



Bethany College

College Catalogue 2022-2023



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College Calendar 2021-2022

The Bethany calendar includes two 15-week semesters and a two, three or four-week May Term. Summer online classes are available through OCICU. The Fall Semester begins in August and ends before Christmas. The Spring Semester begins in mid-January and ends in early-May. Summer independent study options are offered.

JULY

18 Friday Early Orientation

JULY

5 Monday Employee Holiday - 4th of July
6 Tuesday Fall statements mailed
23 Friday Early Orientation

AUGUST

11-13 Wed.-Fri. New Faculty Orientation
16-20 Mon.-Fri. Faculty Workshop Week & Orientation
16 Monday State of the College Address
17 Tuesday Chairs Workshop
18 Wednesday Faculty Workshop
19 Thursday Orientation/Move-in Day for New Students
19 Thursday Matriculation
20-22 Fri.-Sun. Camp Bell
22 Sunday Final Registration

FALL SEMESTER 2021

23 Monday First day of classes for all students
27 Friday Last day for adjustment of schedules without academic & financial penalty

SEPTEMBER

3 Friday Last day to determine credit/no credit; Census Day
6 Monday Labor Day - Classes will be held
6 Monday Employee Holiday (Floating)
9 Thursday Fall Convocation

OCTOBER

8 Friday Last day of classes for first-half of semester
8-10 Fri.-Sun. Homecoming Weekend
10 Sunday Mid-term Grades Due, 10 PM
18-19 Mon.-Tues. Student Mid-Term Break
22 Friday Last day to withdraw with a W

NOVEMBER

1-5 Mon.-Fri. Registration for Spring semester
5 Friday Last day to register for spring classes without late fee
19 Friday Thanksgiving vacation begins for students 4 PM
25-26 Thurs.-Fri. Employee holiday - Thanksgiving
29 Monday Classes resume at 8 AM

DECEMBER

6 Monday Spring statements mailed
8 Wednesday Last day of classes
9-11 Thurs.-Sat. Final Exams and/or last classes (expected to meet)
13 Monday Final Grades Due
24-27 Fri.-Mon. Employee Holiday
28-31 Tues.-Tues. Employee semester break - essential employees to report as necessary to conduct business for the College

JANUARY

3 Monday Staff returns to work
10-11 Mon.-Tues. Comprehensive Exams (Written)
11 Tuesday Spring Faculty Workshop
12-14 Wed.-Fri. Comprehensive Exams (Oral)

SPRING SEMESTER 2022

17 Monday First day of classes & Martin Luther King, Jr. Day Activities
21 Friday Last day for adjustment of schedules without penalty
28 Friday Last day to determine credit/no credit

FEBRUARY

24 Thursday Senior One Stop
25 Friday Last day of classes for first-half semester courses

MARCH

3 Thursday Founder's Day
4 Friday Spring Break begins at 4 PM
6 Sunday Mid-term grades due by 10 PM
14 Monday Spring Break ends, classes resume
24 Friday Last day to withdraw with a W

APRIL

4-8 Mon.-Fri. Registration for Fall Semester
7 Thursday Honors Day (no classes)
8 Friday Last day to register for Fall Semester without late fee
8 Friday Last day to apply for Comprehensive Exams & Graduation for 2022-2023
15 Friday Last day of classes for seniors taking Comprehensive Exams
18 Monday Easter Monday Holiday - Students and Employees
19 Tuesday Grades due for students taking Comprehensive Exams
25-26 Mon.-Tue. Comprehensive Exams (Written)
27-29 Wed.-Thurs. Comprehensive Exams (Oral)
29 Friday Last day of classes
29 Friday Senior grades due by 10 PM

MAY

2-4 Mon.-Wed. Final Examination and/or last classes (expected to meet)
2-5 Mon.-Thur. Senior Transition Week Activities
5 Thursday Final Faculty Meeting
6 Friday Baccalaureate
7 Saturday Commencement
9 Monday Final grades due by 10 PM

MAY TERM 2022

9 Monday First day of classes
23 Monday Employee Holiday - Memorial Day

JUNE

3 Friday Last Day for May Term courses
6 Monday Grades Due for May Term

Bethany Profile

Bethany, a small college of national distinction, was founded March 2, 1840, by Alexander Campbell, who provided the land and funds for the first building and served as the first president. Now entering its 182nd year, Bethany College is a highly contemporary institution based in the tradition of the liberal arts.

The College offers a wide array of studies, awarding bachelor of science and bachelor of arts degrees in more than 25 fields of study, many with options for emphasis. Students also may include one or more minors as part of their program. The College also offers a Masters of Arts in Teaching.

The College's program of liberal arts education prepares students for a lifetime of work and a life of significance. Bethany places particular emphasis on leadership and incorporates pre-professional education in dentistry, engineering, law, medicine, physical therapy, public administration, theology, and veterinary medicine.

Bethany's 1,300-acre campus is located in the northern panhandle of West Virginia in the foothills of the Allegheny Mountains. Pittsburgh is 39 miles to the northeast. A half-hour drive from the College are Wheeling, West Virginia; Washington, Pennsylvania; and Steubenville, Ohio.

Since its inception Bethany has been a private liberal arts college affiliated with the Christian Church (Disciples of Christ). This religious body, of which Campbell was one of the principal founders, continues to support and encourage the College, although it exercises no sectarian control. Students from virtually every religious community attend Bethany.

Mission

Teaching and learning form the mission of Bethany College. Central to this broad purpose is providing a liberal arts education for students, including the preparation of professionals, in an atmosphere of study, work, and service.

Values

Bethany College is an academic community founded on the close interaction between students and faculty in the educational process. Bethany College values intellectual rigor and freedom, diversity of thought and lifestyle, personal growth within a community context, and responsible engagement with public issues. Its programs are designed to

- engage the mind through emphasis on discipline in thinking, motivation in the search for knowledge, and acquisition of the intellectual resources for a lifetime of learning
- embolden the spirit through the opportunity for intellectual challenge, collaborative enterprise, athletic competition, artistic expression, personal growth, and meaningful work
- enlarge the world through exposure to the abundant diversity of thought and lifestyle of the human community, support for personal engagement with societies and cultures different from one's own, and commitment to service.

Goals

In its charter, granted in 1840 by the Commonwealth of Virginia and recognized in 1863 by the newly organized state of West Virginia, the mission of Bethany College is defined as

*the instruction of youth in the various branches of science and literature,
the useful arts and the learned and foreign languages.*

Alexander Campbell set the purpose of the College in the context of western religious tradition and the thinking of the American Enlightenment, interpreting it to imply that the goal of education is to prepare students to become useful and responsible members of society by liberating them from superstition and ignorance, the tyranny of others, and "vulgar prejudices." Campbell envisioned that upon graduation, students would become their own teacher and pupil and continue their education throughout life.

Bethany College continues to accept the implications of its mission as understood by its founder. It continues to accept the responsibility for educating effective, honorable, humane, and intelligent citizens who believe in and will promote the creation of a world of worth and value, integrating critical reason with the convictions of faith, personal accomplishment with ethical responsibility, and individual development with service to others.

Objectives

The Bethany experience encourages students to realize their intellectual capabilities, moral capacities, and leadership potential by assisting them in their quest to achieve the following objectives:

- the ability to write well and to read with discrimination
- the ability to speak with facility and to listen effectively
- the ability to use the liberal arts and sciences in the application of critical thinking
- the ability to recognize and to appreciate the ethical, moral, and spiritual dimensions of the human experience
- the ability to recognize and to appreciate the experiences of diverse populations
- the ability to recognize and to appreciate the importance of lifelong learning and the responsibilities of world citizenship
- the preparation for post-baccalaureate education and career opportunities

Accreditation, Memberships

Bethany College is fully accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413. Phone: 800.621.7440

Bethany College holds memberships in:

- American Council on Education
- Appalachian College Association
- Association for Advancing Quality in Educator Preparation
- Association of American Colleges and Universities
- College Entrance Examination Board
- Consortium for Computer in Undergraduate Education (C-CUE)
- Council of Independent Colleges
- Council on Social Work Education
- Division of Higher Education of the Christian Church (Disciples of Christ)
- Eastern College Athletic Conference
- The Higher Learning Commission, North Central Association of Colleges and Schools
- Independent College Enterprise
- National Collegiate Athletic Association, Division III
- Online Consortium of Independent Colleges & Universities
- Presidents' Athletic Conference



Undergraduate Program

Application for Undergraduate Program

Bethany accepts application for admission from candidates who feel they would benefit from and contribute to a Bethany education. Bethany College is a proud member of the Common Application. Prospective students can submit their applications in the following ways: through the Common Application, by paper application, or through our online application on the Bethany College website at <https://www.bethanywv.edu/admissions-aid/apply/>. There is not an application fee for any of the applications. Bethany College has the right to refuse or revoke the admission of a prospective or current student due to a criminal background.

Admission is based on a careful review of all credentials presented by the candidate. The Center for Enrollment accepts candidates it considers qualified among those applying. The meeting of minimum standards does not in itself assure admission. Acceptance is contingent upon a candidate's successful completion of secondary school.

The College seeks students who have prepared themselves for a liberal arts curriculum by taking at least 15 units of college-preparatory work. Although the College does not absolutely prescribe how these units should be distributed, it encourages a minimum of four years of English, three years of mathematics, three years of science, three years of social science, and two years of a foreign language. For students who have developed individual curricula, have been home schooled, or are involved in experimental honors programs, the Center for Enrollment makes special evaluations.

Visiting Bethany

An on-campus interview with an enrollment counselor is highly recommended. A campus visit enables the student to develop a more thorough understanding of the College and its expectations. A comprehensive tour, observation of classes, and interaction with Bethany students and faculty are available if desired by the applicant. Arrangements must be made through the Center for Enrollment.

Lodging is available on campus at Gresham Inn and at nearby lodges and motels. Transportation arrangements from the Greater Pittsburgh International Airport and from the Pittsburgh rail and bus terminals may be arranged through the Center for Enrollment.

The Center for Enrollment is open for tours Monday through Friday, throughout the academic year. Also, visit www.bethanywv.edu for Green and White Visitation Days. Appointments can be made by filling out an appointment request form online, calling the Enrollment Office at 304-829-7611 or 800-922-7611, or by emailing the Enrollment Office at enrollment@bethanywv.edu. Three days' advance notice is recommended to make proper arrangements for visits.

First-Year Students

Application for admission requires submission of the following: completed application form and an official high school transcript. An official score report from either the College Entrance Examination Board Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) is optional. Test scores may be required for certain scholarship opportunities or recommended for students who are asked to provide further evidence of academic potential. In addition to those items, a letter of recommendation from a school counselor and a 250 word essay are recommended. An on-campus interview is strongly recommended but not required.

The application for admission and the acceptance are valid only for the academic year for which the application has been made.

Transfer Students

The College welcomes qualified transfer students. Applicants for transfer should have a good academic record at the institution attended and must present full credentials for both college and preparatory work. Transfers need to complete the Faculty Report and the Statement of Good Standing Form. Both can be found on Bethany College's website. Prospective transfer students should review the College's transfer of credit policy which can be found on the College Website.

Applications for transfer students are accepted year round. A thorough transfer analysis is completed by the Office of the Registrar to determine the amount of credits that will transfer in to Bethany College. The Center for Enrollment encourages transfers to apply well in advance as the process for transferring can take up to a month for everything to be complete.

Community College Graduates

Students who have received or will receive an Associate in Arts or Associate in Science Degree and find Bethany's curriculum suited to their educational goals are encouraged to apply.

Students transferring to Bethany with the A.A. or A.S. degree are granted a minimum of 60 credits, enter as juniors, and receive all the rights and privileges of upperclass students. The College assists holders of Associate degrees to complete their baccalaureate programs within two years at Bethany. However, the completion of some major programs may require more than two years at Bethany.

Early Admission

Some students complete their secondary school graduation requirements a year early and decide to enter college after the junior year. For those who have demonstrated maturity and show evidence of a strong academic background, Bethany offers a program for early admission. For early admission, the usual admission procedures must be followed. In addition, the student must have an interview on campus and the student's high school counselor must confer with the Bethany Director of Enrollment Management.

Advanced Placement and Credit by Examination

Credit may be received or courses waived as a result of high scores on the College Entrance Examination Board Testing Program for Advanced Placement and the higher level examinations of the International Baccalaureate Program. The waiving of courses and granting of credit, however, are departmental matters and require consultation with the chair of the appropriate department.

Students may receive advanced placement and/or credit from any department in the College through a testing program. Those who wish to receive credit by examination should consult with the Registrar and the chair of the appropriate department.

Program for Academic and Social Success

The Program for Academic and Social Success (PASS) is a fee based program that provides a comprehensive set of services specifically designed to support students with learning disabilities and attention deficit disorders in the college mainstream. The program promotes the development of skills which enhance a student's ability to undertake successful college-level work and engage in lifelong learning.

In order to participate in PASS, a student must also be admitted to Bethany College. In addition to the application, high school transcript, recommendations, and SAT or ACT scores, the student must submit complete documentation of the learning disability. Complete documentation consists of a current psycho-educational evaluation (within 3 years) and it must include recommendations for any adaptive devices, assistive services, etc. All candidates applying for PASS should schedule an interview with the PASS coordinator prior to the beginning of the school year. Interviews can be scheduled by the Center for Enrollment.

Students with documented disabilities are offered accommodations on a case by case basis in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Accommodations are provided at no additional cost.

International Students

Bethany encourages applications from residents of other countries. As many as ten countries are represented on campus each year. Prospective international students may apply to Bethany through the application form which appears on the Bethany College website at <https://www.bethanywv.edu/admissions-aid/apply/>.

In addition to the application form, prospective international students must submit a complete secondary school transcript, "O" or "A" level examination results (if appropriate), a certificate of financial support (available on the website address listed above), an official bank statement demonstrating financial sufficiency for at least one year's total expenses, one letter of recommendation, and a current copy of the applicant's passport. English language proficiency must be demonstrated for any student whose native language is not English. This may be satisfied with a preferred score of 90 (computer-based) on the TOEFL examination or by completing the highest-level coursework offered by the Intensive English Language Center with a passing grade. The College prefers the examinations or coursework to have been taken within the past three years. Bethany College will also accept the equivalent form of testing (IELTS) with a preferred score of 7.0. Bethany does provide merit-based scholarships for international students, but does not provide need-based financial aid. Upon acceptance to Bethany, students will receive written notification, and once all financial support documentation has been received, the Form I-20 is sent to secure a student visa from the nearest U.S. Embassy or Consulate. In order to be enrolled, each student's account must be paid in full on or before the specified due dates applicable to each semester.

Prospective international students are urged to begin the application process as early as possible and to have submitted all appropriate credentials and documents at least four months prior to the beginning of the semester in which they wish to enroll.

Application Fee

Bethany does not require an application fee.

Registration Deposit

A student accepted for admission is required to pay a \$150 registration deposit. This deposit holds the student's spot in the incoming class. The registration deposit is very important for selection of housing, orientation date, and classes. This deposit is refundable upon written request for the refund prior to May 1 of the academic year of initial intended matriculation.

Application for Readmission

Students who were previously enrolled at Bethany College but left for any reason can apply for readmission.

All students must apply for readmission through the Center for Enrollment. The Center for Enrollment will provide all students with the necessary materials to apply for readmission. Students must be cleared by the following administrative offices to return: Student Life, Financial Aid, Student Accounts, and the Registrar.

Undergraduate Expenses, Aid

Bethany College is a non-profit institution. Tuition, fees, and other general charges paid by the student cover approximately two-thirds of the College's instructional and operational expenses. The remainder comes from income from endowment funds, gifts and contributions, and miscellaneous revenues. Bethany continues to keep costs as low as possible.

Charges and fees stated on the following pages apply only to 2021-2022 academic year.

Schedule of Charges 2021-2022

Description of Charge or Fee	Full-Time Students (12-18 credit hours)		Part-Time Students (1-11 credit hours)
	Per Year	Per Semester	Per Semester*
Charges included in Tuition line on bill:			
Tuition	\$29,680	\$14,840	\$1,235/credit
Technology	\$ 540	\$ 270	\$ 25/credit
Student Activity	\$ 550	\$ 275	\$ 25/credit
Included Book Rental - optional	\$ 620	\$ 310	
Administrative Fee	\$ 210	\$ 105	\$ 105 ⁵
Course Fees (see Catalogue for listing)	Course-dependent	Course-dependent	Course-dependent
Credit hours in excess of 18		\$1,235/credit	
Freshman Experience Charge*	\$1,200		\$1,200
Residential Life ¹ :			
Campus Housing	\$ 5,580 - 7,020	\$ 2,790- 3,510	\$ 2,790 - 3,510
May Term Housing			\$55/week
Meal Plans ² :			
Board (Anytime Dining + \$100 flex per semester)	\$ 5,910	\$ 2,955	\$ 2,955
May Term Board ³			\$175/week
May Term Tuition			\$300/credit
Summer Courses			\$300/credit
Online courses offered through consortium (May/Summer Terms)			\$850/course <i>(subject to change by consortium)</i>
Deposits:			
Registration (nonrefundable upon graduation)	\$150		\$150
Program for Academic & Social Success-PASS (Student must qualify for admittance)	\$1,000–5,000	\$500 – 2,500	\$1,000 – 5,000
Most Common Miscellaneous Fees & Fines (Not all-inclusive, please see online Catalogue and Policy Manual for complete fee listings.)			
Orientation Fee (charged first year only)	\$ 125		
Continuous Enrollment Fee ⁴	\$ 130	per semester	
Transcripts (official and student issued)	\$ 10	per transcript	
Early Arrival (non-required)	\$ 50	per day	
Early Withdrawal (for required early arrivals)	\$ 50	per day prior to first day of classes	
Returned Check Fee	\$ 30	per occurrence	
Parking and Library Fines	Varies by infraction (see Policy Manual, Vol.VII, Student Life Policies)		
Commuter Parking	\$ 75	per semester	
Payment Plan Application Fee	\$	*to be determined	
Placement Fees (student teaching/social work)	\$ 100	per placement (in addition to regular tuition)	
Single Room Fee (double room as a single)	\$ 500	per semester	
Late Registration Fee (non-semester terms)	\$ 50	see academic calendar (pg. 2) for deadlines	
Late Registration Fee (semester terms)	\$ 150	see academic calendar (pg. 2) for deadlines	
*Freshman Experience Charge is a one-time fee charged to all first time freshman. \$1,200 will be charged Fall semester and is non-refundable once classes start.			

Billing/Payment Dates

Term	Billing Date	Due Date	Notes
Fall Semester 2021	July 2021	30 days after billing	\$500 Late Payment Fee. <i>Registration is not complete until payment or payment arrangements have been made.</i>
Spring Semester 2022	Dec 2021	30 days after billing	

- ¹ Reference the Bethany College Policy Manual, Vol. VII Student Life Policy for residential policy.
Price for rooms as follows:
 - Campbell Village/Cochran Hall: \$2,790 to \$3,010 per semester
 - Goodnight/Woolery/Harlan/Phillips: \$2,790-3,290 per semester
 - Fraternity/Sorority Houses (college owned): \$2,790-3,290 per semester
 - Fraternity/Sorority Houses (non-college owned): Other rates apply
- ² Special meal plans to accommodate documented medical conditions are subject to an additional charge to cover costs.
- ³ Students living on campus while preparing for or taking senior comprehensive exams and/or projects will be charged for part-time tuition, as well as fees, housing, and board as applicable.
- ⁴ Continuous enrollment is defined as enrollment from the semester of admission until the completion of all graduation requirements. Students are required to be continuously enrolled in order to graduate from Bethany College. As such, students will be charged a Continuous Enrollment fee of \$130 per semester for each semester in which they are not registered for classes at Bethany College (or through one of its approved study abroad or off-campus programs) until they graduate. This fee will be charged for students who are finishing incomplete courses, those who must sit for comprehensive examinations but have completed their coursework, and for those who are completing senior projects, even if they are not physically present at Bethany College. Likewise, students who are taking classes elsewhere to transfer credit to Bethany College (within the Academic Residence Requirement) to complete their graduation requirements will be charged this fee.
- ⁵ Administrative fee will be \$105 per semester for undergraduate students registered part-time during the fall and spring semesters. Administrative Fee will be \$25 for undergraduate students registered part-time for classes offered in the summer term.

Degree Completion

As prescribed by the Charter and Bylaws of the institution, granting a degree from Bethany College is a three step process involving the Registrar, the Faculty, and the Board of Trustees. The Registrar conducts a graduation audit on the date final grades are due at three points in the academic calendar: 1) at the end of Fall Term; 2) at the end of the January Comprehensive Exams; and 3) at the end of Spring Term. Only the names of those students who have completed all the requirements for the degree by one of the dates noted above will be submitted to the Faculty at its next regularly scheduled meeting, at which time the Faculty nominates the members of the list for a degree. The President then presents the list to the Board of Trustees which then confers the degree. Commencement exercises are held once each year, in May, at which time all degree recipients for that academic year receive diplomas. Students must resolve financial obligations to the College prior to their nomination for the degree, and transcripts will be withheld until the financial obligation is satisfied. Students who have not completed all degree requirements by the time final grades are due will not be permitted to participate in graduation activities that include but are not limited to the Baccalaureate and Commencement ceremonies, including 'walking' with the class at these activities. The only exceptions will be in the case of students who need to fulfill the 128-credits minimum and are short by three credits, and who have presented acceptable evidence that they are enrolled in an approved Summer Term course at an accredited institution in the summer immediately subsequent to the term of the graduation ceremonies in question. 'Acceptable evidence' and 'approved Summer Term course' will be determined by the Registrar

Comprehensive Examination

Students who wish to take Comprehensive Examinations must resolve their financial obligations to the institution at least one week prior to the first day of the written section of the Examination. Examination dates are listed in the College calendar which appears on Page 2 of the *Catalogue*.

Bethany Educational Employment Program and Work Study

Students may be awarded work study funds as part of their Financial Aid package. Students awarded such aid will receive it based on hours worked. Students may have their earning set up for Direct Deposit into their personal banking account or receive a paper check. Work study funds will not be applied directly to the student's tuition account. If a student wishes to use their earnings to pay toward their tuition account, they may sign up their paper pay check over to the Payment Window or make a payment via personal check or debit card.

All Bethany College students are professionals in training and will follow professional expectations while employed through the Bethany Educational Employment and Work Study programs. Meaningful work opportunities have been created and funded in an effort to provide learning opportunities, career expertise and resume building experiences for students.

Working while attending Bethany College is not considered a right but a privilege to be achieved with ambition to find a job, the desire to learn and ability to follow the expectations and requirements established by the job supervisor. Students will be held to the same standards, expectations and requirements most businesses and companies will require in their future careers.

Refund Policies

- Withdrawal or cancellation **must** be in writing to the Registrar. A withdrawal form with all necessary signatures must be obtained.

- **Tuition, Room and Board** will be refunded: 100% if officially withdrawn or cancelled prior to the first day of classes; 90% in the first week of the term; and no refund thereafter. For terms less than the standard 15 weeks but at least six weeks, these refund periods will be adjusted proportionally. For terms less than six weeks, no refunds are applicable after the first day of class.
- **Discipline** – In case of dismissal for breach of college disciplinary rules, no refund will be given.
- **Deposits** – Refundable deposits will first be applied against any outstanding balance. If the outstanding balance exceeds the refundable deposits, the student will not be entitled to the refund of such deposits.
- **Appeals** – Appeals to the refund policy due to unusual circumstances should be in writing to the Vice President for Finance, and must include documentation and proof of the unusual circumstances.
- **Title IV Financial Aid Recipients** – Consult with Financial Aid to determine the financial impact of planned withdrawals and/or changes in course of study. Students withdrawing before completion of 60% of the term will result in return of funds in the following order until the total amount of the college's responsibility has been satisfied: Unsubsidized Federal Direct Stafford Loans; Subsidized Federal Direct Stafford Loans; Perkins Loans; Federal PLUS Loans; Federal Direct PLUS Loans; Federal Pell Grants; FSEOG; and other Title IV assistance

Other Financial-Related Policies

- **Comprehensive Examinations** – Financial obligations must be resolved at least one week prior to the first day of the written section of the Examination. Examination dates are listed in the College calendar in the Catalogue.
- **Work Study** – Students may be awarded work study funds as part of their Financial Aid package. Students awarded such aid will receive it based on hours worked. Students may have their earning set up for Direct Deposit into their personal banking account or receive a paper check. Work study funds will not be applied directly to the student's tuition account. If a student wishes to use their earnings to pay toward their tuition account, they may sign their paper pay check over to the Payment Window or make a payment via personal check or debit card.
- **Fees Specific to Off Campus Study** – Off-campus study programs (for which Bethany College credits will be earned) often require a surcharge over and above the standard tuition to cover additional expenses associated with administration and delivery of such programs. Individual program participation agreements will be required for these programs to ensure that costs to participate are fully disclosed and agreed upon in advance.
- **Unpaid Accounts** – Any fees, fines, or miscellaneous payments not received by due dates may result in the student being administratively withdrawn from the College. Future registrations will not be allowed, nor will grades, diplomas, certificates, or transcripts be provided until such balance is paid. Re-instatement to the College will require payment of all amounts due, in addition to compliance with the usual re-admission procedures. The student is responsible for all collection agency fees, attorney fees, court costs, and any other costs necessary for the collection of past due accounts. Students whose accounts are assigned to collection may have their credit adversely affected, and may have difficulty in obtaining credit in the future.
- **Payment Plans** – Bethany College's monthly payment plan option is currently under review. Additional information forthcoming.

Veterans Affairs Specific Policies

Despite any policy to the contrary, for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, Bethany College will not prevent their enrollment, assess a late penalty fee to, require they secure alternative or additional funding, or deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution. However, to qualify for this provision, such students may be required to produce the VA's Certificate of Eligibility by the first day of class, provide written request to be certified, and provide additional information needed to properly certify the enrollment as described in other institutional policies (see Bethany College's VA School Certifying Official for all requirements).

Fees Specific to Off-Campus Study

Because of the additional administrative and external costs of study abroad programs, institutionally funded financial aid is not applicable to the international study programs listed below. The Tuition Exchange, The Council of Independent Colleges Tuition Exchange and Employee Tuition Benefit are not applicable to the international studies programs listed below. The listed charges are based upon the tuition charged by the host institution at the time of the publishing of this schedule. Such charges may be changed by said institutions at any time and without notice to Bethany College and the student. When changed by the host institution Bethany College reserves the right to revise this schedule to reflect such change. In addition to the charges below, the College requires each student to purchase international health insurance from an insurer approved by the College, the charge for which varies by location and length of stay.

- **CUMTB (China)** — \$1,200 for one semester of tuition and fees. Cost estimates for housing range from \$500-1000 per month, and food costs range from \$200 - \$600 per month, depending on the option chosen. Both are to be paid by the student. Airfare and other travel is also the responsibility of the student.
- **Heidelberg** — \$4,200 for one semester (includes tuition, fees, stipend to sponsor in Germany). Airfare and other travel is the responsibility of the student.
- **Paris Sorbonne** — \$4,150 for one semester (includes tuition and fees, stipend to sponsor in France). Airfare and other travel is the responsibility of the student.
- **Seigakuin** — \$1,400 for one semester (includes tuition and fees), and an additional \$4,546 for room and board. Airfare and other travel is the responsibility of the student.
- **Regents College** — \$12,400 for one semester (includes tuition and fees) and approximately an additional \$5,320 for room and board. Airfare and other travel is the responsibility of the student.
- **Oxford University** — \$16,500 for one semester (includes tuition and fees, five educational tours, medical plan, and room). Airfare, other travel and board are the responsibility of the student.

- **Harlaxton** — \$16,900 for one semester (includes tuition, room, board, and fees). Airfare and other travel are the responsibility of the student.
- **Spain** — \$7,400 for one semester (includes tuition and fees, stipend for sponsor in Spain). Airfare and other travel is the responsibility of the student.
- **Washington Center** — \$12,790 for one semester (includes tuition and fees). Travel and room and board is the responsibility of the student.

The above prices are subject to change.

Course Fees

Student Teaching and Social Work Placement Fees vary by semester. Please consult with the respective departments.

BIOL 103	\$50	COMM 201	\$40	PHED 472	\$30
BIOL 104	\$50	COMM 218	\$125	PHYS 151	\$25
BIOL 107	\$50	COMM 250	\$125	PSYC 188	\$25
BIOL 268	\$50	COMM 292	\$50	SOWO 215	\$100
BIOL 269	\$50	COMM 409	\$75	THEA 103	\$25
BIOL 290	\$50	EDUC 105	\$50	THEA 153	\$50
BIOL 320	\$50	ENGL 160	\$25	VISA 201	\$25
BIOL 341	\$50	FINA 125	\$25	VISA 202	\$25
BIOL 343	\$50	INTD 210	\$25	VISA 203	\$75
BIOL 351	\$50	MUSI 111	\$300	VISA 211	\$40
BIOL 352	\$50	MUSI 112	\$300	VISA 213	\$50
CHEM 100	\$20	MUSI 211	\$300	VISA 221	\$75
CHEM 108	\$20	MUSI 212	\$300	VISA 222	\$75
CHEM 101	\$30	MUSI 311	\$300	VISA 223	\$75
CHEM 102	\$30	MUSI 312	\$300	VISA 231	\$75
CHEM 211	\$30	MUSI 411	\$300	VISA 301	\$40
CHEM 212	\$30	MUSI 412	\$300	VISA 311	\$50
CHEM 315	\$50	PHED 110	\$36	VISA 313	\$50
CHEM 320	\$50	PHED 180	\$100	VISA 321	\$75
CHEM 324	\$50	PHED 183	\$400	VISA 331	\$75
CHEM 326	\$50	PHED 210	\$35	VISA 341	\$40
CHEM 335	\$50	PHED 240	\$50	VISA 401	\$10
CHEM 345	\$50	PHED 326	\$50	VISA 411	\$10
CHEM 351	\$50	PHED 327	\$50	VISA 413	\$10
CHEM 352	\$50	PHED 340	\$50	VISA 421	\$75
CHEM 355	\$50	PHED 341	\$50	VISA 431	\$75
CHEM 404	\$50	PHED 380	\$30	VISA 478	\$35
COMM 160	\$25	PHED 381	\$30		

Unpaid Accounts

Any fees, fines, or miscellaneous payments not received by due dates may result in the student being administratively withdrawn from the College. Future registrations will not be allowed, nor will grades, diplomas, certificates, or transcripts be provided until such balance is paid. Re-instatement to the College will require payment of all amounts due, in addition to compliance with the usual re-admission procedures. The student is responsible for all collection agency fees, attorney fees, court costs, and any other costs necessary for the collection of past due accounts. Students whose accounts are assigned to collection may have their credit adversely affected, and may have difficulty in obtaining credit in the future.

Administrative Withdrawals

Bethany College reserves the right to withdraw (after the tenth class day of the semester) or cancel the enrollment of (up until the tenth class day of the semester) any student who is not engaged in the academic program of the College and who has, after warnings, failed to meet their financial or academic obligations to the College.

Reasons for invoking this authority may include (but are not limited to):

1. Student fails to arrive and check in at the scheduled move-in date without prior consultation with and permission from the Vice President of Student Life or their designee.
2. Student persistently fails to attend classes and submit academic work.
3. Student fails to submit payment for bills properly delivered or refusing to answer requests for meetings or consultations with the Office of Financial Aid or the Office of Student Accounts.

Tenth Day Rule

Students who are enrolled as of the first day of classes in the term but whose enrollment is cancelled due to non-attendance, nonparticipation, or failure to show by the tenth of day of classes will be billed 10% of the tuition and fees for the semester, and in the event that they have been resident on campus, they will be held responsible for room and board charges for the days during which they have been present on campus.

Students who are withdrawn after the tenth day of classes in the term due to non-attendance, non-participation, or failure to meet their financial obligations will be billed for the semester and responsible for room and board charges based on the number of days for which they have been present on campus.

Process and Appeal

These decisions may be finalized by the Provost, the Vice President of Student Life, or the Vice President of Enrollment, Financial Aid, and Marketing as appropriate and may be appealed to the President. Students who have been formally notified of the cancellation of enrollment may not move in to campus housing or, if resident at the time of notification, must leave campus within 48 hours of notification. Students who have been withdrawn for non-attendance, non-participation, or non-payment will be given 48 hours to leave campus. The College will discontinue the student's access to the meal plan 48 hours after notification. Students for whom this requirement presents a particular hardship should appeal this decision in writing immediately upon notice.

Payment Plans

Bethany College's monthly payment plan option is currently under review. Additional information is forthcoming.

Financial Aid

Recognizing the increasing cost of achieving a college education, Bethany College offers a wide variety of scholarships, grants, loans and work possibilities. Institutional scholarships are available only to full-time students. Entering students who wish to be considered for all types of financial aid, including federal and state programs and most institutional grants and scholarships should complete the following requirements no later than March 15 prior to their first Fall semester:

1. Apply and be accepted for admission to Bethany College.
2. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. The FAFSA is used by the Federal Student Aid Programs to determine a student's financial "need". The Bethany College Financial Aid Office uses this information to evaluate a student's eligibility for other aid programs.

A student who qualifies for assistance will receive an award that may consist of scholarships, grants, loans, and work study. The student may accept or decline any of the aid that is offered. Questions should be directed to the Center for Enrollment. An extensive list of federal, state and institutional financial aid assistance may be viewed at <https://www.bethanywv.edu/admissions-aid/scholarships-financial-aid/>.

Bethany College Federal Satisfactory Academic Progress Policy (SAP)

Federal Policy: HEA Sec. 484 (c), 34 CFR 668.1(e), 34 CFR 668.32(f), 34 CFR 668.34 and Federal Registrar.

The United States Department of Education requires postsecondary institutions receiving federal funds (Title IV) to have a Satisfactory Academic Progress Policy (SAP) that is used to determine eligibility for continued receipt of federal funds. The SAP policy applies to all federal Title IV financial assistance programs including Federal Work Study, Federal PELL, Federal Supplement Education Opportunity Grant (SEOG), Federal TEACH Grant, Federal Perkins Loans and Federal Direct Loans. The college's policy for SAP are designed to review a student's academic performance in terms of quantitative and qualitative measures to ensure the student is making progress towards completion of the academic program. The SAP policy must be at least as strict as that for students who are not receiving FSA funds at your college, and it must apply consistently to all educational programs and all students within categories, e.g. full-time, part-time, undergraduate and graduate students. The policy must require a cumulative academic progress evaluation at the end of each payment term.

Bethany College Federal Satisfactory Academic Progress Policy

The SAP policy for Bethany College students receiving Federal Title IV is the same as or stricter than the university's standards for students enrolled in the same educational program who are not receiving Federal Title IV financial aid. Federal Satisfactory Academic Progress is run at the end of each term shortly after final grades are due. Once the review is complete and the status is calculated, the student account will be updated accordingly. The Financial Aid Office will send an email and letter to your permanent address updating the progress failures.

1. **Qualitative (GPA):** Undergraduate students must maintain at least a 2.0 cumulative grade point average (GPA) to remain in good academic standing. Graduate students must maintain at least a 3.0 cumulative grade point average (GPA) to remain in good academic standing. Grading scales/system can be found online in the Catalogue at: <https://www.bethanywv.edu/academics/academic-support-resources/catalogue/>. *We do not round up the QPA. Nothing below the exact minimum requirement is rounded up in order to meet the minimum standards. For example, if you are an undergraduate student with QPA of 1.9999, you do not meet the minimum QPA requirement.*
2. **Quantitative (Credit Hours Earned):** All students must complete 67% of overall credits attempted to maintain good standing and be considered making Satisfactory Academic Progress. The completed

percentage is determined by dividing credits earned by the number of credits attempted. *We do not round up. Nothing below the exact minimum requirement is rounded up in order to meet the minimum standards. For example, if your number of credits earned divided by the number of credits attempted equates to .666667, your percentage is 66% and you do not meet the minimum credits attempted requirement.*

3. **Maximum Time Frame:** Maximum Time Frame is defined as the required length of time it will take a student to complete his/her degree. A student will remain eligible for federal aid for up to 150% total attempted credits. All credits transferred to the college and attempted credits will count towards the Maximum Time Frame requirement for Satisfactory Academic Progress. Unless your program is approved for additional credits, you are not eligible for federal financial aid. Undergraduate degrees require 128 credits, which means 150% equates to 192 maximum credits including transfer credits. Graduate degrees typically require 36 credits, which means 150% equates to 54 credits. Graduate degrees that are not the typical credits are reviewed by program requirements.
4. **Additional Required Factors:** The following factors must also be considered when evaluating a student's Federal Satisfactory Academic Progress:
 - **Audited Courses:** Audited classes are not considered credits attempted or earned. A student may audit a course with the understanding that he or she will receive neither a grade nor credit for the course.
 - **Change of Major:** If a student changes majors, the hours attempted under all courses of study are included in the calculation of attempted and earned hours.
 - **INC (Incomplete) Courses:** An incomplete course does not earn credit or influence the grade point average in the semester the course work was taken. However, an incomplete grade will count towards the total credits attempted. Once the incomplete grade has been resolved, the credits and grade point will then be counted towards satisfying the minimum credit hours and grade point average requirements. If within a year the INC is not resolved, it is automatically turned to "F" and will be calculated in SAP. An INC failure grade counts the same as a failure grade towards both the grade point average and the total credits attempted.
 - **Military Courses:** In some cases, military training and/or service school experience credits can be counted towards the total credit hours earned by a student for satisfying the minimum credit hours requirement for SAP. The credits attempted under all courses of study are included in the calculation of attempted and earned hours.
 - **NF Not Attending Fail (Pending Review & Approval but is mandated by federal regulation):** Grade awarded to students who did not officially withdraw from the course. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. No withdrawal categories earn credit towards graduating. An NF failure grade counts the same as a failure grade toward both the grade point average and the total credits attempted.
 - **Pass/Fail Courses (CR/NCR & SP/UP):** Passing credits for pass/fail courses are considered attempted and earned credits; failing grades in pass/fail courses are considered attempted but not earned.
 - **Remedial Courses:** These courses are treated like any other course with the exception that credits do not count towards graduation. However, each student registers for a course, those credits are counted towards the student's Maximum Time Frame requirements.
 - **Repeated Courses:** The last grade earned will be used in calculating the student's grade point average with the credits being counted only for the semester in which it was repeated. However, each time a student registers for a course, those credits are counted towards the Maximum Time Frame. These courses will also be counted towards satisfying the minimum earned credit hours standard. A student is allowed to repeat a course only once. Any additional repeats of the credits will not count towards financial aid eligibility.
 - **Transfer Credits:** All credits transferred to the College will be counted towards the Maximum Time Frame requirement for SAP. These courses will also be counted towards satisfying the minimum earned credit hours standard.
 - **W (Withdrawal) Courses:** A grade assigned when a course is removed from a student's schedule after the current term's Add/Drop period. No withdrawal categories earn credit towards graduation or towards satisfying the minimum credit hours requirement of the federal SAP policy. However, these credits will count towards the total attempted credits and could possibly affect the Maximum Time Frame requirement.
 - **WF (Withdrawal while failing):** Indicates a withdrawal while failing from a course after the Add/Drop period. No withdrawal categories earn credit towards graduation or towards satisfying the minimum credit hours requirement of the federal SAP policy. However, these credits will count towards the total attempted credits and could possibly affect the Maximum Time Frame requirement.
 - **WP (Withdrawal with passing):** Indicates a withdrawal while passing from a course after the Add/Drop period. No withdrawal categories earn credit towards graduation or towards satisfying the minimum credit hours requirement of the federal SAP policy. However, these credits will count towards the total attempted credits and could possibly affect the Maximum Time Frame requirement.

IMPORTANT NOTE: Please be aware that withdrawing from courses can affect your Financial Aid eligibility in future terms. Remember, Federal Title IV financial aid is measured both quantitatively & qualitatively. So even if your GPA is not negatively impacted by withdrawing from courses your credits attempted/completed will be affected. It is important to consult the Financial Aid Office before dropping classes after the term's Add/Drop.

Bethany College Satisfactory Academic Progress Procedures

Once the SAP calculation is complete, students are assigned a SAP status that requires action when they do not meet the minimum SAP requirements. A sequential status assignment order is followed to determine your financial aid eligibility for the present and future terms.

Satisfactory Academic Progress Status Sequence and Explanation:

- **Financial Aid Warning (You are eligible for federal aid):** Financial Aid Warning is a status assigned to a student who fails to make Satisfactory Academic Progress (SAP) at a school that evaluates progress at the end of each payment period (term), and chooses to allow students who fail its progress standards to continue to receive aid. While on the Warning status, you will be eligible for federal aid. However, if at the end of the term, you are not meeting the minimum (2.0 undergraduate, 3.0 graduate QPA and 67% cumulative attempted credits) Satisfactory Academic Progress requirements, you will be put on Financial Aid Suspension.
- **Financial Aid Suspension (You are not eligible for federal financial aid unless you complete the academic plan appeal):** Financial Aid Suspension is a status assigned to a student who fails to achieve Satisfactory Academic Progress (SAP) while on the Financial Aid Warning status. Since after your warning period you are not meeting the minimum requirements (2.0 undergraduate, 3.0 graduate QPA and 67% cumulative attempted credits) Satisfactory Academic Progress requirements, you are not eligible for federal financial aid. In order to gain federal financial aid eligibility, you must complete the SAP Financial Aid Academic Plan Appeal Form. This form can be found on the Forms section on the Financial Aid website. The appeal process is defined beginning on page 5 of this policy.
- **Financial Aid Probation (You are eligible for federal financial aid):** Financial Aid Probation is a status assigned after you complete the SAP Academic Plan appeal process. You are eligible for federal Financial Aid for the current term. If at the end of the term you are meeting your SAP Academic Plan but not meeting the cumulative minimum (2.0 undergraduate, 3.0 graduate QPA and 67% cumulative attempted credits) Satisfactory Academic Progress (SAP) requirements, you will be put on Financial Aid Suspension and will have to appeal each term until you meet the cumulative minimum requirements. If at the end of the term you do not meet the SAP Academic Plan or the minimum cumulative SAP requirements, you will be put on Permanent Financial Aid Suspension status. You will then not be eligible for federal financial aid nor an appeal until you meet the minimum overall cumulative SAP requirements minimum (2.0 undergraduate, 3.0 graduate QPA and 67% cumulative attempted credits.)
- **Permanent Financial Aid Suspension (You are not eligible for federal financial aid.):** If the student fails their Academic Plan for the approved term and does not meet the overall qualitative or quantitative measures mentioned above then the student will not be eligible for another SAP Appeal nor Academic Plan. The student is placed on Permanent Financial Aid Suspension. The appeal process is no longer permissible when assigned the status. In order to regain financial aid eligibility, a student must successfully meet all requirements for Satisfactory Academic Progress. Students may use any term(s) of the academic year to eliminate his/her deficiency. However, he/she is financially responsible for all expenses incurred during the time it takes to regain eligibility. Course work taken at another college or university may be used to resolve the minimum credit hours earned requirement. The only possible exception to this strict guideline would be if the student was impacted due to health reasons or hospitalization. Such an exception requires extensive documentation proving the medical emergency affected the current semester academic achievements. Students can apply for Private Alternative loans but they are not eligible for Federal Title IV financial aid until they achieve the minimum SAP requirements and are considered to be in good standing. We will consider Financial Aid Suspension for previous nonborrowers only if the previous term the student earned a minimum of 2.0 GPA and attempted 100% attempted credits.

IMPORTANT NOTE: Students that exited the College not in “good academic standing” are potentially subjected to bypassing the Financial Aid Warning status and immediately progressing to the Financial Aid Suspension status. If you are returning with Permanent Suspension that will not change until the overall requirements are achieved. The Financial Aid Office reserves the right (at any time for all students: newly admitted, readmitted and continuing) to progress the status sequence as deemed necessary (including but not limited to) as per academic performance, inconsistent enrollment, excessive unofficial and official withdrawal grading assignments and signs or concerns of fraudulent activity.

Satisfactory Academic Progress Financial Aid Academic Plan Appeal Process: Students are strongly encouraged to complete the SAP Academic Appeal Process. Even if you submitted a previous Academic Plan and passed, you must complete this process each semester in order to retain federal financial aid. Students will not be eligible for federal financial aid until all document requirements for Satisfactory Academic Progress have been achieved and submitted accordingly.

If you are on Financial Aid Suspension, you are eligible to complete the SAP Financial Aid Academic Plan Appeal Process in order to be eligible for federal financial aid for the current term.

The following information is required before financial aid processing:

- **Appeal Form:** The Federal Satisfactory Academic Progress Academic Appeal form can be found on the Forms section of the Financial Aid website. Students are required to complete all sections of the form. This form explains all requirements and collects informational data and your required signature.
- **SAP Explanation:** A student may file an appeal if there is an unusual and/or mitigating circumstance that affected their academic progress. Such circumstances may include a severe illness or injury to the student or immediate family member; the death of a student's relative; activation into military service or other circumstances. Please be specific and provide any supporting documentation that would substantiate your appeal. All information will be strictly confidential. All SAP explanations must also outline the steps you are planning to take to ensure future success at Bethany College in addition to your academic plan. If you pass your plan and are resubmitting the SAP explanation for continued federal financial aid eligibility, you are only required to explain the steps you plan to continue to achieve academic success.
- **Academic Plan:** An academic plan must be completed with your Academic Advisor. If your Academic Advisor is not available, contact your Department Academic Dean. This plan will help you work to maintain the overall cumulative SAP requirements and assist you with your graduation plan and requirements. Once the academic plan is complete, submit it to the Financial Aid Office.

