine Arts.

Additionally, the college offers musical arts experiences to community students of all ages through the Music Preparatory Division in the Department of Music.

THE BACHELOR OF FINE ARTS DEGREE

The degree offered by the College of Fine Arts is the Bachelor of Fine Arts (B.F.A.). This is a professional degree designed to prepare students for two future objectives: (1) career entry as professionals in their chosen artistic discipline; and/or (2) further professional study on the graduate level in their chosen field.

Students enrolled in the B.F.A. degree program will select one of three majors: music, theatre, or visual arts. Within each major, students are further required to select a major area of emphasis, allowing specialization in a specific artistic medium. The approved majors and areas of emphasis are as follows:

MUSIC MAJOR: Areas of Emphasis

- Composition
- Jazz Studies
- Performance
- Theory

THEATRE MAJOR: Areas of Emphasis

- Performance
- Production

VISUAL ARTS MAJOR: Areas of Emphasis

- Ceramics
- Graphic Design

(continued)

Painting
 Photography
 Printmaking
 Sculpture
 Weaving

Students should contact the department chairperson for information pertaining to each of the majors and areas of emphasis and to determine special admission requirements for each potential sequence. In unusual circumstances, students may enter the B.F.A. program as undecided majors upon the recommendation of the dean or department chairperson.

Curricular Structure

The Bachelor of Fine Arts degree program, designed to parallel professional degree programs in the arts in United States higher education, has two distinct components:

General Education Requirements	52 credit hours
Majors and Area of Emphasis Requirements	76 credit hours
Total Required for Graduation	128 credit hours

General Education Requirements for the B.F.A. degree

English Composition: ENG 101, 102, or 201H 6 credits

Communication Studies: CMM 103 or 104H 3 credits

Students who have had a high school speech course and who pass a proficiency exam administered by the Speech Department may have this requirement waived at the discretion of the Speech Department, and the number of credits required for graduation reduced by three.

Foreign Language/Cultures 9 credits

Successful completion of three courses from the following: French, German, Latin, or Spanish; OR Anthropology 201; Classics 200, 230, 231, 232, 319, 435, 436; Geography 100, 203, 309, 314, 317, 403, 405, 408, 412; History 101, 102, 103, 208, 219, 220, 261, 301, 302, 304, 312, 378, 380, 429, 430, 435, 436, 445; Political Science 309, 410, 411, 420, 422, 425, 428. Students who have had coursework in foreign language may receive advanced standing depending upon their proficiency.

Humanities 6 credits

Selected from:

Classics

English (300 or 400 level literature courses)

Modern Languages (Literary or cultural courses beyond the language requirements listed above)

Philosophy (except 304)

Religious Studies

Arts Appreciation (outside the major) 3 credits

Social Sciences 6 credits

(continued)

Selected from: Anthropology, Criminal Justice, Economics, Geography (except GEO 101), History, Political Science, Psychology, Sociology, Womens' Studies

Mathematics: MTH 121 or higher 3 credits
Natural Sciences 7-8 credits

Must include at least one Integrated Science course (ISC: 4 hours).
Additional courses to complete the requirement can be selected from the following areas:

- Biological Sciences
- Chemistry
- Computer Science
- Geography 101
- Geology
- Mathematics (excepting developmental courses)
- Physical Science 109, 109L, 110, 110L
- Physics

Electives (outside the major) 8-9 credits

Students eligible for speech and/or foreign language waivers must conform to the university policy of a minimum of 128 hours required for baccalaureate graduation.

MARSHALL PLAN

Students in the B.F.A. degree program are responsible for meeting the requirements of the five baccalaureate program initiatives approved by the faculty and the university president for all students, which are known collectively as the Marshall Plan. These initiatives are Writing Across the Curriculum, Computer Literacy, International and Multicultural Studies, Integrated Science and Mathematics, and the Capstone Experience. Students in the College of Fine Arts are to consult with their program advisor or the chairperson of their major department for guidance in determining the specific details of meeting these baccalaureate curricular initiatives.

FREE ELECTIVES

Depending upon the specific courses taken to fulfill the general education requirements of the college, students will need to complete eight to nine (8-9) credit hours of free electives as a requirement for graduation. In choosing these electives, students are encouraged to explore courses which may provide information and experience helpful to their artistic development and professional future. Any university course outside the major may be used to satisfy this requirement.

GENERAL ACADEMIC REQUIREMENTS

Students are required to complete all coursework in their respective majors with a minimum grade of *C*. Course grades of *D* and *F* are not counted toward graduation

requirements, and must be replaced with at least a grade of *C* before graduation or before using that course as a prerequisite for another required course.

Candidates for graduation must have a Grade Point Average of 2.0 or higher in all work attempted at Marshall University.

Forty-eight (48) credit hours must be earned in courses numbered 300-499 in all majors and areas of emphasis of the program.

Candidates for the B.F.A. degree must earn a minimum of 76 credit hours in the major and areas of emphasis.

No courses in the general education and major requirements for graduation in the College of Fine Arts may be taken Credit/Non-Credit.

Minors in Fine Arts

The Bachelor of Fine Arts degree program does not require a minor. However, students wishing to earn a minor may do so by completing the stated minor requirements in any department or discipline of the university.

Students not majoring in programs of the College of Fine Arts who wish to complete a minor in a fine arts discipline should consult the appropriate chair.

BFA Degree Program Combined with Master of Arts in Teaching (M.A.T. Degree Program)

As an alternate to programs leading to teacher certification in Art 5-12 and PreK-Adult and Music PreK-Adult for the State of West Virginia, students may elect to pursue a program of study leading to completion and award of the B.F.A. degree followed by completion and award of the Master of Arts degree in Teaching. Upon successful completion of the Master of Arts in Teaching, including all requirements for the West Virginia Department of Education Teacher Certification, students would then be recommended by the College of Education and Human Services to be certified as art or music teachers.

It is highly desirable that students who intend a career in teaching have appropriate content-based pedagogy experience. During the time that the student is pursuing the B.F.A. degree, he or she should work closely with the advisor and specifically should seek to include (as allowed by the B.F.A. program's electives or by judicious course substitution) the following undergraduate courses as preparation for entrance into the M.A.T. Specific courses for potential art or music teachers to be added to the B.F.A. would be:

Art Education: ART 113, 340, 350, 460, 468

Music Education: MUS 320 or 321 (choose 1); MUS 338, 339, 340, 415

Vocal majors: MUS 261, 262, 263, 264; instrumental ensemble or MUS 177

Instrumental majors: MUS 261, 262, 263, 264 (choose 3); MUS 312, 313

For further information on the alternative combination of the BFA/MAT Program, please contact the chairman of either the Department of Art or the Department of Music, or the coordinators of art or music education in the respective departments. A student who has earned his/her undergraduate degree in music at another institution will be required to audition.

Double Area of Emphasis

In unusual circumstances, outstanding students may wish to pursue two areas of emphasis within a departmental major in the B.F.A. degree program. This is not to be considered as a second baccalaureate degree. The student must complete all specific

(continued)

requirements for both desired areas of emphasis, must be recommended for double areas of emphasis by the faculty of the specific areas, and must be approved by the department chairperson and the dean of the college.

MANDATORY ADVISING POLICY FOR FINE ARTS STUDENTS

Successful progress in professional curricula offered by the College of Fine Arts requires careful attention to course sequence and course prerequisites. Therefore, the College of Fine Arts has adopted a mandatory student advising program. Each student will be assigned a faculty advisor in the student's area of interest, who will provide academic advice and guidance in the student registration process. Prior to enrolling for classes, each student in the College of Fine Arts will consult with his or her advisor and secure the advisor's approval of his or her schedule as evidenced by the advisor's stamp and signature. A student who has not been assigned an advisor or who has questions about the assignment of advisor should contact the dean of the College of Fine Arts or the department chairman of the appropriate department.

DEPARTMENT OF ART AND DESIGN

Students desiring to enter the Bachelor of Fine Arts degree program with a visual arts major are urged to contact the Department of Art and Design prior to enrollment. A formal review of prior work in a portfolio is not required, but students are advised to bring examples of their work to the initial conference.

Candidates for the Bachelor of Fine Arts degree (B.F.A.) with the major in visual arts are required to complete seventy-six (76) hours of credit in art courses, including the core curriculum (40 hours), and a major area of emphasis (24 hours) and studio electives (12 hours). Majors must also satisfy the following departmental requirements:

1. All art majors must successfully complete six (6) semesters of Art 200.
2. In the second semester, students pursuing the Bachelor of Fine Arts or the Bachelor of Arts in Education with PreK-Adult or 5-12 certification in art must exhibit a portfolio of work done in the freshman courses for review by the faculty of art. Students must register for ART 299, Freshman Portfolio Review. Included will be work done in ART 214, 215, 217, and 218. Students who do not receive a grade of *CR* in the freshman review repeat ART 299 until a grade of *CR* is achieved. Transfer students within Marshall University will have two semesters to complete the same courses listed above and participate in the same review. Transfers from art and/or art education departments outside Marshall University will be required to complete the review in the first semester they participate in the MU Department of Art. Successful completion of the freshman review is required prior to enrollment in advanced courses in art. Art and art education majors must take the classes listed above before enrolling in advanced art classes.
3. Students enrolled in the Bachelor of Fine Arts or Bachelor of Arts in Education degree programs must complete all work in the major with a minimum grade of *C*. A student who receives a *D* or *F* in an art course counted toward graduation must repeat it and earn at least a *C* before graduation or before using that course as a prerequisite for another required course.

4. A successful exhibition of creative work must be presented by all students during the senior year as a requirement for graduation (ART 499).

Major and Area of Emphasis Requirements in Art

Art Core Curriculum 40 credit hours

Art 101, 200, 201, 202, 214, 215, 217, 218, 219, 390, 406, 412, 499;
art history elective, art studio elective (300 level or higher);

Students must also choose two courses from each of these groups:

Art 305, 307, or 308 6 credit hours

Art 255, 301, 315, 418 6 credit hours

Areas of Emphasis in Visual Arts 24 credit hours

Students are required to select one of these areas of emphasis and to complete 24 credit hours. Specific courses to be included in each areas of emphasis are as follows:

Ceramics

Art 305, 343, 446, 447, 448, and three addition hours selected from
344, 345, or 449

Graphic Design

Art 312, 314, 316, 317, 440, 489, 490
and six additional hours selected from 318, 441, 445, 452, 453, 454, or 481

Painting

Art 255, 256, 350, 351, 355, 455, 456, 458

Printmaking

Art 301, 302, 320, 444, 463, 465

Photography

Art 315, 324, 325, 423, 426, 427, 453

Sculpture

Art 307, 309, 331, 332, 333, 369, 417, 443

Weaving

Art 308, 419, 420, 421, 422, 450

To complete the total of 24 hours in each of the areas of emphasis, students use credits from Advanced Studio Sequence courses, Art 475-476-477-478-479, which are applicable to any studio area of emphasis and which may be repeated for additional credit with the approval of the chairperson.

Art Education

The degree programs leading to the Bachelor of Arts in Education with PreK-Adult or 5-12 certification in art is described under the College of Education and Human Services.

Minors in Art

A minor in the Department of Art consists of a minimum of 18 credit hours. A minor must be completed either in Art History or in Studio Art.

A minor in Art History requires Art History Survey, Art 201-202, and four additional courses in art history at an advanced level.

A minor in Studio Art requires two courses selected from foundation classes, Art 214, 215, 217, and 218, and four courses in an Art Studio area of emphasis (ceramics, graphic design, painting, photography, printmaking, sculpture, and weaving).

All coursework must be selected in consultation with the art faculty member responsible for that concentration. That faculty member serves as advisor.

DEPARTMENT OF MUSIC

The Marshall University Department of Music is a fully accredited institutional member of the National Association of Schools of Music. Undergraduate music majors may choose from two programs of study. The Bachelor of Arts degree in Education with certification in music leads to PreK-Adult music certification in West Virginia. Core requirements for this program are described under the College of Education and Human Services. Additional requirements regarding applied music and ensembles are given below.

The Bachelor of Fine Arts degree with a music major is designed to prepare students for entry into professional musical careers or graduate school. The graduate program leading to the Master of Arts degree in music performance, education, history/literature, or theory/composition and the graduate program leading to the Master of Arts in Teaching in music education may be found in the *Graduate Catalog*.

The Department of Music also offers a minor in music. Students majoring in a discipline other than music should consult the department chair to apply for admission to the program, which requires an audition..

In addition to this catalog, detailed information regarding departmental policies and procedures and specific requirements for applied music and ensemble participation can be found in the *Music Student Handbook* issued by the Department of Music.

Students desiring entry into either undergraduate program must be formally admitted to the Department of Music. This admittance is based upon an audition in the student's major performance area (instrument or voice) and an interview with the area faculty. Students desiring to enter the theory or composition areas of emphasis should be prepared to show evidence of music theory study and/or compositions. Students should contact the Department of Music office to arrange for an audition and interview. Music majors who have not enrolled in applied music study for two or more consecutive semesters must re-audition before permission to continue in the major will be granted.

All coursework in the music and music education majors must be completed with a grade of *C* or above. A course with a grade of *D* or *F* must be repeated with at least a grade of *C* to count for graduation or be used as a prerequisite for another required course. All music and music education majors are required to pass a piano proficiency examination as a requirement for graduation.

A total of 128 credit hours is required for the B.F.A. degree with a music major. In addition to university and college requirements listed under the College of Fine

Arts, candidates for the B.F.A. in music must complete 76 credit hours of study in music, divided into the core curriculum of 20 credit hours and 56 credit hours devoted to one of four areas of emphasis.

Upon completion of the fourth semester of 100-level applied music study on the principal instrument, students must pass a sophomore hearing for promotion to upper-division (300-level) applied music study on the principal instrument. Students are permitted a maximum of two attempts to pass the sophomore hearing.

Major and Area of Emphasis Requirements in Music

Music Core Curriculum 20

Music 100, 111, 112, 113, 114, 211, 213, 305, 306, 376, 401

Eight (8) semesters of non-credit applied music workshop (MUS 100) are required for the music option.

Senior Recital.

Piano Proficiency Examination.

Area of Emphasis (select one) 56

Composition: *(In addition to the Music Core Curriculum)*

Music 121, 212, 214, 240, 301, 302, 304, 315, 317, 422, 423, 425, 432, 498

Six (6) credit hours of applied study on the principal instrument (100 level).

One (1) credit of improvisation class.

Four (4) credit hours of 200 level principal ensemble and four (4) credit hours of 400 level principal ensemble relating directly to the principal applied area. These must be earned in eight different semesters. Full-time music students are required to participate in ensembles in each semester of residence. Upon approval of the applied teacher, guitar and keyboard majors may substitute up to two semesters of an appropriate chamber ensemble or accompanying for two semesters of a principal ensemble.

Eight (8) credit hours of individual applied composition study at the 300 or 400 level.

Two (2) additional credit hours of 300 level applied study on the principal instrument.

The junior recital (MUS 376) must be performed on the principal instrument.

In addition to the formal coursework in this area of emphasis, a senior recital (minimum of 30 minutes of original music) is required for graduation.

Jazz Studies: *(In addition to the Music Core Curriculum)*

Music 217, 231, 232, 250, 307, 322, 331, 332, 411, 423, 425, 499

Eight (8) credit hours of 100 level applied study on the principal instrument.

Eight (8) credit hours of 300 level applied study on the principal instrument.

Four (4) credit hours of 200 level jazz ensemble and four (4) credit hours of 400 level jazz ensemble relating directly to the principal applied area. These must be earned in eight different semesters. Full-time music students are required to participate in ensembles in each semester of residence.

In addition to the formal coursework in this area of emphasis, both a junior recital (MUS 376, minimum of 30 minutes of music) and a senior recital (minimum of 50 minutes of music) are required for graduation.

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Performance. (*In addition to the Music Core Curriculum*)

Music 121, 212, 214, 301, 302, 304, 315 or 415, 422, 423, 425, 499

Eight (8) credit hours of 100 level applied study on the principal instrument.

Eight (8) credit hours of 300 level applied study on the principal instrument.

Four (4) credit hours of 200 level principal ensemble and four (4) credit hours of 400 level principal ensemble relating directly to the principal applied area. These must be earned in eight different semesters. Full-time music students are required to participate in ensembles in each semester of residence. In addition, string majors must complete four semesters of chamber ensemble. Upon approval of the applied teacher, guitar and keyboard majors may substitute up to two semesters of an appropriate chamber ensemble or accompanying for two semesters of a principal ensemble.

One (1) credit of improvisation class.

Six (6) credit hours of directed music electives relating to the student's principal performance area. Within these directed electives, students are expected to study specialized repertoire, techniques and performance problems in their principal applied area. Voice majors will be required to complete MUS 222 and 224, and to select from 428 or 429 as part of these directed electives. Electives should be chosen in consultation with the student's departmental advisor.

In addition to the formal coursework in this area of emphasis, both a junior recital (MUS 376, minimum of 30 minutes of music) and a senior recital (minimum of 50 minutes of music) are required for graduation.

Theory: (*In addition to the Music Core Curriculum*)

Music 121, 213, 214, 240, 301, 302, 304, 315, 422, 423, 425, 432, 498

Six (6) credit hours of applied study on the principal instrument (100 level).

One (1) credit of improvisation class.

Four (4) credit hours of 200 level principal ensemble and four (4) credit hours of 400 level principal ensemble relating directly to the principal applied area. These must be earned in eight different semesters. Full-time music students are required to participate in ensembles in each semester of residence. Upon approval of the applied teacher, guitar and keyboard majors may substitute up to two semesters of an appropriate chamber ensemble or accompanying for two semesters of a principal ensemble.

Eight (8) credit hours of 300 level applied study on the principal instrument.

The junior recital (MUS 376) must be performed on the principal instrument.

Four (4) credit hours of directed music electives relating to the theory and performance area. Electives should be chosen in consultation with the student's departmental advisor.

Minor in Music 18

Core Curriculum 14

Music 111, 113, 121 (6 cr.)

Four (4) semesters of 100 level applied study on the principal instrument (4 cr)

Four (4) semesters of ensemble relating directly to the principal applied area (4 cr)

(Electives to be chosen in consultation with the department chair.)

APPLIED MUSIC

Principal Instrument

Following the entrance audition, and upon the recommendation of the area faculty, acceptance into the music or music education major or the music minor will be given by the department chair. The student's principal instrument will be the one on which he/she performed the entrance audition.

For music majors, applied music lessons on the principal instrument include one hour of lesson time per week, with two hours of daily preparation expected. For music minors or elective students, applied music lessons include one half-hour of lesson time per week, with one hour of daily preparation expected. All applied music students are expected to attend weekly studio class. Applied music students are not permitted to drop lessons during the course of a term without specific permission from the department chair. This permission is granted only for extraordinary reasons in exceptional cases. Registration for all applied music study requires the permission of the Department of Music office. Music majors who have not enrolled in applied music study for two or more consecutive semesters must re-audition before permission to continue in the major will be granted.

All music minors and music or music education majors registering for applied music must enroll concurrently in a principal ensemble. If all other ensemble requirements have been met (see Ensemble Requirements below), the ensemble should be chosen in consultation with the studio teacher. Elective students registering for applied music may be required by their instructor to enroll concurrently in an ensemble.

1. All music education majors are required to complete 12 credit hours of study on the principal instrument – 6 hours of lower division and 6 hours of upper division. These are earned over 7 different semesters.
2. All music majors enrolled in the jazz studies or performance area of emphasis must complete 16 credit hours of study on the principal instrument – 8 hours of lower division (100 level) and 8 hours of upper division (300 level). These are earned over 8 different semesters.
3. All students enrolled in the theory area of emphasis must complete 14 credit hours of study on the principal instrument—6 hours of lower division (100 level) and 8 hours of upper division (300 level). These are earned over 8 different semesters. All students enrolled in the composition area of emphasis must complete 8 credit hours of study on the principal instrument—6 hours of lower division (100 level) and 2 hours of upper division (300 level). These are earned over 5 different semesters. In addition, composition students must complete 8 credit hours of applied composition study at the 300 or 400 level. These should be earned in four different semesters.
4. All students pursuing the music minor must complete 4 semesters of study on the principal applied instrument. Continuation of applied study beyond these credits shall occur after consultation with the applied studio teacher. Music minors desiring to continue applied study at the upper division (300 level) must pass a sophomore hearing before permission will be granted.
5. Each applied music student must be approved through jury examination at the end of each semester before registering for additional study on the principal instrument. At

the end of the fourth semester, students must complete the sophomore hearing before upper division (5th semester) applied music study may be started. Students not approved for advancement will be required to repeat lower level work until successfully completing the sophomore hearing. Students are permitted a maximum of two attempts to pass the sophomore hearing.

6. Performance on the principal instrument is required at least once each semester on weekly daytime recitals held for this purpose (MUS 100). First semester music education majors may be exempted from student recital performance at the discretion of the studio teacher. All senior music and music education majors, and junior B.F.A. majors must give a recital as part of the requirements for graduation. Music Education majors must complete the senior recital before the student teaching semester begins. Approval to plan a recital must be obtained during the jury examination preceding the recital semester. During the junior recital semester, B.F.A. students co-register for applied study on the principal instrument and MUS 376. During the senior recital semester, B.F.A. students co-register for applied study on the principal instrument and the capstone course (MUS 498 or 499).

Secondary Piano

All music and music education majors are required to pass a piano proficiency examination as part of the degree requirements. Music education majors must pass the entire proficiency examination prior to beginning the student teaching semester. In order to prepare students for this examination, the Department of Music offers class and individual piano study. Typically, students will enroll in and complete two to four semesters of class piano (MUS 179), during which time they will complete some or all of the proficiency examination. Students are encouraged to repeat class piano study until the entire proficiency examination has been passed.

All music or music education majors requesting entry into class piano (MUS 179) must be enrolled in Music Theory (MUS 111/113). Through a test given on the first day of theory class in the fall semester, all students must demonstrate the ability to read bass and treble clef, to construct a major scale, and to identify key signatures. Students who do not meet these prerequisites and those students who are enrolled in MUS 101 (Basic Musicianship) must enroll in MUS 102 (Developmental Class Piano). If necessary, these students will be required to repeat this special section until the prerequisites are met. Non-major students who meet the prerequisites will be enrolled in MUS 179 on a space-available basis.

Elective Study

Students may elect applied music study on a secondary instrument, upon the approval of the department chair and the studio teacher, and receive one credit hour per semester. Elective lessons provide one half-hour lesson per week and require one hour of daily preparation. These lessons are permitted on a first come, first served basis according to availability. In piano, voice, and guitar, special beginning classes are listed in the Schedule of Classes. Elective students registering for applied music may be required by their instructor to enroll concurrently in an ensemble.

CAPSTONE EXPERIENCE

All students registering for MUS 498 or 499 will be required to complete a written and oral comprehensive examination.

Jazz Studies or Performance Capstone (MUS 499)

Jazz Studies or Performance majors must complete a performance capstone approved by the music faculty as a requirement for graduation. Students may not register for the Capstone Experience prior to registering for the fourth semester of 300-level study on the principal applied instrument.

Theory or Composition Capstone (MUS 498)

Theory/composition majors must complete a capstone approved by the music faculty as a requirement for graduation. Theory students may not register for the Capstone Experience prior to registering for the fourth semester of 300 level of study on the principal applied instrument. Composition students may not register for the Capstone Experience prior to registering for the fourth semester of 300 or 400 level of applied composition study.

ENSEMBLES

Students participate in ensembles that are varied both in size and nature and chosen from those appropriate to the area of specialization. With the approval of the ensemble conductor and the academic advisor, a student may enroll in more than one ensemble in a semester. Enrollment in all ensembles except University Chorus, Choral Union, and Symphonic Band require the permission of the instructor. The actual number of clock hours per week of rehearsal may vary depending on the ensemble. All ensembles receive one semester hour credit.

Principal and Secondary Ensembles

The principal ensembles are Chamber Choir, University Chorus, Jazz Ensemble, University Symphony Orchestra, Symphonic Band, Wind Symphony, and Marching Band. Secondary ensembles are Choral Union, Opera Workshop, University Singers, Jazz Improvisation Ensemble, Pep Band, and chamber ensembles (Brass, Woodwind, Percussion, Guitar, String, and Collegium Musicum). Jazz Ensemble counts as a principal ensemble for jazz studies majors only.

Ensemble Requirements

Music Education majors: All full-time music education majors are required to participate in ensembles in each semester of residence. Seven semester hours (four lower division and three upper division) in a principal concert ensemble are required for all majors. These must be earned in seven different semesters. All music education majors whose principal applied area is an instrument other than voice are required to complete one semester in a choral ensemble. During the fall semester of the first three years, Orchestra (audition required), Wind Symphony (audition required) or Symphonic Band and Marching Band are corequisites for students whose principal applied area is a wind, brass, or percussion instrument. In the spring of the junior year, these students may petition the department chair to substitute University Chorus or Chamber Choir (audition required) for Marching Band during the fall semester of the senior year, during which they also must enroll in a principal ensemble related to their area of principal applied study.

During one fall semester, music education majors whose principal instrument is voice, keyboard, or strings (including guitar) must register concurrently for Marching Band and a principal ensemble related to their area of principal applied study. String performers (including guitar) must complete four semester hours of String Ensemble or Chamber

Music. Upon approval of the applied teacher, guitar and keyboard performers may substitute up to two semesters of an appropriate chamber ensemble or accompanying for two semesters of a principal ensemble.

Music Majors: All full-time music majors are required to participate in ensembles in each semester of residence. Eight semester hours (four lower division and four upper division) in a principal concert ensemble are required for all majors. These must be earned in eight different semesters. Although not required to do so, wind and percussion performers are encouraged to participate in the Marching Band (fall semester only) following consultation with the applied teacher. String performers must complete four semester hours of String Ensemble or Chamber Music. Upon approval of the applied teacher, guitar and keyboard performers may substitute up to two semesters of an appropriate chamber ensemble or accompanying for two semesters of a principal ensemble.

DEPARTMENT OF THEATRE

Students desiring to enroll as majors in the Bachelor of Fine Arts degree with a theatre major should contact the Department of Theatre prior to registration for course requirements and sequences. At the initial meeting with the department chair, the student's area of emphasis will be selected and students may plan the scheduling of their classes to insure timely completion of all departmental and collegiate requirements.

Candidates for the Bachelor of Fine Arts degree, theatre major, must successfully complete seventy-six (76) credit hours of coursework in theatre and related disciplines in addition to the general distributional requirements and free electives. The theatre courses are divided into the core curriculum of fifty-two (52) hours and the student's choice of areas of emphasis with twenty-four (24) hours. Majors must also satisfy the following departmental requirements:

1. All theatre majors must complete all work in the major with a minimum grade of *C*. A student who receives a *D* or an *F* in a theatre course must repeat it and earn at least a *C* before graduation or before using that course as a prerequisite.
2. Theatre majors who have successfully completed THE 101, 150, 220, 221, 222, 240, and 250, and who have completed a minimum of 30 credit hours overall, are required to enroll in THE 295, Sophomore Review. This course consists of a written exam on general theatre knowledge, and either a portfolio review (production) or an audition (performance). Successful completion of Sophomore Review is required for enrollment in 400-level theatre courses. Students who fail to successfully complete the sophomore review are allowed two additional opportunities to complete the requirement. Review dates are announced the first week of the fall and spring semesters. Specifics with regard to the material to be covered on the exam, portfolio review, audition, and the format of the review can be obtained from your faculty advisor.
3. All Theatre majors must enroll in Theatre Internship (THE 490) for a total of four (4) credit hours and successfully complete an approved internship prior to initiating the senior capstone (THE 499) experience. Internships are approved by the faculty advisor and the department chair. Typically, internships take place during the summer months and demonstrate the individual's ability to compete on a regional or national level. Successful completion of an internship requires the student to prepare a resume and audition or portfolio, and through that preparation acquire a position with a theatre-related, professional organization. Summer employment with professional organizations (out-of-state or in-state organizations) holding auditions or interviews at

S.E.T.C. or similar regional or national conventions are considered appropriate internships. Substantial skills workshops and studies abroad in theatre (where the application involves competition) may also be considered appropriate internships. Students must make arrangements with the producing organization to provide an evaluation of their work.

- Students must have completed a minimum of ninety (90) hours of coursework before enrolling in the senior capstone (THE 499) experience. Students who are juniors must discuss the capstone experience with their advisors prior to the second semester of their junior year.

In addition to formal coursework, the department provides laboratory experience through departmental productions during the academic year and the summer.

Students majoring in theatre will have laboratory/production responsibilities with significant time requirements and commitments outside of class throughout their undergraduate degree program. These responsibilities may impact on the time a student has available for non-academic activities.

Major and Area of Emphasis Requirements in Theatre

Theatre Core Curriculum	52
Theatre 101, 150, 220, 221, 222, 240, 250, 255, 295, 437, 440, 441, 490, 499 and three credits from 355, 360, or 450 and six (6) hours of theatre practicum (THE 270 and THE 370).	

Areas of Emphasis in Theatre	24
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Students are required to select one of these areas of emphasis and to complete 24 credit hours. Specific courses to be included in each area of emphasis are as follows:

Performance

Theatre 230, 320, 420, 423, and twelve (12) hours of theatre electives.

Production

Theatre 260 (or approved CAD course), 355, 362, 450 or 460, and twelve (12) hours of theatre electives.

Minor Requirements in Theatre

Students intending to minor in Theatre should contact the chair of the Theatre department. The Theatre department chair serves as the Theatre advisor for students with a minor in Theatre.

THE 101, Introduction to Theatre	3 hrs.
Choice of 8 hours from THE 150, THE 240, or THE 250	8 hrs.
THE 220, THE 221	6 hrs.
THE 270	1 hr
Choice of three (3) hours from THE 440 or THE 441	3 hrs.
Total for Theatre Minor	21 hrs.

Minor Requirements in Dance

Students intending to minor in Dance should contact the chair of the Theatre department. The Theatre department chair serves as the Dance advisor for students with a minor in Dance.

DAN 101, Introduction to Dance	3 hrs.
DAN 230, Ballet Technique	2 hrs.
DAN 270, Dance Practicum	2 hrs.
DAN 316, Modern Jazz Dance	2 hr.
DAN 320, Modern Dance Technique	2 hrs.
THE 240, Introduction to Stage Lighting	4 hrs.
Choice of 3 hours from DAN 205, DAN 210, DAN 280, or repeat from the Dance courses above.	3 hrs.
Total for Dance Minor	18 hrs.



College of Health Professions

Dr. Lynne B. Welch, RN, Dean
Dr. Linda M. Scott, RN, Associate Dean of Nursing
www.marshall.edu/cohp
cohp@marshall.edu

The College of Health Professions was formed in 1998 when the academic units of Nursing, Communication Disorders, Clinical Laboratory Sciences, and Dietetics united to better serve the health needs of the region. The college offers a variety of health career opportunities at the associate, baccalaureate, and master's degree level.

MISSION

Consistent with the mission of Marshall University, the College of Health Professions (COHP) is committed to offering quality undergraduate and graduate nursing and health professions education. The focus of the College of Health Professions is upon being interactive with the community, including rural and underserved areas, and responding to contemporary and future needs of society, nursing, and the health professions.

To accomplish this mission, the College of Health Professions:

- ensures the integrity of the programs through maintenance of rigorous professional education standards and through the high expectation of student learning and performance;
- encourages involvement of faculty in service to society and the profession;
- supports the engagement of faculty in research and scholarly activities;
- provides an environment that is sensitive to a culturally, racially, and ethnically diverse student body, faculty, and staff; and
- maintains an environment that provides for academic freedom and shared governance.

NURSING

Dr. Sandra Marra, Chair
www.marshall.edu/cohp/nursing

Professors

Appleton, Combs, Landry, Marra, Scott, Stanley, Stotts, Walton, L. Welch

(continued)

Associate Professors

Fagan, Turner

Assistant Professors

Baden, Bailey, Cline, Hager, Imes, Pope, Nopper, S. Welch, Woda

Nursing education has been offered at Marshall University since the inception of an associate degree program in 1960. On July 1, 1978, a School of Nursing was formally established and now, as the College of Health Professions, it is an integral part of the academic health sciences at Marshall University. The primary objective of the college is to respond to the nursing educational needs in the region. It offers a Bachelor of Science in Nursing program and a Master of Science in Nursing program with three areas of emphasis - Family Nurse Practitioner, Nursing Administration, and Nursing Education. The College of Health Professions also offers a cooperative associate degree program with St. Mary's School of Nursing. The A.S.N., B.S., and M.S. programs are accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, NY 10006).

BACHELOR OF SCIENCE IN NURSING PROGRAM

The purpose of the four year baccalaureate program in nursing is to prepare professional nurse generalists to work with individuals, families, groups and communities in a variety of health care settings. The program is available to qualified high school graduates, college students, and college graduates. Graduates of the program are eligible to take the registered nurse licensing examination. The Accelerated BSN Program offers registered nurses the opportunity to expand their roles in professional nursing.

Baccalaureate nursing education provides a foundation in the humanities and the biological, social and behavioral sciences. Students are able to apply this foundation as well as a strong base in nursing science to the professional practice of nursing. In addition to achieving the professional goals of the nursing program, students should also become responsible members of society, and they are therefore, required to register for courses in general education.

The program includes a clinical practice component which gives students opportunity to apply their nursing theory and skills in caring for individuals, families, groups and communities in clinical health care settings. The program uses Cabell Huntington Hospital, Mildred Mitchell Bateman Hospital, Columbia River Park Hospital, St. Mary's Medical Center, Veterans Administration Medical Center and the Health South Huntington Hospital for Rehabilitation for clinical experiences. In addition, many other agencies such as clinics, doctors' offices, health departments and schools are used for student clinical experiences. All nursing students have clinical experiences with rural and/or underserved populations as part of the state's initiatives for primary health care nursing programming. The Nursing program also offers a concentration to persons desiring school nurse certification.

MARSHALL PLAN

Students entering the baccalaureate nursing program are responsible for meeting the requirements of five baccalaureate program initiatives, also referred to as the Marshall Plan. These initiatives include Writing Across the Curriculum, Computer Literacy, International and Multicultural Studies, Mathematics, and the Capstone Experience. Students in the College of Health Professions are exempt from the Integrated Science requirement.

These various policies are explained in general terms under the Mission of the University. Students in the College of Health Professions are to consult with their advisors for guidance in determining the specific details of meeting these baccalaureate curricular initiatives.

ELECTIVES

Students must complete 6 hours in International Studies, 3 hours in Multicultural Studies and 3 hours of Writing Across the Curriculum prior to graduation. The university will identify courses which fulfill these requirements. If they are not taken as part of the required courses, then this requirement may be met within the 15 hours of electives for basic students and 22 hours of electives for the Accelerated BSN students. Students are encouraged to take courses which will enhance their professional practice and personal well-being. Faculty advisors can assist in the selection of beneficial courses.

Honors courses may be used to meet the elective requirements. Students should check with the Director of the Honors Program about specific substitutions.

MINOR

No minor is available in this discipline.

BASIC PROGRAM: ADMISSION REQUIREMENTS

Admission is determined on a competitive basis at each entry level. The total number of students admitted to the program is based upon available facilities and faculty.

Students are admitted to the Nursing program once per year for the fall semester. Students are selected for fall admission beginning after the January 15 application deadline and continuing until all spaces in the class are filled.

Admission Requirements

1. High school graduates must meet the general admission requirements of Marshall University.
2. High school graduates or those with fewer than 12 hours of college credit must have a composite score of 21 or higher on the enhanced ACT, and a Grade Point Average on high school coursework at the completion of their junior year of at least 2.5 or higher, with consideration given to college preparatory course of study.
3. College students must have a Grade Point Average of at least 2.5 or higher on 12 or more hours of college work with consideration given to individual courses. Grades and credits from developmental courses are not considered.
4. All Nursing program freshman students must complete the required courses for the freshman year with a *C* or higher by the end of Summer Session D and maintain a 2.3 overall Grade Point Average. Students who do not complete these minimum requirements by the end of Summer Session D (end of first academic year in the nursing program) will be dropped from the Nursing program and must reapply for admission to the program. Grades and credits from developmental courses are not considered.

Admission Requirements for Advanced Placement

This level is for students who are transferring from a four-year **baccalaureate** nursing program and who want to receive credit for their previous nursing education. Admission to

this level is based on available space. Applicants requesting advanced placement to this level must:

1. Meet the general admission requirements of Marshall University.
2. Document completion of two or more years of college credit in a **baccalaureate** nursing program with a 2.5 or higher Grade Point Average on all college-level work.
3. Provide proof of completion of courses required prior to transfer level.
4. Submit a reference from Dean/Director of nursing program.

BASIC PROGRAM: APPLICATION PROCESS

Freshman Level Standing

1. Apply for admission to Marshall University.
2. Also apply for admission to the Nursing program, College of Health Professions.
3. Submit official transcripts from **all** schools attended with both applications.
 - a. High school students should obtain two (2) copies of their high school transcript and ACT scores. One copy of the ACT scores and transcript should be sent to the College of Health Professions Nursing program and one to the Admissions Office of Marshall University.
 - b. College students must submit two (2) copies of official transcripts from all colleges attended, if not currently attending Marshall. Send one copy to the College of Health Professions and one to the Admissions Office of Marshall University. Current Marshall students must send one official transcript from all colleges attended to the College of Health Professions. College transcripts must include the last semester attended, which for currently enrolled students is the fall semester prior to the application deadline.

Advanced Placement

1. Apply for admission to Marshall University.
2. Apply for admission to the Nursing program.
3. Submit two (2) copies of all college transcripts, one to the College of Health Professions and one to the Admissions Office of Marshall University.
4. Submit course syllabi and other materials which describe the nursing courses for which advanced placement is requested.
5. Submit a letter of reference from the Dean/Director of nursing program.

BASIC PROGRAM REQUIREMENTS

Completion of the B.S.N. program requires the completion of 128 semester hours of credits as specified in the following program of study. Credits and grades from developmental courses are not counted. The following is an example of a possible course of study.

FIRST YEAR

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
English 101	3	English 102	3
Mathematics 121	3	Sociology 200	3
University Orientation 101	1	Elective	3
Chemistry 203	3	Chemistry 204	3
Biological Science 227	4	Biological Science 228	4
Psychology 201	3		16
	17		

SECOND YEAR

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Nursing 219	3	Nursing 319	4
Nursing 221	5	Nursing 222	6
Biological Science 250	4	Dietetics 314	
Philosophy 302 or 303* or Dietetics 314	<u>3</u>	or Philosophy 302 or 303*	3
	15	Elective	<u>3</u>
			16

THIRD YEAR

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Nursing 318	2	Nursing 322 or 321	5
Nursing 321 or 322	5	Nursing 324	5
Nursing 323	5	Nursing 326	3
Nursing 350	<u>3</u>	Statistics	<u>3</u>
	15		16

FOURTH YEAR

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Nursing 325	5	Nursing 419	3
Nursing 400	3	Nursing 422 (Capstone Clinical)	5
Nursing 409 or Nursing 421	3-5	Nursing 409 or Nursing 421	3-5
Elective	<u>3</u>	Nursing 425 (Capstone Seminar)	3
	14-16	Elective	<u>3</u>
			15-17

Note that there is limited flexibility in the following courses:

- Basic students: Statistics may be taken at any point but it is a PR for NUR 409.
- NUR 318 is to be taken as PR or concurrently with NUR 321

Electives may be taken at any point prior to graduation. Students must have a total of 15 hours of electives including 6 hours of international; 3 hours ethics; 3 hours multicultural studies.

*PHL 302 or 303 is the required elective in ethics.

LICENSURE AS A REGISTERED NURSE

To practice registered professional nursing in West Virginia an individual must be licensed by the West Virginia Board of Examiners for Registered Professional Nurses. Students who successfully complete the basic Bachelor of Science in Nursing program meet the education requirements to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). "The Board may refuse to admit persons to its examinations or may refuse to issue a license upon proof that an applicant: (a) is or was guilty of fraud or deceit in procuring or attempting to procure a license to practice registered professional nursing; or (b) has been convicted of a felony; or (c) is unfit or incompetent by reason of negligence, habits or other causes; or (d) is habitually intemperate or is addicted to the use of habit-forming drugs; or (e) is mentally incompetent; or (f) is guilty of conduct derogatory to the morals or standing of the profession of registered nursing; or (g) is practicing or attempting to practice registered professional nursing without a license or registration; or (h) has willfully or repeatedly violated any of the provisions of the licensing law."

(continued)

A student who wants to take the NCLEX-RN in another state must obtain information regarding requirements and procedures from the agency responsible for professional nurse registration in that state.

ACCELERATED BSN PROGRAM

The Marshall University College of Health Professions offers an Accelerated BSN Program for registered nurses who have a diploma or associate degree in nursing and wish to earn a baccalaureate degree in nursing.

The curriculum may be completed in three semesters of full-time study or extended up to five years. Part-time study is recommended for nurses who are working full-time.

Applications for the Accelerated BSN Program are processed on a semester basis.

ADMISSION REQUIREMENTS: ACCELERATED BSN PROGRAM

To be eligible for admission the applicant must:

1. Meet the general admission requirements of Marshall University.
2. Be licensed to practice as a registered nurse in West Virginia.
3. Have an overall Grade Point Average of 2.3 or higher on all college work.
4. Provide documented evidence of acceptable clinical nursing performance on form provided by the College of Health Professions. Nurses not employed within the past three years will be evaluated individually.
5. Thirty-six hours of lower division nursing credits will be awarded to graduates of diploma nursing programs accredited by NLNAC upon successful completion of 12 credit of upper-level nursing courses.

APPLICATION PROCESS: ACCELERATED BSN PROGRAM

1. Apply to Marshall University on forms provided by the Admissions Office.
2. File, concurrently, a supplemental application to the Bachelor of Science in Nursing Program on form supplied by the College of Health Professions.
3. Copies of official transcripts from all colleges or schools attended must be submitted. If these are not already on file at Marshall University, one copy must be submitted to the College of Health Professions and one copy must be submitted to the Admissions Office.

PROGRAM REQUIREMENTS: ACCELERATED BSN PROGRAM

The curriculum consists of 39 hours of general education requirements, 31 hours of required nursing courses, and up to 22 hours of liberal arts and unrestricted electives. Additional elective credits may be needed to meet the 128 hours required for graduation from a baccalaureate program.

General Education Requirements

Requirement

Minimum 15 hours of science courses including at least 3 hours of chemistry, 3 hours of microbiology, and 6 hours of anatomy and physiology

Marshall Courses

CHM 203, CHM 204**,
BSC 250, BSC 227 and 228

<i>Requirement</i>	<i>Marshall Courses</i>
6 hours of English Composition	ENG 101 and 102 or 302
Minimum 3 hours of nutrition or diet therapy**	FCS 210, DTS 404, DTS 314(recommended)
3 hours of college level mathematics (Concepts and applications of math)	MTH 121 or higher
Minimum 6 hours of social sciences	PSY 201, PSY 311, SOC 200
3 hours of statistics	EDF 417, MTH 225, MGT 218, PSY 223, SOC 345
11 hours of liberal arts electives	
11 hours of unrestricted electives	Any class not considered to be liberal arts that is at least 100 level or above
3 hours of ethics	PHL 302 and 303

**CHM 204 is only required for those students who need DTS 314 to meet the nutrition requirement.

Transfer courses will be judged in relation to Marshall University courses for acceptability. Evaluation of transfer courses is completed in the Admissions Office. Please contact that office for questions concerning transfer courses.

A typical full-time program of study is as follows:

<i>First Semester (Spring)</i>	<i>Hrs</i>	<i>Second Semester (Fall)</i>	<i>Hrs.</i>
Nursing 305	4	Nursing 409 or 421	3-5
Nursing 409 or 421	3-5	Nursing 318	2
Nursing 415	3	Nursing 400	3
Electives	<u>6-8</u>	Electives	<u>7-9</u>
	16-18		15-17
<i>Third Semester (Spring)</i>	<i>Hrs.</i>		
Nursing 417	3		
Nursing 419	3		
Nursing 422	5		
Electives	<u>5-7</u>		
	16-18		

Restricted Electives (to meet Marshall Plan): International (6 hrs.). Multicultural: SOC 200. Ethics (3)
Unrestricted Electives: 6 hrs. required.
Total Credit Hours Required: 128.

Electives

Students must complete 6 hours in International Studies, 3 hours in Multicultural Studies and 3 hours of Writing Across the Curriculum prior to graduation. The university will identify courses which fulfill these requirements. If they are not taken as part of the required courses, then this requirement may be met within the 22 hours of electives for

Accelerated BSN students. Students are encouraged to take courses which will enhance their professional practice and personal well-being. Faculty advisors can assist in the selection of beneficial courses.

Honors courses may be used to meet the elective requirements. Students should check with the Director of the Honors Program about specific substitutions.

ACADEMIC POLICIES

1. The Nursing program reserves the right to require withdrawal from nursing of any student whose health, academic record, clinical performance or behavior in nursing is judged unsatisfactory.
2. All students are required to maintain a cumulative GPA of **at least 2.3**. In the event that a student's cumulative GPA falls below 2.3, that student will be placed on probation and will be notified in writing of this action. Students have **one** semester to raise their cumulative GPA to 2.3. During this period, classes taken during the summer would count toward the GPA, but the term would not be counted as the semester. If the GPA remains less than 2.3 at the end of one semester, the student will be **dismissed** from the nursing program.
3. All nursing and required non-nursing courses must be completed with a grade of *C* or higher. Students who earn a grade of less than *C* in a nursing or required non-nursing course **must** repeat that course. Basic and Accelerated BSN students may repeat only one nursing course in which a grade of less than *C* is earned.
4. All students who receive a grade of less than *C* in a nursing or required non-nursing course may not progress in nursing courses for which that course is prerequisite.
5. Students who find it necessary for any reason to withdraw from a nursing course must abide by the College of Health Professions withdrawal policy as stated in the Nursing Undergraduate Handbook.
6. No more than 9 hours of electives may be taken on a credit/non-credit (pass/fail) basis.
7. All required nursing courses in the basic and Accelerated BSN Programs must be completed within five (5) years prior to graduation from the program. The five (5) year period begins at the time the first nursing course is taken.
8. Students must be admitted to the Nursing program in order to enroll in Nursing classes.

OTHER POLICIES

1. Evidence of a current satisfactory health certification must be submitted prior to participation in nursing courses having a clinical component.
2. Evidence of current certification in cardio-pulmonary resuscitation must be submitted annually prior to participation in nursing courses having a clinical component. Contact the College of Health Professions for acceptable courses.
3. Due to restricted enrollment in the College of Health Professions Nursing program, students unable to maintain continuous progression must follow the Leave of Absence Policy.

- a. A student must request permission in writing for a leave of absence from the College of Health Professions Nursing program. Notification must be at earliest possible time.
- b. The Student Petition for Leave of Absence Form must be submitted to the Chairman of the Admissions, Progression and Graduation Committee **no later than three** (3) weeks after the start of the semester in which the student is requesting leave.
- c. If a Leave of Absence is approved, the student must consult with his or her academic advisor to revise the program plan.
- d. Any student who fails to notify the College of Health Professions Nursing program of a Leave of Absence will forfeit his or her space in the nursing program and must reapply for admission.
- e. Permission for a leave of absence may be granted for up to one year.

SCHOOL NURSE CERTIFICATION

The Nursing program offers a concentration to persons desiring school nurse certification. The concentration is available to students in both the basic and the Accelerated BSN Programs. The concentration is designed to help students meet the WV Board of Education standards for practicing school nurses. Persons seeking School Nurse Certification must be in good standing in a school of nursing or have a B.S.N. and be licensed as a registered nurse in West Virginia. Individuals selecting this concentration must notify the College of Health Professions Nursing program of their intent as early as possible to receive proper academic advising. It is not necessary to have provisional admittance to the College of Education for the School Nurse Certification.

This concentration is designed to provide the nurse generalist with basic knowledge of school nurse practices. Students who select this concentration will complete several courses from the College of Education as well as a community nursing experience in the public school system.

ENTRANCE REQUIREMENTS: SCHOOL NURSE CERTIFICATION

1. Evidence of good standing in the Nursing program or a B.S.N. degree and West Virginia RN license.
2. A 2.5 Grade Point Average on at least 60 college credit hours.

CERTIFICATION REQUIREMENTS: SCHOOL NURSE

Course Requirements

Prior to taking the PPST (Pre-Professional Skills Test), the applicant should complete the following courses. The PPST is waived for applicants with a master's degree.

- ENG 101 and 102/302, 6 hours of English Composition
- CISP 320, Survey of Exceptional Children
- PSY 311, Developmental Psychology

A Community Nursing project in a school health setting must be completed. The student will be expected to show familiarity with all aspects of the role of the school nurse.

(continued)

A School Nurse Performance Assessment will be completed by the student, the school nurse preceptor, and the school nurse certification coordinator to verify that the student has met this clinical requirement.

After completing the certification requirements the student must submit an application for a Provisional Professional Temporary Teacher or Service Certificate. This application is available from County Board of Education offices or the College of Education.

Certification will be awarded after the following criteria are satisfied:

1. The PPST is successfully completed. (NOTE: This exam is offered at Marshall.) Please contact the College of Education at (304) 696-2857 for information on this exam.
2. Verification by the College of Health Professions of completion of the School Nurse Performance Assessment.
3. Verification by the College of Education and Human Services that the academic requirements have been satisfied.
4. The completed application for professional certification (IPT 20) is submitted to the College of Education Certification Office.

For certification information contact the College of Education at (304) 696-2857.

To obtain more information and an application write to:

College of Health Professions
Marshall University
One John Marshall Drive
Huntington, WV 25755-9500
Telephone (304) 696-2620 E-mail: nursing@marshall.edu

ASSOCIATE IN SCIENCE IN NURSING PROGRAM

The Associate in Science in Nursing Program is a cooperative effort between the Marshall University College of Health Professions and St. Mary's School of Nursing. This program may be completed in two academic years and requires 70 credit hours. General education courses are offered on the Marshall University campus and nursing courses are offered at St. Mary's School of Nursing. Graduates of this program receive an Associate in Science in Nursing degree from Marshall University and are eligible to make application to the registered nurse licensing examination.

ADMISSION REQUIREMENTS: ASSOCIATE IN SCIENCE IN NURSING PROGRAM

All applicants must be either a graduate of an accredited high school or have a high school equivalent through GED testing. All applicants are encouraged to take the ACT and submit results to St. Mary's School of Nursing.

High School Seniors and Applicants Who Have Completed Fewer than 12 College Credit Hours Must Have:

- A minimum high school GPA of 3.0
- A minimum of *C* on all college courses completed

The Following High School Courses are Strongly Recommended:

- English - 4 units
- Science - 3 units (chemistry, biology I and biology II)

- Math - 2 units (one should be algebra)
- Social Studies - 3 units

Applicants Who Have Completed at Least 12 College Credit Hours Must Have:

- A minimum of *C* on each required non-nursing course completed
- An overall 2.0 GPA (*C* average) or better on ALL courses completed
- An overall 2.0 GPA on all courses completed at Marshall University
- Taken 12 college semester credit hours at the 100 level or above for a grade

GED Applicants Must:

- Meet criteria for GED admission as stated in the Marshall University undergraduate catalog
- Have completed at least 12 college credit hours at the 100 level and earned grades of *C* or above
- Meet criteria for applicants who have completed at least 12 college credit hours

**PROGRAM REQUIREMENTS:
ASSOCIATE IN SCIENCE IN NURSING PROGRAM**

General education courses required in the cooperative program are:

<i>Requirement</i>	<i>Credit Hours</i>
BSC 227, Human Anatomy	4
CHM 203, General Chemistry I	3
BSC 228, Physiology	4
BSC 250, Microbiology and Human Disease	4
PSY 201, General Psychology	3
ENG 101 & 102, Composition	6
PSY 311, Developmental Psychology	3
TOTAL	30

Forty (40) hours of credit in Nursing are required.

**CURRICULUM:
ASSOCIATE IN SCIENCE IN NURSING PROGRAM**

First Year

<i>Summer Semester</i>	<i>Hrs.</i>
BSC 227	4 cr.

<i>Fall Semester</i>	<i>Hrs.</i>	<i>Spring Semester</i>	<i>Hrs.</i>
BSC 228	4 cr.	BSC 250	4
FCS 21 0	3	ENG 101	3
CHM 203	3	PSY 201	3
NUR 120	8	NUR 220	8
	18		18

(continued)

Second Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
PSY 311	3	ENG 102	3
NUR 225	4	NUR 235	6
NUR 230	8	NUR 241	6
	15		18

Students receive Marshall University credit for all courses in the program. Graduates of the cooperative program receive an Associate in Science degree in nursing from Marshall University.

To obtain more information and an application, write to:

St. Mary's/Marshall University
Cooperative Associate Degree Program
2900 First Avenue
Huntington, WV 25702
Telephone (304) 526-1415

CLINICAL LABORATORY SCIENCES

Dorothy J. Fike, Chair

www.marshall.edu/clinical/
clinical@marshall.edu

Professor

Fike

Assistant Professor

Chappell

There are three degree options in the Clinical Laboratory Sciences (CLS) Department: the associate degree in the applied science of medical laboratory technology, the bachelor's degree in medical technology, and the bachelor's degree in cytotechnology. The Associate Degree in Medical Laboratory Technology (MLT) and the Baccalaureate Degree in Medical Technology (MT) are an integrated, ladder curriculum following a "2+2" model. Students may choose to earn the associate degree only or to continue and also earn a bachelor's degree. The Bachelor's Degree in Cytotechnology follows a "3+1" model, where a student completes 3 years of prerequisites and then completes a 1-year clinical component in a hospital school of cytotechnology.

General information regarding CLS Degree Programs

Several courses in these curricula require a minimum ACT score or course prerequisites.

Availability of hospital training sites varies and is not guaranteed. Transportation and housing for hospital portions of these programs are the responsibility of the student. Medical insurance coverage is required for hospital rotations. Costs of physical examinations, tuberculosis testing, and immunizations are borne by the student. Students will be required to either receive the hepatitis B vaccine series or sign a waiver form refusing the vaccine. Additional documentation may be required by individual clinical agencies or by the College of Health Professions.

The College of Health Professions and the Clinical Laboratory Sciences Department provide academic advisement to students seeking admission to a CLS program.

Medical Laboratory Technician (MLT) Associate Degree

Students completing the MU medical laboratory technician (MLT) curriculum can earn the Associate in Applied Science Degree. The curriculum is designed so that a student may complete the technical portion of the curriculum in three semesters: two semesters of on-campus instruction, and one semester involves in-hospital clinical practicum. The clinical practicum semester may be either in summer or fall terms, depending on availability of clinical sites (see below).

Career Description and Opportunities

Certified medical laboratory technicians are prepared to perform approximately 90% of the routine diagnostic work in a clinical laboratory. They typically work under the supervision of a medical technologist. They collect blood samples and do a wide variety of blood and urine tests using microscopes, spectrophotometers, electronic counters, and other laboratory instruments. They also perform crossmatches for blood transfusion, culture pathogenic bacteria, and perform blood clotting tests. Besides working in hospital laboratories, medical laboratory technicians work in doctors offices, clinics, and in industry. Certified clinical laboratory technicians are in great demand.

Completion of a MLT technical course sequence is required for admission to the bachelor's degree in medical technology at Marshall University. Upon completion of the MLT curriculum, the student is eligible to take a certification examination given by such agencies as the American Society of Clinical Pathologists (ASCP).

Admission and Progression

Entry to the MLT program involves completion of academic prerequisites with acceptable grades, application to the Clinical Laboratory Sciences Department, and competitive selection by an admissions committee. An applicant for the MLT program should expect to have earned an overall Grade Point Average (GPA) of 2.0 and at least 18 credit hours of courses in the MLT-MT program curriculum with a minimum 2.5 GPA, including *C* or better grades in BSC 227, CHM 211, CHM 213, and MTH 127 (college algebra or above), or equivalent courses. Applicants who have the above qualifications and who have completed 24 credit hours or more in the MLT-MT curriculum, including an introduction to health professions course (CLS 100) will receive preference for admission.

The number of available class spaces is determined annually by the MLT program director, based upon anticipated instructional resources both on campus and in affiliated hospital laboratories. The class limit ranges between 6 and 18 per year. In 2004, 7 students were admitted. Admission of qualified applicants is not guaranteed.

Students apply for admission by completing and submitting a transcript review form, two letters of reference, and a letter of application to the MLT Program Director between March 1 and May 31 for admission to the fall semester of the current year. Late applications will be considered as class size permits. Transcript review forms and example letters are available at the Clinical Laboratory Sciences Department and on the department Web site (www.marshall.edu/clinical).

The MLT program admissions committee reviews letters of application, college-level coursework, and letters of reference. Qualified applicants are selected primarily by Grade

Point Average on courses in the CLS curriculum. Applicants who expect to complete all admission requirements before fall classes begin may be admitted conditionally. The committee selects students to fill available class spaces, then develops a ranked waiting list, if applicable. Letters are mailed to all applicants by June 30 notifying them of the admission committee decision.

Accepted students who are not properly registered or who are absent during the first week of regular classes without prior approval of the CLS program director will lose their space to a wait-listed applicant.

Progression through the MLT program is contingent upon satisfactory academic performance. Once admitted, MLT students are required to remain continuously enrolled in such a way as to complete the CLS course sequence (CLS 110, 210, 220, 255, 270-273) with their class. If a student should not successfully progress with his or her class, he or she will be dropped from the MLT program and will be notified of that status by letter. Decisions regarding readmitting students to pre-clinical CLS courses will be made by the admissions committee subject to space availability. No student is guaranteed readmission. Students seeking readmission reapply as described above. Readmitted students may be required to repeat one or more CLS courses or undertake directed independent study.

MLT Clinical Practicum

The final semester of the program involves a 15-week clinical practicum rotation at one or more clinical affiliates. Two 15-week MLT hospital rotation periods are usually available: one in summer and another in fall. The affiliated laboratories in 2004 included St. Mary's Hospital (Huntington, WV), VA Medical Center (Huntington, WV), Thomas Memorial Hospital (South Charleston, WV), Charleston Area Medical Center (Charleston, WV), and Putnam General Hospital (Hurricane, WV). Available hospital clinical rotations will be assigned during the course CLS 255 at the discretion of MLT program faculty.

To be eligible for clinical practicum a student must earn grades of *C* or better in each graded CLS course and have completed all prerequisite courses. Students should be degree eligible upon completion of the clinical practicum.

Available hospital clinical rotations will be assigned during the course CLS 255 at the discretion of the MLT program faculty. Student preference and academic achievement will be considered. Housing and transportation are the responsibility of the student.

If there are more qualified students than available clinical spaces, students will be placed in available spaces based on GPA, achievement, and progress in the MLT/MT curriculum. Those not assigned to clinical rotations will receive first priority in the next available rotation schedule.

Associate Degree (MLT) Curriculum ***Freshman Year***

<i>First Semester, Fall</i>	<i>Hrs.</i>	<i>Second Semester, Spring</i>	<i>Hrs.</i>
English 101	3	English 102	3
Chemistry 211	3	Chemistry 212	3
Chemistry 217	2	Chemistry 218	2
Mathematics 127	3	Biological Science 228	4
Biological Science 227	4	Elective or Biological Science 250	<u>4</u>
Clinical Lab. Sci. 100	<u>1</u>		16
	16		

Sophomore Year (following program admission)

<i>First Semester, Fall</i>	<i>Hrs.</i>	<i>Second Semester, Spring</i>	<i>Hrs</i>
Clinical Lab. Sci. 110	4	Clinical Lab. Sci. 210	4
Clinical Lab. Sci. 200	4	Clinical Lab. Clinical Lab. Sci. 220	4
PSY 201 or Multicultural Elective*	3	Clinical Lab. Clinical Lab. Sci. 255	3
CMM 103 or International Elective*	<u>3</u>	Elective	<u>3-4</u>
	14		14-15

Summer/Fall

<i>15-week Clinical Practicum</i>	<i>Hrs.</i>
Clinical Lab. Sci. 270	3
Clinical Lab. Sci. 271	3
Clinical Lab. Sci. 272	3
Clinical Lab. Sci. 273	<u>3</u>
	12

*The Marshall Plan applies to students subsequently seeking the bachelor's degree. Students in the College of Health Professions are exempt from the Integrated Science requirement of the Marshall Plan.

Total: 71-73 Semester hours.

Medical Technology (MT) Bachelor's Degree

Career Description and Opportunities

Medical technologists perform a variety of specialized tests in the clinical laboratory that provide information used by the physician to determine the extent and cause of disease. The tests performed by or supervised by the medical technologist are completed in such areas as hematology, blood banking, serology, immunology, clinical chemistry, bacteriology, and parasitology. The graduate medical technologist is prepared with the knowledge and abilities needed for certification by nationally recognized professional agencies. Certified medical technologists are accorded the status of professionals in the medical team. They often have responsibilities for laboratory sections, exercise independent judgement, and evaluate the work of others.

Most medical technologists are employed in hospital laboratories, while others find employment in physician's offices, the armed forces, and state and federal health agencies. CLS graduates have gone on to become physicians, dentists, physical therapists, nurses, health care computer specialists, hospital administrators, pharmaceutical salespersons, science teachers, college professors, biomedical researchers, librarians, medical sonographers, attorneys, and scientific device reviewers.

Upon successful completion of the Bachelor of Science degree in Medical Technology, the student is eligible for certification examinations given by such agencies as the American Society of Clinical Pathologists (ASCP).

Curriculum Overview

The MU medical technology degree program is a "2+2 ladder" model. The first two years include the MLT associate degree curriculum. One year involves completion of science and other university academic requirements, if the student has not already

completed them. The fourth year involves one semester of pre-clinical courses on campus followed by an semester of daily, full time advanced clinical practice at one or more affiliate laboratories. A student who has completed required general studies and prerequisite courses could progress through the CLS sequence from MLT to MT programs consecutively (see admission, below).

Clinical affiliates in 2004 included St. Mary's Hospital (Huntington, WV), Veterans Administration Medical Center (Huntington, WV), the WV State Public Health Laboratory (S. Charleston, WV), and Charleston Area Medical Center (Charleston, WV).

Admission

Entry to the MT program involves formal application by the student and competitive selection by an admissions committee. The number of class spaces will be determined annually by the MT program director based upon available resources both on campus and in hospital clinical laboratories. The class limit is currently 6 per year. Five MT students were admitted in 2004. Admission is not guaranteed, although first priority for available spaces goes to MU students who have completed its MLT program. Qualified applicants are selected primarily by academic performance on courses in the CLS curriculum and letters of reference. The selection committee may request a personal interview.

Students apply for admission by completing and submitting a transcript review form (available on the CLS Dept. Web site), two letters of reference, and a letter of application to the MT Program Director. Application materials are available from the MT Program Director. Applications will be accepted between March 1 and May 31 for enrollment in senior CLS courses beginning in the fall semester. Currently enrolled MLT students who plan to continue to the MT program submit a letter by May 31 expressing their intent to begin the upper level CLS course sequence the following fall. Late applications will be accepted on a space available basis.

Transfer students who have earned the associate degree in MLT at another college or university qualify for program admission, provided that they completed a MLT-A.D. program at a NAACLS-accredited program. Students who have not worked as a laboratory technician within 5 years may be required to repeat some CLS courses. Medical laboratory training and experience earned through programs not accredited by NAACLS are evaluated on a case-by-case basis. Advanced standing and credit by examination in CLS pre-clinical courses are available to those with previous medical laboratory employment.

Applicants who expect to complete all admission requirements before fall classes begin may be admitted conditionally. The committee selects students to fill available class spaces, then develops a ranked waiting list, if applicable. Letters are mailed to all applicants by June 30 notifying them of the admission committee decision.

Hospital Clinical Practicum

To be eligible for entry into clinical practicum at affiliated hospitals, students must have a minimum overall 2.0 Grade Point Average, have completed all required CLS technical courses with a minimum grade of *C*, and be otherwise eligible for the degree upon completion of advanced clinical courses

Admitted students will be required to attend an instructional program on blood-borne pathogens and either begin the Hepatitis B vaccine series or sign a waiver form refusing it, if they have not already done so.

Curriculum for the Bachelor of Science Degree in Medical Technology

Junior Year

<i>First Semester, Fall</i>	<i>Hrs.</i>	<i>Second Semester, Spring</i>	<i>Hrs.</i>
Chemistry 327 (or 355-356-361)	5-9	Biological Science 424	
Chemistry 365 or 345	3-4	or other 300-400 BSC course	4
PSY 201 or International Elective*	3	Economics 200	3
CMM 103 or International Elective*	<u>3</u>	Math. 225	3
	14-19	Clinical Lab. Sci. 310 (W)	3
		Multicultural Elective*	<u>3</u>
			16
<i>Summer I</i>	<i>Hrs.</i>	<i>Summer II</i>	<i>Hrs.</i>
Physics 201	3	Physics 203	3
Physics 202	<u>1</u>	Physics 204	<u>1</u>
	4		4

Senior Year

<i>Fall Semester,</i>	<i>Hrs.</i>	<i>Spring Semester,</i>	<i>Hrs.</i>
Clinical Lab. Sci. 410	4	Clinical Lab. Sci. 466	2
Clinical Lab. Sci. 421	4	Clinical Lab. Sci. 468 (W) (C)	2
Clinical Lab. Sci. 460	3	Clinical Lab. Sci. 472	3
Clinical Lab. Sci. 464	<u>3</u>	Clinical Lab. Sci. 473	3
	14	Clinical Lab. Sci. 499	<u>2</u>
			12

* Marshall plan courses are required for bachelor's degrees. (Students in the College of Health Professions are exempt from the Integrated Science requirement of the Marshall Plan.)

Total: 130-136 Semester hours including MLT Curriculum

ACCREDITATION

The MLT and MT programs are accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS, PO Box 75634 Chicago, IL 60675-5634, Tele. 773/ 714-8880) through April, 2006. Students who complete CLS programs through Marshall University will be eligible for national certification examinations.

CYTOTECHNOLOGY

Cytotechnologists work in hospitals, clinics, and private physicians laboratories. They stain and analyze body cells under the microscope for changes that indicate cancer or infection.

Bachelor of Science in Cytotechnology

Students wishing the degree in cytotechnology complete the first three years of the academic curriculum through the Clinical Laboratory Sciences Department of the College of Health Professions and then apply for one year (12 months) of hospital-based school of cytotechnology.

The senior year of professional education is completed at either the Cabell Huntington Hospital (CHH) School of cytotechnology or the Charleston Area Medical Center School of Cytotechnology. Both are accredited by the Committee on Accreditation of Allied Health Educational Programs (CAAHEP, 35 East Wacker Drive Suite 1970 Chicago, IL 60601-

2208; Tele. 312/ 553-9355) in collaboration with the American Society of Cytology (ASC). Upon successful completion of the entire curriculum, the student is eligible for the Bachelor of Science degree in Cytotechnology and is eligible for certification examinations given by agencies such as the American Society of Clinical Pathologists (ASCP).

Admission to a School of Cytotechnology

Successful completion of the pre-clinical academic program does not automatically assure admission, since enrollment at the associated hospitals is limited and independent of Marshall University. CHH typically allocates 4 student positions per year for MU students; CAMC allocates 1 to 3 positions.

A applicant for cytotechnology should expect to have earned an overall 2.5 GPA. Applicants for the final year of cytotechnology training provide a letter of application, a completed transcript review form, and two letters of reference to the Clinical Laboratory Sciences Department between January 1 and February 15 of the year they seek admission. Late applications will be accepted on a space available basis. Copies of applications and transcript evaluations of qualified applicants are supplied to the respective hospital schools by the CLS Department. Each hospital cytotechnology program then selects qualified students to fill available student positions on the basis of grade point average, letters of reference, and personal interview.

Applicants for cytotechnology preceptorships must meet ASC minimum requirements. ASC requires that students in cytotechnology have completed 60 college semester hours which include 20 credit hours of biological science, 8 of chemistry, and 3 of mathematics. The Board of Registry (ASCP) requires graduates of an accredited school of cytotechnology and a bachelor's degree to be eligible for certification examinations.

Each school of cytotechnology requires admitted students to comply with its internal requirements, which may include attendance an instructional program on blood borne pathogens and either begin the Hepatitis B vaccine series or sign a waiver form refusing it. MU students are also required to complete requirements and to provide documentation required by the College of Health Professions.

Both CHH and CAMC charged tuition of \$5000 for the yearlong preceptorship in 2002-03. These charges are subject to change. Students working for the degree in cytotechnology and who have completed at least 24 credit hours at Marshall University may apply for a waiver of Marshall tuition for the clinical year. Cytotechnology students pay the health professions fee to MU.

Individuals seeking admission to the preceptorship for cytotechnology certification, but not in a degree program through MU should contact CHH and CAMC schools directly.

Cytotechnology Curriculum

First Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
ENG 101 Composition I	3	ENG 102 Composition II	3
BSC 120, Gen. Biol. I	4	BSC 121 Gen. Bio. II	4
CHM 211 Princ. Chem. I	3	CHM 212 Princ. Chem. II	3
CHM 217 Qual. Lab.	2	CHM 218 Quant. Lab.	2
CLS 100 Intro. Health Prof.	1	CMM 103 Speech	3
MTH 127 Algebra (or higher)	3-5		15
	16-18		

Second Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
BSC 227, Human Biol. I	4	BSC 228, Human Biol. II	4
PHY 201, Physics I	3	PHY 203, Physics II	3
PHY 202, Phy. Lab. I	1	PHY 204, Phy. Lab. II	1
CHM 327, Intro. Organic	5-9	BSC 300 Histology	4
(or CHM 355-356 -361 sequence)		BSC 250, Microbiology, or BSC 302	
ECN 200 Survey of Economics	3	and BSC 304, Bacteriology and Lab	4
	16-19		16

Third Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
BSC 324, Genetics	4	PSY 440, Physiol. Psych.	3
BSC 121, Gen. Biol. II	4	BSC 322, Cell Biology	4
International Requirement	3	International Requirement	3
CLS 460, Lab. Mgt. & Supervision	3	Multicultural Requirement	3
PSY 201, Intro. Psychology	3		13
	17		

Fourth Year

Hospital-based Professional Sequence:

<i>Summer</i>	
CYT 438, Cyto. Methodology	4
CYT 439, Elementary Cyto.	3
	7

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
CYT 440, Genital Cyto.	6	CYT 442, Cyto. Body Cavities	3
CYT 441, Cyto. Respiratory Tract	3	CYT 444, Cyto. of Breast	3
CYT 443, Cyto. Urinary Tract	3	CYT 445, Cyto. GI Tract	3
CYT 446 (Capstone), Research	1	CYT 447, Adv. Cyto. Methods	4
	13		13

Total for Hospital-based Professional Sequence: 33

Total: 129 credit hours

COMMUNICATION DISORDERS

Prof. Kathryn Chezik, Chair

www.marshall.edu/commdis/

commdis@marshall.edu

Associate Professors

Chezik, McComas, Reynolds

Assistant Professors

Harlow, Thomas

Clinical Directors

McNealy, Miller

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The Department of Communication Disorders offers academic coursework and clinical practicum leading to a B.A. pre-professional degree. CD majors, enrolled in the College of Health Professions, are required to take the following courses: CD 101, 241, 315, 325, 429, 439, 422, 422L, 425, 420, 460, 468, 430, 426, 426L, 463, 424, 424L, 427, and 427L. Students who apply for and/or accept clinical practicum assignments are expected to fulfill the responsibilities of these assignments for the full semester. Students who fail to do so may not be assured of future assignments. Students should contact the department chair, their academic advisors, and the clinic handbook regarding all academic and clinical requirements and standards specific to the program.

DIETETICS

Prof. Kelli Williams, Chair

www.marshall.edu/conhp/dietetics/

Assistant Professors

Eagan, Gould, Williams

The Didactic Program in Dietetics (DPD) leads to a Bachelor of Science degree and prepares students for work in clinical nutrition, community health, and foodservice management positions. The DPD is currently granted accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-4876. The DPD meets the academic standards to qualify students for a dietetic internship (DI) or pre-professional practice program (AP4). To be eligible to sit for the registration exam to become a Registered Dietitian, it is necessary to complete both the undergraduate DPD as well as a post-baccalaureate supervised practice experience in a DI or AP4.

The mission of the DPD at Marshall University is to offer a high quality undergraduate didactic program for students from the regional tri-state area and nationally to meet the needs of the region for dietetic professionals. Marshall University is well located to provide the dietetic students with a nurturing environment for professional growth. There are three acute care hospitals as well as smaller specialized care hospitals in the Huntington area providing exposure to dietetic practice in both clinical and foodservice management. The tri-state area also includes ambulatory dietetic services based in both clinical and community settings. All of these local facilities have dietitians who provide guidance to the DPD by serving on an advisory Committee and/or who serve as mentors for dietetic students as part of the Mentoring Program sponsored by the local district dietetic association. The focus of the DPD is on providing graduates with the knowledge, skills, and competencies necessary to successfully compete for dietetic internship positions, to successfully complete the internship, and to pass the registration exam through a variety of experiences in the classroom and the community. The mission of the Dietetic Program also includes professional scholarly activity as well as service to the university, the dietetic profession, and the region in which Marshall University resides.

Students need to be advised that to be competitive for admission to a supervised practice experience (either a DI or AP4) requires the following: (1) a Grade Point Average of 3.0 or above; (2) work experience related to the profession of dietetics; (3) positive letters of recommendation from faculty and from supervisors of dietetic

related work experience. Completing the Bachelor of Science with a major in Dietetics and receiving an ADA “Verification of Completion Statement” does not guarantee entrance to a DI or AP4 which is done on a competitive basis.

All students are required to purchase a laboratory coat for professional laboratory courses. Some hospitals/physician offices may require that a current test for tuberculosis be on file for students enrolled for the senior level clinical nutrition classes. DPD students are required to pay a Health Professions fee listed under the Financial Information section of the catalog.

Admission

Entry to the Didactic Program in Dietetics involves formal application by candidates. Application forms are available from the DPD Director’s Office. Students must submit one copy of the “Application Form for Admission to the Didactic Program in Dietetics” to the DPD Director’s Office by September 15 or February 15 annually. Prior to admission to the Didactic Program in Dietetics, students interested in the major can enroll in Pre-Dietetics.

The following criteria are used for selection for admission:

1. Complete at least 60 hours of coursework with an overall Grade Point Average of 2.5 or higher.
2. Earn at least a *B* in DTS 201, 202, 304
3. Earn at least a *C* in CHM 211, 212, 217, 218

Academic Policies

1. An overall Grade Point Average of 2.5 or higher is required for graduation.
2. All dietetic and required non-dietetic courses must be completed with a grade of *C* or higher. Students who earn a grade of less than a *C* in a dietetic or required non-dietetic course must repeat that course. Dietetic students may repeat once a dietetic or required non-dietetic course in which a grade of less than a *C* is earned.
3. All students who receive a grade of less than a *C* in a dietetic or required non-dietetic course may not register for dietetic courses for which that course is a prerequisite.
4. No required course may be taken on a credit/non-credit basis.
5. The last 60 hours of required dietetic courses (including all 300 and 400 level DTS courses) and non-dietetic courses must be completed within three years prior to graduation.
6. All 400 level DTS courses must be completed at Marshall University.
7. Students must be admitted to the Dietetic Program before taking required 400 level DTS courses.
8. All students admitted to the dietetic program must maintain a cumulative GPA of at least 2.0. In the event that a student’s cumulative GPA falls below 2.0, that student will be placed on academic probation and will be notified in writing of this action. Students have one year to raise their cumulative GPA to 2.0. If the GPA is less than 2.0 at the end of one year of probation, the student will be dismissed from the dietetic program.

Suggested Course Sequence For the Didactic Program in Dietetics

Freshman

<i>Fall</i>	<i>Hrs.</i>	<i>Spring</i>	<i>Hrs.</i>
ENG 101, English Composition	3	ENG 102, English Composition	3
MTH 130, College Algebra	3	or	
or		ENG 302, Research Int. Writing	3
MTH 127, College Algebra Expanded	5	CHM 212, Princ. Chem. II	3
SOC 200, Intro. Sociology	3	CHM 218, Princ. Chem. Lab. II	2
CHM 211, Prin. Chem. I	3	PSY 201, General Psychology	3
CHM 217, Princ. Chem. Lab. I	2	CMM 103, Fund. Sp. Comm.	3
	14-16	International Studies	3
			17

Sophomore

<i>Fall</i>	<i>Hrs.</i>	<i>Spring</i>	<i>Hrs.</i>
DTS 201, Nut. & Food Tech. I	4	DTS 202, Nut. & Food Tech. II	4
CHM 327, Intr. Org. Chem.	5	CHM 365, Intro. Biochemistry	3
BSC 227, Human Anatomy	4	BSC 228, Human Physiology	4
BSC 120, Prin. of Biology	3	CONHP 300, Teach. Strat. Health Prof.	3
	16	PSY 311, Child. Development	3
			17

Junior

<i>Fall</i>	<i>Hrs.</i>	<i>Spring</i>	<i>Hrs.</i>
BSC 250, Microbiology	4	DTS 302, Food Serv. Safety & Sys. Mg. II	4
or		DTS 403, Advanced Nutrition	3
BSC 302, General Bacteriology	4	ACC 410, Financial Accounting	3
DTS 301, Food Serv. Safety & Sys. Mg. I	4	DTS 310, Life Span Nutrition	3
DTS 320, Intermediate Nutrition	3	International Studies	3
PSY 304, Fund. Meal Planning	3		16
EDF 417, Statistical Methods	3		
	17		

Senior

<i>Course</i>	<i>Hrs.</i>	<i>Course</i>	<i>Hrs.</i>
DTS 469, Medical Nutrition Therapy I	3	DTS 460, Research in DTS	3
DTS 476, Senior Seminar in DTS	3	DTS 468, Chemistry of Foods	3
DTS 409, Community Nutrition	3	DTS 470, Medical Nutrition Therapy II	3
PE 345, Exercise Physiology	3	DTS 478, Senior Practicum	3
Elective	3	Elective	3
	18		13-15

Total hours for Graduation: 128



College of Information Technology and Engineering

Dr. Betsy Ennis Dulin, Dean
Ms. Elizabeth E. Hanrahan, Associate Dean
www.marshall.edu/cite
cite@marshall.edu

Division of Engineering and Computer Science
William E. Pierson, Chair (*pierson@marshall.edu*)

Professors

Begley, Chaudri, Crockett, Dulin, Hankins, Larsen, McCormick, Pierson, Tesser

Associate Professor

Fuller, Gudivada, Logan

Assistant Professor

Biros

Division of Applied Science and Technology
Dr. Allan Stern, Chair (*stern@marshall.edu*)

Professors

Stern, Szwilski

Associate Professor

Lewis, Miezio

Assistant Professor

Dechant, McIntosh, Roudebush, Simonton

MISSION OF THE COLLEGE

The mission of CITE is to meet regional needs for undergraduate, graduate and professional education, research, and service, in the fields of engineering, technology, and industrial sciences. CITE is committed to serve the lifelong educational needs of students, new graduates, working professionals, and employees.

CITE builds on combined traditions of student-focused education, entrepreneurship, and funded research and service emphasis. CITE provides education when and where needed, incorporating technology-enhanced methods, by full-time, dedicated faculty complemented by expert adjunct faculty from industry and government. CITE has offices on both the Huntington and South Charleston campuses.

In addition to the undergraduate programs described in this catalog, CITE offers graduate programs and professional education in engineering, technology management, information systems environmental science, and safety. The *Graduate Catalog* contains further information.

DEGREE PROGRAMS

The College of Information Technology and Engineering offers the following programs:

1. Pre-Engineering program
2. Bachelor of Science in Civil Engineering (offered in collaboration with WVU and WVU Tech; degree is from WVU Tech)
3. Bachelor of Science in Engineering (B.S.E.) degree is in planning and pending Board of Governors' approval. Upper-level courses are anticipated to be offered in Fall 2006. Please consult the college Web page (www.marshall.edu/cite) for updated information.
4. Bachelor of Science in Computer Science (offered jointly with College of Science)
5. Bachelor of Science in Safety Technology
6. Master of Science in Engineering with emphases in Engineering Management or Environmental Engineering
7. Master of Science in Environmental Science
8. Master of Science in Information Systems
9. Master of Science in Safety with emphases in Occupational Health, Occupational Safety and Health, Mine Safety, or Safety Management
10. Master of Science in Technology Management with emphases in Environmental Management, Information Technology, Manufacturing Systems, or Transportation Systems and Technologies

ADMISSION REQUIREMENTS

CITE admission requirements for students in addition to Marshall general requirements at the freshman level are:

- B.S. in Computer Science - Math ACT of 23 and minimum composite ACT of 21 (Math SAT of 540; composite SAT of 980)
- Pre-Computer Science - Math ACT of 21-22 and minimum composite ACT of 21 (Math SAT of 500-530; composite SAT of 980)
- B.S. in Safety Technology - Math ACT of 19 and minimum composite ACT of 19 (Math SAT of 460; composite SAT of 980)
- Pre-Engineering program - Math ACT of 23 and minimum composite ACT of 21 (Math SAT of 540; composite SAT of 980)
- Math ACT of 23 and minimum composite ACT of 21 (Math SAT of 540; composite SAT 980)

CITE Undecided - Math ACT of 19, minimum composite ACT of 19 (Math SAT of 460; composite SAT of 900)

ACADEMIC POLICIES

Advising

The college requires all freshmen and CITE Undecided students to see their advisors before they register each semester.

Credit Evaluation

During the junior year, and no later than the completion of 80 semester hours, an appointment is to be made with your academic advisor for a credit evaluation. This evaluation will show what course requirements have been completed, and what requirements remain. The evaluation will also help ensure that satisfactory progress is being made toward graduation.

Academic Probation and Suspension

Please consult the university's policy on academic probation or suspension.

PRE-ENGINEERING

Dr. Bill Pierson, Division Chair
pierson@marshall.edu

Marshall University offers a pre-engineering program that consists of the first two years of a professional engineering curriculum, including basic mathematics, science, and core engineering courses common to most undergraduate engineering programs. In order to complete the final two years of a specific engineering degree such as chemical, civil, electrical/computer, or mechanical engineering, students must transfer to another institution (usually West Virginia University or West Virginia University Institute of Technology).

To qualify for admission a minimum Math ACT score of 23 (Math SAT of 540) and a composite score of 21 (SAT composite of 980) is required. However, students meeting the university's general admission requirements with a Math ACT of 19 (MTH SAT 460) may be admitted on a probationary status as a CITE undecided major. In order to transfer into the engineering program, students must meet the Math ACT requirement, or have successfully completed required prerequisites for MTH 229. If transfer students do not meet the above requirements they may be admitted on a probationary status as listed above for program admission.

With the possible exception of specialized fields such as chemical and computer engineering, where specialized coursework is sometimes offered in the second year, students transferring to professional engineering programs after two years should be able to complete their B.S. requirements in the normal amount of time. The plan of study outlined below provides the general sequence of courses taken by each engineering discipline. Since each student may have different qualifications and background, and since requirements may vary slightly for different professional schools, each student should meet with the pre-engineering advisor to plan an individual course of study.

(continued)

First Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
MTH 229, Calculus I	5	MTH 230, Calculus II	4
ENG 101, English Composition	3	ENG 102, English Composition	3
CHM 211, Chemistry I	3	ENGR 111, CS For Engineers I	3
CHM 217, Chem. Lab. I	2	CHM 212, Chemistry II*	3
ENGR 107, Introduction to Engineering	3	CHM 218, Chem. Lab. II	2
UNI 101, Orientation	<u>1</u>	Humanities/Social Science	<u>3</u>
	17		18

Second Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
MTH 231, Calculus III	4	MTH 335, Differential Equations	4
ENGR 213, Statics	3	ENGR 214, Dynamics	3
PHY 211, Physics I	4	PHY 213, Physics II	4
PHY 202 or 212, Physics Lab	1	PHY 204 or 214, Physics Lab	1
ENGR 201, Circuits I*	4	ENGR 221 Engineering Economy* or ENGR 219 Thermodynamics*	
GLY 200 Geology*		ENGR 216 Mech. of Materials* or ENGR 202, Circuits II*	<u>4</u>
or ENGR 221, Engineering Economy*	<u>3</u>		18-19
	19		

* See advisor; course not required by all disciplines.

