



2018-19 OVU ACADEMIC CATALOG

**SPECIAL ACADEMIC  
PROGRAMS**

## ESL INTENSIVE ENGLISH PROGRAM (FOUNDATIONS)

Foundations, the ESL Intensive English Program (IEP) at Ohio Valley University, is designed for those whose English language skills are below what is necessary to succeed in regular university work; the goal is to boost the ability of these students so that they can enroll in either Ohio Valley University (or at another university if he or she meets that university's admission requirements). The Foundations program offers students one year of non-credit classes designed to prepare and equip students to complete university-level coursework in English.

Applicants are admitted to begin during fall semester only, unless separate arrangement is made as an exception. The minimum TOEFL score accepted for admission to the Foundations program is 55 on the Internet-based test (and 480 on the Paper-based test); the minimum IELTS score accepted for admission is 5.5. Some applicants with lower scores may be admitted conditionally. To enter the program, an applicant must first gain full acceptance to Ohio Valley University by submitting the following documents to the Admissions Office (see the above section International Student Admission for a complete description):

- Application for Admission
- A clear and legible photocopy (scanned image) of the prospective student's passport
- Completed College Board Financial Verification form
- Official transcripts of all college-level work, if applicable.
- Proof of English-language ability
- Financial verification document

In the Foundations program, students spend about 20 hours in the classroom each week and are also provided with academic support (conversation partners, language lab, tutoring, etc.). Students in the program are eligible to live in the residence halls.

Students who successfully complete the Foundations program will become eligible to register for the regular courses required to complete their intended degree at Ohio Valley University.

### **Intensive English Curriculum**

Students in the program will enroll in the following non-credit courses. After successfully completing all courses, students will obtain a certificate of completion.

#### *Fall Semester:*

ESL 071	English Speaking, Pronunciation, and Listening I
ESL 075	English Reading I
ESL 080	English Writing I
ESL 085	English Grammar I
UNI 102	Orientation to American Life (1 credit hour)
BIB 105	Introduction to the Bible (ESL) (2 credit hours)

#### *Spring Semester*

ESL 072	English Speaking, Speaking, and Pronunciation II
ESL 076	English Reading II
ESL 081	English Writing II

ESL 086	English Grammar II
ESL 099	American Culture
BIB 106	Life of Christ (ESL) (2 credit hours)

Based on a student's performance in his or her ESL courses each semester, the student will be granted academic credit (that can be used to fulfill degree requirements) in the following courses:

*Fall Semester*

EFL 101 – English as a Foreign Language I (3 credits hours)

EFL 102 – English as a Foreign Language II (3 credit hours)

*Spring Semester*

EFL 103 – English as a Foreign Language III (3 credits)

EFL 104 – English as a Foreign Language IV (3 credits)

**Intensive English Course Descriptions**

**ESL 071 English Speaking, Pronunciation, and Listening I** Focus on improving spoken communication of the English language through oral instruction and practice as well as instruction in how to decode common spelling patterns, how to stress syllables and words, become more familiar with the English alphabet, and practice stress, intonation, and rhythm. Grade basis is *A, B, C, NC, or F*. Lecture 3 hours; lab 3 hours.

**ESL 072 English Speaking, Pronunciation, and Listening II** Continued focus on improving spoken communication of the English language through oral instruction and practice as well as instruction in how to decode common spelling patterns, how to stress syllables and words, become more familiar with the English alphabet, and practice stress, intonation, and rhythm. Grade basis is *A, B, C, NC, or F*. Lecture 3 hours; lab 3 hours.

**ESL 075 English Reading I** Instruction and practice in reading and studying text, including understanding the nature of reading, reading for specific purposes, and comprehension. Grade basis is *A, B, C, NC, or F*.

**ESL 076 English Reading II** Continued instruction and practice in reading and studying text, including understanding the nature of reading, reading for specific purposes, and comprehension. Grade basis is *A, B, C, NC, or F*.

**ESL 080 English Writing I** Concentration on word formation, spelling, and syntax necessary to correctly use the English language to read, speak, listen, and write. Grade basis is *A, B, C, NC, or F*.

**ESL 081 English Writing II** Continued concentration on word formation, spelling, and syntax necessary to correctly use the English language to read, speak, listen, and write. Grade basis is *A, B, C, NC, or F*.