Readmitted Students: Readmission to the University does not reinstate your funding or automatically mean you are eligible for federal financial aid. If you are readmitted to the College, you should contact the Financial Aid Office regarding your financial aid eligibility. You must meet the SAP requirements stated in the policy in order to receive federal Financial Aid.

Academic College Policies that affect the Federal Satisfactory Academic Policy. It is important that you understand and reference all College policies before making a decision on change in your enrollment. All policies that involve grading and adjustments to your schedule after the Add/Drop period will ultimately have an impact on Satisfactory Academic Progress. Below are examples of Academic Policies that can affect your ability to successfully maintain the minimum requirements of the SAP policy.

Academic Programs

Undergraduate Programs

Based in the liberal arts tradition, Bethany's academic program is designed to meet the educational needs of individual students by promoting breadth, depth, and the integration of knowledge. Bethany assists students in developing intellectual concepts, sophisticated learning skills, moral values, and good citizenship. Preparation for leadership is a central theme of the College.

The Bethany curriculum is unique in caring for individual students and in helping them develop their full potential at each level of learning. From First-Year Seminars to Senior Comprehensive Examinations, Bethany prepares its students for ever greater tasks and achievements, guiding them toward the fulfillment of personal goals, the challenges of graduate study, and the preparation for productive and rewarding careers.

Bethany brings its students a rich variety of opportunities for learning. Seminars, lectures, laboratory and independent research projects, encounters with high technology through the use of state-of-the-art computers, television and graphics equipment, artistic performances, and athletic activities present opportunities for self-expression and growth. Learning at Bethany often takes place outside traditional classroom settings, through independent study, informal interaction with faculty, off-campus internships, and study abroad.

A Bethany education is, then, more than a list of courses. Bethany students approach their study through a framework of common educational goals which define the liberally educated person. Faculty members work closely with all students to ensure a proper grounding in the humanities, natural sciences, and social sciences. Bethany students have many opportunities for choice; but here, too, faculty work closely with them to ensure that each student's personal plan of study is both comprehensive and coherent. It is this combination of thoroughness and personal expression that makes Bethany unique.

Academic Advising

The student-advisor relationship is an important aspect of the Bethany education. Although students are responsible for understanding Bethany's curriculum, knowing the requirements for graduation from Bethany, and recognizing their progress toward fulfilling all requirements, students and advisors work together to determine and schedule classroom and experience-based academic activities appropriate for individual students.

First-Year Seminar instructors serve as advisors for entering students and for other students who have not yet officially selected a major. All students are encouraged to discuss their academic plans with a faculty member from their intended major department as soon as they have decided what that department is to be. Students must declare a major before the end of the second semester of the sophomore year; at that time, they are assigned formally to an advisor from the chosen department.

There are also special advisors to assist students with specific academic activities, such as fulfilling particular requirements, preparing for specific careers, and planning for applying to graduate and professional school programs. A list of special advisors appears in the directory section of this *Catalogue*.

Requirements for a Bethany Degree

Bethany College confers a Bachelor of Arts or a Bachelor of Science degree to a student who has satisfactorily completed the following requirements:

- 128 credits with a minimum grade-point average of 2.00, including completion of the following:
 - the First-Year Experience
 - First-Year Orientation (BFYE 100)
 - First-Year Seminar (BFYE 101)
 - First-Year Professional Learning Community (BFYE 102)
 - The Bethany Writing Requirement
 - The Bethany Fitness/Physical Activity Requirement
 - The Global Awareness Core
 - Liberal Arts Core
 - a Major Field of Study
 - a Senior Project in the major field
- the senior comprehensive examination in the major field of study
- the residence requirement

Students who have not completed all degree requirements by the time final grades are due will not be permitted to participate in graduation activities that include but are not limited to the Baccalaureate and Commencement ceremonies, including 'walking' with the class at these activities. The only exceptions will be in the case of students who need to fulfill the 128-credits minimum and are short by three credits, and who have presented acceptable evidence that they are enrolled in an approved Summer Term course at an accredited institution in the summer immediately subsequent to the term of the graduation ceremonies in question. 'Acceptable evidence' and 'approved Summer Term course' will be determined by the Registrar.

Bachelor of Arts degrees are awarded in Accounting, Communications and Media Arts, Computer Science, Cybersecurity - Information Assurance, Economics, Education, English, Finance, History, Interdisciplinary Studies, International Business, Management, Marketing, Music, Physical Education and Sports Studies, Political Science, Psychology, Religious Studies, Social Work, Spanish, Theatre, and Visual Art. Specific requirements for each major are described in the sections of this *Catalogue* devoted to the offerings of the individual academic departments.

Bachelor of Science degrees are awarded in Biology, Chemistry, Computer Science, Cybersecurity, Interdisciplinary Studies, Mathematics, Physical Education and Sport Studies, Physical Science, and Psychology. Specific requirements for each major are described in the sections of this *Catalogue* devoted to the offerings of the individual academic departments.

The Bethany Plan

All students pursuing a bachelor's degree must complete The Bethany Plan – a detailed academic and co-curricular program, focused on building skills employers seek, and grounded in the liberal arts. Bethany has achieved national distinction as one of the few institutions requiring a Senior Capstone Project and written and oral Senior Comprehensive Exams.

First-Year Experience

The First-Year Experience is designed to meet the following goals:

- Provide a small seminar of students with a faculty mentor/advisor who will help them to improve writing and thinking skills and familiarize them with the academic life of the College, while they study a specialized subject area
- Provide a bridge between the high school experience and the Bethany experience designed to enable students to engage actively and successfully as they grow and learn inside the classroom and out
- Provide students with an intense, single-class, topic driven learning experience designed to enhance college level reading, writing and research skills

Students will:

- employ and enhance college-level academic skills through a topic-driven learning experience
- explore identity development, including personal and professional identification
- increase awareness and knowledge of available Bethany resources, including the institution resources, culture, and community
- embrace and understand the responsibilities of a professional learning community.
- demonstrate and maintain personal health and wellness
- demonstrate understanding of the power of a liberal arts education

All students who meet one of the following conditions are required to complete successfully the First-Year Experience, including BFYE 100, 101, and 102 or HSEM 101 and 102.

- The student has graduated from high school but never attended college, even if she or he has completed college credits while in high school.
- The student has enrolled in another college and is transferring fewer than 13 credits to Bethany.

Students who have been enrolled as a full-time, degree-seeking student at another institution and who have completed 12 or more credit hours at that institution are considered transfers and are exempt from the Bethany First-Year Experience (BFYE) requirement.

Further information on the BFYE courses can be found in the First-Year Experience section.

Note on Completions: Students who do not successfully complete their first year seminar in the fall term will be required to make up this course during the spring term of their first year. Students who do not successfully complete BFYE 102 will be required to register for, and successfully complete, the course in the May term of their first year, at additional expense. If these courses are not successfully completed, students will not be eligible for graduation.

Capstone Project

Each student must successfully complete a project consistent with the guidelines and requirements of the department of the student's major. Guidelines are available from the chair of each department. A student may propose a capstone project earning two, three, or four credits as determined through consultation with the faculty of the major department. Projects are proposed, scheduled, and evaluated in accordance with guidelines established by each major department. The project is supervised and evaluated by the student's capstone project advisor and by at least one additional faculty member. The project grade is submitted by the department chair. The completed project is filed in the library archives.

Senior Comprehensive Examination

Culminating the Bethany education is the Senior Comprehensive Examination. Comprehensive examinations assure the College of qualitative accomplishment and lead the student to a sense of self-confidence and achievement.

A student who has attained senior standing, has completed all the requirements for a major, and has a grade-point average of at least 2.0 in the major is eligible to take the Senior Comprehensive Examination. To take the Examination, the student must register for the appropriate zero credit 495 placeholder course. Students must submit a Comprehensive Exam Registration Form in the spring semester prior to the academic year in which they will take the exam period. The application form can be obtained from the Office of the Registrar or online and requires the signature of the department chair, and a copy of the student's most recent Degree Audit must be attached. The Examination, which is offered in January and in May, includes both written and oral sections. In some majors, portions of external examinations may be part of or prerequisite to the Senior Comprehensive Examination. A full description of the policy governing the administration of the Senior Comprehensive Examination may be found in *Bethany College Policy Manual, Vol. VI, Academic Policies*.

Students who wish to take the Comprehensive Examination must resolve their financial obligations to the institution at least one week prior to the first day of the written section of the examination. Examination dates are listed in the College calendar which appears on Page 2 of this *Catalogue*.

Students who have completed all requirements in their majors except the senior project may take the examination in January with the consent of their advisors. Students who do not pass the examination in January may take it again at the end of the Spring semester or at any time that it is regularly given within the following twelve months. If the student fails a second time, the student may petition the faculty for a re-examination during the following year. No student may take the examination more than three times. Students who do unusually well in the Senior Comprehensive Examination earn a pass with distinction.

Writing Requirement

Writing is integral to the liberal arts curriculum at Bethany College. Therefore, the Bethany Writing Requirement is a multiple-activity program spread across the student's entire college career. To fulfill the requirement, students must complete a minimum of four courses designated as writing intensive (WI), including one of the following 100-level courses: English 111 or English 150. At least two of the four courses must be at the 300- or 400-level. WI courses are proposed by faculty and approved by the Director of the Writing Across the Curriculum (WAC) Program. A list of courses so designated may be obtained from the Office of the Registrar or the Director of WAC.

Fitness/Physical Activity Requirement

Each student is required to complete successfully a two-part fitness and physical activity requirement. The Fitness Component of the requirement is met by successful completion PHED 102 Introduction to Lifelong and Sports Fitness. The Activity Component may be met by registration for and successful completion of one course selected from among the Varsity Sport Sequence (PHED 150-164), the Performance Activity courses (110, 120-123, 132, 134), the Intense Conditioning Sequence (PHED 137, 138), Yoga (PHED 140), Introduction to Riding (PHED 183), Fly Fishing (PHED 104-105), or Dance (FINA 133-138). Students with documented disabilities are offered accommodations and modifications on a case by case basis in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Global Awareness Core

Building on Alexander Campbell's belief that religious literacy and instruction in the modern languages were important parts of a liberal education that helped students become responsible, useful members of society, Bethany College is committed to providing an education that also prepares students to be citizens of the world and to participate in an increasingly globalized community. As such each student must complete the Global Awareness Core. The Global Awareness Core is comprised of the following components:

Religious Studies Requirement

Religious literacy is essential to the liberally-educated citizen of the world. Bethany students are required to complete successfully RELS 100 (Introduction to Religion: Texts, Contexts, Practices). The course is offered by faculty members of the Department of Humanities and is preferably taken during the first year. RELS 100 takes an academic approach to the study of religion. Students are introduced to critical methods and definitions in religious studies and then proceed to apply one or more of those methods to a comparative study of three different world religions. The lens through which the religions are compared varies with the interest and expertise of the professor teaching the course. Students might consider, for example, religious definitions of the human condition in relation to philosophical, political, or moral definitions; the meaning and function of religious rituals; or the way religions develop, reinforce, or challenge gender roles in society.

World Languages and Cultures Requirement

All students must demonstrate world languages and cultures proficiency at the elementary level or above. Students may demonstrate proficiency according to the following stipulations:

- Students successfully complete at Bethany two courses of a language sequence in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, or Spanish into which they have been placed based on the results of an internal or external placement procedure. Acceptable external instruments are the ACTFL Oral Proficiency Interview, or a certified Common European Framework (CEFR) ranking. The validity of other external tests will be decided on a case-by-case basis.
- Students who test above the 110 level in a language available at Bethany College are encouraged to continue the study in that language at a higher level. Alternatively, they have the option to begin the study of an additional world language and culture.
- Native speakers of languages other than English have the option to continue their study of English as a Second Language.
- Based on test results, or completed class work, students may earn up to six credits for prior language study.
- Students who transfer two semesters of college language credit, and students who have achieved a 3 or better on the College Board AP exam, are exempt from the requirement.

Students with documented disabilities are offered accommodations and modifications on a case by case basis in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Cultural Awareness Requirement (GAC)

To become aware of the nature and significance of one existing culture, ethnic subculture, or cluster of ethnic subcultures differing from that of mainstream United States.

Each student is required to complete successfully a three or four credit course from the list below. The list of courses approved for satisfying the requirement in each area changes every year.

Arabic 130 Arabic Language and Cultures III, 180 Civilization of the Arabic Speaking World; **Business** 345 Intercultural Communications; **Chinese** 130 Chinese Language and Cultures III, 180 Chinese Civilization; **Communications** 345 Intercultural Communication; **English** 267 Masterpieces of World Literature, 383 African American Novel; **Fine Arts** 104 Out of the Blues and Into Rock; **French** 130 French III, 181 Contemporary France, 220 Conversation and Composition: France; **German** 130 German III, 160 German Culture through Film, 180 Civilization of Germany, 220 Conversation and Composition: Germany; **History** 329 Islamic Civilization, 330 Modern China, 331 Modern Japan; **Japanese** 130 Japanese III, 180 Japanese Culture, 181 Modern Japan; **Music** 104 Out of the Blues and Into Rock; **Psychology** 250 Multi Cultural Psychology; **Religious Studies** 210 Yoga and Meditation, 220 Introduction to World Religions, 352 Islamic Civilization; **Social Work** 210 Human Diversity; **Sociology** 210 Human Diversity; **Spanish** 130 Spanish III, 180 Civilization of Spain, 220 Conversation and Composition: Spain, ; **Theatre** 270 Women Playwrights.

International Understanding (GAI)

To become familiar with the contemporary world by exploring the interrelationships of several countries or by comparing two or more countries outside of the United States.

Each student is required to complete successfully a three or four credit course from the list below. The list of courses approved for satisfying the requirement in each area changes every year.

Business 308 International Business, 371 International Finance; **Communications** 403 Global and International Communication; **English** 268 Modern World Literature; **Economics** 113 Comparative Economic Systems; **French** 221 Conversation and Composition: Francophone World; **General Science** 202 Physical and Cultural Geography; **German** 181 Civilization of the German-Speaking World; 221 Conversation and Composition: The German-Speaking World; **History** 230 Dilemmas of Diversity, Democracy, and Nationhood in the Twentieth-Century World; **Interdisciplinary Studies** 202 World Energy Resources, 203 International Terrorism; 211 Women in the World **Political Science** 111 Comparative Politics, 112 International Politics, 211 Women in the World; 253 Nature and International Society; **Religious Studies** 244 Hinduism and Buddhism, 260 Religion and Food; **Spanish** 181 Civilization of Latin America; 221 Conversation and Composition: Latin America.

Liberal Arts Core

The Liberal Arts Core is designed to ensure that all Bethany students are acquainted at the college level with areas of knowledge and methods of thinking traditionally associated with a liberal arts education. Each student is required to complete successfully a three or four credit course in each of the areas listed below, with no more than two courses from the administrative department of the student's major. The list of courses approved for satisfying the requirement in each area changes every year.

1. Contemporary Society and Institutions: *To explore the nature and functioning of formal and/or informal institutions in contemporary society.*

Business 203 Principles of Advertising and Public Relations; **Communications** 101 Introduction to Communications, 104 Visual Communications, 203 Principles of Advertising and Public Relations; **Economics** 201 Principles of Microeconomics, 202 Principles of Macroeconomics; **English** 212 Writing for College and Community; **Political Science** 111 American Politics; **Physical Education and Sport Studies** 209 Diversity, Equity, and Inclusion in Sport; **Psychology** 241 Religious and Psychological Lenses on Social Justice; **Religious Studies** 224 Religion and Culture, 241 Religious and Psychological Lenses on Social Justice; **Social Work** 150 Social Problems; **Sociology** 150 Social Problems.

2. Aesthetic Awareness and Creativity: *To develop an understanding of the principles which influence the creative process in human endeavor, focusing on application and creation.*

Communications 110 Digital Audio Production for Music, 160 Introduction to Film, 205 Principles of Graphic Design, 210 Editing, Mixing, and Master Digital Audio for Music, 218 Digital Production for Performance, 221 Acting for the Camera, 409 Publication Photography; **English** 160 Introduction to Film, 207 Performing and Literary Arts for Education Majors (and Beyond), 230 Writing from Nature, 240 Creative Writing; **Physical Education** 123 Dance Activities; **Visual and Performing Arts**, all courses offered by the department with the exception of MUSI 171, 172, 271, 272, and those MUSI, THEA, and VISA courses listed in the Cultural Awareness requirement and the Liberal Arts Core, The Western Tradition. (NOTE: Students may elect to complete three one-credit courses in this area rather than one three-credit course to fulfill this category.)

3. Human Behavior: *To explore human development and behavior.*

Business 287 Organization and Human Behavior, 311 Principles of Management, 482 Business Ethics; **Communications** 206 Public Speaking and Announcing, 303 Organizational Communication, 346 Gender Communication; **Economics** 287 Organizations and Human Behavior; **Education** 203 Human Development; **Interdisciplinary Studies** 204 Human Sexuality, 210 The Art and Science of Peace; **Philosophy** 100 Introduction to Philosophy, 124 Introduction to Ethics, 252 Philosophy of Mysticism, 254 Contemporary Ethical Issues, 355 Philosophy of Religion; **Psychology** 188 Psychology of Death and Dying, 210 Psychology of Women, 230 Developmental Psychology, 287 Organizations and Human Behavior, 324 Personality Psychology, 325 Abnormal Psychology, 326 Social Psychology, 328 Interpersonal Aspects of Psychotherapy and Counseling, 329 Theories of Psychotherapy and Counseling; **Religious Studies** 235 Sex, The Body, and Religion, 251 Death and the Afterlife; 355 Philosophy of Religion **Social Work** 145 Women's Issues Across the Lifespan; **Sociology** 145 Women's Issues Across the Lifespan.

4. Life Science: *To systematically examine the nature of living things.*

Biology 102 Horticultural Science, 103 Introductory Biology I: Molecular Genetics, Cell, and Development, 104 Introductory Biology II: Evolution, Diversity, and Ecology, 107 Human Biology, 110 Plants, People, and Environment, 115 Biology of Women, 326 Ecology; **Health** 201 Introduction to Health; **Physical Education** 327 Physiology of Muscular Activity; **Psychology** 100 General Psychology.

5. Literature: *To explore the human dimensions of literature by reading and interpreting major literary works.*

English 150 Honors Freshman English, 156 Introduction to Literary Studies, 200 Literature and Literary Diversity, 245 British Literature I, 246 British Literature II, 250 American Literature, 264 Masterpieces of Drama, 266 Masterpieces of European Literature, 270 Shakespeare, 275 American Short Stories, 280 Short American Novels, 366 Regional American Literature, 385 Women & Literature: The American Experience; **French** 420 Survey of French Literature I, 421 Survey of French Literature II; **German** 420 Survey of German Literature I, 421 Survey of German Literature II; **Religious Studies** 215 Religion and Literature; **Spanish** 420 Survey of Peninsular Spanish Literature I, 421 Survey of Latin American Literature I, 422 Survey of Peninsular Spanish Literature II, 423 Survey of Latin American Literature II.

6. Mathematical Understanding: *To apply quantitative reasoning in solving problems.*

Computer Science 107 Introduction to Computing, 151 Computer Science I, 210 Discrete Mathematics; **Mathematics** 103 College Algebra, 105 Precalculus, 120 Foundations of College Mathematics, 170 Connections in Mathematical Understanding, 201 Calculus I, 202 Calculus II, 210 Discrete Mathematics, 281 Statistical Methods I; **Philosophy** 123 Introduction to Logic; **Psychology** 205 Statistics in Psychology I.

7. Physical Science: *To examine the nature of the physical world.*

Chemistry 100 Consumer Chemistry, 101 General Chemistry I, 108 Introduction to Forensic Science; **General Science** 100 Consumer Chemistry, 103 Everyday Physics, 151 Astronomy, 220 Geology; **Physics** 100 Physics of Sports, 103 Everyday Physics, 151 Astronomy, 201 General Physics I, 202 General Physics II.

8. The Western Tradition: *To become familiar with historical and cultural developments which have contributed to the formation of the western world.*

Economics 112 Economics Morality in Sports; **French** 320 French Civilization; **History** 101 World Civilization I, 102 World Civilization II, 201 U.S. History I, 202 U.S. History II; **Interdisciplinary Studies** 251 Origins of Western Thought I: The Ancient World, 252 Origins of Western Thought II: The Middle Ages and Renaissance, 253 Origins of Western Thought III: The Modern Age; **Music** 103 Introduction to Music, 250 Music History: Medieval-Classical, 251 Music History: 18th-20th Centuries; **Philosophy** 333 History of Philosophy: Ancient through Modern, 334 Existential Philosophy, 336 Twentieth Century Philosophy, 353 History and Philosophy of Science, 358 Aesthetics, the Arts, and Philosophy, 361 Ancient and Medieval Thought, 362 Modern Political Thought; **Physical Education** 244 Philosophical-Historical Perspective of Physical Activities; **Political Science** 361 Ancient and Medieval Thought, 362 Modern Political Thought, 363 American Political Thought; **Religious Studies** 231 Judaism, 301 Poetry, Prophecy, and (Poly) Theism: A Critical Analysis of the Hebrew Bible, 311 Studies in the Gospels; **Theatre** 335 American Theatre, 374 Theatre History I, 375 Theatre History II; **Visual Art** 100 Art History: Ancient through Medieval, 101 Art History: Renaissance through Post-Modern, 103 Women and Art.

Major Field of Study

Every student must select a major field of study from one of the academic departments of the College, from among the faculty-sponsored interdisciplinary programs, or by initiating and developing an individual interdisciplinary program.

A major program may require no more than 72 credits, no more than 48 of which may be in one curricular department. Credits for senior projects (2, 3, or 4 credits) do not count toward this total unless otherwise specified by a department. Each major requires a minimum of 24 credits within the department.

Faculty-sponsored and student-initiated interdisciplinary majors cross departmental lines. Information about faculty-sponsored interdisciplinary majors is available from the Office of the Registrar and in the Interdisciplinary Studies section of this *Catalogue*. Information about student-initiated interdisciplinary study is available in the Interdisciplinary Studies section of this *Catalogue* and from the Director of Interdisciplinary Studies.

Majors are offered in:

Accounting

Biology

(with options for emphasis on Biology, Biochemistry, and Biology Education Grades 9-12)

Chemistry

(with options for emphasis on Professional Chemistry, Biochemistry, and Chemistry Education Grades 9-12)

Communications and Media Arts

(with options for emphasis on Digital Media and Production, Graphics, Integrated Media and Marketing, and Sports Communication)

Computer Science

(with option for Bachelor of Arts or Science)

Computer Science and Accounting (Dual Major)

Cybersecurity

(with options for emphasis in Cybersecurity and Information Assurance)

Economics

(with options for emphasis on Managerial Economics and International Economics)

Economics and Mathematics (Dual Major)

Education

(Elementary Education; Middle Childhood Education through individual department programs in the areas of English, General Science, Mathematics, Physical Education, Social Studies, and Spanish; Secondary Education through individual department programs in the areas of Biology, Chemistry, English, Mathematics, Physical Education, Psychology, Social Studies, and Spanish)

English

(with options for emphasis on Creative Writing, Education, Literature, and Writing and Language)

Environmental Science (listed under Biology)

German Studies (Interdisciplinary)

Finance

History

Interdisciplinary Studies

(major programs initiated and developed by individual students to fulfill their particular educational goals)

International Business

International Relations (Interdisciplinary)

Management

Marketing

Mathematics

(with options for emphasis on Mathematics, Mathematics-Economics, Mathematics-Physics, Mathematics-Computer Science, Mathematics-Actuarial Science, and Mathematics Education)

Music

Music Technology (Interdisciplinary)

Physical Education and Sport Studies

(with options for emphasis on Sports Management, Sports Medicine, Recreational and Athletic Administration, and Coaching Education, Teaching Physical Education)

Pre-Engineering/Physical Science

Political Science

Psychology

(with options for emphasis on Scientific Psychology, Human Services, Pre-Physical Therapy, and Pre-Occupational Therapy, Art Therapy, Sports Psychology)

Psychology and Education (Interdisciplinary)

Psychology, Religion and Culture (Interdisciplinary)

Psychology and Social Work (Dual Major)

Religious Studies

Social Work

Spanish

Theatre

(with options for emphasis on Performance and Technical Theatre)

Visual Art

Double Major: A double major represents the completion by a student of all of the curricular requirements of any two majors. Students may elect to double major in any two disciplines of their choosing and are required to complete separate senior projects and comprehensive exams for each major program. Students completing a double major receive one diploma. The double major is noted on the transcript.

Dual Major: A dual major is one in which the faculty of each of the programs involved have determined that because of significant curricular commonalities and/or the requirements of external certifying bodies, students completing all of the course requirements for each major would benefit by being able to complete a single senior project and a specialized set of extended, combined comprehensive exams. Dual majors are initiated by the faculty in the programs affected and are approved by the faculty as a whole. Students completing a dual major receive one diploma. The dual major is noted on the transcript. Information about dual majors is available from the Office of the Registrar and in the respective departments that host a dual major.

Minor Field of Study

Students may include as part of their program of study one or more optional minors. Requirements for minors are described in detail in the sections of this Catalogue devoted to the offerings of the individual academic departments. Minors require between 15 and 24 credits of directed study. A student may earn a minor in an area of study as long as a minimum of 9 credits are completed in addition to those required for the student's declared major. Students may not minor in their major field of study.

Minors are offered in:

Accounting
American Literature
Botany
British Literature
Chemistry
Communications and Media Arts
Computer Science
Creative Writing
Criminal Justice
Cybersecurity
Economics (International or Quantitative)
Entrepreneurship
Environmental Biology
Finance
French
German
History
Management
Marketing

Mathematics
Medieval and Renaissance Studies
Music
Multi-Category Special Education K-Adult
Nonprofit Management
Nonprofit Marketing
Philosophy
Physics (Experimental or Theoretical)
Political Science
Religious Studies
Religion and Social Justice
Secondary Education
Spanish
Theatre
Visual Art
Women's and Gender Studies
Writing in Social and Natural Environments
Zoology

Academic Residence Requirement

To be eligible for a degree a student must have completed 48 credits in courses at Bethany and/or as part of an approved off campus Bethany program. With pre-approval of the major department and the Provost, students may take up to, but no more than, six of the last thirty-four credits as transfer credits.* The pre-approval process ensures that the transfer credits will be acceptable substitutions for Bethany College classes.

*Transcripts showing final grades for all transfer credits must be received by the Registrar by the final grade due dates in the Bethany College Calendar.

May Term

The Bethany program includes a voluntary two to four-week May Term. The terms provide opportunities for students to supplement and extend the learning experience available during the traditional academic year. Students may enroll in a course, study single topics intensively, travel and study in various parts of the world, and undertake independent study projects.

Students may earn a maximum of four credits towards Bethany College degree requirements in any one May term. Since the terms are voluntary, students who participate in credit-granting programs are assessed for tuition, room and board, travel, and laboratory and other fees as appropriate to the particular program. Specific information about course offerings and costs is available from the Office of the Registrar.

Honors Program

The Bethany College Honors Program is a unique living and learning community for highly-motivated students, providing students both the freedom and the responsibility to fuse together the arts and sciences in order to enrich their creativity; their critical thinking, problem-solving, writing, quantitative, and presentation skills; and their collaborative ability. First Year Honors students reside in Goodnight Hall, the Honors building, with a dedicated Honors Residential Assistant; when space permits, Honors housing is available to them after the First Year for as long as they remain in good standing in the program. Students complete a four-credit Honors Seminar in the First Year and collaborate with one another and with the Honors Director and faculty to design the four-credit Honors Seminar they will complete in the Sophomore and Junior Years; Honors Students write an enhanced Senior Project, and engage in community service and special events integrated into the subjects of the courses they design together. Successful applicants to the Honors Program receive tuition grants that can be renewed for four years, regardless of financial need. Selection is based on the applicant's secondary school record, standardized test scores, on-campus interview, and graded high school writing sample (in some cases). Contact Dr. Debra Hull at dkhull@bethanywv.edu for further details. .

Pre-Professional Study

Bethany offers pre-professional study programs in a number of areas, including the following:

Engineering

The Bethany engineering program permits students to earn both a bachelor's degree from Bethany and a B.S. in engineering from a cooperating school upon completion of a five-year sequence. Students spend three years in the liberal arts environment at Bethany and then attend Case Western Reserve University for an additional two years. Students interested in engineering should plan to take Physics 201-202 and Mathematics 201-202 during their first year. Other courses should be chosen with regard to the particular subfield within engineering that interests the student. Additional information is available from the pre-engineering advisor.

Law

No particular pattern of courses is required for admission to law schools. Students should plan to take the Law School Admission Test no later than December of the senior year. The following courses will assist students to prepare for this test: POLS 110, 322, 361-363, 401; ACCT 202-203; COMM 206, 304; PHIL 100, 123; and courses in English literature, composition, and world languages. Students interested in pre-professional preparation in law should consult the pre-law advisor.

Bethany College has also established innovative three-three programs with Appalachian School of Law, Duquesne University and Ohio Northern University. These programs permit a student to complete three years of undergraduate coursework at Bethany and then enter law for the completion of the J.D. degree after three more years of study (four years in the Duquesne Law School's Evening Division). Students receive a bachelor's degree from Bethany upon successful completion of the first year of the law program and having completed all college-wide requirements for a Bethany degree. Additional information about this program may be obtained from the Office of the Provost and Dean of Faculty.

Medical and Health Professions

Programs for advanced degrees in medical fields such as dentistry, medicine, optometry, pharmacy, and podiatry, as well as physician assistant and other health science fields require applicants to have a broad foundation in the sciences, mathematics, and English. Students are required to show competency in both inorganic and organic chemistry, biology and general physics, usually completing a two semester sequence, and many programs are now requiring or strongly recommending biochemistry. Students will also be expected to perform satisfactorily on a qualifying exam such as the DAT, GRE, MCAT, OAT, or PCAT. Students interested in health related professions should plan to take Chemistry 101-102 and Biology 100 during their first year. Mathematics 201 is highly recommended during the first year. Chemistry 211-212 should be taken in the second year, and Physics 201-202 taken no later than the third year. Pre-professional students in the health sciences should consult early in their first year with the chair of the Health Professions Advisory Committee.

Ministry

Students planning to enter church vocations complete their preparation in seminaries and graduate schools of religion after completing their undergraduate studies at Bethany. A solid and broad base in liberal arts is recommended as preparation for seminary studies. Students should consider taking courses in Religious Studies, History, English, Literature, Philosophy, Psychology, Social Work, and World Languages and Cultures. Students interested in ministerial careers should contact the Department of Humanities.

Pre-Occupational Therapy

Preparation for graduate programs in Occupational Therapy is available through one of the majors in the Department of Psychology: Psychology with a Pre-Occupational Therapy Emphasis (requirements are listed in the Psychology section of this *Catalogue*). Students interested in pre-professional preparation in occupational therapy should consult the pre-occupational therapy advisor.

Pre-Physical Therapy

Preparation for graduate programs in Physical Therapy is available through one of the majors in the Department of Psychology: Psychology with a Pre-Physical Therapy Emphasis (requirements are listed in the Psychology section of this *Catalogue*). Students interested in pre-professional preparation in physical therapy should consult the pre-physical therapy advisor.

Pre-Veterinary Medicine

Colleges of Veterinary Medicine expect incoming students to have a broad background in the biological and physical sciences with students completing at least three courses in biology including general biology, genetics, microbiology as the most requested, two semesters of both general chemistry and organic chemistry, as well as at least one semester of biochemistry, and two semesters of general physics. A course in animal nutrition is required by nearly half of the schools.

Other typical course requirements include at least one math class and two semesters of English composition and literature. Another major requirement is documented experience with animals and work with veterinarians. Students can gain valuable experience working with area veterinarians.

Students who can claim West Virginia residency status may obtain a position as a contract student at one of two schools: The Virginia-Maryland Regional College of Veterinary Medicine and Mississippi State University. There are at present 13 contract seats for West Virginia residents among the two eligible schools. Eligible students must complete the application for the West Virginia Contract Seat, which can be obtained at <https://davismichael.wvu.edu/veterinary-school-info/contract-school-information/available-contract-seats>. Application deadlines vary, and students are encouraged to consult the website listed above at the beginning of their junior year. All students interested in attending veterinary school should review the admission requirements of any veterinary college they may likely attend as requirements among the colleges vary widely.

Other Professions

Bethany also provides thorough preparation for professions in the fields of business, communication media, public administration, teaching at all levels, social work, and many more. For assistance with academic and career planning, students are encouraged to contact individual academic departments, as well as the College's Office of Career Counseling and Placement.

Dual Degree Programs

Carnegie Mellon University

In cooperation with H. John Heinz III School of Public Policy and Management at Carnegie Mellon University in Pittsburgh, Pennsylvania, Bethany College offers accelerated master's programs to qualified Bethany students. Students attend Bethany College for their first-year through junior year followed by three to four semesters at the Heinz School. Students who successfully complete the program are awarded a bachelor's degree from Bethany College and a master's degree from Carnegie Mellon University in less time than would normally be required to achieve both.

The following cooperative programs are available:

- Master of Science in Public Policy and Management
- Master of Science in Health Care Policy and Management
- Master of Science in Biotechnology and Management
- Master of Arts Management
- Master of Information Systems Management
- Master of Science in Information Security Policy and Management

Students pay tuition and fees to Bethany College from their first-year through junior years. They pay tuition and fees to Carnegie Mellon for their graduate program, either three or four semesters beyond the completion of the junior year, depending upon program. Certain courses taken at Carnegie Mellon University may be applied to major requirements for Bethany College as determined by the department concerned. Bethany College students are eligible for scholarship support from Bethany for their first-year through junior years. They will be eligible for scholarship support from the Heinz College for the length of their graduate program. For additional information about these programs, please contact the office of the Provost and Dean of Faculty.

Case Western Reserve University

In cooperation with Case Western Reserve University, Bethany College permits students to earn both a bachelor's degree from Bethany and a Bachelor's degree in engineering from a cooperating school upon completion of a five-year sequence.

Students spend three years in the liberal arts environment at Bethany and then attend Case Western Reserve University for an additional two years. Students interested in engineering should plan to take Physics 201-202 and Mathematics 201-202 during their first year. Other courses should be chosen with regard to the particular subfield within engineering that interests the student. Students considering this program should contact the pre-engineering advisor to plan their degree program.

Internships

Students may spend a semester combining practical professional experience with formal off-campus study. A student wishing to do this must arrange a position in the chosen area and arrange independent study credit which integrates this work experience with formal theoretical study.

A written proposal, signed by the faculty member responsible for supervising and evaluating the internship program, must provide a description of the student's goals in undertaking the program, a description of the experience including a summary of responsibilities and the name of the supervisor, a description of the formal independent study course work, an explanation of the way in which the program will integrate the work experience and the formal independent study course work, and a description of the methods to be used in supervising and evaluating the entire project.

Students may earn eight credits upon satisfactory completion of the project with the approval of the respective chair of the department in which the credits would be earned. A student may apply for one academic credit for every 50 hours of internship work completed. An internship is normally one semester or summer. Internships during the semester are limited to 15 hours per week and three credit hours per semester for a full-time student taking 12 or more credits of additional course work. Summer internships can have increased hours. Students must have a 2.0 cumulative GPA and have junior or senior status. A packet that contains forms and information is available through the Registrar and the Office of Career and

Professional Development. Students should complete this packet with their academic advisor and internship supervisor and return completed forms to the Registrar.

Study Abroad

Qualified students may earn academic credit for formal study completed in a country other than the United States. To be eligible for study abroad, a student should normally have junior standing. Approval by the faculty International Education Committee is also required. Several programs for study abroad are part of the Bethany curriculum. A student enrolled in one of them remains registered at Bethany and may remain eligible for some forms of financial aid. Students and their advisors should consult with the Director of Financial Aid before registering for a study abroad program. Students considering study abroad should work closely with the Director of International Studies and the Director of Financial Aid to ensure a clear understanding of the costs and financial aid implications.

China University of Mining and Technology in Beijing (CUMTB) Program

Qualified Bethany students may enroll for a semester or a full year in such courses as Chinese language and civilization courses at the China University of Mining and Technology in Beijing (CUMTB). Other courses are available as English-language course offerings, specifically in the English Department, in Chemistry and in Mining Engineering. Student volunteers in the International Office will serve as advisors for the exchange students.

Heidelberg Program

Qualified Bethany students may enroll for a semester or a full year in such courses as German language, literature, history, and civilization courses at the Pädagogische Hochschule in Heidelberg, Germany. The first four weeks are spent in an intensive language course at a Goethe Institute. The Bethany representative and former Bethany exchange students from Heidelberg serve as counselors to Bethany's students while they are at Heidelberg.

Paris Sorbonne Program

By special arrangement with the Sorbonne, qualified Bethany students may enroll for a semester or a full year in its Cours de Langue et de Civilisation Française. A Bethany representative in Paris serves as counselor to Bethany's students during their stay at the Sorbonne.

Seigakuin Program

By special arrangement with the Seigakuin University of Saitamaken, Japan, qualified students may enroll for a semester or full year for studies in a variety of subjects or arrange for independent studies. Courses in Japanese language and culture are offered. A Bethany representative at Seigakuin University serves as counselor to Bethany students during their stay in Japan.

Spain Program

By special arrangement with the University of Navarra in Pamplona, qualified Bethany students may enroll for a semester or full year. A Bethany representative at the University of Navarra serves as counselor to Bethany's students during their stay in Pamplona.

United Kingdom Programs

Bethany College makes three programs for study in the United Kingdom available to its students. Enrollment is limited. Restrictions on the use of financial aid resources may apply.

Harlaxton College Program

Qualified Bethany students may enroll in either the fall or spring semester at Harlaxton College, near Grantham, Lincolnshire. Students choose from the full range of curriculum offerings at Harlaxton College, including courses that traditionally meet general education requirements, as well as a British Studies course which features an interdisciplinary approach to the analysis of English culture. Harlaxton College is owned and operated by the University of Evansville (Indiana).

Oxford Program

Qualified Bethany students may enroll in either the fall or spring semester as affiliate students at an Oxford College through the Oxford Study Abroad Program. They take tutorials with Oxford faculty, have library, dining, and social privileges at their affiliate college, and enjoy other University privileges.

Regent's College Program

Qualified Bethany students may enroll in either the fall or spring semester at Regent's College, London. Regent's offers a broad range of courses, including many which meet regular Bethany graduation requirements, as well as special courses designed to take advantage of its London/United Kingdom setting.

Webster International Network Schools

Bethany College's partnership with Webster University allows for students to engage in full-term and short-term programs around the world. Webster University has international campuses in Austria, China, Ghana, Greece, the Netherlands, Switzerland, the United Kingdom, and Thailand, as well as international exchange partners in Brussels, Belgium; Beijing, China; Trier, Germany; Japan; Guadalajara, Mexico; and Oviedo, Spain. In addition to these semester-long destinations, a variety of short-term travel courses are also available through this partnership. Information about these opportunities, and how to apply, can be found at www.webster.edu/study-abroad/index.html.

East Central Colleges Exchange Programs

As a result of Bethany College's participation in the now defunct East Central Colleges, students may still benefit from a series of exchange agreements developed by the consortium of East Central Colleges and administered through Muskingum University, qualified Bethany students may remain registered at Bethany while living and studying for a semester or full year at one of the following institutions:

1. Universidad Blas Pascal in Argentina;
2. University of Lethbridge in Canada;
3. Université du Québec (choose from one of six campuses) in Canada;
4. University of Prince Edward Island in Canada;
5. Lanzhou University in China;
6. Université du Sud Toulon-Var in France;
7. Deggendorf University in Germany;
8. Universität Passau in Germany;
9. Kansai Gaidai University in Japan;
10. Yonsei University in South Korea;
11. Universidad de Castilla de La Mancha in Spain.

Students interested in one of these programs should consult the Director of International Studies.

Other Programs

Bethany students have participated in additional programs for study abroad. The Director of International Education can provide interested students with information about such programs.

The Washington Center

The Washington Center for Internships and Academic Seminars enables students to earn college credit for full-time Washington-based internships and short-term academic seminars. Participants in the program must be recommended by the campus liaison and have the approval of the Provost and Dean of Faculty.

State Government Study

The Department of History and Political Science administers a program in conjunction with the West Virginia University Foundation in which an outstanding junior or senior is selected each year to spend one week studying the three branches of state government in Charleston, West Virginia. Students may earn two credits for participating in this program.

Appalachian College Association

Bethany College is a member of the Appalachian College Association (ACA), a nonprofit consortium of 35 private liberal arts colleges and universities spread across the central Appalachian mountains in Kentucky, North Carolina, Tennessee, Virginia, and West Virginia. From its headquarters, the ACA helps develop and share ideas, information, programs, and resources in such areas as faculty development, library and information technology services, student-centered research and service projects, and international travel.

Online Consortium of Independent Colleges and Universities

Bethany College is a member of the Online Consortium of Independent Colleges and Universities (OCICU). All consortium members are regionally accredited, independent, not-for-profit liberal arts institutions. OCICU is managed by New Ventures of Regis University in Denver, Colo. Through membership to the OCICU, Bethany is able to make online courses offered by other Consortium members available to students at Bethany College.

Bethany students may take online work during the summer term only and earn up to twelve credits total to be applied toward graduation. Departments determine which courses would be acceptable from a list provided by OCICU. Students register through the Bethany system and their grades are then added to their Bethany transcripts upon completion of the course. For a complete list of the courses available, contact the Office of the Registrar.

External Programs

Bethany College develops special programs for older adults through intensive, short-term residential and off-campus seminars, institutes, courses, and workshops. These programs generally serve business, industrial, educational, professional, and church organizations.

Each summer, the Bethany campus and facilities are used for camps for youth, including camps for sporting activities, church groups, and musical groups. Retreats and workshops also are conducted on the Bethany campus.

Mary Cutlip Center for Library and Information Technology Services

Library Services: The T.W. Phillips Memorial Library supports teaching and learning at Bethany College. The Library's

physical collections include books, DVDs, periodicals, and extensive archival and special collections. Most of these materials are included in the library's online catalog, which can be accessed through the library website: www.bethanywv.edu/library. Bethany College students have access to a broad range of online resources to support their academic needs which can be searched individually or through the one-search Discovery tool. As a member of the Appalachian College Association, resources are further enhanced through the Bowen Central Library of Appalachia which includes a core collection of online databases and access to more than 200,000 electronic books.

Located in the center of campus, the library houses a variety of spaces to facilitate study and research. The library features group and individual study spaces, a Digital Collaboration Space where students can work on group presentations, a classroom, and comfortable study zones. Additionally, students have access to a variety of learning tools and technologies including: computers, printers, Chromebooks, dry erase boards, and media equipment.

Expert library staff offer a variety of instructional and informational services including in-person and chat reference, course-specific instruction, individual research appointments, and interlibrary loan. The library also collaborates with other offices on campus to provide programming, displays, and activities.

Information Technology Services: The Help Desk, located in Cramblet Hall, is the hub of Information Technology Services at Bethany College. This centralized office provides support for all areas of campus technology including Web Advisor, Self-Service, email, e-storage, and Canvas. High-speed network, basic cable television, and telephone services are supported for all residential halls. Multiple open-use computer labs, including two that are available 24/7, and strategically placed computer stations around campus provide access to the Internet, essential software, and access to printers. Wireless network access is available in most academic, residential and student life buildings. Projectors, DVD/VCRs, televisions, visual presenters, interactive whiteboards, video and sound system equipment, and other technology resources are available in a variety of campus locations to support academic needs.

Student Online Identify Verification: Bethany College provides an electronic account for each registered student which includes an email account, access to Web Advisor where the students can register for courses and monitor their progress toward degree, and access to the campus learning management system called Canvas. Each student is provided a unique user name and password, the protection and confidentiality of which is the student's own responsibility. Sharing or disseminating user name or password information is prohibited.

McCann Learning Center

The McCann Learning Center, located on the main floor of Cramblet Hall, is a convenient and inviting place on campus to develop or enhance skills that promote academic success at the college level. Equipped with state of the art technology, the Center houses Academic Support Services, the Writing Center, the Program for Academic and Social Success (PASS), and Disability Services. The Center provides a helpful, relaxed environment that promotes effective studying and academic success.

Academic Support Services: Academic Support Services are available to all Bethany students. Student resources include Supplemental Instruction, study groups, individual content tutors, course-specific software, study and meeting rooms, and study skills media and instruction. Individual and small group study skills workshops are also provided.

Writing Center: The Writing Center is available to assist students with the writing process beginning with generating ideas to publishing products. The professionals and student writing assistants who staff the Writing Center are committed to providing students with the support necessary to become competent writers. The Center is also a place where students can informally share their writings with other students.

Program for Academic and Social Success (PASS): PASS is a specifically designed program for students identified as having specific learning disabilities and/or attention deficit disorders. Students participate in 1:1 appointments with certified, experienced learning specialists to develop the metacognitive and multisensory strategies necessary for college success. A separate application process is required for PASS, and an additional fee based upon the level of services is charged.