Engineering Minor

A student may be awarded a minor in engineering by completing any five of the following courses with a grade of *C* or better in each course: ENGR 201, ENGR 202, ENGR 213, ENGR 214, ENGR 216, ENGR 219, and ENGR 221.

TRANSFER TO BACCALAUREATE PROGRAMS IN ENGINEERING

Administrative Bulletin No. 23 of the Board of Trustees establishes policies for transfer of students from pre-engineering programs to baccalaureate programs at West Virginia University and West Virginia University Institute of Technology.

POLICIES AND PRACTICES FOR THE TRANSFER PROCESS

- A. Any student (1) who is a resident of West Virginia, (2) who meets the admission standards for a receiving institution at the time they are admitted by the sending institution, (3) who maintains a GPA of 2.0 or higher during the equivalent of four terms (64 credit hours) at a sending institution will be assured admission into a baccalaureate program in engineering at the receiving institution, provided the student has satisfactorily completed all prerequisite courses. Qualified students who have completed fewer than 64 credit hours at a sending institution will be considered for admission to a baccalaureate engineering program at a receiving institution in the same manner as the receiving institution's regular returning students. Students should consult the college handbook of the desired receiving institution for admission requirements.

Students who have completed a pre-engineering program should have completed the following core of courses:

Calculus	12 hrs.
Chemistry	8 hrs.

(continued)

Physics.....	8 hrs.
English.....	6 hrs.
Statics.....	3 hrs.
Computer Programming.....	2 hrs.
Graphics.....	2 hrs.

- B. Any student (1) who is **not a resident** of West Virginia, (2) who meets the non-resident admission standards for a receiving institution at the time they are admitted by the sending institution, and (3) who maintains a GPA of 2.0 or higher during the institution will be assured admission into a baccalaureate program in engineering at a receiving institution, provided the student has satisfactorily completed all prerequisite courses. Qualified students who have completed fewer than 64 credit hours at a sending institution will be considered for admission to a baccalaureate engineering program at a receiving institution on a case-by-case basis.
- C. Any student who does not qualify under A or B above, but who nonetheless is admitted to a pre-engineering program at a sending institution, must be informed that there is no assurance that he or she will be admitted to a baccalaureate program in engineering at a receiving Institution. These students will be admitted to the College of Engineering and to a curriculum if they have completed at least 8 hours of calculus, 8 hours of applicable physics or chemistry, and 4 hours of graphics and computer programming and one semester of freshman composition with an overall 2.5 GPA and a 2.5 GPA in math and science courses. Students who do not meet the minimum transfer requirements, but who demonstrate special aptitude for engineering studies, may request admission to a baccalaureate program in engineering at a receiving institution by written petition to the appropriate administrator at the receiving institution. Although these guidelines are designed to accommodate students who wish to transfer into a baccalaureate engineering program from an approved two-year pre-engineering program, differences in the range and scope of offerings at each institution cannot assure that a student will be able to complete the baccalaureate degree in all fields of engineering within a four-year period.

Any student who is admitted by transfer from a pre-engineering program at a sending institution will be treated by the receiving institution like the receiving institution's regular returning student. Access to student housing and other privileges at the receiving institution will be controlled by the usual offices, in accordance with the institution's standard practices.

All pre-engineering students at a sending institution will have an opportunity annually to consult with academic advisors from the receiving institutions to ensure adequate articulation of engineering program requirements.

The number of slots available in certain high demand programs at West Virginia University may be limited. In these cases, West Virginia University may invite qualified applicants to select another field.

CIVIL ENGINEERING

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Marshall University, West Virginia University Institute of Technology (WVU-Tech) , and West Virginia University have entered into a cooperative agreement to provide access to WVU-Tech's ABET-accredited Bachelor of Science in Civil Engineering (BSCE) degree on

Marshall University's campus. This agreement is structured to bring third- and fourth-year WVU-Tech civil engineering courses to Marshall's campus and to complement the existing Marshall engineering transfer program that consists of core math, science, and engineering courses common to the first two years of most engineering disciplines.

In order to complete the WVU-Tech BSCE degree, students must meet the admission requirements of the Marshall pre-engineering program and are required to complete the courses listed in the following sample curriculum plan. This curriculum plan represents a combination of the existing Marshall engineering transfer program and the final two years of the WVU-Tech BSCE program. Successful completion requires that students adhere to all of the WVU-Tech academic requirements for the BSCE degree. Please consult an advisor.

Sample Curriculum Plan

First Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
MTH 229, Calculus I	5	MTH 230, Calculus II	4
ENG 101, English Composition	3	ENG 102, English Composition	3
CHM 211, Chemistry I	3	ENGR 111, CS For Engineers I	3
CHM 217, Chem. Lab. I	2	CHM 212, Chemistry II	3
ENGR 107, Introduction to Engineering	3	CHM 218, Chem. Lab. II	2
UNI 101, New Student Seminar	<u>1</u>	Humanities/Social Science elective	<u>3</u>
	17		18

Second Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
MTH 231, Calculus III	4	MTH 335, Differential Equations	4
ENGR 213, Statics	3	ENGR 214, Dynamics	3
PHY 211, Prin. of Physics I	4	PHY 213, Physics II	4
PHY 202, Physics Lab	1	PHY 204, Physics Lab	1
ENGR 241, Geomatics	3	ENGR 216, Mech. of Materials	3
Humanities/Social Science elective	<u>3</u>	GLY 200, Physical Geology	<u>3</u>
	18		18

Third Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
MTH 345, Applied Statistics	3	ENGR 221, Engineering Economy	3
ENGR 218, Fluid Mechanics	3	CVLE 322, Soil Mechanics	4
ENG 354, Scientific and Technical Writing	3	CVLE 342, Transportation Engineering	3
CVLE 321, Engineering Materials	3	CVLE 413, Reinforced Concrete	3
CVLE 212, Structural Analysis	4	CVLE 431, Hydraulic Engineering	4
Humanities/Social Science elective	<u>3</u>		<u>17</u>
	19		

Fourth Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
CVLE 452, CE Seminar	1	CVLE 453, CE Projects	3
CVLE 432, Sanitary Engineering	4	CVLE Elective	3
CVLE 443, Highway Design	3	Technical Elective	3
CVLE 433, Advanced Hydraulic Engineering ...	3	Technical Elective	3
CVLE 425, Foundation Design	3	Humanities/Social Science elective	3
ENGR 201, Circuits I	<u>4</u>	Humanities/Social Science elective	<u>3</u>
	18		18

COMPUTER SCIENCE

Dr. Bill Pierson, Division Chair
pierson@marshall.edu

Professors

Chaudri (CITE), Hankins (CITE), Tesser (CITE)

Associate Professors

Chahryar (CoS), Fuller (CITE), Gudivada (CITE), Logan (CITE)

Assistant Professors

Biros (CITE), Dementiev (CoS), Morgan (CoS)

Please note: this listing can be found in the sections of both of the colleges that offer this joint degree.

A Bachelor of Science degree program with a major in Computer Science is jointly offered by the College of Science (COS) and the College of Information Technology and Engineering (CITE). For administrative purposes, student applications and records will be housed in CITE.

The Bachelor of Science in Computer Science program prepares students for careers in computer science through learning based on practice and grounded in theory. Students learn how to analyze, design, build, test, and deploy computer based systems by making technical trade offs between performance, scalability, availability, reliability, security, maintainability, cost and societal impact. Marshall's computing facilities are state-of-the-art and readily available to students.

The program was initiated in the fall of 2004, and courses are being phased in yearly, with all courses in place by the 2007-08 academic year. (The sample programs of study and the course listings provide anticipated starting semesters for each course.) Please work closely with your advisor to ensure that you take courses in the appropriate sequence.

Admission and Transfer Criteria

Minimum requirements for admission into the Computer Science major for first-time freshmen are

- an ACT composite score of 21 (composite SAT of 980) and
- an ACT mathematics score of 23 (Math SAT of 540).

Minimum requirements for admission into the Computer Science major for transfer students, whether from within Marshall University or from another institution, are:

- 15 earned semester credit hours of college-level coursework,
- an overall Grade Point Average of at least 2.5 in all college-level coursework,
- completion of ENG 101 (or equivalent) with a grade of C, and
- completion of MTH 132 (or equivalent) with a grade of C.

Since enrollment may be limited, prospective students are encouraged to apply for admission as soon as possible and are urged to contact an advisor.

For those desiring to major in computer science who do not meet the admission or transfer criteria listed above:

- Students may be admitted to "Pre-Computer Science" with minimum a ACT composite of 21 and an ACT mathematics score of 21-22 (composite SAT of 980; Math SAT of 500-

530). Transfer students must be eligible for MTH 130 and MTH 122.

Students may be admitted to “CITE Undecided” with an ACT composite of 19 and an ACT mathematics score of 19-20 (composite SAT of 900; Math SAT of 460-490). Transfer students must be eligible for MTH 127 and MTH 122.

Students in the two categories above must complete the criteria for transfer students to Computer Science. Registration for Computer Science courses will be permitted once transfer criteria are met.

B.S. Degree Requirements

The B.S. degree program requires 128 credit hours of coursework. Students are advised to pay careful attention to Marshall Plan requirements; please consult an advisor. The general degree requirements of the Colleges of Science and Information Technology and Engineering are superseded by the requirements outlined below (all courses are 3 hours except where indicated):

A. Program General Requirements 70-73

I. Orientation 1

Choose one of the following:

UNI 101: New Student Seminar (1 CH)

HON 101: New Student Seminar Honors (1 CH)

II. General Education 30

The Marshall Plan requires students to complete one Multicultural course, two International courses, and one Writing Intensive course. In selecting courses for the areas below, students should work to complete the Marshall Plan.

1. Communications 12

The following courses are required:

Choose one of the following three options

for meeting the English Composition requirement:

- ENG 101: English Composition I and
ENG 102: English Composition II
- ENG 101: English Composition I
and ENG 302: Research Intensive Writing
- ENG 201H: English Composition Honors (6 hrs.)

ENG 354: Scientific and Technical Writing

CMM 103: Fundamentals of Speech Communication

2. Humanities, the Arts, and Literature 9

The following courses are required:

Humanities: one course in Classics, Philosophy,
or Religious Studies. [PHL 200: Introduction to
Philosophy: Ancient Period is recommended.]

The Arts: one course from the following:

- ART 112: Introduction to Visual Arts I
- MUS 142: Appreciation of Music I
- THE 112: Theater Appreciation I

Literature: one course from the following:

- Classics CL 230, 231, 232, 233, 234
- any English 300 or 400 level literature course except ENG 302, 353, 360, 377, 378, 402, 408, 444, 491, 492
- any 300 or 400 level French, German, Latin, or Spanish literature course.

3. Social Sciences 9

Choose three courses, but no more than one course from each area:

- Geography: any course.
- History: any course.
- Political Science: any course.
- Psychology: any course. PSY 201 is recommended.
- Sociology/Anthropology: any course *except* SOC 344, 345, and 445.

III. Mathematics 18

The following courses are required:

- MTH 220: Discrete Structures
- MTH 229: Calculus with Analytic Geometry I (5 hrs.)
- MTH 230: Calculus with Analytic Geometry II (4 hrs.)
- MTH 329: Elementary Linear Algebra
- MTH 345: Applied Probability and Statistics

IV. Science 12-15

Choose three of the following, including one two-semester sequence (either BSC 120-121, CHM 211-212 & 217-218, or PHY 211-214):

- BSC 120: Principles of Biology I (4 CH)
- BSC 121: Principles of Biology II (4 CH)
- CHM 211: Principles of Chemistry I and
- CHM 217: Principles of Chemistry Lab I (5 CH total)
- CHM 212: Principles of Chemistry I and
- CHM 218: Principles of Chemistry Lab II (5 hrs. total)
- GLY 200: Physical Geology and
- GLY 210L: Earth Materials Lab (4 CH total)
- PHY 211: Principles of Physics I and
- PHY 212: Laboratory Methods in Physics I (5 hrs. total)
- PHY 213: Principles of Physics II and
- PHY 214: Laboratory Methods in Physics 1 (5 CH total)

(continued)

V. Business 9

The following courses are required:

- ENGR 221: Engineering Economy
- MGT 320: Principles of Management I
- ACC 215: Principles of Accounting I
or ACC 410: Financial Accounting (3 hrs. each)

B. Computer Science Core 40

The following courses are required (professional ethics and social responsibility topics are discussed in CS 490 and CS 491.):

- CS 110: Computer Science I
- CS 120: Computer Science II
- ENGR 204: Introduction to Digital Systems (4 CH)
- CS 210: Algorithms Analysis and Design
- CS 300: Programming Languages
- CS 305: Software Engineering I
- CS 310: Software Engineering II
- CS 320: Internetworking
- CS 330: Operating Systems
- CS 340: Cyber Security
- CS 350: Database Engineering
- CS 490: Senior Project I
- CS 491: Senior Project II (capstone)

C. Computer Science Electives minimum 6

Choose two of the following electives:

- CS 315: Software Quality Assurance
- CS 370: Computer Graphics
- CS 420: Distributed Systems
- CS 440: Image Processing
- CS 455: Systems Engineering
- CS 460: Multimedia Systems
- CS 475: Internship (3-12 CH)

D. Free Electives 6-12

Students may choose additional CS courses, liberal arts courses, courses towards a minor, or any other courses according to personal preference.

Computer Literacy

The Marshall Plan computer competency requirement is met by CS110 and CS120.

Minor in Computer Science

A student may be awarded a minor in computer science by completing a minimum of 15 credits that include the following courses: CS 110, CS 120, CS 210, and any two CS courses at the 300 or 400 level.

(continued)

Sample Programs of Study

The following are only samples; please consult an advisor. The first sample assumes a Math ACT of 23-26, making MTH 132 required. Each CS prefixed course shows the first semester in which that course is expected to be offered.

Sample Curriculum Plan 1 (Math ACT of 23-26)

Freshman Year

Fall Semester

CS 110 - 3 hrs.
ENG 101 - 3 hrs.
MTH 132 - 5 hrs.
Social Science 1 - 3 hrs.
UNI 101 - 1 hr.
Total Credit Hours: 15

Spring Semester

CS 120 - 3 hrs.
MTH 220 - 3 hrs.
ENG 102 - 3 hrs.
MTH 229 - 5 hrs.
Social Science 2 - 3 hrs.
Total Credit Hours: 17

Sophomore Year

Fall Semester

CS 210 (Fall 2005) - 3 hrs.
ENG 354 - 3 hrs.
Arts - 3 hrs.
MTH 230 - 3 hrs.
Science 1 - 3 hrs.
Total Credit Hours: 17-18

Spring Semester

CS 300 (Spring 2006) - 3 hrs.
MTH 329 - 3 hrs.
ENGR 204 - 4 hrs.
Social Science 2 - 3 hrs.
Science 2 - 4-5 hrs.
Total Credit Hours: 16-17

Junior Year

Fall Semester

CS 305 (Fall 2006) - 3 hrs.
CS 330 (Fall 2006) - 3 hrs.
CS 320 (Fall 2006) - 3 hrs.
MTH 345 - 3 hrs.
Science 3 - 4-5 hrs.
Total Credit Hours: 16-17

Spring Semester

CS 310 (Spring 2007) - 3 hrs.
ENGR 221 - 3 hrs.
CS 340 (Spring 2007) - 3 hrs.
CMM 103 - 3 hrs.
CS 350 (Spring 2007) - 3 hrs.
Literature - 3 hrs.
Total Credit Hours: 18

Senior Year

Fall Semester

ACC 215 - 3 hrs.
Humanities - 3 hrs.
CS 490 (Fall 2007) - 3 hrs.
MGT 320 - 3 hrs.
CS Elective - 3 hrs.
Total Credit Hours: 15

Spring Semester

CS 491 (Spring 2008) - 3 hrs.
Free Elective - 3 hrs.
CS Elective 2 - 3 hrs.
Free Elective - 3 hrs.
Free Elective - 3 hrs.
Total Credit Hours: 15

Sample Curriculum Plan 2 (Math ACT minimum of 27)

Freshman Year

Fall Semester

CS 110 - 3 hrs.
ENG 101 - 3 hrs.
MTH 229 - 5 hrs.
Social Science 1 - 3 hrs.
UNI 101/HON 101 - 3 hrs.
Total Credit Hours: 15

Spring Semester

CS 120 - 3 hrs.
MTH 220 - 3 hrs.
ENG 102 - 3 hrs.
MTH 230 - 4 hrs.
Social Science 2 - 3 hrs.
Total Credit Hours: 16

(continued)

Sophomore Year

Fall Semester

CS 210 (Fall 2005) - 3 hrs.
ENG 354 - 3 hrs.
Arts - 3 hrs.
MTH 345 - 3 hrs.
Science 1 - 4-5 hrs.
Total Credit Hours: 16-17

Spring Semester

CS 300 (Spring 2006) - 3 hrs.
MTH 329 - 3 hrs.
ENGR 204
Social Science 3 - 3 hrs.
Science 2 - 4-5 hrs.
Total Credit Hours: 15-16

Junior Year

Fall Semester

CS 305 (Fall 2006) - 3 hrs.
CS 330 (Fall 2005) - 3 hrs.
CS 320 (Fall 2006) - 3 hrs.
Humanities/Literature 1 - 3 hrs.
Science 3 - 4-5 hrs.
Total Credit Hours: 16-17

Spring Semester

CS 310 (Spring 2007) - 3 hrs.
ENGR 221 - 3 hrs.
ACC 215 - 3 hrs.
CMM103 - 3 hrs.
CS 350 (Spring 2007) - 3 hrs.
Free Elective - 3 hrs.
Total Credit Hours: 18

Senior Year

Fall Semester

CS 340 (Spring 2007)
Humanities/Literature 2 - 3 hrs.
CS 490 (Fall 2007) - 3 hrs.
MGT 320 - 3 hrs.
CS Elective - 3 hrs.
Total Credit Hours: 15

Spring Semester

CS 491 (Spring 2008) - 3 hrs.
Free Elective - 3 hrs.
CS Elective 2 - 3 hrs.
Free Elective - 3 hrs.
Free Elective - 3 hrs.
Total Credit Hours: 15

SAFETY TECHNOLOGY

Dr. D. Allan Stern, Division Chair

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The safety profession is an occupational field concerned with the preservation of both human and material resources through the application of various principles drawn from such disciplines as engineering, education, psychology, physiology, enforcement, hygiene, health, physics and management. "Safety Science" is a term for everything that goes into the prevention of accidents, illnesses, fires, explosions and other events which damage people, property and the environment.

The Bachelor of Science degree in Safety Technology offers students the option of preparing for entry-level positions in industry, governmental agencies and related service industries. The need for Safety Professionals has expanded due to Federal and State legislation governing safety and health in the workplace and an increase in public awareness of safety and health factors.

The program is accredited by and follows the recommendations of the Applied Science Accreditation Commission/Accreditation Board for Engineering & Technology (ASAC/ABET) for the preparation of Safety Professionals.

To qualify for admission to the B.S. in Safety Technology degree program a minimum Math ACT of 19 and minimum composite ACT of 19. (MTH SAT 460; composite SAT 900) is required. Each student in the program will be expected to maintain a 2.0 GPA overall and in areas of specialization. An internship (capstone experience) is required to be completed under the Marshall Plan and the program requirements.

A. Program General Requirements Total 33 to 37 Hrs.

I. Orientation: UNI 101, New Student Seminar 1 Hr.

II. Fine Arts/Humanities: 3 Hrs.

Student should choose ONE course from the following:

Art; or Theatre; or Music; or Religion; or Philosophy 302, 303, or 304

III. Communications Studies 15 Hrs.

English 101 3 hrs.

English 102 or English 201 (H) or ENG 302 3 hrs.

ENG 354 3 hrs.

CMM 103 or CMM 207 3 hrs.

And choose either:

CMM 302 or CMM 319 3 hrs.

IV. Mathematics: 5 to 9 Hrs.

Note: The mathematics a student must take will depend upon several factors such as the student's ACT score and mathematics proficiency. A student may need to take additional math courses to be brought up to an acceptable level. It is very important to talk to your advisor in selecting courses.

19 or 20 Math ACT (Math SAT of 460-490)

1. Math 127 (4 hrs.) and Math 122 (3); 7 hours total

OR

21 or higher Math ACT (Math SAT of 500)

2. Math 130 (3 hrs) and Math 122 (3 hrs); 6 Hrs total

Math 140** or Math 229 should also be considered if student is thinking of going on to graduate school in the future. This is a prerequisite for some graduate courses.

OR

23 or higher Math ACT (Math SAT of 540)

3. Math 132 or higher level course such as MTH 229 or 229H

V. Social Sciences: 9 Hrs

Multicultural 3 hrs

The program recommends SOC 200.

International 6 hrs

Select any course from the approved list. The program recommends GEO 100 or 203.

Note: The Marshall Plan requires the student to take a Writing Intensive Course (WIC). It is suggested that students take such a course when they take an International course.

Because the B.S. degree is an accredited program by ASAC/ABET, students must be able to demonstrate "proficiency" in the areas of mathematics and statistics; chemistry, physics, and sciences; communication studies; psychology and physiology; and major field of study, i.e. safety. To demonstrate proficiency in the areas, a grade no less than a C is required.

Students are reminded that a 2.00 GPA overall and in area of specialization is required.

B. Basic Studies for Safety Technology Program 50 Hrs.

CHM 211, Principles of Chemistry I	3
CHM 217, Principles of Chemistry Lab I	2
CHM 212, Principles of Chemistry II	3
CHM 218, Principles of Chemistry Lab II	2
CHM 204, General Chemistry II	3
(CHM 203 is not required for Safety majors who have completed the CHM 211 and 212 course sequence)	
PHY 201, General Physics I	3
PHY 202, General Physics Lab I	1
PHY 203, General Physics II	3
PHY 204, General Physics Lab II	1

Biology 104 or Biology 120 4

Any other College of Science course with advisor approval 4

Management: 3

Student should choose ONE course from the following:

MGT 320, Principles of Management	3
MGT 419, Business and Society	3
MGT 424, Personnel Management	3
MGT 425, Industrial Relations	3
ACC 215, Principles of Accounting	3

Statistics Courses 3

Student should choose ONE course from the following:

MTH 225, Introductory Statistics	3
PSY 223, El. Behavioral Statistics	3
MGT 218, Business Statistics	3

Psychology Courses 6

PSY 201, General Psychology	3
PSY 420, Introduction to Industrial Organizational Psychology	3

Anatomy/Physiology PE 201 Scientific Foundations 3

Engineering-Related Courses 6

MT 116, Manufacturing Processes	3
ENGR 221, Engineering Economy	3

Courses in this area MAY NOT be completed under the Credit/No Credit option.

Professional Safety Core	33
SFT 235, Introduction to Safety	3
SFT 340, Industrial Fire Prevention	3
SFT 372, Safety & Industrial Technology	3

SFT 373, Principles of Ergonomics	3
SFT 373L, Principles of Ergonomics Lab	1
SFT 375, Construction Safety I	3
SFT 454, Industrial Environmental Protection	3
SFT 454L, Industrial Environmental Protection Lab	2
SFT 465, Accident Investigation	3
SFT 475, Systems Safety	3
SFT 489, Process Safety Management	3
SFT 498, Environmental Safety and Health Legislation	3
SFT 499, Organization, Administration and Supervision of Safety Programs	3
SFT 490 (Capstone), Internship	3

C. Occupational Safety Electives (student must select 6 hours) 6

SFT 378, Safety Evaluation	3
SFT 453, International Safety	3
SFT 480-483, Special Topics	3
SFT 485-488, Independent Study	1-4
SFT 491-494, Workshop	1-4
SFT 497, Occ. Safety and Health	3

D. Other Courses as approved by your advisor

A minimum of 128 hours is required for graduation

TOTAL HOURS:..... 128 to 132

Occupational Safety & Health Minor (includes CHM and PHY prerequisites)

SFT 235, 372, 373, 373L, 499	13
Safety Elective	<u>3</u>
Total	16

Safety Technology Minor

SFT 235, 372, 375	9
Safety Elective	<u>6</u>
Total	15

Sample Curriculum Plan (Math ACT of 19-22; Math SAT of 460-530)

Freshman Year

<i>Fall Semester</i>		<i>Spring Semesterr</i>	
UNI 101	1	Fine Arts/Humanities	3
SFT 235	3	SFT 372	3
ENG 101	3	ENG 102	3
CMM 103 or CMM 207	3	BSC 104 or 120	4
MTH 127 or MTH 130 (3 hrs)	<u>5</u>	MTH 122	<u>3</u>
Total Credit Hours:	13-15	Total Credit Hours	16

(continued)

Sophomore Year

Fall Semester

SFT 340	3
SFT 375	3
PSY 201	3
PHY 201	3
PHY 202	1
CMM302 or 319	<u>3</u>
Total Credit Hours:	16

Spring Semester

SFT 373	3
SFT 373L	1
SFT 465	3
PHY 203	3
PHY 204	1
One of the following: MTH 225, PSY 223, MGT 218	3
Elective/Soc Sci*	<u>3</u>
Total Credit Hours	17

Junior Year

Fall Semester

SFT 460	3
SFT 489	3
CHM 211	3
CHM 217	2
Soc Science (SOC 200, GEO 100 or 203 recommended)*	3
ENGR 221	<u>3</u>
Total Credit Hours	17

Spring Semester

SFT 498	3
SFT Elective	3
CHM 212	3
CHM 218	2
PE 201	3
ENG 354	<u>3</u>
Total Credit Hours	17

Senior Year

Fall Semester

SFT 454	3
SFT 454L	2
SFT Elective	3
CHM 204	3
MT 116	3
One of the following: ACC 215, MGT 320, 419, 424, or 425	<u>3</u>
Total Credit Hours	17

Spring Semester

SFT 490**	3-12
SFT 499	3
PSY 420	3
Science course (with advisor approval)	4
Social Science (SCO 200, GEO 100 or 203 recommended)	<u>3</u>
Total Credit Hours	16

* Marshall Plan Requirements for SFT: 3 hrs Multicultural; 6 hrs International; 3 hrs Writing Intensive; Capstone

** SFT 490 is often taken in Summer.

Total hours: 129

Sample Curriculum Plan (minimum Math ACT of 23 or Math SAT of 540)

Freshman Year

Fall Semester

UNI 101	1
SFT 235	3
ENG 101	3
CHM 211	3
CHM 217	2
MTH 132 or MTH 229 or MTH 229H	<u>5</u>
Total Credit Hours	17

Spring Semester

Fine Arts/Humanities	3
SFT 372	3
ENG 102	3
CHM 212	3
CHM 218	2
One of the following: MTH 225, PSY 223, MGT 218	<u>3</u>
Total Credit Hours	17

Sophomore Year

<i>Fall Semester</i>	
SFT 340	3
SFT 375	3
PSY 201	3
PHY 201	3
PHY 202	1
CMM 103 or CMM 207	<u>3</u>
Total Credit Hours	16

<i>Spring Semester</i>	
SFT 373	3
SFT 373L	1
SFT 465	3
PHY 203	3
PHY 204	1
CMM 302 or 319	3
Elective/Soc Sci*	3
Total Credit Hours	17

Junior Year

<i>Fall Semester</i>	
SFT 460	3
SFT 489	3
CHM 204	3
PE 201	3
Soc Science (SOC 200, GEO 100 or 203 recommended)*	3
Total Credit Hours	15

<i>Spring Semester</i>	
SFT 498	3
SFT Elective	3
BSC 104 or 120	4
ENG 354	3
PSY 420	3
Total Credit Hours	16

Senior Year

<i>Fall Semester</i>	
SFT 454	3
SFT 454L	2
SFT Elective	3
MT 116	3
One of the following: ACC 215, MGT 320, 419, 424, 425	<u>3</u>
Total Credit Hours	14

<i>Spring Semester</i>	
SFT 490**	3-12
SFT 499	3
Science course/Advisor Approval	4
ENGR 221	3
Soc Science (SOC 200, GEO 100 or 203 recommended)*	<u>3</u>
Total Credit Hours	16-25

* Marshall Plan Requirements for Safety: 3 hrs. Multicultural; 6 hrs. International; 3 hrs. Writing Intensive; Capstone

** SFT 490 is often taken in Summer.

Total hours: 128



College of Liberal Arts

Dr. Christina Murphy, Dean
Dr. Samuel L. Dameron, Associate Dean

www.marshall.edu/cola

cola@marshall.edu

MISSION OF THE COLLEGE

The College of Liberal Arts is committed to excellence in higher education.

We have the responsibility to preserve, transmit, interpret, and create knowledge in an environment of free inquiry and expression.

We will provide instruction that forms the core of the undergraduate curriculum for all Marshall University students so they may think critically and imaginatively, communicate effectively, and understand various dimensions of human experience.

Within the disciplines of the College we will provide specialized instruction for undergraduate and graduate students, enabling them to develop the intellectual and moral abilities to live autonomous, sensitive, productive lives.

We will be active scholars who contribute to the wider academic community.

We will continue to use our expertise in the service of others.

DEGREE PROGRAMS

The College of Liberal Arts offers four-year degrees in these majors:

Classical Language Latin

Communication Studies

Criminal Justice

Professional Career Studies

Legal Studies

Economics

English

Geography

History

Humanities

Classics

Philosophy

Religious Studies

International Affairs
Modern Languages
 French
 German
 Spanish
Multidisciplinary Studies*
Political Science
Psychology
Sociology
 Anthropology
 Applied Sociology

*This major has entrance requirements listed in this catalog.

ADMISSION TO THE COLLEGE

1. Regular admission to the university constitutes admission to the College of Liberal Arts for students entering as freshmen and as transfers from other institutions. There is no separate admissions process.
2. The College of Liberal Arts will accept inter-college and college transfers.

ACADEMIC POLICIES

The college welcomes all students who intend to pursue a degree in a liberal arts discipline.

Advising

The college requires all freshmen and sophomores to see their advisors (or the Academic Advising Center staff if they are **Undecided**) before they register each semester. If you are a freshman or sophomore, a hold is placed on your registration and your advisor is the only person who can remove it. Some departments, such as Classics, Communication Studies, Philosophy, Political Science, and Religious Studies, have extended the advising requirement to all of their majors. Check your department listing in this catalog to determine your exact advising requirements. Your advisor will help you with advice and support when you have academic or career questions. During pre-registration, if you are subject to mandatory advising and a hold is placed on your registration, you will need to bring your proposed schedule to your advisor for approval. Although you most often will see your advisor during registration periods, all faculty advisors are available during office hours throughout the semester. You should arrange an appointment with your advisor at any time during the semester when you need advice or help.

Changing Your Major or College

If you want to declare a major, change your major, or transfer to a different college at Marshall, you must do this in the College of Liberal Arts office, 107 Old Main.

Choosing a Major

All students in the College of Liberal Arts must be enrolled in classes that satisfy the college core requirements and the requirements for their major in the College of Liberal Arts. If you do not know what field of study in Liberal Arts you want to pursue, you can declare yourself **Undecided in Liberal Arts**. However, if you are **Undecided** in the college, you must intend to select a major in Liberal Arts and should enroll in classes that satisfy core requirements in the college. You can select a major during your freshman or sophomore year, but the college asks juniors or seniors who have not chosen a major to transfer to another college that better meets their needs. You must always keep the college office informed about your selection of a major or your decision to remain **Undecided in Liberal Arts**. In either case, you should fill out a “Declaration of Major” form during Freshman Orientation or in the College of Liberal Arts office, Old Main 107.

Credit Evaluation (Junior Level)

During your junior year, and no later than the semester in which you complete 80 semester hours, you must make an appointment with the Academic Advisor in the College Office for a credit evaluation. This evaluation will show you exactly what course requirements you have completed and exactly what requirements remain. The evaluation also will help ensure that you are making satisfactory progress towards graduation. **You should apply for graduation in the college office during the first week of the semester in which you plan to graduate.**

Credit/Non Credit

No course in the major (except CJ 490 and PSY 370), the minor, or in college core requirements may be taken Credit/Non Credit. Courses you can take Credit/Non Credit include developmental courses, electives, Advanced Placement courses, certain practica, and internships.

Determining Your Catalog

You must meet the catalog requirements in effect at the time you declare your major. You then have ten years in which to complete your program. If you do not meet graduation requirements in this ten-year period, then you must meet the curriculum requirements of the catalog in effect at the date of graduation. If you decide to change your major in Liberal Arts or to transfer to another college, you are governed by the catalog in effect at the time of change.

Academic Standing

- **Good Standing**

You are in good standing when both your Marshall GPA and overall GPA are 2.0 or above.

- **Academic Probation**

If you have a deficit of quality points in your Marshall or overall GPA you are classified on “academic probation.” Quality point deficits accumulate as a result of excessive grades of *D* or *F*, causing your GPA to fall below a 2.0. If you are on academic probation, an academic hold is placed on your registration status. This means that you must register in person at the Registrar’s Office; you cannot use Web registration. You must also secure approval from the Associate Dean of the College of Liberal Arts before you

can register or change your schedule in any way. You will not be able to register for more than 14 semester hours. If you are on probation and are subject to mandatory advising, first bring your proposed schedule to your advisor. Once your advisor approves your schedule, bring it to the College Office for approval by the Associate Dean. The Associate Dean will help you set goals for academic progress through an Academic Improvement Plan. One strategy is to repeat courses taken before the 60th attempted hour in which you received a *D* or *F*. (See “*D/F* Repeat Rule” in this catalog.) When your quality point deficit is removed, you are no longer on academic probation.

DEGREE REQUIREMENTS

Students completing requirements in the College of Liberal Arts receive the Bachelor of Arts (B.A.) degree or a Bachelor of Science (B.S.) degree in Geography. Each degree requires 128 hours of credit. Within the 128 credit hours, you must meet these general and specific requirements.

General Requirements for Graduation

Candidates for graduation must have:

- a minimum of 128 credit hours (100-level or above);
- at least 26 hours in a major subject (see specific departmental requirements)
- at least 12 hours in a minor subject, no more than 3 of which may be from the 100 level; the minor subject can be chosen from any department in the university that offers a minor; all courses for a minor are offered in one department with the exception of the minors in Women’s Studies and International Affairs (**check the department listing in this catalog for specific requirements of the discipline in which you want to minor**);
- 48 hours earned in courses numbered 300-499; courses transferred from two-year or community colleges or Advanced Placement credit cannot be used to satisfy the upper division requirement regardless of the MU course equivalent; courses taken at four-year accredited colleges transfer at the level at which they were taken; if you plan to transfer credit to Marshall you should consult with the Associate Dean to determine if the credit will apply to your degree program;
- a Grade Point Average of 2.0 or higher on all work attempted at Marshall University, overall collegiate work, and in the major (some departments have more stringent requirements);
- a grade of *C* or better in English 102 or 201H or 302 (see listing under “English Composition Requirement”);
- all the requirements of the Marshall Plan (see listing under “Marshall Plan”);
- residence requirements of Marshall University, including 15 hours in the major field and 12 hours of 300/400 level coursework in Liberal Arts (see listing under “Residence Requirements”) and enrollment at Marshall at least one semester (12 hours) of the senior year;
- transfer of no more than 72 credit hours from an accredited West Virginia two-year institution of higher education.

Specific College Requirements for Graduation

<i>Requirement</i>	<i>Credit Hours</i>
ENGLISH COMPOSITION	6
<p>English 101 and 102 or Honors English 201H must be taken to fulfill the English requirement. Juniors and seniors who have not had ENG 102 must take ENG 302. (Students must earn at least a <i>C</i> in ENG 102, ENG 201H, or ENG 302.)</p>	
FOREIGN LANGUAGE.....	12
<p>Successful completion of 12-hour sequence ending with ARB 204; FRN 204; GER 204; GRK 302; JPN 204; LAT 204; MDL 204; PRT 204; or SPN 204. Students must complete the sequence beginning with the first course they take. Students with at least 2 years of high school Spanish or French can begin with SPN or FRN 112 for which they will receive 6 hours of credit (for FRN 101 or SPN 101) if they earn at least a <i>C</i>. The next course in the sequence would then be Spanish 203 or French 203. Up to 3 semesters may be waived by the Modern Language Department for language taken in high school. This requirement also may be waived through conclusive proof of native proficiency of a foreign language and its culture.</p>	
COMMUNICATION STUDIES	3
<p>Students should take CMM 103 or 104H. This requirement may be waived by the Communication Studies Department if high school speech was taken and student passes a proficiency exam administered by the department.</p>	
FINE ARTS	3
<p>Choose one course from: ART 112, MUS 142, THE 112.</p>	
CLASSICS, PHILOSOPHY OR RELIGIOUS STUDIES	3
<p>Any 3-hour course must be taken from among the following: any Classics course except CL 230, 231, 232, 233, 234; any Philosophy course; or any Religious Studies course except RST 304, 310, 320, 325, 351.</p>	
LITERATURE REQUIREMENT	6
<p>Hours may be taken from any of the following: Classics 230, 231, 232, 233, 234; any English 300 or 400 level course in literature (writing courses do <i>not</i> count); any Latin 300 or 400 level course; Religious Studies 304, 310, 320, 325, 351; any 300 or 400 level course in French, German, or Spanish literature.</p>	
SOCIAL SCIENCES	15
<p>Courses are to be taken in at least three fields. (Check prerequisites before registering).</p>	
Criminal Justice	
Economics	
History	
Political Science	
Psychology	
Sociology/Anthropology (any course except SOC 108)	
Geography: Any course except 101, 425, 429, 430	
Women's Studies 101	

NATURAL SCIENCES.....	12
Integrated Science—4 hours (prerequisite MTH 121 or above)	
Choose 8 additional hours from the following fields: (Check prerequisites before registering)	
Biology	
Chemistry	
Physics	
Physical Science	
Geology	
Geography 101, 101L	
MATHEMATICS	3
MTH 121 or above	
COMPUTER LITERACY AND COMPETENCY	
Computer literacy to be acquired in English composition classes. Computer competency to be determined by the student’s major department.	
MINOR REQUIREMENT	12-18
Courses for a minor are specified by each department. Check the department listings for course requirements.	

FOUR-YEAR CURRICULA

DEPARTMENT OF CLASSICS

Dr. Caroline A. Perkins, Chair

***www.marshall.edu/classical-studies/
classicalstudies@marshall.edu***

Professors

Lloyd, Perkins

Associate Professor

Fogel

Classics is the area of scholarly study which investigates the Greek and Roman past in order to understand ourselves in relation to the past. This academic area includes the archaeologies, histories, literatures, languages, and cultures of ancient Greece and Rome from their Neolithic origins until the end of the Fifth Century C.E.

Degrees in Classics and Latin offer the same variety of career opportunities as other Liberal Arts degrees. In general, they provide a broad base of knowledge and intellectual skills that enable individuals to be flexible and versatile in a constantly changing job environment. In particular these degrees provide: a) a solid basis for professional training in law and medicine; b) preparation for occupations connected with Classical Archaeology; c) a basis for work in various government positions where there is a long tradition of hiring people with a classical background; and d) preparation for occupations connected with education, which include teaching in public and private schools as well as at the college and university levels.

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The B.A. in Classics through the Humanities degree program combines interdisciplinary study with a concentration in Classics. This thirty-three hour degree consists of three team-taught interdisciplinary core courses from any combination of 250, 390-394 and 490-494, of which a 400-level course serves as the capstone course for the degree, one introductory course from Classics, Philosophy, and Religious Studies, and five upper-level courses chosen from any discipline. Each student works with an advisor and may work with a committee of faculty to design these contract courses so that they center on a particular interest or area of study.

There are two minors in Classics. A minor in Classical Culture consists of fifteen hours selected from CL 319, 370, 435, 436, and 460 and 470. A minor in Classical Literature consists of fifteen hours of CL 230, 231, 232, 233, and 234.

The B.A. in Latin can be acquired through the College of Liberal Arts or the College of Education and Human Services. In both, the degree consists of Classics 436 (Roman Civilization) and thirty hours of Latin, eighteen of which must be above Latin 204. Latin majors are required to complete a senior portfolio that documents their work in all advanced Latin classes (above LAT 204). When they enroll in their final advanced Latin class (LAT 404, 408, 409, or 410), they must also enroll in Latin 499, the Latin Capstone Experience, the non-credit course in which they will complete this portfolio. The approval of this portfolio by the faculty of the Department of Classics is required for graduation. We also recommend that students who are planning to pursue graduate education in Classical Philology take two years of Greek.

A minor in Latin consists of twelve hours of Latin, nine of which must be above the 100 level, and CL 436 (Roman Civilization). A minor in Greek consists of Greek 201, 202, 301 and 302, and CL 435 (Greek Civilization)

In addition to the specific major requirements, students must fulfill the general and specific requirements for the B.A. Degree in the College of Liberal Arts or the College of Education and Human Services, and must demonstrate a proficiency in computer literacy through completion of IT 101 or its equivalent, and a proficiency in writing through examination by the department.

Master of Arts in Teaching

Students who are planning a career in secondary school education can complete their preparation for this field with the Master of Arts in Teaching offered by the College of Education and Human Services. This degree combines the undergraduate major in Latin with education courses and clinical experience. Students must specialize in a second content area in addition to Latin.

DEPARTMENT OF COMMUNICATION STUDIES

Dr. Bertram W. Gross, Chair

***www.marshall.edu/commstu/
commstu@marshall.edu***

Professors

Bookwalter, Brammer, Edmunds, Gross, Woods

Associate Professors

Cooper, Greenwood

Assistant Professors

Gilpin, Winton

The Department of Communication Studies offers a variety of courses and major concentrations designed to provide current knowledge, cognitive abilities, and competencies in communication. The concentrations prepare graduates for various communication roles and functions in personal life, organizations, and society. The department's offerings are augmented by the forensics program.

Communication Studies majors must fulfill the general and specific requirements for the B.A. degree. Courses which fulfill a general education requirement in Communication Studies (CMM 103, CMM 104H, or CMM 207) may not be used to satisfy major requirements. CMM 255, or an approved alternative, may be used to satisfy the computer literacy requirement. CMM 255 may also be used to meet a major requirement.

The major in Communication Studies consists of 36 hours. All majors are required to take CMM 303, CMM 411, and CMM 478, which is the capstone course. In addition, a Communication Studies major must complete the requirements for a concentration in interpersonal, organizational, or public communication.

Interpersonal Communication

The Interpersonal Communication concentration is intended for students seeking personal enrichment and/or futures in service industries and institutions, the professions, or graduate work in the field of Communication Studies. The following departmental courses are required for this concentration: CMM 213, CMM 311, CMM 315 or CMM 322, CMM 345, CMM 413, and CMM 420. An additional 9 hours of electives in Communication Studies are required. The department recommends forming a minor, in consultation with an advisor, in one of the following departments: Counseling and Rehabilitation, Psychology, or Sociology.

Organizational Communication

The Organizational Communication concentration is intended for students seeking communication roles in organizations, industries, corporations, and/or government institutions, as well as graduate work in the field of Communication Studies. The following departmental courses are required for this concentration: CMM 302, CMM 315, CMM 319 or CMM 322, CMM 401, CMM 408, and CMM 420. An additional 9 hours of electives in Communication Studies are required. The department recommends forming a minor, in consultation with an advisor, in one of the following departments: Journalism (Public Relations), Management, Political Science, Psychology, or Sociology.

Public Communication

The Public Communication concentration is intended for students seeking public roles in the legal, political, and/or other communication settings of democratic society, as well as graduate work in the field of Communication Studies. The following departmental courses are required for the concentration: CMM 205, CMM 302, CMM 308, CMM 310, CMM 402, and CMM 409. An additional 9 hours of electives in Communication Studies are required. The department recommends forming a minor, in consultation with an advisor, in one of the following departments: Criminal Justice, English, History, Journalism, Marketing, or Political Science.

Communication Education

In cooperation with the College of Education and Human Services, Communication Studies offers a concentration in Communication Education. This concentration is intended for students seeking teaching specialization in Oral Communication for the Middle School (grades 5-9) or Middle and Secondary School (grades 5-12). See the College of Education and Human Services section for college and specialization requirements.

Minor in Communication Studies

A minor in Communication Studies consists of 12 hours, but may not include CMM 103, CMM 104H, or CMM 207 as those courses are used to fulfill general education requirements.

DEPARTMENT OF CRIMINAL JUSTICE

Margaret Phipps Brown, Chair

www.marshall.edu/criminal-justice

criminal-justice@marshall.edu

Professors

Brown, Dameron

Associate Professor

Grubb

Assistant Professors

Bora, DeTardo-Bora

The Criminal Justice Department provides undergraduate and graduate students with high quality criminal justice education to prepare them for future success in: (1) public service (*i.e.*, law enforcement, courts and administration, probation, parole, jails and prisons, juvenile justice, victims' services, and training/teaching); (2) law school; (3) graduate school; or (4) the private sector (*i.e.*, loss prevention/security and corrections). A unique contribution of the Criminal Justice Department is to develop students' intellectual abilities, critical thinking skills, research skills, language/communication skills, and problem-solving skills within a broadly based exposure to the study of the law, the legal system, and the practical realities of how social, economic, and political contexts influence the roles of professionals/practitioners and also the operation of the criminal justice system. The Criminal Justice Department is also committed to: (1) applied and basic research; (2) leadership in public service to the community; (3) educating students in forensic applications and technological integration; and (4) developing insight into multicultural and global issues.

Please note that the Criminal Justice curriculum is in the process of revision. New majors should check with their advisors for an updated listing of Criminal Justice classes and requirements.

A candidate for a bachelor's degree in Criminal Justice must fulfill the general and specific requirements of the College of Liberal Arts. In addition, the student must select one concentration area (Professional Career Studies or Legal Studies) and one specialization, such as Law Enforcement, Corrections, Forensic Science, Juvenile Justice, Victims' Rights and Services, or Security Management. For a current list of available specializations, contact the Criminal Justice department chair.

Concentration A: Professional Studies

The Professional Studies concentration prepares students to work in Criminal Justice or attend graduate school. All students must complete 39 hours which include CJ 200, CJ 211, CJ 231, CJ 322, CJ 325, CJ 404, and a course in statistics (MTH 225, PSY 223, SOC 345, or EDF 417), plus eighteen additional hours of Criminal Justice electives.

Students contemplating graduate work and/or professional career positions within the federal government are encouraged to take ECN 250 and 253 and SOC 443 as elective courses.

Concentration B: Legal Studies

This is intended for students interested in pursuing professional careers within the legal system and/or entering law school. The required course sequence includes: LAS 101, 102, 211, and 212, and CJ 200, 301, 322, 323, 421, and 422. Also, CJ 404 and HST 342 are recommended. Students contemplating graduate work and/or professional career positions within the federal government are encouraged to take ECN 250 and 253 and SOC 443 as elective courses.

The Legal Assisting/Legal Studies Dual Degree program allows students possessing an associate degree in Legal Assisting from the Community and Technical College to apply designated credits toward a baccalaureate degree in Criminal Justice/Legal Studies. Students interested in pursuing the Legal Assisting/Legal Studies Dual Degree program should contact the chair of the Criminal Justice Department for information concerning the requirements of the College of Liberal Arts to assure timely completion of the Legal Assisting/Legal Studies Dual Degree program.

Capstone Requirements for the Criminal Justice Department

The capstone requirements for the Criminal Justice department consist of the following:

- A. Completion of a Capstone Course
CJ 404 for Professional Studies Students
CJ 301 for Legal Studies Students
- B. Passing the Criminal Justice Writing Requirement
- C. Completion of the Capstone Experiential Requirement
Students may complete this requirement in one of four ways:
 - (1) A Criminal Justice Internship (3 credit hours/135 hours); or
 - (2) Volunteer service (135 hours) to a criminal justice agency approved by the student's advisor and verified in writing by the agency; or
 - (3) Professional work experience in the field of criminal justice (135 hours), which is approved by the student's advisor and verified by the agency in writing; or
 - (4) A 135-hour combination of the above options that is approved by the student's advisor.

DEPARTMENT OF ECONOMICS

Dr. Lawrence P. Shao, Head, Division of Finance and Economics

shao@marshall.edu

Professors

Adkins, Akkihal, Brookshire, Smith, Zapalska

Associate Professors

J. Agesa, R. Agesa, Newsome, Wilkins

Assistant Professor

Hamilton

(continued)

The Division of Finance and Economics, housed in the Lewis College of Business, offers College of Liberal Arts students the option to earn a B.A. in Economics. This option gives students an opportunity to develop their ability to analyze economic problems and issues (e.g., unemployment, inflation, economic growth and development, government taxation and spending policies, environmental degradation and protection, the distribution of income and wealth, international trading, and financial arrangements). Students will, in the process, deepen their understanding of the U.S. economy and other economies around the world.

Students who select this option must fulfill all COLA requirements for the B.A. degree and complete the following coursework: Economics 250, 253, 326, 328, 423, 440, 466-67 (Capstone); 9 additional hours in Economics to be chosen with the advice and approval of the Academic Advisor; Mathematics 203; and Management 218. Students, alternatively, may earn a Minor in Economics by completing 12 hours in Economics, with no more than 6 of those hours at the 200 level or lower.

The BA option in Economics prepares students for several types of careers. For example, this option helps students prepare for:

1. *Law School.* Law schools place a high value on economics as an undergraduate major.
2. *Graduate School.* The B.A. in Economics is an excellent preparation for the M.B.A., as well as for further studies in Economics.
3. *Administration or research positions in business firms, government agencies, labor organizations, or private foundations.*

For further information, please contact Dr. Lawrence P. Shao in the Lewis College of Business.

DEPARTMENT OF ENGLISH

Dr. David Hatfield, Chair

www.marshall.edu/english

english@marshall.edu

Professors

Deutsch, Duke, Erickson, Hood, Johnson, Lumpkin, McKernan, Moore, Murphy, Ramsey, Riemer, Rodier, Stringer, Taft, Teel, Van Kirk

Associate Professors

Badia, Bean, Burbery, Hatfield, Schiavone, Schray, Smith, Young

Assistant Professors

Grady, Green, Hong, Kirkwood, Swan, Whalen

The Department of English offers a wide range of courses in literature, language, and writing. These courses are designed to meet the needs and interests of English majors in the various colleges, of English minors, and of students majoring in other fields.

Four areas of emphasis are available to the English major: a Literature English Major, a Writing English Major, a Pre-professional English Major, and an English Education English Major.

Although the emphases of each area differ, the goals are essentially the same: an acquaintance with English and American literature necessary for the liberally educated person; a knowledge of the language necessary for perceptive reading and writing; an ability to

write English with competence and grace; and a sense of English studies as a discipline. The capstone experience for English majors consists of ENG 420 (Senior Seminar). An exit portfolio is required.

Under the following new curricula options, majors in all English strands, except Writing, **must** select no more than 12 hours of their coursework at the 300 level. Majors in the Writing strand must select no more than 15 hours of their coursework at the 300 level.

Literature English Major: 36 hours

Students and advisors should carefully work out appropriate courses and minors for this concentration. Especially recommended are courses and minors from other humanities departments.

<i>Courses</i>	<i>Hours</i>
I. English 350: Literary Studies for English Majors (should be taken within first 9 hours of coursework)	3
II. British Literature to 1800, including at least one course from 409 or 411	6
III. Shakespeare: one course from 410 or 412	3
IV. British Literature since 1800 (300- or 400-level)	3
V. American Literature to 1865 (300- or 400-level)	3
VI. American Literature since 1865 (300- or 400-level)	3
VII. Language Study: English 405, 475, 476, or 478	3
VIII. Diversity: English 450, 451, 428, 303, 340, 341, or 342	3*
IX. Senior Seminar: English 420	3
X. Electives	6

*Or any 400-level literature course designated *I* or *M* under the Marshall Plan.

Pre-Professional English Major: 33 hours

This concentration is designed to be pursued with another major in order to enhance the liberal arts and communication skills valued in many professional specializations. Permission of the chairperson is required.

<i>Courses</i>	<i>Hours</i>
I. English 350: Literary Studies for English Majors (should be taken within first 9 hours of coursework)	3
II. British Literature to 1800, including at least one course from 409, 410, 411, or 412	6
III. British Literature since 1800 (300- or 400-level)	3
IV. American Literature to 1865 (300- or 400-level)	3
V. American Literature since 1865 (300- or 400-level)	3
VI. Language Study: English 405, 475, 476, or 478	3
VII. Diversity: English 450, 451, 428, 303, 340, 341, or 342	3*
VIII. Advanced Writing: English 354 or 408	3
IX. Senior Seminar: English 420	3
X. Electives	3

*Or any 400-level literature course designated *I* or *M* under the Marshall Plan.

Writing English Major: 36 hours

Students aided by their advisors will work out carefully the proportion of literature courses to writing courses in relation to the desired emphases in writing fiction, poetry, or non-fiction prose.

<i>Courses</i>	<i>Hours</i>
I. English 350: Literary Studies for English Majors (should be taken within first 9 hours of coursework)	3
II. British Literature to 1800, including at least one course from 409, 410, 411, or 412 (otherwise, 300- or 400-level)	6
III. British Literature since 1800 (300- or 400-level)	3
IV. American Literature to 1865 (300- or 400-level)	3
V. American Literature since 1865 (300- or 400-level)	3
VI. Language Study: English 405, 475, 476, or 478	3
VII. Writing: English 354, 360, 377, 378, 408, 444, 491, or 492	12
VIII. Senior Seminar: English 420	3

English Education English Major: 36 hours

This strand is available only to those students already majoring in English 5-Adult in the College of Education and Human Services. Students focusing in this area must meet all the requirements of the COEHS major and declare a second major in English that will be fulfilled through the following requirements.

<i>Courses</i>	<i>Hours</i>
I. English 350: Literary Studies for English Majors (should be taken within first 9 hours of coursework)	3
II. British Literature to 1800 (300- or 400-level)	3
III. Shakespeare: one course from English 410 or 412	3
IV. British Literature since 1800 (300- or 400-level)	3
V. American Literature to 1865 (300- or 400-level)	3
VI. American Literature since 1865 (300- or 400-level)	3
VII. Pre-Professional Study: English 402 and 419	6
VIII. Language Study: English 475	3
IX. Diversity (one course at 300-level and one at 400-level): English 303 or 340 or 341 or 342; 450 or 451 or 428	6
X. Senior Seminar: English 420	3

Minor in English

A minor in English may be earned by presenting 15 hours in English beyond 102 or 302 or 201H, with no more than six hours on the 300 level.

DEPARTMENT OF GEOGRAPHY

Prof. Larry Jarrett, Chair

www.marshall.edu/geography/

geograph@marshall.edu

Associate Professor

Jarrett

Assistant Professors

Brinegar, Hagen, Leonard, Walz

Geography majors study the traditional foundations and tools of the discipline and have access to the latest technology for research and preparation for employment. The department maintains a large historical map library as well as a physical geography lab and a Geographic Information Systems (GIS) lab. Students in Geography at Marshall enjoy many opportunities to interact with faculty and other students and to actively participate in regional and national-level geography organizations. Graduates of the program have enjoyed successful careers as urban and regional planners, cartographers, GIS analysts, environmental consultants, tourism professionals, mineral resource analysts, historic preservation planners, transportation planners, and teachers. Many of our majors have secured employment prior to graduation, reflecting the demand for professional geographers in a variety of fields.

Students in the College of Liberal Arts may major in Geography and earn either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree. The degree option is offered to enable students with either a social science or science orientation to prepare for careers in geography or work at the graduate level. The B.A. degree in Geography is designed for those students who prefer human geography, such as regional, cultural, political, or economic geography, as well as planning and geographic techniques. The B.S. degree in Geography is for students interested in the more technical and scientific aspects of physical geography, environmental studies, planning, and remote sensing.

A major in Geography consists of core requirements, Geography electives, and a capstone course (GEO 420), for a minimum of 40 hours of Geography coursework. GEO 301, Cartographic Principles of GIS, fulfills the computer literacy requirement of the department, in accordance with the Marshall Plan requirement. Students pursuing the B.S. degree must choose a minor from the College of Science and meet the minor requirements for that college.

All Geography majors are required to earn a C or better in their Geography coursework if those hours are to count toward graduation.

Core Requirements (B.A. and B.S.)

<i>Required Courses</i>	<i>Credit Hours</i>
Physical course: Geography 101* and 101L*	4
Systematic courses: Geography 100** and 203**	6
Regional course: Geography 317**	3
Techniques courses: Geography 421, 301 and either MGT 218, MTH 225, PSY 223, or SOC 345	9
Geography 420 (Capstone requirement)	3
Total Required Core Courses	25

(continued)

Geography Electives (B.A.)

<i>Suggested</i>	<i>Credit Hours</i>
Systematic Courses: Geography 320, 401, 405, 410, 411, 414, 415, 416, or 419	3-6
Regional Courses: Geography 206, 305, 402,403,** 404,** 407,** 408,** 409,** or 412**	3-6
Techniques Course: Geography 430, 429	3-6
Total Electives	15

Geography Electives (B.S.)

<i>Suggested</i>	<i>Credit Hours</i>
Physical Course: Geography 425	3
Systematic Courses: Geography 320, 401, 405, 410, 411, 414, 415, 416, or 419	3
Regional Courses: Geography 206, 305, 402, 403,**404,** 407,** 408,** 409,** or 412**	3
Techniques Course: Geography 430, 429, 440	6
Total Electives	15

Minor in Geography

A minor in geography requires at least 12 credit hours in geography.

*Physical Geography fulfills 4 hours of the College of Liberal Arts natural science requirement.

**Each of these courses fulfills 3 hours of the International Studies requirement of the university's Marshall Plan.

DEPARTMENT OF HISTORY

Dr. Donna Spindel, Chair

www.marshall.edu/history/

history@marshall.edu

Professors

Duke, Lutz, Palmer, Sawrey, Spindel, Woodward

Associate Professors

Gruber, Miller, Mills, Williams

Assistant Professors

Fain, Holbrook, Winters

The study of history provides an essential component of liberal arts education and offers valuable preparation for careers in law, journalism, teaching, government, the ministry, library and museum work, and in those areas of the business world where a knowledge of foreign affairs and culture is desirable. History also serves as an indispensable adjunct to careers in the humanities and social sciences. More broadly, by exposure to

a variety of cultures and human experiences, the discipline of history seeks to prepare students for the responsibilities of citizenship and for dealing with the ambiguities of human existence. The Department of History at Marshall also makes every effort to help students think critically, to view events with perspective and objectivity, and to appreciate the complexity of human experience and the difficulty of interpreting it.

Within the 128 semester hours students must earn for the B.A. degree, the major in History requires 36 semester hours of History, including HST 101, 102, 103, 200, 230, 231, 400. Students must also take at least one course from each group of courses listed below. Twelve hours in History must be in courses above the 200 level.

United States

HST 125, 250, 303, 312, 317, 323, 333, 342, 350, 402, 403, 404, 405, 409, 410, 411, 413, 414, 415, 416, 424, 431, 432, 433, 434, 440.

European

HST 205, 206, 219, 221, 223, 304, 345, 406, 421, 422, 425, 426, 428, 429, 430.

World

HST 208, 260, 261, 301, 302, 378, 380, 423, 435, 436, 445.

Minors

There are four distinct minors in History from which students may select:

- A. History (15 hours): Only two of the following general surveys (History 101, 102, 103, 230 and 231) can be used to fulfill the requirements of this minor. All other courses offered by the History Department are acceptable.
- B. United States History (15 hours): Both of the general surveys of United States History (History 230 and 231) can be used to fulfill the requirements of this minor. All other courses in United States History offered by the History Department are acceptable.
- C. European History (15 hours): Only two of the general surveys of World History (History 101, 102 and 103) can be used to fulfill the requirements of this minor. All courses in European History offered by the History Department are acceptable.
- D. World History (15 hours): Only two of the general surveys of World History (History 101, 102 and 103) can be used to fulfill the requirements of this minor. All courses on the history of Africa, Asia, the Developing World, Latin America and the Middle East offered by the History Department are acceptable.

Teacher Certification in Social Studies

Students interested in pursuing teaching certification, Social Studies Comprehensive, 5-12, or Social Studies, 5-8, should see the Dean of the College of Education and Human Services.

Marshall Plan

History majors fulfill the Marshall Plan computer literacy requirement by successful completion of IT 101 or its equivalent. By successful completion of HST 400, History majors fulfill the capstone experience requirement.

Master of Arts in Teaching

History majors should explore as early as possible in their undergraduate program the graduate option of the Master of Arts in Teaching. The MAT combines the academic content of a history undergraduate degree with graduate professional education and clinical experiences. The MAT provides an alternative and accelerated means for teaching certification in grades 5-12. Interested students should discuss the MAT with their History advisor so that they can plan their undergraduate program accordingly.

HUMANITIES

The Humanities degree program is offered cooperatively by three separate departments: Classics, Philosophy, and Religious Studies (CL/PHL/RST). This major is unique in two ways: Students may choose coursework equivalent to a major in a single department or create a broader curriculum of their choice from various humanities courses, and our program also has a strong interdisciplinary side. The final degree certificate displays both the departmental discipline and the Humanities major.

The goal of the program is to help us deepen our understanding of ourselves and our culture by exploring the way human beings find meaning in their experience. We explore these ways by studying both our own individual insights and the artistic, philosophical and religious works that have expressed and shaped human experience.

The program consists of 33 hours of coursework in three parts:

Three courses introducing the specific goals and methods of the three disciplines (9 hours). These courses place special emphasis on the particular discipline's approaches to knowledge, critical thought, skills of expression, and human development. Students must choose from those listed below, one for each discipline:

Classics: 230, 231, 232, 233, 234

Philosophy: any 200 or 300 level course, except 302 and 304

Religious Studies: 205, 206, 300

Three interdisciplinary, team-taught courses (9 hours), in any combination of levels, but including at least one at the 400 level as the senior capstone experience. We offer CL/PHL/RST 250 (Orientation in Humanities), CL/PHL/RST 390, 391, 392, 393, 394, and CL/PHL/RST 490, 491, 492, 493, 494 (Humanities Seminar). These courses make use of the combined resources of any two of our disciplines to gain insight into a wide variety of topics, depending on the current interests of students and faculty. The capstone course also aims to reflect on skills and themes the students have explored in their progress through the program.

Five Courses by Contract (15 hours) to be chosen by the student usually with the advice of a committee of faculty members. Each major may select a small advisory committee to assist with contract course selection, advising, and long-range planning. The committee may consist of two or more faculty members from at least two disciplines. Contract courses need not be restricted to those our departments offer and may be structured on the basis of chronological period, comparative cultures, traditional departmental emphasis, theme, or topic. Further information may be obtained from any faculty member in Classics, Philosophy, or Religious Studies.

Computer Competency Requirement

IT 101 or its equivalent.

INTERNATIONAL AFFAIRS

A major in international affairs combines studies in economics, geography, history, and political science and emphasizes the study of a foreign language.

A major in international affairs must meet the specific and general requirements for the B.A. degree except as altered by the following requirements:

- a. The student will concentrate on a single foreign language. A minimum of nine hours is required beyond the 12-hour sequence. All available conversational courses should be taken. Reading track courses may not be credited to the International Affairs major.
- b. The following courses are required:
 - Economics 250, 253, and any two of 340, 408, 420 or 460
 - Geography 405 or 317
 - History 103, 231, 404, 405, and any non-American history course
 - Political Science 104, 309, 405, 406.
- c. The student shall develop a sequence of courses consisting of a minimum of 12 hours from among the following:
 - Anthropology 201, 437
 - Economics 466, 467
 - History 301, 302, 314, 376, 377, 400, 425, 426, 429, 430
 - Political Science 333, 407, 408, 409, 410, 411, 415, 422, 423
- d. A regional geography course in the area of the student's interest is highly recommended.
- e. With the approval of the advisor other courses may be substituted or added such as special topics offerings, area studies courses, summer workshops or internships.
- f. International Affairs majors shall, in their senior year, take the designated capstone course in either economics, history or political science. They should declare their intent on a form, filed with the advisor, at the beginning of their junior year so as to allow space in their schedule to take the departmental capstone course(s) when offered.
- g. A minor in International Affairs requires 12 credit hours in any of the following courses:
 - ANT 201, 437
 - CMM 322
 - ECN 250, 253, 420, 460
 - GEO 317, 405
 - HST 103, 208, and any non-American history course
 - PSC 309, 420, 423

No course in a student's major may apply toward the minor in International Affairs.

DEPARTMENT OF MODERN LANGUAGES

Dr. Maria Carmen Riddel, Chair

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language@marshall.edu

Professors

Dolmetsch, McQueeney, Riddel, Stump

(continued)

Associate Professors

Burgueño, López, Migernier, Morillo

Assistant Professors

Butler, Huhn, Quintana

The study of modern foreign languages emphasizes the development of mental abilities—increased powers of observation, analysis, logical reasoning, memory, and adaptability—that are immediately transferable to other areas of higher education and to a diversity of careers. In learning to understand, speak, read, and write a foreign language a student acquires direct access to another view of the world at a time when intercultural understanding, both at the national and international levels has become an urgent priority.

Languages

Students can major or minor in French, German, and Spanish. Students can fulfill their foreign language requirement by taking 12 hours of either Arabic, French, German, Greek, Japanese, Latin, or Spanish. The Department of Modern Languages has created special designators, MDL 280-283 and MDL 480-483, in order to offer courses in languages not in the catalog that may be offered from time to time; and in order for students to transfer credit earned at other schools in languages not regularly taught in this department.

Opportunities

Majors in modern foreign languages have opportunities in the fields of law, government, translation and interpretation, education, communications media, library and museum science, publishing, law enforcement, international business, and the travel industry.

Major in Modern Languages

A major in one of the modern languages consists of thirty semester hours in the same language. Twenty-one hours must be in courses numbered above 204 and must include nine hours of courses at the 400 level. One 3-hour course of French, German, or Spanish culture or literature in translation will be allowed to count toward the completion of the required hours for the major.

Minor in Modern Languages

A minor in French, German, or Spanish may be earned by presenting 12 hours in the designated language (100-level courses do not count for a minor). One 3-hour course of French or German culture or literature in translation will be allowed to count toward the completion of the required hours for the minor.

Computer Literacy

Students should have completed IT 101 or its equivalent.

Course Sequence/Prerequisites

Courses must be taken in sequence except by permission of the chair. Students enrolled without proper course prerequisites will be administratively withdrawn.

Credit Transfer

The Department of Modern Languages does not accept the transfer of credits earned in courses taken by correspondence.

Capstone Policy

Graduating majors in French, German, or Spanish will designate one 400-level literature or culture course in their senior year as the capstone experience. In exceptional cases another upper division course may be so designated with permission of the chair. In addition to the normal course requirements the student will integrate as much as possible the various competencies developed throughout his or her foreign language study. The project will culminate in a research paper whose principal findings will be delivered in a class presentation toward the end of the term. Graduating majors will in this way be able to demonstrate their degree of proficiency in the target language.

Summer Study Programs Abroad

· *French Language and Culture Program in Lyon, France:* Students can earn six hours of academic credit by studying at the Universite Catholique de Lyon, France during the month of July. The program offers a broad range of courses, including elementary, intermediate, and advanced French language, composition, conversation, literature, history and art. The instructors are native speakers of French who hold advanced university degrees and who are fully accredited by the French Ministry of Education. A Marshall University professor will accompany the group and will provide supervision, assistance and supplemental instruction. Every year the students enrolled in the program depart the 30th of June and return August 1st. While in Lyon, students reside with families. The cost of the program includes tuition (6 hours) and room and board (three meals a day) for a month. Contact Prof. Eric Migernier in the Dept. of Modern Languages for specific information and to obtain application forms.

· *Spanish Language and Culture Program in Madrid, Spain:* Students can earn six hours of academic credit in a month (June or July) or twelve hours of academic credit in two months (June and July) by studying at the Centro de Estudios Hispánicos of the Universidad Antonio de Nebrija in Madrid, Spain. The program offers a broad range of courses, including elementary, intermediate, and advanced Spanish language, composition, conversation, literature, history and art. The instructors are native speakers of Spanish who hold advanced university degrees and who are fully accredited by the Spanish Ministry of Education. A Marshall University professor will accompany the group and will provide supervision, assistance and supplemental instruction.

Every year the students enrolled in the program depart the 30th of May and return June 30 or July 31st. While in Madrid, students reside with families. The cost of the program includes tuition (6 or 12 hours) and room and board (three meals a day) for a month or two. Contact Prof. Maria Carmen Riddel in the Dept. of Modern Languages for specific information and to obtain application forms.

MULTIDISCIPLINARY STUDIES

The B.A. degree in Multidisciplinary Studies, which is housed in the College of Liberal Arts, offers undergraduate students an opportunity to develop a knowledge base in two areas of emphasis with a strong core of communication and computer courses. By exposing students to the methodologies and perspectives of more than one discipline, this degree can provide students with the skills to adapt to the needs of a changing world.

General objectives:

- abundant computer work in applications for enhanced computer skills;
- problem-solving skills through the application of logic and reason, leading to more efficient decision-making skills;
- extensive written and oral communication skills through experience in public speaking, writing, research, and listening;
- a sense of cultural heritage through the study of a second language and through multicultural and international courses;
- a general education grounded in the liberal arts and science literacy.

Specific objectives:

- exposure to two different disciplines;
- the opportunity to discover the connections between two disparate disciplines;
- the tools for converting these connected fields into a foundation for employment or graduate/professional studies.

Application Requirements:

To apply for a major in Multidisciplinary Studies you must:

- Complete an application available in the College of Liberal Arts office;
- Have completed at least 26 hours of college coursework which includes English 101 and Math 121 or higher (NOTE: no developmental course credits can be counted);
- Have earned a minimum cumulative Grade Point Average of 2.0 in the 26 hours of completed coursework;
- Attach an unofficial transcript to the completed application; submit both to the Dean of the College of Liberal Arts, Old Main 107.

General Information:

The B.A. in Multidisciplinary Studies requires a minimum of 128 credit hours that include a core of general education courses (68 hours, as detailed below), at least two Areas of Emphasis (21 hours each), and a senior capstone course (3 hours). At least 48 of the 128 hours must be at the 300/400 level.

General Education Core:

- English 101 (required for admission to the program) and 102, ENG 302; or English 201H (6 hours)
- Communication Studies 103 or 104H and 322 (6 hours)
- Foreign Language (12 hours)
- Literature, Classics, Philosophy, Religious Studies (at least two fields) (9 hours)
- Arts Appreciation: select ART 112, THE 112 or MUS 142 (3 hours)
- Social Sciences (at least three fields): Any course in Economics, History, Political Science, Psychology; Geography—any course except GEO 101; Sociology/Anthropology—any course except SOC 108 (12 hours)
- Natural Science: any ISC course plus 4 additional hours (8 hours)
- Math: MTH 121 or higher (required for admission to the program) (3 hours)

Computer Science (9 hours):

A. Select 3 hours: ART 219, CHM 223 or 305, IT 101

B. Select 6 hours (may substitute with advisor's approval): ANT 451, ART 453, ATE 425, CD 315, CMM 456, ENGR 106, GEO 430, GLY 430, ITL 468, JMC 102, MIS 207, MIS 290, MIS 310, MIS 340, MIS 430, PHY 410, PHY 411, PHY 412, PSY 427

Areas of Emphasis

(All courses must meet the necessary prerequisites and corequisites. No course may be used to satisfy the requirements in more than one area of emphasis.)

American Studies

Appalachian Studies

Art History

Business Studies

Chemistry (should be combined with the Business area of emphasis)

Child and Family Studies

Classics

Communication Disorders

Environmental Studies

Fashion and Textile Studies

Food and Nutrition Studies

Global Studies

Latin

Pedagogical Studies

Philosophy

Psychology

Religious Studies

Safety Technology

Western Culture Studies

Women's Studies

Create Your Own Major (available for Honors students only with permission of the relevant Department Chairs; minimum overall and MU GPA of 3.0).

DEPARTMENT OF PHILOSOPHY

Dr. John N. Vielkind, Chair

www.marshall.edu/philosophy

vielkind@marshall.edu

Professors

Vielkind, Barris

Associate Professor

Powell

A concentration in Philosophy leads to a degree in Humanities. Philosophy asks very basic questions about the nature of reality. Because these questions include our own reality—what we are as human beings—philosophy activates and makes grow what we ourselves in fact are. Part of being human is to be with others in a world, and philosophy is also the growth of our relations with other people and with the world around and in us. We teach this growth in the form of the deepest reasoning we can give in response to our questions.

Major requirements may be found under Humanities., and a minor in philosophy consists of 15 hours. Philosophy students complete the computer competency requirement of the Marshall Plan by completing IT 101.

DEPARTMENT OF POLITICAL SCIENCE

Dr. Robert Behrman Chair

www.marshall.edu/polsci/

polsci@marshall.edu

Professors

Perry, Smith

Associate Professors

Behrman, Brown, Cupps, Masters, Warner

Assistant Professors

Beller, Davis

The political science curriculum has two objectives: first, to provide a basic understanding of the functioning of government in preparation for democratic citizenship and second, to give a specialized foundation to those planning to enter law school, government service (foreign service, public administration), teaching, research, politics, or business.

A **major in political science** must fulfill the general and specific requirements for the B.A. degree and must complete 36 hours in political science, including Political Science 104, 105, 211, and **499 (Capstone Experience)**. In addition, each major must take at least three courses in any one of the seven fields into which political science offerings are divided and at least one course in any three of the remaining six fields.

The fields of the political science curriculum with courses in each are as follows:

- American State, Local, and Urban Politics: 202, 301, 376, 381, 383, 436, 440, 461
- American National Politics: 303, 307, 376, 381, 383, 423, 427, 436, 440, 446, 460, 484
- Comparative Politics: 207, 407, 408, 409, 410, 411, 422, 424, 428, 429, 444
- Constitutional Democracy: 421, 427, 429, 436, 444, 446, 460 and 484
- International Politics: 309, 405, 406, 415, 420, 423, 424, 429
- Political Theory: 200, 421, 425, 426, 428, 429
- Public Administration and Public Policy: 233, 311, 333, 433, 450, 452, 453, 454

Courses that appear in more than one field may not be counted twice.

A **minor in political science** consists of completing 15 credit hours, in any combination, from the courses listed above.

The **computer competency requirement** is fulfilled by successfully completing PSC 211.

Recommended electives include Economics (especially 250 and 253); History 205 and 206 (for pre-law students), 230, 231; Accounting 215 and 216 (for pre-law students); Philosophy; Psychology; Sociology; Communications Studies 310; and English 408.

The Dr. Simon D. Perry Program on Constitutional Democracy

This new program serves as the academic center piece of the John Marshall Research Center which is housed administratively in the John Deaver Drinko Academy for Political Institutions and Civic Culture.

The aim of the program is to demonstrate the role of powerful forces in shaping the nature of our constitutional system over a long period of time. The new field will highlight the role of some of America's greatest leaders in this effort.

The new program is expected to attract students wishing to pursue research and studies in the John Marshall Research Center; to develop a richer academic experience in a program that is uniquely related to law; to study the role of famous historical leaders such as John Marshall, Alexander Hamilton, Thomas Jefferson, Abraham Lincoln, the two Roosevelts, and many others.

Students must complete three core courses from PSC 427, 436, 444, 446, and 484 and at least two courses from the following electives: PSC 421, 429, 460, HST 409, 411, 414, ENG 462, PHL 451, and SOC 423.

DEPARTMENT OF PSYCHOLOGY

Dr. Martin Amerikaner, Chair

[www.marshall.edu/psychology/
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Professors

Amerikaner, Baker, Ellis, Footo-Linz, Lindberg, Mewaldt, Mulder, O'Keefe, Wilson, Wyatt

Associate Professors

Bickham, LeGrow

Assistant Professors

Beard, Davis, Goudy, Hinton, Shanholtzer, Trumpower, Williams

Psychology is the scientific study of human cognition, affect, behavior, and relationships. Psychologists seek to understand, predict and influence behavior through research into a wide range of issues which affect human functioning, including social, physiological, developmental, cognitive and emotional factors. Research methodology is central to the discipline, and all psychology majors learn about research strategies and methods of data analysis.

The psychology major earns a liberal arts B.A. degree while also preparing for a variety of post-baccalaureate options. These include: a) graduate education in such fields as psychology, medicine, law or business; b) work in business, industry and organizations; and c) work in mental health and social service settings.

Since graduate education is essential for students hoping to become psychologists and since admission into graduate programs in psychology is quite competitive, students with graduate education goals are encouraged to work particularly closely with their advisors throughout their undergraduate careers.

Please note that for all upper division (300- and 400-level) Psychology courses, prerequisites include successful completion of at least 12 college credits at the 100-level or higher.

(continued)

Required Courses: (21 credits)

1. General Psychology - PSY 201.
2. Elementary Behavioral Statistics - PSY 223.
3. Experimental Psychology - PSY 323.
4. Choose at least one from the *Social/Personality Perspective*: PSY 302, PSY 360, PSY 408, PSY 418, PSY 420, PSY 426.
5. Choose at least one from the *Experimental/Biopsychology Perspective*: PSY 324, PSY 350, PSY 416, PSY 417, PSY 440.
6. Choose at least one from the *Developmental/Individual Perspective*: PSY 311, PSY 312, PSY 330, PSY 406.
7. *Capstone Course*: After consulting with your advisor, choose one of the capstone options. PSY 456, PSY 457, PSY 460, PSY 470, PSY 471, PSY 499. Not all will be available every semester, so you may not be able to enroll in your first choice. See description of “capstone” on the next page.
8. Computer Literacy requirement: IT 101.

Electives: (12 credits)

Students may select any additional 4 courses (12 credits) in psychology to complete their major requirements. Students are strongly urged to consult with their advisors about these important choices. The groupings of courses listed below are intended to guide the selections of students with specific educational and career objectives.

1. Majors intending to apply for graduate/professional schools (*e.g.*, Psychology, Medical School, Law School): PSY 302, PSY 311/312, PSY 406, PSY 408, PSY 416, PSY 417, PSY 440, PSY 456, PSY 460. Suggestions for minor: consult with your advisor.
2. Majors intending to work in business and industry after completing their B.A. degree: PSY 302, PSY 406, PSY 416, PSY 418, PSY 427, PSY 470, Economics 100, Accounting 215. We suggest a minimum of 2 computer courses beyond IT 101, including PSY 427. Suggestions for minor: Marketing, Management, Safety Technology.
3. Majors intending to work in mental health settings after completing their B.A. degree: PSY 204, PSY 311/312, PSY 330, PSY 360, PSY 380, PSY 408, PSY 433, and PSY 471. Suggestions for minor: Counseling, Social Work or Special Education.
4. Majors who wish to use psychology as a general Liberal Arts degree: Follow requirements and any minor (whatever interests you, in consultations with advisor).

Minor in Psychology

Students may choose to minor in psychology, which requires a total of 15 credit hours in psychology. Students are free to choose any 15 hours, but are encouraged to consult with a department faculty member about the appropriate choices, given their educational and career goals.

Capstone

Psychology majors can satisfy the capstone requirement by successfully completing one of several courses: Research in Psychology (PSY 456-457); an undergraduate practicum in either clinical or industrial/organizational psychology (PSY 470 or 471); the

capstone seminar (PSY 499), which will focus on a variety of topics, or History and Systems of Psychology (PSY 460).

In order to enroll as a capstone student in any of these courses, a student must have a 2.0 GPA in Psychology and overall, have completed at least 80 credit hours of undergraduate coursework, and satisfy the specific course prerequisites. Permission to enroll as a capstone student is required from the instructor, and there is an application process for admission to PSY 470, 471, 456, and 457. Advanced students can take more than one of these courses, but only one will be used for the capstone experience. Check with your advisor in your junior year for specific capstone requirements.

DEPARTMENT OF RELIGIOUS STUDIES

Dr. Clayton L. McNearney, Chair

www.marshall.edu/rst/

rst@marshall.edu

Professor

McNearney

Assistant Professor

Ruff

The academic exploration of religion leading to a major emphasis in Religious Studies is possible because we are a component of the program in Humanities. Along with the departments of Philosophy and Classics, we offer a diversified, interdisciplinary, team-taught curriculum in which students share in the shaping of their individual “contract” major. For details of required courses including the capstone, and an explanation of how to develop a contract, see the section titled Humanities. Members of the department place great emphasis upon faculty-student advising. You are encouraged to contact a full-time member of the faculty to discuss the possibilities open to you, including the possibility of a “double major,” at any time.

A minor in Religious Studies consists of 15 hours.

In addition to the specific major requirements, students must fulfill the general and specific requirements for the B.A. Degree in the College of Liberal Arts, and must demonstrate a proficiency in computer literacy through completion of IT 101 or its equivalent, and a proficiency in writing through examination by the department.

DEPARTMENT OF SOCIOLOGY/ANTHROPOLOGY

Dr. Kenneth P. Ambrose, Chair

www.marshall.edu/sociology/

ambrose@marshall.edu

Professors

Ambrose, Freidin

Associate Professors

Garnett, Simpkins

Assistant Professors

Ermolaeva, Kim, Sullivan

(continued)

The Department of Sociology/Anthropology focuses on applied sociology and anthropology, especially the analysis of social and cultural issues, policies and trends in Appalachia. We also offer courses in social theory, with an emphasis on inequality. Anthropology majors may participate in a summer field school that provides hands-on experience in archaeological excavation at significant local sites. Sociology majors may be placed in a local community organization or public agency through SOC 470, Sociological Field Experience.

Sociology

Sociology majors must complete 36 hours of coursework in sociology, including SOC 200, 344, 345, 360, 375, 401, 475 (capstone course), at least one course in social diversity (SOC 423, 425, 440, 455, or any anthropology course), and at least one course in social institutions (SOC 342, 408, 428, or 450).

In addition, majors must select either the applied or general course of study. The applied option is designed for those who intend to work in settings such as government agencies or community organizations; additional course requirements include SOC 432 or 443 or 464 or 470. The general option is designed for those who intend to pursue a graduate degree in sociology; students may elect to concentrate in a specific subfield such as social theory or social institutions, or may take courses across the range of the discipline.

Computer Competency Requirement

This requirement is satisfied by successfully completing SOC 344.

Minor in Sociology

A minor in sociology requires at least twelve hours in sociology; no more than three hours taken below the 300 level can be counted toward the minor.

Anthropology

Anthropology majors must take 36 hours in anthropology plus SOC 345. All courses in the core—ANT 201, 304, 322, 333, 343, 443, and 451 (capstone course)—must be taken. Two courses each must be selected from the ethnographic (ANT 426, 430, 437, 441, 455, 470 or 471) and topical areas (ANT 323, 324, 340, 360, 370, 405, 427, 453, or 461).

Computer Competency Requirement

This requirement is satisfied by successfully completing ANT 451.

Minor in Anthropology

A minor in anthropology requires at least twelve hours in anthropology; no more than three hours taken below the 300 level can be counted toward the minor.



College of Science

Dr. Joseph Bragin, Dean
Dr. Harold W. Elmore, Associate Dean

www.marshall.edu/cos/
cos@marshall.edu

Division of Biological Sciences
www.marshall.edu/biology/

Division of Physical Sciences
Dr. Michael Castellani, Division Head (castella@marshall.edu)
www.marshall.edu/chemistry

Division of Mathematics and Applied Science
Dr. Ralph Oberste-Vorth, Division Head (oberstevorth@marshall.edu)
www.marshall.edu/math

The College of Science was established in 1976 and is composed of three divisions: Biological Sciences, Physical Sciences, and Mathematics and Applied Science. The three divisions contain the college's six academic units (Biological Sciences, Chemistry, Geology, Mathematics, Physics and Physical Sciences, and Integrated Science and Technology).

Biological Sciences, Chemistry, Physics and Physical Sciences, and Geology are housed in the Science Building. Mathematics is located in Smith Hall, and Integrated Science and Technology is in Prichard Hall. Course offerings by all departments within the college are available to science majors and to students in other disciplines who are interested in broadening their skills and knowledge in basic science, mathematics, and computers.