**ESL 085 English Grammar I** Instruction and practice in learning the correct usage of all parts of speech, including nouns, verbs, prepositions, adjectives, adverbs, and the like. Grade basis is *A, B, C, NC, or F*.

**ESL 086 English Grammar II** Continued instruction and practice in learning the correct usage of all parts of speech, including nouns, verbs, prepositions, adjectives, adverbs, and the like. Grade basis is *A, B, C, NC, or F*.

**ESL 099 American Culture** Promotion of the understanding of American culture through the study of American history, language, customs, and institutions. In connection with this course, students will take a variety of field trips to both local and national sites of interest. Grade basis is *A, B, C, NC, or F*.

**EFL 101 English as a Foreign Language I** (3 credits) English grammar, vocabulary, writing, listening, speaking, and American culture. Prerequisite: Enrollment in the Intensive English Program. Co-requisite: EFL 102. Offered fall.

**EFL 102 English as a Foreign Language II** (3 credits) English grammar, vocabulary, writing, listening, speaking, and American culture. Prerequisite: Enrollment in the Intensive English Program. Co-requisite: EFL 101. Offered fall.

**EFL 103 English as a Foreign Language III** (3 credits) English grammar, vocabulary, writing, listening, speaking, and American culture. A continuation of EFL 101 & 102. Prerequisite: Enrollment in the Intensive English Program, grade of *C* or higher in EFL 101 and 102, or consent. Co-requisite: EFL 104. Offered spring.

**EFL 104 English as a Foreign Language IV** (3 credits) English grammar, vocabulary, writing, listening, speaking, and American culture. A continuation of EFL 101 & 102. Prerequisite: Enrollment in the Intensive English Program, grade of *C* or higher in EFL 101 and 102, or consent. Co-requisite: EFL 103. Offered spring.

#### **Foundations Program Costs**

For the year, students will pay \$12,500 for tuition and fees and \$7,700 for room (standard double) and meals (15 meals per week, 240-block plan), making a total cost of \$20,200. Not included in the fee is the cost of books and materials, which is estimated to be approximately \$500 per semester and personal money of \$750 per semester. With these estimated fees included, the cost of the program is \$22,700. In addition, students are responsible for any other costs common to OVU students, such as book costs of approximately \$1,000, a dorm deposit of \$150, a key deposit of \$35, and an orientation fee of \$150.

## **METADISCIPLINARY STUDIES HONORS PROGRAM**

Ohio Valley University is pioneering a new honors academic program anchored in a Biblical worldview where disjointed inaccessible islands (siloes) of academic disciplines are integrated with God's Word into a unified and coherent whole thereby allowing students to learn that their Christian faith is not separate from their chosen academic field and that there is no clash between secular truth and Biblical truth (Philippians 4:8-9). The Bible *alone* is the absolute criterion and standard of propositional truth that *transforms all* beliefs, lifestyles, cultures, authorities, and yes—even all academic disciplines!

This new honors program is called *The Metadisciplinary Studies (MDS) Honors Program*. The word “meta” can mean “from above” or “along with” with the word “disciplinary” meaning “any area of knowledge.” The Metadisciplinary method of teaching and learning integrates God’s transcendent (“from above”) yet immanent Word, the Bible, *within* (“along with”) that unified whole of the liberal arts (humanities), the sciences, and professional studies—thus creating a transformational “seamless curriculum.”

Students in the MDS Honors Program will acquire two indispensable core proficiencies that will profit them for the remainder of their lives—they will **learn how to think** and they will **learn how to learn**. The MDS Honors Program fosters critical thinking by having students contemplate a topic from multiple frames of reference. Students will develop into creative problem-solvers, critical thinkers, team players, effective communicators and writers, and competent to examine the big picture and offer contextually applicable and successful answers to life’s big questions.

### **Biblical Worldview Curriculum**

Ohio Valley University’s *Metadisciplinary Studies Honors Program* is a one-of-a-kind learning environment that teaches a *Biblical Worldview Curriculum* as a comprehensive, coherent, and objective system of truth. It is based on the infallible, inerrant, and authoritative written Word of God, which is *the only absolute* and objective *foundation* for thinking, learning, belief, and the only imperative for correct living. The *Biblical Worldview Curriculum* is genuinely committed to the fact that in Jesus Christ “are hidden all the treasures of wisdom and knowledge” (Colossians 2:2-3).