Disability Services: Students with documented disabilities are provided accommodations on a case-by-case basis in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Recreation Facilities

The Thomas Phillips Johnson Recreation Center, Knight Natatorium, Hummel Field House, Sandwen Arena, and various

playing fields are available for student use at most hours.

Academic Procedures

Academic Standards Committee

The Academic Standards Committee is composed of members of the Bethany faculty charged with the responsibility of developing policies and procedures for the equitable and efficient administration of the academic machinery in such areas as attendance, the grading system, and academic standards. The Committee reviews students' academic records to apply College policies on such matters as academic standing, probation, eligibility, and dismissal. It evaluates and acts on student appeals for exemptions from established policies except that students who have not completed all degree requirements by the time final grades are due will not be permitted to participate in graduation activities that include but are not limited to the Baccalaureate and Commencement ceremonies, including 'walking' with the class at these activities. The only exceptions will be in the case of students who need to fulfill the 128-credits minimum and are short by three credits, and who have presented acceptable evidence that they are enrolled in an approved Summer Term course at an accredited institution in the summer immediately subsequent to the term of the graduation ceremonies in question. 'Acceptable evidence' and 'approved Summer Term course' will be determined by the Registrar.

Academic Standards and Expectations of Educational Integrity

Honesty and academic integrity are essential to Bethany College's purpose and vital intellectual pursuits. Therefore, academic integrity is expected, required, and demanded of all Bethany College students. A student's academic work and conduct should always represent the student's private and personal best efforts and thus should be above reproach. Breaches of academic honesty at Bethany College constitute a violation of the Student Code of Conduct and include acts such as:

Cheating: using unauthorized materials, taking another's work and using it as one's own, providing work to another student to copy or adapt, allowing another to do one's work and submitting it as one's own, obtaining inappropriate assistance from another or from other sources during a quiz or test, sharing work via technological means with others without authorized permission, unauthorized collaboration on an assignment, or doing anything that would allow anyone to gain an unfair advantage over another's academic success;

Collusion: an agreement or cooperation between two or more people for a fraudulent or deceitful purpose, or the approval or knowledge of another's fraudulent or deceitful purpose;

Plagiarism: taking another's work and presenting it as one's own without citing or failing to document appropriate sources;

Fabrication: unauthorized creation or invention of any data, information, or citation;

Falsification: misrepresenting, altering, or lying to gain unfair advantage.

Procedure for Dealing with Violations of Academic Integrity

Consequences resulting from violations of academic integrity in a class may range from failure for the particular assignment to failure for the course in accordance with the policies articulated in the course syllabus. Additionally, all breaches of academic integrity *must* be reported to the Office of the Provost and Dean of Faculty. Instructors must:

- Fill out and turn in the "Violation of Academic Integrity Form" to the Office of the Provost and Dean of Faculty. See below for description.
- Provide clear documentation that a violation of academic integrity has occurred. In cases where a group of students or an entire class is accused, the instructor must provide documentation that clearly incriminates each student he or she turns in.
- Agree, along with his or her student, to follow through with the penalty prescribed or, in cases where student and instructor disagree on either the violation or prescribed penalty, agree to follow through with the decision of the Academic Standards Committee. The penalty must be in line with the range of disciplinary actions set out in the instructor's syllabus.
- Inform the student of his or her intentions to turn in the form.
- Request, in cases where the instructor believes a particular violation of academic integrity merits a penalty more severe than failure of the course, a hearing with the Academic Standards Committee. In cases such as these the instructor writes a letter detailing the case, attaches appropriate copies of evidence, and requests a hearing (see section 7.6.3 of the *Bethany College Policy Manual, Vol. VII, Student Life and Development Policies*). The Academic Standards Committee reviews the merits of the case and decides whether or not it will hold a formal hearing.

Violation of Academic Integrity Form

In cases where a violation of academic integrity has been clearly identified, instructor and student must fill out the Violation of Academic Integrity Form. If the student admits to the violation and agrees with the penalty, which the instructor prescribes, the instructor fills out the form and attaches the necessary documentation and both parties sign it. The sanctions imposed will be those specified in the instructor's course syllabus. The instructor then provides the form to the Office of the Provost, to be placed in a file under the student's name.

If there is no appeal by the student, no additional action will be taken, unless this specific accusation is proven true and represents the student's second or a compounded instance of academic dishonesty. Further penalties may result from actions of the Academic Standards Committee. Appeals of the Academic Standards Committee decisions must be directed to the Vice President on Academic Affairs or his/her designee.

If the student refuses or is unavailable to meet with the instructor, the instructor fills out the form on his or her own and documents attempts at written contact with the student concerning the violation. The student is required to sign the form within five working days from the date this form was sent to the student. The five working days will be calculated from the email-sending date or the US Postal Service postmark (in which case the student must provide the postmarked envelope), whichever date is later. If the requirement is not met, it will be understood the student admits to the violation as described on the form.

In all cases, the instructor delivers the Violation of Academic Integrity Form to the Office of the Provost and Dean of Faculty. The form is copied for the student's file and forwarded to the Academic Standards Committee (see section 7.6.3 of the Bethany College Policy Manual VII, Student Life and Development Policies for procedures).

Compounded Violations of Academic Integrity

Forms recording first-time violation of academic integrity are filed in the Office of the Provost and Dean of Faculty and result in no further discussion or repercussion so long as the student and instructor follow through with the prescribed penalty and the student accumulates no further violations of academic integrity. In cases where the Academic Standards Committee finds reason to clear the student of charges, the student may request to have the form removed from his or her file.

Second-time violations of academic integrity are noted when a second form is filed. Second-time violations result in both instructor-mandated penalties and a mandatory meeting with the Provost and Dean of Faculty. Failures to attend such meetings are referred to the Academic Standards Committee.

Third-time violations of academic integrity are noted when a third form is filed. Third-time violations are referred by the Provost and Dean of Faculty to the Academic Standards Committee and may result in a recommendation of expulsion, suspension, or other appropriate action.

Activity Courses

Some courses which emphasize practice and performance are considered activity courses. Of the 128 semester credits required for a Bethany College degree, no more than eight credits may be earned in activity courses and no more than four of these eight credits may be earned in activity courses offered by a single department. However, a student may enroll in additional activity courses which will be listed on official transcripts and become part of the student's cumulative record.

Change of Schedule

During the first five class days of first and second semester, a student is permitted to add or drop any course without penalty. A Course Change Form, available from the Office of the Registrar, must be filled out and signed by the student and advisor and submitted to the Registrar, in order to be applied. After these first five days, no courses may be added or dropped.

To withdraw from a course, the student must pick up a Course Withdraw Form from the Office of the Registrar. In order for the request to be processed, all sections of the form, complete with signatures, must be completed and submitted directly to the Registrar. Students can withdraw from a course beginning in the second week of the semester through the end of week nine.

After the ninth week of the semester until the first day of finals, a student who wishes to withdraw from a course will need to pick up a Course Withdraw Form from the Office of the Registrar. The student will receive a "WP" withdrawal while passing or "WF" withdrawal while failing, rather than a "W". "WP" and "WF" do not carry any quality points or credits. All sections of the form, including required signatures, must be completed and submitted directly to the Registrar.

Class Attendance Policy

A student is expected to attend all class meetings and laboratory, discussion, and practice sessions of courses and to participate in outside activities that are part of the courses. Upon enrolling for any course at Bethany College, a student accepts the requirements of that course as binding, including the instructor's attendance policy as stated in the syllabus.

The number of absences that are acceptable and the manner in which they are handled are the prerogative of the instructor. An absence, for whatever reason, does not excuse a student from meeting the full requirements of the course. Students recognize that many class activities can neither be replicated nor made up and that absences are likely to be detrimental to the student's performance.

Classification of Students

Students attain sophomore standing when they have earned 25 credits, junior standing when they have earned 60 credits, and senior standing when they have earned 94 credits.

Students are not considered candidates for the baccalaureate degree until they have earned senior classification, have filed an application to take the Senior Comprehensive Examination in the major, and have filed an application for a degree.

Course Load

A full-time student is defined as any student carrying at least 12 credits during a semester. Normally a student enrolls for 15 to 18 credits each semester. A course load exceeding 18 credits is considered an overload. Permission to enroll for additional credits must be obtained from the Provost and Dean of Faculty. Applications for excess credits are available in the Office of the Registrar. Applications must be approved by the Provost prior to adding the additional credits. This process must be completed prior to the end of the first week of the semester. Students enrolled for more than 18 credits in the Fall or Spring Semester will be charged an additional fee for each credit beyond 18 in addition to the regular full-time tuition. This fee is listed in the Undergraduate Expenses section of this *Catalogue*.

Course Offerings

Most courses listed among departmental offerings are offered annually. Some, however, are offered every other year and a few are offered in three-year cycles. Students should see their advisors or respective department chairs for a long-range course plan.

Cross-Listed Courses

When a course which is part of a department's requirements for its major may be taken for credit in more than one department, a student majoring in that field may register for the course in any department in which it is listed, but the course will count as part of the maximum credit which may be earned by the student within the major department.

Degree Completion

As prescribed by the Charter and Bylaws of the institution, granting a degree from Bethany College is a three-step process involving the Registrar, the Faculty, and the Board of Trustees. The Registrar conducts a graduation audit on the date final grades are due at three points in the academic calendar: 1) at the end of the Fall Term; 2) at the end of the January Comprehensive Exams; and, 3) and at the end of Spring Term. These dates are listed in the College Calendar which appears on Page 2 of the *Catalogue*.

Only the names of those students who have completed all the requirements for the degree by one of the dates noted above will be submitted to the Faculty at its next regularly scheduled meeting, at which time the Faculty nominates the members of the list for degree. The President then presents the list to the Board of Trustees which then confers the degree. Commencement exercises are held once each year, in May, at which time all degree recipients for that academic year receive their diplomas. All students who are candidates for graduation must resolve their financial obligations to the institution prior to their nomination for a degree, and transcripts will be withheld until the financial obligation is satisfied.

Grade Discrepancies

Any grade that has been submitted to the Registrar by an instructor is considered final. Grades may not be changed by allowing a student to do additional work (e.g. retaking exams, rewriting papers, extra credit projects, or other assignments not outlined in the course syllabus); by any change in course requirements that did not apply to all students enrolled in that particular class; or for any purpose other than (1) to correct a demonstrated error in calculation or recording; (2) pursuant to a confirmed finding of academic integrity violation (see Academic Standards and Expectations of Educational Integrity), or (3) pursuant to a decision in a student academic grievance.

If a student wishes to appeal a grade that the student believes has been erroneously or unjustly determined, the student must try to resolve the issue through informal discussions with the instructor. If no mutually satisfactory resolution is reached and the student wishes to pursue the appeal the student must adhere to the following procedure:

1. No later than 14 days into the semester immediately following the semester for which the grade report in question was recorded, the student must send to the course instructor a written request for a change in the grade. The written communication must contain specific details about the graded work (such as grades received on exams, projects, and papers) and must describe the specifics of the potential grade discrepancy. The course instructor must respond within 14 days of receiving the letter to questions raised by the student and correct any grade found to be erroneous or unjust. If the instructor believes that the grade should remain as previously recorded, the response to the student must be a written one. If the instructor is the department chair, the appeal process continues with Step 3.
2. Within 14 days of the date on which the response was written, the student may appeal the decision by notifying the instructor's department chair. The department chair will promptly (within 14 days) confer with the student, the course instructor, and such others as may be helpful. The department chair will then consider all materials and conversations to determine whether the criteria designated in the syllabus or announced in the course were used for determining the grade. The department chair will render a decision that will be transmitted in writing to the student and to the course instructor.
3. Within 14 days of the date on which the chair's response was written, the student or the instructor may appeal the decision by notifying the Academic Standards Committee (ASC). The ASC will promptly (within 14 days) confer with the student, the course instructor, and such others as may be helpful. The ASC will then consider all materials

and conversations to determine whether the criteria designated in the syllabus or announced in the course were used for determining the grades and whether procedures specified were followed in the appeal stages and render a decision transmitted in writing to the student and to the course instructor.

4. The student may (within 14 days of the decision by the ASC) make a final appeal of a grade to the Provost and Dean of Faculty

If in any of the appeal stages, the course instructor or department chair does not respond to the formal request in the time specified, the student may immediately take the next step in the procedure. If at any point, the student does not challenge the grade within the deadline specified, the grade will remain as recorded.

Grading System

Letter grades given for Mid-term (reported at the 8th week of each semester) and Final grades and their equivalents in quality points are:

A.....	4.00	B.....	3.00	C.....	2.00	D.....	1.00
A-.....	3.75	B-.....	2.75	C-.....	1.75	D-.....	0.75
B+.....	3.25	C+.....	2.25	D+.....	1.25	F.....	0.00

Students are required to take at least 100 credits of letter-graded work.

Grades mean: A, *Excellent*; B, *Good*; C, *Fair*; D, *Poor*; F, *Failure*.

Other report abbreviations and their meanings are:

INC Incomplete. No quality points or credits will be awarded or counted toward the calculation of a student's grade point average for incompletes unless the **student is already on probation*** Poor academic performance is not, in and of itself, a reason for an INC. An incomplete must be removed by the end of the fourth week of class of the following semester, unless an extension of time is granted by the instructor and the registrar is notified. It is the student's responsibility to submit an application for an extension of time signed by the instructor of the course and submitted to the registrar in a timely manner. Four weeks after the beginning of the following semester, an INC will be recorded as an "F" and averaged into the student's grade point average. The grade can be changed within one year from the date the incomplete was submitted to the registrar's office if the instructor accepts the work in question. After one year, an INC will be permanently recorded as an "F".

*If a student is already on academic probation, an incomplete will be averaged into the calculation of the grade point average as an "F". These students must complete all work before the beginning of the next semester.

Students with an INC will not be eligible for the Dean's List or the President's List or consideration for honors until the INC is removed.

CR Credit. No quality points.

NCR No-Credit. No quality points or academic penalty.

W Withdrawal. Indicates withdrawal from a course before the end of the ninth week of a full-semester course or before the fifth week of a half-semester course. Carries no quality points or credits.

WP Withdrawal while passing. Indicates withdrawal while passing from a course after the ninth week of a full-semester course or after the fifth week of a half-semester course. Carries no quality points or credits.

F Fail: Grade awarded to students who complete the course but fail to achieve the course objectives.

NF Not Attending Fail: Grade awarded to students who did not officially withdraw from the course. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible.

SP Satisfactory Progress on Senior Project. No quality points.

UP Unsatisfactory Progress on Senior Project. No quality points.

AUD Audit.

NG No grade. Used at mid-term only.

Credit/No Credit

Any upper-class student who carries 12 credits of letter-graded academic work may elect to take additional work on a Credit-No Credit basis in courses which are not used for the major, a minor, or any graduation requirement. First-Year students may not take academic courses on a Credit-No Credit basis.

Independent Study

Each department offers independent study for those students who have demonstrated the ability to work individually in some area of special interest not included in the college catalogue. The student selects an area of study, subject to the approval of the faculty advisor for the study, the student's academic advisor, and the chair of the department in which the course is to be offered. Upon approval, the student then submits an Application for Independent Study to the Office of the Registrar before the start of the semester. First-year students may not register for independent study courses. These are numbered 487-489

generally. Please attach a syllabus with scheduled meeting and assignments. Please note that a course fee may be required.

Directed Study

A directed study course may be requested by a student for a course that is in the Catalogue that is not being offered in the current semester or when there is an unresolvable conflict in the current semester. The student must complete an Application for Directed Study detailing the reasons for the request and must be supported by his/her academic advisor. The application, along with a copy of his/her transcript, is submitted to the chair of the department that offers the requested course. If the chair approves the application, the chair will work with the faculty in the department to find a facilitator for the directed study. If a facilitator is determined, the completed form will then be forwarded to the Office of the Registrar, and the student will be notified. The application must be completed before the start of the semester. An additional course fee may be required. Please attach a syllabus with scheduled meetings and assignments. Please note that a course fee may be required.

Probation and Dismissal

Satisfactory Academic Progress (SAP) at Bethany requires that a student be on track to graduate with a cumulative GPA of at least 2.00, and has achieved at least 67% of attempted credits. A student who falls below a cumulative GPA 2.00 **OR** has not achieved 67% of attempted credits is subject to the policy as described below in order to achieve SAP:

Academic Warning means that a student has not achieved SAP, in which case the student is required “to get back on track” by the end of the next semester. “To get back on track” means

- Achieving a GPA that, if maintained or exceeded for all the remaining semesters of the student’s enrollment, would result in a cumulative GPA of 2.00 or above by the end of the student’s undergraduate program, and
- That at no point has the student achieved less than 67% of attempted credits.

If the student fails “to get back on track” when on Academic Warning, the student will need to submit an Academic Plan to the Academic Standards Committee (ASC) or be dismissed from the College. Once the Academic Plan has been submitted, the student is moved from the Warning status and is placed on Academic Probation.

If the student fails “to get back on track” when on Academic Probation, the student is dismissed, after which time the student can take courses elsewhere. If the student can demonstrate academic success at another institution (including a GPA of at least 2.00 in college credits earned elsewhere), the student may appeal to the ASC to be readmitted to Bethany College. If the student is readmitted to the College, the student should contact the Financial Aid Office regarding financial aid eligibility. Readmitted students will remain on probation until their Bethany transcript reflects the required 2.0 GPA.

Students who believe their grades are a result of unusual or extenuating circumstances may appeal their dismissal to the ASC for review and potential exception to college standards. The ASC’s decision may be appealed to the Provost and Dean of Faculty for a final decision. The procedure and deadlines for appeal are attached to the probation and dismissal letters. Specific policies regarding multiple scenarios may be found in Appendix 6.2.12.1 of Volume VI: Academic Policies posted on the Bethany homepage at: www.bethanywv.edu/employment.

Students on Academic Probation, including all students who have been Dismissed and successfully appealed that Dismissal (whether by ASC or by the Provost), may not participate in NCAA athletics (official participation, practices, or games), may not hold positions of leadership in student government, Greek life, or student organizations, may not participate in study abroad programs, and may not represent Bethany College in any official capacity until such time as that student demonstrates Satisfactory Academic Progress for at least one complete semester.

Students who are on continuing Probation or who carry a cumulative GPA lower than 2.00 are never eligible to participate in these activities at Bethany College.

Any student who earns a 0.00 GPA in a semester in they are enrolled at Bethany College will be dismissed at the conclusion of that semester.

Special Examinations

A student justifiably absent from a final examination or a test given in connection with regular class work is permitted to take a special test without payment of fees with the consent of the instructor and approval of the Provost. For any other special examination a fee must be paid at the Business Office before the examination is taken, and the proper receipt must be presented to the instructor at the time of the examination.

Transcript of Records

Students wishing to receive transcripts of records in order to support applications for graduate or professionals school, to transfer to other schools, or for other purposes should make application to the Office of the Registrar at least one week before the transcript is needed. Transcripts are issued only at the written and signed request of the student, and official transcripts are sent directly to the recipient specified by the student. Transcript Request Forms are available in the Office of the Registrar. A fee of \$10.00 will be charged for each transcript provided. Fees must accompany the request. All financial obligations to the College must be paid before an official transcript is issued.

Withdrawal

A voluntary dismissal is granted to students in good standing who may desire to withdraw from the College if they have satisfied to their academic advisors and a responsible officer of the College that there is good reason to justify such action. Students asking to withdraw must contact the Office of Student Life for procedural details. No withdrawal is considered complete until this procedure has been carried out.

Unofficial Withdrawals and Grading

Purpose & Scope:

To describe the process and procedure for determining whether a student who began attendance and received or could have received an initial disbursement of Title IV funds unofficially withdrew from all courses (ceased attendance without providing official notification or expressed intent to withdraw) during a payment period or period of enrollment, as applicable.

HEA, Section 484B, 34 CFR 668.22(j)(2) the Code of Federal Regulations derived from the Higher Education Act requires that a school have a mechanism in place for identifying and resolving instances where a student's attendance through the end of the period cannot be confirmed. That is, institutions are expected to have procedures for determining when a student's absence is an unofficial withdrawal from all courses. The school must make that determination as soon as possible, but no later than 45 days after the end of the earlier of: 1. the payment period or period of enrollment, as applicable; 2. the academic year; or 3. the program.

Definition(s):

Fail (F): Grade awarded to students who complete the course but fail to achieve the course objectives.

Not Attending Fail (NF): Grade awarded to students who did not officially withdraw from the course. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible.

Policy

A student is considered an unofficial withdrawal if:

- Student did not receive a passing or failing grade.
- Student did not officially withdraw from the course but, in the opinion of the instructor, failed to provide sufficient evidence for evaluation of academic performance are awarded a grade of "NF."

A student is NOT considered an unofficial withdrawal if:

- Student completed the course but failed to achieve the course objectives are awarded a grade of "F."
- Student received a passing or failing grade would be considered to have completed the course and would not be treated as an unofficial withdrawal.

Procedure

Bethany College requires class attendance to be recorded. The College documents the student's last confirmed date of attendance at an academically related activity. If the College cannot prove the student attended at least one day of coursework, the student is considered as never enrolled and all of the financial aid is returned.

At the end of each term (fall and spring), the Registrar's Office will identify and review all students who have a term 0.0 GPA and who have been assigned all "NF" grades for that term. The College Registrar will place an administrative hold on these accounts and send written notification to the student's permanent address explaining that the College considers the student unofficially withdrawn and that they are not permitted to enroll in future terms until contacting the Registrar's Office.

When sending such notifications, the Offices of Financial Aid and Student Accounts will be included and receive a copy of the correspondence. At the end of each term and after notification occurs, Financial Aid will run a report of all students who receive financial aid that are assigned all "NF" grades and the student's last date of attendance. If the instructor does not provide a date of last attendance, then the mid-point date should be provided. Within 45 calendar days of the end of the term, Financial Aid will calculate Return of Title IV aid and return Title IV aid as mandated by federal regulation. After Financial Aid calculates the Return of Title IV aid and returns funding, Financial Aid notifies the Registrar's Office of students' last dates of attendance if it is less than 60% of the term so that the Registrar's Office can notify the Clearinghouse. Financial Aid will also notify the Office of Student Accounts the students' last dates of attendance if it is less than 60% of the term so that the Student Accounts Office can mail a bill if an unpaid balance is created after the return of Title IV funding.

At the midpoint of each term, the College Registrar will run a report of students that are assigned "F" and "NF" grades to be reviewed by the College Retention Committee that will determine the best outreach. If at the midpoint, the student has all "F" grades or a combination of all "F" and "NF" grades, the student will be required to meet with their academic advisor to complete an Academic Plan to be submitted to the Academic Standards Committee for review and approval. If at

the midpoint, the student has all “WF” grades, the Registrar’s Office will work with the Financial Aid Office to determine the last date of attendance and process as an Unofficial Withdrawal.

Changes in Regulations

Bethany reserves the right to amend the regulations covering the granting of degrees, the courses of study, and the conduct of students. Attending Bethany College and receiving its degrees are privileges, not rights. The College reserves the right (and the student concedes to the College the right) to require the withdrawal of any student at any time.

Recognition Awards

Awards are made by the President and by the Honors Committee in accordance with the requirements of a particular endowed fund. Each year, Bethany offers entering students its Presidential Scholars Program, Kalon Leaders Program, and College Honors Program. Participants vie for tuition grants that can be renewed for four years, regardless of financial need. Selection is based upon past leadership achievements, secondary school record, a required essay, references, and interviews by Bethany faculty, current students, and alumni.

Achievement Recognition

Bethany encourages achievement in scholarship and leadership in student affairs by public recognition at Commencement, Honors Day, and other suitable occasions.

Graduation Honors

Students who have done academic work of unusual merit are graduated with honors: *Summa Cum Laude* (3.85); *Magna Cum Laude* (3.65); *Cum Laude* (3.35).

Departmental Fellowships

Departments have the ability to create fellowships for their students, which may be funded or honorary at the discretion of the department. The criteria for these fellowships are determined by the department but are generally given to majors who excel in the department and are employed by the department. See the chair of each department for information about their fellowships.

President’s List

At the end of each semester students who have demonstrated exemplary academic accomplishment by achieving a grade-point average of 4.00 and have completed at least 12 graded credits during the semester are designated as members of President’s List.

Dean’s List

At the end of each semester students who have demonstrated a high level of academic achievement (grade-point average of 3.65 or better) and have completed at least 12 graded credits during the semester are designated as “Students Distinguished in Scholarship” and, thus, members of the Dean’s List.

Honor Societies

A number of honor societies have been established at Bethany through the years to recognize academic achievement and campus leadership.

All-College

Bethany Kalon is a junior and senior society established in 1948 to give recognition to students of high character who have demonstrated competent and unselfish leadership in student activities and have been constructive citizens of the College community. Selection is made by members of the society with the advice and approval of the Honors Committee.

Gamma Sigma Alpha is the National Academic Greek Honor Society that recognizes the overall scholastic achievements of Greek students. The society is open to junior and senior students who maintain at least a 3.5 grade-point average and are members of a Greek fraternity or sorority

Gamma Sigma Kappa is a scholastic society founded at Bethany in 1932. Degree-seeking students who have achieved a high cumulative scholarship index (over at least four consecutive semesters, provided that in no semester their scholastic index falls below a 3.00 and provided they have completed at least 12 graded credits in each of the semesters) may, upon recommendation of the Honors Committee, be considered for membership. No more than 10 percent of any class will be recommended.

Biology

Alpha Phi Chapter of Beta Beta Beta Honors Society is for students of the biological sciences. Its purpose is to stimulate sound scholarship, to promote the dissemination of scientific truth, and to encourage investigation into the life sciences.

Business

Sigma Beta Delta International Honor Society is for students in business, management, and administration serves institutions which offer baccalaureate and graduate degrees in business, management, and administration where the institution holds accreditation from one of the six regional accrediting bodies but not specialized accreditation in business.

Chemistry

Pi Alpha Chapter of Gamma Sigma Epsilon, a national chemistry honor society, was established at Bethany in 1989. Its purpose is to promote and recognize interest, scholarship, and research in the field of chemistry. Students are elected from those who have completed a minimum of 16 credits of chemistry with at least a 3.00 grade-point average and an overall grade-point average of 2.75, or from students recommended by faculty in the chemistry program.

Communications and Media Arts

Alpha Delta Eta Chapter of Lambda Pi Eta seeks (a) to recognize, foster, and reward outstanding scholastic achievement in communication studies; (b) to stimulate interest in the field of communication; (c) to promote and encourage professional development among communication majors; (d) to provide an opportunity to discuss and exchange ideas in the field of communication.

The Society for Collegiate Journalists, a national recognition society in communications and mass media, is designed to stimulate interest in journalism, foster the welfare of student publications, and reward journalists for their efforts, service, and accomplishments.

Computer Science

Upsilon Pi Epsilon, an international honor society, recognizes excellence and innovation in the field of computer science. Membership is limited to students who are candidates for a degree in computer science who have completed at least 21 credits toward the major including Computer Science I and II (or the equivalent) with a grade-point average of at least 3.0. Members also must display academic achievement, reputation, and creative abilities which deserve recognition and which enhance the stature of the organization.

Economics

Alpha Chapter of Omicron Delta Epsilon, an international honor society in economics, was established in 1960 to recognize excellence in the study of economics. Membership is limited to students who have completed a minimum of 12 credits in economics courses, attainment of at least a 3.0 in both those courses and overall, and be in the top third of their class. Students need not be a declared major in Economics, but must demonstrate a genuine interest in economics in addition to meeting the above requirements.

Omicron Delta Epsilon also sponsors the Cooley-Davis Experiential Learning Fellowship, an endowed fund to support selected students in their efforts to travel abroad, to pursue internships, or to do research. Established in 2011, the fellowship is open to students majoring in Economics, Accounting, or Business.

Education

Kappa Delta Pi is an international honor society in education, and elects those to membership who exhibit the ideals of scholarship, high personal standards, and promise in teaching and allied professions. Selection as a member of Kappa Delta Pi is based on high academic achievement, commitment to education as a career, and a professional attitude that assures steady growth in the profession. Students must have sophomore status and have completed 12 credits in education with a 3.25 grade point average to be considered for membership.

History

Mu Epsilon Chapter of Phi Alpha Theta National Honor Society was established at Bethany in 1967 to recognize excellence in the study of history. Its membership is limited to those students who have completed at least 12 credits of history with a grade-point average of 3.1 or better and with at least a 3.0 grade-point average in two-thirds of all other studies. Members also must rank in the upper 35 percent of their class.

Literature

Sigma Tau Delta is the International English Honor Society that confers distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies. The society is open to English majors who have 12 semester hours in English beyond the College Writing course, an overall GPA of 3.0, an in-major GPA of 3.5, and who are in the top 35% of their class.

Mathematics

West Virginia Alpha Chapter of Kappa Mu Epsilon, a national honor society in mathematics, was established in 1975 to recognize outstanding achievements in mathematics. Its membership is limited to those students who have completed at least three semesters at Bethany, rank in the upper 35 percent of their class, have completed at least three mathematics courses, including one semester of calculus, and have a grade-point average of 3.0 or better in all mathematics courses.

Music

Sigma Tau Epsilon Music National Honor Society promotes participation and appreciation of music by encouraging attendance at recitals, sponsoring field trips to concerts, and providing an opportunity for students of music to meet and exchange ideas. This society also encourages participation in College musical groups and solo recitals while upholding high standards of musical performance. Qualifications for membership include active participation in College musical organizations.

Physical Education

The *Phi Delta Psi* is a local physical education honorary society for both men and women which encourages scholarship, leadership, fellowship, high educational standards, and participation in departmental activities. To be eligible, students must be at least at the second semester of the sophomore year and achieve a grade-point average of at least 3.0 in physical education after taking at least nine credits in department at the 200 course level or above.

Physics

Sigma Pi Sigma is the national physics honor society. It was established in 1921 to recognize outstanding achievement in physics. To be eligible for membership a student must have a cumulative grade-point average of at least 3.0 and have completed a minimum of 16 credits of physics with at least a 3.0 grade-point average.

Political Science

Pi Sigma Alpha National Political Science Honor Society, is the only honor society for college students of political science and government in the United States. Membership is not limited to political science majors, it is only limited to those who meet the following requirements: must be at least juniors who have completed at least 10 credits of work in political science including at least one upper-division course, have an average grade of B or higher in those courses, have achieved and overall GPA placing them in the top one-third of their whole class.

Pre-Professional Studies

Alpha Epsilon Delta is a national honor society that recognizes scholastic achievement in the fields of pre-professional studies majors including pre-medicine, pre-physical therapy, pre-pharmacy, pre-veterinary medicine, and pre-dentistry. Membership is limited to students who have completed two semesters of pre-professional coursework and who have maintained both a science and overall grade point average of 3.2 or higher.

Psychology

Psi Chi is a national honor society in psychology founded to recognize outstanding students who major in Psychology or a field related to psychology. To be eligible for membership students must achieve at least a 3.0 grade-point average in a minimum of 9 credits in psychology courses and have an overall grade-point average placing them in the upper 35 percent of their class.

Religious Studies

Theta Alpha Kappa is the national honor society for religious studies and theology. Criteria for membership include a major or minor in Religious Studies, a minimum of 12 credits in Religious Studies with at least a 3.5 GPA in all Religious Studies courses, an overall GPA of 3.0, and position in the top 35% of the student's class.

Social Science

Pi Gamma Mu is an International Social Science Honorary for men and women who have achieved a high academic standing in the study of history, economics, political science, sociology, and geography. A 3.0 average in at least 20 credits of study in these fields and standing in the top 35 percent of their class are required for membership.

Social Work

The *Phi Alpha* National Social Work Honor Society strives to provide a close bond among students of social work while promoting humanitarian ideals. Phi Alpha invites into membership those who have attained excellence in scholarship and achievement in social work. Social work majors who have completed at least nine credit hours in the major with a grade point average of 3.25 or higher may join the honor society.

Theatre

Alpha Psi Omega is a national recognition society in dramatics. Students qualify by faithful work in playing major and minor roles or working with technical or business aspects of theatre.

Visual Art

Kappa Pi is an international honorary art fraternity with the purpose of uniting artists who care about art and its role in life. The Epsilon Chi chapter of Kappa Pi was chartered at Bethany in 1973-74 and reactivated in 2006. Membership is limited to those students who have completed 12 credits of Visual Art courses with a grade point average of 3.0 or better and with at least a 2.0 grade point average in all other courses. Members must also produce outstanding artwork.

World Languages and Cultures

Delta Phi Alpha National Honor Society aims to promote the study of German language, literature and civilization. Students are eligible for membership with a minimum of two years of college German, a high scholastic standing and an indication of continued interest in the study of German language and literature.

Sigma Delta Pi is an honor society for those who attain excellence in the study of the Spanish language and the literature and culture of the Spanish peoples. Students who are at least second semester sophomores, who have a high scholastic index, and who have completed at least one advanced course in Spanish literature are eligible for membership.

Awards

All-College

Oreon E. Scott Award is presented to the graduating senior who has achieved the highest academic standing over a four-year period of study. The donor of this award was a long-time Bethany trustee and a graduate of the class of 1892.

Francis O. Carfer Prize is given to the senior who, in the judgment of the Honors Committee, has made the most outstanding contribution to the College. Mr. Carfer, a trustee of Bethany College for 29 years, was a graduate of the class of 1909. Recipients of the award must display sound academic accomplishments and characteristics of loyalty, service, and devotion to Bethany.

The John R. Taylor Memorial Award in Liberal Arts is presented annually to a student who demonstrates: exceptional scholastic achievement; service to the College in terms of cross-disciplinary extracurricular activity; and a deep understanding of, and abiding commitment to, the core liberal arts values expressed in the Mission documents of Bethany College. That is, in the words of its founder, Alexander Campbell, “to liberate the individual from ignorance, superstition, vulgar prejudice, and the tyranny of others.” Preference is given to students who have benefited from immersion in an international experience.

Aleece C. Gresham Award, announced each spring at the Darline Nicholson Spring Breakfast honoring senior women, was initiated in 1987 and is presented to a senior woman who has attended Bethany for at least five semesters. To be eligible for selection, senior women must have a grade-point average of at least 2.75, must have participated in and displayed leadership in a variety of co-curricular activities, and must have shown dedication and commitment to Bethany College.

Bethany 2000 Prize recognizes the member of the senior class who has best demonstrated loyalty and commitment to Bethany College through involvement in a wide variety of activities. The recipient must maintain at least a 3.0 grade-point average and demonstrate the characteristics of enthusiasm, dependability, and dedication.

The Pittsburgh Bethany College Club Award is presented to the outstanding woman in the junior class. The award is based on the qualities of leadership, character, conduct, and scholarship. The Club, comprising the Bethany alumnae of Pittsburgh, has placed a plaque in Phillips Hall on which the names of winners are engraved. In addition, an individual gift is made to the recipient.

W. F. Kennedy Prize is given to the outstanding man in the junior class. This prize, established by Mr. Kennedy of Wheeling, West Virginia, is awarded on the basis of the student’s contribution to the College community life through leadership in activities, in personal character, and in scholarship.

Richard B. Kenney First-Year Leadership Award is granted to a first-year student who has demonstrated outstanding scholarship, leadership, and character at Bethany, who has become actively involved in Bethany, and who has contributed service and devotion to the College community. The student must achieve at least a 3.50 grade-point average during the first year at Bethany. The award honors the late Dr. Kenney, T.W. Phillips Professor of Old Testament Literature, who taught at Bethany from 1964-1986. The award was established by the Freshman Activities Council of 1986-1987.

Research Awards

Gans Fund Awards are presented to juniors, seniors, and graduates of the College who are engaged in approved study and research in some specific field of the sciences at Bethany College or elsewhere. The direct charge is “for the encouragement of research and discovery in the various fields of science.” These awards were established by Wickliffe Campbell Gans of the class of 1870 and Emmet W. Gans in memory of their father and mother, Daniel L. and Margaret Gordon Gans.

Social Groups

Anna Ruth Bourne Award stimulates scholarship among the women’s social groups. A silver cup, provided by an anonymous donor in honor of the former distinguished chair of the English Department, is awarded to the recognized women’s group whose active membership earns the highest scholarship standing each semester. The group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

W. Kirk Woolery Award encourages scholarship among the men’s social groups. A silver cup, donated by friends of the late Dr. Woolery, a former Dean and Provost of the College, is held by the recognized men’s social group or housing organization whose membership (active membership only in the case of fraternities) earns the highest scholarship standing each semester. Any group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

Travel Awards

Bettie Blanck Travel Award is made to the student whose proposal for international travel best promises to augment study in English literature. The award was established by Thomas A. Hopper, class of 1967, in honor of his mother, a member of the class of 1944.

Benjamin Chandler Shaw Travel Award is granted to the junior man who has distinguished himself by leadership, character, conduct, and scholarship and whose proposal for international travel most significantly supplements his educational objectives. The award is funded by the late Dr. Carl Lincoln Schweinfurth in recognition of the late Dr. Shaw, Bethany’s George T. Oliver Distinguished Professor of History and Political Science. Dr. Shaw joined the Bethany faculty in 1935, served from 1945 to 1966 as Chair of the Department of History and Political Science, and continued part-time as a faculty member until 1975.

Biology

Beta Beta Beta - B. R. Weimer Award, established in honor of the late Dr. Weimer, Professor of Biology and Dean of the

Faculty, is given each year to the senior in Biology who has attained the highest academic rank in this major.

Beta Beta Beta Prize is awarded the student who has received the highest grades in the initial courses in biology.

Business

The Accountancy Award is presented to the senior who maintains a grade point average of 3.5 or higher and demonstrates excellence in the study of accountancy.

The Business Award is presented to a senior(s) majoring in a functional area of business such as management or finance who maintains a grade point average of 3.5 or higher and demonstrates excellence in the study of the chosen field. Based on the number of majors there may be more than one business award in an academic year.

Ernest L. and Dorothy Miller Korb Entrepreneurial Spirit Award is presented to the senior who best displays an entrepreneurial spirit and honors Ernest L. Korb and his wife, Dorothy Miller Korb, both graduates of Bethany College. The selection committee chooses the recipient.

The Eugene Miller Award is presented to a Bethany student who has made a significant contribution to communication and to economics and business. This award honors Eugene Miller, Class of 1947, long-time member of Bethany's Board of Trustees, for his lifetime accomplishments in the areas of economics and journalism spanning the last half of the 20th century. Dr. Miller is recognized as a journalist, editor, author, professor, business executive, and officer in the Navy.

Chemistry

The Jerry R. Allison Chemistry Award is granted to the senior concentrating in Chemistry who has achieved the highest cumulative grade-point average in the department. The Award is given by his family in memory of Dr. Allison, who received The Senior Chemistry Award in 1967, awarded on the same criteria.

Freshman Chemistry Award is presented each year to the student who attains the highest grade-point average in a first-year level chemistry course.

Communications and Media Arts

E. E. Roberts Distinguished Prize in Campus Media is awarded to an outstanding student who excels in work with one of the student media and in academic work in the Communications and Media Arts Program.

Sara M. Cannon Award is presented to an outstanding student who excels in work with the campus media systems.

James W. Carty Jr. Award is presented each year to an outstanding student who excels in work with the campus print or online media.

Charlotte Manion Yurko Award is presented to the Communications and Media Arts senior with the highest scholastic average in the major.

James Keegan Prize in International Communication is presented to a student whose academic achievement reflects an appreciation for the role communication plays in international affairs.

Computer Science

David Brown Prize recognizes outstanding achievement in Computer Science. It is given in honor of the professor who established the Computer Science program at Bethany.

Economics

Forrest H. Kirkpatrick Award is presented annually to the outstanding senior majoring in economics. The award is named in honor of the late Dr. Kirkpatrick, long-time professor and dean of the College.

Ernest L. and Dorothy Miller Korb Entrepreneurial Spirit Award is presented to the senior who best displays an entrepreneurial spirit and honors Ernest L. Korb and his wife, Dorothy Miller Korb, both graduates of Bethany College. The selection committee chooses the recipient.

The Eugene Miller Award is presented to a Bethany student who has made a significant contribution to communication and to economics and business. This award honors Eugene Miller, Class of 1947, long-time member of Bethany's Board of Trustees, for his lifetime accomplishments in the areas of economics and journalism spanning the last half of the 20th century. Dr. Miller is recognized nationally as a journalist, editor, author, professor, business executive, and officer in the Navy.

The W. Randolph Cooley Value Added Award is presented to the graduating senior in the Department of Economics and Business who gained the most value added from their time at Bethany College.

Education

Caldwell Award for Leadership in the Art and Science of Teaching, established by Fran and Harry R. Caldwell, Bethany College graduates, is awarded to the outstanding senior Elementary Education major who has demonstrated exceptional academic accomplishment, as well as special talent and creativity, and who exemplifies the belief that effective teaching extends beyond the classroom into the community.

Exceptional Middle School Education Award recognizes exemplary performance in scholarship and teaching, the Exceptional

Middle School Education Award is presented each year to an exceptional senior middle school education major. In addition to his or her overall professional disposition, the candidate has demonstrated pedagogical strength in his or her instructional strategies and respective field of study.

Exceptional Secondary Education Award recognizes exemplary performance in scholarship and teaching, the Exceptional Secondary Education Award is presented each year to an exceptional senior secondary education major. In addition to his/her overall professional disposition, the candidate has demonstrated pedagogical strength in his or her instructional strategies and respective field of study.

English

Florence Hoagland Memorial Award, given by a graduate of the class of 1944, is presented to the outstanding senior English major. The award honors the memory of the late Florence Hoagland who was for many years Professor of English at Bethany.

Christine Burleson Memorial Award, given by a graduate of the class of 1936, is presented to a senior English major who has attained excellence in this field. The award honors the memory of the late Christine Burleson who was professor of English and Dean of Women from 1932 to 1936.

Cammie Pendleton Awards, named in honor of A. Campbellina Pendleton, Professor of Language and Literature at Bethany from 1884 to 1909, are presented to the outstanding junior and sophomore majoring in English. These awards were given by Dwight B. MacCormack, Jr. of the class of 1956, in memory of his grandmother, Dr. T. Marion MacCormack.

Helen Louise McGuffie Award recognizes excellence in research-based, literary critical analysis. To select winners of this award, the Department of English judges an annual essay competition open to juniors and seniors.

The W. W. Eaton Award, founded in 2016 by alumni and named for Bethany's first Professor of English, supports and encourages outstanding Bethany English majors. One or more Eaton Awards are made each year on the basis of applications judged by a committee of English faculty and alumni.

Equine Studies

MaryBeth Trout Horsemanship Award is awarded to a student involved in the Equestrian team who has demonstrated excellence in horsemanship, leadership, and coursework. This award is named in memory of Bethany graduate MaryBeth Trout.

History

Frank Alfred Chapman Memorial is a fund established by Dr. Stanton Crawford to provide for an annual award to the outstanding history student. Preference is given to students of American History and the history of the Ohio Valley.

Thomas R. Burns Award in History and Political Science is given to an outstanding student who has completed more than one full year of study as a major in either History or Political Science and has demonstrated great promise for scholarly achievement in his or her chosen field of study.

Interdisciplinary Studies

Frank Roy Gay Award, established in 1982, is given to the senior interdisciplinary major who maintains a grade-point average of 3.5 or above and displays outstanding leadership qualities in the Bethany community. The award is named for the former Professor of Classics at Bethany who taught English literature, religion, and philosophy.

Japanese Cultures

Wheeling-Nisshin Japanese Culture Award is presented to a student who has shown excellence in the study of Japanese language and cultures and has significantly promoted interest in Japanese cultures in the College community.

Mathematics

W. H. Cramblet Prize recognizes outstanding achievement in mathematics. It is named in honor of Mr. Cramblet, the 11th president of Bethany College.

James E. Allison Award is presented annually to the senior mathematics major who has excelled in the field of mathematics and best exhibits outstanding character and a giving spirit in all phases of life. This award was established by family and friends in memory of Professor Allison, a 1962 graduate of Bethany College and a member of the faculty in mathematics for 36 years.

Philosophy

Winfred E. Garrison Prize is presented in recognition of outstanding achievement in one or more areas of philosophy. The award honors the memory of the late Dr. Garrison, a member of the class of 1892, whose humane concerns and scholarly achievements contributed significantly to the areas of higher education, history, and philosophy.

Physical Education

John J. Knight Award is presented to the senior male Physical Education major displaying outstanding scholarship and athletic participation during his four years at Bethany. To be eligible for selection, the student must have an overall grade-point average of at least 2.75 and a grade-point average of at least 3.20 in Physical Education.

S. Elizabeth Reed Award is presented to the senior female Physical Education major displaying outstanding scholarship and athletic participation during her four years at Bethany. To be eligible for selection, the student must have an overall grade-point average of at least 2.75 and a grade-point average of at least 3.20 in Physical Education.

Physics

J.S.V. Allen Memorial is a fund established by the family and friends of Professor Allen to provide for an annual award to the outstanding physics student.

Political Science

Thomas Jefferson Prize in Political Science is given to a student who has demonstrated outstanding performance in the field of Political Science through superior academic achievement and participation in the political life of the campus.

The International Relations Award is presented to the senior who maintains a grade point average of 3.5 or higher and demonstrates excellence in the study of world politics through coursework, travel and study abroad.