MISSION OF THE COLLEGE

Scientific and technologically trained people are essential to our nation's health and prosperity in a rapidly expanding global economy. Students majoring in baccalaureate degree programs in the College of Science receive a broad education conducive to pursuing a wide range of career options. Course requirements include solid grounding in the student's chosen area of scientific interest along with studies in humanities and the social sciences. Students receive instruction in a learning environment that encourages competency in written and oral communication skills along with the ability to work in groups.

Special emphasis is placed on experiential learning through participation in activities such as undergraduate research and internships. For non-science majors, departments in the College of Science offer a series of courses which focus on enhancing science literacy through instruction in integrated science and practical applications of mathematics.

ADMISSION REQUIREMENTS

College of Science admission requirements for students at the freshman level are higher than those required for general admission to the university. The ACT scores required for full admission to the College of Science are a minimum mathematics score of 21 and a minimum composite score of 21. For the SAT, a score of 500 in math and a 1000 composite score are required.

Students who do not meet these admission requirements but still wish to pursue a program in the College of Science may gain admission by enrolling in another college and completing the following requirements.

1. Completion of MTH 127 (or MTH 130) and ENG 101 with a grade of *C* or higher.
2. Completion of at least 15 credit hours of college work with a GPA of 2.0 or higher.
3. Transfer students must have a 2.0 GPA with a *C* or higher in MTH 127 (or MTH 130) and ENG 101, or meet the ACT or SAT requirements stated above.

PROGRAMS

The following programs are available through the departments in the College of Science:

- Biological Science (B.S.)
- Chemistry (B.S., B.S. in Chemistry)
- Computer Science (B.S., offered jointly with College of Information Technology and Engineering)
- Environmental Management (in cooperation with Duke University)
- Environmental Science (B.S.)
- Forestry (in cooperation with Duke University)
- Integrated Science and Technology (B.S.)
- Geology (B.S. and B.A.)
- Mathematics (B.S.)
- Physics (B.S.)

In addition to satisfying the requirements for a specific major, students must meet the college requirements outlined below and the university requirements as described in this catalog.

Students entering any baccalaureate degree program in the College of Science are responsible for meeting four requirements of the Marshall Plan, baccalaureate program initiatives approved by the faculty and the university president for all students. These include Writing Across the Curriculum, Computer Literacy, International and Multicultural Studies, and the Capstone Experience. Students in the College of Science are not required to satisfy the 4-hour Integrated Science requirement. Students are to consult with their academic/program advisors or the chairperson of their major departments for guidance in determining the specific details of meeting the above referenced baccalaureate curricular initiatives.

GENERAL COLLEGE REQUIREMENTS

1. Candidates for graduation must apply for graduation through the office of the dean.
2. Candidates for graduation must have a Grade Point Average of 2.0 or higher on all work attempted at Marshall University, and must have an average of 2.0 or higher in their major. Quality point deficiencies in the major cannot be reduced by taking lower division (100/200 level) courses within the major department, except as provided for by the *D/F Repeat Rule*; exceptions may be allowed by the department chair with the concurrence of the dean.
3. A minimum of 128 semester hours of credit is required for graduation. Forty-eight hours must be earned in courses numbered 300-499. Courses transferred from two-year or community colleges cannot be used to satisfy the upper division requirement.
4. The CR/NC option cannot be used: (1) for any course taken to meet the specific requirements for a B.A. or B.S. degree (see below); (2) for any course taken to fulfill the requirements for a departmental major; or (3) for any course taken to fulfill the requirements for a minor (item 5).
5. Candidates must earn at least 12 hours in a minor subject. Requirements for the minor are determined by the minor department. The minor field may be chosen from any department within the university outside of the major department.
6. During the junior year, and no later than the semester in which they have completed 90 semester hours, students should request an evaluation by the dean's office to determine if they are making satisfactory progress towards graduation.

Specific Requirements for the B.A. and B.S. Degrees (Do not apply to Engineering Geology or Environmental Geoscience areas of emphasis or Integrated Science and Technology)

HUMANITIES

<i>Requirements</i>	<i>Credit Hours</i>
I. English 101 and 102, or 201H	6
Students who take either 102 or 201H on a CR/NC basis are required to pass the English Qualifying Examination.	
II. Foreign Language	3-12
Successful completion of 12-hour sequence ending with German 204, Greek 302, Latin 204, French 204, Spanish 204, or Japanese 204. Students with previous language experience should consult the prerequisites listed in the "Courses of Instruction" section of this catalog to determine the appropriate sequence of courses. International students may satisfy this requirement by consultation with the Department of Modern Languages.	
III. Communication Studies	0-3 hrs.
Communication Studies 103, 104H or 305. Communication Studies 103 is not required for students who have had high school speech and who can pass a proficiency exam administered by the Communication Studies Department. Communication Studies 305 is open to juniors and seniors who have not had Communication Studies 103.	

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- IV. Literature 6
- Courses to be selected from the following:
- Classics 230, 231, 232, 233, 234
- English: any 300- or 400-level literature course (ENG 350, 354, 360, 377, 378, 402, 405, 408, 420, 444, 446, 455, 458, 475, 476, and 478 do not fulfill this requirement)
- French 317, 318, 401, 402, 403, 404
- German 301, 302, 417, 418
- Latin—any 300 or 400 level course
- Religious Studies 320, 325, 351
- Spanish 411, 412, 413, 414, 415, 416
- V. Classics, Philosophy or Religious Studies 3
- One course to be selected from the following:
- Classics—any course except 230, 231, 232, 233
- Philosophy—any course
- Religious Studies—any course except 304, 310, 320, 325, 351

SOCIAL SCIENCES

1. Courses to be distributed in at least three fields from Economics, Geography, History, Political Science, Psychology, and Sociology and Anthropology 15
- Economics—any course
- Geography 100, 203
- History—any course
- Political Science—any course
- Psychology—any course for which the student has the necessary prerequisite, except 223 and 417.
- Sociology-Anthropology—any course for which the student has the prerequisite except SOC- 344, 345 and 445.

SCIENCE AND MATHEMATICS

- I. Natural and Physical Sciences 12
- Courses to be distributed in at least two fields from biological sciences, chemistry, geology and physics.
- II. Mathematics, minimum requirement: Completion of one of the following:
- MTH 130 or equivalent and one of the of the following:
- MTH 122, 140, 225, or MTH 229
- See individual program descriptions for specific requirements. All students whose Math ACT score is less than 19 are required to take MAT 097. Credit received in MAT 097 cannot be applied toward the 128 hours required for graduation.

DEGREE PROGRAMS

ACADEMIC POLICIES

For students transferring from another institution into Marshall, the College of Science will permit the application of any appropriate transfer credits accepted by the university to meet general education requirements. For coursework to be accepted as fulfilling upper division requirements, that work must have been earned at institutions accredited to offer junior/senior level courses.

BIOLOGICAL SCIENCES

www.marshall.edu/biology
biology@marshall.edu

Professors

Binder, Brumfield, Elmore, Evans, Fet, Gain, Gilliam, Harrison, Hight, Joy, Mallory, May, Pauley, Strait-Holman, Valluri

Associate Professors

Georgel, Somerville

Assistant Professor

Blough, Collier, LoCascio, Zhu

Courses offered by the Department of Biological Sciences are intended to meet the needs of students preparing themselves for careers in the biological and related sciences, or who want a knowledge of the life sciences as part of their general education and/or to satisfy science requirements in other departments or programs.

Majors in the life sciences provide preparation that can lead directly to a variety of careers in industry, government agencies, and the basic and applied health fields. They also provide excellent preparation for pursuing graduate studies leading to professions in the biological and health sciences. All majors require a minimum of 40 hours of coursework in the Department of Biological Sciences. These include 20 hours of core courses, a 2 hour capstone experience requirement (BSC 491) and a minimum of 18-20 hours of electives chosen under the guidance of the faculty advisor to satisfy one of the following majors: Biology; Biomedical Sciences; Ecology and Evolutionary Biology; Microbiology; Cell/Molecular Biology. Additional requirements include the specific requirements of the College of Science in humanities and social sciences, and support courses in chemistry, physics, and mathematics listed below:

CORE COURSES

Biological Science 120, 121*	8 hrs.
Biological Science 302, 320, 322, 324 (minimum of three)	12-15 hrs.
Biological Science 491** (Capstone)	2 hrs.
Chemistry 211, 212, 217, 218, 355, 356, 361	19 hrs
Physics 201, 202, 203, 204	8 hrs.
Mathematics 132 or 229 or	5-8 hrs.
two of the following: MTH 122, 130 (or 127), 140, 225	

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*Students must earn a grade of *C* or better in BSC 120 & 121 and a *C* or better in CHM 211 and 212 before they can enroll in any upper-level BSC course except BSC 227, 228 and 250. BSC 104 and 105 will not substitute for BSC 120 and 121 for any major in the Department of Biological Sciences.

**CAPSTONE EXPERIENCE: It is the responsibility of each student to consult his/her advisor regarding details of meeting the capstone requirement. The capstone may be a traditional independent study research project under the supervision of a faculty member selected by the student, participation in a classroom-based capstone course, or the development and implementation of an internship, co-op, or community-based project.

MAJORS

Biology

The biology major is designed for students who do not wish to specialize in their undergraduate work, but will be prepared for a broad spectrum of positions within the biological sciences. Students must meet all the previously stated core course requirements. They are required to complete all four of the BSC core classes: BSC 302, 320, 322, and 324. The remaining 15 (minimum) elective credit hours are to be selected from each of the specialized tracks. Students must have at least one of the required courses from three of the four majors.

Cellular/Molecular Biology

The major in cellular/molecular biology provides preparation for careers in biotechnology, cell biology, medicine and/or medical research. In addition to the previously stated core classes, students are required to take the following two courses:

BSC 365 - Introductory Biochemistry - 3 cr.

BSC 450 - Molecular Biology - 3 cr.

An additional minimum of 9 credit hours of electives are to be chosen from the following courses:

BSC 366 - Biochemistry (lab) - 2 cr.

BSC 417 - Biostatistics - 3 cr.

BSC 420 - Plant Physiology - 4 cr.

BSC 422 - Animal Physiology - 4 cr.

BSC 448 - Introductory Immunology - 3 cr.

BSC 452 - Molecular Biology Lab Techniques - 3 cr.

BSC 454 - Principles of Advanced Methods in Molecular Biology - 3 cr.

BSC 456 - Genes and Development - 3 cr.

BSC 444 - Bioinformatics - 3 cr.

BSC 480-483 - Special Topics - 1-4 cr. (requires approval)

Biomedical Sciences

The major in biomedical sciences provides preparation for careers in a wide range of health sciences. Students are required to complete the previously stated core classes, which must include:

BSC 302 - Principles of Microbiology - 3 cr.

BSC 322 - Principles of Cell Biology - 4 cr.

BSC 324 - Principles of Genetics - 4 cr.

In addition, the following three courses are required:

BSC 301 - Vertebrate Embryology - 4 cr.

BSC 365 - Introductory Biochemistry - 3 cr.

BSC 422 - Animal Physiology - 4 cr.

The remaining 9 (minimum) elective credit hours are to be chosen from the following courses:

BSC 300 - Histology - 4 cr.

BSC 304 - Microbiology Lab - 2 cr.

BSC 310 - Comparative Vertebrate Anatomy - 4 cr.

BSC 413 - Principles of Organic Evolution - 3 cr.

BSC 417 - Biostatistics - 3 cr.

BSC 426 - Medical Entomology - 4 cr.

BSC 424 - Animal Parasitology - 4 cr.

BSC 448 - Introductory Immunology - 3 cr.

BSC 450 - Molecular Biology - 3 cr.

BSC 442 - Advanced Microbiology - 4 cr.

BSC 456 - Genes and Development

BSC 480-483 - Special Topics - 1-4 cr. (requires approval)

Ecology and Evolutionary Biology

The major in ecology and evolutionary biology offers opportunities for careers in areas such as environmental health, resource management, and basic and applied ecological research. In addition to core classes, 18 hours of electives must be selected from the following courses:

BSC 302 - Principles of Microbiology

BSC 365 - Introductory Biochemistry

BSC 406 - Herpetology

BSC 408 - Ornithology

BSC 409 - Mammalogy

BSC 410 - Remote Sensing/GIS Appl.

BSC 411 - Dgtl Image Proc/GIS Model

BSC 413 - Principles of Organic Evolution

BSC 416 - Plant Taxonomy

BSC 417 - Biostatistics

BSC 420 - Plant Physiology

BSC 422 - Animal Physiology

BSC 424 - Animal Parasitology

BSC 430 - Plant Ecology

BSC 431 - Limnology

BSC 445 - Microbial Ecology

BSC 446 - Microbial Ecology Lab

BSC 460 - Conservation of Forests, Soil, & Wildlife

Microbiology

Students completing the major in microbiology will be prepared for career opportunities in environmental, pharmaceutical, and industrial microbiology. Students will also be prepared to continue specialization at the graduate level in clinical, food and dairy, soil and sanitary bacteriology, as well as industrial microbiology.

Students are required to complete, as part of their previous stated core classes:

BSC 302 - Principles of Microbiology - 3 cr.

BSC 324 - Principles of Genetics - 4 cr.

Additional required classes for this major are:

BSC 304 - Microbiology Lab - 2 cr.

BSC 434, - Microbial Physiology - 3 cr., OR,

BSC 365 - Introductory Biochemistry - 3 cr.

BSC 436 - Microbial Genetics - 3 cr.

The remaining minimum of 9 elective credits are to be chosen from the following

BSC 417 - Biostatistics - 3 cr.

BSC 418 - Medical Mycology

BSC 424 - Animal Parasitology - 4 cr.

BSC 438 - Emerging Infectious Diseases - 3 cr.

BSC 440 - Medical Microbiology - 3 cr.

BSC 442 - Advanced Microbiology - 4 cr.

BSC 445 - Microbial Ecology - 3 cr.

BSC 446 - Microbial Ecology Lab - 2 cr.

BSC 448 - Introductory Immunology - 3 cr.

BSC 480-483 - Special Topics - 1-4 hrs. (requires approval)

Computer Skills

The Marshall Plan computer literacy requirement is satisfied by basic computer skills learned, experience with statistical applications, and allocations of computer modeling in the two-semester Principles of Biology sequence and the core courses.

Minor Requirements in Biological Sciences

A student may qualify for a minor in Biological Sciences by successfully completing, with at least a *C* average, the following courses: BSC 120, 121, and a minimum of 8 additional hours above the 100 level (except BSC 227, 228, and 250), including at least one course at the 300-400 level. This is a total of 16 hours.

CHEMISTRY

Dr. Michael Castellani, Chair

www.marshall.edu/chemistry

chemistry@marshall.edu

Professors

Anderson, Babb, Castellani, Hubbard, Larson, Norton, Schmitz

Associate Professors

Frost, Morgan, Price

Assistant Professors

Burcl, Miksovska

Courses offered by the Department of Chemistry provide a program of studies that allows the individual to:

1. Obtain high quality instruction in chemistry as a scientific discipline.
2. Obtain a sound background in preparation for advanced studies.
3. Meet the qualifications of professional chemists and accrediting agencies.
4. Prepare for a professional career in medicine, dentistry, pharmacy, medical technology, engineering, nursing and other fields.

High school students planning to major in chemistry are advised to take one year of high school chemistry, one year of high school physics, and at least three years of high school mathematics (including geometry, algebra, and trigonometry).

The curriculum and facilities of the department have been approved by the Committee on Professional Training of the American Chemical Society.

Curricula in Chemistry

B.S. Degree, Major in Chemistry: This major in chemistry is intended for students needing a broadly based, flexible science background. The requirements are:

<i>Requirements</i>	<i>Credit Hours</i>
A. Science	64
Chemistry 211, 212, 217, 218, 355, 356, 361, 307 (or 357 and 358), 345, 432, 448	31-35
Upper division Chemistry electives	3
Capstone Experience - Chemistry 490 or 491	2-4
Mathematics through 229 or 140	3-8
Physics 201-204	8
Science and Mathematics electives	10-19
B. General Humanities and Social Science Requirements	42-54
C. General Electives from any college	10-22
Students interested in careers in technical sales, management, and marketing in the chemical industry are encouraged to take the following courses as electives: Economics 250, 253, Marketing 340, 440 or 442; Management 320.	
Total	128

B.S. Degree, Major in Biochemistry – Students completing the Biochemistry degree will be prepared for career opportunities in the biotechnology, forensics, environmental, pharmaceutical, agricultural, and medical fields. Students will also be well prepared for

graduate-level study in biochemistry, biotechnology, and genetics and molecular biology. Additionally, Biochemistry is an excellent choice for students desiring to attend Professional training in Medicine, Dentistry, Pharmacy, Law or Engineering. The requirements are:

<i>Requirements</i>	<i>Credit Hours</i>
A. Science	70-79
Chemistry 211, 212, 217, 218, 355, 356, 361, 345, 307 (or 357 and 358*), 365, 366, 467	35-39
Upper division Chemistry electives †	3-4
Capstone Experience (Biochemistry Related) – Chemistry 491	2-4
Mathematics through either 229 (preferred) or 140	3-5
Physics 201-204 (or 211-214)	8
Biological Sciences 120, 121, 322, 324, and 450	19
B. General Humanities and Social Science Requirements	42-54
C. General Electives from any college	10-22
Total	128

*Recommended for students considering graduate school, CHM 358 counts as an upper division elective in this major.

†CHM 358 or 411 is recommended for students considering graduate school.

B.S. Degree, Major in Forensic Chemistry. This major is intended for students who wish to pursue a career in fields involving forensics. The requirements are:

<i>Requirements</i>	<i>Credit Hours</i>
A. Science	71-78
Chemistry 211, 212, 217, 218, 355, 356, 361, 345, 307 (or 357 and 358*), 365, 428, 411, 432	43
Upper division Chemistry elective	3
Capstone Experience – Chemistry 491	2-4
Mathematics 229 or 140	
Mathematics 225	6-8
Physics 201 and 203 or 211 and 213	6-8
Physics 202, 204	2
Biology 120, 121 and either 322 or 324	12
Integrated Science and Technology 340 and 445	7
B. General Humanities and Social Science Requirements	42-54
Criminal Justice 200, 314, and either 323 or 422	6
C. General Electives from any college	3-15
Total	128

*In this case, CHM 358 counts as an upper-division elective.

B.S. In Chemistry Degree: This curriculum meets the standards of the American Chemical Society and is recommended for students intending to enter the chemical profession or intending to pursue graduate work in chemistry. Students who successfully complete the requirements for the B.S. in Chemistry degree will receive a certificate from the American Chemical Society indicating that their degree meets the standards of the Committee on Professional Training. The requirements for this degree are:

<i>Requirements</i>	<i>Credit Hours</i>
A. Chemistry	51-52 hours
Principles of Chemistry 211, 212, 217, 218	10
Organic Chemistry 355, 356, 361, 362	12
Physical Chemistry 357, 358	8
Analytical Chemistry 345 and either 411 or 453	7-8
Chemical Information Retrieval and Scientific Ethics 305	1
Introductory Biochemistry 365	3
Inorganic Chemistry 448	4
Capstone Experience - Chemistry 491	6
Seminars 331, 332, 431, 432	CR
B. Physics 211, 202, 203, 204 or equivalent	10
C. Mathematics through 231	13-16
D. General College Humanities and Social Science Requirements	42-54
E. General Electives	0-14
Total	128

Grade Point Average: A Grade Point Average of 2.0 in all required Chemistry courses as well as an overall 2.0 in all Chemistry courses will be required for either degree program.

Computer Skills: Students in either degree program are required to demonstrate their proficiency in the use of computers in chemical applications. This requirement may be met by either passing an exemption exam (given by the department each semester) or by taking CHM 223 or by taking a programming course for a scientifically useful computer language. Any student who fails to pass the exemption exam on the second attempt will be required to fulfill the requirement by completing CHM 223 or an appropriate programming course.

Honors, Research, and Special Programs in Chemistry: The department offers a number of unique enrichment programs outside the above curricula that are open to students in either degree program. All entering students in chemistry should contact either the department office or their advisor for full details.

Minor in Chemistry

The Department of Chemistry awards a minor in chemistry to students who have completed the following courses with a minimum *C* average: CHM 211, 212, 217, 218, and any two additional courses chosen from CHM 307, 345, 355, 356, 357, 358, or 448.

COMPUTER SCIENCE

Ms. Elizabeth Hanrahan, Assistant Dean, CITE (contact person)

hanrahan@marshall.edu

Professors

Chaudri (CITE), Hankins (CITE), Tesser (CITE)

Associate Professors

Chahryar (CoS), Gudivada (CITE), Logan (CITE)

Assistant Professors

Biros (CITE), Dementiev (CoS), Morgan (CoS)

Please note: this listing can be found in the sections of both of the colleges that offer this joint degree.

A Bachelor of Science degree program with a major in Computer Science is jointly offered by the College of Science (COS) and the College of Information Technology and Engineering (CITE). For administrative purposes, student applications and records will be housed in CITE.

The Bachelor of Science in Computer Science program prepares students for careers in computer science through learning based on practice and grounded in theory. Students learn how to analyze, design, build, test, and deploy computer based systems by making technical trade offs between performance, scalability, availability, reliability, security, maintainability, cost and societal impact. Marshall's computing facilities are state-of-the-art and readily available to students.

The program was initiated in the fall of 2004, and courses are being phased in yearly, with all courses in place by the 2007-08 academic year. (The sample programs of study and the course listings provide anticipated starting semesters for each course.) Please work closely with your advisor to ensure that you take courses in the appropriate sequence.

Admission and Transfer Criteria

Minimum requirements for admission into the Computer Science major for first-time freshmen are

- an ACT composite score of 21 and
- an ACT mathematics score of 23.

Comparable SAT scores may be substituted for the ACT requirements.

Minimum requirements for admission into the Computer Science major for transfer students, whether from within Marshall University or from another institution, are:

- 15 earned semester credit hours of college-level coursework,
- an overall Grade Point Average of at least 2.5 in all college-level coursework,
- completion of ENG 101 (or equivalent) with a grade of C, and
- completion of MTH 132 (or equivalent) with a grade of C.

Since enrollment may be limited, prospective students are encouraged to apply for admission as soon as possible and are urged to contact an advisor.

For those desiring to major in computer science who do not meet the admission or transfer criteria listed above:

- Students may be admitted to "Pre-Computer Science" with minimum ACT

composite of 21 and an ACT mathematics score of 21-22; or SAT equivalents. Transfer students must be eligible for MTH 130 and MTH 122.

- Students may be admitted to “CITE Undecided” with an ACT composite of 19-22 and an ACT mathematics score of 19-20. Transfer students must be eligible for MTH 127 and MTH 122.

Students in the two categories above must complete the criteria for transfer students to Computer Science. Registration for Computer Science courses will be permitted once transfer criteria are met.

B.S. Degree Requirements

The B.S. degree program requires 128 credit hours of coursework. Students are advised to pay careful attention to Marshall Plan requirements; please consult an advisor. The general degree requirements of the Colleges of Science and Information Technology and Engineering are superseded by the requirements outlined below (all courses are 3 hours except where indicated):

A. Program General Requirements 70-73

I. Orientation 1

Choose one of the following:

- UNI 101: New Student Seminar (1 CH)

- HON 101: New Student Seminar Honors (1 CH)

II. General Education 30

The Marshall Plan requires students to complete one Multicultural course, two International courses, and one Writing Intensive course. In selecting courses for the areas below, students should work to complete the Marshall Plan.

1. Communications 12

The following courses are required:

Choose one of the following three options for meeting the English Composition requirement:

- ENG 101: English Composition I and ENG 102: English Composition II
- ENG 101: English Composition I and ENG 302: Research Intensive Writing
- ENG 201H: English Composition Honors (6 hrs.)

ENG 354: Scientific and Technical Writing

CMM 103: Fundamentals of Speech Communication

2. Humanities, the Arts, and Literature 9

The following courses are required:

Humanities: one course in Classics, Philosophy, or Religious Studies. [PHL 200: Introduction to Philosophy: Ancient Period is recommended.]

The Arts: one course from the following:

- ART 112: Introduction to Visual Arts I
- MUS 142: Appreciation of Music I

(continued)

- THE 112: Theater Appreciation I
- Literature: one course from the following:
- Classics CL 230, 231, 232, 233, 234
 - any English 300 or 400 level literature course except ENG 302, 353, 360, 377, 378, 402, 408, 444, 491, 492
 - any 300 or 400 level French, German, Latin, or Spanish literature course.

3. Social Sciences 9

Choose three courses, but no more than one course from each area:

- Geography: any course.
- History: any course.
- Political Science: any course.
- Psychology: any course. PSY 201 is recommended.
- Sociology/Anthropology: any course *except* SOC 344, 345, and 445.

III. Mathematics 18

The following courses are required:

- MTH 220: Discrete Structures
- MTH 229: Calculus with Analytic Geometry I (5 hrs.)
- MTH 230: Calculus with Analytic Geometry II (4 hrs.)
- MTH 329: Elementary Linear Algebra
- MTH 345: Applied Probability and Statistics

IV. Science 12-15

Choose three of the following, including one two-semester sequence (either BSC 120-121, CHM 211-212 & 217-218, or PHY 211-214):

- BSC 120: Principles of Biology I (4 CH)
- BSC 121: Principles of Biology II (4 CH)
- CHM 211: Principles of Chemistry I and
- CHM 217: Principles of Chemistry Lab I (5 CH total)
- CHM 212: Principles of Chemistry I and
- CHM 218: Principles of Chemistry Lab II (5 hrs. total)
- GLY 200: Physical Geology and
- GLY 210L: Earth Materials Lab (4 CH total)
- PHY 211: Principles of Physics I and
- PHY 212: Laboratory Methods in Physics I (5 hrs. total)
- PHY 213: Principles of Physics II and
- PHY 214: Laboratory Methods in Physics 1 (5 CH total)

V. Business 9

The following courses are required:

- ENGR 221: Engineering Economy
- MGT 320: Principles of Management I
- ACC 215: Principles of Accounting I
or ACC 410: Financial Accounting (3 hrs. each)

B. Computer Science Core 40

The following courses are required (professional ethics and social responsibility topics are discussed in CS 490 and CS 491.):

- CS 110: Computer Science I
- CS 120: Computer Science II
- ENGR 204: Introduction to Digital Systems (4 CH)
- CS 210: Algorithms Analysis and Design
- CS 300: Programming Languages
- CS 305: Software Engineering I
- CS 310: Software Engineering II
- CS 320: Internetworking
- CS 330: Operating Systems
- CS 340: Cyber Security
- CS 350: Database Engineering
- CS 490: Senior Project I
- CS 491: Senior Project II (capstone)

C. Computer Science Electives minimum 6

Choose two of the following electives:

- CS 315: Software Quality Assurance
- CS 370: Computer Graphics
- CS 420: Distributed Systems
- CS 440: Image Processing
- CS 455: Systems Engineering
- CS 460: Multimedia Systems
- CS 475: Internship (3-12 CH)

D. Free Electives 6-12

Students may choose additional CS courses, liberal arts courses, courses towards a minor, or any other courses according to personal preference.

Computer Literacy

The Marshall Plan computer competency requirement is met by CS110 and CS120.

Minor in Computer Science

A minor is under development; please consult your advisor.

Sample Programs of Study

The following are only samples; please consult an advisor. The first sample assumes a Math ACT of 23-26, making MTH 132 required. Each CS prefixed course shows the first semester in which that course is expected to be offered.

Sample Study Plan 1 (Math ACT of 23-26)

Freshman Year

Fall Semester

CS 110 (Fall 2004)
CMM 103
ENG 101
MTH 132
Social Science 1
UNI 101
Total Credit Hours: 18

Spring Semester (17 CH)

CS 120 (Spring 2005)
MTH 220
ENG 102
MTH 229
Social Science 2
Total Credit Hours: 17

Sophomore Year

Fall Semester

CS 210 (Fall 2005)
ENGR 204
Arts
MTH 230
Science 1
Total Credit Hours: 17-18

Spring Semester (16-17 CH)

CS 300 (Spring 2006)
MTH 329
ENG 354
Social Science 2
Science 2
Total Credit Hours: 16-17

Junior Year

Fall Semester

CS 305 (Fall 2006)
ENGR 221
CS 320 (Fall 2006)
MTH 345 Science 3
Total Credit Hours: 16-17

Spring Semester

CS 310 (Spring 2007)
CS 330 (Spring 2007)
CS 340 (Spring 2007)
Humanities
Literature
Total Credit Hours: 15

Senior Year

Fall Semester

ACC 215
CS 350 (Fall 2007)
CS 490 (Fall 2007)
MGT 320
Free Elective
Total Credit Hours: 15

Spring Semester

CS 491 (Spring 2008)
CS Elective
1CS Elective 2
Free Elective
Free Elective
Total Credit Hours: 15

Sample Study Plan 2 (Math ACT minimum of 27)

Freshman Year

Fall Semester

CS 110 (Fall 2004)
CMM 103
ENG 101
MTH 229
Social Science 1
UNI 101/HON 101
Total Credit Hours: 18

Spring Semester

CS 120 (Spring 2005)
MTH 220
ENG 102
MTH 230
Social Science 2
Total Credit Hours: 16

Sophomore Year

Fall Semester

CS 210 (Fall 2005)
ENGR 204
Arts
MTH 345
Science 1
Total Credit Hours: 16-17

Spring Semester

CS 300 (Spring 2006)
MTH 329
ENG 354
Social Science 3
Science 2
Total Credit Hours: 15-16

Junior Year

Fall Semester

CS 305 (Fall 2006)
ENGR 221
CS 320 (Fall 2006)
Humanities/Literature 1
Science 3
Total Credit Hours: 16-17

Spring Semester

CS 310 (Spring 2007)
CS 330 (Spring 2007)
ACC 215
Humanities/Literature 2
Free Elective
Total Credit Hours: 15

Senior Year

Fall Semester

CS 340 (Spring 2007)
CS 350 (Fall 2007)
CS 490 (Fall 2007)
MGT 320
Free Elective
Total Credit Hours: 15

Spring Semester

CS 491 (Spring 2008)
CS Elective
CS Elective 2
Free Elective
Free Elective
Total Credit Hours: 15

ENVIRONMENTAL SCIENCE

The Environmental Science degree program prepares graduates for careers in environmental monitoring and impact assessment. Recent graduates have obtained jobs with state and federal regulatory agencies as well as private consulting firms. Other graduates are currently pursuing graduate degrees in environmental assessment and environmental education.

The Environmental Science degree is an integrated program requiring math, communication, and environmental studies courses from the Integrated Science and Technology program, basic science courses from Geology, Biology, Chemistry, and Physics departments, and course options in Business and Liberal Arts. Students in Environmental Science must complete the math and communication sequences in Integrated Science and Technology (IST) as well as 20 hours of Environmental Studies. Students must also complete 25 hours of basic sciences, 16 hours of upper level (300 or 400) science courses, and 18 hours of social science, art, literature, and humanities courses. Transfer students with prior college experience receive equivalent credit for required courses, if possible.

Required Courses for completion of the Environmental Science Degree:

Math Requirement:

IST 130, 131, 230, 231 or equivalents

Communication Requirement:

IST 101, 120, 201, 220, 301 or equivalents

Basic Science Requirements:

CHM 211, 217, 212, and 218

IST 111 or equivalent

IST 212 or PHY 201

GLY 200

IST 160

IST Environmental Studies Requirements:

IST 321, 322, 323, 324, 423, 425, and 428 plus three hours of IST Environmental Studies Elective

Students must also complete 16 hours of 300 or 400 level course work from Chemistry, Biology, Geology, or Physics Departments.

Liberal Arts Requirements:

Art...any course 3 hours

Social Sciences 9 hours

Literature 3 hours

Humanities 3 hours

FORESTRY AND ENVIRONMENTAL STUDIES Cooperative Plan of Study

Marshall University and the Duke University School of the Environment have entered into an agreement whereby a student may spend three years at Marshall followed by two years at Duke. Students who are accepted by Duke for this program pursue one of two degrees: Master of Forestry (M.F.) or Master of Environmental Management (M.E.M.). At the end of the fourth year (minimum of 24 Duke credits) the student may be eligible for the B.S. degree with a major in Biological Sciences from Marshall University. Following the fifth year (minimum total of 48 Duke credits) students may qualify for one of the two professional Master's degrees.

Students are normally admitted only at the beginning of the fall term.

Applications to Duke University should be submitted by February 15 preceding the fall in which admission is desired. Duke requires the Graduate Record Examination (GRE) for admission. Students should arrange to take the GRE in the first semester of the junior year.

The curriculum outlined below shows the courses required of students who seek admission to Duke as biology majors at Marshall. Marshall requires a Grade Point Average (GPA) of 2.5 or higher for the three years of on-campus work. Students are strongly encouraged, however, to maintain a QPA of 3.0 or higher to qualify for accep-

tance into Duke. Students accepted into the program over recent years have had a mean GPA of approximately 3.3. In the fourth year a sufficient number of hours must be successfully completed at Duke to total 128 when added to those already completed at Marshall.

Forestry and Environmental Studies majors are required to meet the Marshall University College of Science requirements for the B.S. degree and to take the following courses:

Biological Sciences 120 and 121	8 hrs.
Biological Sciences 320, 322, and 324	12 hrs.
Chemistry 211, 212, 355-356, and 361	15 hrs.
Chemistry 217 and 218	4 hrs.
Physics 201, 202, 203, and 204	8 hrs.
Mathematics 225 and 229	8 hrs.
Economics 250	3 hrs.

DEPARTMENT OF GEOLOGY

Dr. Ronald L. Martino, Chair

www.marshall.edu/geology

geology@marshall.edu

Professors

Martino, Niemann, Sanderson

Programs of study offered by the Department of Geology are designed for individuals seeking a career as an earth scientist. The greatest numbers of geologists are employed by natural resource industries. These include metallic and non-metallic mining companies as well as petroleum, natural gas, and coal companies. New and challenging careers have recently developed in environmental and engineering geology. The majority of graduates in the past few years have found employment with environmental and geotechnical companies. Other employers include geological surveys, and local, state, and federal regulatory agencies. Career opportunities in the teaching profession at the high school and university level may also be available to those with advanced degrees.

The Department of Geology offers 2 degree programs (B.A. and B.S.) which have been recognized and approved by the American Institute of Professional Geologists, a national organization that certifies professional geologists.

The Bachelor of Arts degree in Geology is designed for those who prefer greater curriculum flexibility, are less certain of their career objectives, or who may wish to enter the teaching profession at the junior high or high school level.

The Bachelor of Science degree in Geology is intended for those who wish to directly enter the Geology/Earth Science profession upon completion of the degree or wish to further their education at the graduate level. Coursework can be tailored to emphasize environmental geoscience or fossil fuels.

In addition, the department offers a Bachelor of Science in Geology with emphasis in engineering geology. This area of specialization is one of several that can be pursued and has recently developed as a formal program with its own specific curriculum. It has been added in order to meet the increasing demand for geoscientists who are trained in the

acquisition, interpretation, and use of earth materials (rock, soil, ground water) for the solution of engineering problems. The program provides geologists with specific training that will enable them to effectively interact with and support engineers. Its curriculum involves a heavy emphasis of coursework in math, physics, and engineering. By completing this curriculum, candidates would automatically complete the requirements for a minor in engineering.

A second area of emphasis in environmental geoscience has been developed to meet the increased demand for this sector of employment. This area accounts for 30% of all geoscientists who are currently employed in the U.S. and is expected to expand by 21-35% by 2010. The area of emphasis in environmental geoscience utilizes an interdisciplinary curriculum which will prepare graduates for careers involving the application of geologic concepts to the solution of environmental problems. These problems include 1) the protection of human health and natural ecosystems from adverse biochemical or geochemical reactions to naturally occurring chemicals or to chemicals and chemical compounds released into the environment by human activities, and 2) the protection of life, safety and well-being of humans from geological processes such as floods, earthquakes, and landslides through land-use planning.

The department offers local and distant field trips to provide experience in a variety of natural geological settings. Students also have ample opportunity to participate in independent or cooperative research projects with faculty. The Geology Department currently has a working arrangement with the U.S. Army Corps of Engineers which allows students to work part time at the Corps while pursuing their degrees. Geology majors may also participate in Marshall University's cooperative program with the U.S. Army Corps of Engineers. A co-op student's schedule is crafted by the Department of Geology and the Division of the Corps that employs the student. Following the first year, the student alternates semesters of coursework with semesters of work experience. Completion of the cooperative program normally takes five years.

Geology majors can fulfill two requirements of the Marshall Plan with courses from the geology curriculum. Computer Methods in Geology (GLY 430) fulfills the computer literacy requirement. The capstone experience (GLY 491, 492) is an individualized research project or internship experience requiring a written report and an oral presentation. The capstone requirement may be met alternatively by attending the geology summer field camp.

High school students interested in geology as a career option are advised to take one year of chemistry, one year of physics or biology, and mathematics through at least geometry, algebra and trigonometry. Courses in physical or earth science are also highly recommended.

Requirements

All Majors:

Chemistry 211, 212; labs. 217, 218

Biology or Physics -4 hrs. -Biological Science 120 or PHY 201-202

Geology 110 (minimum B grade required) or 200, 210L, 201, 211L, 212, 313, 314, 325, 430, 451, 451L, 491 and/or 492

Additional requirements for the B.A. Degree Program:

7-8 additional hours of 300-400 level Geology courses and Math 122 and 130, or

Math 132.

Total Geology hours: 39-42

Additional requirements for the B.S. Degree:

Math 229; recommended: Mathematics 230, 231 - especially for those planning graduate work.

Biology or Physics -4 hrs. (Total: 8 hrs.) Biological Science 120 and/or 121 and/or Physics 201-203 and/or 202-204

Geology 421 or 423; plus an additional 11-12 hours selected from GLY 418, 421, 422, 423, 425, 426, 427, 455 and 455L, 456 and 456L, 457.

Total Geology hours: 47-50, depending on course selection

Elective Courses: Geology 280, 281, 282, 283, 485, 486, 487, 488.

GLY 485-488 may be substituted for required choices with approval from the Chairman of the Department of Geology.

Requirements for Engineering Geology area of emphasis:

Mathematics 229, 230, 231	13
Chemistry 211, 212, 217, 218	10
Physics 211, 212 (or 202), 213, 214 (or 204)	10
Geology 200, 210L, 201, 211L, 212, 313, 314, 325, 430, 451, 451L, 455, 455L, 456, 456L, 457; 421 or 423;	45
Geology 491 and/or 492	4
Engineering Mechanics 107, 213, 215, 216 and 5 hours from 285-288 (or GLY 485-488 with approval of GLY chair)	16
English: 101 & 102 , 354	9
Communication Studies 103 or 104H or 305 or proficiency	0-3
Literature courses to be selected from:	3
Classics 230, 231, 232, 233, 234	
English - any 300 or 400 level literature course, except ENG 354	
French 317, 318, 401, 402, 403, 404	
German 301, 302, 417, 418	
Latin - any 300 or 400 level course	
Religious Studies 304, 310, 320, 325, 351	
Spanish 318, 319, 321, 402, 403	
Classics/Philosophy or Religious Studies	3
One course to be selected from the following:	
Classics - any course <i>except</i> 230, 231, 232, 233	
Philosophy - any course	
Religious Studies - any course <i>except</i> 304, 310, 320, 325, 351	
Social Sciences:	15
Economics - any course	

(continued)

Geography 100, 203

History - any course

Political Science - any course

Psychology - any course with proper prerequisite *except* 233 and 417

Sociology/Anthropology - any course with proper prerequisite
except SOC 344, 345 and 445

A total of 16 hours of engineering coursework is required. Other engineering courses may be substituted (maximum of 7 hours) for the required ones where deemed appropriate by the Geology and Engineering Department Chairs.

The engineering geology area of emphasis will require 4 hours of capstone experience (GLY 491 and/or 492) which will be devoted to a senior thesis or an internship. This will involve a research project that will involve the acquisition, analysis, and interpretation of data related to any topic within the scope of engineering geology. A written thesis and oral defense will be required which will need the approval by a majority of geology faculty, including the student's thesis director.

Requirements for the Environmental Geoscience area of emphasis

I.	English Composition/Communication	Hours
	ENG 101	3
	ENG 102	3
	ENG 354 Scientific & Technical Writing	3
	CMM 103 (or 305, or proficiency)	3
II.	Mathematics	
	MTH 132 Precalculus with Science Applications	5
	MTH 229 (Calculus I), MTH 225 (Statistics)	8
III.	Social Sciences	
	GEO 320 Environmental Geography	3
	GEO 429 Fundamentals of GIS	3
	ECN 200 or 250 Survey of Economics or Microeconomics	3
	(+ 3 additional social science courses)	9
IV.	Literature	3
V.	Classics/Philosophy/Religious Studies	3
VI.	Natural Sciences	
	IST 322 Assessment I: Terrestrial Systems	4
	IST 323 Assessment II: Aquatic Systems	4
	CHM 211,212,217, 218 Principles of Chemistry	10
	CHM 327, Intro to Organic Chemistry	5
	PHY 201-204 General Physics	8
	PS 410 Remote Sensing	4
	GLY 200, 210L Physical Geology, Earth Materials Lab	4

GLY 201, 211L Historical Geology	4
GLY 212 Field Mapping	2
GLY 313 Structural Geology	4
GLY 314 Mineralogy	4
GLY 325 Stratigraphy and Sedimentation	4
GLY 421 or 423 Petrology or Sedimentary Petrography	4
GLY 430 Computer Methods	4
GLY 451, 451L Geomorphology	4
GLY 455, 455L Hydrogeology	4
GLY 456, 456L Environmental Geology	4
GLY 457 Engineering Geology	3
GLY 425 Geochemistry	4
GLY 491 or 492 (Capstone)	2
TOTAL	132-135

Minor in Geology

The Department of Geology awards a minor in geology to any student who has successfully completed, with at least a *C* average, 12 hours of Geology coursework. At least 9 hours must be in courses at the 200 level or above.

INTEGRATED SCIENCE AND TECHNOLOGY

Dr. Michael Little, Chair
www.marshall.edu/isat/
isat@marshall.edu

Professors

Adkins (MTH), Bellis (PHY), Little (IST), Oberly (PHY), Silver (MTH), Taylor (IST), Valluri (BSC)

Associate Professors

Denvir (MTH), Murray (IST)

Assistant Professors

Brooks (MTH), Dementiev (IST), Dementieva (MTH), Gooding (IST), Lawrence (MTH), Morgan, (IST), Saveliev (MTH)

The Department of Integrated Science and Technology offers majors in:

- Computer and Information Technology, with emphases in:
 - Software Development
 - Network Administration
 - Database Management
- Computer Forensics area of emphasis

(continued)

Students may also choose to major in Integrated Science and Technology with areas of emphasis in:

- Biotechnology
- Environmental Assessment and Policy

The Integrated Science and Technology degree program provides an alternative to traditional programs in science and technology. Individual courses have subject matter from different disciplines integrated into new configurations, moving beyond single-subject courses. In addition, the program itself integrates subjects into a unified sequence of courses that provides a conceptual whole for students. To accomplish this the IST program brings together faculty and subject matter from engineering, physics, biological sciences, computer and information science, mathematics, communication studies, management, and medicine to create a unique degree program.

The IST degree program has the following objectives:

- To create a more effective method of engaging students by presenting the value and excitement of science and technology in today's world;
- To provide for the development of communication skills throughout the curriculum, thus enhancing each students' potential for successful employment,
- To demonstrate the importance of science and technology to the needs of society and relate the issues of society to those who engage in science and technology,
- To integrate the use of computers and expert systems as a curriculum tool to teach decision-making, information gathering, and communication
- To provide a broad, interdisciplinary curriculum that will more fully prepare graduates for changing employment opportunities;
- To create future employees who have solid backgrounds in science and technology as well as the communication and people skills necessary to work in a flexible and changing work environment.

Admission Standards

- A composite score on the ACT test of at least 21;
- A mathematics score on the ACT test of at least 21;
- Recommended are at least two years of study in a modern foreign language;
- In addition to two years of algebra, a unit of geometry and a unit of trigonometry or advanced mathematics is also recommended.

Program Components

The College of Science Social Science General Requirements do not apply to students in the Integrated Science and Technology program. Marshall Plan requirements do apply. The IST program has four major components:

- General education requirements that include communication courses, "connections" courses that examine the relationships between society and science and technology, courses in the liberal arts, social sciences, a modern foreign language, and a public service/volunteerism experience;
- Core courses consisting of analytical methods, instrumentation, and the Issues in Science and Technology block.
- Strategic Sector courses, taken in the Junior year, that allow students to begin work

toward their concentration while examining other areas of the program, including courses in management.

- Concentration courses, which replace the traditional major, including a senior “capstone” project which can be a research project, development of software, a thesis, or other project that serves as the culmination of the student’s work in the field. Concentrations in Integrated Science and Technology are Biotechnology, Computer and Information Technology and Environmental Assessment and Policy.

The Integrated Science and Technology degree is a four-year program that requires 128 credit hours.

BACHELOR OF SCIENCE DEGREE IN INTEGRATED SCIENCE AND TECHNOLOGY

GENERAL EDUCATION REQUIREMENTS

Hours

Communications

IST 101 Fundamentals of Communication 4

IST 201 Advanced Communications 4

Connections

IST 120 Connections 1 2

IST 220 Connections 11 2

Humanities, Arts, and Literature

Classics, Philosophy, or Religious Studies 3

Literature 3

(A course in literature from English, Classics or those offered in Spanish, French or German, as well as an appropriate Honors course.)

The Arts: ART 112, MUS 142, THE 112, or other Fine Arts course 3

Language and Cross-Cultural Experience 3-12

Students may meet the language and cross-cultural experience requirement by completing FRN 203 and 204, GER 203 and 204, SPN 203 and 204, JPN 203 and 204, or another modern foreign language.

Students will be encouraged to meet this requirement through enrollment in a language study program, offered either by Marshall University or another institution, that includes intensive work in a modern foreign language.

Social Science* 9

Social Science courses are to be distributed in at least three fields chosen from Economics, Geography, History, Political Science, Psychology, and Sociology/Anthropology.

Economics: any course.

Geography: Any course except 101

History: any course

Political Science: any course

(continued)

Psychology: any course except 223 and 417.

Sociology/Anthropology: any course except SOC 344, 345, and 445.

*In selecting a social science course students should be sure they meet the International or Multicultural portions of the Marshall Plan.

Public Service/Volunteer Experience

IST 301 Public Service Experience 1

Each student will participate in a public service or volunteer experience, selected with permission from his or her advisor, which gives the student an experience working in a volunteer capacity with a group, organization, or agency that offers a service to the general public. Such experience should consist of at least 30 contact hours accumulated over a year or less and should be related to the area of concentration.

Elective Course 3

Each student shall select an elective course, that is not a science or mathematics course, from among those offered by the university, with approval from his or her advisor.

Total Required General Education Hours 40

PROGRAM REQUIREMENTS

Hours

CORE COURSES

Analytical Methods 16

IST 130 Analytical Methods I: Statistics 4

IST 131 Analytical Methods II: Differential Calculus 4

IST 230 Analytical Methods III: Integral Calculus 4

IST 231 Analytical Methods IV: Advanced Math Topics 4

Issues in Science and Technology 7

IST 111 Issues I: Living Systems 4

IST 212 Issues II: Energy 3

Instrumentation 6

IST 160 Programming with Visual Basic* 3

IST 163 Programming Practicum with C++** 3

Total hours in Core Courses 34

*Required of all students

**Required of students in in Computer and Information Technology.

STRATEGIC SECTORS

Students should choose 24 hours from one or more of the following areas: Biotechnology, Computer and Information Technology, or Environmental Assessment and Policy; or from areas outside IST that complement their chosen concentration.

Total hours in Strategic Sectors: 24

CONCENTRATIONS

Students must take four courses, 12-14 hours, at the 300 or 400 level in one of the following areas: Biotechnology, Computer and Information Technology, or Environmental Assessment and Policy.

Students in Computer and Information Technology may take one of three tracks: Software Development, Network Administration, or Database Management.

Total hours from a Concentration	12-14
Senior Project	6
IST 490, Senior Project I	3
IST 491, Senior Project II	3
Science or Technical Electives.....	12-14
TOTAL CREDIT HOURS FOR GRADUATION	128

COMPUTER LITERACY

The Marshall Plan computer literacy requirement is met by work taken in IST 101 and 120, IST 130, and IST 160.

MINORS IN INTEGRATED SCIENCE AND TECHNOLOGY

Students interested in a minor must complete at least 12 credit hours of work which may be from any courses offered by the IST program. However, six hours of coursework must be at the 300 or 400 levels. For specific suggestions that might complement the work in the major, please consult the IST faculty.

COURSE OF STUDY

YEAR ONE

<i>Fall Semester</i>	<i>Spring Semester</i>
IST 101 Fund. of Communication	IST 131 Analytical Methods II: Differential Calculus.....
IST 120 Connections.....	4
IST 130 Analytical Methods I: Statistics	*IST 163 Programming Practicum w/C++
IST 111 Issues: Living Systems	3
IST 160 Programming with Visual Basic	**IST 241 Intro to DNA Cloning
UNI 101 New Student Seminar	4
18	General Education
	6-9
	17-20

YEAR TWO

<i>Fall Semester</i>	<i>Spring Semester</i>
IST 230 Analytical Methods III:.....	IST 201 Advanced Communication
4	4
Integral Calculus	IST 220 Connections II
4	2
*IST 236 Data Structures	IST 231 Analytical Methods IV: Advanced Mathematical Topics
3	4
*IST 263 Web/Java Programming	*IST 238 Algorithms
3	3
*EG 221 Engineering Economy	**CHM 212 Prin. of Chemistry II
3	3
**CHM 211 Prin. of Chemistry I	IST 212 Issues: Energy
3	3
**IST 342 Bioscience Res. Methods	IST 301 Public Service Experience
2	1
General Education Course	17
3	
**15/*16	

YEAR THREE

<i>Fall Semester</i>	<i>Spring Semester</i>
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Strategic Sector Courses	12	Strategic Sector Courses	12
General Education Courses	<u>6</u>	General Education	<u>3</u>
	18		16

YEAR FOUR

<i>Fall Semester</i>		<i>Spring Semester</i>	
Concentration Courses	6	Concentration Courses	6
Senior Project	3	Senior Project	3
General Education		General Education	
or Technical Electives	<u>6</u>	or Technical Electives	<u>6</u>
	15		15

*Courses required of CIT major.

**Courses required of Biotechnology area of emphasis.

All others are required of all majors.

Students interested in specific courses that would provide work in software development, network administration, database management, or work in various areas of Biotechnology or Environmental Assessment and Policy should consult with the faculty in the IST program or see the program's World Wide Web site (www.marshall.edu/isat).

MATHEMATICS

Dr. Ralph W. Oberste-Vorth, Division Head

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math@marshall.edu

Professors

Adkins, Aluthge, Carlton, Cusick, Drost, Lancaster, Mitchell, Oberste-Vorth, Peele, Pupplo-Cody, Rubin, Silver

Associate Professors

Akinsete, Brooks, Dementieva, Horwitz, Lawrence, Saveliev

Assistant Professors

Esty, Karna, Sarra

The Department of Mathematics offers two majors, Mathematics and Applied Mathematics, leading to the Bachelor of Science degree. These majors prepare students for a vast variety of careers in the mathematical sciences and in numerous related disciplines. Graduating students will have a solid foundation that enables them to perform successfully in industry, business, government, and further studies. Graduates may pursue advanced degrees in mathematics, applied mathematics, and related areas such as engineering and economics. They may also prepare for secondary mathematics certification or for professional degree programs such as law and medicine.

Students with an interest in mathematics should consult sites on the Internet hosted by the Mathematical Association of America (www.maa.org) and the American Mathematical Society (www.ams.org) such as www.ams.org/employment and www.maa.org/students/undergrad/career.html.

Mathematics serves as an essential tool for many other majors, and it plays an important role in the general education of all students. The Department of Mathematics at

Marshall University makes every effort to help students learn valuable critical thinking and problem-solving skills.

Majors must fulfill the general and specific requirements for the B.S. degree in the College of Science except for the minor (see requirements below). Students should go to the College of Science dean's office, Science 270, in order to declare a major. Within the 128 semester hours required for the B. S. degree, the major in Mathematics or Applied Mathematics must complete the following coursework.

Computer Competency Requirement

Mathematics and Applied Mathematics majors may satisfy the computer competency requirement of the Marshall Plan by completing a course in computer programming in C++ or Java. By written approval of the Chair or Associate Chair, this requirement may also be satisfied by some other programming course or by programming experience.

Mathematics and Applied Mathematics Major Requirements

Either major requires 14 mathematics courses, a minimum of 47 credit hours. Students with a second major or a minor outside of the Department of Mathematics can count some of those credit hours towards their Mathematics or Applied Mathematics major. This is explained in the section on Elective Requirements below.

Since the major is quite flexible, students are expected to consult with an advisor in the department. Moreover, before graduation, the advisor must approve the selection of sequences and electives.

Core Requirements for Both Majors (21 CH; 5 courses)

The following are required for majors in both Mathematics and Applied Mathematics:

- MTH 229 (5 CH) Calculus with Analytic Geometry I
- MTH 230 (4 CH) Calculus with Analytic Geometry I
- MTH 231 (4 CH) Calculus with Analytic Geometry II
- MTH 300 (4 CH) Introduction to Higher Mathematics
- MTH 331 (4 CH) Linear Algebra

Capstone Requirement for Both Majors (2 CH; 1 course)

Mathematics and Applied Mathematics majors must complete one of the following:

- MTH 490 (2-12 CH) Internship
- MTH 491 (2 CH) Senior Seminar

Sequence Requirements for Mathematics Majors (12 CH; 4 courses)

Mathematics majors must complete two of the following elective sequences:

- MTH 427 and MTH 428 Advanced Calculus
- MTH 430 and MTH 431 Topology
- MTH 450 and MTH 452 Modern Algebra
- MTH 460 and MTH 461 Complex Variables

Sequence Requirements for Applied Mathematics Majors (12 CH; 4 courses)

Applied Mathematics majors must complete two of the following elective sequences:

- MTH 335 and MTH 415 Differential Equations
- MTH 442 and MTH 443 Numerical Methods

(continued)

MTH 445 and MTH 446 Probability and Statistics

MTH 460 and MTH 461 Complex Variables

Elective Requirements for Both Majors (0–12 CH; 0–4 courses)

Mathematics and Applied Mathematics majors are not required to satisfy the College of Science requirement of a minor in another discipline. However, Mathematics and Applied Mathematics majors often elect to complete a second (or more) major(s) and/or one (or more) minor(s). The Department of Mathematics encourages students to pursue broad interdisciplinary studies.

The elective courses in this section may not duplicate those used for the sequence requirements. The number of elective courses required depends on outside minors and majors. The following are the three options:

- (1) **No Outside Major or Minor:** A student may graduate with a major in either Mathematics or Applied Mathematics, without a second major or a minor by completing an additional 4 elective mathematics courses from the list below. The major requires 47 credit hours.
- (2) **Outside Minors:** A student graduating with a single major, Mathematics or Applied Mathematics, and at least one minor must complete at least 2 additional elective mathematics courses from the list below. Effectively, the major requires 41 credit hours.
- (3) **Outside Double Majors:** A student graduating with multiple majors, including either Mathematics or Applied Mathematics, need not take any additional elective mathematics courses. Effectively, the major requires 35 credit hours.

Math/Applied Math Double Major

A student may graduate with a double major in Mathematics and Applied Mathematics by completing 4 different sequences that satisfy both Sequence Requirements plus 4 Elective courses not in those sequences; that is, the full Mathematics requirements plus 2 Applied Mathematics sequences, without duplication. Effectively, this double major requires 59 credit hours; no credit will derive from an outside major or minor.

Elective Courses for All Majors

- MTH 335 (4 CH), Differential Equations
- MTH 405 (3 CH), History of Mathematics
- MTH 411 (3 CH), Mathematical Modelling
- MTH 415 (3 CH), Partial Differential Equations
- MTH 427 (3 CH), Advanced Calculus I
- MTH 428 (3 CH), Advanced Calculus II
- MTH 430 (3 CH), Topology I
- MTH 431 (3 CH), Topology II
- MTH 440 (3 CH), Discrete Mathematics
- MTH 442 (3 CH), Numerical Linear Algebra
- MTH 443 (3 CH), Numerical Analysis
- MTH 445 (3 CH), Probability and Statistics I
- MTH 446 (3 CH), Probability and Statistics II
- MTH 448 (3 CH), Modern Geometry
- MTH 449 (3 CH), Projective Geometry
- MTH 450 (3 CH), Modern Algebra I

MTH 452 (3 CH), Modern Algebra II
MTH 455 (3 CH), Number Theory
MTH 460 (3 CH), Complex Variables I
MTH 461 (3 CH), Complex Variables II

Transfer Students

Transfer students must take at least 12 hours of 300/400 level coursework in the College of Science and at least 15 hours in their major field, including at least nine hours of 300-400 level coursework at Marshall University.

General Education and Placement

The American College Test score in Mathematics is utilized for the placement of students. Relevant information regarding such placement is included under prerequisites in the Courses of Instruction. Students wishing to challenge their placement in a mathematics course may do so by taking the Accuplacer Placement Exam administered by the Marshall Community and Technical College.

Students with prior credit for any college algebra course (i.e., MTH 127, MTH 130, MTH 130E, MTH 130H, or MTH 132) may not receive credit for any other of these courses.

A student enrolled at Marshall may receive credit for certain courses in mathematics by successfully completing the appropriate examination of the College Level Examination Program (CLEP).

Advanced placement in mathematics is granted on the basis of Educational Testing Service Advanced Placement Test scores. Students who score 4 or 5 on the Calculus AB examination are given credit for Mathematics 130 and Mathematics 229, and those who score 4 or 5 on the Calculus BC examination are given credit for Mathematics 229 and Mathematics 230. Students who score 3 on BC are given credit for MTH 229; those who score 3 on AB are given credit for Mathematics 132.

Teacher Certification in Mathematics

Students interested in pursuing teaching certification in mathematics should visit the main office of the College of Education and Human Services. Students who plan to complete a 5-Adult certification are encouraged to consult with an advisor in Mathematics about a second major in Applied Mathematics or Mathematics.

Master of Arts

The Department of Mathematics also offers an M.A. degree program in mathematics. Graduate assistantships carrying stipends and tuition waivers are available. Please contact the Mathematics department or consult the *Graduate Catalog* for further details.

Minor in Mathematics

The Department of Mathematics offers a minor in mathematics available to all students at Marshall University. Students choosing this minor will find expanded job opportunities in business, education, government, and industry.

This minor can be helpful to students in pre-professional programs in the health sciences. A solid grounding in the fundamentals of mathematics is needed in order to perform satisfactorily on aptitude examinations that must be taken prior to admission to a professional school.

This minor can be used as an important component of a student's preparation for

admission to law school.

The Department of Mathematics will award a minor in mathematics to every student who completes the following four courses, with at least a 2.0 grade point average and with at least two of the courses taken at Marshall University: MTH 229, MTH 230, MTH 300, and one of the following: MTH 231, MTH 329, MTH 331, MTH 345, MTH 405, MTH 430, MTH 440, MTH 448, MTH 449, MTH 450, or MTH 455. (MTH 329, MTH 345, and MTH 440 are proposed new courses that may appear as MTH 48x Special Topics classes.)

PHYSICS

Dr. Nicola Orsini, Chair

www.marshall.edu/physics

physics@marshall.edu

Professors

Bady, Bellis, Oberly, Orsini, Vaseashta, Wilson

The Department of Physics and Physical Science offers coursework leading toward the B.S. degree in physics. The physics major must complete all College of Science general requirements for the B.S. degree.

The physics major must complete the calculus sequence through differential equations and a minimum of 38 hours of required coursework in the major. The completion of the B.S. in physics prepares the graduate for graduate school in physics or engineering, medical school, or other professional programs; or for direct employment in government or industrial laboratories, and other technically related fields.

Among the coursework options open to physics and other science majors are applied physics courses which emphasize applications of optics (PHY 440), electronics (PHY 430), and radiation (PHY 450) to the medically related fields.

Additional related programs within the department lead to an A.B. degree with a specialization in physics and/or general science, and an M.S. degree in physical science.

The physics major working to complete a B.S. degree is required to complete:

1. Physics 211, 202, 213, 204, or equivalent.
2. Physics 300, 302, 320, 330, 442, and 491 (the capstone course).
3. Ten additional semester hours of 300-400 physics courses selected from the catalog, including at least 4 semester hours of advanced laboratory courses (Physics 405, 415, 421, 463).
4. Mathematics 229, 230, 231, 335.

Majors in physics must demonstrate to the department faculty fundamental skills in utilizing computers, which include using software packages for data analysis and word processing, interfacing experiments for data collection, and computer modeling. Students lacking these skills can fulfill this requirement by taking appropriate courses which have the approval of the Department of Physics and Physical Science.

Minor in Physics

The Department of Physics awards a minor in physics to students who have completed the following courses with at least a *C* average: PHY 201 (or 211), 202, 203 (or 213), 204, and any two additional physics or physical science courses at the 300-400 level.

PREPARATION FOR PROFESSIONAL CAREERS IN THE HEALTH CARE PROFESSIONS

Even though many freshmen plan to major in pre-medicine, it is not a major. It is a path through a major by which the student acquires a solid science background in preparation for application to the professional school of choice. Students interested in the health care professions may choose any major provided they complete the required science block. However, choosing a science major gives the applicant the advantage of greater scientific breadth and depth of knowledge over non-science majors on the Medical College Aptitude Test (MCAT) or other entrance exams. Since the required science courses coincide closely with requirements for the biology or chemistry major a large percentage of successful applicants choose one of those two areas. Many routes will prepare the student for the MCAT or other entrance exam and for the first two years of basic sciences in the medical or other health care curriculum

Since the same required science block must be completed by students preparing for careers in medicine, osteopathic medicine, dentistry, pharmacy, podiatry, optometry, or veterinary medicine, flexibility can be maintained in the selection of a career choice until the junior year. Applicants must take the following:

Pre-Health Care Required Science Block

BSC 120, 121

CHM 211, 217, 212, 218, 355, 356, 361

PHY 201, 202, 203, 204

The required science block must be regarded as a minimum. Building a science major around this nucleus of courses provides a sound science background. Additional required or recommended courses are subject to change and vary among schools and programs. The responsibility lies with the student to become aware of all requirements and course recommendations for the institutions to which he or she intends to apply and incorporate required courses into the curriculum. Elective courses can be chosen that simultaneously meet both the requirements for the major and admission to the professional school of choice. With careful planning the required and recommended courses can be combined with the coursework for the major directing the steady progress toward both application to professional school and graduation with the baccalaureate degree. Check with your advisor frequently for guidance and assistance.

Undergraduate requirements, admissions testing, application processes, and the requirement for an interview vary considerably among the professional programs. Therefore, it is strongly recommended that pre-professional students discuss their programs at least once each semester with one of the following members of the Pre-Professional Advisory committee: Dr. Daniel R. Babb (Chemistry), Co-Chairman; Dr. James E. Joy (Biology), Co-Chairman; Dr. David Mallory (Biology); Dr. Suzanne Strait-Holman (Biology); Dr. Wayne Elmore (Biology); Dr. Ralph Taylor (Biology), or other assigned advisor. For current information, consult the preprofessional web page at www.marshall.edu/preprof.

PRE-HEALTH CARE PROFESSIONAL PROGRAMS

The requirements listed below are based on the standards for admission to West Virginia health care professional programs or those of contract states with whom West Virginia has agreements for West Virginia students to attend out-of-state institutions.

Because there may be specific requirements that vary among institutions and are subject to change, students should use the lists only for comparison of programs during

the initial selection of the career path to follow. Students should frequently consult the pre-health care professional web site at www.marshall.edu/preprof/ to keep abreast of the requirements at the institutions and programs of interest. To increase the strength of the applicant's academic credentials, the completeness of the application, and to plan a strategy for successful admission frequent contact with the assigned pre-health care professional advisor is highly recommended.

PRE-DENTAL (3 or 4 years)

Courses: Biological Science (BSC) 120, 121
Chemistry (CHM) 211, 212, 217, 218, 355, 356, 361
English (ENG) 101, 102
Physics (PHY) 201, 202, 203, 204

Exams: DAT in the spring of sophomore year for 3-year students or during junior year for 4-year students

Other Courses: 12 hours from Art, English, Literature, Languages, Music, Philosophy, Religious Studies (must be distributed in at least three fields); 6 hours from Geography, History, Political Science, Psychology, Sociology, Anthropology

Recommended Electives: BSC 301 and CHM 365

PRE-MEDICINE (3 or 4 years)

Courses: Biological Science (BSC) 120, 121
Chemistry (CHM) 211, 212, 217, 218, 355, 356, 361
English (ENG) 101, 102
Mathematics (MTH) 130 or 127 and 122
(requirement may also be met by 132, 140, or 229)
Physics (PHY) 201, 202, 203, 204
Social and Behavioral Science: PSY 201 and SOC 200
are recommended

Exams: Applicants must complete the MCAT, preferably in fall before entry into the medical school. However, in some cases the exceptional student, after counseling with his/her advisor, may choose to take the MCAT during the spring semester of the sophomore year

Other Courses: Follow catalog for degree requirements B.S. or B.A.

Recommended Electives: BSC 301, 302, 310, 322, 422; CHM 365; PSY 408, 440

PRE-OPTOMETRY (3 years)

Courses: Biological Science (BSC) 120, 121 and 250 or 302
Chemistry (CHM) 211, 212, 217, 218, 355, 356, 361
English (ENG) 101, 102
Mathematics (MTH) 140 or 229 (depending on placement, students may need 130 or 127 and 122); 225
Physics (PHY) 201, 202, 203, 204
Psychology (PSY) 201

Exams: The Optometry Admission Test (OAT) must be completed, preferably in fall before entry into the optometry program.

Other Courses: Check carefully catalog of Optometry College. Requirements vary.
Recommended Electives: BSC 227, 228, 300, 322, 324; CHM 365; PSY 311 or 440

PRE-PHARMACY (3 or 4 years)

Courses: Biological Science (BSC) 120, 121
Chemistry (CHM) 211, 212, 217, 218, 355, 356, 361
Communications (CMM) 103
Economics (ECN) 250
English (ENG) 101, 102
Mathematics (MTH) 140 or 229 (depending on placement, students may need 130 or 127 and 122)
Physics (PHY) 201, 202, 203, 204

Exams: The Pharmacy College Admission Test must be completed, preferably in fall before entry into the pharmacy program.

Other Courses: 12 hours from Art, English, Literature, Languages, Music, Philosophy, Religious Studies (must be distributed in at least three fields); 6 hours from Geography, History, Political Science, Psychology, Sociology, Anthropology

PRE-PHYSICAL THERAPY (4 years)

Courses: Biological Science (BSC) 120, 121, 227, 228
Chemistry (CHM) 211, 212, 217, 218
English (ENG) 101, 102
Mathematics (MTH) 130 or 127 and 122
(requirement may also be met by 132, 140 or 229); 225
Physics (PHY) 201, 202, 203, 204
Psychology (PSY) 201, 311
Medical Terminology (AH) 151

Exams: AHPAT – junior/senior year

Other Courses: 12 hours from Art, English Literature, Languages, Music, Philosophy, Religious Studies or Speech (must be distributed in at least three fields); 6 hours from Economics, Geography, History, Political Science, Sociology, Anthropology

Other Requirements: 60 hours of clinical volunteer or work experience in a physical therapy setting is required for admission.

PRE-VETERINARY MEDICINE (4 years)

Courses: Biological Sciences (BSC) 120, 121, 250 or 302
Chemistry (CHM) 211, 212, 217, 218, 355, 356, 365
English (ENG) 101
Genetics (BSC) 324
Mathematics (MTH) 130 or 127 and 122
(requirement can also be met by 132, 140, or 229)
Physics (PHY) 201, 202, 203, 204

Exams: MCAT, VAT, or GRE plus GRE Advanced Biology Section

Other Courses: Follow catalog for degree requirements for a B.S. or B.A.

Recommended Electives: BSC 322, CL 200, SOC 200, BSC 301

COMBINED COLLEGE AND PROFESSIONAL DEGREES

The vast majority of applicants graduate with their baccalaureate degrees before entering a health career preprofessional school. A few outstanding students with 90 or more hours may be admitted through early admission to medical schools or the other health care programs before the baccalaureate degree is completed. A student who gains early admission to a doctoral level program in medicine will be granted a leave of absence during the senior year at Marshall University. The student must file a written report in the College of Science Dean's Office immediately after gaining admission to the professional school and before the termination of coursework at Marshall University.

At the end of the first year in the professional school the student is then eligible for the baccalaureate degree from Marshall University, provided that all requirements for graduation are met except the completion of a major. At least 96 hours of study must have been completed with a Grade Point Average of 2.0 at Marshall University. An applicant for the baccalaureate degree must present certification from the professional school that he or she has successfully completed the first year of coursework, and that a sufficient number of semester hours has been completed to total 128 when added to the hours earned at Marshall University. Candidates for the degree must attend the regular Marshall University commencement, or have permission to graduate *in absentia*.



W. Page Pitt School of Journalism and Mass Communications

Dr. Corley Dennison, III, Dean
Janet Dooley, Assistant Dean
(dennison@marshall.edu)
www.marshall.edu/sojmc

Professors

Bayley, Dennison, Morris (Carter G. Woodson Chair)

Associate Professors

Dooley Hollis, Johnson, McClure, Seamon, Spears

Assistant Professors

Goodman, Price, Stewart, Sullivan

MISSION OF THE SCHOOL

The W. Page Pitt School of Journalism and Mass Communications' programs and curriculum are based in the conviction that future journalists and mass communicators are best prepared for life and for their careers when they are broadly educated in the liberal arts. The importance of preparing them for the demands of the workplace is recognized as well.

Knowledge and skills essential to success in journalism and mass communications are emphasized, with the aim of preparing students for full participation, including leadership, in their professions. In addition, the school's program seeks to promote knowledge and awareness about mass communications among students who do not intend to pursue careers in one of the mass communications fields.

Students in journalism and mass communications majors will learn (1) how to gather, write, edit, package, and present information and entertainment in a multimedia context; (2) how the field of mass communications changes and evolves and how to adapt accordingly; (3) how to make responsible and effective decisions; and (4) the roles, effects, and impacts of mass communications in society.

The school offers a Bachelor of Arts degree in six majors: advertising, broadcast journalism, electronic media management, online journalism, print journalism, and public relations. Professionally oriented courses and laboratory experiences are combined with extensive liberal arts preparation to provide students with the background necessary for

employment in mass communications. The program is accredited by the Association for Education in Journalism and Mass Communications.

A journalism education major, offered through the College of Education and Human Services, prepares students for a two-fold career. Graduates qualify for certification to teach grades 9-Adult. Students who complete the journalism education requirements also are prepared for employment in the news-editorial departments of newspapers.

ACADEMIC POLICIES

Of the 128 credit hours required for the bachelor's degree, students must have at least 80 non-journalism hours, at least 65 of which must be in the liberal arts and sciences.

Enrollment

Upon enrollment in the school, students will select a major and be assigned an adviser. Students enrolled within ten years prior to their expected graduation will meet the requirements in effect at the time they declared their majors. Students who fail to complete graduation requirements within ten years must meet the requirements of the catalog that is in effect at the time of re-enrollment.

Change of Major or Sequence

Students who change majors within the School of Journalism and Mass Communications will continue to operate under the catalog in effect when they entered. Students transferring from other units of the university must meet the requirements of the catalog in effect at the time of the change in major.

Mandatory Advising

All freshmen and sophomores are required to see their advisers before they register each semester.

Special Requirements

Students must pass the school's language skills test with a score of at least 77 percent or complete JMC 100 with at least a *C* before enrolling in JMC 201, JMC 240 or JMC 221. (JMC 100 does not count toward the 128 credit hours required for graduation.)

Students must have keyboard proficiency for many JMC courses.

A Grade Point Average of 2.25 in journalism and mass communications courses at Marshall and overall is required for graduation.

A student who receives a *D* or *F* in a journalism and mass communications course counted toward graduation must repeat it and earn at least a *C* before graduation or before using that course as a prerequisite for another required course.

At least 48 hours of credit toward the B.A. must be in courses numbered 300-499. Courses transferred from two-year or community colleges cannot be used to satisfy this requirement. Courses taken at four-year accredited colleges transfer at the level at which they were taken.

The upper-division writing requirement is met by completing the major writing assignment in JMC 440 with a grade of at least a *C*.

Graduating seniors are required to submit for review by faculty a portfolio of selected works they have completed in the program. Students should consult with their advisers for specific guidelines on portfolio development.

Minors for Journalism and Mass Communications Majors

All majors are required to complete a minor in a field outside of Journalism and Mass Communications. The required minor may be in any department at Marshall University offering a minor. Students should consult with the selected department. The choices of minor and the courses to be included, even if predetermined by the minor department, are to be filed on the appropriate form in the dean's office no later than the semester in which the 58th hour toward graduate is earned.

Minors in Journalism and Mass Communications

A minor in journalism, offered to non-Journalism and Mass Communications majors, is 18 hours as follows:

JMC 101, Media Literacy

JMC 245 or 445, Fundamentals of Advertising or Advertising in Modern Society

JMC 330, Fundamentals of Public Relations

JMC 404, History of American Journalism and Mass Communications

JMC 402, Law of Mass Communications

and one of the following:

JMC 432, Corporate and Instructional Video

JMC 436, International Communications

JMC 455, Women, Minorities and the Mass Media

JMC 461, Web Strategies

Graduation Check

During the semester students are enrolled for their 80th hour, they are required to have a check of their progress toward graduation. The check is to be initiated in the office of the School of Journalism and Mass Communications. Failure to do so will result in a hold on registration that will be removed after the check is completed.

Transfer Students

Due to standards of the school's accrediting body, students transferring into the school are restricted to using 12 hours of transfer credit in journalism and mass communications toward the 128 credit hours required for the B.A. Further, the hours must be at the 100 and 200 levels, with the exception of JMC 330, Fundamentals of Public Relations.

Transfer students, including those transferring from other units at Marshall, must have a 2.0 (C) average and no academic deficiencies in math and English.

Regents B.A. Students

Students in the Regents B.A. program are allowed no more than 12 hours of journalism and mass communications credit through presentation of a portfolio. If a student did

not receive portfolio credit for particular journalism courses, he or she may register for them and receive credit upon successful completion of course requirements.

Academic Probation and Ineligibility

Students who have a deficit of quality points in their Marshall or overall GPA are classified as “on academic probation.” Quality point deficits accumulate as a result of excessive grades of *D* or *F*, causing a student’s GPA to fall below a 2.0. Students on probation have an *academic hold* placed on their registration status. This means that they cannot use online registration and that they must secure approval from the dean before they can register. Usually, students on probation cannot register for more than 13 semester hours. After consulting their academic adviser, they should bring their schedules to the dean for approval. One strategy is to repeat courses taken before the 60th attempted hour in which the student received a *D* or *F*. (See “*D/F Repeat Rule*” elsewhere in this catalog). When a student’s quality point deficit is removed, the student is no longer on academic probation.

Suspension

The rules for suspension are explained elsewhere in this catalog under “Academic Standing” in the section entitled “Academic Rights and Responsibilities of Students.”

Student Media and Student Professional Organizations

Two student media are affiliated with the school. The student newspaper, *The Parthenon*, is published Tuesday through Friday during the fall and spring semesters and weekly during Summer Sessions C and D. The student radio station, WMUL-FM, is on the air 21 hours daily throughout the year.

The school also has chapters of organizations affiliated with national professional groups, including the MU Advertising Federation, Students for Diversity in Mass Communications, the National Broadcasting Society, the Public Relations Student Society of America, the Society of Professional Journalists, and Students in Free Enterprise (SIFE).

GENERAL EDUCATION REQUIREMENTS

<i>Requirement</i>	<i>Credit Hours</i>
ENGLISH	6
English 101 and 102 or Honors English 201H. Juniors and seniors who have not had ENG 102 must take ENG 302.	
FOREIGN LANGUAGE.....	12
Successful completion of four-semester sequence ending with German 204; Greek 302; Latin 204; French 204; Spanish 204; or Japanese 204. Up to three semesters of the requirement may be waived by the Modern Languages Department for language taken in high school.	
COMMUNICATION STUDIES	3
CMM 103. May be waived by the Communication Studies Department if high school speech was taken and student passes a proficiency exam administered by the department.	

FINE ARTS	3
Choose one from: ART 112, MUS 142, THE 112.	
CLASSICS, PHILOSOPHY OR RELIGIOUS STUDIES	3
Any 3-hour course from among the following: any Classics course except CL 230, 231, 232, 233, or 234; any Philosophy course; any Religious Studies course except RST 304, 310, 320, 325, 351.	
LITERATURE REQUIREMENT	6
Any of the following: Classics 230, 231, 232, 233, 234; any English 300 or 400 level course in literature; Religious Studies 304, 310, 320, 325, 351; any 300 or 400 level course in French, German, Latin, or Spanish literature.	
SOCIAL SCIENCES	15
Courses are to be taken in at least three fields. (Check sequence requirements for specific required social science courses.)	
Criminal Justice, Economics, History, Political Science, Psychology, Sociology/Anthropology (except SOC 108), Geography (except 101, 425, 429, 430), Women's Studies 101.	
NATURAL SCIENCES	12
Integrated Science—4 hours (prerequisite MTH 121 or above)	
Choose 8 additional hours from the following fields: (Check prerequisites before registering.)	
Biology, Chemistry, Physics, Physical Science, Geology, Geography 101	
MATHEMATICS	3
MTH 121 or above must be taken to fulfill the Math requirement.	

JMC GENERAL AND MAJOR REQUIREMENTS

All Journalism and Mass Communications majors must take a JMC core of 15 credit hours:

JMC 101, Media Literacy	3 credits
JMC 102, Information Gathering & Research	3 credits
JMC 402, Law of Mass Communications	3 credits
JMC 440, Mass Communications Ethics	3 credits
JMC 490, Internship or JMC 470 Practicum	3 credits

Advertising

Advertising students also take JMC 221, 241, 245, 383, 385, 408, 415, 425 and a three-hour JMC elective at the 300-400 level. The following non-journalism courses are required: ECN 100 or 200, PSY 201, PSC 307, MKT 340, HST 231 and one other U.S. history course.

Broadcast Journalism

Broadcast journalism students also take JMC 201, 301, 304 350, 351, 360, 414, 461, and a three-hour JMC elective at the 300-400 level. The following non-journalism courses are required: ECN 100 or 200, HST 230, HST 231, PSC 104, PSC 202. One of the following PSC courses also is required: 105, 207, 301, 303, 307, 381 and 436.

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Electronic Media Management

Electronic Media Management students also take JMC 201 or 221, 231, 272-3 (one hour), 332 or 432, 390, 420, 436, 450 or 455, 461 or 462, and a three-hour elective at the 300-400 level. The following non-journalism courses are required: ACC 215, ECN 100 or 200, MKT 231, PSY 201, PSY 302, SOC 200.

Online Journalism

Online journalism students also take JMC 201, 241, 301, 302, 360, 414, 461, 462 and a three-hour JMC elective at the 300-400 level. The following non-journalism courses are required: ECN 100 or 200, HST 230, HST 231, PSC 104, PSC 202, CJ 200 and GEO 317.

Print Journalism

Print journalism students also take JMC 201, 241, 301, 302, 304, 360, 414, 430 and a three-hour JMC elective at the 300-400 level. The following non-journalism courses are required: ECN 100 or 200, HST 230, HST 231, PSC 104, PSC 202, CJ 200 and GEO 317.

Public Relations

Public Relations students also take JMC 201, 241, 301, 330, 360, 437, 438, 439 and a three-hour JMC elective at the 300-400 level. The following non-journalism courses are required: ECN 100 or 200, ACC 215 or 410, GEO 100 or 317, PSY 201, PSC 307, one other PSC course and either PSY/ SOC 302 or SOC 200 or ANT 201. One of the following CMM courses also is required: 308, 311, 315, 319, 401, 408, 409.



Joan C. Edwards School of Medicine

Established in the mid-1970's, the School of Medicine quickly became a force in improving both health care and educational opportunities for West Virginians. The School's curriculum prepares students for all medical specialties. However, because of the state's continuing shortage of physicians in primary-care specialties (such as general internal medicine and family practice), Marshall particularly emphasizes the special personal and medical skills needed for such fields.

The school is affiliated with Cabell Huntington Hospital, the Veterans Affairs Medical Center, St. Mary's Hospital, and University Physicians and Surgeons, the faculty practice group. Through a network of other agreements, the school also provides health care at sites as varied as Mildred Mitchell-Bateman Hospital and small rural clinics.

The result is a dynamic educational setting which exposes students to the full spectrum of medical care. They work in rural outpatient clinics as well as on busy hospital medical and surgical services. They choose from a variety of primary-care and specialty electives at Marshall, at other medical centers, and in numerous overseas locations.

The School of Medicine is accredited by the Liaison Committee on Medical Education of the American Medical Association and the Association of American Medical Colleges. Information concerning admission may be found in the School of Medicine catalog online at <http://musom.marshall.edu/admiss>.

The school of Medicine offers the Doctor of Medicine degree, and the Bachelor of Social Work program is also housed in the School of Medicine.

Social Work Department

Philip Carter, Chair (carterp@marshall.edu)
www.marshall.edu/socialwork

Professors

Berhie, Carter, Gottlieb

Introduction

The B.S.W. degree is a professional degree allowing the student to enter an exciting and growing field. Social workers practice in a variety of settings such as human service agencies, nursing homes, hospitals, schools, group homes, mental health centers, foster care agencies, and probation offices. Social workers work with individuals, families, groups, institutions, and communities and continually work to improve social conditions. The mission of the Marshall University Social Work Program is to prepare students for beginning level of practice as social work generalists with an understanding and appreciation of the population and institutions of Appalachia.

(continued)

The Social Work Department is administratively housed in the Marshall University School of Medicine.

Requirements

Social Work students complete the general and specific education requirements as listed in the section that follows. Additional requirements for acceptance into the Social Work Program can be obtained by contacting the Social Work office. Electives highly recommended include courses in social work special topics, history, anthropology, sociology, psychology, communications, philosophy, political science, and economics. Students should consult their advisor for recommended electives.

The Social Work department does not grant academic credit, course waivers, or field practicum credit for life experience or previous work experience.

Students should contact the Social Work department faculty for advisement as early as possible.

Accreditation Status

The Social Work Program is accredited for 2003-2011 at the B.S.W. level by the Council on Social Work Education.

General Requirements

1. Candidates for graduation must have a Grade Point Average of 2.0 or higher on all work attempted at Marshall University, a 2.0 average in prerequisite courses (ENG 101, 102, BSC 105, PSC 202, ECN 250, SOC 200, PSY 201, Math) and the average in Social Work must be 2.5 or higher, and must apply for graduation through the Social Work Department office. SWK 203 must be completed with a *C* or above.
2. Forty-eight hours must be earned in courses numbered 300-499 for all degrees.
3. Candidates for degrees at Marshall University must earn at least 26 hours in the major subject (the B.S.W. degree requires 47 hours of Social Work courses), no more than six of which may be selected from courses in the 100 series.
4. No course in the specific or major requirements for graduation except for practicum courses (SWK 370 and SWK 473) are to be taken credit/non credit. These courses total 15 hours. The university allows only a total of 18 hours of CR/NC to be used toward graduation.
5. Candidates for the B.S.W. degree must satisfactorily complete the university writing requirement consisting of a minimum of one 3-hour writing intensive (WAC) course beyond the ENG 101, 102 requirement. This may be met within existing program requirements.
6. All students must meet the university computer literacy and competency requirement. SWK 340 and 475 meet this requirement for Social Work.
7. All students must meet the university requirement for International Studies which consists of 6 hours of courses which have an "IR" designation.
8. All students must meet the university requirements for multicultural studies which consists of 3 hours of a course designated as "MC". This course is taken within the existing program requirements.
9. All students must meet the university science literacy requirement which consists of 4 hours of integrated science (ISC) coursework and a mathematics course above MTH

120 (excluding MTH 400 and 401). The math requirement must be met before enrolling in an ISC course.