The MDS Honors *Biblical Worldview Curriculum* transforms and nurtures the entire student’s intellectual, spiritual, emotional, social, and vocational characteristics in *becoming* an authentic human being, i.e., a Christian. It is the instrument by which students explain and judge reality. The *Biblical Worldview Curriculum* is an articulate approach of understanding life and of seeing the world—a *curriculum of everything*—that sets the stage for Jesus’ virgin birth (conception), His Gospel, His Church, His directive and promise of the Great Commission to restore broken lives that encompass the world (Matthew 29:19-20; Mark 16:15-16), and His literal second coming!

The MDS Honors *Biblical Worldview Curriculum* advances an all-embracing integration of the whole counsel of God (Acts 20:27) that is comprised of: 1) **the Bible**; 2) a systematic understanding of “**sound doctrine**” that the apostle Paul commanded all Christians to believe and live by (2 Timothy 1:13; 2:15; 4:3-5, 16); and **Classical Apologetics** whereby to defend the historic Christian faith. These three “meta-disciplines” are integrated within and transform world history, linguistics, literature, jurisprudence, philosophy, archaeology, comparative religions, ethics, the arts (visual, fine & performing), the physical and social sciences—of all historical time periods.

The *Biblical Worldview Curriculum* is not religion; it’s reality! It is truly an *Itinerarium Mentis ad Deum* (“**a journey of the mind of God**”)!

### **Course Descriptions**

**MDS 1 (HNRS 110)** This four-hour course is a systematic, comprehensive, and meta-integration of the isagogs of history, religion, ethics, literature, philosophy, the science of archaeology, politics, government, business, military, warfare, language, geography, law, art, architecture, sculpture, education, social sciences, and natural sciences—produced by the Hebrews, Egyptians,

Aegeans (Greeks), Chinese (Han Dynasty), and the Romans—with the locus being on the Life of Christ. This course is comprised of the following divisions.

1. the pre-epistemic historical and cultural backgrounds of the Hebrews, Egyptians, Aegeans (Greeks), Chinese (Han Dynasty), and the Romans—in preparation for the birth of Jesus;
2. the exploration of the historical and thematic content of the four Gospels (Matthew, Luke, Mark & John) along with a Harmony of the Four Gospels with practical and ethical applications; and
3. the post-historical consequences of Jesus' birth—such as Jesus' 3 ½ year ministry; the Gospel (Jesus' death, honorable burial, physical resurrection, physical appearances); creation of the Church in AD 30; Christianity vs. Judaism (Saul of Tarsus); Global Christianization (Church Planting) vs. Romanization (City, Architectural & Engineering Planting); Christianity vs. the Julio-Claudian and Flavian Dynasties; the Burning of Rome in AD 64; the Destruction of Jerusalem in AD 70; the Dead Sea Scrolls; and the Imperial Death Edict of Domitian: Dominus et Deus—Who is Lord and God, Jesus or the Roman Emperor?

This course will also examine the implications of the science of Textual Criticism of the New Testament documents.

Original texts will be used in reading and studying original documents and artifacts from these cultures that will expose students to multiple frames of reference. MDS 1 (HNRS 110) is offered during the freshman fall semester.

**MDS 2 (HNRS 111)** This four-hour course is a systematic, comprehensive, and meta-integration of the isagogics of history, religion, ethics, literature, philosophy, the science of archaeology, politics, government, business, military, warfare, language, geography, law, art, architecture, sculpture, education, social sciences, and natural sciences—produced by those of the Patristic Age/the Early Middle Ages through the High Middle Ages, and by those of the Italian & High Renaissance—with the locus being on **the reinterpretation of the New Testament books of Acts through the Revelation** from the Biblical authors' original and intended meaning. This course is comprised of the following divisions.