The John G. Chernenko Award was established in honor of this public servant, labor leader, and long time friend of Bethany College. Chernenko served as United States Marshal for the Northern District of West Virginia in the administrations of Presidents John F. Kennedy and Lyndon B. Johnson. He has dedicated his life to national and state public affairs and was thrice elected to the West Virginia State Senate, serving the First Senatorial District. The Award is presented annually to the junior political science major with the highest overall grade point average.

Pre-Medical Studies

The Leonard Emory Yurko Award is presented yearly to the outstanding senior pre-medical student, as judged by the Health Professional Advisory Committee. The award is made to a senior who has applied for admission to medical school and who is judged to exhibit outstanding character and excellent scholarship in 32 semester hours of course work required of all medical school applicants.

Psychology

Thomas R. Briggs Award is presented annually to the senior in psychology who has maintained the highest academic average in the department. The award is a memorial to the late Mr. Briggs, class of 1978, recipient of the Psychology Society Award in 1978.

The John H Hull Student Research Award is given annually to the senior psychology major, who in the judgment of the departmental faculty, shows the greatest promise for advancing knowledge in the field of psychology through independent research.

The Psychology Service Award is given annually to the senior psychology major, who in the judgment of the departmental faculty, has made the greatest contribution to advancing the mission of the department and supporting students of psychology at Bethany College.

Religious Studies

Osborne Booth Prize is given to the student who excels in the field of Religious Studies and in the overall academic program. The late Dr. Booth was T. W. Phillips Professor of Old Testament Literature when he retired in 1964 after 35 years of teaching at Bethany.

Harold R. and Evelyn N. Watkins Pre-Ministerial Award, recognizes a junior or senior who has demonstrated outstanding Christian leadership and service.

Social Work

The Lester N. and Helen W. Frantz Award is presented to a senior who demonstrates outstanding achievement in Social Work by maintaining a minimum 3.0 GPA in the major, active participation in the Social Awareness Club, outstanding achievement in field placement, community involvement outside of the social work curriculum and maintaining a good member standing in NASW.

The Lynn Frantz Adkins Award for Outstanding Involvement in Social Work, endowed by the faculty and graduates of the Social Work Program in honor of its founder, recognizes a junior social work major. Recipients of the award must have a minimum GPA of 3.0 in the major and overall, maintain active participation in the Social Awareness Club, serve in a leadership capacity in at least one campus organization, and demonstrate dedication to helping peers.

Visual and Performing Arts

Rush Carter Prize in music is presented to a member of the senior class in recognition of outstanding achievement in music. The prize honors the memory of the late Professor Carter, who was a member of the Bethany faculty from 1934 to 1945.

George K. Hauptfuehrer Award in music is sponsored by Sigma Tau Epsilon in honor of the late Professor Hauptfuehrer, Professor of Music and Chair of the Department of Music. The award is presented to a Bethany student who has demonstrated musical excellence and has participated actively in campus musical organizations. Preference is given to seniors.

Charles H. Manion Award is presented to the outstanding senior in Visual Arts who has an emphasis in one of that program's

areas. The award memorializes Mr. Manion, long-time trustee of Bethany College, who was associated with the steel industry in the Ohio Valley and who enjoyed painting. The award is provided by his daughter, Mrs. Leonard Yurko of Weirton, W.Va.

A. Kenneth Stevenson Theatre Award is presented each year to the outstanding Bethany junior or senior of any discipline who has contributed most significantly to the Bethany College Theatre activity. The award also provides for guest artists to enhance the program in Theatre. Mr. Stevenson, of Washington, Pa., was a long-time supporter of the Bethany College Theatre program until his death in 1979.

David Judy Prize, an endowed prize, is awarded each year at Honors Day to the senior who has achieved outstanding academic success as a major in The Visual and Performing Arts Department at Bethany. The award honors the late David Jones Judy, Jennie Steindorf Renner Professor of Fine Arts. Professor Judy taught at Bethany from 1967 until his retirement in 1993 and served as Chair of the Department of Fine Arts and Director of the Bethany Theatre.

The *Wes Wagner Award* is presented to a Bethany College student who has demonstrated artistic ability, exceptional creativity, as well as overall academic accomplishment. This special award was established by Ruth Wagner Corey with the Community Foundation for the Upper Ohio Valley, in memory of Professor Wesley Wagner, an outstanding artist, professor, mentor, and friend of Bethany from 1967 until 1988. Mr. Wagner continued to have a profound impact upon the arts community of Wheeling until his death in 2006. His creative spirit lives on in his former students, friends and art lovers of the Upper Ohio Valley and beyond.

World Languages and Cultures

Pearl Mahaffey Prize is awarded to the outstanding senior majoring in World Languages and Cultures. The award was established by Mrs. Walter M. Haushalter and other former students of Bethany's Emeritus Professor of Foreign Languages. The prize honors Professor Mahaffey, a faculty member from 1908 until 1949 and a trustee of the College at the time of her death in 1971.

Leonora Balla Cayard Prize is awarded to an outstanding German student. This prize honors Dr. Leonora Balla Cayard who was Professor of German and Chair of the Department of Foreign Languages until her retirement in 1986.

Theodore R. Kimpton Prize is awarded to an outstanding French student. This prize, which is restricted to those students whose native language is other than French, was established by the late Professor Kimpton, Assistant Professor of Foreign Languages

at Bethany prior to his retirement from full-time teaching in 1975.

Shirley Morris Memorial Award was established by Theta Chapter of Zeta Tau Alpha in memory of Shirley Morris, a member and past president of the chapter. The award is given to an outstanding student in the field of modern languages. Selection is made by the World Languages and Cultures program.

Margaret R. Woods Prize, sponsored by the Kappa Xi Chapter of Sigma Delta Pi, is awarded to an outstanding Spanish major. The prize honors Professor Woods who was a faculty member from 1943 until her retirement in 1965.

Student Life

Education at Bethany is an experience in integrated living and learning. The College community offers a wide variety of activities, and students are encouraged to participate in those which best complement their educational experiences. Many opportunities for leadership are available.

Bethany encourages mature and responsible citizenship by its students. The *Bethany College Policy Manual, Vol. VII, Student Life Policies* provides information that depicts the campus climate through statements of the College's mission, goals, and objectives. The *Bethany College Policy Manual, Vol. VII, Student Life Policies* also explains policies, procedures, and community expectations.

Athletics and Recreation

Bethany College is a member of Division III of the National Collegiate Athletic Association and the Eastern College Athletic Conference. Varsity women's and men's teams participate in the Presidents' Athletic Conference. Members of the Conference, in addition to Bethany, are Chatham, Franciscan, Geneva, Grove City, Saint Vincent, Thiel, Washington & Jefferson, Waynesburg, and Westminster. Carnegie Mellon and Case Western Reserve are associate members of the PAC in football. The Bethany Men's Lacrosse program competes in the Ohio River Lacrosse Conference. Men's teams compete in baseball, basketball, cross country, football, golf, lacrosse, soccer, swimming, tennis, and indoor and outdoor track. Women's teams compete in basketball, golf, lacrosse, soccer, softball, tennis, volleyball, cross country, swimming, and indoor and outdoor track.

Equestrian is offered as a co-educational club sport.

Each year, club sports provide Bethany students with opportunities to compete as well. Past clubs have included Soccer, Lacrosse, Volleyball, and Softball. Bethany's popular Outdoors Club provides opportunities for hiking, skiing, and whitewater rafting, for both men and women.

A wide variety of sports is offered to the entire student body through Bethany's intramural program. Facilities for numerous individual or group athletic, health, and recreation activities are located on or nearby the campus.

The Thomas Phillips Johnson Recreation Center provides facilities for excellent recreational activities, including a large gymnasium, fitness arena, a swimming pool, courts for racquet sports, a weight room, and an exercise area. A fitness center in Cummins Community Center allows students 24-hour access to state-of-the-art training equipment.

Career & Professional Development

The Office of Career & Professional Development assists students and alumni in developing, evaluating, initiating, and implementing their career path. Individual career counseling is provided and workshops are offered on such topics as developing resumes, writing cover letters, and preparing for interviews. The office also maintains the website www.BethanyJobHunter.com, which helps students explore career options, and prepare and search for internships and jobs. The office coordinates a graduate school fair each fall, a career fair each spring, and several smaller reverse job fairs. Students are encouraged to contact Amy VanHorn (avanhorn@bethanywv.edu), Director of the Office of Career and Professional Development, with questions.

Counseling Services

Bethany College provides free on-campus counseling for students who experience non-serious emotional and psychological problems while at college, such as difficult adjustment to college life, relationship issues, stress, depressed mood, substance abuse, and grief. The College Counselor can also provide on-campus support and assistance as needed and in coordination with a student's primary counselor or therapist. Counseling is provided either individually or in a group format.

Students needing non-immediate extensive counseling or counseling for problems beyond the purview of the College Counselor are referred to appropriate off-campus counseling services which are at student expense. Students experiencing a serious emotional or psychological crisis in which they might become a danger to themselves or others should immediately call Campus Security for immediate transportation to a nearby hospital emergency room and its associated mental health services for treatment.

Counseling is kept confidential, and confidentiality will be broken only, as required by law, to prevent harm to the student

or others and in cases of ongoing child abuse. Close coordination is maintained between the College Counselor and the college Health Services personnel, as well as with the McCann Learning Center, to ensure optimum support to Bethany students.

Outdoor Opportunities

Bethany offers a wide variety of outdoor experiences. The Bethany Trail System includes four miles of hiking trails spread through the woods surrounding the campus. An extensive network of hilly back roads offers hundreds of miles of peaceful and challenging bicycling. Bethany Outdoors Club is a student organization which supports adventure initiatives. Examples of recent activities coordinated by Bethany Outdoors Club are caving, whitewater rafting, camping, and volunteer service projects.

Religious Life

Many diverse religious backgrounds are represented in the student body and faculty. Although participation is voluntary, there are many opportunities for religious activity on campus.

Many students find Bethany Memorial Church an opportunity for expression of their religious faith. The Bishop of the Wheeling-Charleston Diocese of the Roman Catholic Church provides a chaplain and chapel for Catholic students. A Priest celebrates Mass each Sunday and on holy days and is available daily for counseling. Jewish congregations in Steubenville and Wheeling sponsor fellowship meetings and entertain Jewish students for the high holidays.

Habitat for Humanity, Big Brothers Big Sisters, and other local charities benefit from volunteers of the Bethany community.

Residence Life

Residence halls help to shape the experiences of residents and the campus. To foster camaraderie and a sense of community, students are encouraged to become engaged in the activities of their residence halls, as well as of the campus.

Bethany's residence life program offers a variety of living and learning environments. These options include traditional style residence halls and suite style living. The suites provide an opportunity for students to have a private bedroom while sharing a living room, small efficiency kitchen, and a full bath with only three other roommates.

Dining and food options are provided for students, faculty and staff by Bethany College Dining Services, contracted with Parkhurst. All students not commuting are required to participate in the College of meal plan. Dining options include the cafeteria and the Hub, as well as catering for special events.

Social Life

The Director of Student Activities is responsible for coordinating College programs. The student-run Student Activities Council is responsible for providing a wide range of activities on campus. These include cultural events, concerts, dances, comedians, and a variety of other activities.

Student clubs and organizations are registered with and funded by the Student Government Association (SGA). Club officers are responsible for budget planning and management. Clubs are available for students with varying interests. Black Student Union, Equestrian Club, Outdoor Club, Foreign Language clubs, major and departmental clubs are examples of the more than 40 active clubs. Students are encouraged to form new clubs when there is sufficient interest.

Fraternities and sororities constitute important social groups for men and women on campus. There are five fraternities and three sororities that are nationally affiliated. Their membership constitutes approximately 35% of the student body. Representatives from each serve on agencies which coordinate fraternal affairs and activities.

Fraternities represented are Alpha Sigma Phi, Beta Theta Pi, Delta Tau Delta, and Phi Kappa Tau. Sororities are Alpha Xi Delta, Phi Mu, and Zeta Tau Alpha.

The D. Duane and Suzi Cummins Community Center, provides a place for students, faculty, and staff to go for a workout in the 24-hour fitness facility or to gather for conversation and relaxation. It also houses the Bethany College Department of Safety and Security.

In the past few years, Bethany programs centering on international business, American business, and American politics, have brought an array of distinguished speakers and visitors to the campus to meet with students and faculty.

Other activities on campus that are well supported by student participation include theatre, a variety of musical groups, intercollegiate and intramural sports, and student-run clubs. The campus media (an online campus newspaper, a magazine, a literary magazine, an internet radio station, and a cable TV station) command much student interest and involvement.

Student Government

The Student Government Association, comprised of representatives from all recognized student organizations, manages a substantial budget and disburses funds for student activities and clubs. Students are appointed to some College committees.

Student Health Services

The Student Health and Wellness Center serves students, faculty, staff, and the community. The student health facility is open and staffed by a nurse on a regular basis. In addition, a doctor is at the health center to see students at specified hours each week.

The college health services are maintained by student fees and all students are entitled to health services at no additional cost. These services include access to nurses and a physician. A charge may be assessed to the student for diagnostics, medical durables, or some medications. These charges may be paid directly by the student or billed to the student's account.

Expenses for outside consultation and treatment are the responsibility of the student in all cases when not covered by insurance. Students are required to show proof of medical insurance. Students who do not have coverage are encouraged to seek coverage on their own.

All students are required to submit a completed physical and medical history, including immunization dates, before matriculation.

Bethany College strives to educate and provide services for its students on alcohol and other substance use and abuse issues. These efforts are continually refined and improved based on national research, trends, and current information. These efforts are under the leadership of the Vice President for Student Affairs and Dean of Students in coordination with the Health and Wellness Services Staff, Counseling Staff and off-campus certified Alcohol and Substance Abuse Counselors. Efforts include community-wide educational workshops, support groups, and intervention for those in jeopardy.

Student Safety

The Department of Safety and Security is available 24 hours a day every day of the year, and can be reached at 304-830-3924 or 304-829-7744. After hours security escorts are available upon request. In addition, the Office of Student Life maintains an on-call hotline at 304-830-3933, which is available 24/7 during the school year. The Title IX office deals with the entire spectrum of campus sexual misconduct, including sexual harassment, stalking, relationship violence, and sexual assault, by providing sexual misconduct awareness and prevention education, investigating and resolving campus sexual misconduct complaints, and assisting students with contacting off-campus resources, including the police. The Title IX Coordinator can be reached at titleix@bethanywv.edu. Please see *The Bethany College Policy Manual, Vol. VII. Student Life Policies* for more on campus safety.

Student Regulations

The Bethany College Policy Manual, Vol. VII, Student Life Policies contains a complete description of the regulations pertaining to housing, dining facilities, health services, motor vehicles, use of alcoholic beverages, eligibility requirements, and other areas of student life. However, applicants for admission should know the following in advance:

- The College expects and enforces lawful behavior in all matters. Particular emphasis is placed upon respect for the rights of others and upon other principles of good citizenship.
- Bethany College is a residential college and, as such, all students are required to live in College owned housing or for members of Beta Theta Pi in their privately owned fraternity house. Residential students are expected to be on a board plan. Exceptions may be made if one or more of the following conditions apply:
 - * The student commutes from the address of parents or legal guardians.
 - * The student is a tenth semester senior.
 - * The student is participating in student teaching or academic internship (only during the applicable semester).
 - * The student is 25 years of age or older.
 - * The student is married or has a dependent child or children.
 - * The student has a serious medical condition necessitating alternative dining conditions (validated by the Director of Health Services).
 - * The student is registered on a part time basis (under 12 credit hours).
- All students (except commuters) are required to board in the College dining facilities unless excused by the Department of Student Life. No refunds are granted for missed meals.
- Students are permitted to bring automobiles to campus, provided they submit the appropriate registration documents and fees to the Bethany College Security Office and follow all parking regulations.

- Violations of Bethany College policies and the expectations of conduct stated in the Code of Student Conduct are handled by the Dean of Students in accordance with the Due Process procedures outlined in the Code of Student Conduct. The Code of Student Conduct may be found in the *Bethany College Policy Manual, Vol. VII, Student Life Policies*.
- A Special Withdrawal Policy exists to allow Bethany College to take action if a student experiences serious physical or emotional problems that may be potentially dangerous and/or life threatening. In order to protect the student and the Bethany community, the College reserves the right to take appropriate action under such circumstances.

College Facilities

Buildings

Nearly 40 academic, administrative, and residential buildings are located on the 1,300-acre campus. The principal academic structures are listed below.

Bethany House (1948) houses the Office of Student Life, Center for Enrollment, Department of Business and Communications and Media Arts, and the Renner Art Gallery.

Health and Wellness Center (2001) is a collaborative partnership of Bethany College and the Brooke County Health Department. It offers medical services, public health information and services, and wellness activities for the College and the community.

Commencement Hall (1872) provides the setting for convocations, concerts, lectures, dramatic presentations, and numerous summer weddings. During 1983-1984, the Hall was restored to its original state.

Cramblet Hall (1905) was constructed through a gift from Andrew Carnegie. Originally the library, it was remodeled in 1961 to house administrative offices. It is named in honor of two presidents of the College, Thomas E. Cramblet and his son, Wilbur Haverfield Cramblet.

Hummel Field House (1990) provides physical education facilities for men and women and is home to the College's basketball and volleyball teams. Formerly Alumni Field House (1948), the building was extensively renovated during 1989-1990. Adjacent to the field house are football, soccer, and softball fields, and a quarter-mile track. The **Nutting Gymnasium** is housed within Hummel Field House.

Judith R. Hurl Education Center (2008), formerly the Bethany Public School (1924), accommodates laboratories, offices, and classrooms for the Education and Physical Education Department. The building, a gift of Dr. Rodney Hurl, a 1952 graduate of Bethany College, was named in honor of his late wife, Judith R. Hurl.

Grace Phillips Johnson Visual Arts Center (1984) offers facilities for television, painting, sculpture, and design. The Sandra Weiss Berkman Studio for Ceramic Arts is attached to the Center. The building was formerly Irvin Gymnasium (1919).

Thomas Phillips Johnson Recreation Center (1994) includes the **John J. Knight Natatorium**, **Sandwen Arena**, racquetball courts, body building facilities, locker rooms, an indoor track, and a general purpose floor that accommodates a number of sports, including basketball, volleyball, and tennis. This building was designed to support general recreation and intramural athletics.

Kirkpatrick Hall of Life Sciences (1999), formerly Oglebay Hall (1912), accommodates laboratories and classrooms for the Biology and Psychology departments. The building, a gift of Earl W. Oglebay of the class of 1869, was renovated and restored in 1998-1999 and renamed the Kirkpatrick Hall of Life Sciences, honoring Forrest H. Kirkpatrick of the class of 1927, long-time professor and dean of the College.

Oglebay Stables (2012) is located ten miles from the campus and serves as the home for the Equestrian Club. The Center is operated under a cooperative contract arrangement.

Old Main (1858) is the centerpiece of Bethany's academic buildings. Its tower dominates the campus and is the chief architectural feature noted as one approaches the College. Old Main is listed in the National Register of Historic Places. The building is one of the earliest examples of collegiate Gothic architecture in the United States. Old Main was designated a National Historic Landmark in 1990. The **Aleece Gresham Gardens** were placed in front of Old Main in the summer of 1998.

T. W. Phillips Memorial Library (1959), part of the Mary Cutlip Center for Library and Information Technology Services, serves as the hub of academic information services, providing campus with access to books, periodicals, newspapers, media, and a variety of learning tools including online databases and technology resources. The library also houses a substantial number of Archival and Special Collections which exist to preserve rare and specialized materials. The two largest are The Center for Campbell Studies which contains materials related to Bethany's founder and first President Alexander Campbell and The Upper Ohio Valley Collection which is focused on resources related to the nine counties in West Virginia, Pennsylvania, and Ohio which surround Bethany. The Library is also home to an extensive children's and young adult collection located in

the Grace Ryland and William Henry Robinson Children's Library.

Richardson Hall of Science (1964) provides facilities for the chemistry, computer science, mathematics, and physics programs; two computer labs; and the Math Science Community Learning Center. It is named for Robert Richardson, Bethany's first science professor.

David and Irene Steinman Fine Arts Center (1969) provides facilities for music and theatre. A fully equipped theatre occupies the central portion of the building. Teaching studios, studio-classrooms, rehearsal rooms, costume construction facilities, a general rehearsal room for the larger vocal and instrumental groups, and individual practice rooms support instruction in music and theatre.

Academic Departments

Biology

The Department of Biology offers majors in Biology, Biochemistry, Biology Education, and Environmental Science. Minors are available in Botany, Environmental Biology, and Zoology.

Faculty

Anna Edlund. *Associate Professor of Biology; Chair*

William T. Hicks. *Professor of Biology*

Karen Kormuth. *Assistant Professor of Biology*

Program Goals for Biology

The Biology program at Bethany College is designed to achieve the following goals for its students:

- To improve and develop writing, oral, and reading skills in scientific communication.
- To experience, develop, and demonstrate an understanding of the scientific method as an approach to problem solving.
- To prepare students for professional and graduate schools and for employment in science related fields.
- To help students see their place in the evolution of living things and to understand the taxonomy and ecology of living things and the student's place in the world of living organisms.
- To provide students with the opportunity to learn basic knowledge from the broad field of Biology.

Requirements for Major in Biology

All students majoring in Biology must complete a minimum of 44 credits in courses in Biology including BIOL 103, 104, 108, 180, 290, 308, 378, 379, 477, 478, 490, 495, and those listed below. All students majoring in Biology must also complete PHYS 201*, 202; CHEM 101, 102, 211, and 212; and one of the three following tracks:

Biology Track: BIOL 326; two courses from BIOL 341, 343, 351, 425; one course from BIOL 300, 338, or 442.

Biochemistry Track: BIOL 320, 341 or 343, 351, 352; 8 credits of calculus.

Biology Education Grades 9-12 Track: BIOL 268, 269, 221, 310, 326, 341, 343; GENS 480. The following courses must be completed prior to student teaching: BIOL 103, 104, 108, 268, 269, 180, 290, 308; GENS 480. In addition, one of the following courses must be taken to fulfill the Liberal Arts Core requirement in Mathematics: MATH 105, 201, 202, 281. Only Biology majors who have completed all courses in the track and the courses in the Professional Education Requirements described in the Education section of this *Catalogue* and on the department's website or in the resource area in the College's courseware solution will be recommended for certification to teach Biology in secondary school.

A semester each of calculus and statistics are highly recommended. Students with a special interest in botany should elect BIOL 338 as the course from BIOL 300, 338, or 442; BIOL 102, 228, and 326 are strongly recommended.

*MATH 201 is a prerequisite for PHYS 201.

Requirements for Major in Environmental Science

Students completing a major in Environmental Science earn either a Bachelor of Science degree or a Bachelor of Arts degree. All students majoring in Environmental Science must successfully complete the following courses: BIOL 103, 104, 108 or 110, 180, 221, 228, 231, 326, 343, 378, 379; 490, 495; CHEM 101, 102; GENS 202, 204, 220, 225; MATH 281 and 282, or PSYC 205 and 207.

In addition each student must complete the additional requirements for the Bachelor of Science or Arts tracks:

Bachelor of Arts: PHYS 103, and six credits from ECON 201, 260; POLS 320, 342; PHIL 123, 124, 353.

Bachelor of Science: CHEM 211, and either CHEM 315 or 335, with 335 preferred; PHYS 201*, 202.

Recommended electives: BIOL 268, 269, 425; CHEM 324, 370; ECON 201, 260; MATH 201; PHIL 124; POLS 253, 320, 325; PSYC 287; SOCI 150.

Recommended minors: Botany, Chemistry, Computer Science, Economics, Language, Mathematics, Philosophy, Political Science, Physics, Zoology.

* MATH 201 is a prerequisite for PHYS 201.

Requirements for Minors in Biology

Botany: BIOL 103, 104, 108 or 110, plus eight credits from BIOL 102, 228, 326, 338.

Environmental Biology: BIOL 103, 104, 108, either 221 or 326, 228, 231.

Zoology: BIOL 103, 104, 180, 308, and four credits from 425 or 442.

Biology Courses

- BIOL 102 Horticultural Science 3 credits**
This course is an examination of the scientific concepts on which horticulture is based. Emphasis is placed on the study of the plant, the basis of all horticulture activities. The subject of hydroponics is considered, and plants are grown hydroponically in the green house.
- BIOL 103 Introductory Biology I: Molecular Genetics, Cell, and Development 4 credits**
This course is an introduction to modern concepts in molecular cell biology, genetics, heredity, and development. Consideration is given to social and ethical implications of biological issues and to the process of acquiring biological knowledge.
- BIOL 104 Introductory Biology II: Evolution, Diversity, and Ecology 4 credits**
This course is an introduction to modern concepts in evolution, plant and animal diversity, behavior, and ecology. Consideration is given to social and ethical implications of biological issues and to the process of acquiring biological knowledge.
- BIOL 107 Human Biology 4 credits**
The study of Human Biology including elements of cell biology, genetics, anatomy and physiology, disease, immunity, evolution, ecology, and the impact of humans on the environment. *Not open to Biology majors.*
- BIOL 108 Botany 4 credits**
This course provides a comprehensive overview of plants, including diversity, evolution, anatomy, physiology, and ecology with an emphasis on experimentation and scientific writing.
- BIOL 110 Plants, People, and Environment 4 credits**
This course is a study of plant life, including the evolution of the various groups of plants, and an introduction to the morphology and anatomy of vascular plants, plant genetics, and the functional life processes of plants. Some economic and ecological problems such as world climate change are also examined.
- BIOL 115 Biology of Women 3 credits**
A study of human biology, anatomy, and physiology with an emphasis on the biology of women and their gender-based health and wellness issues.
- BIOL 180 Invertebrate Zoology 4 credits**
This course is a structural, functional, and evolutionary study of the major invertebrate phyla.
- BIOL 205 Emergency Medical Training 4 credits**
This course provides students with the classroom and practical skills needed to certify as a National Registry Emergency Medical Technician. Topics covered include, among others, medical terminology, patient assessment and stabilization, communication and documentation, incident management, and patient transport. Students will be certified CPR/AED during this course.
- BIOL 208 Vertebrate Diversity and Evolution 4 credits**
Evolution is the unifying paradigm for biology that allows us to track the historical pathways and processes behind the force and functions that we see in current life. Systematics is the study of the diversification, and the relationships among living things. This course will introduce students to 1) the branching patterns of relationships among taxa, and 2) the core concepts and methods used for evolutionary and systematic study. *Prerequisite: BIOL 103, 104.*
- BIOL 221 Introduction to Environmental Science 3 credits**
This course is a study of processes of the lithosphere, hydrosphere, biosphere, and atmosphere, and of the human impact on the environment. Included are the consideration of ethical problems related to the environment and a review of environmental

laws and government agencies.

BIOL 228 Field Botany

2 credits

This course is an introduction to the taxonomy of vascular plants, with emphasis on the local flora and on the techniques of herbarium science.

BIOL 231 Ornithology

3 credits

This course is a study of the anatomy, behavior, and identification of birds.

BIOL 251 Endocrinology

3 credits

This course is a study of various endocrine glands and their hormonal regulations of diverse physiological functions in health and disease.

BIOL 268 Human Anatomy and Physiology I

4 credits

This course is a study of human anatomy and physiology, including histology, integumentary, skeletal, muscular, nervous, sensory, and endocrine systems. Laboratory study includes the anatomy of human and cat.

BIOL 269 Human Anatomy and Physiology II

4 credits

This course is a study of human anatomy including the structure and functioning of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Laboratory study includes of the anatomy of the cat and human.

BIOL 270 Human Nutrition

3 credits

This course is a study of the nutritional requirements in humans. Topics discussed include comparative physiology of the digestive systems of domesticated animals, impact of nutrition on human health, nutrient biochemistry and metabolism, and nutritional management.

BIOL 280 Animal Nutrition

3 credits

This course is a study of the nutritional and feeding requirements of domesticated species. Topics discussed include comparative physiology of the digestive systems of domesticated animals, nutrient categories, basic ration formulation, including uses of concentrates, nutrient supplementation, and forages.

BIOL 290 Genetics

4 credits

This course is a synthesis of basic genetic principles and modern molecular theory.

BIOL 300 Immunology

4 credits

This course provides an overview of the immune system, including its activation, effector mechanisms and regulation, and examines the impact of the immune system on areas such as infection, organ transplantation, cancer, and auto-immune disease.

BIOL 308 Comparative Vertebrate Anatomy

4 credits

This course compares the anatomy of representative forms of vertebrates and includes laboratory study of the comparative anatomy of the shark, other lower vertebrates, and the cat.

BIOL 310 Evolution

2 credits

This course is an examination of evidence for the theories of evolution with special attention to the modern synthesis of genetic and ecological factors. Also considered are the implications of evolution for religious thought. *Prerequisite: An elementary course in Biology or permission of the instructor.*

BIOL 320 Physical Chemistry I with Biological Applications

4 credits

This course is an introduction to the nature of thermodynamics and kinetics including equilibrium and rate transport processes. The focus is on applications of physical concepts to systems, especially those of biochemical and biological interest. Studies of chemical and phase equilibria are investigated thoroughly, and kinetic processes including Michaelis-Menton kinetics as well as transition state theory complete the course. (This course may be taken for credit as CHEM 320.) *Prerequisites: CHEM 212 and MATH 202 or permission of the instructor.*

BIOL 326 Ecology

3 credits

This course is a study of the general principles of ecology of microorganisms, plants, and animals. Special emphasis is on field study of several communities.

BIOL 338 Plant Anatomy and Physiology

3 credits

This course is an examination of morphology and anatomy of the vascular plants and a study of the fundamental life processes of plants: growth; reproduction; irritability; metabolism; and hormonal control.

BIOL 341 Cell Biology

4 credits

This course is an introduction to the structure and physiology of the eukaryotic cell.

BIOL 343 Microbiology

4 credits

This course is a study of morphology and physiology of microorganisms, principles of lab technique, and cultural characteristics and environmental influences on microbial growth.

- BIOL 351 Molecular Biology and Biochemistry I 4 credits**
 This course is an introduction to the structural organization and chemical composition of cells and to fundamental chemical processes carried on inside organelles. Included are enzymatic action, transport across biological membranes, and basic metabolic pathways as they relate to cell structure. The laboratory focuses on current techniques for the isolation and analysis of basic biomolecules and on some practical applications of enzymology. (This course may be taken for credit as CHEM 351.) *Prerequisites: CHEM 211, 212.*
- BIOL 352 Molecular Biology and Biochemistry II 4 credits**
 This course is an introduction to the biosynthesis of biomolecules, gene expression and control, and recombinant DNA technology. The laboratory focuses on current techniques for probing biochemical reactions and for isolating and engineering DNA. (This course may be taken for credit as CHEM 352.) *Prerequisites: BIOL 351 or CHEM 351.*
- BIOL 378 Junior Seminar I 1 credit**
 This course studies theory and practice of selected methods in biological instrumentation, research, and evaluation of data. Special emphasis is on those methods not covered in other courses in the department and on methods helpful for the completion of the senior project.
- BIOL 379 Junior Seminar II 1 credit**
 Students prepare a proposal for senior project research.
- BIOL 425 Animal Physiology 4 credits**
 This course is a study of the structure and functions of the human body and of the mechanism of bodily movements, responses, reactions, and various physiological states.
- BIOL 442 Developmental Biology 4 credits**
 This course is a study of the ontogenetic development of selected embryos. Primary emphasis is on the vertebrates.
- BIOL 477 Senior Seminar I 1 credit**
 This course is an introduction to the literature of the biological sciences, including both research papers and review articles, and to the basics of scientific writing.
- BIOL 478 Senior Seminar II 1 credit**
 This course emphasizes polishing the skills useful to the student who is in the process of finishing the written portion of the senior project. When possible, the student makes an oral presentation of the senior project and completes a paper or reviews an article for publication.
- BIOL 487-488 Independent Study 2-4 credits**
- BIOL 490 Senior Project 2-3 credits**
 The senior project is begun in the second semester of the junior year and completed in the spring semester of the senior year. It generally is a research project developed with a faculty member.
- BIOL 495 Comprehensive Exams**
 This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Business

The Department of Business offers majors in Accounting, Finance, International Business, Management, and Marketing, and a dual major in Accounting and Computer Science. Minors are available in Accounting, Finance, Management, and Marketing.

Faculty

Anju Ramjee. *Professor of Finance and Business; Chair*
 David Diosi. *Visiting Assistant Professor of Business*
 Theodore Pauls, *Visiting Associate Professor of Business*
 Tammy Richmond. *Visiting Assistant Professor of Accounting*

Accounting

Accounting Major Goals

The Accounting major at Bethany College is designed to achieve the following goals:

- Enhance Students' understanding of generally accepted accounting principles

- To help students gain an understanding of auditing theory and practices
- To help students gain an understanding of business cost analysis
- To help students gain an understanding of issues of personal income taxation.
- To help students gain an understanding of the elements of contract law.
- To help students develop an understanding of the proper use of journal entries, valuation methods and rules throughout the accounting cycle

Requirements for Major in Accounting

Students pursuing a major in accounting should complete the following: ACCT 202, 203; ECON 201, 202; and MATH 281. All of the 200-level courses listed above should be completed by the end of the sophomore year.

In addition to the courses listed above, students majoring in Accounting are required to complete the following business core courses: ACCT/BUSI 332, ACCT 478; BUSI 308, 310, 311, 312, 422, 482; and are also required to complete the following accounting major specific courses ACCT 313, 314, 350, 361, 425, 435, 440, 480, 481, 483, 495; ECON 280; and a Senior Project in Accounting (ACCT 490).

Students completing the Accounting major will also have met the academic requirements for the State of West Virginia to take the CPA certificate examination.

Requirements for Dual Major in Computer Science and Accounting

With the increased use of computers in accounting, this major is designed for students who have strength in computer science and interest in the application to accounting.

Bachelor of Arts Degree: ACCT 202, 203, 313, 314, 332, 350, 361, 425, 435, 480; BUSI 222, 312; CPSC 151, 152, 205, 210, 275, 277, 373, 380, 477; ECON 201; MATH 201, 281, 282; ACCT or CPSC 495; and a three-credit senior project. Strongly recommended courses are BUSI 482; CPSC 320; ECON 202; MATH 106, 202, 354.

Requirements for Minor in Accounting

ACCT 202, 203, 313, 314; and two courses (6 credit hours) from the following: ACCT/BUSI 332; ACCT 350, 361, 425, 435, 440, 481, 483.

Accounting Course

ACCT 202 Financial Accounting

3 credits

Financial Accounting provides an introduction to the accountant's role in the business environment and to the fundamental principles necessary to process and use financial information, including preparation of financial statements and financial statement analysis.

ACCT 203 Managerial Accounting

3 credits

Managerial Accounting introduces students to the organizational role of accounting information, the techniques available to provide that information, and the benefits and limits of the information provided by the various techniques in response to the manager's needs. *Prerequisite:* ACCT 202.

ACCT 313 Intermediate Accounting I

3 credits

Intermediate Accounting I is a study of the theoretical foundation of accounting concepts and an extensive study of the practical application of generally accepted accounting principles. Students use problems, case studies, and computer assignments to attain an understanding of these topics. *Prerequisite:* ACCT 202.

ACCT 314 Intermediate Accounting II

3 credits

Intermediate Accounting II is a continuation of ACCT 313. *Prerequisite:* ACCT 313.

ACCT 332 Business Law I

3 credits

Business Law is an introduction to the nature and development of common law and of the Uniform Commercial Code. Included is the study of contract law, business aspects of criminal law, ethical aspects of legal issues, and issues related to partnerships and corporations. (This course may be taken for credit as BUSI 332.)

ACCT 350 Income Tax Accounting

3 credits

This course is a study of federal income tax principles for individuals and corporations. Emphasis is on income, exemptions, deductions, credits, capital gains, and losses.

ACCT 361 Financial Auditing I

3 credits

Financial Auditing introduces students to auditing principles and procedures, in both internal and external environments, as they are used to determine the fairness of an organization's assertions. Students use audit cases and computer assignments to attain an understanding of these topics. *Prerequisite:* ACCT 313.

ACCT 425 Cost Accumulation and Control

3 credits

Cost Accumulation and Control is a study of cost accumulation systems; job order and process; cost controls; flexible budgets and standard costs; and cost, volume, profit relations. *Prerequisite:* ACCT 203.

- ACCT 435 Advanced Accounting 3 credits**
Advanced Accounting introduces students to advanced accounting topics addressed by FASB and GASB pronouncements. Students use problems, case studies, and computer assignments to attain an understanding of these topics. *Prerequisite: ACCT 314.*
- ACCT 440 Corporate Income Tax Accounting 3 credits**
Corporate Income tax accounting is a study of federal income tax principles for corporations. Emphasis is on tax research, income, exemptions, deductions, credits, capital gains and losses, liquidating distributions, corporate acquisitions, reorganizations, and consolidated tax returns. *Prerequisites: ACCT 350, 435.*
- ACCT 478 Seminar in Accounting 3 credits**
The Seminar in Accounting is a capstone course integrating the student's previous work in accounting and economics. The course includes focused writing instruction for preparation of accounting reports. *Prerequisite: Senior standing in Accounting.*
- ACCT 480 Computerized Accounting Applications 1 credit**
This course is an introduction to the use of accounting software packages in the accounting profession. Students will learn either Peachtree, QuickBooks, or other dedicated accounting software packages .
- ACCT 481 Business Law II 3 credits**
This course is a continuation of Business Law I. Topics include: Commercial; Real and Personal Property; Bailment; Landlord and Tenant Relations; Wills Intestacy and Trusts; Intellectual Property; Computer Privacy and Speech; Employer-Employee Relationship; Employment Law; Product Liability; Professional Liability, International Business Law; and, Contract Interpretation. (This course may be taken for credit as BUSI 481.) *Prerequisite: ACCT/BUSI 332.*
- ACCT 483 Financial Auditing II 3 credits**
This course introduces students to the overall audit plan and audit program, application of the audit process to the sales and collection cycle, acquisition and payment cycle, payroll and personnel cycle, inventory and warehouse cycle, capital acquisition and repayment cycle, and cash balances including analytical procedures and tests of internal controls related to the various audit cycles. *Prerequisite: ACCT 361.*
- ACCT 487-488 Independent Study 3 credits**
- ACCT 490 Senior Project 2 credits**
The Senior Project is open only to students with a major in Accounting. Students prepare and present a senior project. The topic for the senior project must be approved by the advisor of the accounting program.
- ACCT 495 Comprehensive Exams**
This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Business

Finance

Finance Major Goals

For the Finance major the goal of the department is to enhance one's ability and competence in relating business and financial concepts, functions, and policies to each other in order to solve problems and analyze policies.

The Finance major at Bethany College is designed to achieve the following goals:

- Students understand the fundamental concepts and tools of corporate finance
- Students understand the fundamental concepts and tools of investments
- Students understand the operations of the three distinct financial capital markets: equity markets, bond markets and derivative markets
- Students understand the global financial market place and the impact of globalization on multinational enterprises

Requirements for Major in Finance

Students pursuing a major finance are required complete the following: ACCT 202, 203; ECON 201,202; MATH 281; and BUSI 205 or MATH 201. All of the 200-level courses listed above should be completed by the end of the sophomore year.

In addition to the courses listed above, students majoring in Finance are required to complete the following business core courses, ACCT/BUSI 332; BUSI 308, 310, 311, 312, 422, 478, 482, 495; and are also required to complete the following finance major specific courses BUSI 300, 316, 325, 371, 425; ECON 301; three elective courses (3 courses, 9 credit hours) and a Senior Project in Finance (BUSI 490). The three elective courses may be taken from the following: ACCT 350, 425, 440, 481; BUSI 222, 309, 322, 329, 480, 487-8; MATH 282 or any other course offered in the department not listed above for the finance major and with prior approval of the finance major advisor. Students may consider taking MATH 282 and BUSI 222 to acquire additional research skills for graduate studies.

Requirements for Minor in Finance

ACCT 202; ECON 201; and five courses (14-15 credit hours) from the following: BUSI 300, 312, 316, 325, 329, 371, 425, 480. MATH 281 is a pre-requisite for BUSI 312.

International Business

International Business Major Goals

For the International Business Major the two major goals are understanding the area of international business and development of understanding about international business perspectives. The major will:

- Enhance a student's understanding of the global marketplace
- Enhance a student's understanding of how international factors affect the domestic market
- Enhance a student's comprehension of issues pertaining to expanding business abroad
- Enhance a student's understanding of the institutions that impact and shape the global marketplace
- Enhance a student's ability to analyze the constantly changing global business environment

Requirements for the Major in International Business

Students pursuing a major in International Business are required to complete the following pre-business courses: ACCT 202, 203; ECON 201, 202; and either MATH 281 or PSYC 205. All of the 200-level courses listed above should be completed by the end of the sophomore year.

In addition to the courses listed above, students majoring in International Business are required to complete the following business core courses: ACCT/BUSI 332, BUSI 308, 310, 311, 312, 422, 478, 482, 495; and are required to complete the following International Business major specific courses BUSI 328, 371; BUSI/COMM 403; a Language Component beyond the Global Awareness Core requirement (2 courses, 7/8 credit hours); Elective courses (4 courses, 12 credit hours); and a Senior Project in International Business (BUSI 490).

The Language Component requirement is two additional courses in the same language as taken to fulfill the Global Awareness Core (WLAC) requirement (beyond the 110 and 120) or two courses at the 110 and 120 level of another language (other than the one taken to fulfill the Global Awareness Core WLAC requirement).

Students will choose an area of interest from the options below. Upon selecting their area of interest they must select four Elective Courses (12 credit hours) from the list of courses under their chosen area of interest:

ASIA: (assuming the first two language courses have been fulfilled through the GAC WLAC requirement or the language requirement in the major) CHIN 180; ENGL 268; JAPN 130, 180; JAPN 181/HIST 331; HIST 101, 102, 330; RELS 220, 224.

BUSINESS, TECHNOLOGY, COMMUNICATION & CULTURE: BUSI/COMM 203; BUSI 235, 300, 309, 316, 325, 328, 329, 330, 371, 425, 480; COMM 200, 206, 303, 370; GENS 202, 204; INTD 202; POLS 111; PSYC 207, 250, 287, 307; RELS 220, 224; SPAN 210.

ECONOMICS, HISTORY, LAW & POLITICS: BUSI 481; ECON 113, 360; GENS 202; HIST 101, 102, 327, 328; RELS 352/HIST 329; HIST 330, 331; INTD 202; POLS 111, 112, 253, 325.

EUROPEAN UNION: (assuming the first two language courses have been fulfilled through the GAC WLAC requirement or the language requirement in the major) FREN 130, 180, 181, 221, 410; ITAL 130; GRMN 130, 180, 181, 220, 221, 420, 421; HIST 314,325; POLS 111, 112; RELS 220, 224, 229; SPAN 130, 180, 210, 220, 410, 420, 422.

FRANCE: (assuming the first two language courses have been fulfilled through the GAC WLAC requirement or the language requirement in the major) FREN 130, 180, 181, 220, 221, 410, 420, 421; RELS 220, 224, 229.

GERMANY: (assuming the first two language courses have been fulfilled through the GAC WLAC requirement or the language requirement in the major) GRMN 130, 180, 181, 220, 221, 410, 420, 421; RELS 220, 224, 229.

LATIN AMERICA: (assuming the first two language courses have been fulfilled through the GAC WLAC requirement or the language requirement in the major) ENGL 268; HIST 328, RELS 220, 229; SPAN 130, 181, 210, 221, 330, 421, 423.

MIDDLE EAST: (assuming the first two language courses have been fulfilled through the GAC WLAC requirement or the

language requirement in the major) ARBC 180; ENGL 268; FREN 130, 221; HEBR 110, 120; HIST 101,102; RELS 220, 224; RELS 352/HIST 329.

SPAIN: (assuming the first two language courses have been fulfilled through the GAC WLAC requirement or the language requirement in the major) RELS 220, 229; RELS 352/HIST 329; SPAN 130, 180, 210, 220, 330, 410, 420, 422.

Management

Management Major Goals

For the Management major the goal of the department is to enhance one's ability and competence in relating managerial concepts, functions, and policies to each other in order to solve problems and analyze policies.

The Management Major at Bethany College is designed to achieve the following goals:

- Students understand how business management concepts relate to organizational, ethical, and social responsibility
- Students understand the importance of diversity in an organization and the issues and the advantages and challenges in managing a diverse workforce
- Students understand human resource management issues and their application in the areas of compensation, training, and benefits
- Students understand the importance of effective management of operational and human capital resources

Requirements for Major in Management

Students pursuing a major in management should complete the following: ACCT 202, 203; ECON 201, 202; and either MATH 281 or PSYC 205. All of the 200-level courses listed above should be completed by the end of the sophomore year.

In addition to the courses listed above, students majoring in Management are required to complete the following business core courses ACCT/BUSI 332, BUSI 308, 310, 311, 312, 422, 478, 482; and are also required to complete the following management major specific courses BUSI 287, 303, 322, 387, 481, 495; ECON 280; elective courses (4 courses, 12 credit hours); and a Senior Project in Management (BUSI 490). Elective courses may be selected from the following: ACCT 425; BUSI 222, 309, 328, 329, 345, 480, 487-88; BUSI/COMM 403; CPSC 230; MATH 282; PSYC 207, 250, 307, 326; or any other course offered by the department and not included above in the management major and with the prior approval of the management major advisor. Students may consider taking BUSI 222 and MATH 282 or PSYC 207 and 307 to acquire additional research skills for graduate studies.