10. During the junior year, and no later than the semester in which they have completed 90 semester hours, students should request an evaluation by the Social Work department to determine if they are making satisfactory progress towards graduation.
11. All social work majors must have their schedules approved by their faculty advisors before they register for classes, or for any schedule adjustment.
12. Additional requirements for acceptance into the Social Work Program can be obtained by contacting the Social Work office at (304) 696-2792 or at www.marshall.edu/socialwork.

Specific Requirements - B.S.W. Degree

<i>Requirement</i>	<i>Credit Hours</i>
I. English 101 and 102 or 201H	6
II. Foreign Languages	3-9
Successful completion of 9 hour sequence ending with German 203 or 234, Greek 301, Latin 203, Japanese 203, French 263R or 203, Spanish 263R or 203. Three hours or demonstrated proficiency in sign language may be substituted for 3 hours of the foreign language requirement.	
III. Communication Studies	0-3
Communication Studies 103, 104H or 305. Communication Studies 103 is not required for students who have had high school speech and who can pass a proficiency exam administered by the Communication Studies Department. Communication Studies 305 is open to juniors and seniors who have not had Communication Studies 103. (Communication Studies 300, 315, 319, 345, 401, 406, and 408 are recommended options for electives.)	
IV. Literature	6
Courses to be selected from the following:	
Classics 230, 231	
English - any 300 or 400 level course in literature	
French 317, 318, 401, 402, 403, 404	
German 301, 302, 417, 418	
Latin - any 300 or 400 level course	
Religious Studies 202, 304, 310, 320, 325, 351	
Spanish 318, 319, 321, 322, 401, 402, 403, 460	
<i>(Students should pay close attention to prerequisites for these courses.)</i>	
V. Classics, Philosophy, Religious Studies, Fine Arts	3
One course to be selected from the following:	
Classics - any course except 230, 231	
Philosophy - any course except 304	
Religious Studies - any course except 202, 304, 310, 320, 325, 351	
Fine Arts - ART 112, MUS 142, or THE 112	
<i>(continued)</i>	

VI. Social Sciences	
A. Sociology 200	3
B. Psychology 201	3
C. Political Science 202	3
D. Economics 250	3
E. Any other course from Economics, History, Political Science, Psychology, Sociology, (except 108), Anthropology, or Geography 100, 203, 206, 302, 305, 309, 315, 317, 320, 401, 402, 403, 405, 408, 410, 412, or 420.....	3
VII. Science and Mathematics	
A. BSC 105	4
B. One other course designated as "ISC"	4
C. A math course above MTH 120. MTH 121 (excluding 400 and 401) will satisfy this requirement. Students with a Math ACT of less than 19 should take MTH 120 or 097 before MTH 121.....	3-6
VIII. Social Work	47

Candidates for the B.S.W. degree are required to satisfactorily complete:
SWK 203, 310, 312, 320, 322, 330, 332, 340, 370, 473 and 475.

Students should pay close attention to prerequisites and corequisites.
For instance, BSC 105, PSY 201, SOC 200, PSC 202, ECN 250, and MTH 121 or
above (excluding 400 and 401), ENG 101, 102 are prerequisites to all 300 and 400
level required Social Work courses. SWK 310, 320, 330 and 340 are taken as a
block in fall semester, junior year and; 312, 322, 332 and 370 as a block spring
semester, junior year. SWK 473 is taken fall semester, senior year and SWK 475
spring semester, senior year. SWK 307, "Child Welfare" and "Strengths of Black
Families" are recommended electives.

SOCIAL WORK

First Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
English 101	3	English 102	3
Foreign Language	3	Foreign Language	3
Communication Studies 103	3	ISC	4
Mathematics 121	3	Sociology 200	3
Biological Science 105	4	Social Work 203.....	3
	16		16

Second Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Literature	3	Literature	3
Psychology 201	3	Social Work 307 (elective)	3
Recommended elective (IR)	3-4	Economics 250	3
Political Science 202	3	Recommended Elective	3
Classics, Philosophy, Religious Studies, or Fine Arts	3	Social Science Requirement (IR)	3
	15-16	Recommended Elective	3
			18

(continued)

Third Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Social Work 310	3	Social Work 312	4
Social Work 320	3	Social Work 322	3
Social Work 330	3-4	Social Work 332	3
Social Work 340	3	Social Work 370	3
Recommended Elective	<u>3</u>	Recommended Elective	<u>3</u>
	16		16

Fourth Year

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester</i>	<i>Hrs.</i>
Social Work 473	12	Social Work 475	6
Recommended elective	<u>3</u>	Recommended elective	<u>6-12</u>
	15		12-18

Minor Programs

Social Work Minor

The social work minor provides a structured introductory background to Social Welfare and the social work profession. A minimum of 15 credit hours includes the following courses:

<i>Requirement</i>	<i>Credit Hours</i>
SWK 203, Introduction to Social Work	3
SWK 310, Human Behavior and Social Environment I	3
SWK 330, Social Welfare Issues in Appalachia	3
SWK 332, Social Welfare Policy and Legislation	3
SWK 340, Social Work Research	<u>3</u>
	15

Africana Social Work Minor

The Africana Social Work minor is planned for implementation in 2005 specializing in black children and families and policy practice. Although some of these classes have been offered since 1984, the Social Work Department plans a structured minor. The Social Work Department provides 24 credit hours in Africana Social Work; however, 15 credit hours are the minimum needed to complete the minor requirements. Select from the following courses to complete this minor:

<i>Requirement</i>	<i>Credit Hours</i>
SWK 203, Introduction to Social Work	3
Africana Studies	3
Strengths of Black Families: 50 Yrs. Plan	3
Black Athletes Impact: Paul Robeson	3
Hip-Hop/B-Bop/Rock: Social Justice Rhythms	3
NAACP 1954-Present: Justice Advocacy	3
Black Futures: Change, Leadership, and Technology	3
Black Legends: Hall of Fame	3

Social Work Assistant Minor

An Apprenticeship Certificate Program, the Social Work Assistant minor courses are being piloted with Southwestern Head Start. Through an agreement with the Marshall University Social Work Department, Southwestern Community Action Council Inc., Marshall University Community and Technical College, and the United States Department of Labor, students who are taking these courses can receive academic credit for them if they enroll at Marshall University—either in an associate degree program (Occupational Development: the Social Work Assistant option) or in the B.S.W. program at Marshall University. There are five courses currently part of the pilot project:

<i>Requirement</i>	<i>Credit Hours</i>
Introduction to Social Work Assistant	3
Individual and Family Development	3
Communication and Problem Solving	3
Groups, Organizations, and Evaluations	3
Cultural Sensitivity/Special Populations	<u>3</u>
	15

These courses will be part of the requirements for the A.A. degree (Social Work Assistant) option offered by the Marshall Community and Technical College.



University College

Dr. Barbara Tarter, Dean of Enrollment Management

Ms. Michelle Duncan, Director

www.marshall.edu/uc

University College (UC) houses all conditionally admitted students (including conditionally admitted international students), the Baccalaureate Transition Program, the Marshall Academy Summer Bridge Program, and all transient students. UC also advises College of Liberal Arts undecided students, coordinates UNI 101: New Student Seminar, monitors the progress of dual enrollment and early entry high school students, and coordinates the Marshall Tutorial Program. The centerpiece of UC is the Academic Advising Center. This is a place where all students, but especially UC students, can come for academic counseling and tutoring. UC students receive mandatory advising from the staff of the Academic Advising Center.

Mission Statement

University College provides academic support services that prepare students to be successful throughout their college experience. University College offers students a solid foundation of academic skills for advancement into another Marshall University College for graduation. University College is dedicated to providing professional academic advice, understanding and practicing diversity, operating under high ethical standards, ensuring privacy of students, creating an environment for freedom of expression, and encouraging student involvement in their own educational process.

Academic Advising Center

The Academic Advising Center brings together three important academic support services. Through these three units, (advising, tutoring, writing), the center provides students with free programs and services to help them succeed in college and beyond. The center offers a supportive atmosphere in which students can obtain individualized tutoring in a variety of subjects as well as help with writing assignments. The Academic Advising Center staff is always available for advising, to answer questions, to provide materials, and generally to guide students to academic success. The center also serves as a clearinghouse of information about the various academic opportunities at Marshall. (See entry under "Learning Opportunities and Resources.")

Baccalaureate Transition Program

Applicants who do not meet one or more of the admission course requirements may be admitted to the Baccalaureate Transition Program in the University College. Students in the Transition Program must take courses which will satisfy the requirements for undergraduate admission. These courses do not satisfy any graduation requirements. Students must pass them before they can be admitted to a 4-year degree program.

Conditional Admission

MU offers a limited number of conditional admissions to students who do not meet the 2.0 cumulative GPA and the 19 ACT composite. These students are admitted to University College. They must complete all developmental work within 3 semesters or be dismissed from the university with options to return. The need for developmental work is determined by minimum requirements of an 18 ACT English (450 SAT verbal) score and a 19 Math (460 SAT math) score. Upon completion of any needed developmental work and earning a 2.00 GPA in at least 12 hours of graded coursework, the student may transfer into any major/college for which he/she is eligible.

Every University College student should consult a UC advisor for details on the UC Suspension policy.

Early Entry High School Students

Under certain circumstances, students prior to the junior year in high school and high school juniors and seniors may enroll for college credit in their high schools, or in college courses on the Marshall campus or at one of the regional centers. For requirements, see entry under “Admissions.”

Transient Students (Students Visiting from Other Institutions)

Students enrolled in a degree program at another collegiate-level institution who would like to enroll at Marshall for one term or two summer terms to use Marshall credit toward their degrees can be admitted as transient students. (See entry under “Admissions.”)

UNI 101: New Student Seminar

UNI 101: New Student Seminar is designed as an introduction to college life for freshmen and new transfer students. Taught by faculty, administrators and staff, the course provides students with an opportunity to adjust to the academic and social environment of college under the guidance of a mentor and in the presence of a small group of peers. Some sections of this course last for 8 or 10 weeks and meet twice a week; others last 16 weeks and meet once a week. The course is one credit hour and is graded Credit/No Credit (CR/NC). Each undergraduate college offers sections reserved for its own students. Students with ACT composites of 26 and above and those enrolled in the Honors Program must enroll in HON 101 instead of UNI 101. Students choose the appropriate section in consultation with an academic advisor, usually during Orientation. Students who take UNI 101 will get help in making a successful transition to college and will be better equipped to face the academic challenges at the university and the social and cultural adjustments of adult life.



Marshall Community and Technical College

Dr. Vicki L. Riley, President
Dr. Diana Long, Associate Provost, Workforce Development
**Dr. Larry Kyle, Assistant Provost, Continuing Education
and Economic Development**
**Linda S. Wilkinson, Assistant Provost,
Academic and Student Services**
Billie Henderson, Director of Student Services
Patricia G. Walker, Director of Off-Campus Programs
304/696-3646
1-800-642-3437 (Toll Free in Huntington Metro Area)
www.marshall.edu/ctc/

MISSION OF THE COLLEGE

Marshall Community and Technical College (MCTC) is a public institution with open access to learning for a diverse population. Student learning is the main priority. Therefore, the MCTC is committed to ensuring excellence and accountability in a learning environment that emphasizes workforce development, career preparation, and lifelong learning that will empower learners to meet regional and global workforce demands.

Programs

The Marshall Community and Technical College offers twenty-one programs that lead to either a two-year Associate in Applied Science Degree or an Associate of Arts Degree in General Studies. In addition, a certificate and four specializations of one year or less are offered.

Agreements with baccalaureate programs are offered in legal assisting and management, as follows:

- Students possessing an Associate Degree in Legal Assistant from the Marshall Community and Technical College may apply designated credits toward a baccalaureate degree in Criminal Justice/Legal Studies. Students interested in pursuing the Legal Assistant/Legal Studies degree programs should contact the chair of the Criminal Justice department in the university for information concerning the requirements of the College of Liberal Arts to ensure timely completion.

(continued)

- The Management Technology program allows students possessing an associate degree in management (2+2) to apply designated credits toward a baccalaureate degree in management. Students interested in pursuing both the associate and baccalaureate programs should contact the division head of Management and Marketing for information concerning the requirements of the university's Lewis College of Business to ensure timely completion.

Associate Degree Programs

Administrative Assistant Technology
 Administrative Assistant - Executive
 Administrative Assistant - Legal
 Administrative Assistant - Medical
 Associate of Arts in General Studies
 Automotive Technology¹
 Banking and Finance
 Electronics Technology¹
 Health Information Technology
 Hospitality Management¹
 Information Technology
 Internet option
 Network Systems Administration option
 Network Systems Developer option
 Program Developer option
 Interior Design¹
 Legal Assistant

Machinist Technology²
 Management Technology
 Accounting option
 Business Administration option
 Industrial Management option
 Real Estate Management option
 Manufacturing Technology²
 CAD/Computer Aided Manufacturing option
 Production and Inventory Management option
 Medical Assistant
 Occupational Development
 Paramedic Science
 Physical Therapist Assistant
 Police Science
 Radiologic Technology³
 Respiratory Therapy⁴
 Technical Studies

¹Cooperative effort with the Cabell County Career Technical Center

²Cooperative effort with the Robert C. Byrd Institute

³Cooperative effort with St. Mary's Hospital.

⁴Offered in conjunction with the Collins Career Center in Chesapeake, Ohio.

Please see the *Marshall Community and Technical College Catalog* for further information.

Specialization Programs

Specialization programs are focused programs of study requiring between 9 and 15 credit hours to complete. They are available in the following areas:

Internet
 Medical Transcription
 Professional Secretary
 Word Processing

Marshall Community and Technical College also offers a certificate program in Technical Studies. This program is designed to meet specific needs of business and industry. For more information on this program, please call (304) 696-7094.

Some Courses of Interest to 4-Year Undergraduate Students:

Courses beginning with the number 0 (zero) are developmental courses and do not count toward graduation. *For MCTC program information and a complete listing of course offerings, please consult the Marshall Community and Technical College Catalog.*

- AC 103 Introduction to Accounting. 3 hrs.**
An introductory accounting course that develops a basic understanding of the process and terminology unique to the accounting profession. Emphasizes the procedures used to analyze, classify, and record business transactions and to prepare financial statements. Provides fundamental preparation for accounting and other business courses.
- ASC 099 Independent Study Skills. 1-3 hrs. CR/NC.**
Individualized self-paced instruction learning modules in writing, spelling, vocabulary, reading, study skills, math, specialized terminology, and college preparatory tests. Students may register in the Academic Skills Center.
- COM 094 Developmental Communication. 3 hrs. CR/NC.**
An introductory level grammar review and paragraph writing course. Prepares students for COM 095. Graduation requirement is increased by six hours for students who complete both courses.
- COM 095 Developmental Writing. 3 hrs. CR/NC.**
Course combines a review of grammar skills and written essay. Prepares students for COM 111 or ENG 101. Graduation requirement is increased by three hours for students. (PR: ACT or writing placement or COM 094)
- IT 101 Fundamentals of Computer Technology. 3 hrs.**
An introduction to computers and the fundamentals of operating systems, and general concepts and terminology of computers. Provides hands-on experience with computer applications including word processing, spreadsheets, electronic mail, and the Internet.
- IT 107 Fundamentals of Computer Technology: The Internet. 3 hrs.**
This course deals with fundamentals of the Internet. Topics considered include electronic mail, sending and receiving data across networks, and navigating the Internet. Also included are topics on business and research on the Internet.
- LAS 101 General Law I. 3 hrs.**
Designed to teach the art of legal reasoning and analysis. Appellate court opinions are briefed to discern the legally relevant facts, the legal issues involved, the decision of the court, and the reason for that decision.
- LAS 102 General Law II. 3 hrs.**
Continuation of General Law I, with emphasis on the general practice of law within the state of West Virginia, designed to give a broad overview of the various law specializations. (PR: LAS 101)
- MAT 096 Developmental Mathematics. 4 hrs. CR/NC.**
To help students develop mathematical and elementary algebra skills with labs. Topics include fractions, decimals, percents, real numbers, equations, algebraic expressions, and ratios and proportion. The graduation requirement is increased four hours for students who complete this course. (PR: Accuplacer or ACT; CR: ASC 099 for 1 hr.)
- MAT 097 Developmental Algebra. 4 hrs. CR/NC.**
To help students develop algebra skills. Topics include factoring, rational expressions, quadratics, logarithms, graphing, systems of equations/inequalities. Graduation requirement is increased four hours for students upon completion of course. (PR: Accuplacer or MAT 096 or ACT; CR: ASC 099 for 1 hr.)
- MAT 098 Developmental Geometry. 3 hrs. CR/NC.**
Essentially a high school equivalent geometry course for potential bachelor's degree students who do not meet the university's mathematics admissions requirements and for the MCTC students needing additional geometry skills. (PR: high school algebra and ACT score or MAT 097; CR: ASC 099)
- REA 098 Reading Improvement. 3 hrs. CR/NC.**
To help students improve reading proficiency by emphasizing vocabulary development, comprehension improvement, and textbook reading. Group and individualized instruction. Additional laboratory work assigned when indicated as a result of reading evaluation. The graduation requirement is increased three hours for students who complete this course.
- REA 138 Academic Skills Review. 3 hrs. CR/NC.**
Academic preparation to help students improve study methods, textbook reading skills, listening and notetaking procedures, test taking skills, and composition skills through the technique of analytic questioning.
- SCI 090 Developmental Physical Science. 3 hrs. CR/NC.**
A course for potential bachelor's degree students who do not meet science admission requirements. Designed to give students experience and skills in physical science, emphasizing lab experiences. (PR: high school algebra or MAT 097)
- SCI 201 Health Law and the Environment. 4 hrs.**
An issue-driven course where students will investigate health issues along with the law and environmental impact related to these issues, while examining the physics, chemistry, and biology associated with these issues. (PR: MAT 150 or comparable)



Graduate College

In October, 1938, the West Virginia Board of Education authorized Marshall University to conduct graduate instruction leading to the Master of Arts and the Master of Science degrees. Since then, the Graduate College has steadily expanded the scope and depth of its offerings. Post-master's Education Specialist degrees (Ed.S.) are available in adult and technical education, counseling, curriculum and instruction, educational administration, and school psychology. Marshall also offers an Ed.D. in Leadership Studies, a Psy.D. in Clinical Psychology, and a Ph.D. in Biomedical Sciences. An Ed.D. in Curriculum and Instruction is available through a cooperative program with West Virginia University.

As the variety of these programs would indicate, the Graduate College offers the graduate student an opportunity to acquire research techniques in many fields of knowledge; to participate under the guidance of the graduate faculty in basic research and in the application of the insights gained in such research to the solution of the pressing problems of our times; and to become skilled professionals.

Admission to the Graduate College is based on a baccalaureate degree from a regionally accredited college or university and on the information provided on the Application for Admission form. The applicant must also submit scores from the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), or the Graduate Management Admissions Test (GMAT) as required by the individual program area. Test scores must be sent directly to Graduate Admissions, Marshall University.

On recommendation by the department chair and with the approval of the undergraduate dean and the dean of the Graduate College, Marshall University seniors with superior academic undergraduate records may be permitted to enroll in graduate courses. When combined with the College Level Examination Program (CLEP), in which thirty undergraduate semester credit hours or more can be earned by examination, this provision enables the superior student to earn both a baccalaureate and a master's degree in four years or fewer.

Students who want more information about any of the graduate programs should consult the *Graduate Catalog* or address their inquiries to: Graduate Admissions Office, Marshall University, 100 Angus E. Peyton Drive, South Charleston, WV 25303.



Courses of Instruction

Lewis College of Business
College of Education and Human Services
College of Fine Arts
College of Health Professions
College of Information Technology and Engineering
College of Liberal Arts
College of Science
W. Page Pitt School of Journalism and Mass Communications
Joan C. Edwards School of Medicine

Courses listed in this catalog are subject to change through approved academic channels. New courses and changes in existing coursework are initiated by the particular departments or programs, approved by the appropriate academic dean and/or curriculum committee, by the Faculty Senate, and the president.

Before the beginning of each semester, a "Schedule of Courses" is printed announcing the courses that will be offered by the college and schools. Copies may be obtained in the Registrar's Office and at various sites on campus. Course schedules are available online at www.marshall.edu/myMU.

STANDARDIZED COURSE LISTINGS

All departments include among their offerings the following undergraduate course numbers and titles:

- 280-283 Special Topics. 1-4 hrs.
- 297-298 Instructional TV Courses. 1-4 hrs.
- 480-483 Special Topics. 1-4 hrs.
- 485-488 Independent Study. 1-4 hrs.
- 497-498 Instructional TV Courses. 1-4 hrs.

Departments that offer practica and internships use the following undergraduate course numbers:

- Practicum. 270-272, 370-372, 470-472.
- Internship. 290, 490.

ABBREVIATIONS

- | | |
|----|--------------|
| PR | Prerequisite |
| CR | Corequisite |

(continued)

ABBREVIATIONS, continued

CR/NC	Credit/Non-Credit grading
Lec.lab. hours	Lecture and laboratory hours per week (e.g. 2 lec-4 lab. means two lecture and four hours laboratory per week).
Rec:	Recommended
I,II,S:	Offered first semester, second semester, summer.

COURSE DESCRIPTIONS

ACCOUNTANCY (ACC)

- 215 Principles of Accounting. 3 hrs. I, II.**
Introduction to principles and procedures of double entry accounting records and reports.
- 216 Principles of Accounting. 3 hrs. I, II.**
Introduction to principles and procedures of double entry accounting records and reports. (PR: ACC 215)
- 280-281 Special Topics. 1-4; 1-4; hrs.**
- 310 Accounting for Entrepreneurs. 3 hrs. I, II.**
Principles, concepts, and problems of accounting relevant to decision making for entrepreneurs, including pro forma financial statements, cash flow, securing financing, and cost structures. NOT OPEN TO STUDENTS IN THE LEWIS COLLEGE OF BUSINESS.
- 311 Intermediate Accounting. 3 hrs. I, II.**
Principles and problems of valuation, analysis, and formal presentation of accounting data. (PR: ACC 216, MGT 218, MTH 203)
- 312 Intermediate Accounting. 3 hrs. I, II.**
Principles and problems of valuation, analysis, and formal presentation of accounting data. (PR: ACC 311)
- 318 Cost Accounting I. 3 hrs. II.**
A study of fundamental cost accounting concepts and objectives including product cost accumulation, cost-volume-profit analysis, direct costing, budget techniques, standard costing, and differential cost analysis. (PR: ACC 216, MGT 218, MTH 203)
- 348 Federal Taxation. 3 hrs. I, II.**
Problems and procedures of income tax accounting (PR: ACC 216, MGT 218, MTH 203)
- 358 Managerial Accounting for Health Care Management. 3 hrs. II.**
A study of financial planning and control and discharge of financial management accountabilities in the Health Care Administration sector through problem solving and related functions of Accounting. (PR: ACC 216, MGT 218, MTH 203)
- 412 Governmental Accounting. 3 hrs. II.**
A study of the use of accounting information in the financial management of governmental and nonprofit entities. (PR: ACC 216, MGT 218, MTH 203)
- 414 Advanced Accounting Problems. 3 hrs. I, II.**
Selected problems in advanced accounting principles and procedures. (PR: ACC 312)
- 415 Controllership. 3 hrs.**
A comprehensive study of the controller's objectives, responsibilities, functions, organizational roles, etc. (PR: ACC 318)
- 418 Managerial Accounting. 3 hrs. I.**
The managerial approach to budgetary control. (PR: ACC 318)
- 429 Auditing I. 3 hrs. I.**
A study of the theory and procedures of auditing and the legal and social responsibilities of the auditor. (PR: ACC 312)
- 430 Auditing Theory and Research. 3 hrs. II.**
A critical examination of contemporary professional attestation theory and practice including a comprehensive review of AICPA statements on audit procedures. (PR: ACC 429)
- 441 Accounting Information Systems. 3 hrs. I, II.**
Introduction to accounting systems. Emphasis on concepts of analysis, design, and implementation of accounting systems with attention on internal and audit trail. (PR: ACC 311)
- 448 Federal Income Tax II. 3 hrs. II.**
Advanced course in taxation with emphasis on corporations, partnerships, estates, trusts, gifts, valuation and liquidity problems, and tax administration and practice. (PR: ACC 348)

- 450 Senior Seminar. 3 hrs. I, II.**
A course designed to increase the student's awareness of the accounting environment. Communication skills are improved through impromptu speaking, written reports, group projects and formal presentations. Capstone Course. (PR: ACC 312 and Senior Standing)
- 451 Accounting Theory. 3 hrs.**
An examination of accounting concepts, standards, rates, conventions, principles and practices with primary emphasis on study of authoritative pronouncements comprising generally accepted accounting principles. (PR: ACC 312)
- 480-482 Special Topics. 1-4; 1-4 hrs.**
Study of an advanced topic not normally covered in other courses. Accounting majors only, with permission of division.
- 485-486 Independent Study. 1-4; 1-4; hrs.**
(PR: Permission of Division Head)
- 490 Internship. 3-12 hrs. (CR/NC)**
A supervised internship in which the student works for a business firm/agency to gain practical experience in the student's major. The program of work and study will be defined in advance and the student's performance will be evaluated. This course may not be used as an accounting elective. (PR: Permission of Division Head)

ADULT AND TECHNICAL EDUCATION (ATE)

- 105 Introduction to Workplace Training. 3 hrs. I.**
Designed to provide future MKE teachers, business and industry trainers, and human resource people with a historical perspective on training activities as well as current trends in training.
- 201 Curriculum Design for Education Training. 3 hrs. I.**
A study of the structure of occupations for the purpose of developing competencies in career development and curriculum development. Students will analyze marketing jobs in terms of specific and related job duties and competencies and will investigate career continuums.
- 280-283 Special Topics. 1-4 hrs.**
- 301 RBA Portfolio Development. 1 hr.**
Study of the purpose, organization, and contents of an experiential learning portfolio for submission and evaluation through the Regents Bachelor of Arts degree program.
- 305 Office Machines/Quantitative Applications. 3 hrs. I.**
Designed to develop proficiency of business math applications on calculators, and to provide experience with duplicating and machine transcription machines.
- 325 Communications for Business and Industry. 3 hrs. I, II.**
Emphasis is placed on the composition of effective business correspondence, writing business reports, making oral presentations, and developing proper procedures and skills necessary for conducting meetings.
- 403 Introduction to Adult Learning Theory. 3 hrs. I**
Designed to acquaint the student with the field of adult education and its underpinnings and the various adult learning theories and/or approached.
- 405 Instructional Methods in Technical Training. 3 hrs.**
Provide future MKE teachers, business and industry trainers, and human resource people with instructional methods concerning training activities as well as current trends in training.
- 410 Developing Selling Curriculum. 3 hrs.**
Conduct library research, review selling content, select content objectives, identify content appropriate for the target group, prepare teaching outlines, and design evaluation instruments.
- 420 Principles of Cooperative Education. 3 hrs.**
Principles for planning, implementing, and evaluating the cooperative design within the various service areas of technical education; analysis of factors which must be considered in selection of the cooperative design.
- 421 Office Management. 3 hrs. I, II.**
Principles and practices, approached from the viewpoint of the office manager, through oral and written problems.
- 422 Administration of Cooperative Programs. 3 hrs.**
Administering cooperative education programs, recruiting, and selecting students; selecting training agencies and placing students; conducting public relations activities for the program; and advising the student organization.
- 425 Computer Applications in Business and Marketing. 3 hrs.**
Study of computer applications and software for Business and Marketing Education.

- 440 Developing Merchandising/Sales Promotion Curriculum. 3 hrs.**
Conduct library research, review merchandising and sales promotion content, objectives, identify content appropriate for the target group, prepare teaching outlines, and design evaluation instruments.
- 442 Principles of Prevocational Exploration. 3 hrs.**
Study of the prevocational exploration delivery system and develop instructional units which include goals, objectives, and criteria for evaluation of students.
- 444 Practicum in Prevocational Exploration, I. 3 hrs.**
Participants make revisions to instructional units, organize a Career Exploration Club and recognize apprenticeship opportunities. (PR: ATE 442)
- 446 Practicum in Prevocational Exploration, II. 3 hrs.**
Participants modify the 36-lesson plan project, incorporate additional "hands-on" activities, examine teaching strategies, and design activities for community involvement such as an advisory committee. (PR: ATE 444)
- 449 Occupational Analysis and Instructional Design. 3 hrs.**
Analyzing an occupation to identify knowledge and skills; use of the analysis to develop problem-solving objectives and instructional plans; emphasis on approaches to facilitate student achievement of objectives.
- 450 Interpersonal Skills in the Workplace. 3 hrs.**
Course is designed to provide opportunities to learn in preparation for career success with supervisors, co-workers, clients, and customers. Human relations skills are examined and related to business success.
- 460-463 Staff Development. 1-4 hrs. I, II, S.**
Courses and activities designed to meet specific inservice needs of public school personnel. Credit may be used for certificate renewal and salary upgrading if approved, but not in degree programs. Identifying course titles will vary. CR/NC grading.
- 465 Career Exploration and Development. 3 hrs.**
Exploring principles and techniques for career planning and job search. An overview of strategies for gaining a competitive edge in the labor market and experiencing a successful career beginning.
- 469 Business and Occupational Teaching Methods. 3 hrs.**
Survey of materials and methods for developing competencies in teaching business education and/or occupational training programs.
- 470 Practicum in Adult and Technical Education. 1-4 hrs.**
Individually designed field experience under supervision of the faculty; such experience related to the student's future professional role. (GRADING: CR/NC)
- 480-483 Special Topics. 1-4 hrs.**
- 485-488 Independent Study. 1-4 hrs.**
Focused study of a topic in adult or technical education selected cooperatively by student and faculty advisor; hours credit to be determined by magnitude of the project.
- 489 Grant Proposal Writing for Business and Industry. 3 hrs.**
This course provides a step-by-step guide to the proposal writing process, from the initial stages of planning, to outlining, to writing the first draft, to preparing the final document, to preparing materials for an oral presentation.
- 491-494 Workshop. 1-4 hrs.**
A study of practical applications in selected subject areas of Adult/Technical Education (ATE 491, 492; CR/NC GRADING)
- 495 Historical Developments in Workforce Preparation. 3 hrs.**
An in-depth study of technical education legislation and theory that shaped workforce preparation in the United States.
- 495H-496H Readings for Honors in Business Education. 2-4; 2-4 hrs.**
Open only to students of outstanding ability. See Honors Courses.

ANTHROPOLOGY (ANT)

- 201 Cultural Anthropology. 3 hrs.**
Introduction to the scientific study of culture with emphasis on the cultures of small-scale societies.
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: ANT 201)
- 297-298 Instructional Television Course. 1-4 hrs.**
A course based upon an Instructional Television Series broadcast by public television. The student is responsible for viewing the series on the air and satisfying all course requirements announced by the department.

- 304 Physical Anthropology. 3 hrs.**
Introduction to physical anthropology (PR: ANT 201)
- 322 Archaeology. 3 hrs.**
Introduction to the methods and theory of archaeology.
- 323 Archaeological Field Training. 3-6 hrs.**
Supervised instruction in on-site archaeological data collection, survey and excavation techniques.
- 324 Archaeological Analysis. 3 hrs.**
Supervised instruction in processing and analyzing archaeological materials recovered by fieldwork.
- 333 Linguistic Anthropology. 3 hrs.**
Introduction to nonclassical linguistics focused on learning ethnographic interviewing techniques.
- 340 Folklore. 3 hrs.**
Study and analysis of material culture and oral tradition in both literate and non-literate societies. (PR: ANT 201)
- 343 Anthropological Research. 3 hrs.**
Introduction to anthropological research methods. (PR: ANT 201)
- 360 World Prehistory. 3 hrs.**
An introduction to the archaeology of pre-literate cultures, from the emergence of Homo sapiens to the present.
- 370 Classical Archaeology. 3 hrs.**
Archaeology of ancient Greece and Rome, and their colonies and imperial domains.
- 405 Applied Anthropology. 3 hrs.**
Principles of applied anthropology in community development. (PR: Six hours of anthropology and sociology or departmental permission)
- 426 African Cultures. 3 hrs.**
Comparative analysis of the tribal cultures of Africa. (PR: Six hours of anthropology or departmental permission)
- 427 Ethnic Relations. 3 hrs.**
Analysis of cultural contact situations with emphasis on the role of Western European cultures. (PR: Six hours of anthropology or departmental permission)
- 430 The American Indian. 3 hrs.**
Comparative analysis of Indian tribal cultures of the Americas. (PR: Six hours of anthropology or departmental permission)
- 437 World Cultures: An Anthropological View. 3 hrs.**
Anthropological analysis of the major culture areas of the world. (PR: Six hours of anthropology or departmental permission)
- 441 Oceania. 3 hrs.**
Comparative analysis of the original cultures of the Pacific Island area. (PR: Six hours of anthropology or departmental permission)
- 443 Anthropological Theory. 3 hrs.**
Introduction to ethnological theory and to the development of grounded theory. (PR: 6 credit hours of anthropology or Departmental permission)
- 451 Anthropological Analysis (Capstone). 3 hrs.**
Examination of the analytical procedures utilized in ethnographic and comparative approaches to anthropological data, and an introduction to computer processing of cross-cultural data using the Human Relation Area Files. Capstone course. (PR: ANT 201)
- 453 Cognitive Anthropology. 3 hrs.**
Analysis of the relations between cultural, social, and personality systems. (PR: Six hours of Anthropology or departmental permission)
- 455 Appalachian Cultures. 3 hrs.**
Analysis of the cultures of Appalachia. (PR: Six hours of anthropology or departmental permission)
- 461 Theory and Analysis in Archaeology. 3 hrs.**
An introduction to archaeological theory and its application to the material record of cultures, past and present (PR: 6 credit hours of anthropology or department permission).
- 470 Appalachian Field Experience I. 3 hrs.**
Supervised field work in an Appalachian community studying the social and cultural characteristics of the area. (PR: ANT 455 or equivalent)
- 471 Appalachian Field Experience II. 3 hrs**
Supervised field work in an Appalachian community studying the social and cultural characteristics of the area. (PR: ANT 455 and 470)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Study of topics of interest not covered in regularly scheduled courses. (PR: Senior status and permission)

- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
Individual study of topics not offered in regularly scheduled courses. Advance permission required.
- 495H-496H Readings for Honors in Anthropology. 2-4; 2-4 hrs.**
Open only to Anthropology majors of outstanding ability. (See Honors Courses).
- 497-498 Instructional Television Course. 1-4 hrs.**
A course based upon an Instructional Television Series broadcast by public television. The student is responsible for viewing the series on the air and satisfying all course requirements announced by the department.

ARABIC (ARB)

- 101 Elementary Arabic I. 3 hrs.**
Basic language structures, vocabulary and pronunciation. For students with no foreign language background.
- 102 Elementary Arabic II. 3 hrs.**
Grammar, vocabulary and pronunciation. (PR: ARB 101)
- 203 Intermediate Arabic III. 3 hrs.**
Grammar, vocabulary, pronunciation, conversation and writing with emphasis on aural/oral development. (PR: ARB 102)
- 204 Intermediate Arabic IV. 3 hrs.**
Development of practical conversation skills, vocabulary, pronunciation, reading for comprehension and directed composition.

ART AND DESIGN (ART)

- 101 Introduction to the Visual Arts for Art Majors. 3 hrs. I, II.**
Introduction to the functions of art applications of media, elements, and principles of design, artists, and aesthetics. (Required for Art majors)
- 112 Introduction to Visual Art. 3 hrs. I, II, S.**
An introduction to the methods and principles of the visual arts. Students will consider the work of major artists in thematic contexts. (For non-art majors only.)
- 113 Art Education: Methods and Media. 3 hrs. I, II, S.**
Philosophy and methods of art education for the elementary level; includes laboratory experiences. For art education students.
- 200 Co-Curricular Experiences in the Visual Arts. 0 hrs. I, II.**
Students attend distinguished lectures, exhibitions, workshops, field trips, and other co-curricular visual arts events as part of their requirements for graduation. (PR: Art major or Art Ed. Major)
- 201 History of Art. 3 hrs. I.**
A survey of the history of art, with emphasis on European traditions. Chronology will cover pre-history through the Middle Ages. (PR: ART 112 for non-majors; ART 101 for majors)
- 202 History of Art. 3 hrs. I.**
A survey of the history of art from the Renaissance to the present. (PR: ART 112 for non-majors; ART 201 for majors)
- 203 Composition, Color and Design In Drawing and Painting. 3 hrs. I or II.**
Design elements studied as to their use in conveying compositional ideas and practical use of these ideas and elements in original compositions in a variety of traditional media.
- 214 Introduction to Design. 3 hrs. I, II.**
Basic and related problems in design dealing with the plastic elements-line, color, form, space, and texture. (Open to art majors; others must have permission of the department).
- 215 Three-Dimensional Design. 3 hrs. I, II.**
Design with emphasis on three-dimensional form. (PR: ART 214)
- 217 Drawing. 3 hrs. I, II.**
Freehand drawing with emphasis on drawing from nature and the posed model, using a variety of media. (PR: Open to art majors. Others must have the permission of the department)
- 218 Drawing. 3 hrs. I, II.**
Freehand drawing with emphasis on drawing from nature and the posed model, using a variety of media. (PR: ART 217)
- 219 Computer Skills for Art. 3 hrs. I or II.**
This course introduces the computer as a creative and practical tool for artists and designers. Vector, raster, editorial, multimedia and presentation graphics software will be included. Conceptual design will be emphasized. (PR: ART 214)

- 255 Beginning Painting I. 3 hrs. I or II.**
Basic techniques using color creatively based on an understanding of visual structural elements; various media including water, acrylic and oil based paints. (PR: art 214, 217)
- 256 Beginning Painting II. 3 hrs. I or II.**
Continuing development of basic techniques using color creatively based on an understanding of visual structural elements; various media including water, acrylic and oil based paints. (PR: ART 255)
- 270-272 Practicum. 3; 3; 3 hrs.**
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
To be used for experimental courses. By permission only.
- 299 Freshman Portfolio Review. 0 hrs. I, II.**
Students exhibit work from freshman courses (Art 214, 215, 217 and 218) for review by art and design faculty. Review date announced at beginning of semester (see departmental requirements). (PR: Art 214, 215, 217, 218)
- 301 Printmaking Processes. 3 hrs.**
Experiments in the media of intaglio, lithography, serigraphy, relief collagraphs and new techniques in printmaking. (PR: 217)
- 302 Relief Printmaking. 3 hrs. I or II or S.**
Traditional and experimental approaches to relief printmaking, including woodcut, linocut, wood engraving, relief etching, Japanese techniques, monoprints, and other press and handprinting relief processes. (PR: 301)
- 305 Ceramics. 3 hrs. I or II, S.**
Search for form and personal expression through clay. Emphasis on handbuilding techniques, decorative processes and glaze application. (PR: Art 214 or permission of the department)
- 306 Design in Metal. 3 hrs. I or II or S.**
Advanced design in metal. Emphasis on copper, silver, pewter, brass. Problems involve soldering, enameling, and shaping metal by hand.
- 307 Sculpture. 3 hrs. I or II or S.**
Emphasis on modeling in clay and exploring the potential of plaster, wood and other materials relevant to the area of sculpture. (PR: ART 215)
- 308 Weaving. 3 hrs. I, II, S.**
The student will demonstrate the ability to carry through the entire process for planning, through warping, threading, and weaving. Each will create unique art works while developing traditional technical skills.
- 309 Advanced Sculpture. 3 hrs. I or II.**
Sculptural exploration will be extended toward openness, transparency and interpenetration of forms. Emphasis will be on the fashioning and joining of contemporary materials (alloys, plastics, etc.) through the mastery of industrial techniques. (PR: ART 307)
- 312 Graphic Design: Studio Skills. 3 hrs. I or II.**
Practical studio skills: Typography, application of design principles in print and digital media, and introduction to the computer as a design tool. Also, the designer's relationship to clients and other professionals. (PR: ART 219)
- 314 Graphic Design I. 3 hrs. I or II.**
Sign combinations and visual structure, in relation to meaning of visual messages. Assignments include posters, advertising, information design, and corporate identity. Introduction to materials and procedures in the design process. (PR: For art majors -Sophomore standing, ART 214 and 312. For JMC majors - JMC 241, MKT 341)
- 315 Photography I. 3 hrs. I, II or S.**
Introduction to techniques and aesthetics of photography as a fine art. (PR: Art 214 or 217 or permission of the department)
- 316 Graphic Design II. 3 hrs. I or II.**
Applies the use of type and images to design for advertising, editorial, or instructional purposes. Involvement with extended design and layout problems. (PR: ART 219, 314)
- 317 Illustration. 3 hrs. I or II.**
Conceptual and technical development of illustrations for editorial and advertising purposes. (PR: ART 218, 255)
- 318 Art and Design for Web Sites. 3 hrs.**
This course will focus on art and design considerations in creating Web sites. Current software will be used to create graphics, video, and audio for Web page and Web site design. (PR: ART 316)
- 320 Silk Screen Printmaking. 3 hrs. I or II or S.**
Experience with screen-printing stencil processes. The advanced student may also explore photographic stencil-making and printing and a variety of surfaces. (PR: 301 or permission of chair)

- 322 Collagraphs. 3 hrs. I or II or S.**
Printmaking using the collagraph plate or matrix, an additive method that employs both intaglio and relief techniques. (PR: 301 or permission of chair)
- 323 35mm Slide Photography. 3 hrs. I or II or S.**
Photographic composition, color, and creative pictorial vision along with camera controls are explored through making 35mm slides. (PR: ART 315 or JMC 360 or 230)
- 324 Photography II. 3 hrs. I or II or S.**
Further exploration of aesthetics and techniques of black and white photography including the Zone System, with emphasis on personal vision, technical mastery and historical perspective. (PR: ART 315 or Permission of Instructor)
- 325 Color Photography. 3 hrs. I or II or S.**
Color imaging explored through the medium of the color print. (PR: ART 324)
- 331 Cast Metal Sculpture. 3 hrs. I or II.**
Several major art casting procedures will be studied and employed in the production of original sculptures. Emphasis will be placed on the lost wax process using ceramic shell molds. (PR: ART 215, 307)
- 332 Carved Sculpture. 3 hrs. I or II.**
Emphasis will be on the tools, materials and processes of subtractive sculpture. Both traditional and modern techniques will be explored in carving from a variety of woods, stones and other materials. (PR: ART 215, 307)
- 333 Welded Sculpture. 3 hrs. I or II.**
A variety of techniques including oxygen/acetylene, arc and TIG welding will be studied and practiced in the process of direct metal sculpting. (PR: ART 215, 307)
- 335 Art Education: 2D-3D Media & Methods. 3 hrs.**
Philosophy, media, and methods for teaching art (emphasis for elementary level); includes laboratory experience.
- 340 Art Education: Crafts. 3 hrs. I, II or S.**
Philosophy and methods of art education supplemented by laboratory experiences featuring crafts for students in early childhood and elementary education. 1 lec-3 lab. (PR: ART 113)
- 342 Technologies for Art Education Majors. 3 hrs. I or II or S.**
This course will give art education majors an introduction and experience in graphic design skills, computers and photography. Not applicable to the BFA degree. (PR: ART 214)
- 343 Introduction to the Potter's Wheel. 3 hrs. I or II.**
Basic throwing skills, surface enrichment and glaze application emphasized. Design analysis and production of functional form stressed. (PR: ART 214)
- 344 Primitive Ceramic Techniques. 3 hrs. I or II.**
The study of local clay preparation and primitive firing and decorating techniques. (PR: ART 305)
- 345 Problems in Porcelain. 3 hrs. I or II.**
The formulation and use of porcelain in the production of utilitarian and sculptural form. (PR: ART 305, 343, 344, 446 and 448)
- 350 Watercolor Painting. 3 hrs. I or II or S.**
Watercolor medium in expressing still life, landscape, and the human figure. (PR: ART 214 and 217)
- 351 Advanced Watercolor. 3 hrs. I or II.**
Advanced exploration of watercolor, inks and other fluid media. Emphasis will be on experimental methods and personal originality. (PR: ART 350)
- 355 Painting III. 3 hrs. I or II or S.**
Continued development for the intermediate level painter with emphasis on techniques and form, including varied supports, grounds, media such as encaustics, synthetic resins, egg tempera, acrylics and oils. (PR: ART 256)
- 369 Mold Making and Casting. 3 hrs. I or II.**
Advanced processes of piece and flexible mold making will be studied and practiced for the purpose of casting complex forms and limited edition sculpture. (PR: ART 307)
- 370-372 Practicum. 3; 3; 3 hrs.**
- 390 Professional Practice for Visual Artists. 3 hrs. II.**
Current views and practice: contemporary issues in art, safe practices in the studio, career opportunities, technology and art, and professional skills for artists.
- 403 Arts of Asia. 3 hrs. I or II or S.**
A survey of the arts of Asia from the Pacific Ocean to the Bosphorus straits, with particular emphasis on India, China, and Japan. (PR: ART 112 or ART 201 or 202 or permission from the department chair)
- 404 Iconography of Mary. 3 hrs. I or II or S.**
Traces the sources and evolution of Catholic doctrine and images of the Virgin Mary.

- 405 Arts in the United States. 3 hrs. I or II or S.**
A survey of the development of architecture, painting, and sculpture from colonial times to the present. (PR: ART 112 or ART 101 or permission)
- 406 Figure Drawing. 3 hrs. I or II or S.**
Practice in drawing from the posed human figure. (PR: ART 217 and 218)
- 407 Tribal Art. 3 hrs. I or II or S.**
An introduction to the unique arts of so-called pre-civilized peoples with a twofold emphasis: First, the European prehistoric; second, the non-European primitive. (PR: ART 112 or ART 201 or permission of department)
- 408 Art and Architecture of Ancient Egypt. 3 hrs. I or II or S.**
History of the visual arts and architecture in ancient Egypt.
- 409 19th-Century Art. 3 hrs. I or II or S.**
A survey of the development of architecture, painting, and sculpture in the Western World during the 19th century. (PR: ART 202 or permission of department)
- 410 Art and Architecture of Ancient Greece. 3 hrs.**
Explores the art and architecture of the ancient Greek world in light of social and religious influences. Prerequisite: ART 202 or Permission.
- 411 Art and Architecture of Ancient Rome. 3 hrs.**
Explores the art and architecture or ancient Rome in light of social and religious influences. Prerequisites: ART 202 or Permission.
- 412 20th-Century Art. 3 hrs. I or II or S.**
A survey of major 20th century artists' works, styles, movements, and media, in a broad historical context. (PR: ART 202 or permission of chair)
- 413 Contemporary Art. 3 hrs. I or II or S.**
A survey of the development of architecture, painting and sculpture in the Western World from World War II to the present. (PR: ART 202 or permission of department)
- 414 Art and Architecture of the Italian Renaissance. 3 hrs., I, II, or S.**
The course discusses the art of the Renaissance in Italy within the context of social, political, theological and philosophical developments. (PR: ART 202 or permission of department)
- 415 Art of the Renaissance in Northern Europe. 3 hrs.**
Explores the art of Northern Europe during the Renaissance in light of social and religious influences. Prerequisite: ART 202 or Permission.
- 416 Baroque Art. 3 hrs.**
Analyzes Baroque art and the social milieu that influenced, commissioned, financed, and produced it.
- 417 Figure Sculpture. 3 hrs. I or II.**
Interpretive sculpture based on the gesture and structure of the human figure. A variety of stylistic persuasions and media will be explored according to individual interests. (PR: ART 307)
- 418 Advanced Drawing. 3 hrs. I or II.**
Drawing problems designed and executed by the individual student, in a variety of media, to develop unique imagery and increased technical skill. (PR: ART 218)
- 419 Spinning, Dyeing and Tapestry. 3 hrs. I or II or S.** Basic procedures in hand spinning, dyeing and tapestry weaving.
- 420 Woven Textile Design. 3 hrs. I or II.**
Woven textile design for possible commercial production, emphasizing creation of numerous fabric samples and limited amounts of yardage. (PR: ART 308)
- 421 Functional Weaving Design. 3 hrs. I or II.**
Production of finished woven domestic items and apparel which have immediate function. Involves the study of historical models of woven goods and their possible contemporary use. (PR: ART 308)
- 422 Textiles Fiber Art. 3 hrs. I or II.**
Fibers as a medium for self expression and the exploration of structure, space, color and form for meaning. (PR: ART 308)
- 423 Photographic Lighting. 3 hrs.**
Advanced course for students who have completely mastered the basics of photography. Covers basic studio setup, creative use of the studio situation in portraits, still life and photo illustration. (PR: ART 324)
- 424 Woman and Art. 3 hrs.**
Explores the relationship of women to art historically; as artists, as subject matter, and as patrons/consumers. (PR: ART 202 or permission)
- 426 Advanced Problems in Photography. 3 hrs.**
Directed study in which student pursues creative work in a direction consistent with current activities in the field of photography. Emphasis on creative development. (PR: ART 323 and 324; ART 325 or permission)

- 427 Photographic Portfolio/Exhibit. 3 hrs.**
Continued development of creative work with emphasis on preparation of portfolio and exhibition. (PR: permission of the department)
- 440 Advanced Graphic Design. 3 hrs.**
Directed study in which student may select subject from any area of commercial design with the goal of developing specific area of expertise. Emphasis on original design and research. (PR: ART 316)
- 441 Advanced Problems in Illustration. 3 hrs. I or II.**
Continued development of illustration with emphasis on personal style. (PR: ART 317)
- 442 Monumental Sculpture. 3 hrs. I or II.**
Emphasis will be on the planning and production of fountains, architectural reliefs and other large environmental sculptures. (PR: ART 215, 307)
- 443 Mixed Media and Assemblage Sculpture. 3 hrs. I or II.**
Combinations of found, fabricated and mixed materials will be assembled into original sculpture compositions. (PR: ART 215, 307)
- 444 Papermaking/Bookbinding. 3 hrs. I or II, S.** The preparation and processing of fibers for papermaking including experiences in sheet forming, casting, laminating; also, traditional and experimental bookbinding methods as well as producing creative art forms.
- 445 Graphic Design for Corporate Identity. 3 hrs. I or II.**
Application of graphic design, including typography, photography and illustrations in developing and implementing identity systems. (PR: ART 316)
- 446 Intermediate Potter's Wheel. 3 hrs.**
Continuation of Art 343. The student will master basic wheel and decorative processes developing a personal style in their work. (PR: ART 343)
- 447 Combined Ceramic Processes. 3 hrs. I or II.**
Exploration of a variety of ceramic building and firing processes such as hand building, wheel and slip casting. (PR: ART 305, 343)
- 448 Ceramic Materials and Processes. 3 hrs. I or II.**
Practical and empirical investigation of ceramic materials, techniques and approaches to their use in clay and glazes. (PR: ART 305)
- 449 Ceramic Sculpture. 3 hrs. I or II.**
Contemporary ideas and techniques of ceramic fired and unfired sculpture. (PR: ART 305, 344)
- 450 Two and Three Dimensional Design for Fabrics. 3 hrs. I or II.**
Exploring the potentialities of fabric as an art experience in two and three dimensional art form.
- 451 Advanced Ceramics. 3 hrs. I or II.**
The advanced student will explore individual problems and interests in clay. (PR: all proceeding ceramic numbers)
- 452 Three-Dimensional Graphic Design. 3 hrs. I or II.**
Graphics for display design and packaging. (PR: ART 215, 316)
- 453 Electronic Media in the Visual Arts. 3 hrs. I or II.**
Hands-on experience with electronically generated images. Survey of recent developments in imaging technology. Topics may include computer graphics, video, and projected media. (PR: permission of instructor)
- 454 Designing for Multimedia. 3 hrs. I or II or S.**
Current topics and techniques in multimedia design. Topics include animation, incorporating digital video and sound, interaction design, information design, Web site design and advanced image processing. (PR: ART 316 or permission of instructor. Basic knowledge of current graphics software)
- 455-456 Painting: Acrylic and Oil. 3; 3 hrs. I or II or S.**
Study and practice of painting in expressing still life, landscape, and the human figure. (PR: ART 255)
- 457 Figure Painting. 3 hrs.**
Painting the nude model using modern and classical methods. (PR: ART 255 or permission of the department)
- 458 Advanced Problems in Painting. 3 hrs. I or II or S.**
Refinement and development of individual concerns with content, form and techniques in painting. (PR: ART 456)
- 460 History and Philosophy of Art Education. 3 hrs. I.**
A survey of the evolution of art education and philosophy, and a study of problems related to art education on the elementary and high school level. (PR: ART 340)
- 463 Advanced Intaglio Printmaking. 3 hrs. I or II, S.**
Development of individualized form using intaglio techniques and incorporating multiple colors, plates, assemblages, collagraphs, photo-etching, and mixed media. (PR: ART 301)

- 465 Lithography. 3 hrs. I or II, S.**
Basic techniques of hand lithography, both stone and metal plate. (PR: ART 301)
- 466 Curriculum Development for Public School Art K-12. 3 hrs.**
(Same as CI 466) Exploring considerations for curriculum development in art education; developing individualized curriculum for specific situations on grade levels K-6 or 7-12.
- 468 Art Education Methods. 3 hrs.**
This course focuses primarily upon teaching art in the middle grades. Includes a clinical experience.
- 470-473 Practicum. 3; 3; 3; 3 hrs. I, II, S.**
To be used for learning activities that involve the application of previously learned processes, theories, systems or techniques.
- 475-479 Advanced Studio Sequence. 3; 3; 3; 3; 3 hrs. I, II, S.**
To be used to complete studio specialization and may be repeated. By permission only.
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs. I, II, S.**
To be used for experimental courses. By permission only.
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs. I, II, S.**
To be reserved for tutorials, directed and independent readings, directed and independent research, problem reports, and other activities designed to fit the needs of individual students within the major.
- 489 Graphic Design Portfolio. 2 hrs.**
This course will cover the preparation of a professional graphic design portfolio for presentation upon graduation. Included will be a resume development, printwork, and multimedia components. (PR: ART 316 or permission of the department)
- 490 Apprenticeship/Field Training. 1 hr. I, II.**
Student is placed in a supervised work situation, offering the opportunity to perform professional design work. This will include 160 hours during the semester.
- 491 Graphic Design Workshop. 3 hrs.**
Students in the workshop will engage in actual design problems with non-profit groups or small businesses to gain graphic design experience. (PR: Permission of the department)
- 492 Teaching in the Art Opportunity Program. 1 hr. II.**
Approaches to teaching art at the elementary level; practical experience teaching in the Art Opportunity Program. (PR: ART 113)
- 499 Senior Capstone Project. 1 hr. I, II.**
Students document and exhibit their production from courses completed during their senior year in their areas of concentration. (PR: ART 390 for B.F.A. students. Not required of Art Education majors)

ART EDUCATION

(Listed under Art)

BIOLOGICAL SCIENCES (BSC)

- 104 Introduction to Biology. 4 hrs.**
Fundamentals of biology with emphasis on the unity of life, energetics, genetics, evolution, classification of organisms in the kingdoms of life. Intended for non-science majors. Does not count toward a major in Biological Science. 3 lec-2 lab.
- 105 Introduction to Biology. 4 hrs.**
Biological principles of structure and function in plants and animals (with emphasis on population growth and ecology systems). Intended for non-science majors. Does not count toward a major in Biological Science. 3 lec-2 lab.
- 120 Principles of Biology. 4 hrs.**
Study of basic biological principles common to all organisms through lecture and laboratory activities. Chemistry of life, cell biology, metabolism, heredity, and evolution. Intended for science majors and pre-professional students. 3 lec-2 lab. (PR: at least 21 on Math ACT, or C or better in MTH 121 or higher)
- 121 Principles of Biology. 4 hrs.**
A continuation of the study of basic biological principles common to all organisms. Diversity of life, phylogeny, structure, function, and ecology. Intended for+ science majors and pre-professional students. 3 lec-2 lab. (PR: BSC 120 with grade of C or better)
- 212 Invertebrate Zoology. 4 hrs.**
Classification, structure and relationships of the important animal phyla. 2 lec-4 lab. (PR: BSC 121 with grade of C or better)
- 214 General Vertebrate Zoology. 4 hrs.**
A survey of the seven living classes of vertebrates emphasizing aspects of ecology, physiology, natural history and taxonomy (PR: BSC 121 with grade of C or better or 12 hrs. college credit, 100 level or above with minimum GPA of 2.3)

- 227 Human Anatomy. 4 hrs.**
Principles of gross and microscopic anatomy of human body systems and their development. Open to candidates in BSN program. Does not count toward a major in Biological Science. 3 lec-2 lab.: ACT composite 19 or higher or 12 hrs. college credit, 100 level or above with minimum GPA of 2.3)
- 228 Human Physiology. 4 hrs.**
Basic concepts of human physiology, including an introduction to physiological control mechanisms operating at cellular, tissue, organ, and systems levels. Provides the scientific background for understanding pathophysiology. Open to candidates in BSN program. Does not count toward a major in Biological Science. 3 lec-3 lab. (PR: BSC 227 with grade of *C* or better)
- 250 Microbiology and Human Disease. 4 hrs.**
Introduction to microbiology with emphasis on the role of microorganisms in the disease process. Does not count toward a major in Biological Science. (PR: BSC 227 or equivalent with grade of *C* or better)
- 300 Histology. 4 hrs.**
Principles of microscopy and microscopic study of vertebrate tissues. 2 lec-4 lab. (PR: BSC 120, 121 or equivalent)
- 301 Vertebrate Embryology. 4 hrs.**
Vertebrate development based chiefly on frog, chick and pig embryos. 2 lec-4 lab (PR: BSC 121 with grade of *C* or better)
- 302 Principles of Microbiology. 3 hrs.**
Basic microbiological techniques, fundamental principles of microbial action, physiological processes, immunology, serology, disease process. 2 lec-4 lab. (PR: BSC 121 with grade of *C* or better or equivalent)
- 303 Readings in Immunology. 2 hrs.**
An introduction to the science of immunology based on selected readings in this discipline. Coverage includes humoral and cell mediated immunity, immune tolerance, transplantation, autoimmunity, and immunity and disease. 2 lec-discussion. (PR: BSC 302)
- 304 Microbiology Lab.**
A laboratory courses emphasizing basic microbiological techniques, including preparation of culture media, gram staining, isolation and identification of bacteria from diverse environments, and evaluation of antiseptics and disinfectants. (PR or CR: BSC 302)
- 310 Comparative Vertebrate Anatomy. 4 hrs.**
Structure, function and relationships of systems of selected vertebrates with an emphasis on embryology and evolution. 2 lec-4 lab. (PR: BSC 121 with grade of *C* or better or equivalent)
- 320 Principles of Ecology. 4 hrs.**
A fundamental approach to the basic principles underlying the interrelationships of organisms with their biotic and abiotic environments. A variety of aquatic and terrestrial ecosystems will be studied in the field and in the laboratory. 3 lec-3 lab. (PR: BSC 121 with grade of *C* or better); or equivalent)
- 322 Principles of Cell Biology. 4 hrs.**
A fundamental approach to the principles of cell biology covering the molecular basis of cellular structure and function, and gene regulation. Explores intercellular interactions, molecular interactions with modern cellular and molecular methods. 3 lec-3 lab. (PR: BSC 120 and 121 with grade of *C* or better, or equivalent. CHM 355 recommended.)
- 324 Principles of Genetics. 4 hrs.**
The fundamental principles and mechanisms of inheritance. 3 lec-3 lab. (PR: BSC 120 and 121 with grade of *C* or better, or equivalent. CHM 355 recommended.)
- 365 Introductory Biochemistry. 3 hrs.**
A survey course including introduction to basic biochemical concepts, metabolic pathways, and bioenergetics.
- 405 Economic Botany. 3 hrs.**
Plants used by man for food, ornamental purposes, building materials, textiles and other industrial purposes; economic importance of conservation. No laboratory. (PR: BSC 121 with grade of *C* or better or BSC 105 with grade of *B* or better)
- 406 Herpetology. 4 hrs.**
Taxonomy, morphology, distribution, life history, and ecology of reptiles and amphibians with a special emphasis on representatives native to West Virginia. 2 lec-4 lab. (PR: BSC 121 with grade of *C* or better or equivalent)
- 408 Ornithology. 4 hrs.**
An introduction to avian biology: identification, distribution, migration, and breeding activities of birds. 2 lec-4 lab. (PR: BSC 121 with grade of *C* or better or equivalent)

- 409 Mammalogy. 4 hrs.**
A study of the morphology, evolution and classification, ecology, zoogeography, behavior, and economic importance; survey techniques and recognition of native mammals of West Virginia. 3 lec-3 lab. and field. (PR: BSC 121 with grade of *C* or better plus an additional 8 hrs. BSC)
- 410 Remote Sensing/GIS Applications. 4 hrs.**
A study of the physical systems for collecting remotely sensed data. Statistical/spacial analysis and modeling using image processing/geographic information/spatial computer software systems with earth resources applications. (PR: PHY 203, 204; MTH 225 or permission)
- 411 Digital Image Processing/GIS Model. 4 hrs.**
A study of image processing/geographic information/spacial analysis systems, concurrent and parallel image process, 3-D modeling scenarios utilizing geophysical data for computer simulation modeling. (PR: BSC/PS 410 or BSC 410 or IST 420 or permission)
- 413 Principles of Organic Evolution. 3 hrs.**
Facts and possible mechanisms underlying the unity and diversity of life with emphasis on Neo-Darwinian concepts of the role of species in evolutionary phenomena. (PR: BSC 121 with grade of *C* or better or equivalent)
- 416 Plant Taxonomy. 4 hrs.**
Identification and classification of seed plants and ferns of eastern United States. Readings in history and principles of taxonomy, rules of nomenclature, and related topics. 2 lec-4 lab. (PR: BSC 121 with grade of *C* or better or equivalent)
- 417 Biostatistics. 3 hrs.**
Statistical skills for biological/biomedical research, with emphasis on applications. Experimental design/survey sampling, estimation/hypothesis testing procedures, regression, ANOVA, multiple comparisons. Implementation using statistical software such as SAS, BMDP.
- 418 Mycology 4 hrs.**
Pathogenesis of fungal diseases. 2 lec-4 lab. (PR: BSC 121 with grade of *C* or better or equivalent)
- 420 Plant Physiology. 4 hrs.**
Experimental study of plant life processes to include applicable biophysical and biochemical principles, water relations, molecular biology, stress physiology, and growth and development. 3 lec-3 lab. (PR: BSC 121 with grade of *C* or better or equivalent)
- 422 Animal Physiology. 4 hrs.**
Physiological principles operating in the organ systems of vertebrate animals. 3 lec-3 lab. (PR: BSC 105 with a grade of *B* or better or 121 with grade of *C* or better)
- 424 Animal Parasitology. 4 hrs.**
Morphology, life histories, classification, and host relationships of common parasites. 2 lec-4 lab. (PR: BSC 121 with grade of *C* or better)
- 426 Medical Entomology. 4 hrs.**
Role of certain insects and other arthropods in the transmission of disease organisms and methods of control. 2 lec-4 lab. (PR: BSC 121 with grade of *C* or better)
- 430 Plant Ecology. 4 hrs.**
The study of plants and their interactions with their environment at different levels of ecological organization: individuals, populations, communities, and ecosystems. Emphasis on quantitative analysis of ecological data. (PR: BSC 121 with grade of *C* or better)
- 431 Limnology. 4 hrs.**
Study of inland waters; ecological factors affecting lake and stream productivity and various aquatic communities. (PR: BSC 121 with grade of *C* or better; REC: BSC 212)
- 438 Emerging Infectious Diseases. 3 hrs.**
Introduces students to infectious diseases that are either newly emergent or have returned to prominence within the last decade. Co-requisite(s)/Prerequisite(s): BSC 302; BSC 324.
- 442 Advanced Microbiology. 4 hrs.**
An advanced treatment of microbiology with emphasis on the molecular aspects of anatomy, taxonomy, and physiology of microorganisms. 2 lec-4 lab. (PR: BSC 302)
- 445 Microbial Ecology. 3 hrs.**
This course introduces students to the vital roles that microbes play in sustaining life on earth. Includes both theoretical and practical concepts ranging from the origin of life to biodegradation. (PR: BSC 121 with grade of *C* or better or permission)
- 446 Microbial Ecology Lab. 2 hrs.**
A laboratory course emphasizing the recovery, cultivation, enumeration, and identification of bacteria from environmental samples. Also introduces students to molecular-based methods for studying microbial community structure and dynamics. (CR: BSC 445/545 or permission)

- 448 Introductory Immunology. 3 hrs.**
Comprehensive study of the molecules, cells, and processes of the immune system. Also covered are diseases with an immunologic basis and technological applications of immunological principles. (PR: BSC 322)
- 450 Molecular Biology. 3 hrs.**
Advanced principles in molecular function emphasizing current research using recombinant DNA methodology. (PR: BSC 322 or equivalent)
- 452 Molecular Biology Lab Techniques. 3 hrs.**
Current techniques in molecular biology with focus on recombinant DNA methodology. (PR: BSC 322 or equivalent; REC: BSC 450 or BMS 600, and BSC 324)
- 460 Conservation of Forests, Soil, and Wildlife. 3 hrs.**
Primarily for students in the biological, general and applied sciences. Includes field work, seminars, and demonstrations on phases of conservation of forest, soil, and wildlife. 2 lec.-4 lab. (PR: BSC 105 or 121)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission)
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs., CR/NC**
(PR: Permission)
- 491 Capstone Experience. 2 hrs.**
An independent study involving a research project, an internship, or a classroom-based capstone course. Must be approved by Biological Science Faculty. (PR: Junior/Senior Status)

CHEMISTRY (CHM)

(The Department of Chemistry is approved by the Committee on Professional Training of the American Chemical Society.)

- 190H-191H Honors in Chemistry. 1; 1 hr.**
Independent study programs for outstanding students. (PR: Permission of the department chairman)
- 203 General Chemistry I. 3 hrs. I, S.**
An introduction to chemical science, its development, basic concepts and interrelationships with other sciences. Intended primarily for non-science majors and B.A. degree candidates. 3 lec.
- 204 General Chemistry II. 3 hrs. II, S.**
A continuation of Chemistry 203 with emphasis on introductory organic and biochemistry. 3 lec. (PR: CHM 203)
- 211 Principles of Chemistry I. 3 hrs. I, II, S.**
A study of the properties of materials and their interactions with each other. Development of theories and applications of the principles of energetics, dynamics and structure. Intended primarily for science majors and pre-professional students. 3 lec. (CR: CHM 217; PR: MTH ACT of 21 or better or C or better in MTH 127 or equivalent)
- 212 Principles of Chemistry II. 3 hrs. I, II, S.**
A continuation of Chemistry 211 with emphasis on the inorganic chemistry of the representative elements and transition metals. 3 lec. (PR: C or better in CHM 211; CR: CHM 218)
- 217 Principles of Chemistry Laboratory I. 2 hrs.**
A laboratory course that demonstrates the application of concepts introduced in Chemistry 211. (CR or PR: CHM 211).
- 218 Principles of Chemistry Laboratory II. 2 hrs.**
A laboratory course that demonstrates the application of concepts introduced in Chemistry 212. (CR or PR: CHM 212)
- 223 Computer Applications in Chemistry. 2 hrs.**
Introduction to the use of computers in chemistry. Includes the use of computers for chemical calculations and the interfacing of computers to laboratory equipment. 1 lec. 2 lab. (CR or PR: CHM 212)
- 254 Basic Concepts of Organic Chemistry. 1 hr.**
An intensive review of chemical principles intended to better prepare students for organic chemistry (CHM 355). (PR: C or better in CHM 212)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 290H-291H Honors in Chemistry I, II. 1; 1 hr.**
Independent study programs for outstanding students. (PR: Permission of the department chairman)
- 305 Chemical Information Retrieval and Scientific Ethics. 1 hr., I.**
A survey course concerning the use of the chemical literature with an emphasis on online computer searching and ethical issues relating to the conduct of scientific research and the relationship of science to society. (PR or CR: CHM 362)

- 307 Introductory Physical Chemistry. 4 hrs. II.**
A brief survey of physical chemistry including the topics of thermodynamics, molecular structure, and kinetics. Intended for students needing a broadly based science background. 3 lec., 2 lab. (PR: CHM 212, C or better in MTH 140 or 229, 8 hours of physics)
- 327 Introductory Organic Chemistry. 5 hrs. I.**
A short study of organic chemistry with emphasis on structure, nomenclature, and reactivity. Designed for students who do not require the full-year course in organic chemistry. (This course cannot be used as an upper division elective toward a chemistry major.) 3 lec., 3 lab. (PR: CHM 212)
- 331-332 Chemistry Seminar. Credit. I, II.**
A graduation requirement for all juniors seeking the B.S. in Chemistry degree. 1 lec.
- 345 Introduction to Analytical Chemistry. 4 hrs. I, S.**
Introduction to the basic principles of Analytical Chemistry including traditional wet methods and contemporary instrumental methods of chemical analysis. (PR: CHM 212 and 218)
- 355 Organic Chemistry I. 3 hrs. I, II, S.**
A systematic study of organic chemistry including modern structural theory, spectroscopy, and stereochemistry; application of these topics to the study of reactions and their mechanisms and applications to synthesis. 3 lec. (PR: C or better in CHM 212)
- 356 Organic Chemistry II. 3 hrs. I, II, S.**
Continuation of Chemistry 355. 3 lec. (PR: C or better in CHM 355)
- 357 Physical Chemistry I. 4 hrs. I**
A systematic study of physical chemistry. 3 lec.-2 lab. (PR: CHM 212, eight hours of Physics, MTH 230)
- 358 Physical Chemistry II. 4 hrs. II.**
A systematic study of physical chemistry, 3 lec.-2 lab. (PR: CHM 357)
- 361 Introductory Organic Chemistry Lab. 3 hrs. I, II, S.**
An introduction to experimental organic chemistry with emphasis on fundamental techniques and their application to the preparation and identification of organic compounds. 6 lab. (PR or CR: CHM 356)
- 362 Intermediate Organic Chemistry Lab. 3 hrs. I.**
Applications of modern experimental methods to the synthesis and analysis of organic compounds with emphasis on instrumental techniques. 6 lab. (PR: CHM 356 and 361; CR or PR: 305)
- 365 Introductory Biochemistry. 3 hrs. I, S.**
A survey course including introduction to basic biochemical concepts, metabolic pathways, and bioenergetics. 3 lec. (PR: CHM 327 or 356)
- 366 Introductory Biochemistry Laboratory. 2 hrs. II.**
Introduction to basic biochemical laboratory techniques including chromatography, electrophoresis, and enzyme kinetics; methods for identification and characterization of biochemical systems. 4 lab. (PR or CR: CHM 365)
- 390H-391H Honors in Chemistry. 1; 1 hr. I, II, S.**
Independent study programs for outstanding students. (PR: Permission of department chairman)
- 401 Research for Undergraduates. 2 hrs. I, II, S.**
(PR: Permission of instructor and department chair; CHM 345 or 358 or 362 depending on area of interest)
- 402 Research for Undergraduates. 4 hrs. I, II, S.**
Both a formal oral and written report of the results of the research must be presented to the faculty of the Department of Chemistry. (PR: CHM 401)
- 410 Advanced Synthesis and Analysis. 4 hrs.**
Advanced problems in synthesis, separation, and analysis with emphasis on modern instrumental methods. 1 lec.-6 lab.
- 411 Modern Instrumental Methods in Chemistry and Biochemistry. 4 hrs.**
This course investigates the theory and functional aspects of modern analytical instrumentation. Emphasis is placed on components of instruments and applicability of various techniques to specific analytical problems.
- 428 Introduction to Forensic Science Methods. 3 hrs.**
Introduction to crime scene investigation, physical evidence collection, serology and DNA technologies (PCR, RFLP). Discussion of statistical analysis of DNA and managing a DNA database, using CODIS as an example. (PR: CHM 365 and either BSC 322 or 324)
- 431-432 Chemistry Seminar. Credit I, II.**
A graduation requirement for all seniors enrolled in the B.S. in Chemistry program. 1 lec.
- 440 Thermodynamics. 3 hrs.**
An introduction to chemical thermodynamics and statistical mechanics. 3 lec. (PR: CHM 358)
- 442 Quantum Mechanics. 3 hrs.**
An introductory course in quantum mechanics. 3 lec. (PR: MTH 231)

- 448 Advanced Inorganic Chemistry I. 4 hrs.**
Study of physical properties and periodic relationships of inorganic materials. 3 lec.-2 lab. (PR: CHM 356 and either 307 or 357)
- 449 Advanced Inorganic Chemistry II. 3 hrs.**
A detailed consideration of bonding, structure, reaction rates and equilibrium involving inorganic materials, 3 lec. (PR: CHM 448)
- 453 Magnetic Resonance in Chemistry. 3 hrs.**
Applications of analysis by magnetic resonance. Emphasis will be placed on proton and heteronuclear magnetic resonance theory and applications. (2 hrs. lec.-2 hrs. lab.) (PR: CHM 356)
- 462 Nuclear Chemistry and Physics. 3 hrs. II.**
An introduction to the phenomena of nuclear physics and chemistry. 3 lec. (PR: MTH 231)
- 463 Nuclear Chemistry and Physics Laboratory. 2 hrs., II, 4 lab.**
(CR: CHM 462)
- 465 Advanced Organic Chemistry I. 3 hrs. I.**
Studies of the dynamics of organic reactions with emphasis on mechanisms and stereochemistry. 3 lec. (PR: C or better in CHM 356)
- 466 Advanced Organic Chemistry II. 3 hrs. II.**
A continuation of Chemistry 465 with emphasis on synthetic methods. 3 lec. (PR: CHM 465)
- 467 Intermediate Biochemistry. 3 hrs. II.**
An intermediate level discussion of the biochemistry of mammalian cells. (PR: CHM 365)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 490 Chemistry Internship. 1-6 hrs. I, II.**
Supervised chemistry laboratory work. Arrangements must be made in advance with Department Chairman. May be an elective in B.S., Chemistry program but not B.S. in Chemistry program. (PR: 2 from CHM 307, 345, 361, or 356)
- 491 Capstone Experience. 2-4 hrs. I, II.**
- 495H/496H Honors in Chemistry. 3-4; 3-4 hrs. I, II, S.**
Open only to chemistry majors of outstanding ability. See Honors Courses

CIVIL ENGINEERING (CVLE)

- 212 Structural Analysis. 4 hrs.**
Force and deflection analysis in determinate and indeterminate structures; influence lines for beams and trusses; dead, live, snow, and wind loads on structures; introduction to computer programs for structural analysis. (PR: ENGR 216; CR: MTH 231)
- 321 Engineering Materials. 3 hrs.**
A study of civil engineering materials; metals and alloys, mineral aggregates, cements, concrete and concrete products, bituminous materials, lumber and timber, and the testing of materials. (PR: ENGR 216)
- 322 Soil Mechanics. 4 hrs.**
Soils: origin, classification, clay, index properties; minerals, stresses in soils; shear strength; permeability; consolidation; bearing capacity; earth pressure; slope stability. Determination of index, strength, deformation permeability and properties of soils. Prerequisites: ENGR 216, GLY 200)
- 342 Transportation Engineering. 3 hrs.**
Introduction to transportation systems: highway, rail, water, and air transportation; organization and administration; vehicle and human characteristics; rectilinear and curvilinear vehicle motion; location, design and planning of transportation systems. Prerequisites: ENGR 214, ENGR 241)
- 413 Reinforced Concrete Design. 3 hrs.**
Theory of reinforced concrete; design using ACI318 working stress and ultimate strength methods; design of beams, one-way slabs, and columns using ultimate strength design; and development lengths and splices. (PR: CVLE 212)
- 414 Structural Steel Design. 3 hrs.**
Design of tension members, columns, beams, beamcolumns, and connections using current AISC specifications. Introduction to the design of steel structures. (PR: CVLE 212)
- 421 Groundwater & Seepage. 3 hrs.**
Fundamentals of groundwater flow; permeability; seepage principles; flownet interpretation; analytical and numerical solutions of confined and unconfined flows; filter design; geofabrics; subsurface drainage; groundwater contamination; disposal systems. (PR: CVLE 322)
- 425 Foundation Design. 3 hrs.**
Subsurface exploration; bearing capacity; settlement analysis; shallow foundations; design of square, rectangular and combined footings; analysis and design of gravity and cantilever retaining walls; introduction to deep foundations; design project. (PR: CVLE 322, CVLE 413)

- 431 Hydraulic Engineering. 4 hrs.**
Hydraulic flow in pipe networks, water hammer, surge tanks, pumps and turbines. Basic open channel flow. Storm and sanitary sewer design. Dams and reservoirs. Laboratory experiments and report writing. (PR: ENGR 218)
- 432 Sanitary Engineering. 4 hrs.**
Environmental laws; water quality and quantity; physical, chemical, and biological treatment of water and wastewater; environmental laboratory techniques. Prerequisites: ENGR 218, CHM 212)
- 433 Advanced Hydraulic Engineering. 3 hrs.**
Basic open channel flow; energy and momentum principles; flow resistance; channel controls and transitions. Hydrology: physical and quantitative; rational, SCS, and unit hydrograph methods; ground water. Storm water management principles. (PR: CVLE 431)
- 443 Highway Design. 3 hrs.**
Highway planning and design, including the study of surveys and plans. Geometric design and horizontal and vertical alignment of interchanges. Drainage, pavements, economics, earthwork and environmental impact of highways. (PR: ENGR 241, CVLE 342)
- 452 Civil Engineering Seminar. 1 hr.**
A discussion of professional ethics, the role of the engineer in society, professionalism, and current issues in civil engineering. (PR: Senior Standing)
- 453 Civil Engineering Projects. 3 hrs.**
Principles of management, contracts, specifications, cost analysis; critical path method as applied to construction industry; completion of a comprehensive Civil Engineering project where several specialties of the field are involved. (PR: Senior Standing)
- 480-483 Special Topics in Civil Engineering. 1–4 hrs.**
Current topics in civil engineering to be selected depending on the interest of students and faculty. (PR: Senior Standing)

CLASSICS (CL)

General humanities courses, taught in English, open to all students at the academic level listed.

- 200 Building English Vocabulary Through Latin and Greek. 3 hrs. I, II.**
Study of Latin and Greek word elements to build skill in English vocabulary, both general and technical (or scientific-medical).
- 230 Ancient Greek and Roman Epic (taught in English). 3 hrs., I or II.**
Introduction to the genre of ancient epic through reading Homer's Iliad and Odyssey and Vergil's Aeneid (or other ancient epics). (PR: ENG 101 or YGS 161)
- 231 Women in Greek and Roman Literature (taught in English) 3 hrs. I or II.**
Thematic study of women in ancient Greek and Roman literature, including writers like Sappho as well as women in literary roles in male writers from Homer to Apuleius. (PR: ENG 101 or YGS 161)
- 232 Ancient Greek and Roman Drama. 3 hrs. I or II.**
Taught in English, this is an introduction to Greek and Roman dramatic genres of tragedy and comedy using selected plays of Aeschylus, Sophocles, Euripides, Aristophanes, Seneca, Plautus, and Terence. (PR: ENG 101 or YGS 161)
- 233 Greek and Roman Historians, 3 hrs. I, or II.**
Taught in English, this is a thematic study of Greek and Roman historiography by topic as much as by historian, including ancient rhetorical sources on the theory of history. (PR: ENG 101 or YGS 161)
- 234 Greek and Roman Poetry.**
Taught in English, this course examines three periods of Greek and Roman poetry: the Archaic and Hellenistic Ages of Greece, and the Golden Age of Rome.
- 235 The Ancient Novel. 3 hrs.**
Taught in English, this course introduces students to the genre of ancient novel through selected examples by Heliodorus, Longus, Achilles Tatius, Xenophon of Ephesus, Petronius, Apuleius, or others. (PR: ENG 101 or YGS 161)
- 250 Studies in Humanities. 3 hrs. I, II.**
An interdisciplinary course to introduce students to the elements of a humanistic education. (Same as Philosophy 250 and Religious Studies 250; PR or CR: ENG 101)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Selected topics not covered in regular course offerings. (PR: Permission of department chairman)
- 319 Classical Mythology. 3 hrs. I, II.**
Study of the development of myth in ancient Greece and Rome; its place in ancient culture and its survival in the modern world. (PR: ENG 101 or YGS 161)
- 320 Love and Friendship in Ancient Greek and Roman Literature. 3 hrs.**
A literary survey of ancient Greco-Roman love and friendship as shaped by family, marriage, religion, philosophy and politics. Ancient and modern texts read. (PR: ENG 101 or YGS 161)

- 370 Classical Archaeology. 3 hrs. I or II.**
Archaeology of ancient Greece and Rome, and their colonies and their imperial domains. (Same as Anthropology 370) (PR: ENG 101 or YGS 161)
- 390-394 Junior Seminar in Humanities. 3 hrs.**
A structured interdisciplinary study offered by the departments of Classics, Philosophy, and Religious Studies in the foundations of human thought, myth, literature, religion, philosophy, and art (Same as PHL 390-394 and RST 390-394). (CR/PR: ENG 102, 302, 201H, YGS 152, IST 201, or one course from CL 231, 232, 233, 319, PHL 200, 201, 303, 321, 340, 353, RST 205, 206, 300, 304, 320, 325)
- 435 Greek Civilization. 3 hrs. II.**
Study of ancient Greek culture, emphasizing parallels with present-day issues. (PR: ENG 101 or YGS 161)
- 436 Roman Civilization. 3 hrs. II.**
Study of ancient Roman culture, emphasizing parallels with present-day issues. (PR: ENG 101 or YGS 161)
- 460 Ancient Goddess Religions. 3 hrs.**
Study of the mythology and cults of the goddesses of Greece, Asia Minor, Crete and Rome, with a view to discovering cultural contexts.
- 465 Ancient Greek Theater Production. 3 hrs.**
This course introduces students to ancient Greek plays from a performance/production perspective. The class produces and performs one of these plays during the semester. (PR: 200- or 300-level Classics course or permission)
- 470 Transformations of Myth. 3 hrs.**
An examination of how ancient myth transforms into the psychological and fictional works of more modern times.
- 471 Ancient Sexuality. 3 hrs.**
A comprehensive study of current theories about Greek and/or Roman sexualities and evaluation of the evidence, textual and otherwise, to which these theories apply. (PR: ENG 102, 302 or 201H)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Topics like "Values in Ancient Greece/Rome" or "The Cult of the Leader in Ancient Greece/Rome" have recently been offered. Consult chairman for current offerings. (PR: Departmental permission) (PR: ENG 101 or YGS 161)
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 490-494 Senior Seminar in Humanities. 3 hrs.**
Designed for majors as a senior humanities seminar and the culminating interdisciplinary study in the Humanities program. (Same as PHL 490-494 and RST 490-494). (CR/PR: ENG 102, 302, 201H, YGS 152, IST 201, or one course from CL 231, 232, 233, 319, PHL 200, 201, 303, 321, 340, 353, RST 205, 206, 300, 304, 320, 325)
- 495H-496H Readings for Honors in Classics. 4; 4 hrs. I, II.**
Open only to students of outstanding ability. See Honors Courses.