1. the pre-epistemic historical and cultural backgrounds of the Apostolic Age (AD 30-100)—that by the inspiration of God the Holy Spirit the Biblical books of Acts, the Epistles, and the Revelation, were written without error and not subject to be reinterpreted/changed from the Biblical authors' original intended meaning;
2. the exploration of the historical and thematic content of the book of Acts, the Epistles, and the Revelation—with practical and ethical applications; and
3. the post-historical consequences of the reinterpretation of the New Testament books of Acts through the Revelation from the Biblical authors' original intended meaning—such as the rise of the Monarchical Episcopate (the Pope), the fabrications of infant baptism and original sin, Monasticism, the fall of the Western Roman Empire, the rise of Roman Catholicism, the rise of the Medieval West, the rise of Islam, the rise and fall of the Byzantine Empire/Eastern Roman Empire, Scholasticism, and The Council of Trent.

This course will also examine the Visual Arts (Painting, Sculpture & Architecture) and the implications of the rise of the modern town and business.

Original texts will be used in reading and studying original documents and artifacts from these cultures that will expose students to multiple frames of references. MDS 2 (HNRS 111) is offered during the freshman spring semester.

**MDS 3 (HNRS 210)** This four-hour course is a systematic, comprehensive, and meta-integration of the isagogs of history, psychology, religion, ethics, literature, philosophy, the science of archaeology, politics, government, business, military, warfare, language, geography, law, art, architecture, sculpture, education, social sciences, and natural sciences—produced by those of the Reformation; Early Mannerism; Northern Humanism and Baroque; by those of the Scientific, American, French & Industrial Revolutions; and by those of the Enlightenment/Age of Reason—with the locus being on Christian Thought/Ethics (Biblical doctrines/Christian conduct/living). This course is comprised of the following divisions.

1. the pre-epistemic historical and cultural backgrounds of the Patristic Age/the Middle Ages through the High Middle Ages, and of the Italian & High Renaissance—that reinterpreted/changed the New Testament books of Acts through the Revelation from the Biblical authors' original intended meaning;
2. the systematic exploration of the historical and thematic content of Christian Thought/Ethics (Bible Doctrines/Ethics)—with practical and ethical applications; and\
3. the post-historical consequences of reinterpreting Christian Thought (Bible Doctrines)—such as the rise of the Protestant Monarchical Episcopate (the Pastor), Protestant denominations—such as the Lutherans, Calvinists, Zwinglians, Baptists, and Methodists; the implications of the Scientific, Political & Industrial Revolutions; the Enlightenment/Age of Reason; and Political Thought—all setting the stage for the Restoration Movement.

This course will also examine in detail the American Revolution.

Original texts will be used in reading and studying original documents and artifacts from these cultures that will expose students to multiple frames of references. MDS 3 (HNRS 210) is offered during the sophomore fall semester.

**MDS 4 (HNRS 211)** This four-hour course is a systematic, comprehensive, and meta-integration of the isagogs of history, psychology, religion, ethics, literature, philosophy, the science of archaeology, politics, government, business, military, warfare, language, geography, law, art, architecture, sculpture, education, social sciences, and natural sciences—produced by those of the Romantic, Modernism, and Postmodernism periods—with the locus being on the Old Testament. This course is comprised of the following divisions.

1. the pre-epistemic historical and cultural backgrounds of the Protestant denominations of the Reformation; the Scientific, Political & Industrial Revolutions; and the Enlightenment/Age of Reason—that reinterpreted/changed Christian Thought/Ethics (the Biblical doctrines & Christian Conduct/Living) from the Biblical authors' original intended meaning;
2. the exploration of the historical and thematic content of **the Old Testament** with practical and ethical applications; and
3. the post-historical consequences of reinterpreting and rejecting the Old Testament from the Biblical authors' original intended meaning—such as the rise of Darwinian Evolution;

Marxism/Communism; Liberalism; the Cults; the Death of God Movement; Decadent Literature; Socialism; Pragmatism; World War I & II; Neo-orthodoxy; the New Hermeneutic/Reader-Response Criticism; Mass Culture (Movies & Sports); Liberation/Feminist Theology; Korea & Vietnam; the Postmodernists; Political Liberalism; and the Progressives.

This course will also explore the Fine & Performing Arts, Evangelicalism, the Space Age, The Technology-Information-Explanation Age, and Global Terrorism.

Original texts will be used in reading and studying original documents and artifacts from these cultures that will expose students to multiple frames of references. MDS 4 (HNRS 211) is offered during the sophomore spring semester.

**MDS 5 (HNRS 310) – Capstone Thesis/Project** The MDS Honors Capstone Thesis/Project is the climaxing academic experience for all *Metadisciplinary Studies Honors* students. The capstone thesis/project is not a course, but weekly sessions of a minimum of one hour a week during four semesters with the MDS Honors Director and the student's Primary Mentor.