Requirements for Minor in Management

ACCT 202; BUSI 287, 311, 387, 482; and two courses (6 credit hours) from the following: BUSI 303, 308, 309, 322, 330, 345, 480.

Requirements for Minor in Entrepreneurship

BUSI 235, 309, 329; ACCT/BUSI 332, BUSI/COMM 212, ACCT 350.

Additionally, students could consider taking BUSI/COMM 412 and/or COMM 300.

Marketing

Marketing Major Goals

For the Marketing major the goal of the department is to enhance one's ability and competence in relating marketing concepts, functions, and policies to each other in order to solve problems and analyze policies.

The Marketing Major at Bethany College is designed to achieve the following goals:

- Students understand the importance of marketing to a business enterprise and understand the concepts of market segmentation, target markets, market positioning and differentiation
- Students understand the global marketplace and the use of marketing techniques by multinational enterprises in a global environment
- Students understand the consumer buying behavior, the firm's marketing strategy and marketing mix, consumer perceptions of the product and product life cycle
- Students understand the role of advertising, sales promotion, social media, public relations, and integrated marketing communications

Requirements for Major in Marketing

Students pursuing a Major in Marketing should complete the following: ACCT 202, 203; ECON 201, 202; PSYC 205 and 207 or MATH 281 and 282. All of the 200-level courses listed above should be completed by the end of the sophomore year.

In addition to the courses listed above, students majoring in Marketing are required to complete the following business core courses ACCT/BUSI 332, BUSI 308, 310, 311, 312, 422, 478, 482; and are also required to complete the following marketing major specific courses BUSI 203, 212, 328, 330, 495; ECON 280; elective courses (4 courses, 12 credit hours); and a Senior Project in Marketing (BUSI 490). Elective courses may be selected from the following: BUSI 200, 222, 309, 329, 338, 345,

403, 412, 480, 487-88; BUSI/COMM 403; PSYC 250, 307, 326; or any other courses offered by the department not included above in the marketing major and with the prior approval of the marketing major advisor. Students may consider taking BUSI 222 or PSYC 307 to acquire additional research skills for graduate studies.

Requirements for Minor in Marketing

ACCT 202; BUSI 203, 310, 330 and four courses (12 credit hours) from the following: BUSI 200, 212, 309, 328, 330, 338, 345, 412, 480, 482.

Business Courses

BUSI 101 Personal Finance

3 credits

This course explores practical and realistic models and methods to manage personal finance effectively including buying and selling a house, balancing a checkbook, budgeting, negotiating, investing, insurance issues, financial planning, valuing stocks and bonds, investing for retirement, and buying insurance for property and person.

BUSI 200 Digital Media and Digital Culture

3 credits

This course provides the student with the history, structures, processes, and practices of digital media and examines the effects of technology on American and global culture. Key concepts that are integral to understanding the digital age are examined, as well as the effect of new content distribution venues like iTunes and YouTube. Various areas of digital culture are examined including the Internet, the World Wide Web, virtual community and virtual identity, social networking sites, gaming culture, and mobile technology. (This course may be taken for credit as COMM 200.)

BUSI 203 Principles of Advertising and Public Relations

3 credits

This course covers the history and principles of advertising and public relations and discusses the different fields of marketing including industry and non-profit work. Advertising and public relations' relative places in integrated media and marketing plans are also discussed. (This course may be taken for credit as COMM 203.)

BUSI 205 Quantitative Methods for Business and Economics

3 credits

Quantitative Methods for Business and Economics teaches the mathematical tools from Calculus and Linear Algebra which are used in Economics and Business. Topics include derivatives, multivariate derivatives, and systems of equations applied to problems from Economics and Business. (Not be open to students who have taken MATH 201. This course cannot replace MATH 201 as a pre-requisite for MATH 202) *Prerequisites: Level IV mathematics placement, or successful completion of a Level III mathematics course; or permission of the instructor.* (This course may be taken for credit as ECON 205).

BUSI 212 Social Media and Digital Marketing

3 credits

This course will provide a deep dive into Social Media and Digital Marketing communication strategies, best practices, tactics, platforms and media alternatives. Students will be connected with an outside "client" organization. They will conduct secondary and informal primary research, including a social media audit, competitive analysis, and SWOT analysis. Students will then develop and present a social media-driven digital marketing plan to the client. (This course may be taken for credit as COMM 212.)

BUSI 220 Business Applications

3 credits

This course is an introduction to applications utilized in making business decisions, covering the use of application software including, but not limited to, spreadsheets, databases, graphics, word processing, and computer communications. Students will develop beginning level skills with commonly used applications in order to use the computer as a tool for making strategic business decisions and will be able to make informed business decisions concerning computer generated information. *Prerequisites: Either ECON 201, ECON 202, ACCT 202 or permission of instructor.*

BUSI 222 Research Methods in Business

3 credits

This course introduces elementary research methods in business and economics. The course includes the use of microcomputers in business and economics. Emphasis is on using spreadsheets to prepare quantitative research projects in business and economics. The course also covers writing quantitative reports in business and economics. *Prerequisites: ECON 201 and MATH 281 or 383 or PSYC 205. Prerequisite or corequisite: MATH 282 or 384.* (This course may be taken for credit as ECON 222).

BUSI 235 Introduction to Entrepreneurship

3 credits

This course helps students to understand the many facets of entrepreneurship and to expose them to many of the behaviors that result in successful, as well as unsuccessful, business ventures.

BUSI 287 Organizations and Human Behavior

3 credits

This course is a study of specific aspects of organization culture, such as motivation, conflict, power, and leadership. Focus is on improving the effectiveness of organizations by strengthening human processes. (This course may be taken for credit as ECON 287 or PSYC 287.)

BUSI 300 Student Investment Fund

2 credits

This course provides students the opportunity to utilize their finance and investment knowledge to make hands-on investment decisions in managing a portfolio of approximately \$1 million. The students learn, research, and implement various aspects of fund management such as: establishing portfolio objectives and risk management; researching and analyzing the current economic and investment environment; industry sector analysis; company analysis and evaluation; assessment of risk tolerance; portfolio formation; trading and performance evaluation.

BUSI 303 Organizational Communication

3 credits

This course is an examination of the principles of communication in an information society, especially in the context of

business, service, and media organizations. Major organizational theories are explored from a communication perspective and examined in the context of the roles and skills needed by individuals within organizations. Examples are drawn mainly from media organizations, but the principles are applicable to all types of organizations and individuals. (This course may be taken for credit as COMM 303.)

BUSI 308 International Business 3 credits

This course is an introduction to the concept of international business as a system and the theories that underlie it. Students are introduced to globalization and the cultural, economic, political and legal environment of international business. Students are exposed to the risks, challenges, and opportunities of competing in a global marketplace. Students also learn about trade relations, international finance, and legal and labor agreements.

BUSI 308X International Business Study Abroad Lab 1 credit

This study abroad lab course may be repeated three times provided the lab covers a different country or city so that the course is not repeated for the same subject matter.

BUSI 309 Small Business Management 3 credits

Expose students to the importance of small businesses and its effects on the economic and social structure of a community, both local and extended. Students will also learn how to assess opportunities and develop business plans to allow proper appropriation of returns to an entrepreneur, investors, and to the community. Prerequisites: ECON 201 and ACCT 202.

BUSI 310 Principles of Marketing 3 credits

This course introduces the fundamental concepts that help improve marketing decision-making. The student is introduced to the language of marketing, the concepts of marketing strategy, the concepts of product development, the psychology of consumer behavior, the mix of intermediate channel members, and the role of promotion and pricing. *Prerequisites: ECON 201 and ACCT 202.*

BUSI 311 Principles of Management 3 credits

This course exposes students to the general principles of the field of management, which includes planning, organizing, leading, innovating, and controlling organizational efforts. It also examines the role of ethics and the role of management within the broader social context.

BUSI 312 Principles of Corporate Finance 3 credits

Principles of Corporate Finance is an exploration of corporate organizations and the planning of their financial requirements. The course includes an intensive study of cash flow, ratio analysis, budgeting, capital decision making, external financing, and corporate failure and reorganization. *Prerequisites: ACCT 202, 203; ECON 201; MATH 281.*

BUSI 316 Financial Markets and Institutions 3 credits

Financial Markets and Institutions is a study of the behavior of various financial institutions with emphasis on the operation of commercial banks and the Federal Reserve System. The course also includes a review of money, interest rates, and income determination. *Prerequisites: ECON 202; MATH 281.*

BUSI 322 Operations Management 3 credits

This course is an introduction to the concepts, issues, and practices of operations management, with an emphasis on the managerial processes utilized to provide effective operations in both goods producing and services rendering organizations. Topics to be covered include operations strategy, process design, capacity management, demand planning, resource management, operations scheduling, quality control, and project management. *Prerequisite: BUSI 311 Principles of Management.*

BUSI 325 Investment Management 3 credits

Investment Management is a critical study of the various types of investment instruments and the relative merits of each. In addition, the course explores investment procedures, security analysis, portfolio theories, and portfolio analysis. *Prerequisites: ECON 202; ACCT 202; MATH 281 or permission of the instructor.*

BUSI 328 International Marketing 3 credits

The course will include the analysis of various methods of analyzing market demand, competition, costs, the structure of distribution, and other factors which influence marketing management decisions in foreign countries.

BUSI 329 Entrepreneurial Finance 3 credits

This course is designed to develop the student's skills and knowledge in entrepreneurial finance. The entrepreneurial finance framework is similar to that used in traditional corporate finance; however, the entrepreneurial venture is more focused on cash flow, returns, and recognizable value.

BUSI 330 Consumer Behavior 3 credits

This course provides a study in how marketing meets consumer needs. It provides a psychological base upon which to make decisions while taking into consideration a consumer's culture. Behavioral outcomes and associated issues are also discussed. *Prerequisite: BUSI or COMM 203*

BUSI 332 Business Law I 3 credits

This course is an introduction to the nature and development of common law and of the Uniform Commercial Code. Included is the study of contract law, business aspects of criminal law, ethical aspects of legal issues, and issues related to partnerships and corporations. (This course may be take for credit as ACCT 332.)

- BUSI 338 Sport Marketing 3 credits**
This course is a study of the concepts and specialized strategies used in marketing sport and raising funds within sport organizations. Special emphasis is on public relations. (This course may be for credit as PHED 338.) *Prerequisite: BUSI 310*
- BUSI 345 Intercultural Communication 3 credits**
This course focuses on communication among individuals from divergent cultures. The processes by which perceptions are created, expressed, and influence interpersonal relationships are examined. Emphasis is on identifying and controlling the roles that culture plays within a wide range of communication contexts. (This course may be taken for credit as COMM 345.)
- BUSI 371 International Financial Management 3 credits**
International Finance is a study of the balance-of-payment accounts, foreign exchange rate determination, fixed and flexible exchange rate regimes, currency futures and options, international capital flows, indebtedness, interest rates, and the international banking environment. *Prerequisites: ACCT 202 and ECON 202.*
- BUSI 387 Human Resources Management 3 credits**
This course examines the concepts of human resource planning and development and its use in business organizations. The course examines the establishment and operation of a total human resource program including recruitment, selection, training and development, performance appraisal, incentive programs, benefit programs, role of human resource departments and the role of government on such issues. *Prerequisite: BUSI/ECON/PSYC 287.*
- BUSI 403 Globalization and International Communication 3 credits**
This course examines the principles, variables, and processes involved in globalization and the international media systems as well as varying practices of media production and consumption in other countries. Students will study sample countries and will research economic, political, media and cultural factors as transmitted through the media system of a foreign country. *Prerequisites: Junior or senior status or permission of instructor.* (The course may be taken for credit as COMM 403).
- BUSI 412 Integrated Marketing Communications Campaigns 3 credits**
This course uses the integrated marketing communications (IMC) approach of utilizing appropriate advertising, marketing, personal selling, and public relations principles and practices to develop a strategic communication campaign. Students conduct research, develop goals, objectives, strategies, and tactics for a client. The campaign is presented to the client in written and audio-visual form. The campaign is evaluated. (This course may be taken for credit as COMM 412.) *Prerequisites: BUSI 310, ECON 201 or ACCT 202.*
- BUSI 422 Financial Analysis 3 credits**
Financial management concepts relating to cost of capital, capital structure theory, optimal capital structure, capital budgeting techniques, dividend policy, common stock and bond issuance, hybrid financing, mergers and acquisitions. Emphasis is placed on financial analysis using excel and other computer applications. *Prerequisite: BUSI 312.*
- BUSI 425 Derivative Securities 3 credits**
This course teaches how to value and interpret a variety of derivative products, focusing on options, futures, and swaps. The use of the binomial approach as a valuation framework is assumed throughout the course, after taking steps to develop the Black-Scholes model. An understanding of the fundamentals underlying derivative products and why institutions utilize them to mitigate risk will be emphasized through the use of problem sets and an investment project. *Prerequisites: BUSI 325.*
- BUSI 478 Senior Capstone Seminar 3 credits**
The Senior Capstone Seminar is a capstone course integrating the student's previous work in the areas of accounting, finance, management, marketing, and economics. The course includes the utilization of integrated case analysis and focused writing of reports on assigned cases. This course is for finance and management majors. *Prerequisite: Senior standing in Finance, International Business, Management, Marketing or permission of instructor.*
- BUSI 480 Topics in Business 3 credits**
This course is intended to provide business students topics or areas of study that are timely and are not offered in the regular course offerings.
- BUSI 481 Business Law II 3 credits**
This course is a continuation of Business Law I. Topics include: Commercial; Real and Personal Property; Bailment; Landlord and Tenant Relations; Wills Intestacy and Trusts; Intellectual Property; Computer Privacy and Speech; Employer-Employee Relationship; Employment Law; Product Liability; Professional Liability, International Business Law; and, Contract Interpretation. (This course may be taken for credit as ACCT 481.) *Prerequisite: ACCT/BUSI 332.*
- BUSI 482 Ethics in Business 3 credits**
This course exposes students to the social and economic responsibilities of business to society by examining the critical role

of ethics in business decision making and its application to key strategic business decisions.

BUSI 487-88 Independent Study

3 credits

BUSI 490 Senior Project

2 credits

The Senior Project is open only to students with a major in Finance, International Business Management or Marketing. Students prepare and present a senior project. The topic for the senior project must be approved by the advisor of the finance, international business, management or marketing majors.

BUSI 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Communications & Media Arts

The Department of Communication and Media Arts offers a major in Communications with Specialization Tracks in the following: Integrated Media & Marketing, Digital Media and Production, Graphics, and Sports Communications. A minor is available in Communications.

Faculty

Patrick J. Sutherland. *Professor of Communications and Media Arts, Advisor to BBN Online Radio; Chair*
David M. Deluliis. *Assistant Professor of Communications and Media Arts, Advisor to BBN Webstreaming; Chair*
Olga Blackledge. *Assistant Professor of Communications and Media Arts*

Communications & Media Arts Department Goals

The Communications and Media Arts Department at Bethany College is designed to achieve the following goals for its students:

- Demonstrate knowledge and understanding of mass media and human communication principles, processes, and practices.
- Be able to develop, conduct, report, and evaluate communication and media research.
- Demonstrate a proficiency in invention, construction, and delivery of oral and written communication and media.
- Apply communication theory and critical thinking in a variety of communication settings.
- Interpret the role of media and other communication technologies in a fast-changing global environment.
- Analyze legal and ethical responsibilities of communicators in a culturally diverse world.
- Value the roles and functions of effective and creative communication in one's personal, social, and work life.

Requirements for Major

Communication and Media Arts majors are expected to complete 48 of departmental course study. All students majoring in the department are required to complete the following courses: COMM 101, 201, 306, 307, 311; three courses from 194, 291-292; 403, 420, 490, and 495.

In addition, all majors must complete six credits in courses offered by the English program in addition to ENGL 111, and one of the following courses: ACCT 202, ECON 201, ECON 202, PSYC 205, MATH 281, CPSC 151, SOSC 340.

All majors must also complete one of the following Specialization Tracks:

Integrated Media & Marketing: COMM 203, 412.

Digital Media and Production: COMM 200, 440.

Sports Communications: COMM 106, 250, and one course from PHED 243, 300, or 335. It is recommended but not required that students consider taking PHED 244, 337, and 355.

And a combination of the following classes (totaling 15 credits) in any of the tracks:
COMM 104, 202, 206, 212, 218, 300, 310, 480.

Requirements for Minor

COMM 101, 201, and 15 additional credits. At least six of those credits must be 300 or 400 level courses. Courses available to minors as electives are: COMM 104, 130, 140, 160, 200, 203, 205, 206, 218, 250, 303, 306, 310, 311, 314, 330, 335, 344, 345, 346, 370, 380, 409, 412, 430, 440, 480

Communications Courses

COMM 101 Introduction to Communication

3 credits

This course examines the foundations of communication, including communication between individuals, language, and non-verbal codes and also mass media history and theory, including newspapers, radio, television, and digital media.

COMM 106 Introduction to Sports Communications 3 credits

This course provides an overview of, and an introduction to, sports communications. Emphases include multimedia sports journalism, media organizations, advertising and marketing firms, and sports leagues and teams. Other topics covered include sports depicted through digital media (including social media and apps), broadcasting, community and public relations, college sports information, along with promotions, and depictions of minorities and women in sports.

COMM 104 Visual Communication 3 credits

This course promotes understanding of the aesthetic, ethical, and creative principles inherent in visual communication. Films, animation, TV productions, printed and computer graphics, and photography are the sources for the analysis of perception and meaning in the visual image.

COMM 110 Digital Audio Production for Music 3 credits

This course focuses on hands-on experience in multi-track recording of musical instruments using a digital audio workstation. It also sets the stage for additional work in digital editing, mixing, and mastering techniques. (This course may be taken for credit as MUSI 110.)

COMM 160 Introduction to Film 3 credits

This is an introduction to the study of film as a cultural and technical artifact and as a form of art. The class teaches students the basic principles of film aesthetics and production to provide the skills necessary to “read” the film as art. The course also places a strong emphasis on the social context of film and the place movies hold in our culture, and introduces the general areas of study within film scholarship. (This course may be taken for credit as ENGL 160.)

COMM 194 Online Radio 3 credits

This course acquaints students with concepts, skills and strategies required for working within the online digital and terrestrial radio fields. Introduction to on-air music and journalism producing, production, and delivery of news programs and messages. *Prerequisite: Permission of the instructor.*

COMM 200 Digital Media and Digital Culture 3 credits

This course provides the student with the history, structures, processes, and practices of digital media and examines the effects of technology on American and global culture. Key concepts that are integral to understanding the digital age are examined, as well as the effect of new content distribution venues like iTunes and YouTube. Various areas of digital culture are examined including the Internet, the World Wide Web, virtual community and virtual identity, social networking sites, gaming culture, and mobile technology. (This course may be taken for credit as BUSI 200.)

COMM 201 Media Writing 3 credits

Media Writing is an intensive course in the study and practice of writing for the various media, including print, electronic, public relations, graphic design, and advertising. Students explore the ethical and legal concerns of media writing; learn basic writing, editing, and copy formats; learn to select and structure copy; develop information-gathering skills; and examine contemporary issues and concerns facing the media.

COMM 202 Digital Document Design 3 credits

This course provides students with practical experience using a variety of computer programs designed to create documents for various channels, including both digital and print publication. Students will develop and produce publications, presentations and digital documents that integrate text, art, and various graphic elements. *Prerequisite: COMM 201.*

COMM 203 Principles of Advertising and Public Relations 3 credits

This course covers the history and principles of advertising and public relations and discusses the different fields of marketing including industry and non-profit work. Advertising and public relations’ relative places in integrated media and marketing plans are also discussed. (This course may be taken for credit as BUSI 203.)

COMM 205 Principles of Graphic Design 3 credits

This course introduces basic graphic design principles and their applications. Visual perception, visual illusion, and communication impact are explored through examples and practical exercises.

COMM 206 Public Speaking and Announcing 3 credits

This course is an introduction to the dynamics of speaking in front of large audiences and also through electronic technologies. The course covers basics of vocal qualities, signals, language, argumentation and elocution for broadcasting of various types.

COMM 210 Editing, Mixing, and Mastering Digital Audio for Music 3 credits

This course is the second in a series that addresses the processes of digital audio production for music. It is designed to focus on the processes of editing, mixing, and mastering digital audio for music. (This course may be taken for credit as MUSI 210.) *Prerequisite: COMM/MUSI 110*

- COMM 212 Social Media and Digital Marketing 3 credits**
This course will provide a deep dive into Social Media and Digital Marketing communication strategies, best practices, tactics, platforms and media alternatives. Students will be connected with an outside “client” organization. They will conduct secondary and informal primary research, including a social media audit, competitive analysis, and SWOT analysis. Students will then develop and present a social media-driven digital marketing plan to the client. (This course may be taken for credit as BUSI 212.)
- COMM 218 Digital Production and Performance 3 credits**
This course provides the student with basic concepts and practical instruction in digital media production strategies and techniques. Intensive instruction is provided in basic digital audio and video editing with an emphasis on the student achieving an introductory level proficiency. Students are provided a primer on other digital software used for print and radio mediums, which includes limited study of speech personality variables, as well as practice in basic announcing, interviewing, microphone, and camera performance techniques.
- COMM 221 Acting for the Camera 2 credits**
This course investigates the basics of on-camera work, including terminology and strategies for enhancing appearance on camera. Students perform scenes and improvisational exercises and may prepare work for telecasting on the Bethany TV station. (This course may be taken for credit as THEA 221.)
- COMM 250 Multimedia Sports Production 3 credits**
This course introduces the student to the techniques of production of various sporting events for radio, television, pod-casting, and other converged media platforms. Results of students’ work are broadcast, cablecast, or internet streamed for consumption by the Bethany community and beyond.
- COMM 275 Producing the News Magazine 3 credits**
An elective for production students or journalism students interested in working in news media. Students in this class will produce half-hour news magazine programs involving multiple individual pieces of 4-7 minute packages joined together by an anchor. *Prerequisite: COMM 201*
- COMM 291 Tower Promotions and Productions 3 credits**
This course acquaints the student with applied integrated marketing concepts and skills in both traditional and social media, required for working in the integrated media (advertising and public relations) area. *Prerequisite: COMM 201 or 203, or by permission of the instructor.*
- COMM 292 Interactive Multimedia Production 3 credits**
This course acquaints students with concepts, skills and strategies required for working in a digital televised, online, broadcasting areas as well as cross-platform digital production environment, and emerging media production fields. *Prerequisite: COMM 218 or COMM 250, or by permission of the instructor.*
- COMM 300 Entrepreneurial Media 3 credits**
The course will trace the causes and arc of these changes; examine case studies of new-media business and non-profits; bring in guest speakers who exemplify these changes; and provide a primer on the various skills needed to be successful as a journalism entrepreneur. This course also introduces students to the basics of entrepreneurship and evolving business models for media. It blends instruction in general entrepreneurship concepts with how the Internet and digital technologies are transforming media economics, using recent news and communication startups as case studies for applying entrepreneurial principles. Students will identify, develop and pitch ideas for media business; research and write a business case study; and perform skill-building exercises in business analysis and digital technologies. Local entrepreneurs will meet with the class to discuss strategies and trends.
- COMM 303 Organizational Communication 3 credits**
This course is an examination of the principles of communication in an information society, especially in the context of business, service, and media organizations. Major organizational theories are explored from a communication perspective and examined in the context of the roles and skills needed by individuals within organizations. Examples are drawn mainly from media organizations, but the principles are applicable to all types of organizations and individuals. (This course may be taken for credit as BUSI 303.)
- COMM 305 Feature Writing 3 credits**
This course encourages excellence in journalism writing by examining award-winning writing, writing newspaper and magazine features, and critiquing articles. *Prerequisite: COMM 201.*
- COMM 306 Communication Theory and Research 3 credits**
This course examines the relationship between communication theories and the research methods used to test them. Emphasis is on understanding theoretical tenets, their connection to the communication process and to modern media, thesis development, and research design. An examination of current communication research is conducted. *Prerequisite: junior or senior status or permission of the instructor.*
- COMM 307 Advanced Methods and Application 3 credits**
This is an upper level core course in the communications department required for all majors. In this junior seminar, students will learn how to execute research in the field of communication. They are instructed on how to specifically use methodological approaches used in a scholarly, scientific, and rigorously academic capacity. Students are shown how to produce an equally

comprehensive artifact. It features the application of current principles within: the industry practices of traditional broadcasting, web design, social media research, digital marketing, new media promotions, and advertising and public relations campaigns for completion of a practicum. *Prerequisite: COMM 306.*

COMM 309 Audio Recording Portfolio

3 credits

Instruction will be provided in live sound applications for music. This includes sound reinforcement, recording of live performances, and the use of pre-recorded or MIDI materials in live performances. (This course may be taken for credit as MUSI 309.) *Prerequisites: COMM/MUSI 110, COMM/MUSI 210, and all MUSI courses required for the Music Technology major.*

COMM 310 Digital Reporting

3 credits

This is a lecture-laboratory course focusing on the complexities and practices of gathering news for traditional media that have or are converting to digital delivery and also emerging digital media. Students are required to gather and report news/features using the digital technology across multiple platforms of distribution (i.e., radio, television, internet, telephone, etc.). *Prerequisite: COMM 201*

COMM 311 Communication Law and Ethics

3 credits

This course is a study of law and ethics as they pertain to emerging and traditional mass media and to related communication enterprises such as advertising and public relations. Legal topics emphasized include the First Amendment, libel and slander, privacy, and prior restraint. Ethics topics include examination and application of ethics theories and practices within the framework of each student becoming an independent moral agent.

COMM 344 Sports Information Directing

3 credits

This course examines the multi-faceted activities and qualities of sports information directing, also known as sports public relations. Areas covered include image building, determining sports news, understanding various sports and the terminology used in writing sports copy, developing relationships with the media, using statistics in sports writing, understanding the importance of photography, and designing and writing sports media guides.

COMM 345 Intercultural Communication

3 credits

This course focuses on communication among individuals from divergent cultures. The processes by which perceptions are created, expressed, and influence interpersonal relationships are examined. Emphasis is on identifying and controlling the roles that culture plays within a wide range of communication contexts. (This course may be taken for credit as BUSI 345.)

COMM 346 Gender Communication

3 credits

This course introduces the major concepts of communication and gender. Emphasis is on issues of gender in language and nonverbal behavior. Communication and gender in friendships, courtship, marriage, family, education, media, and organizations are considered through the examination of real-life communication situations.

COMM 388 Electronic Media Skills for the Liberal Arts Student

1 credit

This course is intended for students seeking technical training in electronic media skills for non-professional applications. Students choose from a variety of skills, including mixing and editing audio, making video movies, and creating audio and video resources for World Wide Web sites on the Internet. The on-campus internship course is open to all students. Student will complete internship paperwork monitored by a designated staff member and signed-off on by the department chair of either the Communications and Media Arts Department or the Physical Education and Sport Studies Department for a letter grade. At least 50 hours of crew work from the student is required over a semester (about 10 events). (This course may be taken for credit as PHED 388.) *Prerequisite: Permission of the instructor.*

COMM 390 Campus Media Management

1 credit

This course assists the student working as a manager for a campus media organization to develop leadership skills under the supervision of the medium's faculty advisor. Open only to managers of the campus media as determined by the faculty advisors. This course may be repeated once in the same organization and for a maximum of four credits. (This is an activity course with letter grades required for Communication majors and CR/NCR only for others.) *Prerequisite: Permission of the instructor.*

COMM 403 Globalization and International Communication

3 credits

This course examines the principles, variables, and processes involved in globalization and the international media system as well as varying practices of media production and consumption in other countries. Students will study sample countries and will research economic, political, media and cultural factors as transmitted through the media system of a foreign country. (This course may be taken for credit as BUSI 403.) *Prerequisite: Junior or senior status or permission of instructor.*

COMM 409 Publications Photography

3 credits

This course introduces the knowledge and skills needed to produce high quality digital photographic images. Assignments include news, features, sports, portrait, and still-life imaging. Emphasis is on working within strict deadlines and creating images suitable for publication. An additional course fee is required. *Prerequisite: Permission of the instructor.*

COMM 412 Integrated Marketing Communications Campaigns

3 credits

This course uses the integrated marketing communications (IMC) approach of utilizing appropriate advertising, marketing, personal selling, and public relations principles and practices to develop a strategic communication campaign. Students conduct research, develop goals, objectives, strategies, and tactics for a client. The campaign is presented to the client in written and audio-visual form. The campaign is evaluated. (This course may be taken for credit as BUSI 412.) *Prerequisites: BUSI 310,*

ECON 201 or ACCT 202.

COMM 420 Professional Internship

2-3 credits

This course is a professionally supervised experience with an off-campus media organization or communication agency. Assignments apply classroom materials and campus media experiences and are similar to those experienced by new communication professionals. A minimum of 100 hours in the experience is required for the two-credit version of this course, and 150 hours minimum is required for the three-credit version. *Prerequisites: Three courses from COMM 194, 291, and 292 for a total of 9 credit hours.*

COMM 422 Digital Service Learning

3 credits

This course is designed to provide the student with exposure to cutting-edge digital hardware and software applicable to careers in the fast-changing communication field. The student will work off campus, under the supervision of a communication professional, on a service project serving the community. The student will present a portfolio at the conclusion of the experience. *Prerequisite: Junior standing, permission of instructor.*

COMM 440 New Media Theory and Practices

3 credits

As digital media and the internet become more and more common, scholars are examining how people use these technologies and for what purposes. This course will cover the emerging body of theory on new media processes and practices in the information age. *Prerequisite: BUSI/COMM 200.*

COMM 480 Special Topics

3 credits

This advanced course is offered periodically to deal in depth with a particular subject or issue relevant to the field of communications, to pursue unique topics of interest to students, or make faculty research available for students as learning exercises.

COMM 487-489 Independent Study

1, 2, or 3 credits

COMM 490 Senior Project

3 credits

This course requires a research paper demonstrating the ability to describe, analyze, synthesize, and draw significant conclusions on a contemporary communication issue. Detailed guidelines for the senior project are available from the Communications and Media Arts Program. *Prerequisite: COMM 306.*

COMM 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Education

The Department of Education offers majors in Elementary Education Grades K-6, Middle Childhood Education Grades 5-9, and an Interdisciplinary major in Psychology and Education. Minors are available in Multi-categorical Special Education with Autism K-6 or 5-Adult and Secondary Education (Art, Biology, Chemistry, English, Mathematics, Physical Education, Social Studies, and Spanish). Additionally, an Endorsement in Reading is offered.

Faculty

Charline Barnes Rowland. *Associate Professor of Education; Director of Teacher Preparation Programs; Chair*
Hayden Cook. *Visiting Assistant Professor of Education*
Edward F. Shephard. *Associate Professor of Education*

Program Goals

The mission of the Teacher Preparation Programs is to teach and inspire teacher candidates who possess the knowledge, skills, and dispositions to prepare K-12 students for a college- and career-ready future. This mission is aligned with Bethany College liberal arts core, high-quality indicators from the West Virginia Professional Teaching Standards (WVPTS) found in State Board of Education Policy 5100 (pg. 30-34), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and accreditation body (AAQEP). These standards support the integration of course content, field and clinical experiences, technology, diversity, and dispositions that enable the college to meet its mission. The WVPTS include the following five broad areas:

- Curriculum and Planning
- The Learner and Learning Environment
- Teaching
- Professional Responsibilities for Self-Renewal
- Professional Responsibilities for School and Community

As reflective practitioners within the realms of a liberal arts education and professional studies program, our graduates will be able to:

- Apply in their vocational setting, current research based pedagogical techniques and practices
- Evaluate formative and summative assessments as a means to differentiate instruction in order to meet the needs of a diverse population of learners
- Develop a unique and relevant personal and professional philosophy of education
- Take their places as 21st Century instructional leaders who guide learners to the highest possible levels of critical thinking, ethical, and moral development
- Become active members of national or international professional organizations and support cultural and community enriching endeavors
- Be global citizens who benefit from and appreciate multi-cultural experiences
- Exhibit exemplary professional behavior as well as to demonstrate a high degree of self-efficacy

The Teacher Preparation Programs provides certification candidates with professional preparation in education using as its conceptual framework “Teacher as Reflective Practitioner.” Candidates integrate a liberal arts background, content preparation, and educational principles to prepare for careers in teaching at the elementary, middle, and secondary school levels (for certification) or in an interdisciplinary synthesis of Psychology and Education (for non-certification). Candidates can choose content specializations in Biology*, Chemistry*, English, Mathematics, Physical Education, Social Studies, or Spanish.

Note: The secondary tracks in Biology and Chemistry are under faculty review for the 2021-2022 academic year. No new students will be enrolled in these tracks until the review of the track is completed. Students must consult with the appropriate academic advisor

Requirements for Admission to Teacher Preparation Programs

Education majors must be successfully admitted to the Teacher Preparation Programs before registering for any 300-level or higher courses. Application forms are available in the Education Department Office and on the Education Department website.

Admission to the Teacher Preparation Programs occurs after the following criteria are met:

- Official declaration of as elementary or secondary education major:
- Student-copy of transcript showing cumulative grade-point average (GPA) of 2.50 and with grades of “C” or higher in education courses as well, and in the content area(s) of certification
- Two positive letters of recommendation from faculty of Bethany College outside the Education Program
- Successful completion of PRAXIS I Core Academic Skills for Educators (reading, writing and mathematics) with passing West Virginia scores
- Passing of EDUC 110 and EDUC 203
- Positive review of Professional Dispositions forms conducted by Education faculty in Human Development (EDUC 203) and and cooperating teacher from a field experience
- Successful passing of West Virginia criminal background check

All these documents must be submitted with the application form to the Education Department by Spring semester of sophomore year. A candidate may be granted full admission or denied admission.

Continuation in Education Program beyond Admissions: A candidate must maintain a minimum of 2.50 GPA overall and in EDUC courses, and successfully pass required Praxis exams to remain in the Teacher Education Program and advance to the Yearlong Residency.

Note: Bethany’s teacher certification programs are being reviewed by the West Virginia Department of Education (WV DoE) to align with new requirements of the state Educator Preparation Provider Review Board. These curricula may be subject to change as dictated by evolving state guidance. Students completing teacher preparation programs should consult regularly with their academic advisor(s) and the Chair of the Education Department/Director of Teacher Preparation to ensure that they are adhering to the most recent WV DoE policies.

Note: All transfer students or students who change their major are required to meet the same criteria, including admission to the programs.

Field Experiences and Yearlong Residency:

As per West Virginia Department of Education (WVDE) Policy 5100, teacher candidates need to complete minimum of 125 hours of field experiences that include working with children and adolescents prior to clinical experience (Yearlong Residency). All field experiences are taken in concurrently with lecture courses and identified with “X” in syllabus and on transcript. Field and clinical experiences are planned by course instructors to engage teacher candidates to achieve the following outcomes:

- Demonstrate application of theory to practice with reflection on teaching and learning

- Implement instruction and assessments that fosters academic, social, and emotional development in students from diverse backgrounds and diverse needs;
- Apply instruction and assessments that are aligned to state and national standards; and
- Implement instruction and assessments that use data to inform teaching and learning and measure the impact on learning

Teacher candidates must also successfully pass PRAXIS I Core Academic Skills for Educators (reading, writing and mathematics) prior to admission to the teacher education program. They also must successfully pass PRAXIS II Subject (Content) by end of the semester prior to clinical experience (Yearlong Residency).

Furthermore, they also are responsible for own transportation for all field and clinical experiences. When possible, teacher candidates are grouped together in schools. Teacher candidates are not permitted to schedule courses in conflict or to participate in extra-curricular activities that interfere with field and clinical experiences.

Application for West Virginia Certification: After completing a teaching preparation program and degree requirements, each teacher candidate should initiate application procedures for certification. The following criteria must be met for certification in West Virginia:

- Have successful completion of all required course work in a teacher preparation program
- Earn cumulative grade-point average (GPA) of 2.50 or higher, in education courses as well, and in the area(s) of certification.
- Have successful passing completion of the PRAXIS I Core Academic Skills for Educators, and PRAXIS II Subject (Content) and PRAXIS II (Principles of Learning and Teaching)
- Have successful passing of West Virginia criminal background check
- Have successful completion of the Senior Project and Comprehensive Examinations (written and oral)
- Have recommendations from the Education Department and from the teacher candidate's area(s) of certification
- Have completed general requirements for a Bethany College degree

Note: A degree from Bethany College does not guarantee certification in the state of West Virginia. The candidate must meet the criteria for certification as determined by the College and by the West Virginia Board of Education. A candidate who fails to meet criteria may be denied recommendation.

Certification levels are under the authority of the West Virginia Department of Education(WVDE) and are subject to change based on policy implementation by WVDE. Bethany College must follow the guidelines and policy implementation established by WVDE and accreditation body (AAQEP). The policies set by the West Virginia Department of Education take priority over any policy set forth by the Bethany College and its teacher preparation programs.

Requirements for Majors in Education

Elementary Education (K-6): EDUC 110, 203, 282, 346, 348, 351, 352, 353, 475, 476, 477, 490; FINA 125, MATH103(or higher),MATH 250, MATH 252; RDNG 215, 347;SOCI 210;SPED 207,208;PSYC 100 or 315.

In addition, only those students who have completed the following courses are eligible for Elementary K-6 Certification: BIOL 100 (or higher); CHEM 100 (or higher) or PHYS 103 (or higher); GENS 202; HIST 201 or 202, 225; POLS 110.

Middle Childhood Education (5-9)*: EDUC 110, 203, 282, 348, 351, 352, 426, 427, 475, 476, 477, 490; RDNG 376; SOCI 210; SPED 207, 208; PSYC 100.

Note: Candidates interested in grades 5-9 certification only must complete the Middle Childhood Education 5-9 program in two fields selected from Biology, Chemistry, English, General Science, Mathematics, Physical Education (PHED 333 may be substituted for SPED 208), Social Studies, or Spanish.

* The Middle Childhood Education major (5-9) is under faculty review for the 2021-2022 academic year. No new students will be enrolled in this major until the review of the major is completed. Officially recognized majors currently enrolled will have the opportunity to complete the major. Students must consult with the appropriate academic advisor.

Requirements for Physical Education - Teaching Education

The Education Department cooperates with the Physical Education and Sport Studies in administering the physical education teacher education major with grades K-12 and 5-8. Requirements for this major appear in the listings of the Physical Education and Sport Studies Department in this *Catalogue*, specifically EDUC 110, 203, 282, 348, 353, 475, 476, 477; RDNG 376; SPED 207; PHED 333 or SPED 208.

Requirements for Interdisciplinary Major in Psychology and Education (Non-Certification)

The Education Department cooperates with the Psychology Department in administering the faculty-initiated interdisciplinary major in Psychology and Education. Requirements for this major appear in the listings of the Interdisciplinary Studies Department in this Catalogue, specifically EDUC 110, 203, 348; RDNG 215; SPED 207 This major does not lead to a state

teaching licensure.

Requirements for Minors in Education

Multi-categorical Special Education K-6 or 5-Adult: Learning Disabilities, Mental Impairments, and Behavior Disorders: SPED 207, 208, 320, 330, 450, 475, 476, 477; PSYC 315. As a Special Education minor, Special Education teacher candidates may be completed by Secondary Education candidates, but the Special Education multi-categorical with Autism certification may only be added to English, Mathematics, Science, or Social Studies certification. Elementary Education candidates may also complete a sequence of courses in English, Mathematics, Science, or Social Studies for Restricted Content Special Education Certification in 5-Adult.

Secondary Education: EDUC 110, 203, 282, 348, 426, 427, 475, 476, 477, 480 (or cross-listed 480 course); SPED 207, 208; RDNG 376; PSYC 100; SOCI 210. Secondary Education Teaching fields include Biology*, Chemistry*, English, Mathematics, Physical Education (PHED 333 may be substituted for SPED 208), Social Studies, or Spanish. Students preparing to teach in secondary schools are expected to follow the sequence of required education courses listed in the Professional Education sequence. Liberal Arts Core requirements, other requirements for graduation and requirements for the student's major must be added. The required Education courses cannot be taken on a credit/no-credit (C/NC) basis.

Requirements for Reading Endorsement

Reading Elementary Education (K-6)

*EDUC 346/646	Foundations of Literacy	3 credits
*EDUC 351	Language Arts and Social Studies Methods	3 credits
*RDNG 215	Adolescent and Children's Literature	3 credits
*RDNG 347/647	Reading Assessment and Instruction	3 credits
RDNG 376/676	Content Area Literacy	3 credits
RDNG 422/622	Reading Clinic	3 credits

*Courses already required for elementary education certification. Students must also complete the remaining coursework and other requirements for K-6 certification.

Reading Middle Childhood (5-9) and Secondary (5-Adult)

EDUC 346/646	Foundations of Literacy	3 credits
*EDUC 351	Language Arts and Social Studies	3 credits
RDNG 215	Adolescent and Children's Literature	3 credits
RDNG 347/647	Reading Assessment and Instruction	3 credits
*RDNG 376/676	Content Area Literacy	3 credits
RDNG 422/622	Reading Clinic	3 credits

Courses already required for middle childhood education certification. Students must also complete the remaining coursework and other requirements for the 5-9 or 5-Adult certification areas including: Biology 9-Adult, Chemistry 9-Adult*, General Science 5-9, English 5-9, 5-Adult, Mathematics 5-9, 5-Adult, Physical Education 5-9, 5-Adult, Social Studies 5-9, 5-Adult, and Spanish 5-9, 5-Adult

Additional information on these programs can be obtained from the department or academic advisor.

Note: The secondary tracks in Biology and Chemistry are under faculty review for the 2021-2022 academic year. No new students will be enrolled in these tracks until the review of the track is completed. Students must consult with the appropriate academic advisor

Education Courses

EDUC 100 Strategies for Effective Tutoring

2 credits

This course is a preparatory course for those students interested in becoming tutors for the McCann Learning Center. A variety of effective instructional strategies will be demonstrated and practiced.

EDUC 105 Praxis Preparation

1 credit

Praxis Preparation, a required course, provides a review of the content and strategies for the West Virginia mandated Praxis tests. Students will complete sample tests and be provided feedback on their strengths and weaknesses. The course will include strategies for reducing test anxiety and test-taking strategies specific to the Praxis. Any student whose SAT or ACT scores qualify them for a Praxis waiver will not be required to take the course.