CLINICAL LABORATORY SCIENCES (CLS)

(MLT Associate Degree Program and MT Bachelor's Degree Program)

- 100 Introduction to Health Professions. 1 hr. CR/NC. I.**
Introduction to health sciences careers and professions, emphasizing programs at Marshall University. Features practitioners involved in health care delivery and educational programs.
- 110 Clinical Hematology. 4 hrs. I.**
Theory and practice of clinical laboratory tests of red and white blood cells, as well as blood clotting. 3 lec-3 lab. (PR: BSC 227 or equivalent with minimum C; minimum 2.0 GPA, and permission)
- 200 Clinical Biochemistry. 4 hrs. I.**
Theory and practice of clinical laboratory testing of serum, plasma, urine, body fluids in disease diagnosis. 3 lec-3 lab. (PR: CHM 211, 212, min. 2.0 GPA, with C grade in MTH 120, and permission)
- 210 Clinical Immunohematology. 4 hrs. II.**
Theory of immune mechanisms in the body and applications for diagnostic testing and blood transfusion. 3 lec-3 lab. (PR: CLS 110, 200, and permission)
- 220 Clinical Microbiology. 4 hrs. II.**
A study of bacterial, fungal, and parasitic related diseases, including diagnostic approach and techniques. 3 lec-3 lab. (PR: CLS 200, permission).
- 255 Clinical Laboratory Problems. 3 hrs. II.**
Case studies of instrumental and diagnostic problems encountered by the laboratory technician. 3 lec. (PR: CLS 110, 200, permission)

- 270 Clinical Practicum, Hematology. 3 hrs. S, I.**
Total of 4 weeks (160 hours) of hospital-based practice, performance of diagnostic tests of blood cells, urine, coagulation, and clinical microscopy under supervision. One of four courses, CLS 270-273, taken concurrently. (PR: CLS 255, permission)
- 271 Clinical Practicum, Chemistry. 3 hrs. S, I.**
Total of 4 weeks (160) hours of hospital-based supervised practice performing diagnostic tests on body fluids using chemical methods. One of four courses, CLS 270-273, taken concurrently. (PR: CLS 255, permission)
- 272 Clinical Practicum, Immunohematology. 3 hrs. S, I.**
Total of 3 weeks (120 hours) of hospital-based supervised practice performing blood typing, antibody screening and identification, and conduct of pre-transfusion tests. One of four courses, CLS 270-273, taken concurrently. (PR: CLS 255, permission)
- 273 Clinical Practicum, Microbiology. 3 hrs. S, I.**
Total of 4 weeks (160 hours) of hospital-based supervised practice performing isolation, identification, and susceptibility testing of bacteria, fungi, and parasites. One of four courses, CLS 270-273, taken concurrently. (PR: CLS 255, permission)
- 285-288 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs. S, I, II.**
(PR: Permission)
- 310 Clinical Immunology and Molecular Diagnosis. 3 hrs. II.**
Theory and practice of basic human immunology and genetics as applied to clinical laboratory diagnostic and treatment procedures. Emphasizes use of immunoglobulin and DNA as diagnostic tools. (PR: CLS 210)
- 410 Advanced Hematology and Transfusion Medicine. 4 hrs. I.**
Advanced theory and on-campus laboratory practice in clinical hematology and blood banking. Students learn in-depth diagnostic work-up problem solving involving patients with anemia, leukemia, and bleeding disorders. (PR: CLS 272, CLS 310)
- 421 Advanced Clinical Chemistry and Microbiology. 4 hrs. I.**
Advanced theory, practice, problem solving, and critical thinking in the laboratory specialties of clinical chemistry and diagnostic microbiology. (PR: CLS 271, 273, 310)
- 460 Clinical Laboratory Management and Supervision. 3 hrs. I.**
Laboratory personnel and resource management, cost control, cost analysis, lab. marketing, accreditation. 3 lec. (PR: ECN 200 and permission)
- 464 Clinical Laboratory Instrumentation and Information Systems. 3 hrs. I.**
Principles of instrumental electronics and data systems; interpretation of instrumental outputs, troubleshooting, computerized statistical methods. 2 lec-2 lab. (PR: PHY 201-204 and CLS 272)
- 466 Diagnostic Physiology. 2 hrs. II.**
Pathologic aspects of laboratory medicine with case studies, diagnostic problem solving, student projects. 3 lec. (PR: CLS 270-273, permission)
- 468 Clinical Laboratory Research. 2 hrs. II.**
Directed independent research in the hospital laboratory setting during 16-week period. Capstone experience, writing intensive. (PR: CLS 450-466, permission; CR: CLS 472, CLS 472, CLS 491)
- 472 Advanced Practicum in Hematology and Transfusion Medicine. 3 hrs.**
Advanced theory, practice, problem solving, and critical thinking in the laboratory specialties of clinical hematology and transfusion services for a minimum of 100 contact hours within a 15-week semester. (CR: 473; PR: CLS 410)
- 473 Advanced Practicum in Clinical Chemistry and Microbiology. 3 hrs. II.**
Clinical rotations in clinical laboratory settings in clinical chemistry and microbiology for a minimum 100 contact hours within a 15-week semester, with emphasis on diagnostic problem solving. (CR: CLS 472; PR: CLS 421)
- 480-483 Special Topics. 1-4 hrs. I, II, S.**
(PR: Permission)
- 485-488 Independent Study. 1-4 hrs. S, I, II.**
(PR: Permission)
- 499 Seminar: Readings in Laboratory Medicine. 2 hrs. II.**
Senior seminar. Students and faculty present and critique articles from recent clinical laboratory-related publications. (CR: CLS 468)

COMMUNICATION DISORDERS (CD)

- 101 Introduction to Communication Disorders. 3 hrs.**
Introduction to the field of Communication Disorders for majors. Discussion of the various communication disorders, as well as the roles and responsibilities of the speech-language pathologist.

- 241 Introduction to Communication Science. 3 hrs.**
A survey of the physical and psychophysical bases of communication with discussion of elementary communication models. (PR: CD 101, and permission of instructor)
- 285-288 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission of chair)
- 315 Computer Networking in Communication Disorders. 3 hrs.**
Introduction to adaptive technology for computers to augment communication skills; evaluation of and authoring of software for diagnosis and treatment of communication disorders. Satisfies computer literacy requirements for majors. (PR: Permission of instructor)
- 325 Language and Speech Development. 3 hrs.**
Theories of language acquisition; sequential patterns in the acquisition of prelinguistic communication, speech and language in relationship to general child development. (PR: CD 101; PR/CR: CD 241 and permission of instructor)
- 418 Communication Disorders of School Children. 3 hrs.**
A survey of the causes, symptoms, and treatment of communication disorders encountered in the classroom. Not open to CD majors.
- 420 Voice and Fluency Disorders. 3 hrs.**
Introduction to voice and fluency disorders; etiologies and symptoms; principles of assessment and treatment. (PR: CD 429, 439 and permission of instructor)
- 422 Articulation and Phonological Disorders. 3 hrs.**
Introduction to disorders of articulation and phonology; etiologies and symptoms; principles of assessment and treatment. (PR: CD 429, 439 and permission of instructor; CR: CD 422L)
- 422L Field Experience: Speech and Language. 1 hr.**
Experience with preschool age children; planning and implementing speech and language stimulation activities. (PR: CD 429, 439 and permission of instructor; CR: CD 422)
- 424 Diagnostic Processes with Communication Disorders. 3 hrs.**
Examination of assessment procedures for differential diagnosis of various communication disorders; a study of symptom complexes; interpretation of diagnostic data. (PR: CD 422, 422L, 425, 420, 468, 460, 430 and permission of instructor; CR: CD 424L)
- 424L Diagnostic Processes Laboratory. 1 hr.**
Observation and practice in evaluating individuals with communication disorders. (PR/CR: CD 426, 422L, 426L and permission of instructor.; CR: CD 424)
- 425 Developmental Language Disorders. 3 hrs.**
Introduction to theoretical bases of developmental language disorders; etiologies and symptoms; principles of assessment and treatment. (PR: CD 325, 429, 439 and permission of instructor)
- 426 Therapeutic Procedures I. 3 hrs.**
Examination of therapeutic procedures relative to developmental speech disorders. Capstone experience. (PR: CD 422, 422L, 425, 420, 468, 460, 430 and permission of instructor; CR: CD 426L)
- 426L Therapeutic Procedures I Lab. 1 hr.**
Observation of individuals with communication disorders and introduction to analysis of the clinical process. (PR: CD 422, 422L, 425, 420, 468, 460, 430 and permission of instructor; CR: CD 426)
- 427 Therapeutic Procedures II. 3 hrs.**
Examination of therapeutic procedures relative to speech and language disorders. Investigation into the clinician's role in case management as well as behavior management techniques. Capstone experience. (PR: CD 426, 422L, 425 and permission of instructor; CR: CD 427L)
- 427L Therapeutic Procedures Laboratory II. 1 hr. CR/NC**
Observation and in-depth analysis of the clinical process. (PR: CD 426L and permission of instructor; CR: CD 427)
- 429 Anatomy and Physiology of the Speech and Hearing Mechanism. 3 hrs.**
Introduction to the anatomy and physiology of the speech and hearing mechanism and the neurological system. (PR/CR: CD 241, 325 and permission of instructor)
- 430 Acquired Communication Disorders. 3 hrs.**
Introduction to acquired disorders; etiologies and symptoms; principles of assessment and treatment. Emphasis on communication disorders resulting from CVA, traumatic brain injury, the dementias, and other neurological disorders. (PR: CD 429, 439, permission of instructor)
- 439 Phonetics. 3 hrs.**
Introduction to articulatory phonetics; study of the International Phonetic Alphabet and practice in broad transcription of normal and disordered speech; discussion of social dialects. (PR/CR: CD 241, 325 and permission of instructor)
- 460 Basic Audiology. 3 hrs.**
Introduction to hearing disorders; examination of the auditory system, psychophysical processes and preferred practice and procedures for assessment. Includes laboratory. (PR: CD 325, 429, 439, and permission of instructor)

- 463 Aural Rehabilitation. 3 hrs.**
Examination of various intervention strategies appropriate for individuals with hearing impairments; techniques for assessing degree of handicap. (PR: CD 460 and permission of instructor)
- 468 Introduction to Clinical Principles. 3 hrs.**
Examination of the principles and processes of identification, diagnosis and treatment of communication disorders and differences. (PR: CD 325, 429, 439 and permission of instructor)
- 470 Clinical Practicum. 1 hr.**
Supervised clinical practicum in the Marshall University Speech and Hearing Center. (PR: CD 426, 426L and permission of instructor)
- 472 Clinical Practicum with School Children. 6 hrs. CR/NC**
Supervised clinical practice with school-aged children; fulfills student teaching requirements for West Virginia Certification as a Speech Language Pathologist. (PR: CD 426, 468; PR or CR: CD 424 and admission to Teacher Education and permission of instructor)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission of chair)
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission of chair)
- 495H-496H Readings for Honors in Communication Disorders. 1-4 hrs.**
Open only to CD majors of outstanding ability. (PR: Permission of chair)

COMMUNICATION STUDIES (CMM)

- 103 Fundamentals of Speech Communication. 3 hrs.**
A course designed to enhance the development of critical thinking skills and their application to verbal and nonverbal interaction in interpersonal and public communication contexts.
- 104H Honors in Speech Communication. 3 hrs.**
An accelerated course for selected freshmen and sophomores in fundamentals of communication, concepts and skills in verbal/nonverbal communication and listening. Not open to juniors and seniors. (Substitute for CMM 103) (PR:ACT score 26)
- 205 The Rhetorical World. 3 hrs.**
An introduction to the study of rhetoric as a force in influencing human behavior and societies. (PR: CMM 103, 104H, 207, 305 or YGS 161).
- 207 Business and Professional Communication. 3 hrs.**
A study of the communication demands and skills relevant to the student's future role as a business or professional person.
- 213 Fundamentals of Interpersonal Communication. 3 hrs.**
Introduction to principles and practices related to productive interpersonal communication. Emphasizes competence in using verbal and nonverbal message systems to promote effective communication in social and task relationships.
- 239 Development and Appreciation of Film to 1930. 3 hrs.**
The historical development of the motion picture as an art form from its first development to 1930. Analysis of the technical, social, economic and cultural factors which have influenced the medium.
- 240 Voice and Diction. 3 hrs.**
Theory and practice of speech production and improvement. (PR: CMM 103)
- 255 Introduction to Computer-Mediated Communication. 3 hrs.**
Use and implications of telecomputing for messaging, resource finding, and self-directed discovery learning.
- 270-271 Intercollegiate Debate. 1; 1 hr.**
(PR: Permission of instructor)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission of department chair)
- 297-298 Instructional Television Course. 1-4 hrs.**
A course based upon Instructional Television Series broadcast by public television. The student is responsible for viewing the series on the air and satisfying all course requirements announced by the department.
- 302 Professional Presentations. 3 hrs.**
Designed for present and future demands on skilled presenters of information. Included in the teaching of advanced oral presentation skills, computer assisted/aided presentations, teleconferencing and other presentational skills. (PR: CMM 103, 104H, 207, 305, or YGS 161)
- 303 Introduction to Communication Theory. 3 hrs.**
Analysis of the process of communication and its constituent elements, with emphasis upon traditional and contemporary theories, their validation, and their use as a tool in diagnosis and remediation of communication problems. (PR: CMM 103, 104H, 207, 213, 305 or YGS 161).

- 307 Communication in Social Movements. 3 hrs.**
Investigation of the functions, ethics, responsibilities and social impact of oral communication in periods of social unrest. (PR: CMM 103, 104H, 207, 213, 305 or YGS 161)
- 308 Persuasive Communication. 3 hrs.**
Introduction to the understanding, practice and analysis of persuasion. Behavioral and rhetorical theories of persuasion will be examined and applied to contemporary persuasive communications. (PR: CMM 103, 104H, 207, 305 or YGS 161)
- 310 Argumentation and Debate. 3 hrs.**
Basic principles of argument; practice in discussion and debate. Recommended but not a prerequisite for intercollegiate debating. (PR: CMM 103, 104H, 207, 305 or YGS 161)
- 311 Language and Communication. 3 hrs.**
This course explores how language works in human discourse by examining the game of languages: its players, strategies, and hidden rules.
- 315 Group Communication. 3 hrs.**
Study of group communication processes, including problem solving, systems of group communication analysis and evaluation, in task oriented groups. (PR: CMM 103, 104H, 207, 305 or YGS 161)
- 316 Legal Communication. 3 hrs.**
The theory and practice of legal communication techniques. The course will examine interviewing skills, negotiation skills, argument preparation skills, presentation skills, and cross examination skills, Recommended for pre-law students. (PR: CMM 103, 104H, 207, 305 or YGS 161)
- 319 Superior-subordinate Communication. 3 hrs.**
Survey of principles underlying communication between superiors and subordinates in organizations. Emphasis placed upon communication strategies regarding role definition, performance feedback, development and maintenance of relationships, conflict management, leadership, decision making. (PR: CMM 103, 104H, 207, 305 or YGS 161)
- 320 Oral Interpretation of Literature. 3 hrs.**
The fundamentals of reading, analyzing, and interpreting literature.
- 322 Intercultural Communication. 3 hrs.**
A study of the barriers to communication across cultures and of strategies for addressing these problems. (PR: CMM 103, 104H, 207, 305 or YGS 161)
- 345 Listening and Feedback. 3 hrs.**
A study of listening/feedback behavior as an integral part of the communication process, development of listening/feedback skills, and an awareness of barriers to effective listening and feedback. (PR: CMM 103, 104H, 207, 305 or YGS 161)
- 370-371 Intercollegiate Forensics 1; 1hr.**
Continuation of CMM 270-271. (PR: Permission of instructor)
- 401 Organizational Communication. 3 hrs.**
Investigation of information flow in organizations with emphasis on identifying communication problems. (PR: CMM 303)
- 402 Rhetorical Theory. 3 hrs.**
An exploration of theories of rhetoric from the Greek philosophers to the present. This course will examine the strategic use of symbols in persuasive discourse.
- 406 Interviewing. 3 hrs.**
Skill development in the question-answer-response process as it applies to a variety of interviewing situations.
- 408 Leadership and Group Communication. 3 hrs.**
A study of the variables affecting, and affected by, communication process in small groups, with particular emphasis upon leadership variables. (PR: CMM 315)
- 409 Theories of Persuasion and Change. 3 hrs.**
Study of the relationship between persuasion and social change, including theories of attitude and behavioral change and contemporary theories of persuasion.
- 411 Communication Study and Research. 3 hrs.**
Introduction to the advanced study of theory and research areas with emphasis on communication research methods and reporting. (PR: Senior majors in Communication Studies; CMM 303)
- 413 Theories of Interpersonal Communication. 3 hrs.**
A survey and analysis of theories related to interpersonal communication in relationships. Emphasis is on the communication processes and contingencies underlying relationship development, maintenance, and disengagement in various interpersonal contexts. (PR: CMM 213)
- 420 Communication and Conflict. 3 hrs.**
An exploration of the theory, research, and practice of communication in understanding and negotiating interpersonal conflict.
- 421 Gender and Communication. 3 hrs.**
An exploration of gender as an organizing principle for communication.

- 441 Development and Appreciation of Film Since 1930. 3 hrs.**
Study of important directions in modern film, including style, genre, and the relationship to contemporary society. A variety of films will be viewed for analysis.
- 450 Direction of Speech Activities. 3 hrs.**
Direction of extracurricular speech activities: assemblies, forensic events, etc.
- 456 Computer-Mediated Communication. 3 hrs.**
This course explores the impact of computer-mediated communication on human organization.
- 474 Health Communication. 3 hrs.**
Explores communication demands of healthcare and health promotion, examines communication controversies in the modern health care system, and examines communication strategies to resolve health care problems. (PR: Junior status or permission)
- 476 Communication for Classroom Teachers. 3 hrs.**
Knowledge and utilization of interpersonal communication skills in all teaching-learning environments.
- 478 Senior Seminar. 3 hrs.**
Capstone experience. The development, organization, revision and presentation of major projects that serve to demonstrate the student's competence in the discipline. (PR: CMM 411)
- 480-483 Special Topics in Communication Studies. 1-4; 1-4; 1-4; 1-4 hrs.**
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission of department chair)
- 490 Internship. 1-4 hrs.**
(PR: Permission of department chair)
- 495H-496H Readings for Honors in Communication Studies. 4; 4 hrs.**
Open only to speech majors of outstanding ability. See Honors Courses. (PR: Permission of department chair)
- 497-498 Instructional Television Course. 1-4 hrs.**
A course based upon Instructional Television Series broadcast by public television. The student is responsible for viewing the series on the air and satisfying all course requirements announced by the department.

COMPUTER SCIENCE (CS)

- 110 Computer Science I. 3 hrs. I, II.**
Object-oriented and algorithmic problem solving principles and techniques, programming with classes in an integrated programming environment, and program debugging. 2 lec-2 lab. (PR: Computer Science major or Mathematics ACT of at least 23 or MTH 123 concurrent)
- 120 Computer Science II. 3 hrs. II.**
Object-oriented analysis and design, advanced programming with classes, arrays, strings, sorting, searching, I/O, GUI development, system life cycle and software development methodologies. 2 lec-2 lab. (PR: CS 110.)
- 210 Algorithm Analysis and Design. 3 hrs. I.**
Data structures including stacks, queues, lists, trees, graphs, priority queues, and dictionaries. Brute force, divide and conquer, recursion, greedy, dynamic programming, and backtracking algorithm design techniques. (PR: CS 120 and MTH 220.)
- 280-283 Special Topics. 1-4 hrs. I, II, S.**
- 300 Programming Languages. 3 hrs. II. (Beginning in Spring 2006.)**
Comparative study of the concepts found in contemporary programming languages. Emphasis is on design and evaluation of a language in terms of its features and their implementation. (PR: CS 210.)
- 305 Software Engineering I. 3 hrs. I. (Beginning in Fall 2006.)**
Software engineering topics including: engineering software-intensive systems, software engineering paradigms, requirements specification, object-oriented analysis and design, human-computer interaction, and user interface design. (PR: MTH 220, CS 210, and ENG 354.)
- 310 Software Engineering II. 3 hrs. II. (Beginning in Spring 2007.)**
Continuation of CS 305. Software construction, versioning and configuration, testing, change control, software reliability and quality assurance. (PR: CS 305.)
- 315 Software Quality Assurance. 3 hrs. (To be announced.)**
Testing techniques and validation of system requirements. Design reviews and code inspections; unit, integration, system, regression, load, stress, user acceptance, and regression testing; statistical testing; test strategies and project metrics. (PR: CS 310 and MTH 345.)
- 320 Internetworking. 3 hrs. I. (Beginning in Fall 2006.)**
Principles and issues in interconnecting multiple physical networks into a coordinated system, operation of Internet protocols in the interconnected environment, and design of applications to operate in this environment. (PR: CS 300.)

- 330 Operating Systems. 3 hrs. I. (Beginning in Fall 2006.)**
Modern operating systems design and implementation: multi-tasking and time sharing, concurrency and synchronization, interprocess communication, resource scheduling, memory management, deadlocks, I/O, file systems, and security. (PR: CS 300.)
- 340 Cyber Security. 3 hrs. II. (Beginning in Spring 2007.)**
Concepts and issues in physical and cyber security; technological vulnerabilities found in operating systems, database servers. Web servers, Internet, and local area networks; developing defensive and offensive security measures. (PR: CS 320.)
- 350 Database Engineering. 3 hrs. I. (Beginning in Spring 2007.)**
Rigorous and comprehensive introduction to relational database theory and applications: data modeling, normalization, transaction processing, relational algebra, SQL, data server internals, query optimization, database programming and Internet applications. (PR: CS 305.)
- 370 Computer Graphics. 3 hrs. (To be announced.)**
Mathematical theory and practical tools and techniques for generating realistic pictures using computers. This is a project-centered course and involves extensive programming using the OpenGL standard. (PR: CS 210, MTH 229, and MTH 329.)
- 420 Distributed Systems. 3 hrs. (To be announced.)**
Study of distributed system concepts and issues, architectures and frameworks for developing distributed applications, and future trends. (PR: CS 305 and CS 320)
- 440 Image Processing. 3 hrs. (To be announced.)**
Mathematical techniques, algorithms, and software tools for image sampling, quantization, coding and compression, enhancement, reconstruction, and analysis. (PR: CS 210, MTH 229, and MTH 329)
- 455 Systems Engineering. 3 hrs. (To be announced.)**
Tools and techniques for optimizing the design and construction of software-intensive systems by considering system issues and making engineering tradeoffs in conflicting criteria and interacting decision parameters. (PR: CS 330, CS 340, and CS 350)
- 460 Multimedia Systems. 3 hrs. I. (To be announced.)**
Theoretical and design issues in content-based multimedia information systems and provide an in-depth exposition of retrieval and presentation issues related to various media—text, image, audio, and video. (PR: CS 210)
- 475 Internship. 3-12 hrs. I, II, S. (Beginning in Summer 2005.)**
An in-depth and hands-on involvement in a real-world project under direct professional supervision. The project may be on-campus or off-campus. Requires prior approval of the Internship Director, who is a member of the Computer Science faculty. (PR: CS 310 and Computer Science major with Junior/Senior standing.)
- 480-483 Special Topics. 1-4 hrs. I, II, S. (Beginning in Fall 2004.)**
- 485-488 Independent Study. 1-4 hrs. I, II, S. (Beginning in Fall 2004.)**
- 490 Senior Project I. 3 hrs. I. (Beginning in Fall 2007.)**
Application of technical and professional skills in solving a real-world problem in a team environment. Discuss professional code of conduct, societal issues, and transition from student to industry professional. (PR: CS 320, CS 340, CS 350, and standing as a Computer Science senior)
- 491 Senior Project II. 3 hrs. II. (Beginning in Spring 2008.)**
Capstone experience: continuation of CS 490. (PR: CS 490)

COUNSELING (COUN)

- 100 Career Planning for Undecided Students. 1 hr.**
Designed for undecided college students. Helps explore career options and majors. Topics include interest testing, career information, decision-making skills, and job finding strategies. Course does not count toward graduation.
- 260 Peer Counseling. 3 hrs.**
Theory, practice, and intervention of peer helping relationships. Demonstration and practice of basic helper skills for resident advisors. Does not satisfy requirements for core courses nor restrictive electives.
- 261 Introduction to Group Guidance. 3 hrs.**
A Counselor Leadership training course focusing upon a systematic approach to selecting a leadership style. Specific areas include leadership theory, how to conduct groups, delegation, and goal setting. Not for Counseling majors.
- 262 Alcohol Counseling by Peers. 1 hr.**
History and practice of alcohol prevention and intervention by peer helpers. Designed to meet the needs of resident advisors. Does not satisfy requirements for core courses nor restricted electives.

- 263 AIDS Awareness. 1 hr.**
Course designed to increase awareness of Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome, including: the virus, psychosocial aspects, legal and religious issues, prevention, treatment.
- 280-281 Special Topics. 1-4; 1-4 hrs.**
(PR: Permission of department chairman)
- 306 Introduction to Counseling. 3 hrs.**
Introduction to the fields of counseling, various mental, physical and social disabilities, careers in Counseling and Rehabilitation, Counseling and Rehabilitation services and orientation processes. (CR: COUN 370)
- 320 Community Resources. 3 hrs.**
Study of available resources in the community and their utilization in providing rehabilitation services.
- 370 Clinical Placement. 3 hrs.**
Orientation to helping service agencies and practice in developing interviewing skills under professional supervision. A thirty-hour practical experience involving active contact under supervision enables students to explore their own abilities, to try the helping role, and to get acquainted with clients and helping agencies. (CR: COUN 306)
- 415 Occupational and Career Development. 3 hrs.**
Study of career choice theory, career change, counseling approaches in career selection and resources to assist in career choice.
- 416 Job Placement. 3 hrs.**
Study of techniques for diagnostic interviewing, work adjustment, job development, and job placement. The course offers practical and theoretical ways to understand and carry out the placement of handicapped individuals in employment.
- 425 Counseling Theories and Techniques. 3 hrs.**
Principles and practices of the interviewing relationship in helping service settings. (PR: COUN 306, 370. CR: COUN 470)
- 430 Case Development: Process and Management. 3 hrs.** Study of systematic development of casework to include case finding, follow-up provision of services, case recording and time management. (PR: COUN 306, 370 or permission of instructor)
- 433 Research in Counseling and Rehabilitation. 3 hrs.**
A seminar study of the problems in counseling/rehabilitating special disability groups (mentally retarded, mentally ill, alcoholic, public offender, disadvantaged) as well as research into these and other unmet needs in counseling/rehabilitation today. (PR: COUN 306, 425 or permission of instructor)
- 435 Group Process and Analysis. 3 hrs.**
Study and practice of dynamics involved in task and therapeutic groups; a thorough analysis of group process. (PR: Permission of instructor)
- 445 Manual Communication. 3 hrs.**
Psychological characteristics of hearing impaired and techniques of manual communication.
- 454 Advanced Manual Communication. 3 hrs.**
Advanced course in the grammar, syntax and idioms of American Sign Language and a comprehensive overview of the effect of hearing impairment. Emphasis will be upon communicating in ASL. (PR: COUN 445 or 545)
- 455 Crisis Intervention. 3 hrs.**
This course is directed to anyone who at some time has felt inadequate in responding effectively to people in crisis. Topics will include situational and developmental crises. Clinical experience required.
- 456 Death and Dying. 3 hrs.**
Includes three areas of emphasis: To enable the student to come to grips with personal attitudes toward death and dying; to explore attitudes of society toward death; and to develop skills in managing the crisis of death, terminal illness and bereavement.
- 460-463 Staff Development. 1-4; 1-4; 1-4; 1-4 hrs.**
To meet needs of school, student personnel, mental health, and other workers. Credit may be used for certificate renewal and salary upgrading, but not in degree programs; titles vary. (CR/NC)
- 470 Advanced Practicum in Counseling. 3 hrs.**
Practical experiences in counseling interviews under professional supervision. (CR: COUN 425, 448)
- 471 Health and Wellness Counseling. 3 hrs.**
Designed to help counselors deal with lifestyle issues related to physical well-being and to demonstrate how health professionals can use counseling interventions in their work (PR: COUN 425 or permission)

- 473 Hypnosis: Implications and Applications for Counselors. 3 hrs.**
An introduction to hypnosis and its application in a counseling framework. Emphasis will be upon the Milton H. Erickson model by hypnosis. (PR: COUN 425 or 614, or special permission)
- 474 Social and Cultural Foundations. 3 hrs.**
Recognize and use appropriate resources for effective counseling of people of different cultural, ethnic, social, class, racial, geographic, or other backgrounds. Learn when counseling is appropriate and in what form.
- 475 Prevention and Treatment of Addictions. 3 hrs.**
Course topics will include historical, medical, psychological, family dynamics of the disease process, and treatment modalities which enhance the likelihood of successful counseling with the dependent person and indirect victims. (PR: 306, 370 or permission)
- 476 Counseling With Parents. 3 hrs.**
Consideration of effective parent counseling primarily from an Adlerian point of view. Techniques for counselor intervention via lecture, demonstration and laboratory experiences.
- 477 Stress Management Counseling. 3 hrs.**
Provides beginning counselors and others with comprehensive information and strategies for successful management of stress and its consequences. Students explore theoretical and practical alternatives in counseling the stressed individual.
- 478 Counseling with the Elderly. 3 hrs.**
Counseling techniques and theories applied to problems of the elderly.
- 479 Pharmacology in Counseling. 3 hrs.**
Provide basic understanding of the role of therapeutic drugs in the treatment of psychiatric disorders, familiarize with most commonly prescribed drugs, side effects, and adverse reactions in specific mental illnesses. (PR: COUN 306, 370)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission of department chairman)
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission of department chairman)
- 490 Counseling Internship. 6 hrs. CR/NC.**
Participation in counseling process with a variety of individuals under supervision of cooperating agencies. Senior standing, majors only, overall 2.0 average, and permission of instructor. (PR: COUN 425, 470 or permission)
- 491-494 Counseling Workshop. 1-4; 1-4; 1-4; 1-4 hrs.**
A practical, participatory course designed for advanced students and professionals in the counseling field or related areas.
- 495H-496H Readings for Honors in Counseling. 1-3; 1-3 hrs.**
(PR: Permission of department chairman). See Honors Courses.
- 497 Family Counseling. 3 hrs.**
Introductory course in current theory and practice in family counseling. Theoretical material on communication and structural approaches to family counseling. Reading, lecture and experiential exercises.
- 498 Introduction to Marriage Counseling. 3 hrs.**
Covers the many dimensions marriage counselors deal with, including premarital counseling; the marriage contract (legal and extralegal contracts); marital decision making; divorce counseling; sexual dysfunction; financial counseling; spouse beating; alternatives to marriage; and relationships among the elderly.
- 499 Principles and Practices of Counseling. 3 hrs.**
The objectives, principles, and practices of counseling. (Not open to undergraduate Counseling majors)

CRIMINAL JUSTICE (CJ)

- 200 Introduction to Criminal Justice. 3 hrs.**
This survey course examines the various components of the criminal justice system, including law enforcement, courts, and corrections. Students will be introduced to various criminal justice agencies and career possibilities
- 211 Introduction to Law Enforcement. 3 hrs.**
Designed to examine the philosophical and historical background of law enforcement in the United States. Addresses constitutional limitations on law enforcement, objectives of law enforcement, and processes of law enforcement.
- 221 Introduction to Criminal Courts. 3 hrs.**
This course addresses the evolution of current functioning of the American criminal court system. Students are exposed to court administration, court procedures, and the state and federal court system.

- 231 Introduction to Corrections. 3 hrs.**
Basic course in the American correctional system; study of the history of corrections, philosophy of punishment and correction, correctional institutions, programs, and services, and contemporary issues and problems.
- 241 Victims of Crime. 3 hrs.**
Examines victims of crime, the process and consequences of victimization. Also covered are victims' rights and services available for victims and victim compension.
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Lower-level, specialized courses of contemporary interest.
- 300 Administration of Criminal Justice. 3 hrs.**
This course provides an analysis of the theories of organization and the administration of criminal justice agencies, including management styles, techniques of leadership, and decision-making.
- 302 Criminal Justice Research Methods. 3 hrs.**
Logic of social research methods, survey research, methods of evaluation, sampling, and the contrast between qualitative and quantitative Criminal Justice research. (PR: CJ 200)
- 312 Criminal Investigation. 3 hrs.**
Investigation methodology, relations of the detective with other police divisions; modus operandi; sources of information; surveillance, interrogation, follow-up procedures. (PR: CJ 211)
- 314 Crime Scene Investigation. 3 hrs.**
This course exposes students to crime scene evidence, collection techniques, and the various uses of modern technology in preserving and analyzing evidence. (PR: CJ 211)
- 316 Terrorism. 3 hrs.**
Provides students with a working knowledge of the history of terrorism, the current status of terrorist groups, terrorism tactics, and methods to counteract terrorism.
- 321 Criminal Justice Administration. 3 hrs.**
A survey course of the criminal justice system, including the structure, functions, and decision processes of those organizations that manage the problem of crime: the police, courts, and corrections; focus on the legal foundations of the processing of offender from arrest to sentencing.
- 322 Criminal Law. 3 hrs.**
History and development of criminal law, elements of a crime, parties to a crime, types of offenses. (PR: CJ 200)
- 323 Criminal Procedure. 3 hrs.**
Admissibility of evidence and confessions, recent civil rights decisions, reconciling individual rights and community interest in law and order. (PR: CJ 200)
- 325 Juvenile Justice. 3 hrs.**
Study of the historical development, legal foundations, and present institutions, programs, and services in the juvenile justice system. (PR: CJ 200)
- 331 Probation and Parole. 3 hrs.**
Supervision of offenders in the community, including history, philosophy, legal foundations, strategies, professional roles and contemporary models, programs, and services. (PR: CJ 231)
- 332 Correctional Rehabilitation. 3 hrs.**
Examines the theories, treatment strategies, and the role of the correctional counselor. Special emphasis is given to the topics of classification, development of treatment plans, and principles of effective intervention. (PR: CJ 231)
- 340 Drugs and Crime. 3 hrs.**
Examines the history and consequences of mind-altering drugs, and criminal behavior as it is affected by drugs, the legal response to substance abuse, treatment and prevention of substance abuse. (PR: CJ 200)
- 351 Principles of Crime Prevention. 3 hrs.**
This course examines the theory, operation, and evaluation of crime prevention as a function of the criminal justice system. (PR: CJ 200)
- 400 Applied Ethics in Criminal Justice. 3 hrs.**
Examines ethical issues and moral dilemmas faced by criminal justice professionals. Traditional ethical theories and practices designed to foster public trust in the criminal justice system are examined and applied. (PR: CJ 200)
- 401 Teaching & Training in Criminal Justice. 3 hrs.**
Students examine various theories and techniques used in teaching and training criminal justice professionals, develop lesson plans, and use technology based presentation media to present information. (PR: CJ 200)
- 404 Theoretical Criminology. 3 hrs.**
A critical analysis of the major criminological theories and their empirical foundations. Current theory and research receive greater emphasis than historical development. Capstone Experience. (PR: CJ 302; CR for Criminal Justice majors: CJ 492)

- 406 Race, Ethnicity, Gender and Crime. 3 hrs.**
Examines the impact of race, ethnicity, and culture within the criminal justice system. Explores minorities and women as victims, witnesses, and offenders. (PR: CJ 200)
- 410 Police Administration. 3 hrs.**
This course studies the functions and activities of police agencies, including police department organizations and responsibilities of police administrators. Current administrative and management techniques and theories are also explored. (PR: CJ 211 and CJ 300 or CJ 311)
- 421 Corrections and the Law. 3 hrs.**
Review of legal principles relating to convicted criminals, including plea negotiations, sentencing, post-conviction remedies, constitutional rights of inmates, and conditions of confinement. (PR: CJ 200 or 321)
- 422 Law of Evidence. 3 hrs.**
Leading rules and principles of exclusion and selection; burden of proof, nature and effect of presumptions; proof of authenticity and contents of writings; examinations, competency and privilege of witnesses. (PR: CJ 321)
- 423 Advanced Legal Research and Writing. 3 hrs.**
Gives the student additional experience in legal research and introduces the skills required in drafting legal documents. Capstone Experience. (PR: LAS 212, or permission; CR for Criminal Justice majors: CJ 492)
- 426 Civil Liability Issues in Criminal Justice. 3 hrs.**
This course examines various theories of civil liability that relate to Criminal Justice professionals, the civil justice system, and preventing and defending civil liability claims. Prerequisite: CJ 300 or permission.
- 432 Correctional Institutions. 3 hrs.**
Analysis of the theory of organizations and administration of correctional institutions; principles of institutional corrections. (PR: CJ 231)
- 433 Correctional Administration. 3 hrs.**
Objectives of correctional institutions; records; personnel, program development, security; educational programs. (PR: CJ 231)
- 440 Criminal Justice Response to Domestic Violence. 3 hrs.**
This course focuses on the legal response to child abuse, domestic violence, and elder abuse. Examines dynamics of abusive relationships, the effects of victimization, and current research on these issues.
- 450 Business and Industry Security. 3 hrs.**
Selection, training and staffing of a security force; security devices available; techniques of internal security; ground security; security techniques applicable to personnel selection; legal problems. Criminal Justice majors only. (PR: CJ 211)
- 453 Seminar in Crime Prevention. 3 hrs.**
This course examines theory, operation, and evaluation of crime prevention as a function of the criminal justice system. Techniques for crime prevention are analyzed from various orientations, including environmental design. (PR: CJ 351)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Specialized courses of contemporary interest. (PR: Consent of the instructor)
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
This course permits the student to undertake supervised research (field or library) in any area where there is no appropriate course. (PR: Consent of the instructor)
- 490 Internship. 1-6 hrs.**
The placement of an individual into a criminal justice agency (police, probation, courts, jails) to observe and participate in its operation. Grading is CR/NC only. (PR: Consent of the instructor; GPA of 2.5 or better)
- 492 Senior Seminar. 3 hrs.**
Integrates theory with practice; identifies relationship between research and practice of criminal justice. Examines current and future research issues in criminal justice. Capstone Course. Co-requisite: CJ 404 or CJ 423.
- 495H-496H Readings for Honors in Criminal Justice. 2-4; 2-4 hrs.**
Open to criminal justice majors of outstanding ability. Study may deal with any aspect of criminal justice. Wide reading and comprehensive understanding of the subject are required. (PR: Consent of department chairman.) See Honors Courses.

CURRICULUM AND INSTRUCTION (CI)

NOTE: The prerequisites ATED 4, ATED 5, and ATED 6 refer to different levels of Admission to Teacher Education. Contact the Associate Dean of Education and Human Services for additional information.

- 101 Mathematics Education: Mathematics for Elementary Teachers, I. 3 hrs. I, II, S.**
Study of sets, logic, numeration systems, number systems, and number theory using an inquiry, laboratory oriented approach. (PR: MTH 121 or MTH 123 or MTH 130A, MTH 130E)
- 102 Introduction to Computers in the Classroom. 1 hr. I, II, S.**
The introduction of selection and evaluation techniques of computer courseware and hardware for classrooms K-12 with consideration for CAI, CMI and specific skills for K-12 students.
- 201 Mathematics Education: Mathematics for Elementary Teachers, II. 3 hrs. I, II, S.**
Study of elementary mathematics including structure of the real number system., statistics, probability, informal and transformational geometry, and basic algebraic operations with emphasis on problem solving and teacher strategies. (PR: CI 101 and MTH 121)
- 203 Children's Literature. 3 hrs.**
Types of poetry and prose appropriate for elementary school pupils, with emphasis on methods of presentation. May not be used as an elective to meet requirements of the English major in the College of Liberal Arts.
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 297-298 Instructional Television Course. 1-4 hrs.**
A course based upon an Instructional Television Series broadcast by public television. The student is responsible for viewing the series on the air and satisfying all course requirements announced by the division.
- 301 Teaching Elementary School Mathematics. 3 hrs.**
This course is an investigation of techniques and approaches to helping children learn mathematics with special emphasis on the use of manipulative materials in a laboratory setting.
- 303 Literature for Adolescents. 3 hrs.**
A study of the various types of literature appropriate to the needs, concerns, and interests of the adolescent. (PR: ENG 102, six hours of literature)
- 321 Early Childhood Curriculum and Methods. 3 hrs.**
Study of factors shaping curriculum and exploration and assessment of appropriate curriculum for young children in transition from pre-operational to concrete operational stages of development. Field experience included. (PR: Admission to Teacher Education)
- 322 Language, Literacy, Numeracy for Young Children. 3 hrs.**
An overview of the emergent nature of the development of language, literacy, and numeracy in young children within developmentally and culturally appropriate environments.
- 323 Assessment in Early Childhood. 3 hrs.**
Realistic and practical guidance in providing learning experiences for children from diverse cultural backgrounds based upon authentic assessment practices.
- 342 Literature and Language Arts. 3 hrs. I, II, S.**
A unified method for developing basic reading-language principles derived from innovative and practical classroom experiences and approaches that include application of latest research relevant to reading-language behavior.
- 343 Introduction to Teaching Reading: Early Childhood Education and Middle Childhood Education. 3 hrs. I, II.**
Presenting modern techniques and practices in the teaching of reading. (CR: CI 446)
- 345 Critical Reading, Writing, and Thinking. 3 hrs.**
This course examines strategies for learning from text, studying different types of textual materials, monitoring learning, and integrating oral and written discourse. (PR: Admission to Teacher Education)
- 350 Instructional Technology and Computing. 3 hrs.**
Critical examination and skill development using commercial, non-commercial, and computer generated media. Emphasis will be placed on its application to teaching and learning.
- 360 Elementary Social Studies Methods. 3 hrs.**
An introduction to materials and methods for teaching Social Studies in the elementary school—including goals, processes, strategies, and evaluation. Discussion, demonstrations, media, and readings explain Social Studies.
- 401 Middle Childhood Curriculum. 3 hrs. I, II, S.**
Study of procedures for creating a functional middle childhood curriculum with emphasis upon the needs of middle childhood learners. (PR: ATED 4)
- 403 Methods and Materials of Teaching in the Middle Childhood Grades. 3 hrs. I, II, S.**
Study of methods appropriate for teaching in the middle childhood grades, and production and utilization of materials and resources in these grades. Clinical experience included. (PR or CR: ATED 4)

- 405 Elementary Education: Supervised Student Teaching. 4-12 hrs. I, II.**
All-day teaching under supervision in cooperating schools; periodic seminars, conducted by University faculty, accompany student teaching. (PR: ATED 6)
- 410 Early Childhood Education: Supervised Student Teaching. 4-6 hrs. I, II.**
All-day kindergarten teaching under supervision in cooperating schools; periodic seminars, conducted by University faculty, accompany student teaching. (PR: ATED 6)
- 415 Integrated Methods and Materials: Secondary Education. 3 hrs.**
General secondary/middle school course with emphasis on instructional standards and objectives, methods, and materials of the disciplines. A clinical experience provides observation and teaching. (PR: ATED 5)
- 417 Comprehensive Classroom Discipline Techniques. 3 hrs. I, II, S.**
Identification of common classroom discipline problems and techniques for dealing with behavioral incidents in school settings K-12.
- 418 Classroom Motivation. 1-3 hrs. I, II, S.**
Classroom motivation with an emphasis on theoretical constructs and practical applications for teachers of students from early childhood through adolescence.
- 442 Instructional and Classroom Management: Elementary Education.**
This course allows elementary education students to critically examine a variety of classroom management strategies and educational issues that impact instruction. (PR: ATED 4)
- 446 Reading Education: Individual Assessment and Prescription Language Instruction. 3 hrs. I, II.**
Study of reading-language difficulties, diagnostic devices and techniques, and preventive and prescriptive methods and materials. (CR: CI 343)
- 447 Integrated Reading and Language Arts Methods: Elementary Education. 3 hrs.**
General elementary education course with emphasis on instruction standards and objectives, methods, and materials for Reading and Language Arts. (PR: ATED 5)
- 448 Integrated Science Methods: Elementary Education. 3 hrs.**
General elementary education course with emphasis on instructional standards and objectives, methods, and materials for science.
- 449 Instructional and Classroom Management: Secondary Education. 3 hrs. I, S.**
Classroom management with emphasis on practical techniques for dealing with management problems in secondary and middle school settings. (PR: ATED 4)
- 450 Secondary Education: Supervised Student Teaching. 4-12 hrs. I, II.**
All-day teaching under supervision in cooperating schools; periodic seminars conducted by University faculty accompany student teaching. (PR: ATED 6)
- 452 Middle Childhood Education: Supervised Student Teaching. 4-6 hrs. I, II.**
All-day student teaching in cooperating middle schools; periodic seminars conducted by university faculty accompany student teaching. (PR: ATED 6)
- 459 Multicultural Influences in Education: Techniques and Strategies. 3 hrs. I, S.**
Multicultural education with an emphasis on methods and materials for teaching students from diverse cultural backgrounds.
- 460-464 Staff Development: 1-3 hrs.**
Courses designed to meet the specific inservice needs of public school personnel. Credit may be used for certificate renewal and salary upgrading but not in degree programs. CR/NC grading.
- 470 Level II Clinical Experience. (Corequisite with the courses designated; no credit hours)**
A Level II Clinical Experience teaching in a secondary public school. An opportunity to put theory into classroom practice. (PR: ATED 5; CR: CI 415)
- 471 Level II Clinical Experience. (Corequisite for courses listed, no credit)**
A Level II Clinical Experience teaching in an elementary school. An opportunity to put theory into classroom practice. (PR: ATED 5; CR: CI 447)
- 472 Level II Clinical Experience.**
A Level II Clinical Experience teaching in an elementary or secondary public school. An opportunity to put theory into classroom practice. For music majors only. (PR: ATED 5; CR: EDF 319)
- 480-483 Special Topics. 1-4; hrs. I, II, S.**
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
Permission of chairman. Requires 2.5 GPA, limit of 6 hours to be used in professional education as a specialization.
- 495H-496H Readings for Honors in Education. 1-3; 1-3 hrs.**
- 497-498 Instructional Television Course. 1-4 hrs.**
A course based upon an Instructional Television Series broadcast by public television. The student is responsible for viewing the series on the air and satisfying all course requirements announced by the division.

CURRICULUM AND INSTRUCTION SPECIAL EDUCATION (CISP)

- 320 Special Education: Survey of Exceptional Children. 3 hrs. I, II.**
An introduction to the study of children who deviate from the average in mental, physical, and emotional characteristics, including a study of the characteristics of such children and the adaptation of educational procedures to their abilities and disabilities.
- 420 Special Education: Survey of Exceptional Children II. 3 hrs. I, II.**
Examination of procedures needed for implementation of the Resource Room model for mildly handicapped children. The course includes a review of the Mainstreaming movement, interpersonal relations, and skills necessary for maintaining the resource room. (PR or CR: CISP 320)
- 421 Special Education: Children with Exceptionalities. 3 hrs. I, II, S.**
Behavioral characteristics of children with exceptional development, dynamics of family- community interaction, and attitudes towards exceptional conditions. Implications for amelioration and educational planning. (Not for Special Ed majors) (PR: ATED 4)
- 423 Special Education: Introduction to Learning Disabilities. 3 hrs. I, II.**
An integrated, concise overview of specific learning disabilities; definitions, etiology; observable and identifiable symptoms and implications for amelioration. (PR: CISP 320)
- 424 Special Education: Introduction to Emotional Disturbances. 3 hrs. I, II.**
Characteristics of emotional-social disturbances in children; dysfunction in behavior, academic achievement, and social relationships; etiology and educational implications are presented. (PR: CISP 320)
- 426 Introduction to the Gifted. 3 hrs. I, S.**
An overview of giftedness in children; definitions, etiology, observable characteristics, and implications for educational agencies. (PR: CISP 320)
- 427 Introduction to Autism. 3 hrs.**
This is a lecture-discussion course designed to survey current autism research, definitions, medical issues, differential diagnosis, treatment and educational methods for autistic children, youth, and adults. (PR: Permission of instructor)
- 428 Special Needs in Early Childhood Education. 3 hrs.**
Emphasis will be given to enhancing the success of diverse learners through intervention strategies, family involvement, and interdisciplinary service delivery. (PR: CISP 421)
- 429 Introduction to Physically Handicapped. 3 hrs. I, S.**
An introduction to the characteristics and needs of crippled and other health-impaired children. The medical aspects of physically handicapping conditions are considered. (PR: CISP 320; CR: Field experience)
- 433 Special Education: Introduction to Mental Retardation. 3 hrs. I, S.**
Acquaints teachers with the characteristics and needs of the mentally retarded child. The status of the mentally retarded in our society and the impact of mental retardation on education. (PR: CISP 320. CR: Field experience)
- 434 Student Teaching: Physically Handicapped. 4-6 hrs. I, II.**
All-day supervised teaching in special classes in cooperating public schools and/or hospital settings; periodic seminars conducted by University faculty accompany student teaching. (PR: CISP 320, 429, 431)
- 435 General Special Education Programming. 3 hrs.**
Address the educational/curricular needs of students with mild learning problems in the categorical areas of mental retardation, behavior disorders, and specific learning disabilities.
- 439 Assessment in Special Education. 3 hrs.**
Educational assessment and academic diagnostic evaluation for remediation/amelioration. Provides an understanding of teacher assessment and its implication for programming for exceptional children.
- 440 Special Education: Student Teaching with Mentally Retarded Children. 4-6 hrs. I, II.**
All-day supervised teaching in special classes in cooperating schools; periodic seminars conducted by University faculty accompany student teaching. (PR: ATED 6)
- 445 Intervention Strategies for Preschool Special Education. 3 hrs.**
Curriculum development and methodology used to teach young children with special needs. Integration, program development, management, material and equipment adaptation are emphasized.
- 453 Special Education: Curriculum and Methods for the Mentally Retarded. 3 hrs. I, II.**
Principles and current trends in curriculum development are reviewed and evaluated toward the development of specific curriculums for the mentally retarded. Methods and materials are presented in relation to this development. (PR: CISP 320)
- 454 Working with Families of Exceptional Students. 3 hrs.**
Principles and information designed to give the student an understanding of the needs and rights of families of exceptional children and techniques to involve families successfully in their children's education.

- 455 **Field Experience in Preschool Special Education. 3 hrs.**
Supervised participation and directed teaching activities in a preschool special education program.

CYTOTECHNOLOGY (CYT)

(Prerequisite: Admission is subject to approval by the Admissions Committee of a School of Cytotechnology.)

- 438 **Cytological Methodology. 3 hrs. S.**
Routine methods in cytology (specimen processing, staining, record keeping). Special methods (filtration, concentrations). Clinical microscopy (routine and special methods: light, phase, dark field).
- 439 **Elementary Cytology. 3 hrs. S.**
Fundamentals of cell structure, embryology, microbiology, and mycology as related to cytodagnosis; characteristics of benign and malignant cells.
- 440 **Genital Cytology. 6 hrs. I.**
Cytology of the female genital tract in health and disease. The study of cells in normal, benign, and malignant stages of development.
- 441 **Cytology of the Respiratory Tract. 3 hrs. I.**
Cytology of the respiratory epithelium in health and disease. Study of the cell in normal conditions, in benign and malignant pathological conditions.
- 442 **Cytology of the Body Cavities. 3 hrs. II.**
Cytology of the pericardial, pleural, and abdominal cavities. Study of primary and metastatic tumors.
- 443 **Cytology of the Urinary Tract. 3 hrs. I.**
Cell changes resulting from benign diseases and malignant tumors of the urinary tract.
- 444 **Cytology of the Breast. 3 hrs. II.**
Cell changes resulting from benign diseases and malignant tumors of the breast.
- 445 **Cytology of the Gastro-Intestinal Tract. 3 hrs. II.**
Cytology of the alimentary tract in health and disease..
- 446 **Research in Cytotechnology. 1 hr. I.**
Directed independent cytodagnostic research in the hospital setting. Capstone experience.
- 447 **Advanced Methods in Cytology. 4 hrs. II.**
Methods and procedures of tissue culture, chromosome analysis, and microphotography. Study of chromosome anomalies including Turner's, Down's, and Klinefelter's Syndrome. Study of pure mosaic anomalies.

DANCE (DAN)

- 101 **Introduction to Dance. 3 hrs.**
Introduction to dance forms, principles of dance techniques, and role of dance in society.
- 205 **Dance for the Musical Theatre. 3 hrs.**
Introduction to various dance forms and styles necessary for musical theatre. Training in rhythm and coordination with emphasis on elementary techniques and routines.
- 210 **Tap Dance. 2 hrs.**
Technique, styles, and rhythmic structures of tap dance for the theatre. Emphasis on steps, movement, and routines. Course may be repeated for total of four hours credit. 2 lec-2 lab.
- 230 **Ballet Technique. 2 hrs.**
Classical ballet technique, exercise, routine, and drill for the dancer. Course may be repeated for a total of eight hours credit. 2 lec-2 lab.
- 270 **Dance Practicum. 1 hr.**
Opportunity to study and perform concert dance. (PR: Permission of instructor; may be repeated for a total of 4 hours credit)
- 280-283 **Special Topics in Dance. 1-4; 1-4; 1-4; 1-4 hrs.**
Program of study not normally covered in other courses. Topics vary from semester to semester. (PR: Permission of department chairman)
- 301 **Dance for Athletes. 3 hrs.**
A course in Ballet and Modern Dance designed specifically for the student-athlete involved in intercollegiate competition.
- 316 **Modern Jazz Dance. 2 hrs.**
Techniques, styles, and rhythmic structures of modern jazz dance. Emphasis on increasing personal expression and dance movement repertoire. Course may be repeated for total of six hours credit. 2 lec-2 lab.
- 320 **Modern Dance Technique. 2 hrs.**
Principles, movement, and performance techniques in modern dance. Course may be repeated for total of four hours credit. 2 lec-2 lab

DIETETICS (DTS)

- 201 Nutrition and Food Technologies I. 4 hrs.**
Principles of human nutrition; exercise, health and disease, and life cycles and principles of food selection and food preparation.
- 202 Nutrition and Food Technologies II. 4 hrs.**
Continuation of principles of human nutrition; exercise, health and disease, and life cycles and principles of food selection and food preparation.
- 301 Foodservice Safety and Systems Management I. 4 hrs.**
The basic principles of foodservice management, and an in-depth look at food safety in foodservice establishments. Laboratory/field experiences provide students a better perspective of foodservice management in various institutions. (PR: MTH 127 or 130; DTS 202; CR: BSC 250 or 320)
- 302 Foodservice Safety and Systems Management II. 4 hrs.**
A continued study of basic principles of foodservice management. Emphasis on quantity procurement, production, distribution, and service in foodservice with laboratory experiences in local foodservice institutions, facility planning and design. (PR: DTS 301)
- 304 Fundamentals of Meal Planning. 3 hrs.**
Problems involved in planning, preparing, and serving nutritionally adequate meals. Emphasis on management of special nutritional needs, time, money, and energy. (PR: DTS 201 and 202)
- 314 Nutrition & Diet Therapy. 3 hrs.**
Principles of human nutrition and their application to healthy individuals and to the treatment and prevention of disease.
- 310 Life Span Nutrition. 3 hrs.**
Scientific principles of human nutrition and identification of nutritional needs for each stage of the life cycle, including maternal/prenatal, infant, childhood, teens, and aging.
- 320 Intermediate Nutrition. 3 hrs.**
Scientific principles of human nutrition; food sources of nutrients; planning and evaluating diets for healthy individuals. (PR: DTS 201 and 202)
- 403 Advanced Nutrition. 3 hrs.**
Metabolism of food nutrients as related to nutritional requirements of man. Reports of current, research and other topics to add depth and perspective in nutrition. (PR: CHM 365 or concurrent BSC 228, DTS 201 and 202)
- 409 Community Nutrition. 3 hrs.**
Identification of nutritional needs of a community and the role of the community dietitian in relation to these needs, Examination of community nutrition programs that are available. (PR: DTS 320)
- 460 Research in Dietetics. 3 hrs.**
An introduction to quantitative and qualitative research methodologies with application in the field of dietetics. (PR: Admission to Dietetics major)
- 468 Chemistry of Foods. 3 hrs.**
Experimental study of chemical and physical factors affecting food preparation. (PR: DTS 201, 202, 304 and CHM 365)
- 469 Medical Nutrition Therapy I. 3 hrs.**
Principles of medical nutrition therapy in clinical primary care. Utilization of case studies to develop the ability to critically analyze assessment data and determine care plans. (PR: DTS 304 and 403, BSC 228, CMI 365)
- 470 Medical Nutrition Therapy II. 3 hrs.**
Principles of medical nutrition therapy in acute care. Utilization of case studies to develop the ability to critically analyze assessment data and determine care plans. (PR: DTS 304, 403, and 469; BSC 227 and 228; CIM 365)
- 476 Senior Seminar in Dietetics. 3 hrs.**
Discuss political, legal, social, and cultural influences on dietetics. Professional standards of practice and ethics will be addressed as well as the internship application process. This course is the synthesis of dietetics program content. (PR: Admission to the Dietetics major)
- 478 Senior Practicum. 3 hrs.**
A capstone course designed for observational and practical experiences for students in a variety of clinical, community, and foodservice situations.

ECONOMICS (ECN)

- 200 Survey of Economics. 3 hrs. I, II.**
Major emphasis given to microeconomic topics such as supply and demand, market structure, and international trade. Macroeconomic concepts and aggregate supply-aggregate demand model are examined. (Not open to students in the Lewis College of Business or to students who have completed ECN 250)

- 250 Principles of Microeconomics. 3 hrs. I, II.**
Principles of scarcity, opportunity cost, and supply and demand are developed along with price and wage determination in the marketplace. International trade and policy problems are also examined. (Not open to students who have completed ECN 200)
- 253 Principles of Macroeconomics. 3 hrs. I, II.**
Emphasis on macroeconomic models that explain the behavior of output, employment, and the price level in open and closed economies. Other topics include monetary and fiscal policies and economic growth. (PR: ECN 200 or 250).
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 310 Money and Banking. 3 hrs. I, II.**
Money, credit and credit institutions in the United States; monetary, fiscal, and banking functions of the Federal Reserve System. (PR: ECN 250, ECN 253, ACC 216, MGT 218, MTH 203)
- 326 Intermediate Macroeconomic Analysis. 3 hrs. II.**
National income accounting; macroeconomic theories of output determination, employment, inflation, and growth; monetary and fiscal policies. (PR: ECN 250, ECN 253, MTH 203, ACC 216, MGT 218, MGT 203)
- 328 Intermediate Microeconomic Analysis. 3 hrs. I.**
Microeconomic theories of the production and pricing of goods and services, payments to the factors of production. (PR: ECN 250, ECN 253, MTH 203, ACC 216, MGT 218)
- 332 American Capitalism. 3 hrs. II.**
Analysis of American Capitalism in terms of how interacting economic, political and class systems allocate resources and outputs. Includes empirical evaluation of conservative, liberal and radical views. (PR: ECN 250, ACC 216, MGT 218, MTH 203)
- 340 Global Macroeconomic Issues. 3 hrs. I, II.**
Current topics in international monetary relations, and how countries use macroeconomic policy to influence their performance in the global economy, and how global events influence country performance. Emphasis upon applications. (PR: ECN 250, ECN 253, ACC 216, MGT 218, MTH 203)
- 342 Economic Development of the United States. 3 hrs. II.**
History of the economy; political-economic determinants of growth patterns; the evolution of corporations, unions, and other institutions. (PR: ECN 250, ECN 253, ACC 216, MGT 218, MTH 203)
- 405 Environmental Economics. 3 hrs. I.**
An application of basic economic theory to a consideration of a wide range of environmental problems including pollution, natural resource exhaustion, population and economic growth. (PR: ECN 250, ACC 216, MGT 218, MTH 203)
- 408 Comparative Economic Systems. 3 hrs. I.**
Marxism, capitalism, communism, fascism and socialism considered as theories, movements and actual political economies. (PR: ECN 250, ACC 216, MGT 218, MTH 203)
- 415 Regional Economics. 3 hrs.**
A study of location theory and regional development within a framework of economic theory. (PR: ECN 200 or 250 and 253)
- 420 International Trade. 3 hrs. II.**
An introduction to the basic microeconomic models explaining the reasons for and the effects of trade among nations, trade restrictions, and regional trading arrangements. (PR: ECN 250, ECN 253, ACC 216, MGT 218, MTH 203)
- 423 Introduction to Econometrics. 3 hrs. II.**
Combines economic theory with real data to obtain quantitative results for purposes of explanation and prediction. The development of useful economic models applicable to present day world problems. (PR: ECN 250, ECN 253, ACC 216, MGT 218, MTH 203)
- 440 History of Economic Thought. 3 hrs. I.**
Economic theories and ideas from the earliest economists to those of Marshall and Keynes. Focus is on the Mercantilist, Classical, Marxian, Neoclassical and Keynesian economists. (PR: ECN 200 or 250, ECN 253, ACC 216, MGT 218, MTH 203)
- 441 Contemporary Economic Thought. 3 hrs.**
A survey of 20th century economic thought that includes traditional, institutional, Keynesian and Marxian theory. (PR: ECN 200 or 250 and ECN 253)
- 456 Labor Economics. 3 hrs.**
Theoretical and empirical analysis of labor markets, wage determination, hours of work, unemployment and inflation, unions and collective bargaining and related subjects in their social and legal contexts. (PR: ECN 200 or 250, ACC 216, MGT 218, MTH 203)
- 460 Economics of Developing Countries. 3 hrs. I.**
Introduction to developing nations in the world economy. Focus on their economic characteristics, current economic problems, and policy issues. Interactions between the world economy and country performance. (PR: ECN 250, ECN 253, ACC 216, MGT 218, MTH 203)

- 466 Economics Workshop I. 2 hrs. I.**
First semester of Capstone Experience. Emphasis on learning economics through public speaking exercises and evaluations of oral presentations. Development of multi-media presentation skills. (PR: ECN 250, ECN 253, ECN major, and senior standing)
- 467 Economics Workshop II. 2 hrs. II.**
Capstone Experience. Writing intensive. Emphasis on learning economics through writing exercises. Opportunity for collaborative research with Center for Business and Economic Research (CBER) staff. Development of skills necessary for success in the job market. (PR: ECN 250, ECN 253, ECN major, and senior standing)
- 475 Economics of Education. 3 hrs.**
The educational system is analyzed through the use of microeconomics. Economic variables related to student achievement and school performance will be examined. Suggested reforms are reviewed. (PR: ECN 250, ACC 216, MGT 218, MTH 203)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Members of the department may teach, when necessary, any economics subject not listed among the current course offerings.
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
A research project conducted by a qualified student under guidance of a member of the department; involves gathering of data, interpretation, and presentation of findings in a written report.
- 490 Internship. 3-12 hrs. (CR/NC)**
A supervised internship in which the student works for a business firm/agency to gain practical experience in the student's major. The program of work and study will be defined in advance and the students performance will be evaluated. (PR: Permission of Dean)

EDUCATIONAL FOUNDATIONS (EDF)

- 218 Child and Adolescent Development in Schools. 3 hrs.**
A basic course in the study of children's emotional, social, mental, and physical development. Field experience required. (PR: Sophomore standing, CR: 270)
- 270-272 Level I Clinical Experience. (Corequisite with Educational Foundations 218; no credit hours)**
A public school Clinical Experience in elementary, secondary and middle schools. An opportunity to work with faculty, staff and students in a teaching/learning environment. (CR: EDF 218)
- 280-283 Special Topics. 1-4 hrs.**
- 319 Applications of Learning Theory. 3 hrs.**
A study of the psychological principles which are the foundation for learning and teaching. (PR: ATED 4)
- 402 Psychology of the Middle Childhood Student. 3 hrs.**
Study of developmental principles relating to the physical, cognitive, social and moral development of the middle childhood student (10-14 years old).
- 406 Foundations of Education. 3 hrs. I, II, S.**
A survey of the historical, philosophical and sociological foundations of American education with emphasis upon current educational problems and issues. (PR: Junior standing)
- 415 History of Modern Education. 3 hrs.**
Our debt to the ancient Hebrews, Greeks, and Romans. Emphasis also is placed upon the movements since the beginning of the Renaissance. (PR: Junior standing)
- 417 Statistical Methods. 3 hrs.**
A foundation course in descriptive and inferential statistics as applied in education and the social sciences. (PR: Junior standing)
- 431**
- 435 Classroom Assessment. 3 hrs.**
History, philosophy and elementary statistical methods for testing, measuring and evaluating pupil behavior are studied. (PR: Junior standing)
- 475 Schools in a Diverse Society. 3 hrs.**
Study of social, historical and philosophical foundations of U.S. schooling. Provides a basis for examining and critiquing student teaching experiences. Contributes to capstone experience. (PR: ATED 4)
- 480-483 Special Topics. 1-4 hrs.**
- 485-488 Independent Study. 1-4 hrs.**
- 495H-496H Readings for Honors in Foundations of Education. 1-3; 1-3 hrs.**

ENGINEERING (ENGR)

See also CIVIL ENGINEERING (CVLE)

- 107 Introduction to Engineering. 3 hrs. I.**
An introduction to the engineering profession and engineering disciplines; effective problem-solving techniques; the engineering design process and team projects; introduction to engineering graphics and computer-aided design and drafting. 2 lec-2 lab. (PR or CR: MTH 122 and MTH 130 or MTH 132 or higher)
- 111 Computer Science for Engineers I. 3 hrs. II.**
An introduction to computer programming fundamentals using a high-level language, with an emphasis on engineering-related applications; an introduction to object-oriented programming techniques (PR or CR: MTH 122 and MTH 130 or MTH 132 or higher)
- 112 Computer Science for Engineers II. 3 hrs. I.**
A continuation of ENGR 111. Advanced concepts in object-oriented programming techniques, including abstract and dynamic data types, pointers, inheritance, software reuse, templates, and polymorphism. (PR: ENGR 112; PR or CR: MTH 229)
- 201 Circuits I. 4 hrs. I.**
Definition of fundamental concepts and components, including operational amplifiers. Steady-state ac and dc analysis using the basic laws of circuits. Principles of electrical measurements. Single-phase ac power. Computer applications. 3 lec-3 lab. (PR: MTH 229)
- 202 Circuits II. 4 hrs. II.**
Transient response of first- and second-order systems. Balanced three-phase systems. Mutual inductance, transformers, resonance, and two-port networks. Computer Applications. 3 lec-3 lab. (PR ENGR 201 and MTH 230)
- 204 Introduction to Digital Systems. 4 hrs. II.**
Number systems, digital components and systems; Boolean switching algebra; the analysis and design of combinational and sequential circuits; introduction to computer architecture. Laboratory exercises to reinforce lecture topics. 3 lec. – 2 lab. (PR: MTH 229 and ENGR 201; or MTH 229 and CS120, or consent)
- 213 Statics. 3 hrs. I.**
Particle and rigid body mechanics for static force systems. 3 lec. (PR: MTH 229)
- 214 Dynamics. 3 hrs. II.**
Laws of motion, work and energy, impulse and momentum, relative motion. 3 lec. (PR: ENGR 213; PR: MTH 230)
- 215 Engineering Materials. 3 hrs. I.**
Properties and testing of engineering materials. Computer applications. 2 lec-3 lab. (PR or CR: ENGR 213)
- 216 Mechanics of Materials. 3 hrs. II.**
Strength of materials, shear and moment diagrams, stresses in shafts, beams and columns; combined stresses, deflections; computer applications. 3 lec. (PR: ENGR 213 and MTH 230)
- 218 Fluid Mechanics. 3 hrs.**
Principles of hydrostatics and hydrodynamics; computer applications. 3 lec-3 lab. (PR or CR: ENGR 214 and MTH 231)
- 219 Engineering Thermodynamics. 3 hrs. II.**
Fundamental concepts of energy analysis; thermodynamic models; First Law and introduction Second Law of thermodynamics; pressure, temperature, volume relationships; enthalpy and entropy. 3 lec-3 lab. (PR: MTH 230)
- 221 Engineering Economy. 3 hrs. I, II.**
Economic selection of machines, structures, and processes. Computer applications. 3 lec. (PR: College of Information Technology and Engineering major or completion of IST 131)
- 241 Introduction to Geomatics. 3 hrs.**
Introduction to methods and tools used to measure, analyze, and present surveying data: horizontal distances, elevation, directions, angles, locations, areas, and volumes on or near the earth's surface. (PR: MTH 122 and MTH 130 or MTH 132)
- 285-288 Independent Study. 1-4; 1-4; 1-4; 1-4.**
(PR: Permission of instructor)
- 290 Internship in Engineering. 1-4 hrs.**
Supervised off-campus activities which provide professional experience in different fields of engineering. (PR: Permission)

ENGLISH (ENG)

Advanced placement in English is granted on the basis of the Educational Testing Service (ETS) Advanced Placement Test scores. See section entitled "Advanced Placement" of this catalog for details. Students with enhanced ACT scores of 34 or better should notify the Director of Writing who will then arrange for credit in ENG 101-102 to be assigned to the students' records. Students with ACT Verbal scores of 16-17 should enroll in ENG 101B. Students with enhanced ACT Verbal scores of 18-27 should enroll in ENG 101. Students with ACT Verbal scores of 28-33 should enroll in ENG 201H.

- 101 English Composition I. 3 hrs.**
Introduction to academic writing with emphasis on writing as a multi-stage process, critical thinking, and fundamental research strategies and skills. (PR: ACT Verbal 18-27; students with scores 14-17 should first take COM 095; those with scores 0-13 should first take COM 094)
- 101B Intensive English Composition. 4 hrs.**
An intensive workshop course designed to help students develop basic writing skills and prepare for success in ENG 102. (PR: ACT Verbal 16-17; permission of University College)
- 102 English Composition II. 3 hrs.**
Academic writing with an emphasis on research related writing and higher levels of critical thinking and reading. (Not open to juniors and seniors. PR: English 101 or equivalent)
- 201H English Composition Honors. 3 hrs. I, II.**
An accelerated course in English composition. Completion of 201H with a C or better satisfies the university requirement in freshman composition. Students completing the course are awarded three additional hours of credit toward graduation. (PR: Enhanced ACT English score of 28-33)
- 202 Writing About Literature. 3 hrs.**
Introduction to literary genres, terms, and methods required for writing about literature, and basic research skills. (PR: ENG 101)
- 280-283 Special Topics. 1-4 hrs.**
- 302 Research-Based Composition. 3 hrs.**
An upper-division research intensive writing course emphasizing research strategies, critical reading and thinking, and multi-stage writing processes in a variety of academic disciplines. (PR: English 101 or equivalent, and junior or above status.)
- 303 Appalachian Fiction and Poetry. 3 hrs.**
The study of short fiction, novels, and poetry of literary merit, reflecting the intellectual, emotional and aesthetic experience of Appalachia, including works by Dickey, Arnow, Berry, Smith, Mason and others. (PR: ENG 102 or 302 or 201H)
- 306 Introduction to Drama. 3 hrs.**
Study of drama as a literary type from the earliest periods to 1870, with emphasis on the development and analysis of form, structure, and language. (PR: ENG 102 or 302 or 201H)
- 307 Modern Drama. 3 hrs.**
British and American plays since 1870, with their backgrounds in foreign literatures. (PR: ENG 102 or 302 or 201H)
- 308 Contemporary Drama. 3 hrs.**
British and American plays since 1945. (PR: ENG 102 or 302 or 201H)
- 309 Literature of Fantasy. 3 hrs.**
Study of different forms, conventions, and styles in fantastic literature, such as in legend, fairy tale, horror story, heroic fantasy, nonsense, and romance. (PR: ENG 102 or 302 or 201H)
- 310 Biography. 3 hrs.**
British, American, and world literature as seen through selected major biographies. The study of biography as a literary type. (PR: ENG 102 or 302 or 201H)
- 311 Science Fiction. 3 hrs. I, II.**
Study of science fiction in its background, themes, types, analyses, and appreciation. (PR: ENG 102 or 302 or 201H)
- 313 Introduction to Poetry. 3 hrs.**
Theory, prosody, analysis, and principal types, forms, and themes; selected examples through literary periods and cultures. (PR: ENG 102 or 302 or 201H)
- 315 Introduction to Novel. 3 hrs.**
An introduction to the basic elements of the novel, such as forms and techniques, through careful reading of selected novels and criticism concerning them. (PR: ENG 102 or 302 or 201H)
- 317 English Literature to the Romantic Period. 3 hrs.**
English Literature from Beowulf through Pope. (PR: ENG 102 or 302 or 201H)
- 319 English Literature from the Romantics to the Present. 3 hrs.**
English Literature from the Romantics to the present. (PR: 102 or 302 or 201H)

- 320 The Political Novel. 3 hrs.**
Studies in English and American novels relating significantly to political themes. (PR: ENG 102 or 302 or 201H)
- 321 American Literature to 1860. 3 hrs.**
American Literature from the Colonial, Eighteenth Century, Federal and Romantic Periods. (PR: English 102 or 302 or 201H)
- 323 American Literature, 1860 to the Present. 3 hrs.**
American Literature from the late Nineteenth Century to the present. (PR: ENG 102 or 302 or 201H)
- 329 Twentieth Century Novel. 3 hrs.**
Criticism and analysis of principal British and American novels since 1900. (PR: ENG 102 or 302 or 201H)
- 331 Introduction to Short Story. 3 hrs. I, II, S.**
Criticism and analysis of representative short stories, primarily British and American. (PR: ENG 102 or 302 or 201H)
- 335 Crime and Sensation Literature. 3 hrs.**
Examines the literary responses to crime and sensational literature and discusses the artistic, cultural, and historical contexts of those responses. (PR: ENG 102 or 302 or 201H)
- 336 Forbidden Literature. 3 hrs.**
Examines the literary responses to “banned literature” and discusses the artistic, cultural and historical contexts of those responses.
- 340 Introduction to African-American Literature. 3 hrs.**
A survey of major writers and types of literature. (PR: ENG 102 or 302 or 201H)
- 341 Introduction to Ethnic Literature of the U.S. 3 hrs.**
An examination of selected groups, writers, and types of literature from a cultural theory perspective. (PR: ENG 102 or 302 or 201H)
- 342 Women Writers. 3 hrs.**
A study of women writers in cultural contexts. Surveys attitudes to women, women writers, and their work. (PR: ENG 102 or 302 or 201H)
- 344 Film and Fiction. 3 hrs.**
The relationship between literature and cinema: analysis of literary masterpieces and the films derived from them. (PR: ENG 102 or 302 or 201H)
- 350 Literary Studies for English Majors. 3 hrs.**
First of two capstone courses for majors. Take within first 12 hours of major coursework. Develops knowledge and abilities needed by English majors through study of literature and literary critical theory, independent research, and portfolio. (PR: ENG 102 or 302 or 201H)
- 354 Scientific and Technical Writing. 3 hrs.**
Types and styles of written reports required in science, government, industry, and medicine. Practical applications adapted to the needs of the individual student. (PR: ENG 102 or 302 or 201H)
- 360 Introduction to Creative Writing. 3 hrs.**
An introduction to writing of fiction and poetry. (PR: ENG 102 or 302 or 201H)
- 377 Creative Writing: Poetry. 3 hrs.**
Practice in writing poetry. (PR: ENG 360 or permission of instructor)
- 378 Creative Writing: Fiction. 3 hrs.**
Practice in writing fiction. (PR: ENG 360 or permission of instructor)
- 402 Pre-Professional Composition and Rhetoric. 3 hrs.**
Study of rhetorical invention and models of the composing process, with intensive practice in writing. (PR: Any 300-level ENG except 302)
- 404 The Writing Way: Tutoring and Conference-Teaching. 3 hrs. CR/NC.**
Training and practical workshops on writing, reading, and teaching writing in conference or one-on-one formats. For tutors and teachers. (PR: ENG 102, 201H or 302 and instructor approval of writing sample)
- 405 History of the English Language. 3 hrs.**
The phonology, spelling, grammar, syntax, and vocabulary of previous language periods as background to Modern English. (PR: Any 300-level ENG except 302)
- 408 Advanced Expository Writing. 3 hrs.**
Reports, theses, briefs, abstracts and other expository types. Adapted to the needs of the individual student. (PR: Any 300-level ENG except 302)
- 409 Milton. 3 hrs.**
Biographical and critical study, including Milton’s English poetry and prose, and his literary and intellectual milieu. (PR: Any 300-level ENG except 302)

- 410 Shakespeare's Comedies, Tragicomedies, and Romances. 3 hrs.**
Intensive study of Shakespeare's comedies, tragicomedies, and late romances. Also includes the Sonnets and Venus and Adonis. (PR: Any 300-level ENG except 302)
- 411 Chaucer. 3 hrs.**
The poetry of Chaucer, chiefly the Canterbury Tales, in the light of medieval tradition and critical analysis. (PR: Any 300-level ENG except 302)
- 412 Shakespeare's Histories and Tragedies. 3 hrs.**
Intensive study of Shakespeare's histories and tragedies. (PR: Any 300-level ENG except 302)
- 413 English Novel to 1800. 3 hrs.**
Defoe, Richardson, Fielding, Burney, Radcliffe, Edgeworth, Smollett, and Sterne, with supporting study of their most important predecessors and contemporaries. (PR: Any 300-level ENG except 302)
- 414 Nineteenth Century English Novel. 3 hrs.**
Austen, Scott, the Brontes, Gaskell, Dickens, Hardy, Schreiner, and others. (PR: Any 300-level ENG except 302)
- 415 Victorian Poetry. 3 hrs.**
Tennyson, Browning, Arnold and others. (PR: Any 300-level ENG except 302)
- 417 English Drama to 1642. 3 hrs.**
Non-Shakespearean English drama from its beginning to the closing of the theatres. (PR: Any 300-level ENG except 302)
- 419 Approaches to Teaching Literature. 3 hrs.**
The intensive study of the pedagogy of literature and literary critical theory and its classroom applications.
- 420 Senior Seminar in Literature. 3 hrs. II.**
Advanced study of forms and movements. Individual research required. Limited to English majors with senior class standing. Capstone experience. (PR: ENG 350)
- 421 American Literature to 1830. 3 hrs.**
Study of American literature of the Puritan, Colonial, and Federal periods, including such authors as Jonathan Edwards, Edward Taylor, Benjamin Franklin, Phillis Wheatley, Anne Bradstreet, Washington Irving, and James Fenimore Cooper. (PR: Any 300-level ENG except 302)
- 422 American Literature, 1830-1865. 3 hrs.**
American literature of the Romantic period, including such authors as Emerson, Douglass, Poe, Melville, Hawthorne, Whitman, Dickinson, and lesser figures of the period. (PR: Any 300-level ENG except 302)
- 423 American Literature, 1865-1914. 3 hrs.**
American literature of the Realistic and Naturalistic periods, including such authors as Howells, Crane, Twain, James, Chopin, Dreiser, Chesnutt, and Wharton. (PR: Any 300-level ENG except 302)
- 424 American Literature After 1914. 3 hrs.**
American literature after 1914, including such authors as Faulkner, Hemingway, Cather, Carver, Vonnegut, Morrison, and others. (PR: Any 300-level ENG except 302)
- 425 Southern Writers. 3 hrs.**
The study of selected writers of the American South from the beginnings to the present with special attention on writers after 1920. (PR: Any 300-level ENG except 302)
- 428 International Literature. 3 hrs.**
Readings in contemporary literature from the non-Anglo-European world. Texts will be taken from Asian, African, South American, Australian, and other authors. (PR: Any 300-level ENG except 302)
- 433 Contemporary English Poetry. 3 hrs.**
Principal poetry since the Victorian period. (PR: Any 300-level ENG except 302)
- 434 Contemporary American Poetry. 3 hrs.**
Principal poetry since 1900. (PR: Any 300-level ENG except 302)
- 435 Modernism. 3 hrs.**
Examines literary modernism and the artistic, cultural, and historical contexts of that movement. (PR: Any 300-level ENG except 302)
- 436 Medieval English Literature. 3 hrs.**
Old English elegiac and heroic poetry; Middle English lyrics and romances; the Ricardian and Malory. (PR: Any 300-level ENG except 302)
- 437 Tudor Literature: Poetry and Prose of the 16th Century. 3 hrs.**
Survey includes works by Wyatt, Philip and Mary Sidney, Spenser, Elizabeth I, Nashe, Marlowe, Raleigh, Anne Cecil, Lyly, Isabella Whitney, and Shakespeare, excluding drama. (PR: Any 300-level ENG except 302)
- 438 17th Century Literature: Poetry and Prose. 3 hrs.**
Survey includes Donne and the Metaphysical poets, the Cavalier lyricists, Bacon, Browne, Lady Mary Wroth, Herbert, Jonson, Amelia Lanyer, Burton, Walton, Hobbes, and Bunyan. (PR: Any 300-level ENG except 302)

- 444 Rendering the Landscape. 3 hrs.**
Representing landscape in words. Emphasis on student writing—any genre—supplemented by selected readings. Second week spent in field at state park. Lodging fee. (PR: Any 300-level ENG except 302)
- 446 Drama of the Restoration and 18th Century. 3 hrs.**
Trends, movements, and dramatic types in the English theatre of this period. (PR: Any 300-level ENG except 302)
- 447 English Romantic Poets. 3 hrs.**
Emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. (PR: Any 300-level ENG except 302)
- 450 Western World Literature to the Renaissance. 3 hrs. I.**
Major works (excluding English), with emphasis on Homer, the Greek Drama, Virgil, Dante, and Cervantes. (PR: Any 300-level ENG except 302)
- 451 Western World Literature Since the Renaissance. 3 hrs. II.**
Major works (excluding English and American), with emphasis on Racine, Moliere, Goethe and principal continental fiction. (PR: Any 300-level ENG except 302)
- 455 Literary Criticism. 3 hrs.**
Historical study, with application of principles. (PR: Any 300-level ENG except 302)
- 458 Contemporary Fiction: Form and Theory. 3 hrs.**
Readings in contemporary fiction addressing the work in terms of formal and theoretical concerns. Cutting-edge texts that challenge our notions of genre, form, theory, and practice. (PR: Any 300-level ENG except 302)
- 462 Restoration and Eighteenth Century English Poetry and Prose. 3 hrs.**
Includes works by Dryden, Swift, Pope, Johnson, Boswell, and Wollstonecraft. Emphasis on satire, biography, and literary criticism. (PR: Any 300-level ENG except 302)
- 465 Literature of War. 3 hrs.**
Examines the literary responses to an individual war and discusses the artistic, cultural, and historical contexts of those responses. (PR: Any 300-level ENG except 302)
- 475 Introduction to Linguistics. 3 hrs. I, II.**
The structural and descriptive approach to study of the English language. (PR: ENG 102 or 302 or 201H)
- 476 Modern Grammar. 3 hrs.**
A descriptive analysis of the structure of present day American English, utilizing the basic theory of generative transformational grammar. (PR: ENG 102 or 302 or 201H)
- 478 Language, Society, and Self: An Introduction to Sociolinguistics. 3 hrs.**
Sociolinguistics is the study of the effects of language in society, relevant to discourse practices, language attitudes, variations, shifts, and changes. (PR: ENG 102 or 302 or 201H)
- 480-483 Special Topics. 1-3 hrs. each.**
(PR: Any 300-level ENG except 302)
- 485-488 Independent Study. 1-4 hrs. each.**
(PR: Any 300-level ENG except 302)
- 490 Internship in English. 3 hrs.**
A supervised internship. The student works for a local firm/agency to gain practical experience in the major. Arranged by student and department. Supervised by firm. (PR: Any 300-level ENG except 302)
- 491 Creative Writing: Poetry Workshop. 3 hrs.**
A practical and intensive class in exploring the varieties of creative expression; exercises on the creating of verse in different forms and styles. (PR: ENG 377 or permission of the instructor)
- 492 Creative Writing: Fiction Workshop. 3 hrs.**
Offers students a forum for presentation, discussion, and refinement of their work, either short stories or novels. (PR: ENG 378 or permission of the instructor)
- 493 Creative Writing: Nonfiction Workshop. 3 hrs.**
A writing workshop where students develop and refine their original creative nonfiction (memoir, biography, essays, travel/leisure writing, etc.), employing techniques typically reserved for fiction (dialogue, narrative, poetic language, etc.). (PR: ENG 360 or permission of the instructor)
- 495H-496H Readings for Honors in English. 2-4; 2-4 hrs. I, II.**
Open only to English majors of outstanding ability. Possible study areas include world literature, works of individual authors, etc. See Honors Courses. (PR: Any 300-level ENG except 302)

FAMILY CONSUMER SCIENCES (FCS)

- 102 Early Childhood Programs. 3 hrs.**
An introduction to the history, philosophy and theoretical foundations of early childhood programs with specific attention to current programs serving children prior to school entry.
- 110 Food Selection and Preparation. 3 hrs.**
Principles of food selection, preparation, and preservation.
- 112 Clothing Construction. 3 hrs.**
Basic principles of clothing construction.
- 160 Overview of the Fashion Industry. 3 hrs.**
Fashion theories and cycles are studied in relation to the textile and apparel industries. Fashion designers, international and national fashion markets, raw materials, fashion production, distribution and selling are analyzed.
- 201 Family Consumer Sciences the Profession. 1 hr.**
Overview of the Family Consumer Sciences profession, its specialities, and the career path in Family Consumer Sciences. Focus is on professional growth and integration of specialties with a family focus.
- 202 Food and Nutrition Concepts. 3 hrs.**
Principles of food selection, preparation, and service with an emphasis on sensory and nutrition quality. Food safety and sanitation handling are included.
- 203 Mealtime in the USA. 3 hrs.**
in planning, preparing, and serving nutritionally adequate meals for individuals and families with today's lifestyles. Emphasis on effective and efficient use of resources. (PR: FCS 110 or 202)
- 210 Nutrition. 3 hrs. I, II.**
Principles of human nutrition and their application in planning and evaluating dietaries for individuals and families.
- 212 Textiles. 3 hrs.**
Natural and man-made textile fibers, methods of fabrication, and finishes as related to the selection, use and care of clothing and household textiles.
- 213 Advanced Clothing Construction. 3 hrs.**
Experiments in construction techniques, fabrics and design compatibility. (PR: FCS 112 or an acceptable score on clothing construction pretest)
- 215 Family Relationships. 3 hrs.**
Relationships in the family during its life cycle, with some consideration of family life in other cultures.
- 259 Aesthetics for Living. 3 hrs.**
Use of elements and principles of design to manipulate materials—props, background, lighting, mannequins, fabrics and signing—for three dimensional display. Includes business/commercial, retail and institutional display.
- 280-283 Special Topics. 1-4 hrs.**
- 303 Child Development. 3 hrs.**
Care and guidance of young children two through five years in relation to their physical, emotional, mental and social development. Observation and participation in nursery school required.
- 306 Foundations of Professional Practice. 1 or 3 hrs.**
Role, objectives, ethics, communication strategies and practices for leading and educating families and consumers.
- 314 Interrelationships of Near Environment. 3 hrs.**
Psychological, sociological, economic and aesthetic interrelationships in the selection of materials for the near environment in a cultural context. (PR: FCS majors only; others by permission)
- 330 Infant/Toddler Environments and Relationships. 3 hrs.**
Creation of developmentally supportive environments for infants and toddlers in group settings with emphasis on establishing nurturing relationships.
- 331 Infant/Toddler Education: Practicum. 3 hrs.**
Practice in planning and leading an infant/toddler group with emphasis on environments and relationships that provide supportive nurturance and education for the babies and their parents.
- 349 Evaluation of Ready-To-Wear. 3 hrs.**
Evaluation of ready-to-wear apparel from budget through couture price-point clothing. Analysis of construction, production and design for profitability and quality. (PR: FCS 112)
- 351 Housing and Household Equipment. 3 hrs.**
Influence of family needs, social and economic trends, and physical environment on housing; analysis of building materials, equipment, and space utilization in housing.