The Capstone Thesis/Project is an opportunity to conduct extensive, continuous, and original meta-research engaging in a creative *metadisciplinary* thesis or project in the student's area of interest and specialization. With faculty guidance, students are expected to conduct research and demonstrate thesis-writing skills and/or project management skills, in producing an original thesis and/or written technical report or analysis of a project, and to provide a presentation summarizing the scope and results of their work.

The MDS Honors Capstone Thesis/Project is completed during the final four semesters (junior & senior levels) at OVU. MDS 5 (HNRS 310) is offered during the junior fall semester and earns one credit hour and counts toward graduate Honors Program requirements.

**MDS 6 (HNRS 311) – Capstone Thesis/Project** Continued study, research and writing effort for the required MDS Honors Capstone Thesis/Project for all MDS Honors students. MDS 6 (HNRS 311) is offered during the junior spring semester and earns one credit hour and counts toward graduate Honors Program requirements.

**MDS 7 (HNRS 410) – Capstone Thesis/Project** Continued study, research and writing effort for the required MDS Honors Capstone Thesis/Project for all MDS Honors students. MDS 7 (HNRS 410) is offered during the senior fall semester and earns one credit hour and counts toward graduate Honors Program requirements.

**MDS 8 (HNRS 411) – Capstone Thesis/Project** Continued study, research and writing effort for the required MDS Honors Capstone Thesis/Project for all MDS Honors students. MDS 8 (HNRS 411) is offered during the senior spring semester and earns one credit hour and counts toward graduate Honors Program requirements.

#### **Admission Standards and Requirements for Continued Enrollment**

All arriving freshmen (also transfer or dual enrollment students) must be unconditionally accepted for admission into Ohio Valley University before being admitted into the *Metadisciplinary Studies (MDS) Honors Program*.

Admission into the MDS Honors Program is **based on a holistic review** of every student's application. Factors include, but are not limited to:

- ACT composite score of 26 or above or an SAT combined score of 1760 or above
- A high school minimum grade point average of 3.5 (no remedial courses included)
- Recent college coursework (OVU/transfer/dual enrollment students) with a 3.3 GPA (no remedial courses included)
- Leadership in Christian Ministries
- Service-Leadership in co-/extra-curricular activities
- Diversity in ethnicity, geography, interests, and talents

If you are not directly admitted to the MDS Honors Program but would like to petition for admission, please submit the following documents:

- A brief letter explaining why you would like to enter our honors program. Be sure to include your full name and address.
- A letter of recommendation from a high school faculty member, a university professor, and/or an Ohio Valley University advisor, who has taught you in an academic course.
- High school and/or university transcripts.

Petitions must be sent by US mail to:

Dr. Jeffery Donley, *Director of the MDS Honors Program*  
 Ohio Valley University  
 1 Campus View Drive  
 Vienna, WV 26105-8000

Please mail all items together. Letters of recommendation and transcripts must be in envelopes sealed by school representatives. Please note that we do not send automatic confirmations of receipt of your petition. If you would like confirmation, please email Dr. Jeffery Donley at [jeffery.donley@ovu.edu](mailto:jeffery.donley@ovu.edu). An Honors Petition Committee will convene in order to decide whether to accept or reject any petition. All decisions are final.

To continue to be qualified to partake in the *Metadisciplinary Studies (MDS) Honors Program*, a student must sustain a 3.0 cumulative GPA. A student whose cumulative GPA drops below 3.0 will be relegated on program probation for one semester. If the cumulative GPA prerequisite is fulfilled after the probationary semester, the student will be removed off probation; if the GPA prerequisite is not fulfilled, then the student is unable to earn honors credits until that minimum GPA prerequisite has been fulfilled.

### Honors Components

A. There are **FOUR COMPONENT PARTS** of the *Metadisciplinary Studies (MDS) Honors Program*. To fulfill the requirements of the of the MDS Honors Program and graduate with Honors Program Recognition, students must successfully complete **all four parts** of the program.