EDUC 110 Historical and Philosophical Foundations of American Education

3 credits

This Writing Intensive (WI) course introduces teacher candidates and others to various educational philosophies. Students will also examine the historical foundations of American education system. This course will develop knowledge and skills necessary to accomplish the following outcomes: understanding historical research; critically examining and determining one's own philosophy of education; and constructing and reflecting upon a set of academic artifacts which exemplify preparation for classroom teaching according to state and national standards. A 15-hour field experience is required. *Corequisite: EDUC 110X Field Experience.*

- EDUC 110X Field Experience: Historical and Philosophical Foundations of American Education 0 credit**
Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).
- EDUC 203 Human Development 3 credits**
This course is a study of human development from infancy through death. The course applies learning theory to life-span development to promote self-understanding and to provide preparation for working with individuals, families, groups, and communities. *Must receive a grade of B- or better in order to take EDUC 242.*
- EDUC 282 Instructional Technology 3 credits**
This course examines the role of technology instruction, specifically addressing education technology standards for teachers. The course prepares pre-service teachers to integrate technology into instruction in a meaningful manner.
- EDUC 346 Foundations of Literacy and Language Systems 3 credits**
This course focuses on the beginnings of the development of literacy in children including the fundamentals of reading and writing as processes and how children come to understand and use those processes in differing settings. Research-based instructional strategies for supporting the development of children's literacy are explored, including alphabet and print awareness, phonological awareness, phonics, fluency, vocabulary and comprehension. A 15-hour field experience is required. (This course may be taken for credit as EDUC 646.) *Corequisite: EDUC 346X; Prerequisites: a passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher preparation program or enrolled as a non-degree seeking student.*
- EDUC 346X Field Experience: Foundations of Literacy and Language Systems 0 credit**
Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).
- EDUC 348 Classroom Discipline and Management 3 credits**
This is an intensive and unit-focused course covering student assessment, discipline models, and classroom management strategies, as well as instructional planning, effective teaching strategies, and professional development. Primary emphasis is on the refinement of teaching techniques and the continued development of the teacher as reflective practitioner model. A required field placement provides the opportunity for reflection and the application of theory to practice. *Corequisites: EDUC 348X; Prerequisites: a passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher education program; or permission of the Chair.*
- EDUC 348X Field Experience: Classroom Discipline and Management 0 credit**
Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).
- EDUC 351 Integrated Methods in the Elementary School: Language Arts and Social Studies 3 credits**
This course provides students an opportunity to apply the methods and strategies appropriate for teaching Language Arts and Social Studies in the elementary classroom. Students will explore literature appropriate for the social studies classroom, elementary writing programs, writing assessment, and instructional techniques for the integration of the Language Arts with Social Studies. A 15-hour field experience is required. *Corequisite: EDUC 351X; Prerequisites: a passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher education program.*
- EDUC 352 Integrated Methods in the Elementary School: Mathematics and Science 3 credits**
This course is a practical application of the concepts of math and science presented in the elementary school curriculum. Emphasized are the understanding of fundamental processes and practical application. A 15-hour field placement is required. *Prerequisite: EDUC 242; a passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher education program.*
- EDUC 352X Field Experience: Integrated Methods in the Elementary School: Mathematics and Science 0 credit**
Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).
- EDUC 353 Integrated Methods in the Elementary School: Health and Physical Education 3 credits**
This course is an examination of the methods and activities appropriate for teaching health and physical education in the elementary school. A 15-hour field experience is required. *Corequisite: EDUC 353X; Prerequisites: a passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher education program.*
- EDUC 353X Field Experience: Integrated Methods in the Elementary School: Health and Physical Education 0 credit**
Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).
- EDUC 426 Principles and Techniques of Middle School Education 2 credits**

This course is an examination of the teaching concepts and skills unique to the middle school teacher. Focus is on the middle school child in relation to the developmental changes that occur during the adolescent years, including psychological, physical, and social changes. Teaching strategies and methods appropriate for the adolescent learner are developed. A 15-hour field experience is required. *Corequisite: EDUC 426X; Prerequisite: EDUC 110, 203 a passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher education program.*

EDUC 426X Field Experience: Principles and Techniques of Middle School Education 0 credit

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

EDUC 427 Middle School Curriculum and Organization 1 credit

This course is an examination of the instructional organization and curriculum designs of the middle level school and classroom. Emphasis is on the evaluation and implementation of middle level curriculum. Various programs germane to the middle level program, including teacher-based guidance and interdisciplinary teaming, are addressed. A 15-hour field placement is required. *Corequisite: EDUC 427X; Prerequisite: EDUC 110, 203; a passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher education program.*

EDUC 427X Field Experience: Middle School Curriculum and Organization 0 credit

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

EDUC 475 Clinical Teaching and Residency 6 to 12 credits

This course is a professional clinical experience in schools at appropriate grade levels. Teacher candidates will teach with mentoring provided by college supervisors and experienced classroom educators. Concurrently taken with EDUC 476 (Seminar I) or EDUC 477 (Seminar II) (CR/NCR only). *Prerequisites: completion of liberal arts courses; passing scores on Praxis I Core Academic Skills for Educators (reading, writing and mathematics); passing score on Praxis II Subject (Content) Assessments; approval of Year-long Residency application.*

EDUC 476 Residency Seminar I 2 credits

The required seminar will address experiences, questions and problems encountered in the teaching profession. Professional competency activities and assignments will be planned, supervised, and evaluated by faculty, clinical supervisors and experienced classroom educators. Focus is on state teacher licensure requirements along with legal and ethical issues in education. Concurrently taken with EDUC 475 (Clinical Teaching & Residency). *Prerequisites: passing scores on Praxis I Core Academic Skills for Educators (reading, writing and mathematics); passing score on Praxis II Subject (Content) Assessments; approval of Year-long Residency application.*

EDUC 477 Residency Seminar II 2 credits

The required seminar will address experiences, questions and problems encountered in the teaching profession. Final state teacher licensure assessments, career development and professional portfolio are addressed in this course. Concurrently taken with EDUC 475 (Clinical Teaching & Residency). *Prerequisite: Successful completion of EDUC 476 (Residency Clinical Teaching Seminar I).*

EDUC 480 Methods and Materials in Teaching 3 credits

See courses numbered 480 offered in Chemistry, English, General Sciences, Mathematics, Physical Education, Physics, Psychology, Social Science, Visual Art, and World Languages and Cultures. A 30-hour field placement is required. *Prerequisites: EDUC 110, 203; a passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher education program.*

EDUC 480X Field Experience: Middle School Curriculum and Organization 0 credit

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

EDUC 484 Methods of Teaching English as a World Language: Selected Methodological Issues 3 credits

This course is a study of the methods and materials necessary for teaching English as a second language and provides instruction and practice in planning lessons and extracurricular activities. (This course may be taken for credit as WLAC 484 or ENGL 484.)

EDUC 487-488 Independent Study 1-4 credits

EDUC 490 Senior Project 2-4 credits

EDUC 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Special Education Courses

SPED 207 Exceptionalities and Diversities

3 credits

This course introduces students to the various exceptionalities and diversities found in general and special education classrooms. Teacher candidates examine characteristics of exceptional learners, appropriate accommodations and modifications, instruction, assistive technology, the continuum of services, and the consultation and collaborative models of instruction. Special emphasis is given to a cultural perspective on learning within the general classroom environment. A 15-hour field experience is required. *Corequisite: SPED208X Field Experience; Prerequisites: EDUC 110, 203; or permission of the Chair.*

SPED207X Field Experience: Exceptionalities and Diversities

0 credit

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

SPED 208 The Special Education Process

3 credits

This course examines the history of special education and the resulting special education process. Students actively participate in the referral process for special education, creating individualized education and transition plans through a variety of class activities and simulations. Special emphasis is on the role of the family system in the special education process, due process rights and responsibilities, theories in special education, and current legislation and litigation. Students are also introduced to specialized curriculum options in special education. A 15-hour field experience is required. *Corequisite: SPED208X Field Experience; Prerequisites: SPED 207 and 207X.*

SPED 208X Field Experience: Special Educ Process

0 credit

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

SPED 212 Autism I: Characteristics and Instruction

3 credits

This course provides an intensive look at the characteristics, identification, and instructional service delivery systems available for students with autism, Asperger's Syndrome, and other developmental delays. Specific instructional program features and the various origins and interventions of autism are emphasized. A 15-hour field experience is required. (This course may be taken for credit as SPED 512.) *Corequisite: SPED212X Field Experience.*

SPED 212X Field Experience: Autism I: Characteristics and Instruction

0 credit

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

SPED 312 Autism II: Teaching Internship and Advanced Research

3 credits

This course provides an opportunity for students to work in the field with students with autism. Special emphasis is on the implementation of research-validated teaching strategies, community-based instruction, home planning, and data collection and analysis. Current and controversial research in the field of autism is also examined and debated. A 15-hour field experience is required. (This course may be taken for credit as SPED 612.) *Corequisite: SPED312X Field Experience; Prerequisites: SPED 207 and SPED 212 or SPED 512.*

SPED 312X Field Experience Autism II: Teaching Internship and Advanced Research

0 credit

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

SPED 320 Assessment and Methods in Special Education I

2 credits

This course is the first of two on assessments and methods in special education. Students are introduced to a variety of types of formal and informal assessments related to reading, spelling, and written language. Students gain proficiency in administering, scoring, and interpreting standardized tests used in the identification and evaluation of students in special education. Students create written assessment reports with interventions and various forms of curriculum-based assessments. Special emphasis is on the practice and creation of materials appropriate for the areas of fluency, reading comprehension, decoding, strategy instruction, spelling, and written language. A 15-hour field experience is required. *Corequisite: SPED320X Field Experience; Prerequisites: SPED 207; a passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher preparation programs.*

SPED 320X Field Experience: Assessment and Methods in Special Education I

2 credits

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

SPED 330 Assessment and Methods in Special Education II 2 credits
This course is a continuation of Assessments and Methods in Special Education I. Students conduct formal and informal assessments in the areas of mathematics, social skills, and behavior. Functional behavior assessments and behavior intervention plans are created and specific curricula are examined and practiced. Special emphasis is on the functional life skills curriculum and on school-to-work initiatives. A 15-hour field experience is required. *Corequisite: SPED330X Field Experience; Prerequisites: SPED 207; SPED 320; a passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher preparation programs.*

SPED 330X Field Experience: Assessment and Methods in Special Education II 2 credits
Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

SPED 450 Current Issues and Trends in Special Education 2 credits
This course is an examination of the current issues and trends in the field of special education. A variety of legal, ethical, social, and vocational issues are reviewed, analyzed, and discussed. In addition, students reflect on their varied experiences in special education and create a personal philosophy of special education. *Prerequisites: SPED 320 and SPED 330; a passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher education program.*

SPED 475 Professional Internship 4 credits
This course provides for participation in an educational program appropriate to the student's area of study and potential employment. Students apply the skills and knowledge gained in the designated program to the selected internship experience.

SPED 476 Clinical Teaching and Residency: Special Education 6 credits
This is a professional clinical experience in schools in appropriate areas of special education. Teacher candidates will teach with mentoring provided by college supervisors and experienced classroom educators. (CR/NCR only). *Corequisite: EDUC 477; Prerequisites: completion of liberal arts courses; a passing score on Praxis I Core Academic Skills for Educators (reading, writing and mathematics); a passing score on Praxis II Subject (Content) Assessments; approval of Yearlong Residency application.*

SPED 487-488 Independent Study 1-4 credits

Reading Courses

RDNG 215 Adolescent and Children's Literature 3 credits
This course focuses on extensive reading of diverse genres of literature written for children and adolescents and use of literature across the K-12 curriculum. Students will use a variety of methods to reflect on and respond to literature, learn about prominent authors and illustrators, and consider the historical aspects of children's literature in society and cultures. A major focus will be on learning how to encourage children to become motivated and engaged readers. A 15-hour field experience is required. *Corequisite: RDNG 215X.*

RDNG 215X Field Experience: Adolescent and Children's Literature 0 credit
Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

RDNG 347 Reading Assessment and Instruction 3 credits
During this course, students conduct a comprehensive examination of research-based reading assessment tools. Students use both informal and formal reading assessments to plan and implement data-based instruction and plan for reading interventions. Scientifically-based reading intervention and effective reading program components will be modeled and practiced. A 15-hour field experience is required. (This course may be taken for credit as RDNG 647.) *Corequisite: RDNG 347X; Prerequisites: EDUC 346; a passing scores on PRAXIS I Core Academic Skills for Educators; admission to teacher education program or enrolled as a non-degree seeking student.*

RDNG 347X Field Experience: Reading Assessment and Instruction 0 credit
Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

RDNG 376 Content Area Literacy 3 credits
This course explores the use of research based literacy activities in all content areas of study, including English, Foreign Languages, History, Health and Physical Education, Mathematics and Science Because of the diverse nature of this class, students create their own portfolio of literacy resources and activities relevant to their particular subject area(s) and grade level(s). A 15-hour field experience is required. *Corequisite: RDNG 376X; Prerequisites: Aa passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher education program or enrolled as a non-degree seeking student.*

RDNG 376X Field Experience: Content Area Literacy 0 credit
Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved

and completed under the direction of the institution of higher education and cooperating teacher(s).

RDNG 422 Reading Clinic

4 credits

This is a laboratory course which focuses on methods that can be used by classroom teachers, reading specialists, and other special teachers of reading and language arts. The major emphasis of this course is an extensive and supervised tutoring internship with children who have reading difficulties. A 30-hour field experience is required. (This course may be taken for credit as RDNG 622.) *Corequisite: RDNG 422X; Prerequisites: EDUC 346; RDNG 347; a passing scores on PRAXIS I Core Academic Skills for Educators; admission to teacher education program or enrolled as a non-degree seeking student.*

RDNG 422X Field Experience: Reading Clinic

0 credit

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

First-Year Experience

Faculty

Scott Brothers. *Associate Professor of Chemistry; Director of First-Year Experience*

Program Goals

The First-Year Experience is designed to meet the following goals:

- Provide a small seminar of students with a faculty mentor/advisor who will help them to improve writing and thinking skills and familiarize them with the academic life of the College, while they study a specialized subject area
- Provide a bridge between the high school experience and the Bethany experience designed to enable students to engage actively and successfully as they grow and learn
- Provide students with an intense, single-class, topic driven learning experience designed to enhance college level reading, writing and research skills

Students will:

- employ and enhance college-level academic skills through a topic-driven learning experience
- explore identity development, including personal and professional identification
- increase awareness and knowledge of available Bethany resources, including the institution resources, culture, and community
- embrace and understand the responsibilities of a professional learning community.
- demonstrate and maintain personal health and wellness
- demonstrate understanding of the power of a liberal arts education

All students who meet one of the following conditions are required to complete successfully the First-Year Experience, including BFYE 100, 101, and 102 or HSEM 111 and 112.

- The student has graduated from high school but never attended college, even if she or he has completed college credits while in high school.
- The student has enrolled in another college and is transferring fewer than 12 credits to Bethany.

Students who have been enrolled as a full-time, degree-seeking student at another institution and who have completed 12 or more credit hours at that institution are considered transfers and are exempt from the Bethany First-Year Experience (BFYE) requirement.

BFYE 100 First-Year Experience Orientation (Camp Bell)

Non-credit

New students arrive on campus before the first day of fall semester classes to complete orientation programs, bond with their peers and instructors, learn about liberal arts traditions, and explore the Bethany campus and surrounding community. BFYE 100 is a graduation requirement.

BFYE 101 First-Year Experience Seminars

4 credits

These seminars introduce students to the study of a specialized subject area, help students improve writing and thinking skills, and familiarize students with the academic life of the College. The faculty member who leads a student's seminar will serve as that student's academic advisor and mentor.

AA. Better Living Through Bethany

In this seminar, students will learn the tools to personal and academic success and leadership through an investigation of environmental and sustainability issues relevant to the Bethany College campus and the community as a whole. Activities in

this seminar include reading and discussion of passages from regional native Rachel Carson's pivotal book *Silent Spring* and development of final proposal presentations for green initiatives on campus. (*Scott Brothers, Associate Professor of Chemistry, Director of First Year Program*)

BB. ESPN Rules!

This course takes a two-pronged approach as an introduction to sports communications. First, from a career perspective, ESPN and similar companies are studied to identify, select, and introduce limited best practices in sports announcing, writing, interviewing and production. Secondly, topical issues and historical personalities in sports culture (through a media filter) are discussed such as sport as intervention for troubled youths, sports heroes, sporting events and social responsibility, and corporate philanthropic activity related to sport. Examples of student work during class includes being a video streaming sports crew member, and working at the campus radio-TV station creating sports content. (*Patrick Sutherland, Professor of Communications and Media Arts, Department Chair*)

CC. American Culture 101: The View from the Inside

American Culture 101: The View from the Inside is a course intended for international students and domestic students with an interest in global cultures. While (re-)learning core concepts of US-American cultures, students will share and compare elements of their own cultural experiences. The approach enables participants to have rich cultural exchanges and to learn about global cultures. Simultaneously, students will be introduced to their common new environment: Life at Bethany College. (*Harald Menz, Professor of World Languages and Cultures, Co-Chair; Dept. of Humanities, Director of International Education, Co-Director of Interdisciplinary Studies*)

DD. Run for Your Life

The premise of this course will be to equip first year Bison with strategies, if utilized, that can ensure a successful transition to higher education life; these strategies can be employed with all classroom content. We will also discuss pertinent topics that aid in the adjustment to college life outside of the classroom. A large percentage of Bethany students are also athletes. This course will be structured in a professional manner that encourages students to use their competitive spirit, when competitive sports may or may not still be an option, to give their best efforts in and out of the classrooms. Students will gain insight on the importance and usefulness of becoming more in-tune with lifelong fitness practices such as running. (*Chelsey Fletcher, Assistant Professor of Physical Education*)

EE. Lead the Herd

This course examines the risks, rewards, and responsibilities of team leadership through the lens of the team captain. Students will learn what it takes to become a team leader "whom coaches respect and teammates trust" through leadership by example and voice. Students will learn to lead by example through their own commitment, confidence, composure, and character as well as through their voices of encouragement, inspiration, correction, construction, and management. (*Melissa Hudson, Visiting Assistant Professor of Physical Education*)

FF and GG. Clear Eyes. Full Hearts. Can't Lose: The Portrayal of (Student) Athletes in Popular Culture

How many times have we seen the "dumb/pompous jock" stereotype play out in a movie or television show? How many times have student-athletes been accused to only being in school to play a sport? The students in this class will examine ways in which athletes, especially student-athletes, are portrayed in movies, television, books, magazines, and the news. This class will utilize discussion, research, and guest speakers to further explore portrayals of and stereotypes faced by athletes at all levels of competition. (*Heather Taylor, Assistant Professor of English, Director of the McCann Learning Center*)

HH. A Galaxy Far, Far, Away

Join us on this journey to a galaxy far, far away and explore the world of Bethany College and yourself as a college student/padawan learner. As members of the Bethany Jedi Academy, padawan learners will seek knowledge and practice self discipline. We will embrace Jedi philosophy and practices with the goal of transforming from padawan learners into full-fledged Jedi knights! Remember as the Jedi say, "there is no ignorance, only knowledge." (*Julie Osland, Associate Professor of Psychology, and Diane Snyder, Associate Professor of Psychology, Director of Student Success Initiatives, Department Chair*)

II. Are You Ready to LEAD?

Through this course you will learn and develop critical skills to the success of your college future. While discussing important topics we will also be incorporating leadership skills and leadership development into the course. A combination of the Leadership Education and Development (LEAD) program and critical skills for college success will guide this process. (*Samuel Goodge, Assistant Dean of Students*)

JJ. Martial Arts and Surviving College

This course will explore aspects of Martial Arts Philosophy and Practices to help incoming students navigate and survive the

perils of college. (*M. Duncan Overton, Visiting Assistant Professor of Psychology*)

BFYE 102 First Year Professional Learning Community

1 credit

This seminar will provide students with continued oversight for academic and social progress in the transition from high school to college. The fall seminar leader will continue with the same group of students and will assist in the process of declaration of major and academic success. Students will meet with the seminar leader each week for one-hour.

Note on Completions: Students who do not successfully complete their first year seminar in the fall term will be required to make up this course during the spring term of their first year. Students who do not successfully complete BFYE 102 will be required to register for, and successfully complete, the course in the May term of their first year, at additional expense. If these courses are not successfully completed, students will not be eligible for graduation.

Fundamental Studies

This is a group of courses designed to introduce new students to basic logic and entry level processes for the successful college experience.

Fundamental Studies courses may be included in the 128 credits required for a Bethany College degree, but no more than 4 credits earned in Fundamental Studies courses may be applied to the 128 hours.

These courses may be a condition of admission for first-year and/or transfer students. Students are given the opportunity to test out of FDST 096 (Reading), 097 (Mathematics), and/or 098 (Writing). Continued enrollment in Bethany College will be contingent upon the successful completion of courses during the first two semesters of admission.

Fundamental Studies courses count in the total number of hours a student carries to maintain College eligibility during the semester taken. For each course, the student will receive a letter grade that will be included only in the calculation of the semester grade point average. Courses with a course number below 100 will not be included in the overall GPA or be eligible for honors.

FDST 087 Fundamentals of Mathematics (Summer Bridge)

2 credits

This course provides basic mathematics instruction for college students. Emphasis is placed upon conceptual understanding of mathematics with corresponding computational skill development.

FDST 088 Fundamentals of Writing (Summer Bridge)

2 credits

This course provides instruction and practice in basic writing skills. These skills include idea development and organization, sentence structure, and proofreading.

FDST 089 Strategies for College Success (Summer Bridge)

2 credits

This course provides instruction in the general study skills necessary for college success. The focus of the course is developing learning strategies that will result in effective study habits. Topics for the course include setting goals, managing time, taking notes, improving memory, taking tests, using campus resources, and reducing anxiety.

FDST 096 Fundamentals of Reading

2 credits

This course provides instruction in a variety of reading strategies used in college content areas. The course includes instruction to improve vocabulary development, comprehension, reading speed, and textbook study.

FDST 097 Fundamentals of Mathematics

2 credits

This course provides basic mathematics instruction for college students. Emphasis is placed upon conceptual understanding of mathematics with corresponding computational skill development.

- FDST 098 Fundamentals of Writing 2 credits**
This course provides instruction and practice in basic writing skills. These skills include idea development and organization, sentence structure, and proofreading.
- FDST 099 Strategies for College Success 2 credits**
This course provides instruction in the general study skills necessary for college success. The focus of the course is developing learning strategies that will result in effective study habits. Topics for the course include setting goals, managing time, taking notes, improving memory, taking tests, using campus resources, and reducing anxiety.
- FDST 120 Extended Orientation for International Students 1 credit**
This course provides an introduction to the American college experience for international students. Emphasis is on orienting students to American culture and to the Bethany College campus, academic program, student services, and social life. (Activity course: CR/NCR only. Required for all new international students.)

General Science

General Science is a grouping of courses only. It is not a department and does not offer a major. It provides a number of courses, many of which are interdisciplinary in nature, designed primarily for non-science majors. Some of the courses, however, such as History and Philosophy of Science, and Science, Technology, and Society supplement the programs of science majors. In addition, special courses are offered for those interested in teaching science in public and private schools.

Requirements for Teaching Certification

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach General Science in middle and junior high schools: BIOL 103, 104; CHEM 100 or 101; GENS 151, 202; PHYS 103 or 201; the Professional Education Requirements described in the Education section of this *Catalogue* and on the department's website or in the resource area in the College's courseware solution.

Courses

- GENS 103 Everyday Physics 4 credits**
The course is a study from non-technical and non-mathematical viewpoints of the aims, methods (experimental and theoretical), and achievements in the attempts to understand the basic principles governing the physical world. It begins with commonplace observations and concrete examples and then proceeds to generalizations and hypotheses which unify them. This course is designed for non-science majors. (This course may be taken for credit as PHYS 103.)
- GENS 140 Medical Terminology 3 credits**
This course comprises the study of medical terminology, which is necessary for students to communicate clearly and comprehend the language within the health professions. Students will understand and interpret information from the medical literature. This information will provide background and discussion material within the context of human anatomy and disease processes of body systems.
- GENS 151 Astronomy 4 credits**
This course is designed to introduce the non-science major to the field of astronomy. Topics include the history of astronomy, light, and spectra, the solar system, stars and stellar evolution, galaxies, and the past and future history of the universe. Although the course is primarily descriptive, physical principles underlying astronomical phenomena are studied. The course includes three hours of lecture and two hours of laboratory each week. Laboratories include evening observation sessions and a field trip. An additional course fee is required. (This course may be taken for credit as PHYS 151.)
- GENS 200 Laboratory Safety for the Use of Hazardous Materials 1 credit**
The course is a comprehensive review of laboratory safety practices. Students review the Chemical Hygiene Plan and its application, hazards of chemicals in the laboratory and protective measures available, use of Material Safety Data Sheets, detection of hazardous chemicals, permissible or recommended exposure limits for hazardous chemicals, proper labeling of hazardous chemicals, and safe disposal of chemicals. (Activity course: CR/NCR only.) *Prerequisite: CHEM 101.*
- GENS 202 Physical and Cultural Geography 3 credits**
The course is a study of the interactions between environments and human activities over the earth's surface, land, sea, and air. A complementary aspect of the course is the study of place-name geography.
- GENS 204 Introduction to Geographic Information Systems 3 credits**
In an introduction to Geographic Information Systems (GIS), the software mapping package (ArcGIS) is used to make maps and analyze spatial relationships on maps. Practical applications of GIS are emphasized including examples from ecology (the relationship of roads and invasive species), business (determining numbers of potential customers in an area), and government (designing efficient road systems).
- GENS 210 Science, Technology, and Society 3 credits**

The course is an historical examination of the effects of scientific and technological innovations upon various societies, with emphasis being placed upon technology and science of the western world since 1850.

GENS 220 Geology

4 credits

The course is a study of earth materials, earth structures, and the physical processes that shape the earth, including weathering, sedimentation, hydrology, diastrophism, volcanism, glaciation, and the features to which they give rise. A laboratory supplements the lecture and includes mineral and rock identification and topographic map interpretation.

GENS 225 Environmental Geology

3 credits

The course is an application of the principles, practice, and case histories of earth science to environmental problems. Topics include water quality, landslides, subsidence, waste disposal, and geological aspects of land-use planning.

GENS 353 History and Philosophy of Science

3 credits

The course is a study of some of the major ideas conceived by western thinkers in attempting to comprehend and describe the natural world. (This course may be taken for credit as PHIL 353.)

GENS 480 Methods and Materials in Teaching Physical and Life Sciences

3 credits

The course is a study of the aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. (This course may be taken for credit as CHEM or EDUC 480. A 30-hour field placement is required.) *Prerequisite: 16 credits in one of the physical or life sciences or permission of the instructor; EDUC 242; a passing score on PRAXIS I Core Academic Skills for Educators; admission to the teacher education program.*

History & Political Science

The Department of History and Political Science offers two majors: History and Political Science. Both are based in the liberal arts and emphasize the origin and development of institutions and ideas, the traditions that mold thought and action, and the cultural values and structures that shape politics and government, foreign policy, and international relations, and the making of public policies. Department offerings also prepare students for graduate and professional study and for careers in education, public service, or the private sector.

Faculty

Kayce Mobley. *Assistant Professor of Political Science; Chair*

Steven A. Carelli. *Associate Professor of History*

Joseph H. Lane, Jr. *Provost and Dean of Faculty; Sarah B. Cochran Professor of Political Science*

Ian Lanzillotti. *Assistant Professor of History*

History

History Program Goals

The History program at Bethany College is designed to achieve the following goals for its students:

- Students will learn how to locate and evaluate primary and secondary historical sources and use them as evidence in support of a clearly stated, defensible thesis, in a style appropriate to the conventions of the historical discipline.
- Students will be able to identify and discuss some of the key themes and major issues of broad periods in U.S., European and World history and demonstrate an understanding of social change over time.
- Students will be able to distinguish between various approaches to the study of history discuss their major practitioners.

Requirements for Major in History

Twelve credits in European history, including HIST 101, 102; twelve credits in American history, including HIST 201, 202; six credits in African, Asian, or Latin American history; HIST 377, 495; a Senior Project. Also required are either POLS 110 or 112, and INTD 251, 252, or 253, the others being strongly recommended. Students planning to attend graduate or professional schools should anticipate possible requirements in the areas of world languages, statistics, accounting, and computer technology.

Requirements for Minor in History

HIST 101, 102, 201, 202; and nine credits from 300 or 400-level offerings.

Requirements for Teaching Certification

Only students who have completed the following courses will be recommended for state certification to teach Social Studies in the secondary schools: HIST 101, 102, 201, 202, 225; SOCI 150; ECON 201 or 202; GENS 202; POLS 110; SOSC 480; the requirements for certification for Social Studies Middle Childhood Education 5-8; the courses in the Professional Education

Requirements described in the Education section of this *Catalogue*. SOSC 480 is prerequisite to student teaching.

History Courses

HIST 101-102 World Civilizations I & II

3 credits each

These courses are a survey of world civilizations and the interactions between the different centers of civilization from the ancient world to the present. Particular emphasis is given to non-Western cultures in Asia, Africa, and the Americas. First semester covers the period from the ancient world to about AD 1400. Second semester carries through to the present.

HIST 201-202 U.S. History I & II

3 credits each

These courses survey the political, economic, and social growth of America. The first semester covers the period of exploration to 1865, and the second semester from 1865 to the present.

HIST 225 West Virginia History, Government, Geography

2 credits

This course is a history of the western section of Virginia to the Civil War and the history and government of West Virginia to the present. The physical, political, and social geography of the state is included.

HIST 230 Dilemmas of Diversity, Democracy, and Nationhood in the Twentieth-Century World

3 credits

Based on two immersive historical role-playing games, this course examines a fundamental transformation of the twentieth-century world: the end of European colonial rule in Africa and Asia. Students take on roles of key historical figures involved in the efforts to forge stable, democratic nations in India and South Africa. Students explore how the political factions and stakeholders involved in decolonization dealt with a common set of dilemmas: building a democracy in a region lacking democratic traditions; forging a unified nation in a region of tremendous ethnic, religious, and social diversity; reconciling antagonistic communities after years of oppression and conflict; and assuring the rights of vulnerable minorities from the potential tyranny of a democratically-elected majority.

HIST 297 Special Studies in History

2 or 3 credits

These courses are designed to permit students to study with various faculty members in the department or with visiting instructors or foreign visitors.

HIST 311 The Age of Transition: 1300-1600

3 credits

This course is an examination of the transitional period from the Middle Ages to the Modern World. Particular emphasis is on the political and economic development of the Italian city states, the rise of national monarchies in Northern Europe, and the collapse of the unity of western Christendom.

HIST 312 The Age of Absolutism: 1600-1789

3 credits

This course examines the emergence of the modern state system and the rise of Absolutism. Topics include the Thirty Years War, the Age of Louis XIV, the English revolutions, and the Enlightenment.

HIST 313 The Age of Revolution and Nationalism: 1789-1914

3 credits

This course is an examination of the French Revolution, the Industrial Revolution, and the rise of the modern nation-state. Particular emphasis is placed on the political, economic, and social upheaval resulting from the impact of liberalism and nationalism.

HIST 314 The Age of Uncertainty: 1914-Present

3 credits

This course examines the collapse of European global domination in the wake of two world wars and the division of Europe during the Cold War. Topics include the disaster of the First World War, the rise of Communism and Fascism, the Second World War, the recovery of Europe, the collapse of the Soviet Empire, and the rise of the European Union.

HIST 324 Russia Under the Tsars: 1500-1918

3 credits

This course surveys the history of Russia from the late Middle Ages to the Russian Revolution. Specific topics include the growth of Russian power, the emergence of Russia as a major player in the European state system, and the collapse of Tsarist autocracy.

HIST 325 Post Tsarist Russia: From Lenin to Putin

3 credits

This course is an examination of the rise of Soviet totalitarianism, the Great Patriotic War, the impact of the Soviet Union's role as superpower, both internal and external, the collapse of Soviet society, the first halting attempts to rebuild Russia, and the re-emergence of Russia on the international stage as a regional power and an economic force.

HIST 327 British History

3 credits

This course provides a brief survey of British society to the Elizabethan period, followed by a more detailed study of the Elizabethan period through World War II. Topics such as the nature of the 18th century politics, the Industrial Revolution, liberal and Victorian England, the impact of the World Wars on British society, and the "Irish Question" are examined.

HIST 328 History of Mexico

3 credits

This course is a survey of Mexican history that emphasizes the variety of forces that shaped the formation of modern Mexico. Beginning with the settlement of Mesoamerica, the first half of the course examines the classical, pre-Columbian civilizations, the Spanish conquest, and the development of a diverse, multi-racial society from the sixteenth to the eighteenth centuries. The second half of the course discusses the causes and consequences of Mexican independence, the roots of the Mexican

Revolution, its social, cultural and political consequences, and the breakdown of the PRI system in the late twentieth century.

HIST 329 Islamic Civilization

3 credits

This course is a survey of the emergence of Islam during late Roman antiquity and the middle ages, highlighting the life of the prophet Mohammed and the development of Islamic religion, philosophy, and literature in the early Islamic empires. Also considered is the development of Islamic fundamentalism in the modern world and institutional, operational, and environmental factors which demonstrate differences between the Islamic and Western worlds. (This course may be taken for credit as RELS 352.)

HIST 330 Modern China

3 credits

This course is a basic survey of modern China. Following an introduction to the geography and history of the country, the course focuses on the art, modern literature, cinema, culture, sociology, politics, foreign relations, economy, and current conditions in the People's Republic of China.

HIST 331 Modern Japan

3 credits

This course is a basic survey of modern Japan. Following an introduction to geography and history, the course focuses on art, modern literature, cinema, culture, sociology, politics, economy, and current conditions in Japan. (This course may be taken for credit as JAPN 321.)

HIST 332 Japanese History and Culture in Film

3 credits

This class explores the historical development of Japanese culture through the viewing of a series of 16 to 18 Japanese movies which portray, in one way or another, key concepts that are central to understanding Japanese society. Combines with readings and lectures which place the films in their historical context, students should gain an understanding of the wrenching social changes that buffeted Japan over the course of the twentieth and into the twenty-first century.

HIST 351 The Early Republic, 1789-1848

3 credits

This course explores the development of the United States from the birth of the Republic through the Mexican-American War, examining, among other topics, the implementation of the government under the Constitution, the democratization of the political process, the early foreign relations of the United States, the growth of sectionalism, the commercial and market "revolutions," and territorial expansion.

HIST 352 The Crisis of the Republic, 1848-1877

3 credits

This course examines the social, political, economic, and ideological forces that led to the American Civil War, traces the main phases of the military campaigns, and explores the far-reaching consequences of the war in American history. Topics include slavery and sectional conflict before the war, the abolitionist movement, Union and Confederate strategies, the wartime experiences in the North and South, African-Americans and emancipation, and the Reconstruction period following the war.

HIST 354 America in the Era of the World Wars, 1914-1945

3 credits

This class explores American society, politics, and international relations in the era of the world wars of the twentieth century, a period during which American attitudes concerning international relations, domestic politics, and social policies underwent profound changes. Topics include American participation in the First World War, the isolationist impulse of the 1920s and 1930s, the culture and politics of the 1920s, the Great Depression, the New Deal, and the Second World War.

HIST 355 Contemporary U.S. History, 1945-present

3 credits

This course examines the history of the United States since 1945. Emphasis is placed on the evolution of the postwar world, the Cold War, the rise of the consumer society, the changes in society and social values, the urban and suburban revolution, the sixties, and the Civil Rights Movement.

HIST 377 Theory and Practice of History

3 credits

This course is a study of the major works of the ancient, medieval, and modern European and American historians with emphasis on the various schools and methods of interpretation. The student also receives an introduction to the nature and methods of history as an intellectual discipline. Emphasis is on the techniques of historical research in preparation for the Senior Project.

HIST 400-409 Seminar in American History

2-4 credits

These seminars provide the opportunity for advanced study of a topic, period, or issue in American History. (Topics change regularly.) *Prerequisite: Previous study of the topic in a survey course or permission of the instructor.*

HIST 401 Constitutional Law

3 credits

Case studies and moot cases examine the historical development of important constitutional issues before the United States Supreme Court. Students become familiar with the basic structure and functions of the federal court system. (This course may be taken for credit as POLS 401.)

HIST 410-419 Seminar in European History

2-4 credits

These seminars provide an opportunity for advanced study of a topic, period, or issue in European History. (Topics change regularly.) *Prerequisite: Previous study of the topic in a survey course or permission of the instructor.*

HIST 410 Weapons and Warfare

4 credits

This course is an examination of the science and art of warfare throughout the history of civilization. Particular emphasis is on the technology of war and the methods developed to employ that technology against opponents on the battlefield

or against an opponent's entire society.

HIST 420-429 Seminar in Non-Western History

2-4 credits

These seminars provide the opportunity for advanced study of a topic, period, or issue in non-Western History. (Topics change regularly.) *Prerequisite: Previous study of the topic in a survey course or permission of the instructor.*

HIST 487-488 Independent Study

2-4 credits

HIST 490 Senior Project

2-4 credits

The student plans and pursues an independent research project in History.

HIST 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Political Science

Political Science Program Goals

The Political Science program at Bethany College is designed to achieve the following goals for its students:

- An understanding of the political institutions and processes of the government in the United States
- Knowledge of a broad range of foreign political systems, including their different ideological, institutional, and historical foundations
- Knowledge of the global political order and contemporary world politics, including international conflict and cooperation
- An understanding of the conflict among social values in political decision-making
- Capacity to analyze data and organize it to prove hypotheses
- Critical thinking and grasp of difficult textual materials
- Effective written and oral communication skills, with particular emphasis on the construction of organized written argument

Requirements for Major in Political Science

A minimum of 38 credits in courses in Political Science, including POLS 110, 112; one course from 361, 362, or 363; 370, 477, 495 (these 38 credits may include credits from INTD 202, 203, and 306); a Senior Project; HIST 201, 202; PSYC 205 or MATH 281. Related courses are recommended in History, Philosophy, Economics and Business, Sociology, World Languages, English, and Mathematics (especially statistics).

Requirements for Minor in Political Science

POLS 110, 112, plus 15 additional credits in Political Science.

Requirements for Interdisciplinary Major in International Relations

The department administers the faculty-initiated interdisciplinary major in International Relations. Requirements appear in the listings of the Interdisciplinary Studies program in this *Catalogue*.

Requirements for Teaching Certification

Only students who have completed the following courses will be recommended for state certification to teach Social Studies in the secondary schools: HIST 101, 102, 201, 202, 225; SOCI 150; ECON 201 or 202; GENS 202; POLS 110; SOSC 480; the requirements for certification for Social Studies Middle Childhood Education 5-8; the courses in the Professional Education Requirements described in the Education section of this *Catalogue* and on the department's website or in the resource area in the College's courseware solution. SOSC 480 is prerequisite to student teaching.

Political Science Courses

POLS 110 American Politics

3 credits

This course is an introduction to the formal and informal structures, institutions, and processes which comprise the American political system at the national level.

POLS 111 Comparative Politics

3 credits

This course is a study of the basic theories and issues in the subfield of comparative politics. Topics covered will include comparative methodology, economic development, regime type, political institutions, and comparative social issues such as revolution, ethnicity, and nationalism. Students who successfully complete this course will understand basic comparative political methodology, comparisons of political institutions and governmental systems, and how public policies affect populations.

POLS 112 International Relations

3 credits

This course provides an introduction to international relations. Emphasis is on the study of conflict and cooperation in the international system and on the study of power, diplomacy, alliances, international law and organization, and other forms of interaction.

- POLS 120 Model United Nations 1 credit**
This course is a study of the structure, role, and procedure of the United Nations. Emphasis is on preparation for student participation in a simulated United Nations conference. This course may be repeated for credit. (Activity course: CR/NCR only. Exception: must be taken for a letter grade by students pursuing the International Relations Interdisciplinary Studies major.)
- POLS 211 Women of the World 3 credits**
This course is an international study of women's issues, focusing on women in the global economy, reproductive rights, domestic abuse, civic duties, HIV/AIDS, genital mutilation, and Sharia law. Contemporary issues pertaining to women in such countries as China, Japan, South Africa, Nigeria, Afghanistan, and Mexico are compared to promote understanding of and broaden perspectives on the lives of women outside the United States. (This course can be taken as INTD 211.)
- POLS 253 Nature and International Society 3 credits**
This course is an examination of the political, economic, ethical/philosophical, and international security dimensions of the relationship between the environment and society. Special focus is on the role of political institutions and the market in resolving the ecological challenges of the 21st century.
- POLS 320 Legislative Process 3 credits**
This course examines the roles of the United States Congress and other national legislatures as makers of law and policy. Emphasis is on formal and informal internal structural organizations. *Prerequisite: POLS 110.*
- POLS 321 Executive Leadership 3 credits**
This course is a study of the roles and functions of the President of the United States in relation to the other branches of government, the states, and the international system. *Prerequisite: POLS 110.*
- POLS 322 Judicial Behavior 3 credits**
This course is a study of the United States courts as institution and process, emphasizing the Federal courts. The course examines the role of courts as defenders of the rights of citizens and as makers of law and policy. *Prerequisite: POLS 110.*
- POLS 325 Political Economy 3 credits**
This course is a study of the theoretical and policy interrelationship of politics and economics, state and market, in the international system. Emphasis is on the role of government and international organizations in the authoritative allocation of public and private goods. Socio-economic decision-making mechanisms (market, hierarchy, bargaining, etc.) are identified and analyzed on a global scale. Neo-classical, Keynesian, Marxist, and non-traditional approaches to political economy are examined. *Prerequisite: POLS 112.*
- POLS 337 Campaigns and Elections 3 credits**
This course studies the democratic dynamic in the United States in its electoral form. Particular emphasis is on voting behavior, political parties, candidate decision-making, and political campaign strategy. Political culture and processes of participatory democracy are also emphasized.
- POLS 341 United States Foreign Policy 3 credits**
This course is an examination of the assumptions and mechanics underlying the making of U.S. foreign policy since World War II. The course provides a framework for analyzing foreign policy decision-making and the various approaches to the formulation and conduct of post-Cold War foreign policy.
- POLS 342 International Organizations 3 credits**
This course broadly focuses on the idea of international cooperation while examining more specifically the roles of international organizations (IOs), both inter-governmental and non-governmental, in international politics. Emphasis is on topics such as the relationships between major international relations theories and IOs, the evolution of international law, the structure and function of IOs, and the issue areas addressed by IOs.
- POLS 361 Ancient and Medieval Political Thought 3 credits**
This course provides an introduction to ancient and medieval political thought. Fundamental questions examined include: What is the relationship between ethics and politics?; What is a good regime?; What is a good citizen?; What is the relationship between law and ethics?; What is the relationship between theology and political thought? Students are guided in a close reading of important political works, including Plato's *Apology* and *Republic*, Aristotle's *Nicomachean Ethics* and *Politics*, and Augustine's *City of God*. (This course can be taken as PHIL 361.)
- POLS 362 Modern Political Thought 3 credits**
As an introduction to modern and post-modern political thought, students examine the writings of important political thinkers of the past 500 years. Emphasis is on the development of political theories regarding issues such as democracy, citizenship, justice, equality, race, gender, sexuality, and the environment. (This course can be taken as PHIL 362.)
- POLS 363 American Political Thought 3 credits**
This course examines the roots, foundation, and development of American political thought. Special attention is given to the political thought of the Founding Fathers and to contemporary schools of thought such as feminism and communitarianism.
- POLS 370 Research Methods in Political Science 4 credits**
This course is a study of the scope and methods of research through an examination of approaches, models, and theories. Qualitative and quantitative methods are studied and applied. The course includes the design and execution of a team research project. An emphasis is on preparation for the Senior Project. *Prerequisite: PSYC 205 or MATH 281.*

POLS 371-379 Selected Topics in Political Science**2-4 credits**

This is a series of upper level courses in Political Science. The content of specific courses varies. *Prerequisite: Permission of the instructor.*

POLS 401 Constitutional Law**3 credits**

Case studies and moot cases examine the historical development of important constitutional issues before the United States Supreme Court. Students become familiar with the basic structure and functions of the federal court system. (This course may be taken for credit as HIST 401.)

POLS 470 Internship in Political Science**2-8 credits**

This internship is a faculty supervised off-campus experience with an academic dimension. Each internship combines off-campus work with a substantial research project. The off-campus experience and the proposed research project must be approved by the chair of the department prior to the beginning of the internship. Off-campus work is supervised jointly by a faculty supervisor and a designated off-campus mentor. The student is evaluated by the faculty supervisor who may take into consideration the evaluation of the mentor.

POLS 477 Senior Seminar in Political Science**3 credits**

This course is a study of Political Science as a discipline, including its major subfields: Theory and Method; Political Processes and Individual Behavior; Political Institutions of the State; Nations and their Relationships.

POLS 487-488 Independent Study**2-4 credits****POLS 490 Senior Project****2-4 credits**

The student plans and pursues an independent project in Political Science.

POLS 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Honors Program

The Bethany College Honors Program is a college-wide community of faculty and students engaged in the study of the tangible and imaginable worlds through the integration of the skills of multiple academic divisions and multiple modes of learning. By offering student-driven, innovative courses, honors dorm living, and unique opportunities outside the classroom to outstanding students, the Honors Program furthers creative thinking and intellectual independence and promotes a community of inquiry that thrives on the ideals of the liberal arts education.

Faculty

Debra Hull. *Visiting Professor of Psychology; Director of Honors Program*

Program Goals

The Honors Program is designed to provide highly-motivated students with a learning cohort to engage with faculty in the freedom and responsibility provided by the following Modes of Honors Learning recommended by the National Collegiate Honors Council:

Research and Creative Scholarship ("learning in depth")

- Curricula are characterized by a Writing-Intensive emphasis on research writing in the humanities and social sciences, including data analysis in the social sciences, and on experimentation, measurement, data analysis, and interpretation in the natural sciences. The product is documented scholarship that leads to new integrations, new knowledge, or new understandings of creative products.
- Prepare students to write enhanced senior projects and applications for graduate programs and fellowships and scholarships.

Breadth and Enduring Questions (Multi-Divisional Learning)

- Honors core (HSEM) seminars confront students with alternative modes of inquiry, exploration, discovery, tolerance of ambiguity, and enduring questions. Coursework requires integrative learning: both local and global learning with connections across time, genre, and disciplines, not always in classroom situations.
- The products aggressively involve creative integrations of evidence from multiple divisions. Assessment of the products emphasizes process rather than product, focusing on metacognitive questions such as "how do you know?" Students are encouraged to dig deep without a prescribed result.

Service Learning and Leadership

- Courses integrate a single project or a series of collaborative projects that address real-world problems through which students acquire practical experience and skills in the topic and skills of the course.

Experiential Learning

- Courses emphasize exploration and/or discovery rather than acquisition of specific knowledge sets, sustain a focus on hands-on, usually supervised, practical engagement with usable outcomes.
- Courses focus on student-driven learning projects facilitated by faculty who provide no necessary, single conclusion to be drawn by all or many students.
- Courses require continuous reflective writing and oral presentation as the students articulate their discoveries and document their personal growth; this process may apply to all other modes described here.

Learning Communities

- A cohort of students living and/or working in close quarters and heavily engaged in campus and/or residence-centered activity with a strong integration of academic, social, and/or service activities, fostering a culture of thinking, growing, and inquiring that connects members to one another for the pursuit of common goals through interdependence and mutual obligation.

Requirements for the Honors Program

19 credits

The program requires a 4-credit fall semester seminar course and a one-credit spring semester follow-up course in each of the student's first three years. Seniors complete a two-credit planning seminar fall semester and a two-credit implementation seminar spring semester, as they complete their enhanced honors senior project.