- 354 **Home Furnishings. 3 hrs.**
Application of art elements and principles of design in selection, arrangement and use of furnishings and interiors of homes.
- 358 **Family Resource Management. 3 hrs.**
Identification of management concepts with emphasis on principles and interrelationships within framework of the family.
- 359 **Merchandising: Processes and Procedures. 3 hrs.**
This course encompasses costing, markup, pricing, inventory, merchandise planning and control, direct and indirect cost. (PR: MTH 121 or higher)
- 401 **Maternal and Child Nutrition. 3 hrs.**
Nutritional requirements during prenatal and early growth periods; surveys of nutritional status. (PR: FCS 210)
- 402 **Foods of the World. 3 hrs.**
Characteristics and cultural aspects of the foods of the world.
- 405 **Quantity Food Production. 3 hrs.**
Basic principles of quantity food selection, preparation and service. Laboratory application in local food institutions. (PR: FCS 203 or consent of instructor)
- 406 **The Vocational FCS Program. 3 hrs.**
Vocational FCS at the secondary, post secondary and adult levels with emphasis on types and organization of programs, legislation, and groups served. (PR: CI 415)
- 407 **Food Service Systems Management. 3 hrs.**
Administration of food service in institutions. (PR: MGT 320 and FCS 203)
- 410 **Nutrition in Aging. 3 hrs.**
Nutritional needs of the elderly and diseases responding to nutritional therapy. Government food programs for the elderly. (PR: FCS 210)
- 414 **Problems in Fashion Merchandising. 3 hrs.**
This course uses case studies and experiences of students to orient them to problem-solving in the areas related to retailing. (PR: FCS 160, 314 and 359)
- 417 **Evolution of Fashion. 3 hrs.**
Fashion from Ancient Egypt to the present day. Includes influences of social, political and economic conditions on fashion as it has evolved. (PR: ART 112)
- 430 **Preschool Curriculum and Methods. 3 hrs.**
Historical and contemporary curriculum and methods for preschool children with emphasis on current best practices.
- 431 **Guidance of the Young Child: Practicum. 3 hrs.**
Techniques of guidance of young children with emphasis on adult-child interaction. Laboratory observation required. (PR: COUN 435, ATED4)
- 432 **Parenting. 3 hrs.**
Examination of current challenges, problems, and issues in the field; analysis of effective strategies for parenting.
- 435 **Administration of Early Childhood Programs. 3 hrs.**
Administration of early childhood programs serving infants, toddlers and preschool children. (CR: FCS 472)
- 440 **Nutrition for Home and School. 3 hrs.**
Fundamental principles of human nutrition and their application in the home and school. Focus is on children preschool through adolescent.
- 444 **Consumer Education. 2-3 hrs.**
Analysis of economic factors related to provision of consumer goods and services, investigations of sources of consumer information, and means of providing economic security for families.
- 459 **Fashion Buying. 3 hrs.**
Organization of retail firms, procurement of merchandise for different types of stores, planning and managing the merchandise assortment, the buyer's responsibilities in marketing, selling, promotion. Human resources are analyzed. (PR: FCS 160, 359, and 471)
- 460-463 **Staff Development. 1-4 hrs.**
Courses and activities designed to meet specific inservice needs of public school personnel. Credit may be used for certificate renewal and salary upgrading, if approved, but not in degree programs. CR/NC grading.
- 471 **Family Consumer Sciences Practicum. 3 hrs.**
Involves application of coursework—processes, theories, systems—at the junior level—in the functional flow of an operation related to the student's area of study. (PR: 15 hours of FCS coursework and permission from major advisor/program director)

- 472 Family Consumer Sciences Practicum. 3 hrs.**
Involves application of coursework—processes, theories, systems—at the senior level—in the management of resources within an operation related to the student’s area of study. (PR: Permission)
- 480-483 Special Topics. 1-4 hrs.**
Independent study in a selected area of Family Consumer Sciences. May not be used to replace any listed course.
- 485-488 Independent Study. 1-4 hrs.**
- 491-494 Workshop. 2-3 hrs.**
Workshop in selected areas of Family Consumer Sciences. Usually, credit for not more than two workshops may be applied toward the degree. (PR: Senior standing)
- 495H-496H Readings for Honors in Family Consumer Sciences. 1-3; 1-3 hrs.**

FINANCE (FIN)

- 201 Personal Finance. 3 hrs.**
To assist the consumer in management of personal financial affairs. Topics are consumerism, insurance, savings instruments, banking, personal expenditures and budgeting, personal taxes, house buying, introduction to investments, and estate planning. (Not open to Business majors with junior or senior standing.)
- 280 Special Topics. 1-4 hrs.**
- 323 Principles of Finance. 3 hrs. I, II.**
Business finance from viewpoints of business manager; use of financial statements, tools, and concepts for measuring and planning for profitability and liquidity. (PR: MGT 218, ACC 216, MTH 203)
- 343 Intermediate Financial Management. 3 hrs. I, II.**
Application of financial principles to corporate business problems. Computer analysis will be utilized where appropriate. (PR: FIN 323)
- 350 Financial Markets and Institutions. 3 hrs. I, II.**
An introduction to the role of money and capital markets, including the financial institutions operational in the markets, the instruments being traded, interest rate determination and the regulatory environment. (PR: FIN 323)
- 356 Financial Management of Health Care Organizations. 3 hrs. II.**
Management of working capital, evaluation of financial data, capital budgeting, the capitalism process, and the study of third party reimbursement systems. (PR: FIN 323)
- 360 Commercial Banking. 3 hrs. I.**
Bank structure; asset and liability management; management of reserves; liquidity management; credit analysis and loan administration; costs and pricing of bank services; analysis of bank performance and capital adequacy; evolution of the “financial supermarket.” (PR: FIN 323)
- 370 Principles of Investment. 3 hrs. I, II.**
A study of financial market operations, security analysis and portfolio selection. Models of capital market equilibrium, trade-off between risk and return, and how to evaluate portfolio performance are also discussed. (PR: FIN 323)
- 380 Entrepreneurial Finance. 3 hrs.**
Entrepreneurial Finance examines the principles of small business finance which include projecting financial needs and surveying potential sources of financing. Other areas covered include financial forecasting and sources of capital.
- 425 Portfolio Analysis and Management. 3 hrs. II.**
Analytical procedures for valuing various financial securities and techniques for the creation and maintenance of portfolios. (PR: FIN 370)
- 431 Futures and Options. 3 hrs. I.**
To introduce options and futures, their market microstructure, their theoretical foundation pertaining to pricing and hedging with such contracts, and their uses. (PR: FIN 370)
- 440 International Financial Management. 3 hrs. I.**
International financing techniques and the role of finance in multinational organizations. (PR: FIN 323)
- 470 Financial Policies and Strategies. 3 hrs. II.**
Financial planning, working capital management, capital budgeting, divided policy and comprehensive problems. Capstone Experience. (PR: FIN 343)
- 480 Special Topics. 1-4 hrs.**
Study of an advanced topic not normally covered in other courses. Finance majors only, with permission of department chairman.

485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.

490 Internship. 3-12 hrs. (CR/NC)

A supervised internship in which the student works for a business firm/agency to gain practical experience in the student's major. The program of work and study will be defined in advance and the student's performance will be evaluated. (PR: Permission of Division Head)

FRENCH (FRN)

101-102 Elementary French. 3; 3 hrs. I, II, S.

Pronunciation, conversation, reading, and composition with emphasis on aural/oral development. (PR for 102, French 101 or one unit credit of high school French or departmental examination)

112 Basic French. 3 hrs.

Emphasis on oral/written communication and on listening/reading comprehension. Students completing 112 with a C or higher receive credit for FRN 101 and 102. For students who previously passed FRN 101, the 3 hours of credit for 101 WILL NOT COUNT toward graduation. (PR: two years or more of high school French or permission)

203 Intermediate French. 3 hrs. I, II, S.

Continuation on the intermediate level of the basic language skills: pronunciation, conversation, reading, and composition with emphasis on aural/oral development. (PR for 203: FRN 102 or two units of high school French or departmental examination)

204 Intermediate French. 3 hrs. I, II, S.

Development of practical conversational skills, reading for comprehension, and directed composition. (PR: FRN 203 or three units of high school French or departmental examination)

240 French Society and Life. 3 hrs. I or II.

Selected topics relating to culture and life in the French-speaking countries. Lectures, readings, and discussions in English.

280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.

(PR: FRN 204 and permission)

304 French Literary Masterpieces in Translation. 3 hrs.

This course deals with major works of French literature and requires no background in French literary history. The course will be conducted in English.

305-306 Introduction to French Composition and Conversation. 3 hrs.

Writing/speaking intensive course designed to develop communicative skills and review language fundamentals acquired in FRN 101-204 sequence (2 years). Course taught in French. (PR: FRN 204)

312 Foreign Language Teaching Techniques. 3 hrs.

Introduction to the communicative approach to language teaching. Presentation and practice in the creation of lesson plans using in-class technologies and computer-assisted language learning materials. Open to education majors only. (PR: FRN 204)

315-316 Advanced Grammar and Composition. 3; 3 hrs.

Study of idioms, grammatical structure, and syntax with emphasis on free composition, use of language laboratory, and formal study of the art of translation from English to French. (PR for 315-316: FRN 204 or four units of high school French)

317-318 Survey of French Literature. 3; 3 hrs.

A study of important literary movements, representative authors and their works from the Middle Ages to present. (PR: FRN 204)

323-324 Advanced French Grammar and Oral Communication. 3 hrs.

Analysis of grammatical structures and introduction to phonetics. Oral and written exercises, presentations, and discussion. Course conducted mainly in French. (PR: FRN 204)

335-336 French Civilization and Culture. 3; 3 hrs.

French culture from prehistoric to modern times with emphasis on contemporary life and French institutions. This course is conducted in French. (PR for FRN 335 or 336: FRN 204)

401 Seventeenth Century French Theater. 3 hrs.

Study of representative plays by the classical dramatists Corneille, Moliere, and Racine. This course is conducted in French. (PR: FRN 204)

402 Eighteenth Century French Literature. 3 hrs.

Study of representative works by the philosophers, Montesquieu, Rousseau, Voltaire, and Diderot. The course is conducted in French. (PR: FRN 204)

403 Nineteenth Century French Novel. 3 hrs.

A study of major novels chosen to illustrate the romantic, realistic, and naturalistic literary movements. This course is conducted in French. (PR: FRN 204)

404 Twentieth Century French Novel. 3 hrs.

A study of representative 20th century French novels. The course is taught in French. (PR: FRN 204)

- 417-418 Contemporary French Film. 3 hrs.**
Course on selected films by French directors of the New Wave and the Post New Wave period. (PR: FRN 204 or none if taught in English)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs. I, II.**
A course for advanced students sufficiently prepared to do constructive work in phases of the language or literature not covered in regularly offered courses. (PR: FRN 204 or permission)
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: FRN 204 and permission)
- 495H-496H Readings for Honors in French. 2-4; 2-4 hrs. I, II.**
Open only to French majors of outstanding ability. See Honors Courses.

GEOGRAPHY (GEO)

- 100 Introduction to Cultural Geography. 3 hrs. I, II.**
A survey of major countries of the world in a regional context with emphasis on cultural elements that are significant to man.
- 101 Physical Geography. 3 hrs. I, II.**
Systematic survey of earth-sun relationships, land-surface form, climate, soils, water, natural vegetation, and other natural content as a background for human geography. (CR: GEO 101L)
- 101L Physical Geography Lab. 1 hr.**
Lab to accompany Physical Geography lecture exploring earth-sun relationships, maps, atmosphere, climate, weather, hydrologic cycle, the biosphere, soils, landforms, erosion, volcanism, and rivers. (CR: GEO 101)
- 110 Basic GIS. 1 hr.**
Introduction to GIS concepts including GIS components, spatial and tabular data, database elements, data formats, and map design; hands-on experience with a GIS.
- 201 Introduction to Global Positioning Systems (GPS). 1 hr.**
History and principles of GPS; use of GPS in the field; application of GPS to academic or professional fields.
- 203 Economic Geography. 3 hrs. I, II, S.**
A Systematic examination of world economic geography with a focus on population, agriculture, transportation, land use, urbanization, industry, energy, and the environment.
- 206 Geography of West Virginia. 3 hrs.**
Transportation, population, mining, industry, and agriculture as related to climate, soils, land forms, and other natural environmental items.
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 301 Cartographic Principles of GIS. 3 hrs.**
Introduction to cartographic principles including geodesy, map projection, coordinate systems, scale, and reference systems; interpretation of map features; hands-on use of paper maps; application of cartographic principles to GIS. Prerequisite: GEO 110 or permission.
- 305 Geography of North America. 3 hrs.**
Natural regional divisions emphasizing major economic activities and environmental factors with chief emphasis given to the United States.
- 317 World Regional Geography. 3 hrs. I, II, S.**
Agriculture, industry, mining and transportation studied on global basis. Physical geography introduced and regional climatic approach clarified.
- 320 Environmental Geography. 3 hrs. I, II.**
A geographical survey of environmental changes caused by human activities. Focus is on resource availability and use; pollution of air, water, and biosphere; energy problems, and interaction of humans with plant and animal communities.
- 401 Historical Geography. 3 hrs.**
Historical study of human settlement patterns, population diffusion, economic development, and the evolution of state boundaries with an emphasis on processes that inform upon contemporary geographic patterns.
- 402 Geography of Appalachia. 3 hrs.**
A study of settlement, transportation, manufacturing, agriculture and resource potential.
- 403 Geography of Asia. 3 hrs.**
Special attention given activities and environment in representative continental countries and nearby islands.
- 404 Geography of Europe. 3 hrs.**
Relationship between man's activities and natural environment studied by countries, with attention given to inter-relation of countries.

- 405 Political Geography. 3 hrs.**
A systematic and regional survey of world political problems and international relations stressing current geopolitical conflicts.
- 407 Sub-Saharan Africa. 3 hrs.**
An exploration of the geography of Sub-Sahara Africa, its land and people, with a focus on contemporary issues that challenge Africans in the 21st Century.
- 408 Geography of South and Middle America. 3 hrs.**
A study of settlement, transportation, manufacturing, agriculture, geopolitics, and natural resources of South and Middle American countries.
- 409 Geography of North Africa and Southwest Asia. 3 hrs.**
A geographical study of agriculture, transportation, manufacturing, settlement, geopolitics, and natural resources of the Middle Eastern countries.
- 410 Urban Geography. 3 hrs.**
Study of the morphology, function, and development of cities and the urban fringe. An emphasis is placed on social and environmental costs of urbanization, as well as urban and rural linkages.
- 411 Medical Geography. 3 hrs.**
An introduction to medical geography and its applications, including epidemiology, biometeorology, disease diffusion, healthcare delivery, folk medicine, regional health variations, agromedicine, and rural health issues in Appalachia.
- 412 Geography of Russia. 3 hrs.**
Geographical appraisal of cultural, political, and economic aspects of Russia and the Commonwealth of Independent States.
- 414 Methods and Techniques of Regional Planning. 3 hrs.**
Introductory planning with emphasis on methods, techniques, tools and principles necessary to accomplish objective regional planning.
- 415 Regional Planning and Development. 3 hrs.**
The philosophy, theories, and principles involved in planning of urban and rural areas. (PR: GEO 414 or permission of instructor)
- 416 Environmental Planning. 3 hrs.**
An examination of the role the natural environment plays in urban and rural land use planning; with an emphasis on consequences of land use change, and applications of planning techniques.
- 417 Coal Industries Studies: Past & Present. 3 hrs.**
An interdisciplinary study for all facets of the coal industry within a historic perspective. Emphasis is placed upon coal industry of West Virginia and the tri-state region.
- 418 Geography for Teachers. 3 hrs.**
A study of elements of geography most essential for effective teaching of geographic content in professional education and the social studies.
- 419 Geography of Gender. 3 hrs.**
Gender as an essential element in understanding geographic literature; the spatial dimensions and implications of gender and the cultural landscape.
- 420 Field Geography of West Virginia. 3 hrs.**
Course focuses on the development of individual research projects based on data collected in the field. It fulfills the **Capstone** requirement for undergraduate geography majors.
- 421 Concepts and Methods in Geography. 3 hrs.**
Survey of the history, literature, prominent individuals, and major paradigms in geography. Review of the major concepts in geography and an introduction to various methods of geographic inquiry.
- 425 Climatology. 3 hrs.**
A study of elements of weather and climate, methods of climatic classification, and distribution and characteristics of world climate regions.
- 429 Fundamentals of GIS - Vector Analysis. 3 hrs.**
Introduction to GIS vector analysis, beginning with the vector data model, and including buffering, overlay analysis, geocoding, and network analysis. (PR: GEO 301 or permission)
- 430 Intermediate GIS - Raster Analysis. 3 hrs.**
GIS raster analysis, including local, neighborhood, and zonal operations, terrain analysis, building raster databases, distance modeling, and surface interpolation. (PR: GEO 301 or GEO 429 or permission)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 490 Internship. 3 hrs.**
Cooperative learning experience with regional employer/government agency.
- 495H-496H Reading for Honors in Geography. 4; 4 hrs. I, II.**
See Honors Courses.

GEOLOGY (GLY)

- 110 General Geology. 3 hrs. I, II, S.**
A beginning level geology course which surveys elements of earth materials, processes, structures and history. Designed primarily for the non-science major. Prospective majors must maintain at least a *B* average to use Geology 110 as a prerequisite for other geology courses. 3 lec. (CR: GLY 210L) Recommended follow-up courses are Geology 201 and 211L.
- 150 Introductory Oceanography. 3 hrs. I, S.**
Origin of the seas and ocean basins. Processes of marine sedimentation and seawater chemistry. Dynamics of air/sea interaction, circulation, waves and tides. Description of coastal and other marine environments. 3 lec. (CR: GLY 150L)
- 150L Introductory Oceanography Laboratory. 1 hr.**
A complementary laboratory to Introductory Oceanography, GLY 150. A series of exercises relating to bathymetry, acoustic profiling, marine charts, properties of seawater, sea floor sediments, currents, waves and tides. (PR or CR: GLY 150)
- 200 Physical Geology. 3 hrs. I, II.**
An elementary but comprehensive physical geology course that deals with the earth's origin, composition, structures, tectonics and processes. Intended primarily for, but not limited to, the science major. 3 lec. (CR: GLY 210L) Recommended follow-up courses are Geology 201 and 211L.
- 201 Historical Geology. 3 hrs. II.**
Chronological history and development of the earth, sequence of the geologic ages and rock formations, development and evolution of life as revealed by fossils. (PR: GLY 110 or 200. CR: GLY 211L)
- 210L Earth Materials Laboratory. 1 hr. I, II, S.**
An introduction to laboratory and materials as applied to the identification, classification, recovery and uses of earth resources. 2 lab. (CR: GLY 110 or 200)
- 211L Historical Geology Laboratory. 1 hr. II.**
Reconstruction of events in earth history based on physical characteristics and arrangement of rock layers and their fossil content. 2 hr. lab. (PR: 210L; CR: GLY 201)
- 212 Geological Field Mapping. 2 hrs. I.**
An introduction to geologic mapping and map interpretation, preparations of topographic and geologic cross sections. 2 lab. (Field work). (PR: GLY 110, 200 or 201. Required of majors)
- 280-283 Special Topics. 1-4 hrs.**
- 313 Structural Geology. 4 hrs. I, Alternate years (even numbers)**
Analysis, classification and origin of depositional and deformational structures common to all classes of rocks, their structural history, relationships, and stresses which caused them. 3 lec.-2 lab. (PR: GLY 200).
- 314 Mineralogy. 4 hrs. I, Alternate years (odd numbers)**
Identification, classification, origin, occurrences, and economic uses of minerals and their crystallographic forms. 3 lec-2 lab. (PR: GLY 110 or 200, CHM 211, 212 and appropriate labs)
- 325 Stratigraphy and Sedimentation. 4 hrs. I, Alternate years (even numbers)**
Formation, organization, sequence, and correlation of sedimentary rocks; study of the origin, transportation and deposition of rock-forming sediments. 3 lec-2 lab. (PR: GLY 201)
- 418 Invertebrate Paleontology. 4 hrs. I, Alternate years (odd numbers).**
Taxonomy, morphology, and paleoecology of body and trace fossils representing the major invertebrate phyla; analysis and interpretation of faunal assemblages; evolution and extinction of species. (PR: GLY 201)
- 421 Petrology. 4 hrs. I, Alternate years (even numbers)**
Identification and classification of igneous, and metamorphic rocks, their origin and occurrence; their geologic and economic importance. 3 lec-2 lab. (PR: GLY 200, GLY 314 or consent)
- 423 Sedimentary Petrography. 4 hrs. I, Alternate years (odd numbers)**
Megascopic and microscopic identification and a depositional and post depositional interpretation of the sedimentary rocks. 3 lec-2 lab. (PR: GLY 201 and 314)
- 425 Geochemistry. 4 hrs. II, Alternate years (odd numbers)**
Introduction to the principles of geochemistry. The application of chemistry to the study of the Earth and to geologic problems. Laboratory work includes analysis of rocks, soils, and waters. (PR: GLY 110, 200 or 211; CHM 211, 212 and appropriate labs)
- 426 Geophysics. 4 hrs. II, Alternate years (even numbers)**
and dynamics of the earth. 3 lec.-2 lab. (PR: GLY 200, PHY 201, MTH 229)
- 427 Fossil Fuels. 4 hrs. II, Alternate years (even numbers)**
Origin and distribution of coal, oil and gas, and methods of exploration and reserve evaluation. 3 lec.-2 lab. (PR: GLY 313, 325 or permission)

- 430 Computer Methods in Geology. 4 hrs. II, Alternate years (odd numbers)**
Computers are used for compilation, data analysis and modeling from a wide range of geological problems. 3 lec.-2 lab. (PR: 12 hrs. GLY, a variety of software is used)
- 451 Principles of Geomorphology. 3 hrs. I, Alternate years (odd numbers).**
Principles of identification and analysis of the world's surficial features in terms of stratigraphy, structure, processes, tectonics and time. 3 lec. (PR: GLY 110, 200, 210L or consent; CR: GLY 451L for m majors, elective for non-majors)
- 451L Principles of Geomorphology Laboratory. 1 hr. I, Alternate years (odd numbers).**
For Geology majors, co requisite with Geology 451. For non-majors, elective. (PR: or CR: GLY 451)
- 455 Hydrogeology. 3 hrs. I, Alternate years (odd numbers)**
The properties of water, the hydrologic cycle with emphasis on surface and groundwater processes, the uses, needs and problems associated with water resources. 3 lec. (PR: GLY 110 or 200; CR: GLY 455L for majors, elective for non-majors)
- 455L Hydrogeology Laboratory. 1 hr. I, Alternate years (odd numbers)**
A two-hour laboratory of practical hydrogeologic problem solving. For non-majors, elective. (CR: Geology 455 for majors)
- 456 Environmental Geology. 3 hrs. II, Alternate years (even numbers)**
Through lecture and demonstration, the interactions of man and the earth, dealing with natural resources, natural hazards, cultural and urban geology and future planning. (PR: GLY 200)
- 456L Environmental Geology Laboratory. 1 hr.**
A laboratory to complement GLY 456, Environmental Geology, dealing with current solutions to environmental problems through real life exercises. (PR: GLY 200, 210L, 451, 451L)
- 457 Engineering Geology. 3 hrs. I, Alternate years (even numbers).**
A course for geology majors employing geological principles and methods to solve geotechnical engineering problems. (PR: GLY 200, 210L, 451 and 451L, or by permission of the instructor)
- 480-483 Special Topics. 1-4 hrs.**
- 485-488 Independent Study. 1-4 hrs.**
- 491-492 Capstone Experience. 2-4 hrs.**
An independent study involving a research project or internship; must be approved by geology faculty.

GERMAN (GER)

- 101 Elementary German I. 3 hrs.**
Pronunciation, conversation, reading, and composition with an emphasis on aural/oral development.
- 102 Elementary German II. 3 hrs.**
Pronunciation, conversation, reading, and composition with an emphasis on aural/oral development. (PR: GER 101 or 1 unit of high school German or department exam.)
- 203 Intermediate German. II. 3 hrs. I, II, S.**
Continuation on the intermediate level of the basic language skills; pronunciation, conversation, reading, and composition with emphasis on aural/oral development. (PR for 203: GER 102 or two units of high school German or departmental examination)
- 204 Intermediate German. 3 hrs. I, II.**
Completion on the intermediate level of the basic language skills; pronunciation, conversation, reading, and composition with emphasis on aural/oral development. (PR for 204: GER 203 or three units of high school German or departmental examination)
- 240 German Society and Life. 3 hrs. I or II.**
Study of selected topics relating to culture and life in the German speaking countries. Lectures, readings, and discussions in English. No prerequisite.
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: GER 204)
- 301 Drama of the 19th and 20th Centuries. 3 hrs.**
A survey of literary trends and main authors. Reading and comprehension of selected dramas of the period. (PR: GER 204)
- 302 Prose of the 19th and 20th Centuries. 3 hrs.**
A survey of literary trends and main authors. Reading and comprehension of selected stories and discussion of novels. (PR: GER 204)
- 312 Foreign Language Teaching Techniques. 3 hrs. II.**
Introduction to the communicative approach to language teaching. Presentation and practice in the creation of lesson plans using in-class technologies and computer assisted language learning materials. For German education majors only. (PR: GER 204)

- 315-316 Advanced Grammar and Composition. 3; 3 hrs.**
Study of idioms, grammatical structure, and syntax with emphasis on free composition, use of language laboratory, and formal study of the art of translation from English to German. (PR for 315: GER 204. PR for 316: GER 315 or consent of instructor)
- 405-406 German Civilization and Culture. 3; 3 hrs. I, II.**
German culture from prehistoric times to present-day divided Germany. Lectures, reports, discussions, representative readings in English and German. Capstone experience. (PR: GER 204).
- 417-418 Survey of German Literature. 3; 3 hrs.**
A study of important literary movements, representative authors and their works from the Middle Ages to the present. (PR for 417 or 418: GER 204)
- 419-420 German Literature of the Classical Age. 3; 3 hrs.**
German literature of the classical age, stressing Goethe, Schiller, and romanticism. (PR: for 419: GER 204 and at least one literature course and consent of instructor)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs. I, II.**
(PR for GER 480-483: GER 204 and permission of instructor.)
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: GER 204 and permission of instructor.)
- 495H-496H Readings for Honors in German. 2-4; 2-4 hrs. I, II.**
Open only to German majors with outstanding ability. See Honors Courses.

GREEK (GRK)

- 201-202 Ancient Greek First Year. 3; 3 hrs. I, II.**
(PR for GRK 202: GRK 201)
- 301-302 Ancient Intermediate Greek. 3; 3 hrs. I, II.**
Varied readings including selections from Homer's Iliad, Dialogues of Plato and the New Testament. (PR: GRK 202 for 301; GRK 301 for 302).
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: GRK 302)

HEALTH SCIENCE (HS)

- 122 First Aid for Children and Infants. 1 hr.**
First aid and CPR for children and infants related to the home, school, and playground.
- 215 Sports Injury Control and Management. 3 hrs. I.**
Survey and study of the basic techniques and practices of athletic training. (PR: PE 201, HE 222)
- 220 Personal Health I. 3 hrs. I.**
A survey course that focuses upon wellness promotion and prevention of various health problems.
- 221 Personal Health II. 3 hrs. I, II.**
An examination of the health content areas of mental/emotional health, substance use/abuse, and human sexuality/family life education.
- 222 First Aid. 3 hrs. I, II, S.**
First aid, safety and survival education for home and community situations.
- 255 Athletic Training Clinical Experience: Level I. 3 hrs. CR/NC.**
To develop beginning evaluation and treatment skills of the student under the direction of NATA certified Athletic Trainer. Requires 200 clinical hours. (CR: Admission to Athletic Training Program; at least a second semester sophomore; concurrently registered for PE 348 or PE 422)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 321 The School Health Program. 3 hrs. I, II, S.**
A consideration of the comprehensive school health program, including a special focus upon health services and health instruction. (PR: EDF 218)
- 325 School and Community Health. 3 hrs. II.**
An examination of some of the specific relationships between school and community health programs, including the roles and interaction of public, professional, private and voluntary health agencies with the school. (PR: HE 220, 221, 321)
- 360 Athletic Training Clinical Experience: Level II. 3 hrs. CR/NC.**
To develop evaluation and treatment skills of the student under the direction of NATA certified Athletic Trainer. Requires 200 clinical hours. (CR: Admission to Athletic Training Program; at least a first semester junior; concurrently registered for PE 345, PE 321, HE 220 or HE 221; completion of Clinical Level I)
- 361 Athletic Training Clinical Experience: Level III. 3 hrs. CR/NC.**
To develop evaluation and treatment skills of the student under the direction of NATA certified Athletic Trainer. Requires 200 clinical hours. (CR: Admission to Athletic Training Program; at least a second semester junior; concurrently registered for PE 348 or PE 422)

- 422 Care of Athletics Injuries. 3 hrs. II.**
This course is designed to prepare the athlete for competition, for prevention and protection from accidents, and for examination, care, and rehabilitation following injury. (PR: PE 215 and 348)
- 426 Curriculum in Health Education. 3 hrs. I.**
A study of principles, objectives, and procedures in curriculum development for middle and secondary school programs including historical and philosophical perspectives, and comparing current curricula. (PR: HE 220, 221, 321, 325)
- 430 Health Issues in Physical Education and Athletics.. 3 hrs.**
Survey of current health issues such as sanitation, contagious diseases, substance abuse, ergogenic aids, and diet/nutrition in PE and athletics. (PR: HE 221, PE 201, PE 215, PE 435)
- 440 Health Evaluation for the Athletic Trainer I. 3 hrs.**
A study of common problems and illnesses of athletes and other physically active individuals and the proper methods of evaluating these complaints.
- 448 Therapeutic Modalities in Sports Medicine. 5 hrs.**
Investigation and analysis of therapeutic modalities including indications, contraindications, bio-physics and procedures. Includes a lab. (PR: PE 201, PE 215 and permission)
- 449 Therapeutic Exercise in Sports Medicine. 4 hrs.**
Investigation and analysis of current trends in rehabilitation exercise, muscle testing and evaluation. Includes a lab. (PR: PE 201, 215, and permission)
- 460 Athletic Training Clinical Experience: Level IV. 3 hrs. CR/NC**
To develop advanced evaluation and treatment skills of the student under the direction of NATA certified Athletic Trainer. Required 200 clinical hours. (CR: Admission to Athletic Training Program; at least a first semester senior; concurrently registered for PE 345, PE 321, HE 220, or HE 221)
- 479 Trends in Athletic Training. 3 hrs. II.**
To provide an indepth analysis of current trends with regard to administration, liability, and insurance. Cover current standards in surgery, rehabilitation, and evaluation of sport related injuries.
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Health education majors only, with permission of department chairman.
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 490 Internship: Paraprofessional Student Experience. 3-8 hrs.**
Supervised clinical experience in an approved setting. Capstone experience.

HISTORY (HST)

- 101 The Great Civilizations to 1300. 3 hrs. I. II.**
Comparative study of the origin and course of major civilizations focusing on the Middle East, India, China, and the West.
- 102 The World and the Rise of the West, 1300 to the Mid-19th Century. 3 hrs. I, II.**
An interdisciplinary analysis of the foundations of Western development.
- 103 The World Since 1850. 3 hrs. I, II.**
Major world developments and trends from the middle of the 19th century to the present and their implications for the future.
- 103H The World Since 1850 - Honors. 3 hrs.**
Survey for superior students of world developments and trends from the 19th century to the present and their implications for the future. (PR: 3.0 GPA perm.)
- 125 American Business History. 3 hrs.**
A survey of the development of the major financial, commercial, manufacturing, and transportation enterprises which transformed the United States from an agricultural to a leading industrial nation.
- 200 Sophomore History Methods Workshop. 3 hrs.**
An introduction to the most fundamental methods of the discipline. Students will learn to use library resources, practice document interpretation skills, and identify and evaluate historical arguments.
- 205 English History to 1642. 3 hrs. I.**
A political and social survey of England. Emphasis is placed on the development of the English Parliament.
- 206 English History Since 1642. 3 hrs. II.**
A continuation of English History 205. Special attention is given to the development of ministerial government and to the growth and decline of the British Empire.
- 208 The Developing World. 3 hrs.**
A comparative survey of selected Third World countries focusing on imperialism, colonialism and present developmental efforts.
- 219 Ancient History. 3 hrs.**
A survey of the ancient Near East, Greece, and Rome with emphasis on Greek and Roman civilization from Mycenaean times through the Roman Empire of the 5th Century.

- 220 European History - Medieval. 3 hrs.**
A survey of the history of Europe from the later Roman Empire to the end of the Middle Ages, with emphasis on religious, cultural, social, political, and economic developments. Open to all undergraduates.
- 221 War in Modern Times. 3 hrs.**
Emphasis upon trends in military thought and practices in western civilization. Special attention to the two world wars of the Twentieth Century.
- 223 The Rise and Fall of Nazi Germany. 3 hrs.**
A study of the origins, course, and collapse of the Third Reich. Some attention will be given to pre-Nazi period.
- 230 American History to 1877. 3 hrs. I, II, S.**
A general survey from the discovery in 1492 through the period of Reconstruction.
- 230H American History to 1877 - Honors. 3 hrs.**
A survey of American history to 1877 for the superior student. (PR: 3.0 GPA)
- 231 American History Since 1877. 3 hrs. I, II, S.**
A general survey since Reconstruction.
- 231H American History Since 1877 - Honors. 3 hrs.**
A general survey since Reconstruction for the superior student. (PR: 3.0 GPA)
- 250 Women in United States History. 3 hrs.**
A study of the public and private contributions of women in the shaping of the United States from the Colonial period to the present.
- 260 Rise of Islam, 570-1750. 3 hrs.**
A study of the Middle Eastern region from pre-Islamic Arabia to the pinnacle of Ottoman imperial control. Emphasis is placed on cultural, social, and political developments.
- 261 The Modern Middle East. 3 hrs.**
A survey of the modern Middle East with emphasis on the historical background of current controversial issues confronting the region.
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Selected topics not covered in regular course offerings.
- 301 Latin America: Discovery to Independence. 3 hrs.** Emphasis is on conditions which influenced the development of Latin America and eventually led to the independence movement.
- 302 Latin America: Independence to the Present. 3 hrs.**
Emphasis is on the political, economic and social institutions of Argentina, Brazil, Chile and Mexico.
- 303 The American Military Experience. 3 hrs. I.**
Examines the American military tradition from the colonial period to the present with particular emphasis on the Twentieth Century.
- 304 Spanish History Since 1475. 3 hrs.**
A survey of Spain's historical development emphasizing her rise and decline as a world power, the impact of persistent internal conflict, the Franco dictatorship and the transition to democracy.
- 312 African-American History, 1619 to Present. 3 hrs.**
A survey of African-American History from African and West Indian origins to the present.
- 317 History of U.S. Immigration. 3 hrs.**
A study of America's unprecedented "melting-pot" heritage via the personal and collective experiences of immigrant groups and how they fared socially, economically and politically in the 19th and 20th centuries.
- 323 Religion in America. 3 hrs.**
The rise and development of religion and of religious thinking in America. (Same as Religious Studies 323)
- 333 American Colonial History. 3 hrs.**
A study of the historical development of the English colonies in America.
- 342 American Legal History. 3 hrs.**
Historical development of American law in areas ranging from slavery and racial discrimination to civil liberties and crime and punishment.
- 345 History of Mentalities. 3 hrs.**
This course provides an introduction to the literature and methods of the history of mentalities which is the study of the world views and activities of ordinary, largely inarticulate peoples.
- 350 American Labor History. 3 hrs.**
The history of the American labor movement.
- 378 The Emergence of Modern Asia. 3 hrs.**
A selective look at Modern Asia, focusing on Japan, China, Korea, Taiwan, Vietnam and Indonesia and American interaction with the Asian nations.

- 380 Civilizations of Asia to 1600. 3 hrs.**
This course will introduce students to the political, cultural, social, and intellectual environment of pre-modern Asia. Students will also learn to think critically about their own and other societies.
- 400 Senior Seminar. 3 hrs. II.**
A capstone course for History majors. Survey of literature and practical experience in methods and sources of history through bibliographical study and research papers. Capstone experience. (PR: HST 200, Senior standing or by permission.)
- 402 American Intellectual History 1865 to Present. 3 hrs.**
A critical examination of intellectual, creative, and literary movements in the modern era.
- 403 American Urban History. 3 hrs.**
Study of the political, economic, social, and intellectual impact of the city upon American history, and the impact of history upon the growth of American urbanization.
- 404 American Diplomacy, 1789-1900. 3 hrs.**
American foreign policy from colonial times to 1900 emphasizing the gradual development of the United States and its achievement of membership in the family of nations.
- 405 American Diplomacy, 1900 To Present. 3 hrs.**
American foreign relations in the 20th century. The gradual retreat from isolation in the period between World War I and World War II and modern American involvement in international commitments are stressed.
- 406 Tudor and Stuart England, 1450-1688. 3 hrs.**
A history of England under the Tudors and Stuarts, focusing primarily on demographic, social, cultural, and political developments.
- 409 American Revolution. 3 hrs.**
A varied view of the American Revolution and its impact on the American people.
- 410 Conquering the Continent: America's Frontier Experience. 3 hrs.**
A survey of the American frontier experience with particular emphasis on the fate of the American Indian, the environment and the character of the American-created culture.
- 411 American Social and Cultural History 1607 to Present. 3 hrs.**
A study of the changes and continuities in American Social Cultural History from 1607 to present.
- 413 History of the Old South, 1492-1860. 3 hrs.**
A study of the political, economic, social, and cultural conditions in the South that led to the development of the South as a distinct section in the United States.
- 414 Civil War and Reconstruction. 3 hrs.**
A discussion of the economic, political, social, and cultural differences leading to the Civil War, the war itself, and an analysis of the political and economic importance of Reconstruction.
- 415 History of the New South, 1877 to the Present. 3 hrs.**
A study of the political, economic, social, and cultural changes in the South after Reconstruction, which explains conditions in the contemporary South.
- 416 American Social Movements. 3 hrs.**
A study of the social movements which have influenced the course of American History. Includes abolition, women's rights, Progressivism, civil rights.
- 421 The Era of the Renaissance and Reformation. 3 hrs.**
The impact of the Renaissance upon esthetic, economic and political developments especially in the 15th and 16th centuries. The decline of Catholicism and the growth of the Protestant movement, and the influence of the two movements upon each other are stressed.
- 422 The French Revolution and the Napoleonic Era. 3 hrs.**
Society and government in Europe before the French Revolution and the influence of the enlightenment; ideas and changes introduced by the revolution and Napoleon and their effect on the institutions and economy of Europe.
- 423 US Latin-American Relations. 3 hrs.**
An appraisal of political, economic, and cultural relations of the U.S. and Latin America in a historical context with emphasis on the period since 1945.
- 424 U.S. Science and Technology. 3 hrs.**
A study of the development and impact of science and technology in the U.S. with special emphasis on the modern period.
- 425 European History, 1814-1914. 3 hrs.**
A century of European political, economic, and social history and its relationship to and influence upon the history of other world areas is noted. The impact of imperialistic rivalry is emphasized.
- 426 European History, 1914 to Present. 3 hrs.**
The impact of World War I upon Europe, the era between two world wars, the search for world peace, and World War II and its aftermath are major topics of consideration.
- 428 Intellectual and Cultural History of Modern Europe. 3 hrs.**
A survey of the main events in European thought and culture in the 19th and 20th centuries.

- 429 Russia to 1917. 3 hrs.**
A survey of Russian history to 1917 which examines Russia before the Russians, Kievan Russia, Appanage Russia, Muscovite Russia, and Imperial Russia.
- 430 Soviet Russia and Beyond. 3 hrs.**
The rise and fall of the Soviet Union, with emphasis on political and economic changes and Soviet foreign policy, including an examination of the aftermath of the Soviet Union's collapse.
- 431 America in the Gilded Age. 3 hrs.**
A study of America's transformation from a rural, agrarian nation into an urban, industrial world power; the final destruction of the American Indian; the settlement of the West; and the farmers' revolt.
- 432 America Matures 1900-1945. 3 hrs.**
An examination of the social, political, and economic trends in the United States in the first half of the 20th century, emphasizing social upheavals, conflicts, and reform movements at home and abroad.
- 433 In Our Time - America Since 1945. 3 hrs.**
A study of America since World War II, focusing mainly on domestic politics, foreign affairs, the civil rights movement, the rise of minorities, and the fragmentation of American society.
- 434 The American Experience in Vietnam. 3 hrs.**
A study of the origin and escalation of American involvement in Vietnam, the domestic impact of the war within the United States and the collapse of the South Vietnamese government.
- 435 Modern Japan. 3 hrs.**
Begins with an overview of nineteenth century Japan and stresses the twentieth century rise of Japan to the position of world power.
- 436 Modern China. 3 hrs.**
This course will provide an overview of Chinese history in the modern era (1600 to present), including the major political, cultural, social, and intellectual events and trends of this period.
- 440 West Virginia History. 3 hrs.**
An interdisciplinary study of the state, its people and its institutions within the national context. (PR: HST 230 and 231)
- 445 Arab-Israeli Conflict. 3 hrs.**
This course will examine the historical developments of the modern Arab-Israeli conflict, with emphasis placed on political, socioeconomic, and cultural change and the prospects for peace.
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Consent of department chair).
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Consent of department chair).
- 495H-496H Readings for Honors in History. 4; 4 hrs. I, II.**
Open to history majors of outstanding ability. Study may deal with any field of history. Wide reading and comprehensive understanding of the era are required. (PR: Consent of department chair) See Honors Courses.

INTEGRATED SCIENCE AND TECHNOLOGY (IST)

- 101 Fundamentals of Communication. 4 hrs.**
Introduction to the nature and importance of written and oral communication in the scientific and technical arenas. Emphasis upon improving information collection, basic technical writing, oral presentations, and group communication skills. (CR: IST 120)
- 111 Living Systems. 4 hrs.**
Issues of current importance related to growth in human population and the depletion of biological resources, and the remedies that science and technology may provide. Related data analysis and prediction.
- 120 Connections I. 2 hrs.**
An introduction to the connections between science, technology, and the ethical, legal, and political arenas that influence the role, nature, and perceptions of science and technology in contemporary society. (CR: IST 101)
- 130 Analytical Methods I: Statistics. 4 hrs.**
Discrete mathematics, calculus, and statistics for IST majors. Elementary algebraic and transcendental functions, derivatives, integrals, and series. Modeling, guess, refinement, and technological tools. Applications to the physical sciences.
- 131 Analytical Methods II: Differential Calculus. 4 hrs.**
Continuation: discrete mathematics, calculus and statistics for ISAT majors. Elementary algebraic and transcendental functions, derivatives, integrals and series. Modeling, guess, and refinement and technological tools. Applications to the physical sciences. (PR: MTH ACT 23 or MTH 132, or MTH 130 or 127 with MTH 121)

- 160 Introduction to Programming. 3 hrs.**
Introduces the students to modern data gathering methods and programming for the Internet. The course covers programming, graphic programming interface packages, and problem solving methods.
- 163 Programming Practicum with C++. 3 hrs.**
Concepts of software development and maintenance using C++, including syntax of the language, loops, functions, pointers, decision structures, and file processing. Proper program design using object-oriented programming techniques are emphasized.
- 201 Advanced Communications. 4 hrs.**
Advanced work in written and oral communizations. Emphasis upon critical use of argument, advanced technical writing, multimedia presentations, group discussions, advanced research methods, and adapting messages to various audiences. (PR: IST 101, CR: IST 220)
- 212 Energy. 3 hrs.**
The course introduces the student to the properties and the interfaces of biological and physical systems with emphasis upon energy concepts, production, and distribution in both systems.
- 220 Connections II. 2 hrs.**
Further examination of the nature and impact of science and technology in our contemporary world. Case studies analysis to highlight the controversies surrounding the role of science and technology in society. (PR: IST 120; CR: IST 201)
- 230 Analytical Methods III: Integral Calculus/Series. 4 hrs.**
Concepts of linear algebra, multi-variable calculus, and differential equations with applications to physical science, information technology, business, economics, classical and modern optics, and audio technology. (PR: IST 131)
- 231 Analytical Methods IV: Advanced Mathematical Topics. 4 hrs.**
Continuation of IST 230. (PR: IST 230)
- 236 Data Structures. 3 hrs.**
Covers fundamental topics of information technology including the concepts of object orientation, linear data structures, data representation, data manipulation algorithms and their applications, and project participation. (PR: IST 163, CR: IST 131)
- 238 Algorithms. 3 hrs.**
Covers algorithm-design methods, algorithm performance and analysis, and optimization techniques. Covers algorithm applications used in solving frequently occurring problems, such as pattern matching, data compression, searching, and sorting. (CR: IST 236)
- 241 Introduction to DNA Cloning. 4 hrs.**
Basic Molecular Genetics. Topics include DNA, RNA and Protein Structure and Function, Microbiology, Genetics, Cell Biology, Gene Regulation, Molecular Biology Applications in agriculture, medicine and industry. Hands-on DNA cloning lab. (PR: IST 111, or BSC 120 and CHM 211)
- 263 Web Programming. 3 hrs.**
Students will learn techniques for creating advanced documents and programs for the web using HTML, DHTML, XML, JavaScript, and PHP scripting. Students will also learn how to install and maintain a web server.
- 264 Topics in Computer Hardware Technologies. 3 hrs.**
Analysis and examination of various hardware technology issues that impact computer usage. Subjects may vary from semester to semester as technologies change.
- 280-283 Special Topics. 1-4 hrs.**
A course on some topic not treated in the regular course offerings.
- 285-286 Independent Study. 1-4 hrs.**
Independent Study for selected sophomores or advanced freshmen under supervision of faculty; may be repeated only once.
- 301 Public Service Experience. 1 hr.**
At least 30 contact hours in a public service/volunteer experience with a group, organization, or agency that offers a service to the general public. (Advisor permission required).
- 320 Nature of Environmental Problems. 3 hrs.**
The effects of human activity on ecological, political, and cultural systems are examined. Particular attention is given to present human population growth, industrial activities, and energy availability. (PR: IST 231 and 260)
- 321 Resolution of Environmental Problems. 3 hrs.**
Students examine case studies of current environmental problems and propose methods of remediation. Cultural, political, economic, as well as ecological and physiographic factors are considered.
- 322 Assessment 1: Terrestrial Systems. 4 hrs.**
Use of scientific procedure and current technology to characterize and quantify sensitive elements of terrestrial ecosystems and to assess human impact on those systems. (PR: IST 231 and 260)

- 323 Assessment II: Aquatic Ecology. 4 hrs.**
Use of scientific procedures and current technology to characterize and quantify sensitive elements of aquatic ecosystems and to assess human impact on those systems. (PR: IST 231 and 260)
- 332 Software Engineering I. 3 hrs.**
Introduction to the industrial process of software systems development. The course covers project management and planning; risk management issues, software quality and configuration issues, and processes, methods and development topics. (PR: IST 238 or permission)
- 333 Software Engineering II. 3 hrs.**
A continuation of IST 332. It covers the system development lifecycle: requirements analysis and specifications, design methods, system implementation and integration, testing, and reuse issues. Project participation. (PR: IST 332)
- 334 Programming Languages. 3 hrs.**
Evaluation of the specification, syntax, semantics, compilation, and software development issues surrounding the development of programming languages. Students are introduced to imperative and functional languages; concurrency, logic, object-oriented approaches. (PR: IST 236)
- 335 Multimedia Systems and Application Design. 3 hrs.**
Introduction to multimedia literacy, concepts, elements, issues, and application development tools. Hands-on experience with different forms of multimedia, including digital video, audio, images and multimedia authoring packages.
- 336 Computer Architecture and Digital Logic. 4 hrs.**
Students will study microprocessor design, computer bus structures, memory organization, I/O device and data path design and optimizations, CPU structures and design, and digital circuits and their design. (PR: IST 230)
- 337 Operating Systems. 3 hrs.**
Covers current operating systems that support networking and distributed processes. Topics include process management, memory management, security issues, network support and management, and hardware management. (PR: IST 236)
- 338 Cisco 5: Advanced Routing Configuration. 3 hrs.**
This is the first of four courses to prepare students for the CCNP. Course covers advanced IP addressing and traffic management, routing protocols, OSPF, EIGRP, route optimization, and BGP integration. (PR: students must possess a CCNA)
- 339 Cisco 6: Remote-Access Networks. 3 hrs.**
The second of four courses to prepare students for the CCNP. Course covers WAN and LAN design, IOS and network fundamentals, security, management, and bridging/switching. (PR: IST 338)
- 340 Double Helix: Issues in DNA Technology. 4 hrs.**
The course deals with DNA and genes, the code of life, which we receive from our parents. It tells how humans recently learned about DNA and have started to manipulate it. (PR: IST 111 or equivalent)
- 341 It's All in Your Genes: Issues in Human Genetics. 4 hrs.**
Gene cloning, genetic testing, gene engineering, DNA fingerprinting. What does human heredity hold from the past, and what does it have in store for the future? (PR: IST 111 or equivalent)
- 342 Bioscience Research Methods. 2 hrs.**
Students will develop proficiency in the laboratory methods used in Biosciences. These skills prepare students for successful internships and advanced courses in biotechnology and environmental sciences. Hands-on and WebCT instruction. (PR: IST 111 or equivalent)
- 343 Genomic Cloning and Cytogenetics. 4 hrs.**
Advanced Molecular Genetics class emphasizing lab techniques. DNA cloning and plasmid purification, Genomic DNA purification. Southern and Northern hybridization, DNA sequencing, Animal Cell Culture and Human Cytogenetics. (PR: IST 241 or BSC 120 and CHM 211 and permission of instructor)
- 350 Manufacturing Systems. 3 hrs.**
Various manufacturing systems used within organizations are introduced. Methods of manufacturing are presented along with various technologies employed. Design for manufacturing, material management, quality considerations, etc. are treated.
- 362 Network Protocols. 3 hrs.**
This course provides students with knowledge of network terminology, structures, topologies, protocols, and interfaces involving Local Area and Wide Area networks. (PR: IST 236)
- 363 Network Administration. 3 hrs.**
Covers topics in network administration in a theoretical and practical way. Includes hardware selection, operating systems, platforms, programming languages, batch control, shared resources, security systems, anti-virus procedures, and specific manufacturers' methodology. (PR: IST 362)

- 365 Database Information Management. 3 hrs.**
To understand the logical and physical design of data stored and retrieved from a relational database. Exposure to distributed databases, database administration and structured query language will also be done.
- 366 Database Design and Reporting. 3 hrs.**
Technical database design, data modeling techniques, advanced database query functions, and database manipulation concepts. The development of conceptual and organizational skills for planning and creating effective formal written reports. (PR: IST 365)
- 420 Remote Sensing with GIS Applications. 4 hrs.**
A study of the physical systems for collecting remotely sensed data. Statistical/spatial analysis and modeling using large processing/geographic information/spatial computer software systems with earth resources applications. (PR: IST 231 and 260)
- 421 Digital Image Processing and Computer Simulation Modeling. 4 hrs.**
A study of image processing/geographic information/spatial analysis systems, concurrent and parallel image processing 3-D modeling scenarios utilizing geophysical data for computer simulation modeling. (PR: IST 420)
- 423 GIS and Data Systems. 3 hrs.**
Course focuses on the relationships among the scientific method, data structures, and geographic images. Students relate hypothesis formation and databases through the development of ArcMap documents.
- 424 Environmental Risk Assessment. 3 hrs.**
Environmental risk assessments determine if containment releases pose unacceptable risk to human health and environment. This course will present a broad-based introduction to human health risk assessment for environmental contamination. (PR: IST 231 and 260)
- 425 Impact Assessment Documentation. 3 hrs.**
Use of current concepts in conservation biology to examine the impacts of habitat perturbations on people and species of concern. (PR: IST 231 and 260)
- 430 Electronic Commerce. 3 hrs.**
This course examines electronic commerce with group decision making and collaborative applications through the Internet. Develop applications that retrieve and store information in distributed databases. (PR: IST 365)
- 442 Bioethics. 3 hrs.**
Discuss ethical issues in scientific research: fraud, informed consent, genetic testing, gene therapy, cloning, new drugs, vaccines and foods produced via engineered organisms. Includes real case studies and media analysis. (PR: IST 220 or permission)
- 443 Protein Biotechnology. 3 hrs.**
Discussion covers basics of protein structure and function, post-translational modification and transport, simple immunology. Laboratories include protein quantification, enzyme kinetics, protein purification and dialysis, protein gel electrophoresis and staining.
- 444 Bioinformatics. 3 hrs.**
Bioinformatics computer software is used to draw inferences from DNA and protein databases. Students will find patterns and meaning in genomic data through computer-aided analysis of DNA, RNA, and protein. (PR: IST 111 or equivalent)
- 445 DNA Forensics. 3 hrs.**
Hands-on DNA typing of simulated crime scene evidence. Process biological samples, purify DNA, perform presumptive and confirmatory tests for blood and semen, learn microscopy, PCR genetic analysis, and practice testimony. (PR: IST 340 or IST 341 or equivalent)
- 464 Network Security and Cyber Crime. 3 hrs.**
Addresses security issues for TCP/IP-based networks. Access Control and Communications issues are covered as well as Internet security in the areas of cryptography, protocols, applications, encryption, hash functions, digital signatures, etc. (PR: IST 363)
- 465 Network Design. 3 hrs.**
Provides students with an In-depth study of data communications design principles, standards, protocols, algorithms, architectures, models, throughput and performance. Design principles related to multiple layers and management of networks also covered. (PR: IST 464)
- 466 Database Programming. 3hrs.**
This course teaches students technical database programming with relational database systems. Students will work with fourth generation languages to analyze, design and develop, and execute programs in a database environment. (PR: IST 365)
- 468 Cisco 7: Multi-Layer Switching. 4 hrs.**
Third of four courses to prepare students for the CCNP. Course covers bridging/switching, OSI reference and layered communication, Cisco 10 switch fundamentals, switch components, and routing trunking. (PR: IST 339)

- 469 Cisco 8: Network Troubleshooting. 4 hrs.**
Fourth course to prepare students for the CCNP. Course covers Cisco IOS for debugging, troubleshooting tools, backups, and studying efficient troubleshooting techniques. (PR: IST 468)
- 470 Internship in IST. 1-4 hrs.**
A supervised internship in an area of Integrated Science and Technology. (PR: Permission)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: permission)
- 490 Senior Project I. 3 hrs.**
Senior Capstone Experience. (PR: permission)
- 491 Senior Project II. 3 hrs.**
Senior Capstone Experience. (PR: permission)
- 495H-496H Honors in Integrated Science and Technology. 3-4; 3-4 hrs.**

INTEGRATED SCIENCES (ISC)

- 200 Energy: From Photosynthesis to Steam Engines. 4 hrs.**
Relationships between present and historic levels of energy consumption and human population growth are examined. Issues compare energy use and technology of class members to comparable populations in developing countries. (PR: MTH 121 or higher, except MTH 400 and MTH 401)
- 201 Biotechnology. 4 hrs.**
Biotechnology explores scientific, political, economic, and ethical aspects of recombinant DNA technology and genetically altered organisms. Class projects include DNA manipulation and analysis, forensic studies, and Internet exploration. (PR: MTH 121 or higher, except MTH 400 and MTH 401)
- 202 Freshwaters of the World. 4 hrs.**
The course discusses the physics, chemistry, geology, and biology of freshwaters, its importance for all living things, and the need for conservation and pollution-prevention of this invaluable resource. (PR: MTH 121 or higher, except MTH 400 and MTH 401)
- 203 Doing Science: The Central Paradigms. 4 hrs.**
Students will investigate the nature of science by studying several of its central theories and other issues. Students will gather and interpret evidence and research original and secondary sources. (PR: MTH 121 or higher, except MTH 400 and MTH 401)
- 204 Global Warming. 4 hrs.**
The scientific data and principles behind the greenhouse effect are investigated as related to the issue of global climatic change.
- 205 Who-done-it: Introduction to Forensic Science. 4 hrs.**
The relationship between scientific process and crime solutions will be examined. Particular attention will be given to use of DNA technology and probability theory in criminal justice system. (PR: MTH 121 or higher, except MTH 400 and MTH 401)
- 206 Living in Space. 4 hrs.**
A space science courses that explores NASA-directed research. Students will compare "ground-based" investigations in plant science, physics, geology, human behavior and physiology with the results from space flight experiments. (PR MTH 121 or higher, except MTH 400 and MTH 401)
- 207 Coal Science. 4 hrs.**
Examines the importance of coal to industrialized nations and the operation of the John Amos power plant. There is an assessment of the impact of mining activities on the environment. (PR: MTH 121 or higher, except MTH 400 and MTH 401)
- 208 Evolution: Process of Change. 4 hrs.**
The issue of evolution is investigated. Topics from the Big Bang to the evolution of viruses are considered. Emphasis is on environmental, genetic, and molecular mechanisms governing change. (PR: MTH 121 or higher, except MTH 400 and MTH 401)
- 209 Chemistry in the Home. 4 hrs.**
Introduction to basic concepts of chemical science as it applies to materials commonly found within the household. Students will be expected to learn to evaluate potential hazards of such materials. (PR: MTH 121 or MTH 123 or MTH 127 or MTH 130 or MTH 229).
- 210 Science & The Visual Arts. 4 hrs.**
An overview of how science and mathematics contribute to the visual arts. Emphasis on perspective, proportion, scientific topics in art, mathematically based art form, and artist materials.

JAPANESE (JPN)

- 101 Elementary Japanese I. 3 hrs.**
Pronunciation, conversation, reading and composition with emphasis on aural/oral development. This includes katakana, hiragana, and Chinese characters, used in context.
- 102 Elementary Japanese II. 3 hrs.**
Pronunciation, conversation, reading and composition with emphasis on aural/oral development. This includes katakana, hiragana and Chinese characters, used in context. (PR: JPN 101)
- 203 Intermediate Japanese III. 3 hrs.**
Continuation on the intermediate level of the basic skills: pronunciation, conversation, reading, and composition with emphasis on aural/oral development. More work on katakana, hiragana and Chinese characters, used in context. (PR: JPN 102)
- 204 Intermediate Japanese IV. 3 hrs.**
Development of practical conversational skills, reading for comprehension, and directed compositions. (PR: JPN 203).

JOURNALISM AND MASS COMMUNICATIONS (JMC)

- 100 Fundamentals of Journalistic Writing and Editing. 3 hrs. I, II.**
Preparatory course designed to develop writing and editing skills specifically as they relate to professional journalistic/mass communications techniques and practices. Required of students scoring less than 77% on school-administered language-skills test. Does not count toward graduation.
- 101 Media Literacy. 3 hrs. I, II.**
Examines structures and functions of mass media and provides a critical look at their effects on social concepts such as democracy and diversity. Includes print, electronic journalism, advertising, public relations.
- 102 Information Gathering and Research. 3 hrs. I, II, S.**
Information and research techniques used by media professionals, including academic, community and political sources. Course covers interviewing, formal research and computer-assisted information gathering. (PR: JMC 101)
- 201 News Writing I. 3 hrs. I, II, S.**
Techniques of cross-media news writing designed to develop basic skills necessary for beginning reporters and public relations professionals through in-class laboratory experience. (PR: Keyboarding proficiency, JMC 101, JMC 102, and passage of JMC Language Skills Exam or JMC 100 with at least a C)
- 221 Advertising and Continuity Writing.**
Introduction to advertising and broadcast copy writing. Includes strategy, script formats, persuasion, styles of writing, editing, and industry organization, structures and standards. Many writing assignments. (PR: Computer keyboard proficiency, JMC 101, JMC 102 and passage of JMC Language Skills Exam or JMC 100 with at least a C)
- 231 Introduction to Audio Production. 3 hrs. II.**
Fundamentals of audio production, including operation of audio equipment, microphone techniques, tape editing and audio production. Laboratory work at WMUL-FM is required. (PR: JMC 101)
- 240 Basic Broadcast News. 3 hrs. I, II.**
Introduction and overview of electronic journalism. Emphasis on broadcast writing. Students will report for Newscenter 88 WMUL-FM. (PR: Keyboarding proficiency, JMC 101, JMC 102, and passage of JMC Language Skills Exam or JMC 100 with at least a C)
- 241 Graphics of Communication. 3 hrs. I, II, S.**
Creative and practical aspects of typography, layout and design of printed communication. (PR: Keyboarding proficiency)
- 245 Fundamentals of Advertising. 3 hrs. II.**
Organization of mass media advertising departments and their relationships to advertising agencies and media representatives. An examination of the practices and problems of the three areas.
- 272-273 Practice in Radio. 1 hr. I, II, S.**
Staff responsibility on campus broadcast facilities, WMUL-FM. (PR: Written permission before registration and the satisfactory completion of one year of service on WMUL)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs. I, II, S.**
- 301 News Reporting II. 3 hrs. I, II.**
Practice in gathering and writing news for campus media. Emphasis is placed on beat assignment reporting, interviewing techniques, and some specialized reporting. A laboratory class in which students write for the university student newspaper, *The Parthenon*, and its online edition; WMUL-FM, and "MU Report." (PR: JMC 102, 201)

- 302 Advanced Editing and Design. 3 hrs. I, II.**
Advanced course in copy editing, headline writing, and design for daily, community, and public relations newspapers. Laboratory instruction and experience on the printed and online issues of the university newspaper, The Parthenon. (PR: JMC 241 and 301)
- 304 Computer-Assisted Reporting. 3 hrs. I.**
Study and practice of research methods and writing techniques for in-depth and computer-assisted cross-media reporting on topical issues. (PR: JMC 301)
- 321 Sportscasting. 3 hrs.**
A “hands-on” course designed to develop announcing, interviewing and writing skills specifically as such skills relate to play-by-play techniques and practices.
- 330 Fundamentals of Public Relations. 3 hrs. I, II, S.**
Public relations practices and techniques used by business, educational, industrial, governmental, and social organizations.
- 331 Radio-Television Announcing and Newscasting. 3 hrs. I, II.**
Specialized training in the interpretive skills of announcing and newscasting. (PR: JMC 101)
- 332 Introduction to Video Production. 3 hrs. I, II.**
Introduction to the fundamentals of video production, dealing with cameras, microphones, lighting, staging, field production, editing, post production. (PR: JMC 101)
- 334 Advanced Audio. 3 hrs. I.**
Advanced theory and practice in audio production, with equal emphasis on writing and performance techniques for the documentary, public affairs, feature, and/or dramatic program. Laboratory work at WMUL-FM is required. (PR: JMC 231)
- 350 Television Reporting. 3 hrs. I.**
Students report, shoot, edit, write, produce, and anchor “MU Report,” a student-produced newscast. The class makes use of university broadcast facilities and West Virginia Public Television as available. (PR or CR: JMC 301)
- 351 Advanced TV Reporting. 3 hrs. II.**
Students report, shoot, edit, write, produce, and anchor “MU Report,” a student-produced newscast, on an advanced level. The class makes use of university broadcast facilities and West Virginia Public Television, as available. Capstone experience. (PR: JMC 350)
- 360 Digital Imaging for JMC. 3 hrs. I, II.**
Methods of taking and editing still and video digital images for print, broadcast, and online publication. (PR: JMC 241 or an equivalent graphics course for all students except broadcast journalism and radio-television majors.)
- 372-373 Practice in Radio or Television. 1 or 2 hrs. I, II, S.**
Staff responsibility on campus broadcast facilities. Capstone experience. (PR: Written permission before registration)
- 383 Advertising Layout and Design. 3 hrs. II.**
Principles and practices in layout and design of advertising for all media. (PR: JMC 241; JMC 245 or MKT 341)
- 385 Advertising Media Planning. 3 hrs. II.**
Planning and practice in allocating advertising budgets in the mass media to effectively reach the target audiences at the most reasonable cost. (PR: JMC 245 or MKT 341)
- 390 Media Sales and Underwriting. 3 hrs.**
Introduction of business side of mass media with emphasis on sales in television and radio; consideration of competing media; differences between commercial and public broadcasting and the elements of underwriting.
- 400 Photojournalism II. 3 hrs.**
A course in advanced techniques for newspaper and magazine photography, concentrating on creation, design and use of photo essays and picture stories. (PR: JMC 360 or ART 315)
- 402 Law of Mass Communications. 3 hrs. I, II, S.**
A cross-media overview of the legal concepts important to the media professional with special focus on the roles, rights, and responsibilities of those individuals. (PR: Junior standing)
- 404 History of American Journalism and Mass Communications . 3 hrs. II.**
The development of the press in the United States, the contributions of American journalists, the rise of radio and television, and the relation of communications developments to political, economic and social trends in America.
- 408 Advertising Research. 3 hrs. I.**
Lectures, readings, discussions and projects relating to research used in campaign preparation and syndicated media resources. Students may select areas of special interest.

- 409 Public Relations Research Methods. 3 hrs.**
The course is designed to provide hands-on experience in collecting, interpreting, evaluating and reporting research valued in the field of public relations. Included: lectures, readings, discussions, and projects. (PR: JMC 330)
- 410 Magazine Editorial Practices. 3 hrs.**
Study of the organization and functions of the magazine editorial department, with practice in planning magazine content, laying out pages and establishing production procedures. (PR: JMC 241)
- 414 Reporting Public Affairs. 3 hrs. II.**
Advanced instruction in cross-media reporting in local, state, and federal government; politics, finance, labor, and social and environmental issues, with emphasis on background and interpretation. Course includes field trips and guest speakers. (PR: JMC 301)
- 415 Advertising Strategy and Execution. 3 hrs. I.**
Analyzing advertising problems in a case study approach, proposing a strategic solution, and implementing the strategy. Students must write and produce advertisements for a variety of media. (PR: JMC 221; JMC 245 or JMC 341)
- 420 Electronic Media Management. 3 hrs.**
Covers special circumstances faced by electronic media managers including programming, legal constraints, employment practices, technological developments, social pressures, impact of the Internet, and other concerns.
- 425 Advertising Campaigns. 3 hrs. II.**
Students function as an advertising agency to plan, to prepare, and to present local and national advertising campaigns. Problems of the advertiser and the agency are considered. Capstone experience. (PR: JMC 383, 385, 415)
- 430 Magazine Article Writing. 3 hrs. I.**
Fundamentals of researching and writing the popular, factual magazine article; techniques of selling articles to magazines (PR: Junior standing)
- 432 Corporate and Instructional Video. 3 hrs. S.**
Development of the use of video communication and instruction in business, agencies, and education. Production and utilization of video units for specific objectives.
- 433 Radio-Television Programming. 3 hrs. II.**
Principles of programming, including audience analysis, production, purchase, and scheduling of various formats. (PR: JMC 101)
- 434 Advanced Video. 3 hrs. II.**
Development of the elements necessary for the production of detailed video projects. Students study the creation and production of public affairs, educational and creative video programming. (PR: JMC 332)
- 435 Radio-Television Law and Regulation. 3 hrs. II.**
Development and current status of the legal structure of broadcasting in the United States. (PR: JMC 101)
- 436 International Mass Communications. 3 hrs. II.**
Development of various systems of mass communications and comparison with the United States.
- 437 Public Relations Writing. 3 hrs. I.**
Theory and practice of various writing challenges encountered by public relations practitioners. Some consideration of publications design. (PR: JMC 201, 241 and 330)
- 438 Public Relations Case Studies. 3 hrs. I.**
Examination of the handling of public relations problems and opportunities by business, educational, governmental, and social organizations, with particular emphasis on public relations analysis and problem solving. (PR: JMC 330)
- 439 Public Relations Campaign Management. 3 hrs. II.**
Applying the four-step public relations process to an organization's program or campaign. Includes execution of public opinion research and development of original communication tools. Competitive agency model generally used. Capstone experience (PR: JMC 437 and 438)
- 440 Mass Communication Ethics. 3 hrs. I, II, S.**
Study of basic concepts underlying contemporary American mass communications operations and practices and how those concepts affect professional ethics in the field. Examination of ethical conflicts encountered and application of ethical principles when determining solutions. Capstone experience (PR: senior standing)
- 445 Advertising in Modern Society. 3 hrs.**
An examination of current issues and problems affecting the advertising industry and a study of advertising's impact on and responsibility to society. (PR: Junior standing)

- 450 Contemporary Issues in Radio and Television. 3 hrs. II.**
An examination of the current political, social, economic and legal issues affecting the decision-making process in the newsrooms and programming centers of the electronic media. (PR: Junior standing)
- 455 Women, Minorities and the Mass Media. 3 hrs. I.**
A seminar that explores the portrayals and participation of women and people of color in the mass media.
- 461 Web Strategies. 3 hrs. I.**
Examination of web strategies in news and strategic communication contexts. Includes online media trends, content development, ethical issues and best practices. (PR: Junior standing)
- 462 Web Design for Mass Media. 3 hrs. I, II.**
Creative and practical aspects of typography, design and interactivity of online communications for the mass media. (PR: JMC 241)
- 470 Professional Practicum. 1-4 hrs. I, II, S.**
Instruction to assist students in meeting career expectations. Short-term courses designed to bridge instructional programs and practices of professional journalism. Students may participate in supervised publications work in reporting, editing and advertising. (PR: JMC 301, 302, or permission of instructor)
- 490 Journalism and Mass Communications Internship I. 1-3 hrs. I, II, S.**
Supervised journalistic or mass communications work with professional media including newspapers, magazines, radio, television, advertising, and public relations departments and agencies. Conferences with instructor for guidance and evaluation. Advance arrangements must be made through the JMC internship director. Capstone experience.
- 491 Journalism and Mass Communications Internship II. 1-3 hrs. I, II, S.**
Supervised journalistic or mass communications work with professional media including newspapers, magazines, radio, television, advertising and public relations departments or agencies. Advance arrangements must be made through the JMC internship director. Student must have completed a previous internship. Can't be used in hours required for graduation.

LATIN (LAT)

- 101-102 First Year Latin. 3; 3 hrs. I, II.**
(PR for Latin 102: LAT 101)
- 203-204 Intermediate Latin. 3; 3 hrs. I, II.**
Varied readings including selections from Cicero's Orations and Vergil's Aeneid I-VI. (PR for Latin 203: LAT 102 or equivalent; PR for Latin 204: LAT 203 or equivalent)
- 280-283 Special Topics. 1-4; 1-4; 1-4 hrs.**
- 303 Caesar's Commentaries. 3 hrs.**
A close reading in Latin of the commentaries of Julius Caesar. (PR: LAT 204 or permission; CR: LAT 320)
- 305 Cicero: Speeches. 3 hrs.**
A close reading in Latin of one of the political or court speeches of Cicero. (PR: LAT 204 or permission; CR: LAT 321)
- 308 Catullus. 3 hrs.**
A close reading in Latin of the poetry of Catullus with consideration of its literary antecedents and its importance to Roman Literature. (PR: Latin 204 or permission)
- 311 Readings in Ovid. 3 hrs.**
Close reading in Latin of selections from Ovid's erotic and epic poetry. (PR: LAT 204 or permission)
- 315 Sallust and Nepos. 3 hrs.**
A close reading in Latin of selected works from Sallust and Nepos. (PR: LAT 204 or permission)
- 320 Latin Prose Composition: Caesar. 1 hr.**
Study of Latin Prose Composition, the translation of English to Latin, with special reference to the style, syntax and vocabulary of Caesar. (CR: LAT 303)
- 321 Latin Prose Composition: Cicero. 1 hr.**
Study of Latin Prose Composition, the translation of English to Latin, with special reference to the style, syntax and vocabulary of Cicero. (CR: LAT 305)
- 322 Latin Prose Composition: Livy. 1 hr.**
Study of Latin Prose Composition, the translation of English to Latin, with special reference to the style, syntax and vocabulary of Livy. (CR: LAT 407)
- 323 Latin Prose Composition: Tacitus. 1 hr.**
Study of Latin Prose Composition, the translation of English to Latin, with special reference to the style, syntax and vocabulary of Tacitus. (CR: LAT 410).

- 403 Roman Comedy. 3 hrs.**
(PR: LAT 204 or permission)
- 404 Roman Elegy: Propertius and Tibullus. 3 hrs.**
Close readings in Latin of selections from the elegies of Propertius and Tibullus. (PR: Latin 204 or permission)
- 405 Readings in Vergil. 3 hrs.**
Introduction to the poetry of Vergil, especially Vergil's Aeneid, and to the culture and the ideology of the Augustan principate. (PR: Latin 204 or equivalent)
- 406 Horace: Odes, Epodes, Epistles. 3 hrs.**
(PR: LAT 204 or permission)
- 407 Livy's History of Rome. 3 hrs.**
A close reading in Latin of selections from Livy's History of Rome. (PR: LAT 204 or permission; CR: LAT 322)
- 408 Roman Epistolary Literature: Cicero and Pliny. 3 hrs.**
A unique look at Roman life, public and private, through a close reading in Latin of the correspondence of Cicero and Pliny the Younger. (PR: Latin 204 or permission)
- 409 Roman Satire: Horace, Martial, Juvenal. 3 hrs.**
Close readings in Latin of selections from the satires of Horace and Juvenal and the epigrams of Martial. (PR: Latin 204 or permission)
- 410 Tacitus (selections from): Annals, Agricola. 3 hrs.**
A close reading in Latin of selections from the works of Tacitus. (PR: LAT 204 or permission; CR: LAT 323)
- 480-483 Special Topics in Latin. 1-4; 1-4; 1-4; 1-4 hrs. I, II.**
(PR: LAT 204 or permission)
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
Non-Latin majors may enroll in Latin Independent Study courses for one hour credit to meet general requirements in literature. For such students instruction and readings will be entirely in English. Consult chairman for current offerings. (PR: LAT 204 or permission)
- 495H-496H Honors in Latin. 4; 4 hrs. I, II.**
Open only to Latin majors of outstanding ability. See Honors Courses.
- 499 Latin Capstone Experience. I, II. 0 hrs.**
A graduation requirement (completion of senior portfolio) required of all seniors in Latin A.B. program enrolled in final required advanced Latin course, LAT 404, 408, 409, 410. (CR: LAT 404, 408, 409, or 410; PR: 15 hrs. Latin above LAT 204)

LEGAL ENVIRONMENT (LE)

- 207 Legal Environment of Business. 3 hrs. I, II.**
Law and the judicial system. The relationship of law, government, ethics and the consumer of business enterprise. The study of contracts, torts, government regulation of business, environmental and consumer protection.
- 308 Commercial Law. 3 hrs. I, II.**
A continuation of Legal Environment 207. Emphasizes in-depth case study of the law of commercial paper, business organizations, security, and real and personal property. (PR: LE 207, ACC 216, MGT 218, MTH 203)
- 351 Legal Aspects of Health Care Organizations. 3 hrs. II.**
A survey of basic legal problems facing a hospital administrator. The study also includes constitutional and administrative law issues dealing with medicaid and medicare and regional planning. (PR: LE 207, ACC 216, MGT 218, MTH 203)
- 366 Entrepreneurial Law & Ethics. 3 hrs. II.**
Students will examine the basic legal and ethical issues involving the creation, maintenance, and expansion of small businesses.

MANAGEMENT (MGT)

- 100 Introduction to Business. 3 hrs.**
Career exploration and preparation. Emphasis on modern supervisory management techniques in various business fields.
- 150 Diversity Issues in Business. 3 hrs.**
A study of risks, challenges, and opportunities of attracting and developing a diverse workforce and consumer base.