1. All students must successfully complete the **four MDS Honors** courses for the freshman and sophomore years in the *Biblical Worldview Curriculum*. Each course is for 4 credit hours.
  - a. Schedule for those who enter OVU as freshman:
    - i. Freshman fall semester: MDS 1 (HNRS 110) – 4 credit hours
    - ii. Freshman spring semester: MDS 2 (HNRS 111) – 4 credit hours

- iii. Sophomore fall semester: MDS 3 (HNRS 210) – 4 credit hours
- iv. Sophomore spring semester: MDS 4 (HNRS 211) – 4 credit hours
- b. Schedule for transfer students and dual enrollment students who enroll in OVU as juniors:
  - i. Junior fall semester: MDS 1 (HNRS 110) – 4 credit hours
  - ii. Junior spring semester: MDS 2 (HNRS 111) – 4 credit hours
  - iii. Senior fall semester: MDS 3 (HNRS 210) – 4 credit hours
  - iv. Senior spring semester: MDS 4 (HNRS 211) – 4 credit hours
2. All students must successfully complete **four 1-credit-hour Capstone Thesis/Project Sessions**. These do not meet as regular courses, but as weekly sessions over four semesters in which the student meets with the MDS honors director and a faculty mentor to work on a capstone thesis/project.
  - a. Schedule for those who enter OVU as freshman:
    - i. Junior fall semester: 1 Capstone Session – MDS 5 (HNRS 310) – 1 credit hour
    - ii. Junior spring semester: 1 Capstone Session – MDS 6 (HNRS 311) – 1 credit hour
    - iii. Senior fall semester: 1 Capstone Session – MDS 7 (HNRS 410) – 1 credit hour
    - iv. Senior spring semester: 1 Capstone Session – MDS 8 (HNRS 411) – 1 credit hour
  - b. The schedule for transfer students and dual enrollment students who are admitted into the MDS honors program as juniors is the same as above for their capstone/project sessions.
3. All students must successfully complete a professional **Honors Learning ePortfolio** (for no credit hours).
4. All students must successfully complete **three approved co-curricular activities** each semester of enrollment (for no credit hours).
- B. To graduate with honors program recognition, students must complete all honors courses with a grade of C or higher, and students must maintain an overall GPA of 3.0 or higher. This involves students transferring in from other colleges or universities along with dual enrollment students.

### Learning Outcomes

Students who complete the *Metadisciplinary Studies (MDS) Honors Program* will be able to do the following:

1. Use the elements of critical thinking to improve reasoning ability in all areas of study/life;
2. Demonstrate a “meta-integrative” perspective in their work revealing how God’s Word transforms all academic disciplines;
3. Cultivate the principles of dialogic argument and research in effective written and verbal communication skills;
4. Compare, contrast, and explain the Biblical and cultural significances of different historic ages;
5. Demonstrate a conceptual understanding of the arts and humanities/liberal arts as expressions of culture and of one’s experience of the world, leading to heightened aesthetic sensitivity and personal involvement;

6. Assume Christian leadership roles and be socially conscious; and
7. Apply annually for national scholarships.

## SPECIAL EDUCATION ENDORSEMENT PROGRAM

The Special Education Endorsement Program is delivered in a Special Education Institute format for certified teachers who need to add multicategorical special education certification or a single special education area to their core certifications. Participants are eligible for an endorsement in multicategorical special education that is added to an existing teaching license. Students take courses in a combination of online and blended formats using the Sakai learning system. Class size is limited to 20. The cost is \$415 per credit hour; the cost of a course worth 3 credit hours is \$1,245. The courses offered are on the undergraduate level.

Additionally, an endorsement in Autism Spectrum Disorders (ASD) may be added to a special education endorsement by completing six credit hours in ASD coursework and applying to the West Virginia Department of Education. Ohio Valley University offers two courses in Autism Spectrum Disorders: Introduction to Autism Spectrum Disorders (SPED 308) and Interventions for Autism Spectrum Disorders (SPED 309).

### Admission Standards for Special Education Endorsement Program

Participants who need a bachelor's degree in special education may enroll in one of the multicategorical special education programs described above in the Education Programs section of the catalog. Those who have a bachelor's degree in education with any teaching certification may apply to the Special Education Institute to complete the Multicategorical Special Education with Autism Spectrum Disorders endorsement for K-6 or Grades 5-Adult. The Institute is designed specifically for those with a prior certification who want to add special education.