HSEM 101 First-Year Honors Seminar

4 credits

Through challenging readings, presentations, exercises, demonstrations, writing, and experiential projects, students approach the topic of Appalachia from multiple epistemologies. An inter-divisional team of faculty will provide instruction. The course satisfies requirements for BFYE, WI, and GAC.

HSEM 102 First-Year Honors Seminar

1 credit

Students complete a project that integrates the learning they completed in the fall--through campus service, a community project, an artistic endeavor, or the like. An additional focus is on personal development--identifying academic interests and strengths; designing a challenging course plan and major, further developing study skills, setting academic goals for the Bethany experience.

HSEM 201 Sophomore Honors Seminar

4 credits

Through challenging readings, presentations, exercises, demonstrations, writing, and experiential projects, students approach a topic of their choosing that explores the nature and functioning of formal and/or informal institutions in contemporary society). An inter-divisional team of faculty will provide instruction. The course satisfies requirements for WI and L1.

HSEM 202 Sophomore Honors Seminar

1 credit

Honors students take their place as campus academic leaders by completing an integrative/reflective experience that builds on their fall seminar knowledge. The professional development component will focus on: resume writing, grant writing, internships

HSEM 301 Junior Honors Seminar

4 credits

Through challenging readings, writing, demonstrations, exercises, presentations, and other activities, students approach a topic of their choosing. The topic frames a study of the contemporary world by exploring the interrelationships of several countries or by comparing two or more countries outside of the United States. An inter-divisional team of faculty will provide instruction. The course satisfies requirements for WI and GAI.

HSEM 302 Junior Honors Seminar

1 credit

Honors students begin to move beyond their campus experiences by integrating and reflecting on their fall experiences. The personal development component focuses on networking—planning for time beyond Bethany—graduate school, job applications, resume building. An optional spring break trip abroad is offered.

HSEM 489 Senior Honors Seminar**2 credits**

Working with both their major thesis advisor and an honors thesis advisor, students will complete a two-credit course where they review the honors modalities and components of an honors intensive senior project articulated by the National Collegiate Honors Council and design their senior project

HSEM 490 Senior Honors Seminar**2 credits**

Students complete the honors senior project and present it to a professional audience.

Notes: The intent is for students to take HSEM 489 and HSEM 490 at the same time they are taking 489 and 490 in their major department. Students may in some cases take 489 and/or 490 as juniors or take the two courses simultaneously. Students can graduate early if they have fulfilled all the honors program requirements. Honors students can take up to 19 hours a semester without having to pay extra fees.

Humanities

*The Department of Humanities encompasses a range of programs in English, Philosophy, Religious Studies, and World Languages and Cultures, including majors in English, German Studies, Religious Studies, and Spanish, as well as minors in English, French, German, Religious Studies, and Spanish. Limited course offerings in Arabic, Chinese, Hebrew, Italian, and Japanese are also available. Each program's goals and requirements are presented in this section of the **Catalogue** along with a listing of the courses offered in each area.*

English

Faculty

Elizabeth M. Hull. *Professor of English*

Jessie L. Janeshek. *Associate Professor of English, Director of Writing Across the Curriculum*

Travis Straub. *Associate Professor of English*

Brooke Lemmons Deal. *Professor of Religious Studies, Co-Chair of the Department of Humanities and Co-Director of Interdisciplinary Studies*

Harald J. A. Menz. *Professor of World Languages & Cultures, Co-Chair of the Department of Humanities and Co-Director of Interdisciplinary Studies*

English Program Goals

The English program at Bethany College is designed to achieve the following goals for its students:

Content

- Acquaint students with knowledge of British and American literature in their cultural contexts from the beginnings to the 21st century
- Familiarize students with contemporary schools of critical theory

Skills

- Foster critical thinking (including close reading) about literature, language, and culture
- Foster graceful and effective writing about literature, language, and culture
- Prepare students for certification as teachers of English and Language Arts, for graduate or professional study, and for other vocations

Values

- Encourage participation in the creative process, including aesthetic appreciation of literature, language, and culture
- Empower students for lifelong learning

Requirements for Major in English

The following courses are required for all students: ENGL 156, 245, 246, 250, 268, 275 or 280, 477, 490, 495; one other course in American Literature above the 200 level; one other course in British Literature above the 200 level.

In addition, each student must complete one of the following tracks:

Creative Writing: ENGL 240; at least twelve hours of upper-level workshops chosen from the following: 311, 312, 313, 411, 412, 413, with at least three of those twelve hours at the 400-level; and one additional course in American or British literature above the 200-level or one of the following: INTD 251, 252, or 253.

Education: ENGL 200, 207, 240, 267, 483; RDNG 215; ENGL 379; EDUC 480 or ENGL 480. To be recommended for certification, a student must also complete the courses in the Professional Education Requirements described in the Education section of this *Catalogue*. The following courses are prerequisites to student teaching: ENGL 379, 480, 483.

Literature: Twelve credits chosen from ENGL 200, 264, 266, 267, 270, INTD, 251, 252, and 253; one additional course in American Literature above the 200 level; one additional course in British Literature above the 200 level.

Writing and Language: ENGL 156, 240, 220 or 223, 370, 379, at least two additional courses selected from the following: ENGL 212, 220, 223, 311, 312, 351, 483, COMM 201, 202, 305, 309.

A student majoring in English is expected to earn a minimum grade of C in all courses in the program.

Writing and Language

ENGL 111 College Writing
ENGL 112 Enhanced College Writing
ENGL 212 Writing for College and Community
ENGL 220 Writing for Business and Industry
ENGL 223 Technical Writing
ENGL 230 Writing and the Environment
ENGL 240 Creative Writing
ENGL 311 Poetry Writing Workshop
ENGL 312 Fiction Writing Workshop
ENGL 313 Creative Non-Fiction Workshop
ENGL 370 Introduction to Linguistics
ENGL 379 Systems of English Grammar and the Development of Modern English
ENGL 411 Advanced Poetry Writing Workshop
ENGL 412 Advanced Fiction Writing Workshop
ENGL 413 Advanced Creative Nonfiction Writing Workshop

Critical Theory And Practice

ENGL 150 Honors Freshman English
ENGL 156 Introduction to Literary Studies
ENGL 351 Literary Criticism and Theory
ENGL 477 Senior Seminar

British Literature

ENGL 245-246 British Literature I & II
ENGL 270 Shakespeare
ENGL 340 Harry Potter: Background and Criticism
ENGL 360 Classic British Novels
ENGL 430-449 Seminar in British Literature
ENGL 430 Chaucer
ENGL 433 The Restoration
ENGL 434 Jane Austen and Virginia Woolf
ENGL 435 Brides, Bribes, and Bibles: The Early English Renaissance
ENGL 440 Topics in Shakespeare
ENGL 441 Twentieth Century British Writers
ENGL 443 Seventeenth Century British Literature
ENGL 444 Elizabethan Drama
ENGL 445 Victorian Writers
ENGL 446 Milton
ENGL 447 Eighteenth Century British Literature
ENGL 449 British Romanticism

American Literature

ENGL 250 American Literature
ENGL 275 American Short Stories
ENGL 280 Short American Novels
ENGL 365 Classic American Novels
ENGL 366 Regional American Literature
ENGL 383 African American Novel
ENGL 385 Women & Literature: The American Experience
ENGL 450-459 Seminar in American Literature
ENGL 453 Contemporary American Poetry
ENGL 454 Hemingway
ENGL 455 American Women's Poetry 1800-Present
ENGL 456 Race, Gender, and Power in Early American Literature

World Literature

ENGL 200 Literature and Literary Diversity
ENGL 264 Masterpieces of Drama
ENGL 266 Masterpieces of European Literature
ENGL 267 Masterpieces of World Literature
ENGL 268 Modern World Literature
ENGL 320 Women and Literature: The Middle Ages and Renaissance
ENGL 321 Women and Literature: Modern Western World
ENGL 421 History of the Western Erotic Lyric

Film Studies

ENGL 160 Introduction to Film
ENGL 462 Films of Alfred Hitchcock

English Education

ENGL 207 Performing and Literary Arts for Education Majors (and Beyond)
ENGL 480 Methods of Teaching English
ENGL 481 Conducting Writing Laboratories
ENGL 483 Teaching Composition and Language
ENGL 484 Methods of Teaching English to Speakers of Other Languages

Non-Classroom Study

ENGL 487-488 Independent Study
ENGL 489 Internship
ENGL 490 Senior Project
ENGL 495 Comprehensive Exams

Students planning to attend graduate or professional schools should be prepared to meet foreign language requirements.

Requirements for Minors in English

American Literature: ENGL 156, 250; nine additional credits in American Literature, six of which must be from the 300 and 400 level.

British Literature: ENGL 156, 245, 246; six additional credits in British Literature, three of which must be from the 300 or 400.

Creative Writing: ENGL 156, 240, at least nine hours from the following, with at least three of those nine hours at the 400-level: 311, 312, 313, 411, 412, 413.

Writing in Social and Natural Environments: ENGL 212, 220, 230, 313, and RELS/PSYC 241

English Courses

Offerings include courses in the following areas of the discipline:

- ENGL 111 College Writing 3 credits**
This course provides instruction and practice in the process of writing effective essays from the discovery and planning stages through final revision and polishing. Emphasis is on writing correct, coherent, and fluent prose. Writing assignments focus on the effective use of traditional rhetorical modes commonly employed in academic writing and applying the writing process in responding to essay examination questions. Students are strongly recommended to take ENGL 111 or ENGL 112 during their first or second semester at Bethany.
- ENGL 112 Enhanced College Writing 3 credits**
This course provides instruction and practice in the process of writing effective essays from the discovery and planning stages through final revision and polishing. A weekly, one-hour lab component provides extra time for reinforced instruction, generating ideas, drafting, writing, editing, and revising. Emphasis is on writing correct, coherent, and fluent prose. Writing assignments focus on the effective use of traditional rhetorical modes commonly employed in academic writing and applying the writing process in responding to essay examination questions. In addition to the hour per week in Lab, weekly sessions in the Writing Center are strongly encouraged for further support. Students are strongly recommended to take ENGL 111 or ENGL 112 during their first or second semester at Bethany.
- ENGL 150 Honors Freshman English 3 credits**
This is a course for freshmen of superior ability and accomplishment. It focuses on the close reading of novels and emphasizes critical and creative writing in relation to them. This course is an alternative to ENGL 111. Usually offered Fall semester. *Enrollment is by invitation only.*
- ENGL 156 Introduction to Literary Studies 3 credits**
This course is dedicated to studying poetry, fiction, and drama by international authors from diverse cultures. Primary emphasis is on the process of applying students' knowledge of genre and relevant terminology to the close reading of literary texts. Students are introduced to various critical approaches to reading, researching, and writing about literature including Feminist Theory, Marxist Theory, Reader Response Criticism, and New Historicism.
- ENGL 160 Introduction to Film 3 credits**
This course is an introduction to the study of film as a cultural and technical artifact and as a form of art. Students learn basic principles of film aesthetics and production to provide the skills necessary to "read" the film as art. The course also places a strong emphasis on the social context of film and the place movies hold in our culture, and introduces the general areas of study within film scholarship. (This course may be taken for credit as COMM 160.)
- ENGL 200 Literature and Literary Diversity 3 credits**
This course is an introduction to the study of poetry, drama, and fiction and an exploration of the diversity of literary expression. Students study the elements of each of the primary genres and examine their interrelationships and functioning in particular works. In the course a wide range of writings are studied, including those by women and men, those representative of diverse literary traditions (including British, American, European, and non-Western), and those reflecting a variety of American ethnic and racial backgrounds. Preference is given to students preparing to teach in elementary, middle, or secondary school.
- ENGL 207 Performing and Literary Arts for Education Majors (and Beyond) 3 credits**
This course introduces students to techniques from stand-up comedy and improvisation to help future teachers become more comfortable speaking in front of groups and thinking on their feet. Students study creative writing and multimedia methods for communicating with audiences through images, symbols, and visual/filmic language. English majors in the education track learn to create engaging course material and increase their knowledge of creative writing, performance, and multimedia art. Students in other majors improve their public speaking skills while also learning to read and create literary, multimedia, and performing artworks. Preference is given to students preparing to teach the English Language Arts.
- ENGL 212 Writing for College and Community 3 credits**
This course focuses on primary research and writing skills as tools to explore the value of "service" within various subcultures. Students participate in service projects that meet actual community needs and reflect on the projects by thinking, talking, and writing about their experiences. Students increase knowledge of real life situations in the community and consider the effectiveness of state and nationally sponsored service organizations while examining various approaches to civic responsibility.
- ENGL 220 Writing for Business and Industry 3 credits**
This course is an introduction to writing for the business world. Subjects covered include employment documents (applications, cover letters, resumes, job descriptions); business letters; summaries; informal reports (trip reports, occurrence reports, investigative reports); procedural instructions; process descriptions; and various types of memoranda, including electronic.
- ENGL 223 Technical Writing 3 credits**
This is a workshop for training and practice in the written communication of specialized information to audiences with varying levels of knowledge. Emphasis is on the analysis of audience and purpose, the selection and organization of information, the creation of informative graphics, and the uses of conventional formats. Students learn to develop summaries and abstracts, instruction sets, proposals, progress and completion reports, and other types of written documents often required of professionals. Students make use of the College's computer facilities for word processing and for generating graphs, tables, charts, illustrations, and other visuals. Offered Fall semester in odd-numbered years.
- ENGL 230 Writing and the Environment 3 credits**
This is an intermediate-level essay-writing course focusing on the development of such skills as observing, reflecting, making

connections, classifying, and integrating. Essay assignments emphasize seeing the natural world from the broader perspective of understanding the interaction of nature with civilization, the symbiotic relationships inherent in nature, and the life cycles of nature. Preparation for writing assignments includes field trips and other activities both on and off the Bethany campus.

ENGL 240 Creative Writing

3 credits

This is an intensive course in imaginative writing. Students write sketches, short fiction, poems, and dramatic scenes. Students use the College's computer facilities for independent writing, specific course assignments, in-class writing, electronic intra-class communication, small-group conferences, and submission of some assignments. (This course is required for students preparing to teach secondary school English. Enrollment is limited to 15 students with preference given to juniors and seniors.)

ENGL 245-246 British Literature I & II

3 credits each

These courses examine the development of British literature from the beginning through the 20th century. First Semester: from *Beowulf* through Milton. Second Semester: from the Restoration to the present.

ENGL 250 American Literature

3 credits

This course examines the development of American literature from the Colonial Period to the present.

ENGL 264 Masterpieces of Drama

3 credits

This course is a study of the development of Western drama. Emphasis is on the evolution of dramatic types and forms, on techniques for reading and understanding plays, and on the analysis and evaluation of dramatic works.

ENGL 266 Masterpieces of European Literature

3 credits

This course is an examination of major literary works by European writers in the 17th, 18th, and 19th centuries. Writings are studied by such authors as Voltaire, Molière, Rousseau, Stendhal, the brothers Grimm, Goethe, Flaubert, Tolstoy, Dostoyevski, Chekhov, Ibsen, and Strindberg.

ENGL 267 Masterpieces of World Literature

3 credits

This course is a study of literary works representing a cross-section of the world's cultural traditions. Readings range from the ancient (such as the Sumerian Epic of Gilgamesh) to the contemporary (such as the novels of the Nigerian Chinua Achebe), from the East (such as the Japanese Noh and Kabuki plays) to the West (such as the magical realism of the Columbian Gabriel Garcia Márquez), and from the traditional (such as the Japanese haikus of Matsuo Basho) to the westernized (such as the modern Chinese poetry of Wen I-to); however, emphasis is on writing from more recent eras. The relationship of particular literary works to other aspects of the cultures in which they were produced (especially music and the visual arts) is examined. Preference is given to students preparing to teach in elementary, middle, or secondary school.

ENGL 268 Modern World Literature

3 credits

This is a study of the work of 20th century writers representing the diverse cultural traditions of the modern world. In addition to writings representing the western tradition, works are studied representing such traditions as the Eastern European, the Middle Eastern, the African, the Latin American, and the Asian.

ENGL 270 Shakespeare

3 credits

Major plays of William Shakespeare are studied in this course. Both the texts of the plays and the cultural context that produced them are examined.

ENGL 275 American Short Stories

3 credits

This course is a survey of the development of the short story in America from its beginnings in the early 19th century to the present. The course considers the short story as a literary form and examines major writers of short stories, such as Poe, Hawthorne, Twain, James, Chopin, Fitzgerald, Hemingway, O'Connor, Updike, Baldwin, Oates, Morrison, and Erdrich.

ENGL 280 Short American Novels

3 credits

This course is a study of the short novel and its development as a distinct genre in American literature.

ENGL 311 Poetry Writing Workshop

3 credits

This is an intensive workshop for training and practice in the writing of poetry. (Enrollment is limited.) Usually offered Spring semester in even-numbered years. *Prerequisite: ENGL 240 or an acceptable portfolio.*

ENGL 312 Fiction Writing Workshop

3 credits

This is an intensive workshop for training and practice in the writing of fiction. (Enrollment is limited.) Usually offered Spring semester in odd-numbered years. *Prerequisite: ENGL 240 or an acceptable portfolio.*

ENGL 313 Creative Non-Fiction Writing Workshop

3 credits

This is an extensive workshop for training and practice in the writing of creative non-fiction. (Enrollment is limited.) *Prerequisite: ENGL 240 or an acceptable portfolio.*

ENGL 320 Women and Literature: The Middle Ages and Renaissance

3 credits

This course explores women writers from the period whose work was largely ignored until the 20th century. Authors include Domna H. Garsenda, the Countesse of Dia, Marie de France, Julian of Norwich, Heloise, Christine de Pisan, Vittoria Colonna, Veronica Franco, Chiara Matraini, Gaspara Stampa, Laura Cereta, Marguerite de Navarre, Lousie Labe, Sor Juana Ines de la Cruz, Mary Sidney, Mary Wroth, Elizabeth Cary, and Margaret Cavendish. *Prerequisites: ENGL 245 or INTD 252.*

- ENGL 321 Women and Literature: Modern Western World 3 credits**
This is a study of poetry, fiction, drama, and non-fiction prose about women by British and European women writers. Emphasis is on literary responses to such subjects as childhood, adolescence, marriage, and old age; to the roles of daughter, sister, friend, lover, wife, and mother; to life-style and vocation; and to social issues. Consideration is also given to theoretical formulations about women and their social and literary functions.
- ENGL 340 Harry Potter: Background and Criticism 3 credits**
This course introduces students to the literary traditions upon which J. K. Rowling built the Harry Potter books, and on the discourse of theoretical and literary scholarship of her novels. Readings in the tradition include authors such as Hughes, Kipling, Nesbit, White, and Dahl, and scholarly approaches from Jungian, Freudian, Feminist, Marxist, Human Rights, and Ecological perspectives. *Prerequisite: One course in British Literature.*
- ENGL 351 Literary Criticism and Theory 3 credits**
This is a study of literary theory, the history of literary criticism, and applied approaches to literary criticism. Special emphasis is placed on the preparation of essays applying particular theories and demonstrating a variety of critical points of view.
- ENGL 360 Classic British Novels 3 credits**
This is a study of novels by major British writers from the 18th century to the mid-20th century. Emphasis is on the analysis of specific novels and their relationships to the development of British literature. Usually offered Fall semester in even-numbered years. *Prerequisites: ENGL 245, 246, or one of these courses and concurrent enrollment in the other.*
- ENGL 365 Classic American Novels 3 credits**
This is a study of novels by major American writers from the early 19th century to World War II. Emphasis is on the analysis of specific novels and their relationships to the development of American literature. Usually offered Fall semester in odd-numbered years. *Prerequisites: ENGL 255, 256, or one of these courses and concurrent enrollment in the other.*
- ENGL 366 Regional American Literature 3 credits**
This course allows students to focus on a distinct region of the United States by investigating how factors such as culture, history, and geography influence the region's literature. Students are encouraged to contact the instructor before registering in order to learn which region will serve as the focus of the semester's study.
- ENGL 370 Introduction to Linguistics 3 credits**
This course introduces the basic concepts and terminology of linguistics. It incorporates the study of the acquisition and development of language from the earliest babbling to mature language patterns, including the examination of typical language abilities of children at various ages. (This course may be taken for credit as WLAC 370.)
- ENGL 379 Systems of English Grammar and the Development of Modern English 3 credits**
This course is a study of the history of the English language and an investigation of systems of English grammar such as traditional grammar, structural grammar, transformational grammar, and the grammars of minorities.
- ENGL 383 African American Novel 3 credits**
This course traces the evolution of the novel from the slave narrative through Reconstruction, the Harlem Renaissance, and the Black Arts Movement, to the neo-slave narrative and contemporary African American literature. While the novel is the focus of the course, special attention is paid to African American history and culture, as well as relevant scholarship and critical theory.
- ENGL 385 Women and Literature: The American Experience 3 credits**
This course centers around writings by American women about their experiences as they have imagined, theorized, and otherwise rendered them. Because the course focuses heavily on the act of reading and analyzing literary texts, historical background, literary theory, and students' critical thinking and writing figure prominently into the course.
- ENGL 411 Advanced Poetry Writing Workshop 3 credits**
This is an intensive workshop for advanced students writing poetry (Enrollment is limited.) *Prerequisite: ENGL 311.*
- ENGL 412 Advanced Fiction Writing Workshop 3 credits**
This is an intensive workshop for advanced students writing fiction. (Enrollment is limited.) *Prerequisite: ENGL 312.*
- ENGL 413 Advanced Creative Nonfiction Writing Workshop 3 credits**
This is an intensive workshop for advanced students writing nonfiction. (Enrollment is limited.) *Prerequisite: ENGL 313.*
- ENGL 420-429 Seminar in Comparative Literature 3 credits each**
These seminars provide students with the opportunity to study and compare literary works produced in a variety of cultural contexts. Works not written in English are studied in English translations. *Prerequisite: Previous study of authors, periods, movements, or traditions relevant to the specific seminar topic.*
- ENGL 421 History of the Western Erotic Lyric 3 credits**
This course is an advanced study of Western erotic lyric poetry from the classical world to the seventeenth century. Among the writers considered are Sappho, Catullus, Propertius, Dante, the trobar and trobairitz poets, Petrarch, Gaspara Stampa, Ronsard, Sidney, Shakespeare, Carew, and Lovelace. This course is research based: students do research weekly and prepare seminar research essays.

ENGL 430-449 Seminar in British Literature**3 credits each**

These seminars provide students with the opportunity to study an author, period, movement, or tradition in British literature. (Enrollment in each course limited to 12 students. Topics change regularly.) *Prerequisite: previous study of the author, period, movement, or tradition in a survey course.*

ENGL 430 Chaucer**3 credits**

This course is a study of major works by Geoffrey Chaucer, with special attention given to his language, life, and times.

ENGL 433 The Restoration**3 credits**

This course examines the literature of the Restoration period of English History. With the restoration of the Stuarts, England authorized women on the stage and in the literary marketplace, and nourished the development of the early novel and experimental science. The literature strains to balance political liberty and personal libertinism with censorship and restraint, grapples with gender roles and sexual morality, and gives rise to one of the greatest periods of English comedy. Writers examined include Milton, Congreve, Wycherly, Ethridge, Behn, Centlivre, Bunyan, Pepys, Dryden, Waller, and Rochester.

ENGL 434 Jane Austen and Virginia Woolf**3 credits**

This course is a study of the works of Jane Austen and Virginia Woolf. Texts may include *Northanger Abbey*, *Sense and Sensibility*, *Pride and Prejudice*, *Emma*, *Mrs. Dalloway*, *To the Lighthouse*, *Roger Fry*, *A Room of One's Own*, and *Orlando*, as well as letters, diaries, short fiction, and essays.

ENGL 435 Brides, Bribes, and Bibles: The Early English Renaissance**3 credits**

The course investigates the late birth of the Renaissance in England. In the 1480's the War of the Roses concluded and attention turned to the continent, as commercial publishing and Renaissance art and scholarship moved into the culture for the first time. Emphasis is on writers such as Malory, Tyndale, More, Skelton, Elyot, Heywood, Udall, Askew, Wyatt, and Surrey, and the adoption of Renaissance fashions in philosophy, literature, music, and art into a distinctly English form.

ENGL 440 Topics in Shakespeare**3 credits**

This is an advanced study of Shakespeare's works and times, focusing on a particular genre (history, romance, comedy, tragedy) or theme (the family, kingship, courtship, Shakespeare and his sources, etc.).

ENGL 441 Twentieth Century British Writers**3 credits**

This is a study of major British writers of the 20th century. Among the writers discussed are Joyce, Eliot, Yeats, Woolf, Lessing, Beckett, and Pinter.

ENGL 443 Seventeenth Century British Literature**3 credits**

This is a study of plays, poetry, and criticism of Ben Jonson; the Cavalier poets (Herrick, Lovelace, Suckling, and Waller); the Metaphysical poets (Donne, Herbert, Vaughn); the work of Samuel Pepys; and plays and criticism by Dryden.

ENGL 444 Elizabethan Drama**3 credits**

This course is a close reading of plays written by Shakespeare's contemporaries. Emphasized is the work of Ben Jonson and Christopher Marlowe.

ENGL 445 Victorian Writers**3 credits**

This is an investigation of major poems by Tennyson and Browning, poems and criticism by Arnold, and novels by Dickens, Thackeray, and George Eliot.

ENGL 446 Milton**3 credits**

This is a study of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*, with some attention to the sonnets, other minor poems, and the *Areopagitica*. Emphasis is on Milton's theological ideas, architectonics, and relationships with the literature and political developments of his age.

ENGL 447 Eighteenth Century British Literature**3 credits**

This is a study of eighteenth century British writing. The first half emphasizes the neo-classical satirists, including Dryden, Pope, Swift, and Addison and Steele. The second half emphasizes the Johnson circle, including Samuel Johnson, Boswell, and Goldsmith. Pre-Romantic writers such as Gray, Thomson, and Burns are also considered.

ENGL 449 British Romanticism**3 credits**

This is a study of major British authors of the Romantic Period and the influences upon them. The course investigates works in various imaginative genres and the biographical and philosophical works of the period. Emphasis is on writers such as Blake, Mary Shelley, Percy Bysshe Shelley, William and Dorothy Wordsworth, Coleridge, Byron, and Keats.

ENGL 450-459 Seminar in American Literature**3 credits each**

These seminars provide students with the opportunity to study an author, period, movement, or tradition in American literature. (Enrollment in each course limited to 12 students. Topics change regularly.) *Prerequisite: previous study of the author, period, movement, or tradition in a survey course.*

ENGL 453 Contemporary American Poetry**3 credits**

This course analyzes trends in recent American poetry since 1980. Students examine postmodern aesthetics that include

post-confessional, documentary poetics, the New Sincerists, and the post-avant garde movements, among others.

ENGL 454 Hemingway

3 credits

This is a study of Hemingway's fiction from *In Our Time* through *The Garden of Eden*. Emphasis is on the evolution of Hemingway's themes and style, on his revision process, and on the relation of his life to his work.

ENGL 455 American Women's Poetry 1800-Present

3 credits

This course is an examination of American poetry by women writing in the nineteenth, twentieth, and twenty-first centuries. Writers whose poems may be studied include--but are not limited to--Emily Dickinson, Gertrude Stein, Mina Loy, Djuna Barnes, Audre Lorde, Lucille Clifton, Adrienne Rich, Sylvia Plath, Anne Sexton, Brenda Hillman, Marilyn Kallet, and Lyn Hejinian.

ENGL 456 Race, Gender, and Power in Early American Literature

3 credits

This course is an examination of Early American Literature from the 16th century through the early 19th century. Students will read primary texts and secondary criticism paying particular attention to how race, gender, and power govern the writing and reception of Early American works. Writing requirements include brief response papers and formal seminar papers.

ENGL 462 Films of Alfred Hitchcock

3 credits

This is a critical examination of cinematic technique and thematic concerns in major films by Alfred Hitchcock, such as *The Lodger*, *Blackmail*, *Shadow of a Doubt*, *Notorious*, *Vertigo*, *Rear Window*, *North by Northwest*, and *Psycho*. *Prerequisite: COMM/ENGL 160.*

ENGL 477 Senior Seminar

3 credits

This course is a reading and research seminar designed to assist students to review, organize, and synthesize their knowledge of literature. (The course is open to qualified juniors intending to take comprehensive examinations in January.) *Prerequisites: ENGL 156, 245, 246, 255, 256, or permission of the instructor.*

ENGL 480 Methods of Teaching English

3 credits

This course is a study of materials and methods used in teaching middle and secondary school English. The course focuses on theories and contemporary practices. Particular emphasis is on examining important works of literature about or of special interest to adolescents, developing an understanding of and appreciation for adolescent literature, and learning and applying strategies and techniques for presenting the works to students. Also emphasized are learning and applying strategies for assessing and improving the reading skills of students. (This course may be taken for credit as EDUC 480. A 30 hour field placement is required.) *Prerequisites: EDUC 242; a passing score on PRAXIS I Core Academic Skills for Educators; admission to the teacher education program.*

ENGL 481 The Practice of Tutorial Writing

1 credit

This is an activity course providing instruction and practice in peer tutoring. Students enrolled in the course gain practical experience by serving as tutors in First-Year Seminars and/or the Writing Center. (CR/NCR only.) *Open only to students selected by the Course Instructor.*

ENGL 483 Teaching Composition and Language

3 credits

This course examines historical and current theories of composition as a conceptual background for both teaching and writing, with emphasis on the writing process. Students practice both writing and teaching writing and learn and apply strategies for teaching grammar and integrating instruction in grammar with instruction in composition.

ENGL 484 Methods of Teaching English as a World Language: Selected Methodological Issues

3 credits

This course introduces methods and materials necessary for teaching English as a second language and provides instruction and practice in planning lessons and extracurricular activities. (This course may be taken for credit as WLAC 484 or EDUC 484.)

ENGL 487-488 Independent Study

1-4 credits

The Department provides an opportunity for study in any area of English for which the student is qualified. Independent study is intended to supplement regular course offerings. *Prerequisite: Adequate preparation to undertake the study as determined by the instructor.*

ENGL 489 Internship

2-6 credits

The Department provides an opportunity for students to receive credit for an internship in any area of English for which the student is qualified. *Prerequisite: Adequate preparation to undertake the internship as determined by the Department.*

ENGL 490 Senior Project

2-4 credits

The senior project generally consists of a major critical paper on a topic developed from at least one of the student's elective courses in the department. Sometimes projects may take other forms. Reading, research, and writing are completed during the student's senior year, although the student is expected to consult with the chair of the Department and to begin preliminary work in the junior year.

ENGL 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Religious Studies and Philosophy

Faculty

Brooke Lemmons Deal. *Professor of Religious Studies, Co-Chair of the Department of Humanities and Co-Director of Interdisciplinary Studies*

Holly Hillgardner. *Associate Professor of Religious Studies*

Harald J. A. Menz. *Professor of World Languages & Cultures, Co-Chair of the Department of Humanities and Co-Director of Interdisciplinary Studies*

Religious Studies Program Goals

The Religious Studies program at Bethany College is designed to achieve the following goals for its students:

- Biblical literacy
 - * Knowledge of biblical literature and familiarity with its influence on western thought and culture
- Religious literacy
 - * Knowledge of the intellectual, ritual, moral and practical dimensions of the world's major religions;
 - * Appreciation for those traditions as dynamic, historically adaptive traditions by which human communities seek ultimate meaning or identify/construct an ultimate horizon under which meaning-making occurs;
- Cultural literacy
 - * Awareness of the interaction and mutual influence among religions and other forms of human endeavor in the arts, politics, literature, ethics, etc.
- Capacity for critical reading and thinking
 - * Ability to master new concepts and complex information;
 - * Recognize patterns and themes in and across difficult texts in the humanities;
 - * Pose relevant, critical questions on the basis of such reading
- Excellence in writing
 - * Ability to produce well-organized, grammatically-correct, rhetorically-persuasive arguments

Requirements for Major in Religious Studies

The following courses are required for all students: 224, 220, 301 or 311, 352, and 490. Students must take either 210, 231, or 244. Students may take 12 hours of electives at the 200 or 300 level.

Requirements for Minors

Philosophy: PHIL 100, 123, 124, and three upper level (200 or above) Philosophy courses.

Religion and Social Justice: RELS 224, 235; RELS/PSYC 241; RELS 244 or RELS/HIST 329; and RELS 301 or 311.

Religious Studies: The Religious Studies minor requires a minimum of 15 credits in the department exclusive of the college Religious Studies requirement. The following courses are required: one course from any of the following: RELS 220, 231, 352, and 244 and one course from either 301 or 311.

Religious Studies Courses

RELS 100 Introduction to Religion: Texts, Contexts, Practices

3 credits

This course introduces students to the critical study of religions and to the character of religious traditions as living, dynamic communities of interpretation with textual, ritual, moral, philosophical and practical dimensions. The course considers three different religious traditions through the lens of a topic or problem with which religions are concerned or through which they can be usefully analyzed. The topic and the traditions vary with the expertise and interest of the professor teaching the course, but one eastern tradition and one biblical tradition are always included. Attention is given to the nature and definition of religion and to methodologies in the critical study of religion.

RELS 210 Yoga and Meditation

3 credits

Through a concentrated study of yoga asanas (postures), mantras (chants), pranayama (breath work), meditation techniques, and religious and philosophical scriptures, students have the opportunity to learn the history, philosophy, and techniques of several styles of yoga.

RELS 215 Religion and Literature

3 credits

This course explores religious ideas and practices in works of literature from different cultures. The focus is on modernity, since it is the last several centuries that have presented the greatest challenges to traditional religious systems. In the course,

students will study a wide range of literature written by persons of different genders, races, and ethnicities.

RELS 220 Introduction to World Religions

3 credits

Introduction to World Religions is a thematic introduction to the study of religion and examines the multiplicity of ways in which humans throughout the world find and create meaning and value in their lives. Primary religious traditions of both the East and West, including ancient indigenous cultures and their contemporary expressions, are studied.

RELS 224 Religion and Culture

3 credits

Religion and Culture explores the relationship between religion and culture and the variety of ways in which they are mutually interactive in the construction of, for example, meaning, values, worldviews, practices, institutions, and artifacts. As part of that exploration, the course undertakes a critical analysis of the theoretical and methodological concerns associated with the academic study of religion.

RELS 229 Christianity

3 credits

This course begins with a brief examination of Jesus and the birth of the Christian movement; then focuses on the major institutional, theological and ritual developments that occurred in Christianity over the period in which Roman rule gave way to the Byzantine Empire. The second part of the course narrows its scope to Christianity in the west through a selective analysis of key periods and issues...[including] intellectual ferment and Christian interaction with Jews and Muslims in the Middle Ages; the 16th century Reformation; colonial expansion and inter-religious encounter; and Christianity and modernity.

RELS 231 Judaism

3 credits

This course will explore the origins of an ancient faith through a close examination of the early traditions and laws presented in the Hebrew Bible as well as the various cultural contexts of the ancient Near East that influenced them. The course utilizes the Hebrew Bible, portions of the Babylonian Talmud, and the Zohar to trace the development of these ancient traditions and practices into the various branches of modern Judaism and the foremost concerns and challenges faced by the modern Jewish communities.

RELS 235 Sex, the Body, and Religion

3 credits

This course examines the origins of attitudes and beliefs in the Judeo-Christian traditions concerning human sexuality and the human body. Focus is on the contribution of such beliefs in the evolving relationship between the individual and society. The course begins with an exploration of Levantine fertility cults and traces their influence on early Judaism. Moving toward the emergence and eventual spread of Christianity, discussion centers on the continued influence of Near Eastern fertility traditions on gender differentiation, the “fall” of humanity, and procreation. Topics such as marriage and divorce, birth control and abortion, asceticism and celibacy, and death and resurrection of the body will be discussed within the context of Judeo-Christian tests and traditions.

RELS 241 Religious and Psychological Lenses on Social Justice

3 credits

In this cross-listed, interdisciplinary course, religious studies and psychological lenses are employed to examine issues of social justice, including factors which either promote or interfere with the creation of communities that value inclusion, diversity, and peace. Aiming to foster a concern for social justice, the course provides theoretical and practical tools to challenge injustice, including opportunities to think and work alongside local advocacy organizations. (This course may be taken for credit as PSYC 241.)

RELS 244 Hinduism and Buddhism

3 credits

Students in the course encounter, understand, and appreciate Hindu and Buddhist religious life, as manifested in multiple Asian cultures as well as in twenty-first century life in the United States. Course priorities include the study of the primary practices, texts, and themes of Hinduism and Buddhism and experiential encounters with Hindus and Buddhists.

RELS 251 Death and the Afterlife

3 credits

Death and the Afterlife is a critical examination of literature from the ancient Near East including the Bible, that deals with death, dying, and the “next life,” an examination of the ways Western culture has attempted to address and understand these issues, and a comparative analysis of similar themes in a variety of non-Western traditions. The course examines ways in which various constructions of “heaven” and “hell” reflect the influence of ancient religious thought and literature on modern social structures, social values, and notions of justice.

RELS 259 Special Topics in Religious Studies

3 credits

From time to time, topics will be offered under this designation to address issues of particular currency, pursue topics of interest to students, or to make faculty research projects available for student learning.

RELS 260 Religion and Food

3 credits

This course addresses the multitude of roles that food plays in so many religious traditions and the ways people use food to make sense of the world. Topics such as fasting, sacrifice, medicine, food laws, rituals and magic are addressed. This course introduces students to the study of religion, using food as an entry point. Through readings, lectures, slides, videos, and in-class discussion, the course investigates case studies from numerous countries and cultures, ancient and modern. Foodways such as cooking, farming, sacrifice, aesthetics, and display as they relate to myth, magic, ritual, healing, ethics, and doctrine will be explored throughout the semester. This class challenges participants to move beyond easy notions of culture, religious authority, identity and doctrine.

RELS 270 Introduction to Hebrew Language I

3 credits

This course provides the student with a working knowledge of biblical and modern Hebrew. With the successful completion of this course, the student will be able to read selected passages of narrative in biblical and modern texts with the aid of

a lexicon/dictionary, will gain knowledge of modern Hebrew in both written and spoken form and will strengthen her/his cultural understanding of ancient and modern Israel. Students will build a strong knowledge base in Hebrew vocabulary, verb paradigms, and grammar essentials. (This course may be taken for credit as HEBR 110.)

RELS 271 Introduction to Hebrew Language II 3 credits

This course provides further advancement of a student's knowledge of biblical and modern Hebrew. Students will become adept in the usage of a Hebrew-English dictionary/lexicon for translation of texts in biblical and modern contexts and will improve their conversational skills in modern Hebrew. Students will continue to build a strong knowledge base in Hebrew vocabulary, verb paradigms, and grammar. (This course may be taken for credit as HEBR 120.)

RELS 301 Poetry, Prophecy, and (Poly)theism: A Critical Analysis of the Hebrew Bible 3 credits

This course is an historical-critical analysis of the books of the Hebrew Bible that emphasizes the historical, social, and ideological dynamics of various authorial traditions within this corpus. Additionally, these texts are analyzed within modern interpretive frameworks in order to recognize the ways in which themes from the Hebrew Bible continue to play a role in the construction of Western thought and culture.

RELS 305 Archaeology of the Ancient Near East 3 credits

This course is an introduction to the archaeology of the ancient Near East as it pertains to the Hebrew Bible. The initial phase of this course will explore basic archaeological field methods, terminology, and chronologies, and will offer a brief history of "biblical archaeology." The second phase of the course examines a variety of major excavations throughout the Middle East and presents an overview of the archaeological data from these sites, ranging (in most cases) from the Late Bronze Age through Iron Age II.

RELS 311 Studies in the Gospels 3 credits

Studies in the Gospels is an introduction to methods of critical analysis in New Testament interpretation, highlighting the messages presented by the writers of the synoptic gospels. Students explore the ways in which both traditional and contemporary methods of exegetical analysis contribute to the discussion of the "historical" Jesus of Nazareth.

RELS 352 Islamic Civilization 3 credits

This course is a survey of the emergence of Islam during late Roman antiquity and the middle ages, highlighting the life of the prophet Mohammed and the development of Islamic religion, philosophy, and literature in the early Islamic empires. Also considered is the development of Islamic fundamentalism in the modern world and institutional, operational, and environmental factors which demonstrate differences between the Islamic and the Western worlds. (This course may be taken for credit as HIST 329.)

RELS 355 Philosophy of Religion 3 credits

The major aspects of religion are examined from a philosophical perspective. Topics studied are the religious experience, the meaning and significance of faith, belief and criteria, knowledge, proof, evidence, and certainty, the concept of deity, and the impact of religion on human life. (This course may be taken for credit as PHIL 355.)

RELS 487-488 Independent Study 3 credits

RELS 490 Senior Project 2-4 credits

RELS 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Philosophy Courses

PHIL 100 Introduction to Philosophy 3 credits

This course is an introductory-level exploration of the major sub-divisions of the field of philosophy. Topics include such areas as logic, responsibility, ethics, virtue, political philosophy, metaphysics, epistemology, philosophy of religion, philosophy of science, personhood, and "the nature of philosophy."

PHIL 123 Introduction to Logic 3 credits

This course is intended for those who are beginning the study of logic. Distinctions are drawn between deductive and inductive procedures; informal and formal fallacies are studied; formal argument structures are noted; and methods of distinguishing between valid and invalid argument forms are introduced (including Venn Diagrams, Rule Sets, Truth Tables, and Rules of Inference).

PHIL 124 Introduction to Ethics 3 credits

A major goal of this course is to provide students with the opportunity to acquire basic knowledge of the fundamental principles and beliefs upon which individuals and groups have built or thought they built a system of morals or "ethics." A variety of ethical stances are studied, with attention given to when they arose, the basis of their apparent appeal, and the consequences of acting in accord with those stances.

PHIL 250-259 Special Topics in Philosophy 3 credits each

PHIL 252 Philosophy of Mysticism 3 credits

Major emphasis in this study is given to trying to understand the basic claims that mystics make, assessing the kinds of certainty, truth, and insight claimed, and exploring the place of "the mystical" in human experience. Students examine what is involved in the experience and claims of several mystical groups or representatives from ancient to contemporary times.

PHIL 254 Contemporary Ethical Issues 3 credits

The focus of this course is "applied philosophy." Typical of such endeavors, Phase One is considered an "informed" background

through a sweeping survey of the major strengths and weaknesses of the most popular and most tenable “ethical” stances. Then Phase Two is undertaken, involving a critical exploration of several ethical issues in the context of “morality and social policy,” e.g. euthanasia, the death penalty, hate speech, sexism, racism, oppression, economic justice, and welfare.

PHIL 333 History of Philosophy: Ancient through Modern 3 credits
Emphasis is placed on the dialogue-like journey of ideas through the minds of men and women through history and the consequences of changed interpretations of persons and institutions through different historical eras. In this study process students discover and evaluate common Twentieth Century assumptions. Through tracing development and change of Western philosophy from the Pre-Socratic through the Modern eras, study focuses upon such topics as Metaphysics, Epistemology and Methods/Models, Ethics, Political Philosophy, and Philosophy of Religions.

PHIL 334 Existential Philosophy 3 credits
This course involves a study of works of certain predecessors of existentialism, the influences of Kierkegaard and Nietzsche, and themes and issues portrayed in selected works of Sartre, Camus, and others that may be taken as typical of that amorphous movement in the history of philosophy known as Existentialism.

PHIL 336 Twentieth-Century Philosophy 3 credits
The focus of this course is on selected works of several Continental and Anglo-American thinkers who have stimulated the “intellectuals” of the 20th century. Some have achieved a status equivalent to the “canonical” in philosophy; others have not as yet, but may be on their way.

PHIL 350-359 Advanced Topics in Philosophy 3 credits each

PHIL 353 History and Philosophy of Science 3 credits
This course is a study of the major ideas conceived by western thinkers in attempting to comprehend and describe the natural world. (This course may be taken for credit as GENS 353).

PHIL 355 Philosophy of Religion 3 credits
The major aspects of religion are examined from a philosophical perspective. Topics studied are the religious experience, the meaning and significance of faith, belief and criteria, knowledge, proof, evidence, and certainty, the concept of deity, and the impact of religion on human life. (This course may be taken for credit as RELS 355.)

PHIL 358 Aesthetics, the Arts, and Philosophy 3 credits
This study is an examination of the nature of aesthetic experience, its relation to other kinds of experience, and its place in art production, appreciation, and creativity; the notion of a work of art; language used in description, interpretation, and evaluation of art; and differing interpretations of aesthetics. Opportunities are provided for giving special attention to particular art areas as well as to “the Arts.”

PHIL 361 Ancient and Medieval Political Thought 3 credits
This course provides an introduction to ancient and medieval political thought. Fundamental questions examined include: What is the relationship between ethics and politics?; What is a good regime?; What is a good citizen?; What is the relationship between law and ethics?; What is the relationship between theology and political thought? Students are guided in a close reading of important political works, including Plato’s *Apology* and *Republic*, Aristotle’s *Nicomachean Ethics* and *Politics*, and Augustine’s *City of God*. (This course can be taken as POLS 361.)

PHIL 362 Modern Political Thought 3 credits
As an introduction to modern and post-modern political thought, students examine the writings of important political thinkers of the past 500 years. Emphasis is on the development of political theories regarding issues such as democracy, citizenship, justice, equality, race, gender, sexuality, and the environment. (This course can be taken as POLS 362.)