- 218 Business Statistics. 3 hrs. I, II.**
Application of statistical techniques in business and economics. Topics include measures of central tendency and dispersion, theory of distributions, sampling distributions, estimation, hypotheses testing, correlation and regression analysis. (PR: MTH 123)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 320 Principles of Management. 3 hrs. I, II.**
A comprehensive survey of the fundamental principles of management applicable to all forms of organizations. The course provides the student with a basis for thinking about complex business situations in the framework of analysis of the management process. Some case analysis of management problems used.
- 350 Health Care Organizations Management. 3 hrs. I.**
An introduction to the management of health care organizations. (PR: ACC 216, MGT 218, MTH 203)
- 354 Health Care Delivery Systems. 3 hrs. II.**
An examination of the various private and public sector health care delivery systems currently operating within the United States. (PR: MGT 350, ACC 216, MGT 218, MTH 203)
- 360 Introduction to Entrepreneurship. 3 hrs. I.**
The management of small business emphasizes how they are started and financed, how they produce and market their products and services and how they manage their human resources. (PR: ACC 216, MGT 218, MTH 203)
- 419 Business and Society. 3 hrs. I, II.**
An examination of the manager's social and environmental responsibilities to his employees, customers, and the general public, and other external factors which management must be cognizant of in modern society. (PR: ACC 216, MGT 218, MTH 203)
- 420 Operations Management. 3 hrs. I, II, S.**
Management of operation systems including system design, implementation and control. Analysis of the system in the areas of product, process, material quality, and facilities management. Topics include breakeven analysis, inventory models, transportation models, network analysis. Capstone experience (PR: ACC 216, MGT 218, MTH 203)
- 422 Organizational Behavior. 3 hrs. S.**
Problems, methods, and analysis of various theories of behavior within organizations for purposes of integration and generalization. Emphasis will be upon the identification and investigation of the schools of thought concerning the behavioral sciences. (PR: MGT 320, ACC 216, MGT 218, MTH 203)
- 423 Organizational Development. 3 hrs. I, II.**
An examination of the dynamics of change within organizations. The course will examine the cause of resistance to change and purposeful methodologies for implementing change including behavioral, technological, and structural in an attempt to describe a holistic approach. Capstone Course (PR: MGT 320, ACC 216, MGT 218, MTH 203)
- 424 Human Resource Management. 3 hrs. I, II, S.**
Analyze the role of human resource managers within strategic decision making. Topics include selection, training, assessment, compensation, and employee relations. Current topics also covered. (PR: ACC 216, MGT 218, MTH 203)
- 425 Industrial Relations. 3 hrs. I, II.**
A study of labor-management relations in union and non-union settings. Topics include: conflict resolution techniques, negotiation strategy, participative management, and labor theory. Labor laws and history are reviewed. (PR: ACC 216, MGT 218, MTH 203)
- 460 Strategic Management. 3 hrs. I, II, S.**
The integrative capstone course concerning theory and practice of top managements' plan to attain outcomes consistent with the organization's mission and goals including strategy formulation, implementation and control. Capstone course. (PR: MGT 320, MKT 340, FIN 323, ACC 216, ECN 253, LE 207, MGT 218, Senior Standing)
- 461 New Venture Dynamics. 3 hrs. I, II.**
Managing small enterprises, as opposed to large corporations. In cooperation with the Small Business Administration. Students work as trainee management consultants with small businesses in the area. (PR: ACC 216, MGT 218, MTH 203)
- 471 Health Care Practicum I. 4 hrs. S.**
Field experience in management of Health Care Operations. (PR: Permission of Division Head)
- 472 Health Care Practicum II. 4 hrs. S.**
Field experience in management of Health Care Organizations. (PR: MGT 471)

- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Study of an advanced topic not normally covered in other courses. Management majors only, with permission of Division Head.
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 490 Internship. 3-12 hrs. C/NC**
A supervised internship in which the student works for a business firm/agency to gain practical experience in the student's major. The program of work and study will be defined in advance and the student's performance will be evaluated. (PR: Permission of Division Head)

MANAGEMENT INFORMATION SYSTEMS (MIS)

- 207 Introduction to Programming for Business. 3 hrs. I, II.**
An introduction to 4GL Programming in a business context for MIS and other business majors.
- 257 Business Programming II. 3 Hrs. I, II.**
Continuation of Visual Basic I, emphasis is on data structures (databases, queues, sorts, link-lists) and programming in a Windows environment. Programming projects will be oriented toward solving real-world business problems. (PR: MIS 207)
- 290 Principles of Management Information Systems. 3 hrs. I, II.**
To develop and use decision driven information systems. Emphasis on MIS/DDS applications common to business environments. Importance of communicating effectively with professional systems development groups will also be stressed.
- 310 Business System Analysis and Design. 3 hrs. I, II.**
The course covers business application systems development, behavioral considerations in the development process, feasibility assessment, requirement analysis, and communication skills. Emphasis on prototyping and fourth generation languages. (PR: ACC 216, MGT 218, MTH 203)
- 333 Business Telecommunication Systems. 3 hrs. I, II.**
To understand the applications, concepts and management of telecommunications. Students will be exposed to network components and network operations. Emphasis will be on strategic business applications of telecommunication systems. (PR: ACC 216, MGT 218, MTH 203)
- 340 Database Management Systems. 3 hrs. I, II.**
A study of database design, data structures, and database administration in a business environment. File processing with multiple databases will also be taught. (PR: ACC 216, MGT 218, MTH 203)
- 350 Developing E-Commerce Systems. 3 hrs. I, II.**
Introduction to tools and technologies for developing electronic business applications. Client/server, data access protocols, scripting, business transactions, security, shopping carts, merchandising, and credit card payments. (PR: ACC 216, MGT 218, MTH 203, MIS 290)
- 411 Applied Business System Analysis and Design. 3 hrs. I.**
This course extends the concepts and techniques in MIS 310 to enable students to design and implement systems in a business environment. The implementation of a computer application will be required.
- 420 Information Security Management. 3 hrs. I.**
A study of information security risk analysis and assessment; threats to information security; defense measures; and legal, privacy, and ethical issues in information security. (PR: MIS 257, MIS 310, MIS 340).
- 433 Advanced Telecommunications and Networks. 3 hrs.**
An advanced study of the design, implementation and operation of voice, data, video networks using digital and analog technologies. (PR: MIS 333)
- 444 Advanced Database Management Systems. 3 hrs. II.**
A study of database design, data structures, and database administration in a business environment. Focusing on advanced Structured Query Languages using a market leading DBMS. (PR: MIS 340)
- 450 E-Commerce Systems Management. 3 hrs.**
Modeling electronic business systems. Identifying requirements, conceptual and logical design, user interface and data management. Integration with internal and external systems. (PR: MIS 350)
- 465 Business Decision Support Systems. 3 hrs.**
A study of decision support systems (DSS) in terms of building and providing end-user support for managerial decision making. Advanced topics will include computer interface design and artificial intelligence. (PR: ACC 216, MGT 218, MTH 203)
- 470 Business Systems Development Project. 3 hrs. I, II.**
Continuation of the techniques and concepts learned in MIS 330 and MIS 340 courses. Students will be required to design, develop, and implement an information system. (PR: MIS 257, MIS 310 and MIS 340)

- 475 Strategic Management Information Systems. 3 hrs. I, II.**
A capstone course for management majors. Emphasis will be on creating and using information systems to give businesses a competitive advantage and provide strategic support for all levels of management. Capstone course (PR: Senior Standing, ACC 216, MGT 218, MTH 203)
- 480-483 Special Topics. 1-4; 1-4; 1-4. 1-4 hrs.**
Study of an advanced topic not normally covered in other courses. Management Information Systems majors only, with permission of division head.
- 485-488 Independent Study. 1-4; 1-4; 1-4. 1-4 hrs.**
- 490 Internship. 3-12 hrs. CR/NC.**
A supervised internship in which the student works for a business firm/agency to gain practical experience in the student's major. The program of work and study will be defined in advance and the student's performance will be evaluated. (PR: permission of division head)

MARKETING (MKT)

- 231 Principles of Selling. 3 hrs. I, II.**
Elements of professional personal selling from prospecting through follow-up designed for individuals preparing for a career in sales/marketing and those desiring skills to influence, persuade, or lead others.
- 340 Principles of Marketing. 3 hrs. I, II.**
Introduction to marketing as the central activity of organizations in creating exchanges with customers. Focuses on strategies related to environmental opportunities and threats using product, price, promotion and distribution tools.
- 341 Promotion Management. 3 hrs. I, II.**
A managerial analysis of the principles and practices of the promotion mix from the viewpoints of the consumer, the firm, the industry, and the macroenvironment. (PR: MKT 340, ACC 216, MGT 218, MTH 203)
- 344 Retail Management. 3 hrs. I, II.**
Overview of retailing (store and non-store sales to consumers) to familiarize students with such topics as buying, selling, location, store design, display, promotion, pricing, inventory control, staffing and retailing strategy. (PR: MKT 340, ACC 216, MGT 218, MTH 203)
- 349 Principles of Domestic Transportation. 3 hrs. II.**
Introduction to the history, economics, and regulation of U.S. domestic motor, rail, water, air and pipeline transportation. Particular emphasis is placed upon the significance of transportation to the development of the United States and today's economy. (PR: ACC 216, MGT 218, MTH 203)
- 350 Business Logistics. 3 hrs. I, II.**
A supply chain approach is used to explain activities that create an efficient flow of products from point of origin to point of consumption in order to satisfy customer requirements. (PR: ACC 216, MGT 218, MTH 203)
- 371 International Marketing. 3 hrs. I, II, S.**
A study of marketing across national borders. Emphasis is placed on foreign environments, methods of entry, and marketing mix development, including the conflict between standardization and adaptation. (PR: MKT 340, ACC 216, MGT 218, MTH 203)
- 375 Business to Business Marketing. 3 hrs.**
Study of marketing products and services to business, institutions, and government. Focus on organizational buying, market planning, and development of marketing mix.
- 414 Purchasing and Inventory Control. 3 hrs. II.**
In-depth analysis of procurement function, problems and techniques. Maintenance of proper inventory level, ordering methods, and product management at both the retail and industrial levels. (PR: ACC 216, MGT 218, MTH 203)
- 435 Internet Marketing. 3 hrs. I, II.**
Introduction to Internet as a sales and marketing tool, web page development, strategic planning for e-commerce, non-Internet functions which support e-commerce, and integration of e-commerce into conventional marketing mix. (PR: MKT 340)
- 437 Consumer Behavior. 3 hrs. I, II.**
Acquaints the student with individual and group behavior as it pertains to consumer activity. Theories and findings in the behavioral sciences, as well as those set forth by marketing scholars, are examined so as to understand the behavioral patterns of consumers. Cultural, social, and psychological influences are considered, in addition to the traditional economic interpretations. The stress of the course is on incorporating these data into the managing of the marketing effort. (PR: ACC 216, MGT 218, MTH 203)

- 440 Sales Management. 3 hrs. I, II.**
An exploration of the duties and activities of sales managers. Topics typically include planning and forecasting as well as organizing, staffing, training, compensating, motivating, and evaluating the sales force. (PR: MKT 340, ACC 216, MGT 218, MTH 203)
- 442 Market Research. 3 hrs. I, II.**
Scope and importance of market and distribution research; product, package, brand analysis and social impact; consumer, industrial and institutional survey, quantitative and qualitative analysis of market data; situation analysis, sampling, tabulation and presentation methods. (PR: MKT 340, ACC 216, MGT 218, MTH 203)
- 445 Services Marketing. 3 hrs.**
Examination of the marketing of services offered by business and non-business organizations with particular emphasis on the unique aspect of the services marketing mix and the implementation of service strategy.
- 449 Transportation Law and Public Policy. 3 hrs. I.**
Comprehensive review of the regulation of carriers and transportation in general. Comparison of the principal transportation regulatory acts, functions of the procedure before the several regulatory commissions. (PR: ACC 216, MGT 218, MTH 203)
- 465 Marketing Management. 3 hrs. I, II.**
Capstone integrated study of marketing for decision making. Emphasis on the application of marketing principles and concepts for the purpose of developing, analyzing and modifying marketing plans and strategy. Capstone course. (PR: MKT 340, MKT 371, MKT 437, MKT 442)
- 480-482 Special Topics. 1-4; 1-4; 1-4 hrs.**
Study of an advanced topic not normally covered in other courses. Marketing majors only, with permission of division head.
- 485-486 Independent Study. 1-4; 1-4; 1-4 hrs.**
- 490 Internship. 3-12 hrs. CR/NC.**
A supervised experience in which the student works for a business firm/agency to gain practical experience by completing a defined work program. Student performance is evaluated. (PR: Permission of Division Head)

MATHEMATICS (MTH)

- 101 Introduction to the Graphing Calculator. 1 hr.**
Getting started, menus, syntax, order of operations, evaluating functions, solving equations, graphing, plotting data, finding best fit approximations, performing matrix operations, and solving linear systems.
- 104 Spreadsheets for Mathematics. 1 hr.**
Spreadsheet skills useful in mathematics. Data entry, entering and applying formulas, charts/graphs, sequences and series, elementary statistics, formatting output.
- 106 Introduction to Computer Algebra Systems. 1 hr.**
A survey of computer algebra techniques including entering data, algebraic manipulations, solving equations, graphing, calculus applications, elementary programming, and statistics. (PR: MTH 229)
- 121 Concepts and Applications of Mathematics. 3 hrs.**
A course for non-science majors that develops quantitative reasoning skills. Topics include logical thinking, problem solving, linear modeling, beginning statistics and probability, exponential and logarithmic modeling, financial and geometry concepts. (PR: MAT 095 or MAT 097 or Math ACT 19 or above)
- 121B Concepts and Applications of Mathematics with Algebra Review. 4 hrs.**
Quantitative reasoning skills for non-science majors. Topics include logical thinking, problem solving, linear modeling, beginning statistics and probability, exponential and logarithmic modeling, formula use, with basic algebra review. (PR: Math ACT 18 and permission of University College)
- 122 Plane Trigonometry. 3 hrs.**
A study of the trigonometric functions, graphs of the trigonometric functions, identities, equations, inverse trigonometric functions, vectors, complex numbers, and applications. (PR or CR: MTH 127 or MTH 130 or Math ACT 21 or above)
- 123 Selected Topics in College Algebra. 3 hrs.**
Solve equations and inequalities, solve systems of linear equations, study of functions (including exponential and logarithmic functions), matrices, basic probability and statistics. Applications mostly in business and economics. Restricted to students with business or economics majors. (PR: MAT 097 or Math ACT 19 or above)
- 127 College Algebra - Expanded Version. 4 hrs.**
A brief but careful review of the main techniques of algebra. Polynomial, rational, exponential, and logarithmic functions. Graphs, systems of equations and inequalities, sequences. (PR: MAT 097 or Math ACT 19 or 20)

- 130 College Algebra. 3 hrs.**
Polynomial, rational, exponential, and logarithmic functions. Graphs, systems of equations and inequalities, sequences. (PR: Math ACT 21 or above)
- 132 Precalculus with Science Applications. 5 hrs.**
Polynomial, rational, exponential, logarithmic, and trigonometric functions. Graphs, vectors, systems of equations and inequalities, sequences. (PR: Math ACT 23 or above)
- 140 Applied Calculus. 3 hrs.**
A brief survey of calculus including both differentiation and integration with applications. Not to be substituted for Mathematics 229 or Mathematics 203. (PR: MTH 127 or equivalent or Math ACT 23 or above)
- 203 Calculus for Business. 3 hrs.**
Fundamental aspects of calculus are covered with applications in business and economics. The topics covered include limits, differentiation, integration, and some multivariable calculus. Restricted to students with business or economics majors. (PR: MTH 123 or equivalent, or Math ACT 25 or higher)
- 220 Discrete Structures. 3 hrs.**
Sets, relations, directed and undirected graphs, monoids, groups, lattices, Boolean algebra, and propositional logic. (PR: Math ACT 27 or Math SAT 620 or MTH 132 or IST 131 or MTH 229)
- 225 Introductory Statistics. 3 hrs.**
Basic probability, descriptive statistics, fundamental statistical inference procedures involving estimation and hypothesis testing for a variety of situations with wide applications. (PR: Math ACT 21 or MTH 123 or higher)
- 229 Calculus with Analytic Geometry I. 5 hrs.**
An introduction to analytic geometry. Limits, derivatives, and integrals of the elementary functions of one variable, including the transcendental functions. (PR: MTH ACT of 27 or above, or MTH 130 and 122, or MTH 127 and 122, or MTH 132)
- 230 Calculus with Analytic Geometry II. 4 hrs.**
Applications of the integral, techniques of integration, and infinite series. A study of conic sections, polar coordinates, and parametric equations. (PR: MTH 229 or IST 230)
- 231 Calculus with Analytic Geometry III. 4 hrs.**
Vectors, curves, and surfaces in space. Derivatives and integrals of functions of more than one variable. A study of the calculus of vector valued functions. (PR: MTH 230)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission of the chairman)
- 300 Introduction to Higher Mathematics. 4 hrs.**
A transition between elementary calculus and higher mathematics with emphasis on techniques of proof. (PR: MTH 230)
- 331 Linear Algebra. 4 hrs.**
Vector spaces, matrices and determinants, systems of linear equations, linear transformations, eigenvalues, eigenvectors, and applications. (PR or CR: MTH 300)
- 335 Differential Equations. 4 hrs.**
First and second-order ordinary differential equations. Applications include vibrations and electrical circuits. Laplace transform, approximate solutions, orthogonal functions, Fourier series; partial differential equations including heat, wave, and Laplace equations. (PR: MTH 231 or permission of instructor)
- 400 Structure of Algebra. 3 hrs.**
Informal development of modern elementary algebra. Recommended for pre-service middle school teachers and for elementary and secondary in-service teachers. May not be used for either a 5-12 mathematics specialization or for any degree offered by the Mathematics Department. (PR: MTH 130 or equivalent)
- 401 Structure of Modern Geometry. 3 hrs.**
Informal development of geometry with an exploration of probability and statistics. Recommended for pre-service middle school teachers and for elementary and secondary in-service teachers. May not be used for either a 5-12 mathematics specialization or for a degree offered by the Mathematics Department. (PR: MTH 130 or equivalent)
- 405 History of Mathematics. 3 hrs.**
A study of the history of mathematics from the time of the ancient Greeks to the end of the nineteenth century. (PR: MTH 300)
- 411 Mathematical Modeling. 3 hrs.**
Students work in teams to construct mathematical models of various real-world situations. Problems to be modeled are drawn from diverse areas of application and use a wide range of undergraduate mathematics. (PR: MTH 231)

- 415 Partial Differential Equations. 3 hrs.**
Elementary partial differential equations. Heat equation, Laplace's equation, separation of variables, Fourier series, vibrating strings, eigenvalue problems, finite differences, Bessel functions, Legendre polynomials. (PR: MTH 331 and MTH 335)
- 427 Advanced Calculus I. 3 hrs.**
A rigorous study of the real number system, continuity and differentiability of functions of a single variable, integration of functions of a single variable, infinite series. (PR: MTH 231 and 300, and PR or CR: MTH 331)
- 428 Advanced Calculus II. 3 hrs.**
A rigorous development of algebra and topology of Euclidean spaces, differentiability and integrability of functions of several variables. (PR: MTH 427)
- 430 Topology I. 3 hrs.**
First course in topology. Basics of point-set topology: metric and topological spaces, continuity, connectedness, compactness, products, quotients. Surfaces and simplicial complexes, Euler characteristics. (PR: MTH 300)
- 431 Topology II. 3 hrs.**
First course in algebraic topology. Homotopy, fundamental group, simplicial homology. (PR: MTH 430, MTH 450)
- 442 Numerical Linear Algebra. 3 hrs.**
Direct and iterative methods for numerical solution of linear systems of equations. Eigenvalues and eigenvectors. Error analysis and norms. Related topics and applications. (PR: MTH 331 and a programming language. REC: MTH 443)
- 443 Numerical Analysis. 3 hrs.**
Computer arithmetic, roots of equations, interpolation, linear systems, and numerical differentiation and integration. Analysis of errors in and convergence properties of algorithms. Computer implementation of methods. (PR: MTH 331 and a programming language)
- 445 Probability and Statistics I. 3 hrs.**
Probability spaces, conditional probability, and applications. Random variables, distributions, expectation, and moments. (PR: MTH 231)
- 446 Probability and Statistics II. 3 hrs.**
Statistical inference: estimation of parameters, tests of hypotheses. Regression, analysis of variance. (PR: MTH 445)
- 448 Modern Geometries. 3 hrs.**
Finite geometries, basic background material for the modern development of Euclidean Geometry, other geometries. (PR: MTH 300)
- 449 Projective Geometry. 3 hrs.**
Projective geometry using both synthetic and algebraic methods. (PR: MTH 300)
- 450 Modern Algebra I. 3 hrs.**
Structure of the abstract mathematical systems: fields, rings, groups, with illustrations and applications from number theory. (PR: MTH 300)
- 452 Modern Algebra II. 3 hrs.**
Continuation of MTH 450. (PR: MTH 450)
- 460 Complex Variables I. 3 hrs.**
Complex numbers, analytic functions, properties of elementary functions, integrals, series, residues and poles, conformal mapping. (PR: MTH 231)
- 461 Complex Variables II. 3 hrs.**
Continuation of MTH 460. (PR: MTH 460)
- 480-483 Special Topics in Mathematics. 1-4; 1-4; 1-4; 1-4 hrs.**
Courses on special topics not listed among the current offerings. (PR: Permission of the Chairman of the Department of Mathematics and permission of instructor)
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 491 Senior Seminar. 2 hrs.**
Capstone experience in reading, doing, writing and speaking mathematics. Students will explore topics related to a theme chosen by the instructor. (PR: Permission)

MEDICAL LABORATORY TECHNICIAN (See Clinical Laboratory Sciences)

MEDICAL TECHNOLOGY (See Clinical Laboratory Sciences)

MILITARY SCIENCE (MS)

- 101 Foundations of Officership. 1 hr. I.**
Increase self-confidence through team study and activities in physical fitness, land navigation, first aid, and basic drill. Learn fundamental concepts of leadership in both classroom and outdoor laboratory environments. (CR: MS 101L)
- 101L-102L Military Science Basic Course Leadership Laboratory I. 1 hr. I, II.**
Learn and practice basic soldier skills and field craft. Build self-confidence and team building leadership skills through activities in drill, repelling and basic marksmanship that can be applied throughout life. (CR: MS 101 and 102)
- 102 Basic Leadership. 2 hrs. II.**
Learn/apply principles of effective leading. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to effectiveness of a leader. (CR: MS 102L, PR: MS 101 or departmental permission)
- 201 Individual Leadership Studies. 2 hrs. I.**
Learn ethics-based leadership skills that develop individual abilities and contribute to team building. Develop skills in communications, event planning, group coordination, advanced first aid, land navigation and basic tactics. (CR: 201L; PR: MS 102 or departmental permission)
- 202 Leadership and Teamwork. 2 hrs. II.**
Introduction to individual and team military tactics in squad operations. Includes: communications, safety assessments, movement techniques, planning for safety/security, training management, and methods of preoperational checks. (CR: MS 202L, PR: MS 201 or departmental permission)
- 201L-202L Military Science Basic Leadership Lab II. 1 hr. I, II.**
Practice and refine the basic soldier skills and field craft learned in MS 101L/102L. Build self-confidence and team-building skills through leadership opportunities supervising MS101L/MS102L cadets. CR: MS 201 and 202)
- 211 Ranger Operations and Techniques. 2 hrs. I.**
Provides an overview of U.S. Army Ranger history, organization, and mission. Small unit tactics, leadership, patrolling techniques, marksmanship, repelling, and land navigation.
- 216 Application of Marksmanship Fundamentals. 2 hrs. I, II.**
Teaches the fundamentals of rifle marksmanship in a competitive environment through the use of competition grade air rifles. Students learn shooting techniques, safety, range operations and competitive shooting skills.
- 251 Camp Challenge. 6 hrs. S.**
This course is a five-week camp consisting primarily of applicatory training conducted during the summer at Fort Knox, Kentucky. It is designed to replace the first two years of on-campus ROTC training. Students who successfully complete the course are eligible to enter advanced military science training with departmental permission.
- 301 Leadership and Problem Solving. 3 hrs. I.**
Uses small unit defensive tactics and opportunities to plan and conduct training. Practical opportunities to lead small groups, receive personal assessments/encouragement, and lead in situations of increasing complexity. (CR: MS 301L, PR: MS 101, 102, 201 and 202 or MS 251 or department permission)
- 301L-302L Advanced Course Leadership Lab III. 1; 1 hr. I, II.**
Students develop, practice and refine leadership skills by serving and being evaluated in a variety of leadership positions. Students are responsible for the planning, coordination, execution and evaluation of training. (PR: MS 301/302)
- 302 Leadership and Ethics. 3 hrs. II.**
Analyze tasks; prepare written/oral guidance; delegate, and supervise. Plan for and adapt to the unexpected under stress. Examine and apply lessons from leadership cases studies, study ethical decision making. (PR: MS 301/ 301L; CR: MS 301L)
- 351 Summer Training Camp. 6 hrs. (non-resident) S.**
A five-week camp at Fort Lewis, Washington; it is highly structured and demanding, stressing leadership at small unit levels under varying, challenging conditions. Individuals are evaluated throughout camp. (PR: MS 302)
- 401 Leadership and Management. 3 hrs. I.**
Articulate goals, plan, conduct, and evaluate activities of the ROTC cadet organization. Assess organizational cohesion and develop improvement strategies. Develop confidence in leadership skills and manage resources. (PR: MS 302; CR: MS 401L)
- 401L-402L Advanced Course Leadership Lab IV. 1 hr. I, II.**
Students develop, practice and refine leadership skills by serving a variety of leadership positions. Students are responsible for the planning, coordination, execution and evaluation of training for students enrolled in MS 101L-MS 302L. (CR: MS 401, 402)

- 402 Officership. 3 hrs. II.**
Identify/resolve ethical dilemmas. Refine counseling/motivating techniques. Examine aspects of tradition and law as relating to an Army officer. Prepare for a future as a successful Army lieutenant. (PR: MS 401/401L; CR: MS 402L)

MINE SAFETY (MSF)

- 397 Mining and Industrial Hygiene Sciences. 3 hrs. I or II.**
Algebra, chemistry, human anatomy and physiology as applicable to Industrial Hygiene calculations; hazards encountered and physiological systems affected. (PR: CHM 212 or equivalent)
- 410 Survey of Mining. 3 hrs.**
An overview of mining to provide the participant with a general understanding of mining history, development systems terminology, procedures, methods, and safety and health activities.
- 411 Mine Safety Program Analysis. 3 hrs.**
This course prepares the participant for the effective analysis of safety programs and provides some specific applications in the mining environment.
- 412 Mine Safety and Health Legislation. 3 hrs.**
A survey of the legislation that has affected safety and health in mining with special emphasis of the Federal Mine Safety and Health Act of 1977.
- 413 Mine Safety and Health Management. 3 hrs.**
This course covers the principles, functions and philosophies of mine management.
- 414 Hazards Control in Mining. 3 hrs.**
A study of how to recognize accident potential throughout the mining industry.
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
A study of special topics not offered in regularly scheduled courses.
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 491-494 Workshop (Selected Topics). 1-4; 1-4; 1-4; 1-4 hrs.**

MODERN LANGUAGES (MDL)

- 280-283 Special Topics.**
Beginning and intermediate study of a language not regularly taught in the Department of Modern Languages.
- 480-483 Special Topics.**
Advanced study of a language not regularly taught in the Department of Modern Languages.

MUSIC (MUS)

- 100 Applied Music Laboratory. 0 hrs. I, II.**
A forum devoted to the development of applied music area, supplying the opportunity for music majors both to demonstrate performance skills and to observe the skills of colleagues.
- 101 Basic Musicianship. 3 hrs. I.**
(CR: MUS 102)
- 102 Developmental Class Piano. I.**
Class instruction for students with little or no prior background in piano. Preparation for entry into the MUS 179 sequence. (PR: permission; CR: MUS 101)
- 111 Elementary Music Theory 1. 2 hrs. I.**
Study of the diatonic harmony of the Common Practice Period through development of compositional and analytical skills. Emphasis on cadences, melodic form, non-harmonic tones, and diatonic triads. (PR: MUS 101 or permission; CR: Music 113)
- 112 Elementary Music Theory 2. 2 hrs. II, S.**
Continued study of diatonic and chromatic harmony of the Common Practice Period through development of compositional and analytical skills. Emphasis on elementary forms, chromatic harmony, elementary modulation, and secondary dominants. (PR: MUS 111; CR: MUS 114)
- 113 Elementary Aural Skills 1. 2 hrs.**
Study of the diatonic harmony of the Common Practice Period through aural analysis and development of sight-singing skills. Emphasis on rhythm, melodic form, non-harmonic tones and diatonic triads. (PR: MUS 101 or permission; MUS 111 must be taken concurrently or prior to enrollment in MUS 113)
- 114 Elementary Aural Skills 2. 2 hrs.**
Continued study of the harmony of the Common Practice Period through aural analysis and development of sight-singing skills. Introduction to syncopation, elementary forms, chromatic harmony, and secondary dominants. (PR: MUS 111 and 113; MUS 112 must be taken concurrently or prior to enrollment in MUS 114)

- 115-116 Elementary Music Theory. 4 hrs. each. I, II.**
A thorough study of the melodic, harmonic and rhythmic elements of music through writing, playing, singing and listening. Includes triads, modulation, seventh chords, sight-singing, melodic and harmonic dictation. (MUS 101 or permission is a prerequisite for MUS 115; MUS 115 is a prerequisite for MUS 116)
- 121 Aural Perception of Music Literature. 2 hrs. II.**
Development of aural skills in perceiving timbre, texture, rhythm, meter, linear organization, harmonic organization, and form through listening to selected works and study of their scores.
- 142 Appreciation of Music. 3 hrs. I, II, S.**
Development of an appreciation and understanding of music as a fine art, including experiences from a variety of sources drawn from many layers of cultures and civilizations. For non-music majors.
- 171-371 African Drum and Dance Ensemble. II.**
- 174-374 Irish Ceili Band. I, II.**
- 177 a,b Class Guitar. 1; 1 hr. I, II.**
Classes for guitar majors and elective students.
- 178 a,b Class Voice. 1; 1 hr. I, II.**
Classes for voice minors and electives designed for beginners. (PR: Permission)
- 179 a,b,c,d Class Piano. 1; 1; 1; 1 hr.**
Classes for piano minors and electives progressing from beginner to proficiency level. (PR: Permission)
- 181-381 Applied Music. Saxophone.1-2; 1-2 hrs. I,II.**
- 182-382 Applied Music. Flute.1-2; 1-2 hrs. I,II.**
- 183-383 Applied Music. Oboe. 1-2; 1-2 hrs. I,II.**
- 184-384 Applied Music. Clarinet.1-2; 1-2 hrs. I,II.**
- 185-385 Applied Music. Bassoon.1-2; 1-2 hrs. I,II.**
- 186-386 Applied Music. French Horn.1-2; 1-2 hrs. I,II.**
- 187-387 Applied Music. Trumpet.1-2; 1-2 hrs. I,II.**
- 188-388 Applied Music. Trombone. 1-2; 1-2 hrs. I,II.**
- 189-389 Applied Music. Euphonium. 1-2; 1-2 hrs. I,II.**
- 190-390 Applied Music. Tuba. 1-2; 1-2 hrs. I,II.**
- 191-391 Applied Music. Violin. 1-2; 1-2 hrs. I,II.**
- 192-392 Applied Music. Viola. 1-2; 1-2 hrs. I,II.**
- 193-393 Applied Music. Cello. 1-2; 1-2 hrs. I,II.**
- 194-394 Applied Music. String Bass. 1-2; 1-2 hrs. I,II.**
- 195-395 Applied Music. Piano. 1-2; 1-2 hrs. I,II.**
- 196-396 Applied Music. Voice. 1-2; 1-2 hrs. I,II.**
- 197-397 Applied Music. Organ. 1-2; 1-2 hrs. I,II.**
- 198-398 Applied Music. Percussion. 1-2; 1-2 hrs. I,II.**
- 199-399 Applied Music. Guitar.1-2; 1-2 hrs. I,II.**
Course descriptions and standards of performance are available in the Office of the Chairman.
- 203-403 Choral Union. 1; 1 hr. I, II.**
Large choral ensemble available to university and regional singers without audition. Gives public performances of oratorios and works for chorus and orchestra twice a year. One rehearsal per week.
- 204-404 Marshall University Chorus. 1; 1 hr. I, II.**
A mixed chorus of 60-90 singers open to all university students without audition. Public performances of a variety of music are given each semester. Three rehearsals per week.
- 206-406 Opera Workshop. 1; 1 hr. I, II.**
Preparation and performance of opera scenes and full operas. Membership open to students as singers, pianists, and technical personnel. Roles assigned by audition. Two rehearsals per week plus private coaching. (PR: Audition with Director)
- 207-407 Marshall University Chamber Choir. 1; 1 hr. I, II.**
Advanced, auditioned choral ensemble open to all university students. Repertoire performed locally and on tour includes great chamber literature of the past five centuries. Three rehearsals per week. (PR: Audition with Director)
- 208-408 Orchestra. 1; 1 hr. I, II.**
The Marshall Orchestra is open to all university students, faculty, and interested musicians in the community with permission of the instructor. Concerts are presented each semester. (PR: Audition with Director)
- 210 Introduction to Electronic Music. 2 hrs.**
A nontechnical introduction to the theory, practice and literature of electronic music. Open to non-music majors.

- 211 Advanced Music Theory 1. 2 hrs. I.**
Study of advanced harmonic concepts in tonal music including modulation, altered pre-dominants, chromatic mediant relationships, and an introduction to such forms as rondo, variations and sonata process. (PR: MUS 112 and MUS 114; CR: MUS 213)
- 212 Advanced Music Theory 2. 2 hrs. II.**
The study of pitch, harmonic, and formal materials found in music of the late 19th and 20th centuries, including advanced chromaticism, free atonality, serial music, and musical developments post 1945. (PR: MUS 211)
- 213 Advanced Aural Skills 1. 2 hrs. I.**
Sight-singing and aural analysis of melodies, harmonies, and rhythms found in 18th and 19th century music, including modulating melodies, secondary dominants, multi-part harmonic dictation, and characteristic rhythms. (PR: MUS 112 and MUS 114; MUS 211 must be taken concurrently or prior to enrollment in MUS 213)
- 214 Advanced Aural Skills 1. 2 hrs. II.**
Sight-singing and aural analysis of 19th and 20th century music, including chromatic harmony, modulating melodies, multi-part harmonic dictation, scale/chord identification, characteristic 20th century sonorities, and advanced rhythmic materials. (PR: MUS 211 and MUS 213; MUS 212 must be taken concurrently or prior to enrollment in MUS 214)
- 215-216 Advanced Music Theory. 4 hrs. each. I, II.**
Advanced modulation, chromatic harmony and advanced melodic and harmonic dictation, sight-singing. Homophonic forms and 20th century concepts are introduced. (MUS 116 is PR for 215; MUS 215 is PR for 216)
- 217 Jazz Theory. 4 hrs.**
Fundamental jazz theory and ear training. Chords, scales, nomenclature. Harmonic progressions and substitutions. Aural recognition of melodic and chord structures and functions. Composition and transcription. (PR: MUS 211 and 213 or MUS 215)
- 222 Italian and English Diction for Singers. 2 hrs.**
A systematic study of the pronunciation and problems encountered by singers when performing repertoire with English and Italian texts.
- 224 French and German Diction for Singers. 2 hrs.**
A systematic study of the pronunciation and problems encountered by singers when performing repertoire with French and German texts. (PR: MUS 222)
- 231 Jazz Improvisation I. 2 hrs. I.**
Introduction to improvisation. Diatonic chord/scale relationships. Basic forms. Melodic construction and elaboration. Rhythmic improvisation. Keys and modes. (PR: MUS 112 and MUS 114 or MUS 116)
- 232 Jazz Improvisation II. 2 hrs. II.**
Continued development of skills and techniques. Idiomatic jazz patterns. Survey of standard literature. Turnarounds, blues progressions. Transcription of solos. Performance and elaboration of representative literature. (PR: MUS 231)
- 240 Seminar in Music Composition and Theory. 2 hrs. II.**
Introduction to advanced theoretical and compositional methods employed by artist/researchers in analyzing music from the 19th and 20th centuries. (PR: MUS 211 and 213 or MUS 215 or permission)
- 250 Survey of Jazz. 3 hrs.**
A survey of the development of jazz and related forms from the 19th century antecedents to recent experimental trends.
- 252-452 Cello Ensemble. 1 hr.**
Cello students will rehearse and perform works from the major literature for cello ensemble.
- 253-453 Guitar Ensemble. 1 hr.**
An ensemble elective for guitar majors and qualified guitar elective students that focuses on sight reading skills, ensemble accuracy and position playing.
- 254-454 Flute Ensemble. 1; 1 hr. I, II.**
Performs a wide variety of musical styles from full flute choir to quartets, trios, etc. Membership required of all flute majors; others by audition. One rehearsal per week.
- 255-455 String Ensemble. 1; 1 hr. I, II.**
(PR: Audition with Director)
- 256-456 Woodwind Ensemble. 1; 1 hr. I, II.**
(PR: Audition with Director)
- 257-457 Percussion Ensemble. 1; 1 hr. I, II.**
(PR: Audition with Director)
- 258-458 Brass Ensemble. 1; 1 hr. I, II.**
(PR: Audition with Director)

- 259-459 Jazz Ensemble. 1; 1 hr. I, II.**
(PR: Audition with Director)
- 260-460 Jazz Improvisation Ensemble. 1 hr. I, II.**
Ensemble improvisation from duet to tentet. Emphasis on music sightreading, recognition and application of chord/scale relationships in a performance setting. Ensemble playing skills. May be repeated for credit.
- 261 String Techniques. 1 hr. I.**
- 262 Woodwind Techniques. 1 hr. I.**
- 263 Brass Techniques. 1 hr. II.**
- 264 Percussion Techniques. 1 hr. II.**
- 265-465 Symphonic Band. 1 hr. I, II.**
- 266-466 Marching Band. 1; 1 hr. I.**
- 267-467 Wind Symphony. 1; 1 hr. I, II.**
(PR: Audition with Director)
- 268-468 Pep Band. 1; 1 hr. I, II.**
- 269-469 Contemporary Music Ensemble. 1 hr.**
Performance of contemporary music in various media. May be repeated for credit. Counts towards improvisation requirement.
- 270-470 Music Production Practicum. 1-3 hrs.**
Application of musical production processes, theories, and techniques. Specialized practical experience in all music aspects of rehearsal and performance.
- 279a,b,c,d Jazz Piano Class. 1 hr.**
Class instruction progressing from beginner to advanced. Development of literature and skills needed to pass the jazz piano proficiency exam. (PR: Permission)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 301 Analysis. 2 hrs. I.**
The study of small and large forms; song form, minuet, variation, fugue, rondo, sonata, etc. Recognition of various forms by ear and by sight. (PR: MUS 216)
- 302 Advanced Analysis. 2 hrs. II.**
A study of larger musical forms and contemporary applications of older forms. Recognition of these forms by sight and sound. (PR: MUS 301)
- 304 Styles. 2 hrs. I.**
An investigation of the distinguishing characteristics of the music of major composers by the study, dissection and comparison of major works. (PR: MUS 302)
- 305 Music Technology I. 2 hrs. I.**
Introduction to music technology for sound reinforcement, recording, stage lighting, and classroom multimedia (scanners, MIDI/audio workstations, digital cameras); and emerging issues concerning use and production of media in Western society.
- 306 Music Technology II. 2 hrs. II.**
Introduction to software for digital sound, MIDI, music notation, desktop publishing, HTML, CAI, distance learning, and emerging issues concerning the use the Internet and technology in education. (PR: MUS 305 or permission)
- 307 Jazz Styles. 3 hrs.**
Structural forms used in jazz, analysis of extended forms. Techniques for solo transcriptions. Harmonic practices in specific styles. Survey of significant jazz composers, performers, genres. (PR: MUS 217)
- 312-313 Vocal Techniques. 1; 1 hr. I, II.**
Foundation principles of voice usage, interpretation, and problems of vocal pedagogy. For instrumental music education majors. Courses must be taken in sequence. (PR: MUS 312 for 313)
- 315 Instrumental Conducting. 2 hrs. I.**
Techniques and mechanics of the baton with emphasis on securing attacks, releases, dynamics, and tempo changes. Analysis of band and orchestral scores with practical application. (PR: MUS 212 and 214)
- 320 Instrumental Arranging. 2 hrs. II.**
The study of the instruments of the modern orchestra, their history, technical possibilities and limitations, and practical application of technique in public school work. (PR: MUS 212 and 214)
- 321 Choral Arranging. 2 hrs. I.**
Score writing and arranging for vocal ensembles of two to eight parts. (PR: MUS 212 and 214)
- 322 Orchestration. 3 hrs.**
A detailed study of band and orchestral instrument capabilities and their use in various large and small ensembles to develop comprehensive scoring technique. (PR: MUS 212 and 214, MUS 320)

- 323 Jazz Arranging and Composing. 3 hrs.**
Fundamental techniques and analysis of jazz masterworks applied to composing and arranging in various instrumental and vocal jazz styles. Orchestration for large and small ensembles. (PR: MUS 307)
- 331 Jazz Improvisation III. 2 hrs. I.**
Advanced skills and techniques. Extended forms, substitute harmonic progressions. Survey of standard bebop literature. Transcription of solos. Performance and elaboration of representative literature. (PR: MUS 232)
- 332 Jazz Improvisation IV. 2 hrs. II.**
Advanced skills, techniques, and performance practices. Compound and extended forms. Survey of post-bebop, free jazz, fusion, and Afro-Caribbean literature. Transcription of solos. Performance of representative literature. (PR: MUS 331)
- 338 Music Education: Materials and Methods in School Music (PreK-4). 3 hrs. I.**
Elementary music education techniques, including movement, song, dance, rhythm, and musicianship. Study of Orff, Kodaly, Dalcroze techniques. Curriculum design and incorporation of music curriculum into elementary curriculum. Field experience required. (PR: EDF 218, 319)
- 339 Music Education: Materials and Methods in Instrumental Music (Grades 5-12). 3 hrs. II.**
Intensive study of materials and methods of instrumental music in middle and secondary grades. Curriculum design and incorporation of music curriculum into general curriculum. Field experience required. (PR: EDF 218, 319)
- 340 Music Education: Materials and Methods in Choral and General Music (Grades 5-12). 3 hrs. II.**
Intensive study of vocal/choral materials. Methods of presentation of music in middle and secondary grades. Curriculum design and incorporation of music curriculum into general curriculum. Field experience required. (PR: EDF 218, 319)
- 342 Music Materials and Procedures. 3 hrs. I, II, S.**
Materials and procedures for teaching music in nursery school, kindergarten and grades K-6. (PR: MUS 142 and permission of College of Education and Human Services)
- 376 Junior Recital. 1 hr.**
- 379 Advanced Class Piano. 1 hr.**
Class instruction for experienced students. Development of repertoire, ensemble skills, and sight reading. (PR: MUS 179D or permission)
- 401 Research in Music. 3 hrs. I.**
Basic research procedures and bibliography study culminating in a project in the student's area of specialization. (PR: Permission of instructor and MUS 212 and 214)
- 410 Introduction to World Music. 3 hrs. II.**
This course will survey native musics of Africa, Asia, and the Americas as an aspect of culture. No formal background in music is required, as students will learn techniques for listening and articulating responses to music. (PR: Sophomore standing or above)
- 411 Jazz Pedagogy and Conducting. 3 hrs.**
Methods and materials for jazz curriculum. Ensemble organization, rehearsal and conducting techniques. Selection of literature and equipment. Organization and presentation of public performances. (PR: MUS 323)
- 415 Choral Conducting. 2 hrs. II.**
Continuation of Music 315 with emphasis on interpretations, voice classification, intonation, choral repertoire, and program building. Opportunity for practical experience is provided by the various college choral organizations. (PR: MUS 315)
- 422 History and Literature of Music. 3 hrs. I.**
From Medieval through Baroque periods, including form and texture in music, study of major works, listening to music, project reports. Designed for music majors (PR: MUS 121)
- 423 History and Literature of Music. 3 hrs. II.**
Classical and Romantic periods, including form and texture in music, study of major works, listening to music, project reports. Designed for music majors. (PR: MUS 422)
- 425 Music of the Twentieth Century. 3 hrs. I.**
Study of the major schools and developments in all aspects of twentieth-century music through reading, analysis, listening, and project reports. Designed for music majors (PR: MUS 212 and 214 or 217, 422, 423)
- 426 American Music and Its Influences. 3 hrs.**
Musical and cultural influences of European, West African, Caribbean, and Native American societies on United States music from 1650 to 1920. Specific application to concert music.
- 428 Song Literature. 2 hrs.**
A discussion of the development of the art song in western civilization. Study of song literature including texts, accompaniments, interpretation, and program building. For singers and accompanists. (PR: Sophomore hearing or permission of instructor)

- 429 Vocal Pedagogy. 2 hrs.**
Review of materials, concepts, and methodology used in teaching singing; overview of anatomy and function of the voice. Emphasis on beginning and intermediate levels.
- 430 Composition. 2 hrs.**
Experience in writing music compositions in various forms. (PR: MUS 212, 214, and 301)
- 431 Advanced Composition I. 3 hrs.**
Experience in writing musical compositions in various forms to develop skill in twentieth-century compositional techniques. (PR: MUS 430)
- 432 Electronic Music Composition. 2 hrs.**
The theory and practice of the use of electronic media of composition. Synthesizer and tape recording techniques will be emphasized. Primarily for music majors. (PR: MUS 212 and 214)
- 433 Advanced Composition II. 3 hrs.**
Experience in writing musical compositions in larger forms using twentieth-century compositional techniques. (PR: MUS 431)
- 440 Piano Teaching Techniques and Materials. 2 hrs. S.**
Materials and techniques of presentation; development of reading skills; basic fundamentals of technique; cultivation of musicianship. Emphasis is on elementary and intermediate levels.
- 441 Piano Literature I. 2 hrs.**
Investigation of the historical significance, stylistic and technical aspects, and performance problems in solo keyboard repertoire from J.S. Bach to Schubert. (PR: MUS 212 and 214 and 4 semesters advanced applied piano or equivalent)
- 442 Piano Literature II. 2 hrs.**
Investigation of the historical significance, stylistic and technical aspects, and performance problems in solo keyboard repertoire from Chopin to the present. (PR: MUS 212 and 214 and 4 semesters advanced applied piano)
- 450 Guitar Literature. 2 hrs.**
A survey of the literature for guitar from c. 1400 to the twentieth century. (PR: Permission)
- 451 Guitar Pedagogy. 2 hrs.**
A survey of guitar pedagogy literature, and a practicum in teaching classical guitar. (PR: Permission)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 491-494 Workshops. 1-4; 1-4; 1-4; 1-4 hrs.**
- 498 BFA Composition Capstone. 2 hrs.**
A discipline-based experience designed to combine classroom and studio education in a summarizing project. (PR: MUS 401, 302 and 304)
- 499 BFA Performance Capstone. 2 hrs.**
A discipline-based experience designed to combine classroom and studio education in a summarizing project. (PR: MUS 401, 302 and 304)

NURSING (NUR)

- 120 Introduction to Nursing. 8 hrs. 6 theory-2 clinical. (ASN only)**
Introduce the nursing role and use of the nursing process in assisting adult clients to meet basic needs. Clinical included. (CR: BSC 227, FSC 210, CHM 203)
- 123 Transition from the LPN to RN Role. 4 hrs.**
Focus in on transition of the LPN to the professional RN role. (CR: BSC 250, DTS 314; PR: BSC 227, BSC 228, CHM 203, PSY 201, ENG 101)
- 216 Alterations in Physiological Functioning I. 6 hrs.**
Focus is on knowledge necessary to care for patients with alterations in basic physiological functioning. Lab included. (PR: NUR 123, NUR 223)
- 219 Nursing Assessment of Individuals I. 3 hrs.**
Study of nursing assessment of the individual through the life span in relation to wellness promotion and the impact of illness. Basic students: Completion of freshman level classes. (PR: Permission)
- 220 Health Alterations I. 8 hrs. 6 theory-2 clinical. (ASN only)**
Focus is on nursing care of adult clients responding to potential and actual health alterations. (PR: NUR 120; CR: BSC 250, PSY 311)
- 221 Foundations of Professional Nursing I. 5 hrs.**
Introduction to philosophical and theoretical foundations of nursing, exploration and integration of concepts and processes basic to professional nursing practice. Practicum included. (PR: Permission)
- 222 Foundations of Professional Nursing II. 6 hrs.**
Introduction to professional nursing practice in relation to potential and simple alterations in health. Practicum included. (PR: Permission)

- 223 Introduction to Nursing Pharmacology. 2 hrs.**
Focus is on role of the Associate degree nurse in understanding the human response to pharmacological therapy. (PR: LPN license)
- 224 Patients with Maladaptive Psychosocial Functioning. 3 hrs.**
Role of the professional nurse in caring for patients with alterations in psychosocial functioning. Lab included. (PR: NUR 123, NUR 223)
- 225 Psychiatric Nursing. 4 hrs. 3 theory-1 clinical. (ASN only)**
Focus is on the nursing role in caring for clients with alterations of psychosocial functioning. Clinical included. (PR: PSY 201, NUR 220; CR: PSY 311)
- 230 Health Alterations II. 8 hrs. 5 theory-3 clinical. (ASN only)**
Focus is on nursing care of adult clients with health alterations of specific physiological systems. Role requirements and processes utilized in managing groups of clients is introduced. Clinical included. (PR: NUR 220)
- 233 Alteration in Physiological Functioning II. 6 hrs.**
Role of the nurse in caring for patients with problems in specified physiological functions. Lab included. (PR: NUR 216)
- 235 Maternal-Child Nursing. 6 hrs. 4 theory-2 clinical. (ASN only)**
Focus is on the nursing role utilized in promoting health and caring for the child bearing family and pediatric clients. Clinical included. (PR: PSY 311, NUR 220)
- 236 Physiological and Psychosocial Functioning of Maternal/Neonatal Patients. 3 hrs.**
Physiological functioning and psychosocial processes of the maternal-neonatal patient. Lab included. (CR: PSY 311; PR: NUR 123, NUR 223)
- 237 Nursing Care of Children from Infancy to Adolescence. 3 hrs.**
Physiological and psychosocial functioning of the patient from infancy to adolescence. Lab included. (CR: PSY 311; PR: NUR 123, NUR 223)
- 238 Complex Alterations in Physiological Functioning. 5 hrs.**
Role of the nurse in caring for patients with complex alterations in physiological functioning. Lab included. (CR: NUR 233; PR: NUR 216)
- 239 Role Synthesis of the Associate Degree Nurse. 2 hrs.**
This course will provide the knowledge and skill required to perform roles of patient care manager. Lab included. (CR: NUR 233, NUR 238)
- 241 Health Alterations III. 6 hrs. 4 theory-2 clinical. (ASN only)**
Focus is on nursing care of adult clients with health alterations of specific physiological systems. (PR: NUR 230)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 305 Concepts of Professional Nursing. 4 hrs.**
Emphasizes concepts and processes essential to professional nursing practice. Philosophical and theoretical foundations of nursing are examined. Focus is on professional role and role transition. (PR: Permission)
- 318 Family and Chronic Illness. 2 hrs.**
Focus is on family nursing theory as it related to human responses. Emphasis is on factors influencing family health promotion and health protection. Included is the impact of chronic illness on families. (PR: Permission)
- 319 Nursing Assessment of Individuals II. 4 hrs.**
Development of skills in taking health history and performing physical examination of clients throughout the life span. Practicum included. (PR: Permission)
- 321 Nursing and Human Responses I. 5 hrs.**
Focus of nursing is on the diagnosis and treatment of human responses to changes that occur in the expanding family. Practicum included. (PR: Permission)
- 322 Nursing and Human Responses II. 5 hrs.**
Focus is upon nursing care of clients of all ages in relation to human responses to psychosocial and chronic illness. Practicum included. (PR: Permission)
- 323 Nursing and Human Responses III. 5 hrs.**
Focus is on nursing care of adult clients responding to common health problems. Practicum included. (PR: Permission)
- 324 Nursing and Human Responses IV. 5 hrs.**
Focus is on nursing care of adult clients responding to potential and complex alterations in health in relation to specific body systems. Practicum included. (PR: Permission)
- 325 Nursing and Human Responses V. 5 hrs.**
Focus is on nursing care of adult clients responding to potential and complex alterations in health in relation to specific body systems. Practicum included. (PR: Permission)

- 326 Nursing and Human Responses VII. 3 hrs.**
Focus is on nursing care of pediatric clients of all ages and their family's response to common and complex health problems. CR: NUR 324, PR: NUR 323)
- 350 Pharmacology for Nurses. 3 hrs.**
Focus is on the role of the nurse in drug therapy. Specific drug classifications and prototypical drugs, their actions, effects, and nursing implications are described in-depth. (CR: NUR 323)
- 400 Transcultural Health Care. 3 hrs.**
Focus is on health care practices and beliefs in a variety of cultures. Political, economic, and geographic factors affecting global health care are addressed. Open to non-majors. (PR: SOC 200 or ANT 201)
- 409 Nursing Research. 3 hrs.**
Focuses on the research process and methodology. Development of critical thinking and decision making skills needed to analyze and evaluate research findings for application to nursing included. (PR: Permission)
- 415 Cost-Based Care. 3 hrs.**
Focus of this course will be an introduction of health care finance, including managerial accounting and financial analysis, and use of management tools. (PR: Admission to the RN BSN program)
- 417 Evidenced-Based Nursing Practice. 3 hrs.**
Skill development in identifying and utilizing evidenced-based clinical nursing practice. (PR: Admission to the RN BSN program, NUR 409, and statistics)
- 419 Professional Nursing. 3 hrs.**
Focus on nursing leadership, the management of patient care, and issues inherent to professional nursing practice. (CR: NUR 422, PR: NUR 305)
- 421 Nursing and Human Responses VI. 5 hrs.**
Focus is upon the public health principles and nursing practice with opportunity to provide health promotion for clients at risk and long term care for individuals and families in the home. (PR: Permission)
- 422 Role Synthesis Practicum. 5 hrs.**
Focus is on leadership activities related to the roles of the professional nurse: provider of care, coordinator of care, and member of the profession. Practicum included. Capstone experience (PR: Permission)
- 424 Pharmacology for Nurses. 3 hrs.**
Focus on the role of the nurse in drug therapy. Specific drug classifications and prototypical drugs, their actions, effects and nursing implications are described in length. (PR: Permission)
- 425 Capstone Seminar. 3 hrs.**
The purpose of this course is to assist the student to synthesize the content of the baccalaureate nursing educational program. (CR: NUR 422)
- 428 Rural Health Care. 1-6 hrs.**
Practicum in providing health care to clients in rural underserved setting. Community assessment and multidisciplinary experiences included. Focus is on activities related to roles of the professional nurse. (PR: Permission)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Study of topics not available in other courses.
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 495H-496H Readings for Honors in Nursing. 2-4; 2-4 hrs.**
Open only to nursing majors of outstanding ability. By permission of the Dean. See Honors Courses.

PARK RESOURCES AND LEISURE SERVICES (PLS)

- 100 Leisure in Your Life. 3 hrs.**
An elective course, for non-park and recreation majors, designed to explore contemporary leisure values and the impact of leisure on American culture. (May not substitute for PLS 101)
- 101 Introduction to Parks and Leisure Services. 3 hrs.**
An orientation to the profession emphasizing history, trends, concepts, and relationship to other fields. This course is prerequisite to all other PLS courses.
- 120 Introduction to Therapeutic Recreation. 3 hrs.**
Introduction to the therapeutic recreation profession and its services which are designed to serve the ill, disabled, aged, blind and mentally handicapped.
- 150 Basic Bass Fishing Techniques. 1 hr.**
An activity course designed to teach basic skills in bass fishing including equipment, identification of bass species, location, techniques, and technology.

- 152 Basic Fly Fishing Techniques. 1 hr.**
An activity course designed to teach the basic skills associated with fly fishing including equipment, flies, and techniques.
- 154 Basic Canoeing. 1 hr.**
This course is designed to give the student the knowledge and skills essential to competent and safe canoeing in accordance with American Red Cross techniques and procedures.
- 156 Bicycling. 1 hr.**
This course is designed to give the student basic knowledge and skills essential to safe and enjoyable bicycling.
- 158 Downhill Skiing. 1 hr.**
An activity course designed to teach the basic skills of snow skiing using the proper ski equipment and ski techniques.
- 160 Introduction to Hiking & Camping. 1 hr.**
An introductory activity course developed to teach beginning skills necessary for involvement in hiking and camping trips.
- 201 Recreational Activities. 3 hrs.**
Introduces the student to a variety of recreational activities typically utilized in recreation settings.
- 210 Recreation Programming and Leadership. 3 hrs.**
A study of the fundamental principles of planning and the techniques of implementing these programs.
- 220 Therapeutic Recreation Program Planning. 3 hrs.**
Designed to develop program planning and supervision of leisure activities for individuals with disabling conditions. (PR: PLS 120 or permission)
- 230 Park Management and Operation. 3 hrs.**
Origin and conceptual development of parks, the basic study of both management and operation practices, and the management of physical park resources.
- 231 Nature Study. 3 hrs.**
Designed to provide training in the planning and delivery of nature programs and activities offered in a variety of agencies and organizations.
- 270 Practicum. 2 hrs.**
Scheduled in conjunction with PLS 210 to provide the student with program planning and leadership with leisure service organizations in the community. (CR: PLS 210)
- 271 Therapeutic Recreation Practicum. 2 hrs.**
Scheduled in conjunction with PLS 220 to provide the student with programming experience for the handicapped. (CR: PLS 220)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 301 Outdoor Recreation. 3 hrs.**
Organization, administration and delivery of outdoor recreation activities and resources. Emphasis upon federal, state, and local government programs and areas.
- 320 Recreational Sports and Campus Recreation Management. 3 hrs.**
This course will deal with the fields of recreational sports and campus recreation management. It will present the foundations of both fields, the development, implementation and trends in today's programs.
- 330 Wildland Recreation Management. 3 hrs.**
A systematic approach to the management of back country, primitive, and wilderness areas.
- 340 Sport and Recreational Event Management. 3 hrs.**
This course will study the process for event management. SPecial attention will be given to the roles and skills utilized by sport and recreation managers.
- 350 Outdoor Adventure Training. 3 hrs.**
The purpose of this course is to offer students an experiential learning environment by participating in an outdoor ropes course, where a series of trust-oriented and challenging activities will enhance a group's cohesiveness and ability to work together. Leadership training in every aspect of the course will also be taught.
- 400 Leisure and Aging. 3 hrs.**
The purpose of this course is to present an overview of the field of leisure services for the elderly. It examines the research, theories, and trends related to leisure for the elderly and presents a wellness model to apply to all delivery settings.
- 401 Administration of Parks and Recreation. 3 hrs.**
Considers administrative practice and various organizational structures. Includes administrative processes, supervision of personnel, budgeting and public relations.

- 402 Assessment and Evaluation in Recreation and Leisure Services. 3 hrs.**
Theoretical and practical approach to evaluation as applied to recreation and leisure services. Emphasis will be upon developing sound assessment and evaluation methodology applicable to recreation and leisure studies. (PLS 101)
- 410 Recreation Area and Facility Maintenance. 4 hrs.**
A study of the knowledge and skills necessary to supervise and administer the general development and maintenance of park and recreation areas and facilities.
- 411 Recreation Areas and Facilities. 3 hrs.**
Basic considerations in the planning and design of recreational and sport areas, facilities, and structures including associated amenities.
- 421 Recreation for Special Populations. 3 hrs.**
A study of the use of recreation activities with disabled persons. Techniques in programming and adaptation to meet the leisure needs of special groups in today's society. (PR: PLS 120 or permission)
- 422 Therapeutic Recreation in Institutional Settings. 3 hrs.**
Designed to acquaint students with the role and practice of therapeutic recreation in treatment centers. (PR: PLS 120 or permission)
- 430 Environmental Interpretation. 4 hrs.**
Principles and techniques of environmental interpretation as practiced in federal, state and private agencies. 3 lec.-2 lab.
- 431 Forest Recreation Planning. 4 hrs.**
A forest recreation planning course utilizing the functional planning approach based upon demand and site capability analysis. 3 lec.-2 lab.
- 440 Introduction to Off-highway Vehicle Recreation. 3 hrs.**
A course designed to introduce the student to the subject of off-highway vehicle recreation in terms of areas, facilities, vehicle types, use, demand, professional organizations, legislation, and legal issues.
- 441 Planning, Design, and Construction of OHV Trail Systems. 4 hrs.**
A course designed to guide students through the process of planning, designing, and constructing off-highway vehicle trails utilizing state-of-the art procedures and technology.
- 442 Operation & Management of OHV Trail Systems. 3 hrs.**
A course designed to provide students with background, guidance, and recommended procedures for operating and managing OHV trail systems and facilities.
- 452 Construction of OHV Trail Systems. 3 hrs.**
A course designed to instruct students in contemporary methods and techniques of constructing OHV trails and related facilities.
- 480-483 Special Topics in Recreation. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: By permission of the division head)
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 490 Park and Recreation Internship. 12 hrs., S.**
A supervised, 40-hour per week, 12-week internship in which the student works with park and recreation agencies. (PR: Senior standing, not more than 18 hrs. remaining before graduation, and minimum 2.0 overall Grade Point Average)

PHILOSOPHY (PHL)

- 200 Introduction to Philosophy: Ancient Period. 3 hrs. I, II, S.**
The origins of philosophical activity among the Greeks by means of a selective sounding of several major thinkers.
- 200H Introduction to Philosophy: Ancient Period. 3 hrs. Honors**
A detailed consideration of selected texts from Ancient philosophy, such as the pre-Socratics, Plato, Aristotle, the Stoics, the Epicureans, the Academic Skeptics, and the neo-Platonists.
- 201 Introduction to Philosophy: Modern Period. 3 hrs. I, II, S.**
Questions and answers concerning the nature of existence and human values and how we come to know them.
- 250 Studies in Humanities. 3 hrs. I, II.**
An interdisciplinary course to introduce students to the elements of a humanistic education. (Same as Classics 250 and Religious Studies 250; PR or CR: English 101)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Group or individual study of areas demanding further study of a more specialized depth.
- 301 Plato's Republic. 3 hrs.**
A deconstruction of the major time-worn prejudices and presuppositions of Platonism by way of a radical reading of Plato's great dialogue the REPUBLIC.

- 302 Applied Ethics. 3 hrs.**
The application of basic ethical theories to contemporary moral issues drawn from such fields as medicine, business and the environment.
- 303 Ethics. 3 hrs.**
A critical study of diverse moral norms, ideals and systems in theory and practice.
- 304 Logic and Interpretation. 3 hrs. I, II.**
Theory and practice of valid principles of thinking, including developing the skills of justifying diverse types of belief and evaluating reasons for conflicting standpoints (for example, racial, gender, and ethnic differences).
- 306 Philosophy of Art. 3 hrs.**
Examination of the qualities involved in the appreciation of beauty which serve as standards of taste.
- 315 American Philosophy. 3 hrs.**
Great American thinkers, including thinkers such as Emerson (transcendentalism), Peirce, James, Dewey, and Rorty (pragmatism), Royce (idealism), Quine (analytic philosophy), and de Man (post-structuralism).
- 320 Comparative Philosophy. 3 hrs.**
The relations of the world's philosophies to the basic cultural and religious traditions of the world and to the development of the world community.
- 321 Current Philosophical Trends. 3 hrs.**
Selected reading in contemporary thought embracing such movements as realism, Marxism, post-structuralism, deconstruction, postmodernism.
- 330 Philosophy of Sex. 3 hrs.**
Introduction to some of the basic authors, texts, and themes in this branch of philosophy beginning with Plato's *Symposium*.
- 340 Philosophy of Sexual Orientation and Gender. 3 hrs.**
An introduction to the philosophy of sexual orientation and its relation to gender, with a special focus on issues of knowledge and politics.
- 353 Philosophy of Science. 3 hrs.**
Reflections on crucial concepts of modern science relevant to philosophical issues in interpreting human beings and the universe; special attention given to epistemological and other problems of mathematics and physical and social sciences. (PR: Three hours of philosophy)
- 363 Philosophy of Feminism. 3 hrs.**
An introduction to contemporary feminist theory including discussion of current gender-related issues.
- 390-394 Junior Seminar in Humanities. 3 hrs.**
A structured interdisciplinary study offered by the departments of Philosophy, Classics, and Religious Studies in the foundations of human thought, myth, literature, religion, philosophy, and art. Same as CL 390-394 and RST 390-394. (CR/PR: ENG 102, 302, 201H,YGS 152, IST 201, or one course from CL 231, 232, 233, 319, PHL 200, 201, 303, 321, 340, 353, RST 205, 206, 300, 304, 320, 325)
- 400 Ancient Philosophy. 3 hrs.**
Advanced study of major philosophers drawn from the ancient Greek and Roman period. (PR: PHL 200)
- 401 Modern Philosophy. 3 hrs.**
Advanced study of major movements in philosophy from the 17th century on, movements such as rationalism, empiricism, idealism, and existentialism. (PR: PHL 201, or any 300 level PHL course)
- 420 Metaphysics. 3 hrs.**
Advanced study of the most basic nature of reality. (PR: 3 hrs. of philosophy)
- 421 Philosophy of Knowledge. 3 hrs.**
Advanced study of the nature and possibility of knowledge. (PR: 3 hrs. of philosophy)
- 451 Philosophy of History and Culture. 3 hrs.**
Ancient and modern theories of the meaning and consequence of history and culture. (PR: 3 hrs of philosophy)
- 455 Philosophy of Religion. 3 hrs.**
Theories of the nature and functions of religion, including the meaning of religious language and the problems of belief. (PR: Six hours between philosophy and religious studies)
- 460 Philosophy of Politics and Power. 3 hrs.**
Advanced study of the significance or the place in human reality of political organization, negotiation, strategy and power.
- 465 Existential Philosophy. 3 hrs.**
A study of existential philosophers from Kierkegaard to Heidegger, Sartre and beyond.

- 470** **Philosophy of Logic. 3 hrs.**
Advanced study of the nature of logic: Whether logic is possible at all, how far it applies, and whether and how there can be conflicting logics.
- 480-483** **Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Shared study and research on a special topic as announced. (PR: Permission of the chairman)
- 485-488** **Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 490-494** **Senior Seminar in Humanities. 1-4 hrs.**
Designed for majors as a senior humanities seminar, the the culminating interdisciplinary study in the Humanities program. (Same as CL 490-494 and RST 490-494).
- 495H-496H** **Readings for Honors in Philosophy. 4; 4 hrs.**
Open only to philosophy majors of outstanding ability. See Honors Courses.
- 498** **Directed Readings in Philosophy. 3 hrs. I or II.**
Advanced research adaptable to the needs of the individual student. (PR: Permission of department chairman)

PHYSICAL EDUCATION (PE)

- 100** **Beginning Swimming. 1 hr. I, II.**
PR: Non-swimming classification or instructor's permission)
- 113** **Basketball. 1 hr. I, II.**
Theory, rules and techniques of basketball.
- 115** **Body Conditioning with Weights. 1 hr. I, II, S.**
An introduction to weight training principles and techniques which can be utilized by both men and women to devise their own individual body conditioning programs.
- 118** **Development of Physical Education and Sport in the United States. 3 hrs. I, II.**
A survey of the development of sport forms and physical education curricula from colonial America through the present day.
- 120** **Self Defense. 1 hr.**
- 121** **Taekwondo. 2 hrs.**
Techniques and skills are taught with emphasis on participation.
- 125** **Beginning Gymnastics 1 hr.**
- 127** **Aerobics - Personal Fitness. 1 hr. I, II, S.**
A course designed to provide the information necessary for the development of an individualized aerobic fitness program.
- 132** **Beginning Volleyball. 1 hr. I, II, S.**
- 133** **Beginning Softball. 1 hr. I, II, S.**
Techniques and skills of softball taught with emphasis on participation in the activity.
- 140** **Beginning Tennis. 1 hr. I, II, S.**
- 141** **Beginning Golf. 1 hr. I, II, S.**
- 142** **Beginning Badminton. 1 hr. I, II.**
- 145** **Beginning Bowling. 1 hr. I, II.**
- 147** **Beginning Soccer. 1 hr. I.**
Instruction in techniques and skills of beginning soccer with strategy provided through class participation.
- 150** **Beginning Ice Skating. 1 hr.**
To provide the student with sufficient skills to properly utilize ice skating as a lifelong recreational activity.
- 155** **Beginning Folk Dance. 1 hr. I, II.**
- 156** **Beginning Square Dance. 1 hr. I, II.**
- 159** **Beginning Social Dance. 1 hr.**
The analytical and practical study of the skills necessary to perform contemporary and traditional ballroom dance.
- 160** **Beginning Modern Dance. 1 hr.**
Analytic and practical study of beginning modern dance technique with some experiences in the basic elements of composition.
- 170** **Beginning Racquetball. 1 hr. I, II.**
- 180** **Yoga. 1 hr.**
Techniques are taught with emphasis on participation.
- 201** **Scientific Foundations for Physical Education. 3 hrs. I, II.**
Instruction and laboratory experiences in basic anatomy, physiology and bio-mechanics as applied in human movement.

- 205 Intermediate Swimming. 1 hr. I, II.**
Theory and practice of fundamental strokes.
- 211 Physical Fitness Leadership. 2 hrs. I, II.**
The student will learn skills needed to lead exercise classes involving aerobic, resistive, and flexibility exercises. (PR: PE 201)
- 218 Socioculture Bases of Physical Education/Sport. 3 hrs. I, II.**
A study of the possible interrelationship between physical activity and various sociocultural factors.
- 232 Intermediate Volleyball. 1 hr. I, II.**
Practice of intermediate volleyball techniques with additional insight into offensive and defensive techniques used in competitive volleyball.
- 235 Intermediate Softball. 1 hr. I, II.**
Practice of intermediate softball skills with emphasis on offensive and defensive techniques and strategies.
- 240 Intermediate Tennis. 1 hr. I, II.**
- 241 Intermediate Golf. 1 hr. I, II.**
- 242 Intermediate Badminton. 1 hr. I, II.**
- 243 Intermediate Basketball. 1 hr. I, II.**
Practice of intermediate basketball skills with emphasis on offensive and defensive techniques and strategies.
- 245 Intermediate Bowling. 1 hr. II.**
- 251 Intermediate Soccer. 1 hr. II.**
Instruction in advanced techniques, skills and strategies in soccer.
- 257 Intermediate Folk Dance. 1 hr.**
Continuation of skills in Folk Dance with emphasis on intermediate dances and techniques.
- 258 Intermediate Square Dance. 1 hr.**
Continuation of skills in Square Dance with emphasis on intermediate dances and techniques.
- 259 Intermediate Social Dance. 1 hr.**
Emphasis on stylization and more advanced skills involved in the performance of ballroom dance.
- 261 Intermediate Modern Dance. 1 hr.**
A continuation of Beginning Modern Dance, with an emphasis on analysis, discipline, and performance.
- 270 Intermediate Racquetball. 1 hr.**
- 275 Scuba Diving. 2 hrs.**
Instruction in the theory and practice of basic scuba diving.
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission of Division Person)
- 290 Practicum in Sport Management and Marketing. 1-3 hrs. II.**
A minimum of 150 hours in the athletic department and classroom setting emphasizing a variety of work experiences and exploration of vocational opportunities in Sport Management and Marketing.
- 295 Adult Fitness Programs in Business and Industry. 2 hrs. I.**
Basic course dealing with adult fitness programs in business and industry. Consideration will be given to types of programs and professional opportunities.
- 305 Health and Physical Education in Early Childhood Programs. 3 hrs.**
Provides students with a wide array of knowledge and skills so they can effectively assume teacher responsibilities in early childhood health and physical education programs.
- 310 Teaching Individual Sports. 2 hrs. I.**
Study and application of the principles and techniques of teaching individual sports skills in grade 5-12. (PR: Completion of Physical Education Activity Competencies)
- 311 Teaching Team Sports. 2 hrs. II.**
Study and application of the principles and techniques of teaching team sports skills in grades 5-12. (PR: Completion of Physical Education Activity Competencies)
- 314 Physical Education in Elementary Schools. 3 hrs. I, II, S.**
A practical approach designed to aid the elementary teacher in teaching methods and techniques needed for the teaching of elementary physical education. (PR: Majors, PE 260 and 350)
- 321 Kinesiology. 3 hrs. I, II.**
Applied anatomy of the human musculature and biomechanics in relation to physical activity. (PR: PE 201)
- 345 Physiology of Exercise. 3 hrs. I, II.**
Analysis of physiological changes which occur in the body during exercise. (PR: PE 201 or BSC 227 and 228)
- 350 Rhythms and Movement for Children. 3 hrs. II.**
Provides elementary physical education specialist with an overview of rhythms and movement activities for elementary school children.

- 365 Tests and Measurements. 3 hrs. II.**
A study of the nature and purpose of measurements and evaluation in the field of physical education. Evaluation of available tests and practice in administration of tests.
- 369 Nature and Bases of Motor Skills. 3 hrs.**
A study of the factors contributing to the acquisition, improvement and retention of gross motor skills. Stages of motor development and learning will be examined from a behavioral approach.
- 375 Evaluating Fitness. 3 hrs. II.**
Application of neuromuscular, physiological and psychological knowledges to the appraisal of individual fitness. Consideration will be given to procedures and practices applicable to individuals varying in age, physique, and initial fitness levels. (PR: PE 345)
- 380 Sport Marketing. 3 hrs.**
A study of the application of marketing concepts to the sport industry. (PR: ECN 200, MGT 218, MKT 340)
- 385 Development and Management of Adult Fitness Programs. 3 hrs. I.**
Considers organizational structures, record keeping, budgeting, and liability factors. (PR: PE 345, 375)
- 401 Ethics In Sport. 3 hrs.**
Philosophical and historical background to the development of values in contemporary society and examination of how these are manifested in the sports world.
- 403 Advanced Swimming and Life Saving. 1 hr. I, II.**
Instruction in several swimming strokes and techniques to develop advanced levels of ability. Instruction and tests for American Red Cross Senior Life Saving Certification.
- 404 Water Safety Instruction. 1 hr. I, II.**
Materials and methods of teaching American Red Cross Safety Course. Upon satisfactory completion, Water Safety Instructor's Certificate issued. (PR: PE 403 and Senior Life Saving Certificate)
- 410 Principles, Organization and Administration of Physical Education and Athletics. 3 hrs. I.**
Principles of health and physical education, procedures in the organization and administration of the physical education program, including purchase, care and use of equipment.
- 416 Planning and Developing HPERD and Athletics Facilities. 3 hrs.**
A course designed to familiarize students with the basic concepts of facility planning and construction. Current trends and innovative designs are reviewed. 2 lec-2 lab.
- 425 Sport in Film. 3 hrs.**
The relationship between sport and feature motion pictures are analyzed in the historical, social and cultural contexts. (PR: Junior or senior standing)
- 430 Sport Law. 3 hrs.**
Study of the basic principles of the legal system as they operate in the environment of American sport. (PR: Junior or Senior standing)
- 435 Adapted Physical Education and Mainstreaming. 3 hrs.**
Theory of remedial exercise and individualizing of physical activities to meet the needs of the physically handicapped. (PR: PE 201)
- 440 Women in Sport. 3 hrs.**
The history of women in sport, gender equity, the opportunities for women and intercollegiate and professional sports (such as participant, coach, trainer, journalist, agent, and promoter), and physiological perspectives.
- 442 Devising and Planning Conditioning Programs. 3 hrs.**
Application of neuromuscular and physiological knowledge to the examination of the administration and content of existing exercise programs as well as the development of new programs. (PR: PE 321)
- 469 Curriculum Development in Physical Education. 3 hrs.**
A study of principles, objectives and procedures in curriculum construction in the elementary and secondary school programs. Typical programs studied and evaluated. (PR: Completion of Physical Education activity competencies)
- 475 Seminar in Sport Management and Marketing. 3 hrs. II.**
Course is designed to provide students with an overview to all aspects involved in the Sport Management and Marketing field through classroom lectures, guest speakers, and field trips. (PR: Junior standing in HPER)
- 476 Theoretical and Practical Aspects of Coaching. 3 hrs.**
An indepth study of the principles and problems of coaching.
- 478 Energy Sources, Body Composition and Performance. 3 hrs.**
Consideration of metabolic requirements for various types of physical activity as well as the impact that physical activity and training can have on body composition and performance. (PR: PE 345)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: HPER majors only, with permission of Division chairperson)

- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
495H496H Readings for Honors in Physical Education and Sport. 1-3; 1-3 hrs.

PHYSICAL SCIENCE (PS)

- 109 General Physical Science. 3 hrs. I, S.**
 The course covers the basic principles and concepts of the universe including energy, and its various forms. Force, motion, electricity, magnetism, the wave theory of light and sound and astronomy are also studied. (PR: MTH 121 or 123. CR: PS 109L lab.) 3 lec.
- 109L General Physical Science Laboratory. 1 hr. I, S.**
 A laboratory course with experiments related to PS 109. (CR: PS 109)
- 110 General Physical Science. 3 hrs. I, S.**
 Course covers the basic principles of chemistry, applications of chemistry, and an introduction to earth science. Atomic theory, chemical reactions and structure, everyday chemicals, and basic concepts of geology are studied. (PR: MTH 121 or 123. CR: PS 110L lab.)
- 110L General Physical Science Laboratory. 1 hr. II, S.**
 A lab course with experiments related to PS 110. (CR: PS 110)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 400 Astronomy. 3 hrs. I, II, S.**
 A study of the stars, planets and galaxies, planetary motion, cosmology, cosmography. Designed to assist teachers and others to develop an interest in astronomy. (PR: PHY 101 or 203 or 213; or PS 109; or PS 400 concurrent)
- 400L Astronomy Laboratory. 1 hr. I, II, S.**
 A computational and observational laboratory. Fundamental observations in astronomy and their interpretation through physical laws. Quantitative discussion of orbital motion, time, telescopes, solar system, stars, and galaxies. (CR: PS 400)
- 410 Physical Principles of Remote Sensing with Applications. 4 hrs.**
 A study of the physical systems for collecting remotely sensed data. Statistical/spatial analysis and modeling using image processing/geographic information/spatial analysis computer software systems with earth resource applications. (PR: PHY 203 and 204; MTH 225 or permission)
- 411 Digital Image Processing and Computer Simulation Modeling. 4 hrs.**
 A study of image processing/geographic information and spatial analysis hardware/software systems, concurrent and parallel image processing modeling scenarios utilizing geobiophysical data for computer simulation modeling and practicum. (PR: PS 410 or permission)
- 425 Development of Scientific Thought. 3 hrs.**
 Offered on demand. A study of the people and ideas which have influenced science: the philosophy of their periods; the economic conditions leading to scientific advancement and the works of the foremost scientists in this field.
- 470 Practicum. 4 hrs.**
 Problem solving, geobiophysical modeling, and proposal development techniques in the physical sciences. (PR: PS 411, BSC 411, IS 421, or permission)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4; 1-4 hrs.**

PHYSICS (PHY)

- 101 Conceptual Physics. 3 hrs. I, S.**
 Introduces nonscience majors to applications of physics in life. Emphasizes conceptual understanding of basic principles in classical and modern physics. Recommended for science students with no high school physics. 3 lec. (PR: MTH 121 or 123 or any math higher than MTH 123. CR: PHY 101L)
- 101L Conceptual Physics Lab. 1 hr. I, II, S.**
 A laboratory course designed to include the principles and applications of physics that are introduced in Physics 101. (CR: PHY 101) 2 lab.
- 201-203 General Physics. 3 hrs. I, II, S.**
 A course in general physics for all science majors with the exception of physics and engineering majors. 3 lec. (PR: MTH 127 or 130 and MTH 122 or 132; CR: PHY 202 and 204 for 201 and 203, respectively; 201 must precede 203)
- 202-204 General Physics Laboratory. 1 hr. I, II, S.**
 Required of all students taking Physics 201-203, unless exempt by special permission. 2 lab.
- 211-213 Principles of Physics. 4; 4 hrs. I, II.**
 A course in the basic principles of physics for physics, mathematics, and engineering majors. 4 lec. (PR: MTH 229. CR: MTH 230)
- 212-214 Laboratory Methods in Physics. 1; 1 hr.**
 A laboratory course to accompany Physics 211-213. 3 lab.

- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 300 Electricity and Magnetism. 3 hrs. I. (Alternate years)**
A course including the study of electrostatics, magnetostatics, electromagnetic induction, introduction to Maxwell's equations and electromagnetic waves. 3 lec. (PR: PHY 203 or 213 and MTH 231)
- 302 Electricity and Magnetism. 3 hrs. II. (Alternate years)**
A study of Maxwell's equations and electromagnetic waves, radiation theory, optical phenomena, and electrodynamics. 3 lec. (PR: PHY 200)
- 304 Optics. 3 hrs. II. (Alternate years)**
An intermediate course in geometrical and physical optics. 3 lec. (PR: PHY 203 or 213) See 405.
- 308 Thermal Physics. 3 hrs. I. (Alternate years)**
A study of thermodynamics, kinetic theory of gases, and an introduction to statistical mechanics 3 lec. (PR: PHY 203 or 213 and MTH 231)
- 314 Electronic Physics. 3 hrs. II. (Alternate years)**
A study of transistors, integrated circuits and their associated circuits. 3 lec. (PR: PHY 203 or 213 and 204) See PHY 415.
- 320 Introductory Modern Physics. 3 hrs. I.**
An introductory study of atomic and molecular theories, relativity, quantum theory, and nuclear physics. 3 lec. (PR: PHY 203 or 213 and MTH 140 or MTH 230) See 421
- 330 Mechanics. 3 hrs. I. (Alternate years)**
An intermediate study of the fundamental principles of statics of particles and rigid bodies, momentum and energy, dynamics of particles, harmonic oscillations, and wave motion. 3 lec. (PR: PHY 203 or 213 and MTH 231)
- 350 Biomedical Physics. 4 hrs. II.**
A one-semester survey course in biomedical applications of physical principles designed for students in premedical, paramedical, and life sciences. 3 lec-2 lab. (PR: PHY 203 or 213 and 204, or consent of instructor)
- 405 Optics Laboratory. 2 hrs.**
A course in optical experiments encompassing geometrical and physical optics. This course is to be taken with Physics 304.
- 412 Atmospheric Physics with Computer Simulation Modeling. 3 hrs.**
A general introduction to the earth's atmosphere. The physical and chemical dynamic behavior of the earth's atmosphere will be analyzed by comparing computer simulated profiles with in situ measurements. (PR: Permission of instructor)
- 415 Electronics Laboratory. 2 hrs.**
A course in laboratory measurements encompassing transistors, integrated circuits, and their associated circuits. This course is to be taken with Physics 314.
- 421 Modern Physics Laboratory. 2 hrs.**
Laboratory exercises on modern physics topics encompassing both experiments of historic significance and current applications. To be taken with Physics 320, or equivalent.
- 431-432 Seminar. 1 hr. each I, II.**
One semester required of physics majors.
- 442 Quantum Mechanics. 3 hrs. (Alternate years)**
A study of waves and particles, the Schrodinger and Heisenberg formulations, particles in potential fields, scattering and perturbation theories, and applications to atomic and nuclear structure. 3 lec. (PR: MTH 231 and PHY 331)
- 445 Mathematical Methods of Physics. 3 hrs. (Offered on demand).**
An introduction to theory of orthogonal functions, curvilinear coordinate systems, vector and tensor fields, and their applications in physics. Problems are drawn from different areas of physics. 3 lec. (PR: PHY 203 or 213 and MTH 231 or permission)
- 447 Mechanics for Teachers. 4 hrs.**
An in-depth study of mechanics for education majors specializing in Physics with emphasis on problem-solving techniques, demonstrations, experiments and computer applications. The course also examines recent advances in physics education. (PR: PHY 203 or 213, MTH 122, MTH 140)
- 450 Radiation Physics in Life Sciences. 4 hrs. II. (Alternate years)**
A course in radiation physics with emphasis on applications in the medical sciences. Designed for students interested in the life sciences. A field trip to the University of Michigan nuclear reactor is an integral part of the course. 3 lec-2 lab. (PR: PHY 203 or PHY 213 and 204, or consent of instructor)
- 462 Nuclear Physics and Chemistry. 3 hrs. II. (Alternate years)**
An introduction to the description of nucleons, electric and magnetic properties of a nucleus, nuclear energy levels, nuclear reactions including neutron activation, interaction of particles with matter, and nuclear forces. 3 lec. (PR: PHY 320 and MTH 231 or consent of instructor.) See 463.

- 463 Nuclear Physics Laboratory. 2 hrs.**
 Laboratory techniques for the measurement of nuclear properties, theory and characteristics of various detectors, statistics of counting, and energy determination of nuclear particles and radiation. This course is to be taken with PHY 462. A field trip to the University of Michigan Nuclear Reactor is an integral part of the course.
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs. I, II, S.**
 By permission of department chairman.
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
 By permission of department chairman.
- 491 Capstone. 1-2 hrs.**
 To give a capstone experience to physics majors in their junior and senior years by applying the principles of physics to the solution of real life problems.
- 492 Capstone. 1-2 hrs.**
 To give a capstone experience to physics majors in their junior or senior years by applying the principles of physics to the solution of real life problems. (PR: PHY 491)

POLITICAL SCIENCE (PSC)

- 104 American National Government and Politics. 3 hrs.**
 The American federal government system, with emphasis on constitutionalism, governmental structure, and the political process.
- 105 Fundamentals of Politics. 3 hrs.**
 General survey introducing the study of politics, its major concepts, processes, institutions, and fields of concern, with attention to the place of political science in the larger context of social science inquiry.
- 200 Models of Politics. 1-3 hrs.**
 Introduction to the use of theory in political science. Offered in one-credit (5-week) modules. Module I is prerequisite to all others. Designed to assist in the development of analytic and synthetic skills.
- 202 American State Government and Politics. 3 hrs.**
 Study of the institutions, processes, and significance of this level of political life in America.
- 207 Comparative Politics. 3 hrs.**
 Introduction to the field of comparative politics, stressing comparative concepts and approaches to the cross-national study of politics and government, with examination of political systems, ranging from democratic to non-democratic types.
- 211 Scope and Method in Political Science. 3 hrs.**
 Study of the development of political science as a distinct science and discipline, and of the fundamentals of research in political science, such as bibliographic techniques, use of scientific method, textual and case-study approaches and data analysis. Offered only in Spring semester.
- 233 Introduction to Public Policy. 3 hrs.**
 Basic concepts and skills in the analysis of public policy problems. Use of policy as an instrument for solving problems. Application to selected fields, for example, environmental policy and urban policy.
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
 To offer a course on some special topic not adequately treated in the regular course offerings
- 301 Urban Government and Politics. 3 hrs.**
 Political systems in American cities and metropolitan areas.
- 303 American Political Parties. 3 hrs.**
 Examination of the American party system, its origins, development and characteristics. Emphasis also on party organization, political ambition and recruitment, party impact on public policy, campaigns, elections, and voting behavior.
- 307 Public Opinion and Propaganda. 3 hrs.**
 Study of the processes by which individuals acquire politically relevant information, attitudes, values, and opinions; the consequences of these processes for political stability and conflict; and the linkage of mass opinions to elite behavior.
- 309 Fundamentals of International Relations. 3 hrs.**
 Survey of major concepts and approaches in the study of international relations and analysis of processes, institutions, strategies, and trends in world politics.
- 311 Issues in Public Policy. 3 hrs.**
 A course devoted to a special topic of interest in the policy field, such as energy, health care, transportation, environmental concerns, etc.
- 333 Introduction to Public Administration. 3 hrs.**
 Introduction to modern theories of administration; the relation of administration to the political system and process; and analysis of administrative organizations and functions, including planning, personnel, and finance.

- 376 Black Politics. 3 hrs.**
Study emphasizing power structures in black communities, dissent and protest, problems and trends, and the uniqueness of black politics as compared with the politics of other ethnic groups.
- 381 The American Legislative Process. 3 hrs.**
Structure and behavior of American national and state legislative systems; the impact of constituencies, parties, interest groups, interpersonal relations, and other factors on the legislative policy-making process; the role of the legislature as a subsystem in the larger political system; and problems and trends.
- 382 Student Legislative Program. 1 hr. II.**
One week of intensive legislative observation designed to provide selected students an understanding of the organization and processes of the West Virginia legislature and its role in the making of public policy. (PR: Junior or senior standing, a Political Science course in American Government and permission)
- 383 The American Executive Process. 3 hrs.**
Study of governmental executives in the American political system, with emphasis on the president, including analysis of constitutional status and powers, recruitment, administrative responsibilities, political and legislative leadership, accountability, and problems and trends.
- 405 International Organization. 3 hrs.**
Study of world and regional organizations as reflections of world politics, as instruments of foreign policies, and as forces for change and order, with emphasis on their role as channels for management of cooperation and conflict.
- 406 International Politics. 3 hrs.**
Study of major issues in world politics, with emphasis on theoretical approaches, problems of war and peace, and contemporary trends.
- 407 Asian Politics. 3 hrs.**
Study of such nations as India, China, Japan, and Korea in the contemporary setting.
- 408 Middle Eastern Politics. 3 hrs.**
Study of the Arab States and such nations as Israel, Iran, and Turkey in the contemporary setting.
- 409 Western Democratic Politics. 3 hrs.**
Study of such nations as Canada and those of Western Europe, particularly Great Britain and France.
- 410 Eastern European Politics. 3 hrs.**
Study of Eastern Europe.
- 411 Latin American Politics. 3 hrs.**
Study of Latin American politics by sectors, such as landed elites, the military, the church, etc. Various styles of governance are considered. Case examples illustrate concepts discussed.
- 415 International Law. 3 hrs.**
Study of theories, origins, sources, development, present state, and trends of international law as a factor in various aspects of international politics.
- 420 Current World and Regional Issues. 3 hrs.**
An intensive study of specific world or regional problems, such as the politics of world hunger, the role of multinational corporations, imperialism, Third World Communist movements, etc.
- 421 American Political Thought. 3 hrs.**
Study of the development and influence of American Political Thought with an emphasis on the linkage of ideas to political and economic forces.
- 422 African Political Systems. 3 hrs.**
The study of political systems of selected countries, blocs, or regions.
- 423 American Foreign Policy. 3 hrs.**
The study of descriptive, analytical, and normative aspects of United States foreign policy with emphasis on contemporary problems and issues.
- 424 Comparative Foreign Policy. 3 hrs.**
Application of the comparative method to foreign policy decision-making and outputs. Comparisons within or between geographic regions.
- 425 Ancient and Medieval Political Thought. 3 hrs.**
Selective study of classics of Western political theory from earliest times through the 15th century, such as that of Plato, Aristotle, the Romans, Augustine, and Aquinas.
- 426 Modern Political Thought. 3 hrs.**
Selective study of classics of Western political theory from the 16th century through the 19th century, such as that of Machiavelli, Bodin, Hobbes, Locke, Rousseau, Hume, Burke, Mill, and Marx.
- 427 Shapers and Definers. 3 hrs.**
A study of political leaders who have shaped and defined the American constitutional tradition.