Participants must have already successfully completed the following courses (or equivalents): Introduction to Learning, Survey of Exceptional Children (Introduction to Special Education), Human Growth and Development, Differentiated Instruction, Educational Psychology, and Regular or Special Education Student Teaching.

Students enrolled in the program must meet the Satisfactory Academic Progress guidelines described above under Academic Policies; however, for students enrolled in this program, a 3.0 GPA is required to remain in good academic standing.

### Endorsement Criteria

To earn multicategorical certification, students must meet the following requirements:

- 1) Satisfactorily complete the courses listed below (unless an equivalent course has already been taken):
 

EDUC 415	Differentiated Instruction (1 credit hour)
SPED 302	Behavior Disorders (3 credit hours)
SPED 303	Learning Disorders (3 credit hours)
SPED 304	Intellectual Disabilities (3 credit hours)
SPED 305	Program Planning in Special Education (3 credit hours)
SPED 306	Assessment in Special Education (3 credit hours)

SPED 307	Collaboration and Consultation in Special Education (3 credit hours)
SPED 308	Introduction to Autism Spectrum Disorders (3 credit hours)
SPED 309	Interventions in Autism Spectrum Disorders (3 credit hours)

- 2) Satisfactory completion of this additional coursework (unless an equivalent course has already been taken):

*For K-6 special education certification, the requirements are as follows:*

EDUC 327	Teaching Language Arts K-6 (3 credit hours)
EDUC 328	Teaching Reading – Phonics (3 credit hours)
EDUC 329	Teaching the Dimensions of Reading (3 credit hours)
EDUC 344	Diagnostic and Prescriptive Math (3 credit hours)
EDUC 413	Diagnostic and Prescriptive Reading (3 credit hours)

*For 5-Adult special education certification, the requirements are as follows:*

EDUC 328	Teaching Reading – Phonics (3 credit hours)
EDUC 329	Teaching the Dimensions of Reading (3 credit hours)
EDUC 344	Diagnostic and Prescriptive Math (3 credit hours)
EDUC 413	Diagnostic and Prescriptive Reading (3 credit hours)
EDUC 414	Teaching Reading in the Content Area (3 credit hours)
SPED 310	Planning for Transition (2 credit hours)

- 3) Earn a grade of at least a *B* in all required courses; no single course may be repeated more than once to raise the student's grade.
- 4) Achieve West Virginia passing scores on the required Praxis II tests in Special Education for multicategorical certification.

*Requirements are subject to change based on certification requirements from the West Virginia Department of Education; to achieve certification, students might be required to use a more recent catalog than the one in force at the time of first enrollment.*

## STUDY ABROAD PROGRAM

In today's world, a meaningful education should include an international component. Students who study abroad will often be more deeply affected and will remember the international experience long after they have forgotten much of a traditional classroom course. Regardless of what academic field or career a student pursues, global awareness will provide a significant component for a successful education.

The Study Abroad Program at Ohio Valley University helps create various learning opportunities. Most students will use the coursework earned through these opportunities to meet general education requirements.

In one frequently offered program, students have spent approximately four weeks in Europe, split between England, Paris, and Italy (primarily Florence, Venice, and Rome). In addition, students

will spend approximately two weeks in classes on campus prior to departure. The program begins the week following final exam week in the spring. Twelve credit hours are available.

Various instructors or departments also have also create study abroad offering; these programs might offer coursework to meet general education or program requirements.

Program fees vary; usually included in the fees are tuition, room and board, round-trip air fare, group travel, museum entrance fees, and tickets to performing arts events. Personal travel, books, cost for passport, and other expenses not directly related to the program are not included.

To be eligible for participation, a student must have a minimum cumulative GPA of 2.5.

## **THE WASHINGTON CENTER FOR INTERNSHIPS AND ACADEMIC SEMINARS**

Ohio Valley University is affiliated with The Washington Center for Internships and Academic Seminars, an independent, nonprofit organization serving hundreds of colleges and universities by providing students opportunities to work and learn in Washington, D.C. for academic credit. Semester-long internships are available in the fall, spring, and summer; one- or two-week seminars occur at various times throughout the academic year. Students in all disciplines are eligible to participate, and financial aid is available. For further details, contact The Washington Center website ([www.twc.edu](http://www.twc.edu)) or the provost.

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