- 428 Islamic Political Ideas and Institutions. 3 hrs.**
Study of Islamic political ideas, practices, and institutions and their impact on the rise and development of contemporary Islamic movements, organizations, and states.
- 429 The Politics of Conflict and Revolution. 3 hrs.**
Study of major theories of conflict and revolution with emphasis on cross-national explanations and outcomes.
- 433 Public Administration and Policy Development, 3 hrs.**
Examination of alternative theoretical approaches to the study of policy and administration and their implications for the use of policy to shape administrative practice.
- 436 The American Judiciary. 3 hrs.**
Structure and behavior in American national and state judicial systems, including analysis of their decision making and policy making functions, their procedures and administration, and problems and trends.
- 440 Power in American Society. 3 hrs.**
Examination of some of the major theoretical approaches – pluralistic, elitist, etc. – to the study of power. A major concern is the relationship between the distribution of political resources and the performance of political systems. Efforts to transform political systems are examined on the basis of cross-national research.
- 444 Dictatorship and Democracy. 3 hrs.**
An investigation of the strengths of democracies relative to dictatorships with regard to such dimensions as economic growth, income equality, health and welfare of citizens and war reduction.
- 446 Politics In History. 3 hrs.**
A study of politics as an order-shattering, order-restructuring force during some of America's most transformative moments.
- 450 Administrative Law. 3 hrs.**
A study of the basic legal framework of administrative organization, including the problems of administrative discretion, rule-making and adjudication, regulatory agencies, and administrative responsibility in the democratic state.
- 452 Public Personnel Administration. 3 hrs.**
Survey of public personnel administration with particular attention to various facets of the merit system concept. Psychological and human relations aspects of the work situation and supervisor-subordinate interaction emphasized.
- 453 Governmental Budgetary Administration. 3 hrs.**
Study of organization, administration, and accountability in the management of public funds, with emphasis on the political decision-making processes of budget formulation, presentation and execution.
- 454 Administrative Organization and Behavior. 3 hrs.**
A study of the contributions of the behavioral sciences to the study of organizations with stress on such concepts as leadership, motivation, power conflict, organizational design and decision making.
- 460 Civil Rights and Liberties. 3 hrs.**
The basic substantive and procedural elements of American constitutional liberties and civil rights with emphasis on historical development as influenced by social and political forces.
- 461 Urban Problems and Public Policy. 3 hrs.**
Study of policy problems of metropolitan areas in terms of structures, alternatives, and outcomes.
- 480-483 Selected Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
To offer a course on some special topic which is not adequately treated in the regular course offerings.
- 484 Constitutional Law. 3 hrs.**
Introduction to the principles of American constitutional law and analysis of constitutional issues, emphasizing leading Supreme Court cases.
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
These numbers are reserved for tutorials, directed and independent readings, directed and independent research, problem reports, etc.
- 489 Seminar in Public Service. 3 hrs.**
- 490 Public Service Internship. 6 hrs.**
- 495H-496H Readings for Honors in Political Science. 2-4; 2-4; hrs. I, II.**
Open only to political science majors of outstanding ability. Both courses must be taken to receive credit. See Honors Courses.
- 499 Capstone Experience. 3 hrs.**
This course is designed to integrate political theory with politics by considering the relevance of political philosophy to contemporary political questions. Capstone Experience must be completed in the senior year. Offered only in Fall Semester

PORTUGUESE (PRT)

- 101 Elementary Portuguese I. 3 hrs.**
Pronunciation, vocabulary, and basic language structures. For students with no foreign language experience.
- 102 Elementary Portuguese II. 3 hrs.**
Emphasis on oral communication and listening comprehension, some reading and writing. Basic/intermediate language structures. (PR: PRT 101)
- 203 Intermediate Portuguese III. 3 hrs.**
Emphasis on listening comprehension, conversation, reading and writing. Intermediate language structures. (PR: PRT 102)
- 204 Intermediate Portuguese IV. 3 hrs.**
Development of practical conversational skills, reading for comprehension, and directed compositions. (PR: PRT 203)

PSYCHOLOGY (PSY)

- 100 Careers in Psychology. 1 hr.**
Prepares students to be successful undergraduate Psychology majors and introduces possible careers and educational requirements. Does not count toward hours in major required for graduation. (Graded CR/NC only)
- 201 General Psychology. 3 hrs.**
Principles and methods in the scientific study of behavior.
- 201H General Psychology –Honors. 3 hrs.**
For the superior student. (PR: ACT score of 26 or GPA of 3.2)
- 204 Psychology of Adjustment. 3 hrs.**
Modes of personal and social adjustment; assessment and treatment techniques.
- 223 Elementary Behavioral Statistics. 3 hrs.**
Orientation to the philosophy of science; survey of methods in behavior study; elementary statistics. (PR: MTH 121 or higher)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 300 Paranormal Phenomena. 3 hrs.**
Investigation of such putative paranormal events as ESP, clairvoyance, UFO's , ghosts, astral projection, astrology, and related topics. Emphasis on evaluation of evidence using the scientific method and scientific criteria.
- 302 Social Psychology. 3 hrs.**
Social determinants of individual behavior. (PR: PSY 201; 12 college credits at 100 level or higher)
- 311 Child Development. 3 hrs.**
Psychological characteristics and personal and social problems of developmental periods. (PR: PSY 201; 12 college credits at 100 level or higher)
- 312 Adult Development. 3 hrs.**
Study of the physiological, psychological, and social processes that occur with aging. (PR: PSY 201 or 311; 12 college credits at 100 level or higher)
- 323 Experimental Psychology. 3 hrs.**
Methodology and research in psychology. (PR: PSY 223)
- 324 Sensation and Perception. 3 hrs.**
Methodology and research in sensory and perceptual processes. (PR: PSY 223)
- 330 Human Sexual Behavior. 3 hrs.**
A psychological approach to the functioning, attitudes, varieties and development of human sexual behavior. (PR: PSY 201; 12 college credits at 100 level or higher)
- 350 Animal Behavior. 3 hrs.**
A comprehensive study of the behavior of non-human animals. (PR: Nine hours of Psychology)
- 360 Personality. 3 hrs.**
Personality structure, dynamics and development. (PR: PSY 201; 12 college credits at 100 level or higher)
- 380 Introduction to Professional Psychology. 3 hrs.**
This course surveys the application of psychology to human problems in clinics, schools, consumer patterns, environmental matters, the legal system, health psychology, clinical neuropsychology and others. (PR: PSY 201; 12 college credits at 100 level or higher)
- 391 Psychology of Aggression. 3 hrs.**
A multifaceted study of aggressive behavior in humans and other animals. (PR: PSY 201, 302)
- 402 Advanced Social Psychology. 3 hrs**
Advanced study of selected topics in social psychology. (PR: PSY 223, PSY 302 or consent of instructor)

- 403 Applied Social Psychology. 3 hrs.**
Examination of the applications of social psychological methods, theories, principles and research findings to the understanding or solution of social problems. (PR: PSY 302)
- 406 Psychometrics. 3 hrs.**
Mental test theory and applications. (PR: PSY 223)
- 408 Abnormal Psychology. 3 hrs.**
An overview of the theories, assessment techniques, and treatment of maladaptive behavior. (PR: PSY 201; 12 college credits at 100 level or higher)
- 411 Advanced Topics in Developmental Psychology. 3 hrs.**
This course will provide an advanced study of topics regarding change throughout the lifespan. Emphasis will be on understanding the interactions of biological, psychological, and social factors. (PR: PSY 311)
- 416 Psychology of Learning. 3 hrs.**
Critical study of the major theories of learning and the related research. (PR: PSY 201, PSY 223)
- 417 Intermediate Behavioral Statistics. 3 hrs.**
An intermediate level presentation of descriptive and inferential statistics as applied in behavioral research. (PR: PSY 201 and 223)
- 418 Psychology of Personnel. 3 hrs.**
Psychological principles and methods applied to functions in personnel administration. (PR: PSY 201; 12 college credits at 100 level or higher)
- 420 Introduction to Industrial - Organizational Psychology. 3 hrs.**
A systematic study of the application of psychological methods and principles in business and industry. Emphasis is on research methods, motivation, training, leadership, personnel selection, employee safety, and job satisfaction. (PR: PSY 201; 12 college credits at 100 level or higher)
- 426 Cross Cultural Psychology. 3 hrs.**
Emic and etic cultural concepts are considered from an American (subcultural) and international perspective. Cultural influences on healing, health and service are covered. (PR: PSY 201; 12 college credits at 100 level or higher)
- 427 Computer Applications in Psychology. 3 hrs.**
An introduction to computer applications in psychology, emphasizing data collection, management, organization, analysis and reporting. (PR: PSY 201, 223; IT 101 or CT 101)
- 433 Current Models of Psychotherapy. 3 hrs.**
Introduction of theoretical models and related therapeutic strategies which influence the practice of modern psychotherapy. (PR: PSY 201, either PSY 360 or 408; or permission)
- 440 Physiological Psychology. 3 hrs.**
The relationships between physiological functions and biochemical processes and behavior. (PR: PSY 201; 12 college credits at 100 level or higher)
- 431 Health Psychology. 3 hrs.**
Introduction to the contribution of psychology to the promotion and maintenance of health and the prevention and treatment of illness (PR: PSY 201, 323)
- 456-457 Research in Psychology. 3; 3 hrs.**
Laboratory courses to give advanced students experience in conducting psychological research. Capstone experience. (PR: Permission of instructor)
- 460 History and Systems of Psychology. 3 hrs.**
An examination of the historical and philosophical antecedents of contemporary psychology. Capstone experience (PR: Twelve hours of Psychology)
- 470 Practicum in Industrial-Organizational Psychology. 3 hrs.**
The course will offer students applied observational/research experience in Personnel/Human Resource Departments under the supervision of professionals within the fields of Industrial-Organizational Psychology and Human Resources. Capstone experience. (PR: Either PSY 418 or 420; Major in Psychology; permission of instructor; complete application form).
- 471 Practicum in Clinical Psychology. 3 hrs.**
Students work 6 hours per week in a local clinical setting where they have the opportunity to observe individual and group therapy, psychological testing, staff meetings, etc. Capstone experience. (PR: 12 hours of PSY including 408 and permission of instructor; complete application form)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
A course or seminar on some aspect of Psychology not otherwise treated in regular course offerings (PR: Permission of instructor and department chairperson)
- 495H-496H Readings for Honors. 2-4 hrs. each.**
Open only to students of outstanding ability. See Honors Courses.

- 499 Psychology Capstone Seminar. 3 hrs.**
A capstone course which integrates research methods, critical analysis, and problem solving applied to psychological questions and issues. (PR: PSY 223 and 323; 2.0 GPA in PSY and overall)

RELIGIOUS STUDIES (RST)

- 205 Introduction to Religious Traditions of the West. 3 hrs. I or II.**
A comparative study of major religious traditions of the Western world: Judaism, Christianity, Islam, Zoroastrianism, and religions of the Americas.
- 206 Introduction to the Religious Traditions of Asia. 3 hrs. I or II.**
A comparative study of the major traditions of Asia: Hinduism, Buddhism, Confucianism, Taoism, and Shinto.
- 250 Studies in Humanities. 3 hrs. I.**
An interdisciplinary course to introduce students to the elements of a humanistic education. (Same as Classics 250 and Philosophy 250; PR or CR: ENG 101)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Research adaptable to the needs of the individual student.
- 300 The Nature of Religion. 3 hrs.**
An analysis of the nature of religious personalities, institutions, literature, philosophies, experiences, and education.
- 303 World of Islam. 3 hrs.**
An examination of the global cultures of Islam with particular focus upon the origin and development of the religion which binds them together.
- 304 The Teachings of Jesus. 3 hrs. I, II.**
An analysis of early Christian writing and a systematic study of the message of the historical Jesus that stands behind it.
- 305 Early Christianity. 3 hrs.**
Traces the background, birth, and development of Christian thought from Paul through Augustine.
- 310 The Hebrew Prophets. 3 hrs. I or II.**
The rise of the office of prophet and the contributions of prophecy to religion.
- 311 Jewish Holocaust. 3 hrs.**
An examination of the religious/philosophical questions raised by the Holocaust of European Jews: Why and how did it occur? What does it tell us about religion and humanity?
- 319 ABC's of Orthodoxy. 3 hrs.**
An examination of Eastern Orthodox Christianity from the culture in which it was birthed to its place in today's society.
- 320 Literature of the Old Testament. 3 hrs. I or II.**
Traces the origins, growth, and development of the literature of the Hebrew people to the Greek period. Includes an introduction to and application of modern tools of biblical study.
- 321 The Protestant Faith. 3 hrs.**
An examination of the distinctive historical and theological features of the Protestant movement in Western Christendom, with special attention to the distinctive beliefs and practices of contemporary American denominations.
- 322 The Catholic World. 3 hrs.**
An exploration of the origin and development of the Catholic World in all of its multiple expressions: theology, politics, liturgy, and the arts.
- 323 Religion in America. 3 hrs. I, II.**
The rise and development of religious thinking in America. (Same as History 323)
- 324 The Jewish Way of Life. 3 hrs.**
An exploration of the distinctive features of the heritage of modern Judaism. An integrated approach to the study of Jewish religious practices, teachings, literature, and contributions to contemporary life.
- 325 Literature of the New Testament. 3 hrs. I or II.**
Traces the origins, growth, and development of the literature of the early Christian church. Includes an introduction to and application of modern tools of biblical study.
- 351 Classics of Religious Literature. 3 hrs.**
A contextual analysis of selected popular religious classics, e.g., Foxe's Book of Martyrs, Bunyan's Pilgrim's Progress, St. Augustine's Confessions, Bhagavad-Gita, and the like.
- 360 Hindu Mysticism. 3 hrs.**
A general survey of religious life and mysticism throughout South Asian history.
- 361 Buddhism. 3 hrs.**
General survey of Buddhist life throughout history and around the world.

- 390-394 Junior Seminar in Humanities. 3 hrs.**
A structured interdisciplinary study offered by the departments of Classics, Philosophy, and Religious Studies in the foundations of human thought, myth, literature, religion, philosophy, and art (Same as PHL 390-394 and RST 390-394). (CR/PR: ENG 102, 302, 201H,YGS 152, IST 201, or one course from CL 231, 232, 233, 319, PHL 200, 201, 303, 321, 340, 353, RST 205, 206, 300, 304, 320, 325)
- 419 Religious Thought in the Western World. 3 hrs.**
An analysis of the major schools of religious thought as they have developed in the West.
- 450 Sociology of Religion. 3 hrs.**
An investigation into religion as a social phenomenon. (Same as Sociology 450)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 490-494 Senior Seminar in Humanities. 1-4 hrs.**
Designed for majors as a senior humanities seminar and the culminating interdisciplinary study in the Humanities program. (Same as CL 490-494 and PHL 490-494).
- 495H-496H Readings for Honors in Religious Studies. 4; 4 hrs.**
Open to students with permission of the department chairman. See Honors Courses.

SAFETY TECHNOLOGY (SFT)

- 235 Introduction to Safety. 3 hrs. II, S.**
The child/adult accident problem on an international level. Comparisons of various accidents by type and country will be explored along with prevention techniques.
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 340 Industrial Fire Prevention. 3 hrs.**
An introductory course that explores the relationship between engineering and fire prevention. Topics include: sprinkler systems, water supplies, behavior of fire and materials, fire protection, extinguishers and other systems. (PR: SFT 235 minimum grade of C; CR: PHY 201 or PHY 211, and PHY 202)
- 372 Safety and Industrial Technology I. 3 hrs.**
Industrial processes, graphics, materials, and dynamics, instrumentation, and design factors involving safety. (PR:SFT 235 minimum grade of C; CR: MTH 121 or MTH 123 or MTH 123E or MTH 127 or MTH 130 or MTH 130E or MTH 130H or MTH 122 or MTH 140 or MTH 203 or MTH 229 or MTH 229H)
- 373 Principles in Ergonomics and Human Factors. 3 hrs.**
Introductory principles within human-machine relationships; examining the biological, physiological, and psychological factors which contribute to accident causation. (CR: SFT 373L; PHY 203 or PHY 212, and PHY 204)
- 373L Principles of Ergonomics Lab. 1 hr.**
A laboratory course designed to include the principles and applications of human factors/ergonomics that were introduced in SFT 373. (CR: SFT 373;PHY 203 or PHY 212, and PHY 204)
- 375 Construction Safety I. 3 hrs.**
Basic construction site safety focus on site preparation, planning, and inspection for safe operations. (PR: SFT 235 with a minimum grade of C)
- 378 Safety Evaluation and Measurement. 3 hrs.**
Methodologies of safety performance and evaluation for accident prediction and control. (PR: SFT 235 or SED 235 and sophomore standing or higher)
- 453 International Safety and Health.**
The effects of globalization on a variety of different countries' health and safety programs.
- 454 Industrial Environmental Protection. 3 hrs.**
Environmental protection as related to industrial settings. Air/water quality, noise and chemical pollution and hazardous material control. (CR: SFT 454L; PR: SFT 489, CHM 212, CHM 218, PHY 203 or PHY 212, PHY 204 with a minimum grade of C)
- 454L Environmental Programming/Sampling Lab. 2 hrs.**
Quantitative monitoring techniques for measuring air and water quality, the measurement of noise and chemical pollutions, and the evaluation of physical hazards. (CR: SFT 454; PR: SFT 489, CHM 212, CHM 218, PHY 203 or PHY 212, PHY 204, all with a minimum grade of C)
- 458 Hospital Safety.**
The role of safety and its effect on health professionals in hospitals, nursing homes and various health care facilities.
- 460 Safety Training Methods. 3 hrs.**
A course designed to help students develop, present, and evaluate training materials as mandated by OSHA or other governmental agencies. Hands on practice & live training will be required. (PR: SFT 372 or 375)

- 465 Incident Investigation Techniques. 3 hrs.**
Introductory course in incident investigation giving insight into the recognition and collection of information, recording data and using various techniques including system safety analysis into the reconstruction of the event.
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Students with specialization in safety education only, with permission of department chairman.
- 485-487 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 489 Process Safety Management. 3 hrs.**
A study of the latest industrial safety information which will assist the student in designing a program to reduce or eliminate all incidents which downgrade the system. (PR: SFT 372 and PHY 203 or PHY 212, and PHY 204, all with a minimum grade of C; CR: CHM 211 and CHM 217)
- 490 Safety Internship. 3 hrs.**
Supervised experience on the job site. (PR: PR: SFT 465, CHM 212, CHM 218, all with a minimum grade of C; and permission)
- 491-494 Workshop. 1-4; 1-4; 1-4; 1-4 hrs.**
Workshop in selected areas of occupational safety and health.
- 497 Occupational Safety and Health Programs. 3 hrs.**
Safety functions in industry. Principles of organization and application of safety programs. Prevention, correction and control methods are outlined and evaluated. (PR: SFT 372)
- 498 Environmental Safety and Health Legislation. 3 hrs.**
A survey of the legislation that has affected the safety movement with special emphasis on the 1970 Occupational Safety and Health Act. (CR: SFT 372, CHM 212 and CHM 218.)
- 499 Occupational Safety Program Management. 3 hrs.**
A study of safety programs at the state and local levels including the administrative, instructional, and protective aspects of a comprehensive safety program in schools, occupations, home and public. (PR: SFT 372, CHM 212, CHM 218, PHY 203 or PHY 212, PHY 204, all with a minimum grade of C)

SCIENCE EDUCATION (Listed under Teacher Education)

SOCIAL STUDIES (SOS)

- 207 Problems of a Multicultural Society. 3 hrs. I, II, S.**
An interdisciplinary analysis of the multicultural nature of American society and its problems, with emphasis on the problems of minority groups.
- 404 Senior Seminar. 3 hrs. I or II.**
A capstone course designed for those preparing to teach social studies in the middle school and the high school. (PR: Admission to teacher education; CR: An educational methods course)

SOCIAL WORK (SWK)

(The Bachelor of Social Work program is housed in the School of Medicine.)

- 203 Introduction to Social Work. 3 hrs.**
Introduction to the field of social work.
- 250 Volunteerism and Social Work. 1 hr.**
Examination of social issues, social activism, civic responsibility, values, historical perspectives, and strategies for social change with 40 hour community service component.
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Selected topics not covered in regular course offerings. (PR: Majors only)
- 307 Child Welfare. 3 hrs.**
Examination of child welfare issues, services, and interventions. (PR: SWK 203)
- 310 Human Behavior and Social Environment I. 3 hrs.**
Integration of biological, psychological, social and cultural aspects of the individual's growth and development from prenatal period through adolescence including the impact the social environment has on the individual. (PR: BSC 105, SOC 200, PSY 201, SWK 203, ENG 101, ENG 102 or permission of instructor. CR: SWK 320, 330, 340, or permission of instructor)
- 312 Human Behavior and the Social Environment II. 3 hrs.**
Integration of biological, psychological, social and cultural aspects of the individual's growth and development from early through later adulthood including impact of social environment on the individual. Organizational theory included. (PR: BSC 105, SOC 200, PSY 201, SWK 203, 310, 320, 330, 340, or permission from instructor; CR: SWK 322, 332, 370, or permission from instructor)

- 320 Social Work Practice I. 4 hrs.**
Generalist Social Work Practice with populations and institutions of Appalachia. Professional development, information gathering, and assessment across various size systems (PR: SWK 203 or permission of instructor. CR: SWK 310, 330, 340 or permission of instructor) For Social Work majors only.
- 322 Social Work Practice II. 4 hrs.**
Generalist Social Work Practice with populations and institutions of Appalachia. Planning, intervention evaluation and termination across various size systems. (PR: SWK 203, 310, 320, 330, 340 or permission of instructor. CR: SWK 312, 332, 370 or permission of instructor) For Social Work majors only.
- 330 Social Welfare Issues in Appalachia. 3 hrs.**
The development of Social Welfare as a continuing institution. Rural poverty and other critical social issues in Appalachia. (PR: ECN 250, PSC 202, SWK 203, or permission of instructor. CR: SWK 310, 320, 340, or permission of instructor)
- 332 Social Welfare Policy and Legislation. 3 hrs.**
Policy formulation, implementation and analysis. Examination and critical analysis of social welfare policies, legislation, and administration. (PR: ECN 250, PSC 202, SWK 203, SWK 330, SWK 340 or permission of instructor. CR: SWK 312, 322, 370 or permission of instructor)
- 340 Social Work Research. 3 hrs.**
Introduction to Social Work Research with preparation for evaluation of generalist practice. (PR: SWK 203 MTH 121 or above excluding 400 and 401 or permission of instructor. CR: SWK 310, 320, 330)
- 370 Practicum I. 3 hrs. CR/NC**
Supervised field experience in a social agency or organization for minimum of 100 clock hours. Regular conferences with instructor and weekly seminars. (PR: SWK 203, 310, 320, 340. CR: SWK 312, 322, 332)
- 473 Practicum II. 12 hrs. CR/NC**
Supervised field experience in a social agency or organization for minimum of 400 clock hours. Regular conferences with instructor and weekly seminars. (PR: SWK 203, 310, 312, 320, 322, 330, 332, 340, 370)
- 475 Social Work Capstone Seminar. 6 hrs.**
A capstone course integrating coursework and field work as preparation for beginning level of generalist Social Work practice. (PR: SWK 203, 310, 312, 320, 322, 330, 332, 340, 370, 473, writing requirements). This course is taken the last regular semester before graduation.
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.** Study of topics of interest not covered in regularly scheduled classes.
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.** Individual study of topics not offered in regularly scheduled courses. Advance permission required.
- 495H-496H Readings for Honors in Social Work. 2-4; 2-4 hrs.**
Open only to social work majors of outstanding ability. See Honors Courses.

SOCIOLOGY (SOC)

- 108 Marriage Relations. 3 hrs.**
A functional course in the personal, social, and cultural factors involved in courtship and marriage.
- 200 Introductory Sociology. 3 hrs.**
Introduction to the study of human society.
- 200H Introductory Sociology, Honors. 3 hrs.**
Introduction to sociology for the superior student. (PR: ACT scores of 26+ or a GPA of 3.2)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Selected topics not covered in regular course offerings. (PR: SOC 200)
- 297-298 Instructional Television Course. 1-4 hrs.**
A course based upon an Instructional Television Series broadcast by public television. The student is responsible for viewing the series on the air and satisfying all course requirements announced by the department.
- 300 Social Organization. 3 hrs.**
Analysis of sociological conceptual systems and theories. (PR: SOC 200)
- 310 Individual and Society. 3 hrs.**
Study of sociological perspectives on social interaction and the relationship between the individual and society. (PR: SOC 200)
- 311 Deviance and Social Control. 3 hrs.**
Study of the basic concepts and theories regarding deviant behavior and the mechanisms of social control. (PR: SOC 200)

- 313 Contemporary Social Issues and Problems. 3 hrs.**
Analysis of current social issues and problems from a variety of sociological perspectives. Issues and problems will vary from semester to semester. (PR: SOC 200)
- 330 Sociology of Community Health. 3 hrs.**
An investigation of those social institutions and environmental, social, and personal factors in the community to maintain health and provide support in illness as related to social theory. (PR: SOC 200)
- 342 American Society. 3 hrs.**
Sociological analysis of the basic social and cultural features of contemporary American society. (PR: SOC 200)
- 344 Social Research I. 3 hrs.**
Introduction to systematic social research methodology. (PR: SOC 200)
- 345 Social Statistics I. 3 hrs.**
Introduction to statistical analysis of social data.
- 360 Sociological Perspectives. 3 hrs.**
Introduction to the dominant theoretical perspectives in sociology examining the assumptions about human nature, society and sociology that constitute each theoretical tradition. (PR: SOC 200)
- 375 Social Stratification. 3 hrs.**
Introduction to the analysis of structured social inequality with emphasis on the dimensions of social class, race and gender (PR: SOC 200)
- 401 Population and Human Ecology. 3 hrs.**
The course focuses on population and its relation to characteristics of environment. Specifically, it is designed to discuss the interaction of population processes and resources. (PR: SOC 200)
- 403 Social Research II. 3 hrs.**
Intermediate social research methodology with emphasis on research design. (PR: SOC 344 and 345, or departmental permission)
- 408 The Family. 3 hrs.**
Theoretical analysis of the family as a primary social institution. (PR: SOC 200)
- 413 Social Movements and Social Change. 3 hrs.**
Analysis of large-scale social change, including intentional social movements and revolutions. (PR: SOC 200)
- 420 Criminology. 3 hrs.**
An overview of sociological criminology, including an examination of explanations of criminal behavior, types of criminal activity, and an analysis of the criminal justice system. (PR: SOC 200 and 311 or permission)
- 421 Sociological Theory. 3 hrs.**
Examination of the emergence and development of theoretical orientations in Sociology (PR: SOC 200)
- 423 Social Class, Power and Conflict. 3 hrs.**
Theoretical analysis of economic and political inequality and the role of social conflict in the process of large-scale social organization. (PR: SOC 200)
- 425 Race and Ethnicity. 3 hrs.**
Diverse theoretical approaches to the meaning of race and ethnicity and the character of racial/ethnic relations, with substantive focus primarily on the U.S. (PR: SOC 200)
- 428 Medical Sociology. 3 hrs.**
Analysis of the social organization of medicine and related health delivery services. (PR: SOC 200)
- 432 Sociology of Appalachia. 3 hrs.**
Study of the economics, politics, and social relations of Appalachia, including contemporary debates over development in the region. (PR: SOC 200)
- 433 Industrial Sociology. 3 hrs.**
Study of the organization and structure of the work place as a social system; the meaning and organization of work; managerial functions; management-labor relations; and human relations in industry. (PR: SOC 200)
- 435 Juvenile Delinquency. 3 hrs.**
A sociological analysis of juvenile crime, including a review of the origins of juvenile delinquency, an evaluation of causal theories, and an overview of the juvenile justice system. (PR: SOC 200, SOC 311 or permission)
- 440 Introduction to the Sociology of Aging. 3 hrs.**
An introduction to the social processes and consequences of growing older for both the individual and society. (PR: SOC 200)
- 442 Urban Sociology. 3 hrs.**
The sociology of urban and metropolitan communities. (PR: SOC 200)

- 443 Evaluation Research. 3 hrs.**
Analysis and application of theories and methods for assessing the outcomes of applied organizational services and programs to affect change in people and/or social conditions. (PR: SOC 200)
- 445 Social Statistics II. 3 hrs.**
Intermediate level statistical analysis, including analysis of variance and covariance. 2 lec-2 lab. (PR: SOC 345 or departmental permission)
- 450 Sociology of Religion. 3 hrs.**
Sociological analysis of religion as a social institution. (PR: SOC 200. Same as Religious Studies 450)
- 452 Sociology of Death and Dying. 3 hrs.**
Study of death and dying as a societal and cultural phenomenon. Explores how institutions within our society deal with death. (PR: SOC 200)
- 455 Sociology of Sex and Gender. 3 hrs.**
Analysis of social differentiation and inequality by gender, with a focus on the contemporary U.S. (PR: SOC 200)
- 460 Holocaust and Genocide. 3 hrs.**
An examination of the Holocaust and other genocides from an interdisciplinary social science perspective. (PR: SOC 200)
- 464 Complex Organizations. 3 hrs.**
Analysis of complex organizations with special attention given to bureaucratic organization. (PR: SOC 200)
- 470-471 Field Experience in Applied Sociology. 3; 3 hrs.**
Supervised field work in public or private agencies affording students an opportunity to apply sociological knowledge and skills in addressing practical problems. (PR: SOC 200)
- 475 Senior Seminar. 3 hrs.**
A capstone course drawing together the major areas of sociology to form an integrated picture of the field. Capstone experience. (PR: Graduating senior in sociology)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Study of topics of interest not covered in regularly scheduled courses. (PR: Permission)
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
Individual study of topics not offered in regularly scheduled courses. Advance permission required. (PR: Permission)
- 495H-496H Readings for Honors in Sociology. 2-4; 2-4 hrs. I, II.**
Open only to sociology majors of outstanding ability. See Honors Courses.
- 497-498 Instructional Television Course. 1-4 hrs.**
A course based upon an Instructional Television Series broadcast by public television. The student is responsible for viewing the series on the air and satisfying all course requirements announced by the department.

SPANISH (SPN)

- 101-102 Introductory Spanish. 3; 3 hrs. I, II, S.**
Pronunciation, vocabulary and basic language structures. For students with no foreign language experience. (PR for SPN 102: SPN 101)
- 112 Elementary Spanish. 3 hrs. I, II.**
Emphasis on oral/written communication and on listening/reading comprehension. Students completing 112 with a C or higher receive credit for SPN 101 and 102. For students who previously passed SPN 101, the 3 hours of credit for 101 WILL NOT COUNT toward graduation. (PR: two years or more of high school Spanish or permission)
- 203 Intermediate Spanish III. 3 hrs. I, II, S.**
Emphasis on oral and written communication. Conversation and composition. Intermediate language structures. (PR for SPN 203: SPN 102 or SPN 112 or three or four units of high school Spanish or departmental examination)
- 204 Intermediate Spanish IV. 3 hrs. I, II, S.**
Development of practical conversational skills, reading for comprehension, and directed compositions. (PR for SPN 204: SPN 203 or three or four units of high school Spanish or departmental examination)
- 280-283 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: SPN 204)
- 305-306 Introduction to Spanish Composition and Conversation. 3 hrs.**
Writing/speaking intensive course designed to develop communicative skills and review language fundamentals acquired in SPN 101-204 sequence (two years). Course taught in Spanish. (PR: SPN 204)

- 307 Spanish for Law Enforcement. 3 hrs.**
Course designed to help law enforcement students develop language skills and acquire a specialized vocabulary that will enable them to interact professionally with the Hispanic community. (PR: SPN 204)
- 312 Foreign Language Teaching Techniques. 3 hrs. II.**
Introduction to the communicative approach to language teaching. Presentation and practice in the creation of lesson plans using in-class technologies and computer assisted language learning materials. For Spanish education majors only. (PR: SPN 204)
- 315-316 Advanced Grammar and Composition. 3; 3 hrs. I, II.**
A detailed analysis of Spanish syntax and shades of meaning, with the writing of original compositions in Spanish to perfect the student's own style. Courses conducted mainly in Spanish. (PR: SPN 204)
- 323-324 Advanced Grammar and Oral Communication.**
Analysis of grammatical structures. Introduction to phonetics and applied linguistics, and oral creation in various discourse types such as conversation, narration, discussion/debate, presentation. Courses conducted mainly in Spanish. (PR: SPN 204)
- 335 Latin America: Culture and Civilization. 3 hrs. I.**
A study of the civilization of the Latin-American countries and their contributions to world culture. Lectures, discussions, and reports. Course conducted in Spanish. (PR: SPN 305/306 or SPN 315/316 or SPN 323/324)
- 336 Spain: Culture and Civilization. 3 hrs. II.**
A study of the civilization of Spain and its contributions to world culture. Lectures, discussions, and reports. Course taught in Spanish. (PR: SPN 305/306 or SPN 315/316 or SPN 323/324)
- 411 Pre Modern Latin American Literatures.**
A study of representative Latin American literary works from the Pre-Colonial and Colonial periods and the 19th Century. Course conducted in Spanish. Capstone. (PR: SPN 315/316 or SPN 323/324)
- 412 Contemporary Latin American Literatures.**
A study of a selection of Latin American authors and works representative of the major literary movements in Latin America, from Modernism to present. Course conducted in Spanish. Capstone. (PR: SPN 315/316 or SPN 323/324)
- 413 Literary Genres and Non-Canonical Issues in Latin America.**
Study of poetry, fiction, drama, essays, etc., in Latin America. At the discretion of the instructor literary genres will be crossed with approaches such as gender, race, religion, ethnicity, etc. Course conducted in Spanish. Capstone. (PR: SPN 315/316 or SPN 323/324)
- 414 Medieval, Renaissance and Golden Century Spanish Literature.**
Study of the representative Spanish authors and literary works and the major intellectual movements in peninsular literature from Medieval times to Spain's Golden Century. Course conducted in Spanish. Capstone. (PR: SPN 315/316 or SPN 323/324)
- 415 Spanish Literature: 18th and 19th Centuries.**
Study of the representative Spanish authors and literary works and the major intellectual movements in peninsular literature during the 18th and 19th centuries. Course conducted in Spanish. Capstone. (PR: SPN 315/316 or SPN 323/324)
- 416 Contemporary Spanish Literature.**
Study of the representative Spanish authors and literary works and the major intellectual movements in peninsular literature from the Generation of 1898 to the present. Course conducted in Spanish. Capstone. (PR: SPN 315/316 or SPN 323/324)
- 417-418 Hispanic Film and Literature.**
Courses on selected films by Spanish and Spanish-American directors and on films based on literature. Reviews by contemporary film critics. Film and literary theory. Courses conducted in Spanish or English. (PR: SPN 204)
- 480-483 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs. I, II.**
Independent research for qualified students. (PR: SPN 204 and permission of instructor)
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: SPN 204 and permission of instructor)
- 495H-496H Readings for Honors in Spanish. 4; 4 hrs. I, II.**
Open only to outstanding majors. See Honors Courses.

THEATRE (THE)

- 101 Introduction to Theatre. 3 hrs.**
Fundamentals of theatre arts. (PR: majors only)

- 112 Theatre Appreciation. 3 hrs. I, II, S.**
Development of an appreciation and an understanding of theatre as a fine art. For non-theatre majors.
- 150 Introduction to Technical Theatre. 4 hrs.**
This introductory course exposes students to the elementary principles, techniques, terminology, materials and application used to mount theatrical productions. A combination of lecture and laboratory instruction links theory with practice.
- 220 Acting I: Stage Movement. 3 hrs.**
Exercises for flexibility and control; stage terms and techniques; pantomime; improvisation; manners and dances from major theatrical periods; and acting scenes with usual movement.
- 221 Acting II: Stage Voice. 3 hrs.**
Vocal techniques for the actor.
- 222 Acting III: Theory and Methods. 3 hrs.**
Development of skill through exercises and analytical study of scenes. (PR: THE 220 and 221 or permission of instructor)
- 225 Creative Dramatics. 3 hrs.**
Methods and techniques of creation of informal drama for all ages.
- 230 Auditioning Techniques. 3 hrs.**
Techniques of auditioning for theatre, film, and television. (PR: THE 222)
- 240 Introduction to Stage Lighting. 4 hrs.**
This introductory course exposes students to elementary principles, techniques, terminology, and application used by stage electricians to execute theatrical lighting designs. Combined lecture and laboratory instruction links theory with practice. (PR: THE 150)
- 250 Introduction to Costuming. 4 hrs.**
The history, design, and construction of theatrical costumes.
- 255 Stage Makeup. 3 hrs.**
The application of script analysis to determine appropriate straight, corrective, aged, and/or character makeup designs. Practical knowledge of anatomical structure, drawing, pancake, latex prosthetics and facial hair are utilized. (PR: THE 150 and THE 250)
- 260 Theatrical Drafting and Rendering. 3 hrs.**
The application of drafting and rendering conventions utilized in the planning and execution of theatrical productions. Mechanical drawing, computer assisted drawing, freehand sketching and color application techniques will be employed. (PR: THE 150)
- 261 Stage Decor. 3 hrs.**
A historical view of period style, furniture, accessories and motifs as they relate to interior decoration and architecture. Student renderings of documented research will constitute portfolio for subsequent design and applications.
- 270 Theatre Practicum. 1 hr.**
Acting, directing, or technical work in Marshall University Theatre productions. Register only with permission of instructor. Open to all students. May be repeated for a total of four hours.
- 295 Sophomore Review. 0 hrs.**
This course is a series of interviews, auditions and assessment instruments designed to determine a student's potential to successfully continue and complete the Theatre Department's BFA curriculum. (PR 101, 150, 220, 221, 222, 240, 250)
- 320 Acting Styles. 3 hrs.**
Interpretation of roles from classical, romantic, neoclassical, and modern plays. (PR: THE 222 and successful completion of Sophomore Review or permission of instructor)
- 322 Advanced Stage Dialects and Accents. 3 hrs. I.**
Study and practice of dialects and accents that are commonly used in theatre, film, and television. (PR: THE 222 and successful completion of Sophomore Review or permission of instructor)
- 355 Costume Design. 3 hrs.**
Practical and psychological aspects of design. Study of design theory, script analysis, rendering techniques, fabric choices. Development of designs from initial concept to final renderings. (PR: THE 250)
- 356 Costume Construction. 3 hrs.**
A hands-on approach to the techniques of theatrical costuming. Period method by machine and hand, industrial machine, and some pattern making. Work on classroom projects and university productions. (PR: THE 250)
- 360 Scene Design I. 3 hrs.**
Practical application of aesthetic and technical principles of scene design for the proscenium stage. Script analysis, production concepts, architectural research, mechanical and autoCAD drawings, white models, painter's elevations are utilized. (PR: Successful completion of Sophomore Review or permission of instructor)

- 361 Theatrical Scene Painting. 3 hrs.**
Exploration of various techniques utilized by scenic artist including the generation of painter's evaluations, interpretive design renderings, estimating scenic demands, media selection, and execution of designs in full scale. (PR: THE 261 or permission of instructor)
- 362 Stage Management. 3 hrs.**
The responsibilities of stage management are explored to prepare students entering the profession. Principles and practices of stage management are applied through scheduling, budgeting, running, cueing, and safety. (PR: THE 150 and 240 or permission of instructor)
- 370 Theatre Practicum. 1 hr.**
Acting, directing, or technical work in Marshall University Theatre productions. Register only with permission of instructor. (PR: Successful completion of Sophomore Review or permission of instructor; open only to Theatre majors.) May be repeated for a total of four hours.
- 410 Playwriting. 3 hrs.**
Study of dramatic structure, characterization, dialogue, themes, sounds, and spectacle, including the writing of one-act plays. (PR: THE 101 and successful completion of Sophomore Review or permission of instructor)
- 420 Musical Theatre Studies. 3 hrs.**
Analysis of musical scripts, study of spoken and musical scenes, staging musical numbers, and preparation of audition material. (PR: THE 222 and successful completion of Sophomore Review or permission of instructor)
- 421 Acting for the Camera. 3 hrs.**
Projects in acting for the camera. Video taping of selected acting exercises. (PR: THE 222 and successful completion of Sophomore Review or permission of instructor)
- 423 Stanislavski System Acting. 3 hrs.**
Study of the Stanislavski System of acting and using it in preparing and performing excerpts from plays. (PR: THE 222 and successful completion of Sophomore Review or permission of instructor)
- 436 Children's Theatre. 3 hrs.**
Theory, direction, and staging of plays for children.
- 437 Directing I. 3 hrs.**
Introduction to theories, principles, techniques, and history of directing. (PR: Successful completion of Sophomore Review or permission of instructor)
- 438 Directing II. 3 hrs.**
In-depth study of directorial approaches. Analysis of contemporary movements and leaders in the field. Students must stage productions as part of class requirement. (PR: THE 437)
- 440 Theatre History to 1660. 3 hrs.**
Survey of man's activities in the theatre from primitive times to 1660. (PR: THE 101 or permission of instructor)
- 441 Theatre History Since 1660. 3 hrs.**
Survey of man's activities in the theatre from 1660 to present. (PR: THE 101 or permission of instructor. Courses must be taken in sequence.)
- 450 Stage Lighting II. 3 hrs.**
Advanced study in lighting design principles utilized for non-proscenium stages and/or impressionistic productions will be emphasized. Combined visual, manual and computer generated documentation will comprise portfolio for final critique. (PR: Successful completion of Sophomore Review or permission of instructor)
- 460 Scene Design II. 3 hrs.**
Advanced work in the process and styles of design for the stage. Abstraction, non-traditional materials and computer design utilization for various theatre forms will provide portfolio documentation for final critique. (PR: THE 261, 360)
- 480 Special Topics in Theatre. 1-4 hrs.**
Program of study not normally covered in other courses. Topics vary from semester to semester. (PR: Permission of instructor.)
- 485-488 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
Courses taught by tutorials; directed independent readings or research; problem reports, and other activities designed to fill the needs of individual students. (PR: Permission of chairman)
- 490 Theatre Internship. 1-4 hrs.**
Supervised off-campus contractual work-study arrangement with external agencies or theatrical institutions. (PR: Permission of advisor and Theatre chair)
- 491-494 Theatre Workshop. 1-4; 1-4; 1-4; 1-4 hrs.**
Practical, participatory courses for advanced students and professionals. Experience in new techniques, theories, and principles. (PR: Permission of instructor)

495H-496H Honors in Theatre. 1-3; 1-3 hrs.

Readings for honors in theatre. (PR: Permission of chair)

499 Senior Capstone Project. 3 hrs.

The capstone project serves to demonstrate the student's proficiency in the major field of study. It is the culmination of coursework in the student's area of concentration. (PR: permission of student's advisor and committee)

UNIVERSITY HONORS (HON)

Honors Seminar Substitution for a Department Major Requirement or a College General Education Requirement. Substitution of an Honors seminar for a department major requirement or a college general education requirement should be requested before the course begins, or no later than the completion of the course. No such request will be honored during the second semester of the senior year. See the Executive Director, CAE (Old Main 230), for instructions and necessary forms.

101 Introduction to Honors. 1 hr. I.

Students meet their peers, learn about the Honors Program, and through small group discussion talk about college life and plan their academic future. Enriched section of New Student Seminar. (PR: ACT 26 and 3.3 GPA)

150 Critical Issues. 4 hrs. II.

Study and critical analysis of thought-provoking reading material. Examination of logical reasoning versus fallacious reasoning. Designed to prepare the student for critical thinking in subsequent honors courses. (PR: 3.3 GPA)

195-197 Interdisciplinary Honors. 4; 4; 4 hrs.

(195, Science and the Arts; 196, The American Experience; 197, Ideas in Social Sciences). These courses are subject to periodic changes in content. (PR: 3.3 GPA)

201 Peer Mentoring for HON 101. 1 hr.

Honors students trained as peer advisors will lead discussions and campus field trips, and work with faculty advisors in the design and implementation of the freshman introduction to campus life classes.

294 Interdisciplinary Honors. 4 hrs.

Ideas in Social Science. This course is subject to periodic changes in content. (PR: 3.3 GPA)

295 Interdisciplinary Honors. 4 hrs.

Ideas in Natural Science. This course is subject to periodic changes in content. (PR: 3.3 GPA)

296 Interdisciplinary Honors. 4 hrs.

Ideas in the Humanities. This course is subject to periodic changes in content. (PR: 3.3 GPA)

395-396 Interdisciplinary Honors. 4; 4 hrs.

Open to distinguished sophomores and upperclassmen of the undergraduate colleges and schools. Course content varies each semester. (PR: 3.3 GPA)

480-483 Special Topics. 1-4 hrs.

A study of special topics not listed under current course offerings. (PR: 3.3 GPA)

495H-496H Departmental Readings for Honors.

See individual departmental listings.

UNIVERSITY STUDIES (UNI)

101 New Student Seminar. 1 hr.

An in-depth introduction to college life, covering areas such as academic expectations and skills, personal adjustments, and social issues. Intended for freshmen.

201 Peer Mentoring for UNI 101. 1 hr.

Students trained as peer advisors will lead discussions and campus field trips, and work with faculty advisors in the design and implementation of the freshman introduction to campus life and classes.

WOMEN'S STUDIES (WS)

101 Introduction to Women's Studies.

YEAGER SCHOLARS (YGS)

161 Seminar in Communications and Computers. 5 hrs.

Development of skills in oral communication; knowledge of the nature and impact of the mass media; ability to use the computer as a tool of communication and research.

- 162 Seminar in Humanities, Texts, and Values. 5 hrs.**
Explores values in the life of the individual and society; examines ideas and modes of inquiry common to the humanities by exploring the works of selected Western thinkers.
- 271 Seminar in Theories of Natural and Social Sciences and Statistics. 5 hrs. ISC credit.**
Introduction to the nature of scientific thought, methods, and theories in the natural and social sciences; explores concepts in statistics relevant to the development of hypotheses and theories.
- 272 Seminar in Arts and History. 5 hrs. WAC credit.**
Introduction to the nature of the arts and their role in societies; understanding the nature and value of history.



The Faculty

ACCOUNTANCY AND LEGAL ENVIRONMENT

Professor

Calvin A. Kent, Ph.D.; Gary J. Saunders, D.B.A., C.P.A.; Joseph M. Stone Jr., J.D.; Loren A. Wenzel, D.B.A. (Division Head)

Associate Professor

Jeffrey Archambault, Ph.D. (C.P.A.); Woodrow H. Berry, J.D., L.L.M.; Robin Capehart, L.L.M.; Bruce P. Conrad, M.B.A. (C.P.A., C.F.P.); Robert B. Forgét, M.B.A. (C.P.A.); Suneel K. Maheshwari, Ph.D.

Assistant Professor

Marie Archambault, Ph.D. (C.P.A., C.M.A.); Christopher Luchs, Ph.D.; Jean B. Price, Ph.D., Charles T. Stivason, Ph.D.

ADULT AND TECHNICAL EDUCATION

Professor

Howard R. D. Gordon, Ed.D.; Le Vene A. Olson, Ed.D. (Division Chair); Clara C. Reese, Ed.D., Laura Wyant, Ph.D.

Assistant Professor

Betty A. Sias, M.S.; Lisa Moten, M.S.

APPLIED SCIENCE AND TECHNOLOGY

Professor

D. Allen Stern, Ed.D (Division Chair) (CHCM); Anthony B. Szwilski, Ph.D. PE

Associate Professor

Neal Lewis PhD.; Kathleen Miezio, Ph.D.

Assistant Professor

Darrell Dechant, PhD., J.D. (CIH); James McIntosh, M.S. (CIH, CSP); Clair Joseph Roudebush, Ph.D.(CSP); David Scott Simonton, Ph.D.PE

ART AND DESIGN

Professor

Earline Allen, M.F.A.; Byron Clercx, M.F.A.(Chair); Michael I. Cornfeld, M.F.A.; Gary Gillespie, Ph.D.; Mary Grassell, M.F.A; Susan G. Jackson, Ph.D.; Beverly T. Marchant, Ph.D.; Peter Massing, M.F.A.; Susan Power, Ed.D.; Stanley Sporny, M.F.A.; Donald Van Horn, M.F.A. (Dean, Fine Arts)

Associate Professor

Jonathan Cox, M.F.A.

Assistant Professor

Claire Sherwood, M.F.A.; Mark Slankard, M.F.A.

BIOLOGICAL SCIENCES**Professor**

Franklin L. Binder, Ph.D.; James O. Brumfield, Ph.D.; Harold Wayne Elmore, Ph.D. (Acting Assoc. Dean, Science); Dan K. Evans, Ph.D.; Victor Fet, Ph.D.; Ronald E. Gain, Ph.D.; Frank Gilliam, Ph.D.; Marcia Harrison, Ph.D.; Mary Etta Hight, Ph.D.; James E. Joy, Ph.D.; David Mallory, Ph.D.; Jeffrey May, Ph.D.; Thomas Pauley, Ph.D.; Suzanne Strait-Holman, Ph.D.

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Phillipe Georgel, Ph.D.; Charles C. Somerville, Ph.D.

Assistant Professor

Eric Blough, Ph.D.; Simon Collier, Ph.D.; Nicola LoCascio, Ph.D.; Guo-Zhang Zhu, Ph.D.

CHEMISTRY**Professor**

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Associate Professor

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Assistant Professor

Seth D. Bush, Ph.D.

CLASSICS**Professor**

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Jerise Fogel, Ph.D.

CLINICAL LABORATORY SCIENCES**Associate Professor**

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Associate Professor

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Assistant Professor

Jean M. Chappell, M.S.

COMMUNICATION DISORDERS

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Assistant Professor

Lisa Thomas, M.A.; Kelly Harlow, M.A.

COMMUNICATION STUDIES

Professor

Robert B. Bookwalter, Ph.D.; Camilla Brammer, Ph.D.; William N. Denman, Ph.D.; Robert F. Edmunds, Ph.D.; Bertram W. Gross, Ph.D. (Chair); Edward H. Woods, Ph.D.

Associate Professor

Kristine Greenwood, Ph.D.

Assistant Professor

Stephen D. Cooper, Ph.D.; Karl V. Winton, Ph.D.

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Associate Professor

Nostratollah Chahryar-Namini, Ph.D.

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Assistant Professor

Linda Maier, Ph.D.

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Associate Professor

Robert E. Grubb, Jr., Ph.D.

Assistant Professor

Dhruba J. Bora, Ph.D.; Kimberly A. DeTardo-Bora, Ph.D.

CURRICULUM AND INSTRUCTION

(See Education)

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Margene Smith, B.S., C.T., (ASCP); Carolyn Stevens, B.S., C.T. (ASCP)

Clinical Instructor

Donna Deaton, B.S., C.T. (ASCP); Joseph Saxton, B.S., C.T. (ASCP)

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Assistant Professor

Melinda Backus, M.A.; James Burton, II, Ed.D.; Janet Dozier, Ed.D.; Barbara Maynard, Ed.D.; William H. Paynter, Ph.D.; Kathy Seelinger, Ed.D.; George Watson, M.A. (Program Coordinator)

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Assistant Professor

John Biros, M.S.

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(continued)

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Assistant Professor

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Glenda Lowry, Ph.D.

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Assistant Professor

Paul Hamilton, Ph.D.; Jian Shi, Ph.D.; Shaorang Zhang, Ph.D.

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Professor

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HISTORY

Professor

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Assistant Professor

Cicero Fain,, Ph.D.; Daniel U. Holbrook, Ph.D.; David Winters, Ph.D.

INTEGRATED SCIENCE AND TECHNOLOGY

Professor

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Associate Professor

Elizabeth Murray, Ph.D.

Assistant Professor

Daniil Dementiev, Ph.D.; Andrew Gooding, M.A.; Brian Morgan, M.S.

Instructor

Caroline Gold-True, M.A.

Adjunct

Sam Colvin, M.A.; Tom Jones, Ph.D.; Ted Smith. M.S.

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Assistant Professor

Allyson Goodman, M.S.; Dan Hollis, M.A.; Marilyn McClure, M.A. (Advisor, The Parthenon); Joan E. Price, M.S.J.

MANAGEMENT, MARKETING, AND MANAGEMENT INFORMATION SYSTEMS

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W. Blaker Bolling, D.B.A.; Bob S. Brown, Ph.D.; Dennis C. Emmett, D.B.A.; Chong W. Kim, Ph.D. (Interim Dean); Deanna Mader, Ph.D.; Frederick Mader, Ph.D. (Division Head); Marjorie Lynn McInerney, Ph.D.; Phil Rutsohn, Dr. P.H.; Andrew Sikula, Ph.D.; Uday S. Tate, D.B.A.

Associate Professor

Lorraine P. Anderson, Ed.D.; Charles Braun, Ph.D.; Ashish Chandra, Ph.D.; Daesung Ha, Ph.D.; Katherine Karl, Ph.D.; Kurt Olmosk, Ph.D.; Dale Shao, Ph.D.; Rick Weible, D.B.A.

Assistant Professor

Elizabeth Alexander, Ph.D.; Christopher Cassidy, Ph.D.; Deepak Subedi, A.B.D.; Terry Wiant, Ph.D.

Instructor

Lance Belville, M.B.A.; Teresa Daniel, J.D.; Jamey Halleck, M.B.A.; Chulmo Koo, Ph.D.; Bryan Little, A.B.D.; Shane Tomblin, A.B.D.

MATHEMATICS

Professor

Laura J. Adkins, Ph.D.; Ariyadasa Aluthge, Ph.D.; Matthew Carlton, Ph.D.; David A. Cusick, Ph.D.; John Drost, Ph.D.; John S. Lancaster, Ph.D.; Karen Mitchell, Ed.D.; Ralph W. Oberste-Vorth, Ph.D. (Chair); Charles V. Peele, Ph.D.; Evelyn Pupplo-Cody, Ph.D.; Gerald E. Rubin, Ph.D.; Judith Silver, Ph.D.

Associate Professor

Alfred Akinsete, Ph.D.; Clayton Brooks, Ph.D.; Alan Horwitz, Ph.D.; Bonita Lawrence, Ph.D.;

Assistant Professor

Basant Karna, Ph.D.; Yulia Dementieva, Ph.D.; Scott Sarra, Ph.D.; Peter Saveliev, Ph.D.

MILITARY SCIENCE

Professor

LTC Joseph V. Samek (Department Head)

Assistant Professor

MAJ John B. Whitfield

Military Instructors

SFC Joseph Lovins; MSG Clayton Settle

MODERN LANGUAGES

Professor

Christopher L. Dolmetsch, Ph.D.; Terence McQueeney, Ph.D.; M. Carmen Riddel, Ph.D. (Chair); Nancy K. Stump, Ed.D.

Associate Professor

M. Cristina Burgueño, Ph.D.; Carlos López, Ph.D.; Eric Migernier, Ph.D.; José Luis Morillo, Ph.D.

Assistant Professor

Shannon Butler, M.A.

MUSIC

Professor

W. Edwin Bingham, D.M.A.; David H. Castleberry, D.M.A.; Linda L. Dobbs, M.M.; Wendell B. Dobbs, D.M.A.; Ben F. Miller, D.M.A.; Marshall P. Onofrio (Chair), D.M.A.; M. Leslie Petteys, D.M.A.; Elizabeth R. Smith, D.M.A.; Larry W. Stickler, D.M.; Michael S. Stroehrer, Ph.D.

Associate Professor

Stephen R. Barnett, M.M.; James S. Hall, M.M.; Stephen Lawson, D.M.A.

Assistant Professor

Ann M. Bingham, D.M.A.; Sölen Dikener, D.M.A.; Martin W. Saunders, M.M.; Mark Zanter, D.M.A.

NURSING

Professor

Rebecca Appleton, R.N., Ph.D.; Madonna Combs, R.N., D.N.Sc.; Denise Landry, R.N., Ed.D.; Linda M. Scott, R.N., Ph.D.; Karen L. Stanley, R.N., D.N.Sc.; Diana Stotts, R.N., Ph.D.; Robin Walton, R.N., Ed.D.; Lynne Welch (Dean), R.N., Ed.D.

Associate Professor

Nancy Fagan, R.N., M.S.N.; Lou Ann Hartley, R.N., M.S.N.; Sandra Marra, R.N., Ed.D.; Lenora J. Rogers, R.N., M.A., M.S.N.; Lynda Turner, R.N., M.S.N.

Assistant Professor

Peggy J. Baden, R.N., M.S.N.; Karen Bailey, R.N., M.S.N.; Joy Cline, R.N., M.S.N.; Susan Imes, R.N., M.S.N.; Wendy Maynard, R.N., M.S.N.; Allison Morrison, R.N., M.S.N.; Jeanie Thomas, R.N., M.S.N.; Susan Welch, R.N., M.S.N.; Debra Woda, R.N., M.S.N.

NURSING: ST. MARY'S MARSHALL COOPERATIVE NURSING PROGRAM FACULTY

Professor

Shelia M. Kyle, R.N., M.S.N., Ed.D. (Director)

Assistant Professor

Lynn W. Andrews, R.N.C., M.S.N.; Deborah Bridgewater, R.N., M.S.N.; Julie D. Burgett, R.N., M.S.N.; Chyrl Connor Budd, R.N., M.S.N., C-FNP; Faye Farmer Clevenger, R.N.C., M.S.N.; Penelope Daniels, R.N.C.S., M.S., C-FNP; Duane Napier, R.N., M.S.N.; Brenda Parker Owen, R.N., M.S.N.; Linda Sams Peake, R.N.C., M.S.N.; Phyllis E. Swift, R.N., M.S.N.; Tonya Taylor, R.N., M.S.N.; Carol Woodard, R.N., M.S.N.

PHILOSOPHY

Professor

John N. Vielkind (Chair), Ph.D.; Jeremy Barris, Ph.D.

Associate Professor

Jeffery Powell, Ph.D.

PHYSICS AND PHYSICAL SCIENCE

Professor

Richard J. Bady, Ed.D.; R. Elwyn Bellis, Ph.D.; Ralph E. Oberly, Ph.D.; Nicola Orsini, Ph.D. (Chair); Ashok Vaseashta, Ph.D.; Thomas E. Wilson, Ph.D.

POLITICAL SCIENCE

Professor

Simon D. Perry, Ph.D. (Chair); Troy M. Stewart, Jr., Ph.D.

John Marshall Professor

Jean Edward Smith, Ph.D.

Associate Professor

Robert W. Behrman, Ph.D.; Cheryl Brown, Ph.D.; D. Stephen Cupps, Ph.D.; Daniel S. Masters, Ph.D.

Assistant Professor

Marybeth Beller, Ph.D.; Jamie Warner, Ph.D.

PSYCHOLOGY

Professor

Martin J. Amerikaner, Ph.D. (Chair); Elaine Baker, Ph.D.; Thomas Ellis, Psy.D.; Marianna Footo-Linz, Ph.D.; Marc A. Lindberg, Ph.D.; Steven P. Mewaldt, Ph.D.; Pamela Mulder, Ph.D.; Steve O'Keefe, Ph.D.; Robert Wilson, Ph.D.; Joseph Wyatt, Ph.D.

Associate Professor

Paula Bickham, Ph.D.; Christopher W. Legrow, Ph.D.

Assistant Professor

Keith Beard, Psy.D.; Grace Davis, Ph.D.; Tony Goudy, Ph.D.; Keelon Hinton, Ph.D.; Birgit Shanholtzer, Ph.D.; David Trumpower, Ph.D.; Wendy Williams, Ph.D.

RELIGIOUS STUDIES

Professor

Clayton L. McNearney, Ph.D.

Assistant Professor

Jeffrey Ruff, Ph.D.

SOCIAL WORK

Professor

Girmay Berhie, Ph.D.; Philip W. Carter, Jr., M.S.W.; Jody Gottlieb, M.S.W. (Chair)

SOCIOLOGY AND ANTHROPOLOGY

Professor

Kenneth Paul Ambrose, Ph.D. (Chair); Nicholas P. Freidin, D.Phil.

Associate Professor

Richard Garnett, Ph.D.; Frederick Roth, Ph.D.; Karen L. Simpkins, Ph.D.

Assistant Professor

Marty Laubach, Ph.D.

TEACHER EDUCATION

(See Education)

THEATRE

Professor

Edward Leo Murphy, M.F.A.; Howard Lang Reynolds, M.F.A. (Chair)

Associate Professor

Eugene J. Anthony, M.A.; John Colclough, M.F.A.; Joan St. Germain, M.F.A.

UNIVERSITY LIBRARIES

Professor/Librarian IV

Lisle G. Brown, M.A., M.L.S. (Special Collections Curator); Edward Dzierzak, M.S.L.S. (Director of Health Science Library); Cora P. Teel, M.L.I.S., M.A. (art), M.A. (history) (University Archivist); S. Kay Wildman, M.L.S., M.M. (Music Librarian); Barbara Winters, M.S.L.S. (Dean)

Associate Professor/Librarian III

Judith Arnold, M.A., M.L.S. (Extension Services Librarian); Timothy Balch, M.A., M.L.S. (Reference Services Librarian); Kathleen Bledsoe, M.L.S., M.A. (Special Collections Librarian); Monica Brooks, M.S.L.S. (Associate Dean); Lynne Edington, M.S.L.S., Ed.S. (Graduate College Librarian); Pamela Ford, M.S.L.S. (Catalog Librarian); Majed Khader, M.L.S., Ph.D. Lib. Sci. (Government Documents Librarian); Wendy Moorhead, M.L.S., M.A.T. (Collection Access Librarian); Celene Seymour, M.L.S., Ph.D. (Associate Dean); Jennifer Sias, M.A., M.L.S. (User Education Librarian); Ronald Titus, M.A., M.L.S. (Electronic Services Librarian); Robert Williams, M.A., M.L.S. (Health Sciences Librarian); Jingping Zhang, M.L.I.S. (Digital Resources & Automation Librarian)

Assistant Professor/Librarian II

Floyd Csir, M.Ed., M.L.S. (Web Services/Reference Librarian); Christine Lewis, M.L.S., M.S.I.R. (Collection Development Librarian); Steve Tipler, M.B.A., M.S., M.L.S. (Reference/Information Delivery Librarian); Paris Webb, M.S.L.S., M.A. (Collection Access Librarian)



University Calendar

Marshall University Academic Calendar for 2005-2006 FIRST SEMESTER 2005-2006

August 15, Monday– August 19, Friday	Registration/Schedule Adjustment
August 20, Saturday, 9 a.m.	Residence Halls Open
August 22, Monday, 8 a.m.	First Day of Classes
August 22, Monday-August 26, Friday	Late Registration and Add/Drop (Schedule Adjustment)
August 26, Friday	Last Day to Add Classes (Withdrawals Only After This Date)
August 29, Monday	“W” Withdrawal Period Begins
September 3 – September 5	University Computer Services Unavailable
September 5, Monday	Labor Day Holiday - University Closed
September 16, Friday	Application for December Graduation Due in Academic Dean’s Office
September 23, Friday	Last Day to Drop 1 st 8 Weeks Courses
October 10, Monday	Final Draft of Thesis/Dissertation Due in Advisor’s Office
October 11, Tuesday	Mid-Semester, 1 st 8 Weeks Courses End
October 12, Wednesday	2 nd 8 Weeks Courses Begin
October 17, Monday	Deadline for Submitting Freshman Mid Term Grades
October 28, Friday	Last Day to Drop a Full Semester Individual Course
October 31 – December 6	Complete Withdrawals Only
November 11, Friday	Last Day to Drop 2 nd 8 Weeks Courses
November 7 – November 18	Advance Registration for Spring Semester for Currently Enrolled Students
November 18, Friday, 9 p.m.	Residence Halls Close
November 21 – December 2	Advance Registration for Spring Semester Open to All Admitted/Re-Admitted Students
November 21, Monday– November 26, Saturday	Thanksgiving/Fall Break – Classes Dismissed
November 24 – November 27	University Computer Services Unavailable
November 23, Wednesday	University Holiday – University Closed
November 24, Thursday	Thanksgiving Holiday – University Closed
November 25, Friday	University Holiday – University Closed
November 27, Sunday, Noon	Residence Halls Open
November 28, Monday	Classes Resume
November 30, Wednesday – December 6, Tuesday	“Dead Week”
December 6, Tuesday	Last Class Day and Last Day to Completely Withdraw for Fall Semester
December 6, Tuesday	Last Possible Date for Thesis/Dissertation Defense
December 7, Wednesday	Study Day – Exams for Wednesday Classes 3 p.m. and After Will Be Held
December 8, Thursday	Exam Day
December 9, Friday	Exam Day
December 10, Saturday	Exam Day for Saturday Classes (and some common finals)
December 12, Monday	Exam Day
December 13, Tuesday	Exam Day – Fall Semester Closes Official Graduation Date For Fall Semester

December 13, Tuesday	Approved Thesis/Dissertation Must Be Submitted Electronically and all Paperwork/Checks Must Be in Graduate College office
December 14 – December 26	Advance Registration/Schedule Adjustment for Spring Semester is Suspended
December 14, Wednesday	9 a.m. Residence Halls Close
December 15, Thursday, Noon	Deadline for Submitting Final Set of Grades
December 23, Friday – January 1, 2006, Sunday	University Closed
December 27 – 30	On-Line Registration (myMU) Resumes

SECOND SEMESTER 2005-2006

January 2, 2006, Monday	University Offices Open
January 2, Monday – January 6, Friday	Registration/Schedule Adjustment
January 8, Sunday, 9 a.m.	Residence Halls Open
January 9, Monday	First Day of Classes
January 9, Mon – January 13, Friday	Late Registration and Add/Drop (Schedule Adjustment)
January 13, Friday	Last Day to Add Classes (Withdrawals Only After This Date)
January 16, Monday	Martin Luther King, Jr. Holiday – University Closed
January 17, Tuesday	“W” Withdrawal Period Begins
January 20, Friday	Application for May Graduation Due in Academic Dean’s Office
February 10, Friday	Last Day to Drop 1 st 8 Weeks Courses
March 1, Wednesday	Mid-Semester, 1 st 8 Weeks Courses End
March 2, Thursday	2 nd 8 Weeks Courses Begin
March 6, Monday	Deadline for Submitting Freshmen Mid Term Grades
March 13 Monday	Final Draft of Thesis/Dissertation Due in Advisor’s Office
March 17, Friday	Last Day to Drop a Full Semester Individual Course
March 18, Saturday, Noon	Residence Halls Close
March 19, Sunday – March 26, Sunday	Spring Break – Classes Dismissed
March 20 – April 28	Complete Withdrawals Only
March 26, Sunday, Noon	Residence Halls Open
March 27, Monday	Classes Resume
March 27, Monday – March 31, Friday	Advance Registration For Summer Session for Currently Enrolled Students
April 3, Monday	Advance Registration for Summer Session Open to All Admitted/Re-admitted Students
April 5, Wednesday	Assessment Day: Classes Dismissed for University-Wide Assessment Activities
April 7, Friday	Last Day to Drop 2 nd 8 Weeks Courses
April 10– April 21	Advance Registration Fall Semester for Currently Enrolled Students
April 24, Monday	Last Possible Date for Thesis/Dissertation Defense
April 24, Monday – April 28, Friday	“Dead Week”
April 24, Monday – May 5, Friday	Advance Registration for Fall Semester Open to All Admitted/Re-Admitted Students Except First Time Fall Undergraduates
April 28, Friday	Last Class Day and Last Day to Completely Withdraw For Spring Semester
April 29, Saturday	Exam Day for Saturday Classes (and some common finals)
May 1, Monday	Exam Day
May 2, Tuesday	Exam Day
May 3, Wednesday	Study Day – Exams for Wednesday Classes 3 p.m. and After Will Be Held
May 4, Thursday	Exam Day
May 4, Thursday	Approved Thesis/Dissertation Must Be Submitted Electronically and All Paperwork/Checks Must Be in Graduate College Office
May 5, Friday	Exam Day

(continued)

May 5, Friday, 6 p.m.	Residence Halls Close (except for Graduating Seniors)
May 6, Saturday	169 th Commencement Exercises
May 6 – May 14	Advance Registration/Schedule Adjustment for Fall Semester is Suspended
May 8, Monday	Summer Session “A” Begins
May 9, Tuesday, 4 p.m.	Deadline for Submitting Final Set of Grades
May 15, Monday	Registration/Schedule Adjustment Resumes for Fall Semester for All Students Except First Time Fall Undergraduates
May 27 – May 29	University Computer Services Unavailable
May 29, Monday	Memorial Day Holiday – University Closed

SUMMER SESSIONS 2006

Session A

May 5, Friday, 8 a.m. – 5 p.m.	Session A – Regular Registration
May 8, Monday	Session A – First Day of Classes
May 8, Monday, 8 a.m. – 5 p.m.	Late Registration/Schedule Adjustment Closes for Session A
May 26, Friday	Last Day to Drop an Individual Course
May 27 – May 28	University Computer Services Unavailable
May 29, Monday	Memorial Day Holiday – University Closed
May 30 – June 1	Complete Withdrawals Only
June 1, Thursday	Last Class Day – Last Day to Withdraw for Session A
June 2, Friday	Final Examination Day – Session A Ends
June 5, Monday	Deadline for Submitting Final Grades for Session A

Session B

Term 1 (12 Weeks) May 15 – August 7

Term 2 (6 Weeks) May 15 – June 26

Term 3 (6 Weeks) June 27 – August 7

Term 1

May 12, Friday, 8 a.m. – 5 p.m.	Regular Registration – Session B
May 15, Monday	First Class Day
May 15, Wednesday	Late Registration/Schedule Adjustment Closes for Session B
May 27 – May 29	University Computer Services Unavailable
May 29, Monday	Memorial Day Holiday – University Closed
July 4, Tuesday	Independence Day Holiday Observed – University Closed
July 14, Friday	Final Draft of Thesis/Dissertation Due in Advisor’s Office
July 21, Friday	Last Day to Drop an Individual Course
July 31, Monday	Last Possible Date for Thesis/Dissertation Defense
August 4, Friday	Last Class Day
August 7, Monday	Final Examination Day
August 9, Wednesday	Deadline for Submitting Grades
August 10, Thursday	Approved Thesis/Dissertation Must Be Submitted Electronically and all Paperwork/Checks Must Be in Graduate College Office

Term 2

May 12, Friday, 8 a.m. – 5p.m.	Regular Registration – Session B
May 15, Monday	First Class Day
May 15, Monday	Late Registration/Schedule Adjustment Closes for Session B
May 27 – May 29	University Computer Services Unavailable
May 29, Monday	Memorial Day Holiday – University Closed
June 9, Friday	Final Draft of Thesis/Dissertation Due in Advisor’s Office
June 16, Friday	Last Day to Drop an Individual Course
June 23, Friday	Last Class Day

June 26, Monday	Final Examination Day
June 28, Wednesday	Deadline for Submitting Grades
July 5, Wednesday	Approved Thesis/Dissertation Due in Graduate College Office
<i>Term 3</i>	
June 27, Thursday	First Class Day
July 4, Tuesday	Independence Day Holiday Observed – University Closed
July 14, Friday	Final Draft of Thesis/Dissertation Due in Advisor’s Office
July 28, Friday	Last Day to Drop an Individual Course
July 31, Monday	Last Possible Date for Thesis/Dissertation Defense
August 4, Friday	Last Class Day
August 7, Monday	Final Examination Day
August 9, Wednesday	Deadline for Submitting Grades
August 10, Thursday	Approved Thesis/Dissertation Must Be Submitted Electronically and all Paperwork/Checks Must Be in Graduate College Office

Session C

June 2, Friday, 8 a.m. – 5 p.m.	Regular Registration – Session C
June 4, Sunday, 9 a.m.	Residence Halls Open
June 5, Monday	Session C – First Day of Classes
June 5, Monday	Late Registration/Schedule Adjustment Closes for Session C
June 9, Friday	Application for July Graduation Due in Academic Dean’s Office Final Draft of Thesis/Dissertation Due in Advisor’s Office
June 23, Friday	Last Day to Drop an Individual Course
June 26 – July 6	Complete Withdrawals Only
July 4, Tuesday	Independence Day Holiday – University Closed
July 5, Wednesday	Approved Thesis/Dissertation Due in Graduate College Office
July 6, Thursday	Last Class Day – Last Day to Withdraw from Session C
July 7, Friday	Final Examination Day – Session C Ends – Official July Graduation Date
July 10, Monday	Deadline for Submitting Final Grades for Session C

Session D

July 10, Monday, 8 a.m. – 5 p.m.	Session D – Regular Registration
July 11, Tuesday	Session D – First Day of Classes
July 11, Tuesday	Late Registration/Schedule Adjustment Closes for Session D
July 14, Friday	Application for August Graduation Due in Academic Dean’s Office Final Draft of Thesis or Dissertation Due in Advisor’s Office
August 4, Friday	Last Day to Drop an Individual Course
August 7 – August 10	Complete Withdrawals Only
August 10, Thursday	Last Class Day – Last Day to Withdraw from Session D Approved Thesis or Dissertation Due in Graduate College Office
August 11, Friday	Final Examination Day – Session D Ends Official Graduation Date for Session D
August 11, Friday, 6 p.m.	Residence Halls Close
August 14, Monday	Deadline for Submitting Final Grades for Session D

Marshall University Academic Calendar for 2006-2007

FIRST SEMESTER 2006-2007

August 14, Monday – August 18, Friday	Registration/Schedule Adjustment
August 19, Saturday, 9 a.m.	Residence Halls Open
August 21, Monday, 8 a.m.	First Day of Classes
August 21, Monday – August 25, Friday	Late Registration and Add/Drop (Schedule Adjustment)
August 25, Friday	Last Day to Add Classes (Withdrawals Only After This Date)

(continued)

August 28, Monday	“W” Withdrawal Period Begins
September 1 – September 5	University Computer Services Unavailable
September 4, Monday	Labor Day Holiday – University Closed
September 15, Friday	Application for December Graduation Due in Academic Dean’s Office
September 22, Friday	Last Day to Drop 1 st 8 Weeks Courses
October 9, Monday	Final Draft of Thesis/Dissertation Due in Advisor’s Office
October 10, Tuesday	Mid-Semester, 1 st 8 Weeks Courses End
October 11, Wednesday	2 nd 8 Weeks Courses Begin
October 16, Monday	Deadline for Submitting Freshman Mid Term Grades
October 27, Friday	Last Day to Drop a Full Semester Individual Course
October 30 – December 5	Complete Withdrawals Only
November 10, Friday	Last Day to Drop 2 nd 8 Weeks Courses
November 6 – November 17	Advance Registration for Spring Semester for Currently Enrolled Students
November 17, Friday, 9 p.m.	Residence Halls Close
November 20, Monday – November 25, Saturday	Thanksgiving/Fall Break – Classes Dismissed
November 20 – December 12	Advanced Registration for Spring Semester Open to All Admitted/Re-Admitted Students
November 23 – November 26	University Computer Services Unavailable
November 23, Thursday	Thanksgiving Holiday – University Closed
November 24, Friday	University Holiday – University Closed
November 26, Sunday, Noon	Residence Halls Open
November 27, Monday	Classes Resume
November 29, Wednesday – December 5, Tuesday	“Dead Week”
December 5, Tuesday	Last Class Day and Last Day to Completely Withdraw for Fall Semester
December 5, Tuesday	Last Possible Date for Thesis/Dissertation Defense
December 6, Wednesday	Study Day – Exams for Wednesday Classes 3 p.m. and After Will Be Held
December 7, Thursday	Exam Day
December 7, Thursday	Approved Thesis/Dissertation Must Be Submitted Electronically and all Paperwork/Checks Must Be In Graduate College Office
December 8, Friday	Exam Day
December 9, Saturday	Exam Day for Saturday Classes (and some common finals)
December 11, Monday	Exam Day
December 12, Tuesday	Exam Day – Fall Semester Closes Official Graduation Date For Fall Semester
December 13, Wednesday 9 a.m.	Residence Halls Close
December 13 – December 26	Advance Registration/Schedule Adjustment for Spring Semester is Suspended
December 14, Thursday, Noon	Deadline for Submitting Final Set of Grades
December 22, Friday – January 1, 2007, Monday	University Closed
December 27-28	On-Line Registration (myMU) Resumes

SECOND SEMESTER 2006-2007

January 2, 2007, Tuesday	University Offices Open
January 2, Tuesday – January 6, Friday	Registration/Schedule Adjustment
January 7, Sunday, 9 a.m.	Residence Halls Open
January 8, Monday	First Day of Class
January 8, Monday – January 12, Friday	Late Registration and Add/Drop (Schedule Adjustment)
January 12, Friday	Last Day to Add Classes (Withdrawals Only After This Date)
January 15, Monday	Martin Luther King, Jr. Holiday – University Closed
January 16, Tuesday	“W” Withdrawal Period Begins

January 19, Friday	Application for May Graduation Due in Academic Dean's Office
February 9, Friday	Last Day to Drop 1 st 8 Weeks Courses
February 28, Wednesday	Mid-Semester, 1 st 8 Weeks Courses End
March 1, Thursday	2 nd 8 Weeks Courses Begin
March 5, Monday	Deadline for Submitting Freshman Mid Term Grades
March 12, Monday	Final Draft of Thesis/Dissertation Due in Advisor's Office
March 17, Saturday, Noon	Residence Halls Close
March 18, Sunday – March 25, Sunday	Spring Break – Classes Dismissed
March 25, Sunday, Noon	Residence Halls Open
March 26, Monday	Classes Resume
March 26, Monday – March 30, Friday	Advance Registration For Summer Session for Currently Enrolled Students
March 30, Friday	Last Day to Drop a Full Semester Individual Course
April 2 – April 27	Complete Withdrawals Only
April 2, Monday	Advance Registration for Summer Session Open to All Admitted/Re-admitted Students
April 4, Wednesday	Assessment Day – Classes Dismissed for University-Wide Assessment Activities
April 5, Thursday	Last Day

SUMMER SESSIONS 2007

Session A

May 4, Friday, 8 a.m. – 5 p.m.	Session A – Regular Registration
May 7, Monday	Session A – First Day of Classes
May 7, Monday, 8 a.m. – 5 p.m.	Late Registration/Schedule Adjustment Closes for Session A
May 25, Friday	Last Day to Drop an Individual Course
May 26 – May 27	University Computer Services Unavailable
May 28, Monday	Memorial Day Holiday – University Closed
May 30 – June 1	Complete Withdrawals Only
June 1, Friday	Last Class Day – Last Day to Withdraw for Session A
June 1, Friday	Final Examination Day – Session A Ends
June 4, Monday	Deadline for Submitting Final Grades for Session A

Session B:

Term 1 (12 Weeks) May 14 – August 6

Term 2 (6 Weeks) May 14 – June 25

Term 3 (6 Weeks) June 26 – August 6

Term 1

May 11, Friday, 8 a.m. – 5 p.m.	Regular Registration – Session B
May 14, Monday	First Class Day
May 16, Wednesday	Late Registration/Schedule Adjustment Closes for Session B
May 26 – May 28	University Computer Services Unavailable
May 28, Monday	Memorial Day Holiday – University Closed
July 4, Wednesday	Independence Day Holiday Observed – University Closed
July 13, Friday	Final Draft of Thesis/Dissertation Due in Advisor's Office
July 20, Friday	Last Day to Drop an Individual Course
July 30, Monday	Last Possible Date for Thesis/Dissertation Defense
August 3, Friday	Last Class Day
August 6, Monday	Final Examination Day
August 8, Wednesday	Deadline for Submitting Grades
August 9, Thursday	Approved Thesis/Dissertation Must Be Submitted Electronically and all Paperwork/Checks Must Be in Graduate College Office

(continued)

Term 2

May 11, Friday, 8 a.m. – 5p.m. Regular Registration – Session B
 May 14, Monday First Class Day
 May 14, Monday Late Registration/Schedule Adjustment
 Closes for Session B
 May 26 – May 28 University Computer Services Unavailable
 May 28, Monday Memorial Day Holiday – University Closed
 June 8, Friday Final Draft of Thesis/Dissertation Due in Advisor’s Office
 June 15, Friday Last Day to Drop an Individual Course
 June 22, Friday Last Class Day
 June 25, Monday Final Examination Day
 June 27, Wednesday Deadline for Submitting Grades
 July 5, Thursday Approved Thesis/Dissertation Due in Graduate College Office

Term 3

June 28, Thursday First Class Day
 July 4, Tuesday Independence Day Holiday Observed – University Closed
 July 13, Friday Final Draft of Thesis/Dissertation Due in Advisor’s Office
 July 27, Friday Last Day to Drop an Individual Course
 July 30, Monday Last Possible Date for Thesis/Dissertation Defense
 August 3, Friday Last Class Day
 August 6, Monday Final Examination Day
 August 8, Wednesday Deadline for Submitting Grades
 August 9, Thursday Approved Thesis/Dissertation Must Be Submitted Electronically
 and all Paperwork/Checks Must Be in Graduate College Office

Session C

June 1, Friday, 8 a.m. – 5 p.m. Regular Registration – Session C
 June 3, Sunday, 9 a.m. Residence Halls Open
 June 4, Monday Session C – First Day of Classes
 June 4, Monday Late Registration/Schedule Adjustment Closes for Session C
 June 8, Friday Application for July Graduation Due in Academic Dean’s Office
 Final Draft of Thesis/Dissertation Due in Advisor’s Office
 June 22, Friday Last Day to Drop an Individual Course
 June 26 – July 5 Complete Withdrawals Only
 July 4, Wednesday Independence Day Holiday – University Closed
 July 5, Thursday Approved Thesis/Dissertation Due in Graduate College Office
 July 5, Thursday Last Class Day – Last Day to Withdraw from Session C
 July 6, Friday Final Examination Day – Session C Ends – Official July Graduation Date
 July 9, Monday Deadline for Submitting Final Grades for Session C

Session D

July 9, Monday, 8 a.m. – 5 p.m. Session D – Regular Registration
 July 10, Tuesday Session D – First Day of Classes
 July 10, Tuesday Late Registration/Schedule Adjustment Closes for Session D
 July 13, Friday Application for August Graduation Due in Academic Dean’s Office
 Final Draft of Thesis or Dissertation Due in Advisor’s Office
 August 3, Friday Last Day to Drop an Individual Course
 August 6 – August 10 Complete Withdrawals Only
 August 10, Friday Last Class Day – Last Day to Withdraw from Session D
 Approved Thesis or Dissertation Due in Graduate College Office
 August 10, Friday Final Examination Day – Session D Ends
 Official Graduation Date for Session D
 August 10, Friday, 6 p.m. Residence Halls Close
 August 13, Monday Deadline for Submitting Final Grades for Session D



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