PHIL 451 Advanced Ethical Theory 3 credits
This course is a study of one or more modern ethical theorists and their challenges to (or defenses or reformulations of) classical ethical thinking. The course may be taught in a variety of ways, including focusing on a single theoretical issue and its practical ramifications or a single practical problem and its theoretical responses, a single philosopher or even single work. A major research project and presentation are required components.

PHIL 487-488 Independent Study 2-4 credits

World Languages & Cultures

Faculty

Harald J. A. Menz. *Professor of World Languages & Cultures, Co-Chair of the Department of Humanities and Co-Director of Interdisciplinary Studies*

Joseph B. Lovano. *Professor of World Languages & Cultures*

Brooke Lemmons Deal. *Professor of Religious Studies, Co-Chair of the Department of Humanities and Co-Director of Interdisciplinary Studies*

World Languages and Cultures Program Goals

The World Languages and Cultures program is designed to achieve the following goals for their students:

- Communication: Communicate in Languages Other Than English

- * Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- * Students understand and interpret written and spoken language on a variety of topics
- * Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- Cultures: Gain Knowledge and Understanding of Other Cultures
 - * Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied
 - * Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
- Connections: Connect with Other Disciplines and Acquire Information
 - * Students reinforce and further their knowledge of other disciplines through the foreign language
 - * Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
- Comparisons: Develop Insight into the Nature of Language and Culture
 - * Students demonstrate understanding of the nature of language comparisons of the language studied to their own
 - * Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
- Communities: Participate in Multilingual Communities at Home and Around the World
 - * Students use the language both within and beyond the school setting
 - * Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Requirements for a Major in German Studies (Interdisciplinary)

German Studies is an interdisciplinary major. Please see the Interdisciplinary section of this *Catalogue* for the requirements.

Requirements for a Major in Spanish

A minimum of 30 credits in Spanish beyond SPAN 130, including SPAN 180, 181, 210, 220, 221, 330, 420, 421, 422, 423; WLAC or ENGL 370; SPAN 490, 495. Additional requirements include two courses from BUSI 308, COMM 403, HIST 311, 312, 313, 328, INTD 251, 252, 253, POLS 112, 253, VISA 100, 101. Students in the Spanish major are strongly encouraged to consider a semester study abroad or one/two short term study abroad experiences in a country where Spanish is spoken. This experience will enhance the student's proficiency in the Spanish language and Hispanic cultures. Bethany College maintains a program at the University of Navarra in Pamplona, Spain. Additionally, the major advisor will work closely with students who plan to study abroad to ensure transfer equivalencies for courses taken at other institutions.

Requirements for Teaching Certification

Spanish: Only students who have completed the following courses will be recommended for state certification to teach Spanish: SPAN 110, 120, 130, 180, 181, 220, 221, 330, 420, 421, 422, 423; WLAC or ENGL 370; WLAC or EDUC 480; WLAC 481; the courses in the Professional Education Requirements described in the Education section of this *Catalogue*. *The following are prerequisites for student teaching: WLAC or EDUC 480; WLAC 481; and a minimum level of Advanced Low on the ACTFL Oral Proficiency Interview.*

Requirements for Minors in World Languages & Cultures

For each of the minors in World Languages & Cultures, a minimum of 12 credits above the 130 level are required as follows:

French: FREN 220, 221, either 180 or 181, either 420 or 421. (*Study abroad may replace either FREN 220 or 221.*)

German: GRMN 220, 221, either 180 or 181, 410, either 420 or 421. (*Study abroad may replace either GRMN 220 or 221.*)

Spanish: Four courses beyond SPAN 130, chosen from the following groups: one course from SPAN 180, 181; one course from SPAN 220, 221; one course from SPAN 420, 421, 422, 423; and one course from SPAN 210, 330, or an additional course from the courses listed in one of the first three groups. (*Study abroad may replace either SPAN 220 or 221.*)

Courses in Arabic Language & Cultures

ARBC 110 Arabic Language & Cultures I

3 credits

This is the first of a sequence of two courses emphasizing the acquisition of Arabic language skills needed to satisfy basic social requirements in Arabic-speaking countries. Listening, speaking, reading, and writing needs are addressed, as well as an introduction to Arabic cultures and issues. Arabic I is intended primarily for students who have no acquaintance with the language.

ARBC 120 Arabic Language & Cultures II

3 credits

This is the second of two courses. See ARBC 110. *Prerequisite: ARBC 110 or equivalent.*

ARBC 130 Arabic Language & Cultures III

3 credits

This is the third of a sequence of three courses emphasizing the acquisition of Arabic language skills needed to satisfy basic social requirements in Arabic-speaking countries. Listening, speaking, reading, and writing needs are addressed, as well as an introduction to Arabic cultures and issues. See ARBC 110. *Prerequisite: ARBC 120 or equivalent.*

ARBC 180 Civilization of the Arabic-Speaking World

3 credits

This course acquaints the student with selected aspects of the history, culture, and people of the Arabic-speaking world. The course is conducted in English.

Courses in Chinese Language & Cultures

CHIN 110 Chinese Language and Culture I

3 credits

This is the first in a series of two courses emphasizing the acquisition of Mandarin Chinese language skills needed to satisfy basic social requirements in the Mandarin Chinese-speaking countries. Listening, speaking, reading, and writing needs are addressed, as well as an introduction to Chinese cultures and issues. Chinese I is intended primarily for students who have no acquaintance with the language.

CHIN 120 Chinese Language and Culture II

3 credits

This is the second of two courses (see CHIN 110). Prerequisite: CHIN 110 or equivalent.

CHIN 130 Chinese Language & Cultures III

3 credits

This is the third of a sequence of three courses emphasizing the acquisition of Chinese language skills needed to satisfy basic social requirements in Chinese-speaking countries. Listening, speaking, reading, and writing needs are addressed, as well as an introduction to Chinese cultures and issues. See CHIN 110. *Prerequisite: CHIN 120 or equivalent.*

CHIN 180 Chinese Civilization

3 credits

This course acquaints the student with the history, culture and people of China. The course is conducted in English.

Courses in French Language & Cultures

FREN 110 French Language & Cultures I

3 credits

This is the first of a sequence of three courses emphasizing the acquisition of French language skills needed to satisfy basic social requirements in French-speaking countries. Listening, speaking, reading, and writing needs are addressed, as well as an introduction to French cultures and issues. French I is intended primarily for students who have no acquaintance with the language.

FREN 120 French Language & Cultures II

3 credits

This is the second of three courses. See FREN 110. *Prerequisite: FREN 110 or equivalent.*

FREN 130 French Language & Cultures III

3 credits

This is the third of three courses. See FREN 110. *Prerequisite: FREN 120 or equivalent.*

FREN 180 French Civilization

3 credits

This is an overview of France's past, with special attention to the events, places, people, ideas, and artistic works which make up its cultural heritage. The course is conducted in English.

FREN 181 Contemporary France

3 credits

Contemporary France is introduced with special attention to current French institutions, activities, issues, customs, and values. Cross-cultural comparisons and contrasts of France and the United States are highlighted. This course is conducted in English.

FREN 220 Conversation and Composition: France

3 credits

Issues of contemporary life in France are explored through discussions and writing activities designed to improve the student's communication skills in French. *Prerequisite: FREN 130 or equivalent.*

FREN 221 Conversation and Composition: Francophone World

3 credits

While improving skills of spoken and written communication in French, the student becomes acquainted with selected areas of the French-speaking world. *Prerequisite: FREN 130 or equivalent.*

FREN 410 Topics in French Cultures and Literatures

3 credits

This advanced seminar highlights major literary and cultural movements, genres, issues, and people from the French-speaking world. *Prerequisite: FREN 220 or 221 or permission of instructor.*

FREN 420 Survey of French Literature I

3 credits

French literature is surveyed, from the earliest periods to the end of the 18th century. Readings are in French from an anthology. This course is conducted in French. *Prerequisite: FREN 220 or 221 or equivalent.*

FREN 421 Survey of French Literature II

3 credits

French literature of the 19th and 20th centuries is surveyed, with an introduction to *explication de texte* techniques. Readings are in French from an anthology. This course is conducted in French. *Prerequisite: FREN 220 or 221 or equivalent.*

FREN 487-488 Independent Study

2-4 credits

Courses in German Language & Cultures

GRMN 110 German Language & Cultures I

3 credits

This is the first of a sequence of three courses emphasizing the acquisition of German language skills needed to satisfy basic social requirements in German-speaking countries. Listening, speaking, reading, and writing needs are addressed, as well as an introduction to German cultures and issues. German I is intended primarily for students who have no acquaintance with the language.

- GRMN 120 German Language & Cultures II** **3 credits**
This is the second of three courses. See GRMN 110. *Prerequisite: GRMN 110 or equivalent.*
- GRMN 130 German Language & Cultures III** **3 credits**
This is the third of three courses. See GRMN 110. *Prerequisite: GRMN 120 or equivalent.*
- GRMN 160 German Culture through Film** **3 credits**
Students are introduced to examples of contemporary German film and explore their potential as a medium of learning about German culture. The course is taught in English and all films are presented with English subtitles.
- GRMN 180 Civilization of Germany** **3 credits**
This course acquaints the student with the history, culture, and people of Germany. The course is conducted in English.
- GRMN 181 Civilization of the German-Speaking World** **3 credits**
This course is designed to acquaint the student with the history, culture, and people of German-speaking countries and regions outside Germany itself. The course is conducted in English.
- GRMN 220 Conversation and Composition: Germany** **3 credits**
Contemporary life in Germany is explored through discussions and compositions designed to improve the student's communication skills in German. Oral and written activities are based on readings from newspapers, magazines, literary works, and online resources. Course materials help prepare students for the internationally recognized German Language Certificate, *Zertifikat Deutsch als Fremdsprache*. *Prerequisite: GRMN 130 or equivalent.*
- GRMN 221 Conversation and Composition: The German-Speaking World** **3 credits**
While improving skills of spoken and written communication in German, the student becomes acquainted with selected areas of the German-speaking world outside Germany itself. Oral and written reports are based on readings from newspapers, magazines, literary works, and on-line resources. Course materials help prepare students for the internationally recognized German Language Certificate, *Zertifikat Deutsch als Fremdsprache*. *Prerequisite: GRMN 130 or equivalent.*
- GRMN 320 Civilization of Germany** **3 credits**
This course acquaints the student with the history, culture, and people of Germany. The course is conducted in English.
- GRMN 321 Civilization of the German-Speaking World** **3 credits**
This course is designed to acquaint the student with the history, culture, and people of German-speaking countries and regions outside Germany itself. The course is conducted in English.
- GRMN 410 Topics in German Cultures and Literatures** **3 credits**
This advanced seminar highlights major literary and cultural movements, genres, issues, and people from the German-speaking world. *Prerequisite: Permission of instructor.*
- GRMN 420 Survey of German Literature I** **3 credits**
German literature is surveyed, encompassing works from the earliest periods to the beginning of the 19th century. This course is conducted in German. *Prerequisite: GRMN 220 or 221 or equivalent.*
- GRMN 421 Survey of German Literature II** **3 credits**
German literature is surveyed, encompassing works from the Romantic period to the present. This course is conducted in German. *Prerequisite: GRMN 220 or 221 or equivalent.*
- GRMN 477 Senior Seminar in German Studies** **3 credits**
This course is a review of material covered throughout the German Studies Program, and is designed to establish relationships with the secondary emphasis developed by the student. It provides guidance for the Senior Project and preparation for the Senior Comprehensive Exam. *Prerequisite: Permission of the instructor.*
- GRMN 487-488 Independent Study** **2-4 credits**

Courses in Hebrew Language & Cultures

- HEBR 110 Introduction to Hebrew Language I** **3 credits**
This course provides the student with a working knowledge of biblical and modern Hebrew. With the successful completion of this course, the student will be able to read selected passages of narrative in biblical and modern texts with the aid of a lexicon/dictionary, will gain knowledge of modern Hebrew in both written and spoken form and will strengthen her/his cultural understanding of ancient and modern Israel. Students will build a strong knowledge base in Hebrew vocabulary, verb paradigms, and grammar essentials.
- HEBR 120 Introduction to Hebrew Language II** **3 credits**
This course provides further advancement of a student's knowledge of biblical and modern Hebrew. Students will become adept in the usage of a Hebrew-English dictionary/lexicon for translation of texts in biblical and modern contexts and will improve their conversational skills in modern Hebrew. Students will continue to build a strong knowledge base in Hebrew

vocabulary, verb paradigms, and grammar. (This course may be taken for credits as RELS 271)

Courses in Italian Language & Cultures

ITAL 110 Italian Language & Cultures I

3 credits

This is the first of a sequence of three courses emphasizing the acquisition of Italian language skills needed to satisfy basic social requirements in Italian-speaking countries. Listening, speaking, reading, and writing needs are addressed, and students are introduced to Italian cultures and issues. Italian I is intended primarily for students who have no acquaintance with the language.

ITAL 120 Italian Language & Cultures II

3 credits

This is the second of three courses: See ITAL 110. *Prerequisite: ITAL 110 or equivalent.*

ITAL 130 Italian Language & Cultures III

3 credits

This is the third of three courses: See ITAL 110. *Prerequisite: ITAL 120 or equivalent.*

Courses in Japanese Language & Cultures

JAPN 110 Japanese Language & Cultures I

3 credits

This is the first of a sequence of three courses emphasizing the acquisition of Japanese language skills needed to satisfy basic social requirements in Japan. Listening, speaking, reading, and writing needs are addressed, as well as an introduction to Japanese cultures and issues. Japanese I is intended primarily for students who have no acquaintance with the language.

JAPN 120 Japanese Language & Cultures II

3 credits

This is the second of three courses: See JAPN 110. *Prerequisite: JAPN 110 or equivalent.*

JAPN 130 Japanese Language & Cultures III

3 credits

This is the third of three courses: See JAPN 110. *Prerequisite: JAPN 120 or equivalent.*

JAPN 180 Japanese Culture

3 credits

This course, taught in English, provides an introduction to modern Japanese culture and society through the study and practice of cultural activities. Students learn Japanese greetings and norms of social interaction and study the features of Japanese culture through the creation of artifacts and products associated with Japanese life and culture. Hands-on activities include Japanese calligraphy; origami (paper art); Ikebana (flower arranging); the production of Japanese cuisine such as sushi and yakisoba; the traditional tea ceremony; folk dancing; and the use of drums.

JAPN 181 Modern Japan

3 credits

This course is a basic survey of modern Japan. Following an introduction to geography and history, the course focuses on art, modern literature, cinema, culture, society, politics, economy, and current conditions in Japan. (This course may be taken for credit as HIST 331.)

Courses in Spanish Language & Cultures

SPAN 110 Spanish Language & Cultures I

3 credits

This is the first of a sequence of three courses emphasizing the acquisition of Spanish language skills needed to satisfy basic social requirements in Spanish-speaking countries. Listening, speaking, reading, and writing needs are addressed, as well as an introduction to Hispanic cultures and issues. Spanish I is intended primarily for students who have no acquaintance with the language.

SPAN 120 Spanish Language & Cultures II

3 credits

This is the second of three courses. See SPAN 110. *Prerequisite: SPAN 110 or equivalent.*

SPAN 130 Spanish Language & Cultures III

3 credits

This is the third of three courses. See SPAN 110. *Prerequisite: SPAN 120 or equivalent.*

SPAN 180 Civilization of Spain

3 credits

This course acquaints the student with the history, culture, and people of Spain. The course is conducted in English.

SPAN 181 Civilization of Latin America

3 credits

This course acquaints the student with the history, culture, and people of Spanish-speaking countries in Latin America. Hispanic communities in the United States are included. The course is conducted in English.

SPAN 210 Special Topics

3 credits

This course is intended to provide specialized Spanish language skills for various professional fields and for field placement experiences. Various topics such as Spanish for Business, Spanish for Legal Professions, Spanish for Medical Professions, and short term study abroad may be offered. *Prerequisite: SPAN 130 or permission of the instructor.*

SPAN 220 Conversation and Composition: Spain

3 credits

Issues of contemporary life in Spain are explored through discussions and writing activities designed to improve the student's communication skills in Spanish. *Prerequisite: SPAN 130 or equivalent.*

SPAN 221 Conversation and Composition: Latin America

3 credits

While improving skills of spoken and written communication in Spanish, the student becomes acquainted with selected areas of Spanish-

speaking countries in Latin America. Hispanic communities in the United States are included. *Prerequisite: SPAN 130 or equivalent.*

SPAN 330 Advanced Composition and Translation 3 credits

This course focuses on advanced Spanish composition that develops students' abilities in composition tasks thereby enhancing their writing skills. The course also provides students with basic skills in translation from Spanish to English and English to Spanish. This course is conducted in Spanish. *Prerequisite: SPAN 220 or 221 or equivalent.*

SPAN 410 Topics in Peninsular Spanish and Latin American Cultures and Literatures 3 credits

This advanced seminar highlights major literary and cultural movements, genres, issues, and people from the Spanish-speaking world. *Prerequisite: SPAN 220 or 221 or permission of instructor.*

SPAN 420 Survey of Peninsular Spanish Literature I 3 credits

This course provides a panoramic view of Spanish literature from the earliest periods to the end of the Golden Age. The course is conducted in Spanish. *Prerequisite: SPAN 220 or 221 or equivalent.*

SPAN 421 Survey of Latin American Literature I 3 credits

This course provides a panoramic view of Latin American literature from the Colonial period to the end of Modernism. Hispanic literature of the United States is included. The course is conducted in Spanish. *Prerequisite: SPAN 220 or 221 or equivalent.*

SPAN 422 Survey of Peninsular Spanish Literature II 3 credits

This course provides a panoramic view of Spanish literature from the Enlightenment period to the present. The course is conducted in Spanish. *Prerequisite: SPAN 220 or 221 or equivalent.*

SPAN 423 Survey of Latin American Literature II 3 credits

This course provides a panoramic view of Latin American literature from the Postmodernist period to the present. Hispanic literature of the United States is included. The course is conducted in Spanish. *Prerequisite: SPAN 220 or 221 or equivalent.*

SPAN 487-488 Independent Study 2-4 credits

SPAN 490 Senior Project 2-4 credits

SPAN 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Courses in World Languages

WLAC 150 English as a Second Language I 3 credits

This course emphasizes listening, speaking, reading, and writing skills needed by any international student to function satisfactorily in an American college setting. (Required of all newly entering international students whose native language is not English.)

WLAC 151 English as a Second Language II 3 credits

This course emphasizes listening, speaking, reading, and writing skills needed by international students to function satisfactorily in an American college setting. Intended for any student whose native language is not English and who has already taken WLAC 150.

WLAC 370 Introduction to Linguistics 3 credits

This course introduces the basic concepts and terminology of linguistics. It incorporates the study of the acquisition and development of language from the earliest babbling to mature language patterns, including the examination of typical language abilities of children at various ages. (This course may be taken for credit as ENGL 370.)

WLAC 480 Methods and Materials in Teaching World Languages 3 credits

A study of the methods, teaching materials, lesson planning, and extracurricular activities necessary for teacher of French, German, or Spanish as a world language. A 30-hour field placement is required. (This course may be taken for credit as EDUC 480.) *Prerequisites: EDUC 242; a passing score on PRAXIS I Core Academic Skills for Educators; admission to the teacher education program; or permission of the instructor.*

WLAC 481 World Languages for Middle Childhood: Selected Methodological Issues 1 credit

A discussion of selected issues regarding methods, teaching materials, lesson planning, and extracurricular activities necessary for the middle childhood teacher of French, German, or Spanish as a world language. Special emphasis on aural-oral teaching techniques and characteristics of the transescent language learner. (This course is only offered in conjunction with WLAC 480.)

WLAC 484 Methods of Teaching English as a World Language: Selected Methodological Issues 1 credit

A discussion of selected issues regarding methods and materials necessary for teaching English as a second language and instruction and practice in planning lessons and extracurricular activities. (This course may be taken for credit as EDUC 484 or ENGL 484. This course is only offered in conjunction with WLAC 480.) *Prerequisites: EDUC 242; a passing score on PRAXIS I Core Academic Skills for Educators; admission to the teacher education program.*

WLAC 487-488 Independent Study in World Languages & Cultures

2-4 credits

Interdisciplinary Studies

Interdisciplinary Studies is a program that houses courses and majors that cross departmental lines. The majors and minors can be student-initiated or faculty-sponsored.

Faculty

Brooke Lemmons Deal. *Professor of Religious Studies, Co-Chair of the Department of Humanities and Co-Director of Interdisciplinary Studies*

Harald J. A. Menz. *Professor of World Languages & Cultures, Co-Chair of the Department of Humanities and Co-Director of Interdisciplinary Studies*

Program Goals

The Interdisciplinary Studies program at Bethany College is designed to achieve the following goals:

- Create a broader array of educational opportunities, including minors and majors, at Bethany College.
- Assist students to design, propose, and complete a coherent, individualized and interdisciplinary degree program that is not currently available at Bethany. Assist faculty to design, propose, and, for three years, administer interdisciplinary degree programs.
- Provide students in interdisciplinary majors with senior capstone experiences through interdisciplinary senior projects and comprehensive examinations.
- Foster the design and provision of interdisciplinary courses at Bethany College.

Requirements for Major

The Interdisciplinary Studies Department coordinates faculty-sponsored and student-initiated programs of study that cross departmental lines. The originator of an interdisciplinary major is responsible for establishing and justifying its goals and curriculum. The program must include at least 36 credits (excluding the Senior Project), but may not exceed 72 credits. No more than 48 credits in any one department can be counted toward fulfilling Bethany's degree requirements. The major must be approved by the Faculty Committee on Interdisciplinary Studies. Students must also pass the senior comprehensive exam, INTD 495.

Student-Initiated Interdisciplinary Majors

To initiate a major in Interdisciplinary Studies, a student must submit a formal proposal to the Director of Interdisciplinary Studies prior to the last day of classes before mid-term of the second semester of the sophomore year. (A later proposal may be considered if the student has already completed a significant part of the curriculum of the program or is willing to take more than the usual four years to complete degree requirements.) The proposal must follow guidelines established by the Faculty Committee on Interdisciplinary Studies and be prepared with the guidance of the Director of Interdisciplinary Studies.

The proposal must be approved by the Faculty Committee on Interdisciplinary Studies. A proposal is normally approved only from a student who has an overall grade-point average of 3.00 at the time the proposal is made. To continue in the program the student must maintain the 3.00 grade-point average during the semester in which the proposal is approved and during the following semester. (In special circumstances the Faculty Committee on Interdisciplinary Studies may waive grade-point requirements to consider a proposal from a student with a lower grade-point average and/or establish a lower grade-point requirement for that student's continuing in the program.)

When a proposal has been approved, it becomes the statement of goals and requirements for the student's major and is filed in the Office of the Registrar. It may not be modified without endorsement by the Director of Interdisciplinary Studies and approval of the Faculty Committee on Interdisciplinary Studies. The Director of Interdisciplinary Studies supervises the student's work in the program and serves as the student's academic advisor.

Faculty-Sponsored Interdisciplinary Majors

Education and Psychology

PSYC 100, 205, 215; two courses selected from PSYC 222, 226, 325; EDUC 203, 242, 348, 473; SOCI 150, 210; INTD 470,

477, 490, 495.

German Studies

A minimum of 30 credits in German beyond GRMN 130, including GRMN 160; GRMN 220, 221; GRMN 320 or 321; GRMN 410; GRMN 420 or 421; GRMN 477; and 12-18 credits from the study abroad semester. Additional requirements include TWO courses from INTD 251, 252, and 253; WLAC/ENGL 370; INTD 490, 495; one semester of study abroad in an approved study abroad program in a German-speaking country (Bethany maintains an exchange program at the University of Education/Pädagogische Hochschule Heidelberg, Germany for which competitive partial scholarships are available. The major adviser will work closely with the students to organize the study abroad component.); a secondary emphasis comprising at least 12 credits from disciplines outside of GRMN: Students will determine these courses with their adviser no later than the second semester after the major was declared. Students who envision teaching German as part of their professional future are strongly encouraged to take WLAC 480 and 481 and to try out as apprentice teachers for GRMN 110-130. *Note: Completion of GRMN 220 or 221 is a prerequisite for study abroad.*

International Relations

ECON 113, 201, 202, 260; HIST 101, 102, 314; one course selected from INTD 202, 203, 204, 211, 253, 306; MATH 281; POLS 111, 112, 325, 341, 342, 370; nine credits in courses in a world language beyond the 130 level, including either 220 or 221 (international students whose native language is not English may substitute for this world language requirement one course to enhance English language proficiency chosen from COMM 206, ENGL 212, 220, 230, 240, THEA 120, 221, or 226, and one course to promote understanding of contemporary American culture chosen from ENGL 250, 383, 385, HIST 202, 355, POLS 110, PSYC 250, or THEA 335); INTD 490, 495.

Music Technology

COMM 101, COMM 200, COMM 218, COMM 420; One of the following courses: COMM 392, COMM 393, COMM 395. MUSI 100: applied lessons in an instrument for 2 semesters (1 cr. each semester); MUSI 101-102; MUSI 104; ensemble credit (MUSI 105, 106, or 107) for 2 semesters (1 cr. each semester); COMM/MUSI 110, MUSI 114, COMM/MUSI 210; one course from either MUSI 103, MUSI 250 or MUSI 251; MUSI 171; MUSI 309; MUSI 477; INTD 490, 495.

Psychology, Religion, and Culture

INTD 204, 490, 495; PHIL/RELS 355, PSYC 100, PSYC 188, PSYC 230 or 231, PSYC 222 or 325, PSYC 328 or 329; RELS 220, 224, 235, 251; SOWO 120.

Interdisciplinary Minors

Medieval and Renaissance Studies: Fifteen credits including INTD 252; one course from the following: ENGL 245; FREN 320, FREN 420, or GRMN 420; one course from the following: ENGL 270, ENGL 440, ENGL 444, or other courses in the series ENGL 400-449 focusing on topics pertinent to the Middle Ages or Renaissance or both (as approved by the Director of Interdisciplinary Studies); one course from the following: MUSI 250, VISA 100, VISA 101, GENS 353 or PHIL 353, ENGL 320, HIST 311, courses in the series HIST 410-419 focusing on topics pertinent to the Middle Ages or Renaissance or both (as approved by the Director of Interdisciplinary Studies), POLS 361, one 3-credit independent study on a relevant topic taken at Bethany (with prior approval of the Director of Interdisciplinary Studies), or one 3-credit course on a relevant subject not included in the Bethany curriculum transferred to Bethany from another college (with approval of the Director of Interdisciplinary Studies).

Nonprofit Management: INTD 175, 320; ACCT 202, 203; PSYC/BUSI/ECON 287; ENGL 220; COMM 203; three credits from BUSI 482 or PHIL 124; COMM 206, 303; BUSI 311; ENGL 223; MATH 281 or PSYC 205.

Nonprofit Marketing: INTD 175, 320; ACCT 202, 203; ENGL 220; COMM/BUSI 203, 412; BUSI 310 (ECON 201

Women's and Gender Studies: 15 credits from the following courses: BIOL 115; ENGL 212; ENGL 320; ENGL 455; INTD 204; INTD 211/ POLS 211; PSYC 210; RELS /PSYC 241; RELS 235; SOCI 145.

Senior Year

Senior Comprehensive Examination: A student must have completed all required courses for the major except INTD 490 before taking the Senior Comprehensive Examination. A Senior Comprehensive Examination is designed specifically for each student to measure that student's knowledge and understanding of information, materials, and methods fundamental to the disciplines emphasized in the student's curriculum, to test the student's capacity for integrating knowledge, materials, and methods from the various disciplines, and to allow the student to evaluate the success of the curriculum in light of its stated goals. Regardless of the specific Interdisciplinary Major, the Comprehensive Exam is recorded on the transcript as INTD 495.

Senior Project: A student who wishes to do a Senior Project of more than two credits must have the project approved by the Director of Interdisciplinary Studies on or before the last day of the final semester of the junior year.

Interdisciplinary Courses

INTD 175 Nonprofit Management Fundamentals

3 credits

This course provides the foundation content and theoretical basis for nonprofit management through a comprehensive picture of current issues in managing nonprofit organizations. Topics include: principles of strategic and long-range planning; program development and evaluation; recruiting, organizing, motivating, and retaining volunteers/staff; development of financial assets and fundraising; developing recruiting, and working with a board of directors; and effective proposal writing.

- INTD 202 World Energy Resources 3 credits**
This course is an analysis of energy resources and needs of the modern world in historical and geographical context. Psychological, social, and political ramifications are examined and alternative solutions to energy problems are evaluated. *Not open to First-Year Students.*
- INTD 203 International Terrorism 3 credits**
This course is a study of the origins, nature, cost, containment, and prevention of terrorism, violence, and revolution in today's world, focusing in particular on the reasons why many nations and peoples outside the ruling classes of the major developed nations turn to violence. *Not open to First-Year Students.*
- INTD 204 Human Sexuality 3 credits**
This course is an examination of issues concerning sexuality and sexual functioning. Considered are the following topics: biological, psychological, and sociological aspects of sexuality; the development of sex roles; sexual myths; sexuality and religion; birth control; changing sex roles in today's world.
- INTD 205 Peer Mentoring I 2 credits**
Peer Mentoring is a one-year student leadership development opportunity. Mentors will develop skills in leadership, student development, academic development, and community building. Upper class mentors will be paired with first year mentees and be required to meet with one-on-one with their mentees weekly throughout the academic year. The on-campus commitment consists of consecutive fall and spring semesters. Mentors must complete an application and be accepted as a Peer Mentor to enroll in the course. Students must commit to enrolling in INTD 206 for one credit in the spring semester.
- INTD 206 Peer Mentoring II 2 credits**
Peer Mentoring II is a continuation of Peer Mentoring I. Peer Mentoring is a one-year student leadership development opportunity. Mentors will develop skills in leadership, student development, academic development, and community building. Upper class mentors will be paired with first year mentees and be required to meet with one-on-one with their mentees weekly throughout the academic year. The on-campus commitment consists of consecutive fall and spring semesters. Mentors must complete an application and be accepted as a Peer Mentor to enroll in the course.
- INTD 210 The Art and Science of Peace 3 credits**
This course is a consideration of the use of various forms of art throughout history to convey themes of peace and an examination of psychological, sociological, and religious research designed to promote peace. Students in the course produce original works of art which express personal visions of peace. An additional course fee is required.
- INTD 211 Women of the World 3 credits**
This course is an international study of women's issues, focusing on women in the global economy, reproductive rights, domestic abuse, civic duties, HIV/AIDS, genital mutilation, and Sharia law. Contemporary issues pertaining to women in such countries as China, Japan, South Africa, Nigeria, Afghanistan, and Mexico are compared to promote understanding of and broaden perspectives on the lives of women outside the United States. (This course can be taken as POLS 211.)
- INTD 251 Origins of Western Thought I: The Ancient World 3 credits**
This course is an examination of intellectual life in the civilizations of Ancient Greece and Rome. It explores characteristic cultural themes and values by focusing on differing perceptions of the hero and on the manifestations of those perceptions in representative written and visual forms. This course is one of a series of three courses examining the development of thought in the Western world. Each course is offered every third semester. *Not open to First-Year Students.*
- INTD 252 Origins of Western Thought II: The Middle Ages and Renaissance 3 credits**
This course is an examination of thought in Europe during the Middle Ages and Renaissance. It explores characteristic cultural themes and values by focusing on differing perceptions of the relationship between the sacred and the profane and on the manifestations of those perceptions in representative written and visual forms. This course is one of a series of three courses examining the development of thought in the Western world. Each course is offered every third semester. *Not open to First-Year Students.*
- INTD 253 Origins of Western Thought III: The Modern Age 3 credits**
This course is an examination of modern thought as it has developed in the Western world from the 17th century to the present. It explores characteristic cultural themes and values by focusing on the emergence of a rationalist vision and of reactions to that vision by exploring representative written and visual examples. This course is one of a series of three courses examining the development of thought in the Western world. Each course is offered every third semester. *Not open to First-Year Students.*
- INTD 301 Heuristics 3 credits each**
These courses focus on the investigation and discovery of methodologies of problem solving within a broad spectrum of academic disciplines and pragmatic pursuits. *Open to juniors and seniors only. Prerequisite: Permission of instructor.*
- INTD 306 International Development 3 credits**
This course is interdisciplinary in structure and examines the economic, political, and social development of Lesser Developed Countries. A major focus of the course is the environment and "sustainable development." When taught as a travel course, it consists of classes and meetings with political, IGO, and NGO officials and staff. Students gain knowledge of development

at the local level by traveling to villages and talking with citizens and local leaders. Students participate in environmental research and conservation activities.

INTD 320 Nonprofit Field Study

3 credits

In this course, students have the opportunity to apply skills learned in the classroom and solidify their interest in nonprofit management. This experience also provides an opportunity for development of a professional identity and possible contacts for the future.

INTD 470 Internship in Interdisciplinary Education and Psychology

1 credit

Internships provide student with off-campus exposure to the life and work in a professional education field of student, non-teaching certification. All internships must have the approval of the Education Department faculty and are supervised and evaluated by the departmental field supervisor and by a professional in the field. A journal and a written summary of the student's experiences and their relationship to pertinent theories and practices of the chosen field is required. Prerequisite: Declared Interdisciplinary Education and Psychology major; junior standing or the permission of the instructor.

INTD 477 Senior Seminar in Interdisciplinary Education and Psychology

1 credit

This course is an introduction to professional opportunities in education and psychology and related fields and an exploration of value and ethical consideration. Continued guidance on senior project and senior comprehensive examinations also is provided during this course. Prerequisite: Declared Interdisciplinary Education and Psychology major; junior standing or the permission of the instructor.

INTD 487-488 Independent Study

2-4 credits

INTD 490 Senior Project

2-4 credits

INTD 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Physical Education and Sport Studies

The Department of Physical Education and Sport Studies offers majors in Recreational and Athletic Administration and Coaching Education, Sport Management, Sport Medicine, and Teacher Education.

Faculty

Melissa Hudson. *Visiting Assistant Professor of Physical Education*
Chelsey Fletcher. *Assistant Professor Physical Education*
Courtney J. Hilyer. *Assistant Professor Physical Education*
Brian Sansom. *Assistant Professor of Physical Education*
Steven A. Upton. *Assistant Professor of Physical Education*

Program Goals

The Physical Education-Sport Studies program utilizes four academic tracks to provide opportunities for students to develop the theoretical knowledge and practical skills consistent with industry best practices in Sport Management, Recreational and Athletic Administration and Coaching Education, Physical Education Teacher Certification, and Sports Medicine. Coupled with the goals of the General Education program, tracks are designed to meet the standard requirements for preparation for entry level positions in the respective fields.

- In Sport Management, emphasis is on integrating academic courses in physical education with complementary courses in mathematics, business, economics and accounting.
- In Recreational and Athletic Administration and Coaching Education, emphasis is on integrating academic courses in physical education and management with complimentary courses in mathematics, business, economics, and accounting.
- In Physical Education Teacher Certification, emphasis is on integrating academic and lab analysis courses in physical education and biology with complementary courses in education.
- In Sports Medicine, emphasis is on students wishing to pursue a career in sports medicine or related fields. Upon completion of this undergraduate program, students must apply to a Sports Medicine Graduate program to obtain certification in their desired field of study. Student cannot practice sports medicine with only this undergraduate degree.

All students are required to meet the College's requirements in the General Education program.

Through their experiences in the major, students are expected to:

- Demonstrate at least acceptable level competencies in the ability to effectively use critical thinking skills.
- Demonstrate at least acceptable level competencies in the ability to effectively use oral communication skills.
- Demonstrate at least acceptable level competencies in the ability to effectively use writing skills.
- Demonstrate at least acceptable level competencies in the ability to effectively use quantitative reasoning skills.
- Demonstrate at least acceptable level competencies in the ability to effectively use knowledge in the majors' content areas.

Requirements for Major in Physical Education and Sport Studies

Majors in the Department are required to complete the following courses successfully: PHED 209, 243, 244, 337, 490, and 495. All majors must also complete successfully one of the following tracks:

Recreational and Athletic Administration & Coaching Education: PHED 110, 175, 214, 215, 300, 326, 327, 333, 335, 336, 355, 471; ACCT 202, 203; BIOL 107; BUSI/COMM 203; BUSI/PHED 338; COMM 206; ECON 201, 280; EDUC 203; MATH 105 or MATH 281.

Sport Management: PHED 335, 336, 471; ACCT 202, 203; BUSI/PHED 338; BUSI/COMM 203; BUSI 222, 287, 310, 311, 312, 482; COMM 206; ECON 201, 202; MATH 281, 282. Recommended is COMM 388.

Sport Medicine: PHED 180, 240, 326, 327, 341, 380, 381, 472; BIOL 103, 107, 268, 269, 270; CHEM 100 or 101; GENS 140; MATH 281; PHYS 103 or 201; PSYC 100.

Teacher Education Grades K-12: PHED 110, 175, 210, 214, 215, 216, 221, 326, 327, 331, and 350; BIOL 107; EDUC 203, 242, 282, 295, 348, 353, 445, 470, 471, 472; PSYC 100; RDNG 376; SOCI 210; SPED 207; PHED 333 or SPED 208.

To be recommended for certification, a student must also complete the courses in the Professional Education Requirements described in the Education section of this *Catalogue* and on the department's website or on the advising sheets located in the Department of Education. The following courses are prerequisites to student teaching: PHED 110, 175, 210, 214, 215, 216, 221, 243, 244, 326, 327, 331, 337 and 350; EDUC 203, 242, 282, 348, 353; PSYC 100; RDNG 376; SOCI 210; SPED 207; PHED 333 or SPED 208.

Teacher Education Grades 5-8: PHED 110, 175, 210, 214, 215, 216, 221, 331, and 350; BIOL 107; EDUC 203, 242, 282, 348, 353, 445, 470, 471, 472; PSYC 100; RDNG 376; SOCI 210; SPED 207; PHED 333 or SPED 208.

PHED 104	Fly Fishing	PHED 150	Varsity Baseball
PHED 105	Steelhead 2.0	PHED 151	Varsity Basketball (Men)
PHED 110	Advanced Aquatics I (Lifeguarding)	PHED 152	Varsity Basketball (Women)
PHED 120	Team Sports Activities (volleyball, wallyball, soccer, basketball, flag football)	PHED 153	Varsity Cross Country (Men and Women)
PHED 121	Leisure Sports Activities (bowling, golf, archery)	PHED 154	Varsity Lacrosse (Men)
PHED 123	Dance Activities (advance Zumba, Pilates, other types of dances)	PHED 155	Varsity Football
PHED 132	Basic Aquatic Activities	PHED 156	Varsity Golf (Men and Women)
PHED 134	Racquet Activities (tennis, racquetball, table tennis, pickle ball, badminton)	PHED 157	Varsity Soccer (Men)
PHED 137	Advanced Aerobic Conditioning	PHED 158	Varsity Swimming (Men and Women)
PHED 138	Advanced Strength Conditioning	PHED 159	Varsity Tennis (Men)
PHED 140	Yoga Practicum	PHED 160	Varsity Tennis (Women)
		PHED 161	Varsity Track (Men and Women)
		PHED 162	Varsity Volleyball
		PHED 163	Varsity Softball
		PHED 164	Varsity Soccer (Women)
		PHED 165	Field Hockey
		PHED 166	Varsity Lacrosse (Women)
		PHED 183	Introduction to Riding

To be recommended for certification, a student must also complete the courses in the Professional Education Requirements described in the Education section of this *Catalogue* and on the department's website or on the advising sheets located in the Department of Education. The following courses are prerequisites to student teaching: PHED 110, 175, 210, 214, 215, 216, 221, 243, 244, 326, 327, 331, 337 and 350; EDUC 203, 242, 282, 348, 353; PSYC 100; RDNG 376; SOCI 210; SPED 207; PHED 333 or SPED 208.

Physical Education Courses

PHED 100-183 Physical Education Performance Courses

1 credit each

These courses examine the following: skills in performance; knowledge of strategies, rules, equipment, and methods; participation in forms of sport. PHED 101 – 140 may not be repeated for credit. PHED 150-166 may be repeated for credit. (Activity courses: CR/NCR only. Exceptions: When taken in fulfillment of the Activity portion of the Bethany Fitness/Physical Activity Requirement, these courses must be taken for a letter grade; PHED 110 must be taken for a letter grade by students pursuing the Physical Education K-12 certification track.)

PHED 102 Introduction to Lifetime and Sports Fitness

1 credit

This course provides experiences in a variety of activities that are related to Lifetime and Sports Fitness delivered in segments that become incrementally more intense through the semester. Activities include for Lifetime Fitness: Tai Chi; Yoga; Pilates; Tae Bo; Aerobics; Circuit Training; and various resistance, training techniques, including Isometric and Nautilus principles. Sports Fitness activities are meant to improve sports related fitness in the areas of flexibility, agility, muscular strength, and muscular endurance. (Accommodation will be made available for students with document disabilities.)

PHED 175 Introduction to Teaching Physical Activities

3 credits

This course examines factors essential to the systematic teaching of physical activities. Course work focuses on writing about key pedagogical issues that impact the teaching and learning environment. A 10-hour field placement is required.

- PHED 178 Introduction to Sports and Recreation Management 3 credits**
This course is an introduction to the field of sports management and recreation administration. The course will highlight career options, managerial/administrative content, general management theories/principles, the use of mathematics/economics and other areas that will further the students understanding of the management world of the current sports industry.
- PHED 180 Introduction to Sports Medicine 3 credits**
This course provides the student with basic insight into prevention and treatment strategies of athletic injuries. The student is expected to participate in activities that include taping, wrapping, wound care, vitals, emergency care, the history of evaluations, and environmental hazard identification.
- PHED 209 Diversity, Equity, and Inclusion in Sport 3 credits**
The primary purpose of this course is to engage students in the study and understanding of important issues related to diversity, equity, and inclusion in the sport industry in particular and the broader society, more generally..
- PHED 210 Lab Analysis: Aquatic Activities 2 credits**
This course emphasizes psychomotor skill development and cognitive acquisition of the rules, principles, equipment, strategies, and methods appropriate for teaching aquatic activities in the educational environment. This course may lead to certification as an American Red Cross Water Safety Instructor. An additional fee is required for certification.
- PHED 214 Lab Analysis: Lifetime Sports (Golf & Tennis) 2 credits**
This course emphasizes psychomotor skill development and cognitive acquisition of rules, equipment, strategies, and methods appropriate for teaching adolescents golf and tennis in the educational environment. *Prerequisite: PHED 175.*
- PHED 215 Lab Analysis: Lifelong Leisure Activities (Camping & Dance) 2 credits**
This course emphasizes psychomotor skill development and cognitive acquisition of rules, equipment, strategies, and methods appropriate for teaching adolescents camping and dance in the educational environment. *Prerequisite: PHED 175.*
- PHED 216 Lab Analysis: Fundamentals and Principles of Movement, Fitness, and Nutrition 2 credits**
This course emphasizes psychomotor skill development and cognitive acquisition of the principles, equipment, strategies, and methods appropriate for teaching fundamental movement skills, fitness techniques, and nutritional concepts in the educational environment.
- PHED 221 Skills and Strategies for Teaching Team Sports 3 credits**
This course is designed to prepare students to successfully teach specific sport activities in recreation and K-12 school settings, with the emphasis on the secondary age range. Students are exposed to rules, strategies, organization and skill development in a variety of team sports. Emphasis is placed on the teaching and learning process throughout the various grade levels, and on certain fundamental movement and tactical principles that apply to team sports. *Prerequisite: PHED 175*
- PHED 226 First Aid as Related to the Principles of Biology 3 credits**
This course emphasizes the biological principles in basic first aid and CPR with AED. This course may lead to CPR and AED certification. A fee is required for certification.
- PHED 240 Prevention and Care of Injuries 3 credits**
This course provides the student with basic insight into prevention and treatment strategies of athletic injury. Student will learn healthcare administration, legal concerns in sports medicine, rehabilitation techniques, skin disorder recognition, gait training, emergency procedures, and tissue response to injury. Student have the ability to be certified in First Aid, CPR, and AED at the end of this course. *Prerequisite: PHED 180 or permission of the instructor.*
- PHED 243 Sport, Exercise, and Performance Psychology 3 credits**
This course emphasizes discussions and writings about small sports groups as micro-social systems. The application of group dynamics theory and small group research to the study of sports groups is presented. The influence of group members' characteristics, environmental factors, interpersonal relations, and group structural characteristics on an individual member's adjustment and the effectiveness of the group are investigated. The course is intended to investigate those aspects of psychology which influence performance and the participant in sports. Motives, arousal, aggression, and other socio-psychological variables are discussed. (This course may be taken for credit as PSYC 243.)
- PHED 244 Philosophical-Historical Perspective of Physical Activities 3 credits**
Emphasis is on discussions and writings pertaining to philosophical inquiry into physical education. The general philosophical interpretation of the nature and purpose of physical activities is considered. Investigation of the historical and philosophical changes in American education is emphasized. The developing roles of professional physical educators are considered.
- PHED 247 The Olympic Games 3 credits**
This course will investigate the Olympic movement, including, but not limited to the historical, social, cultural, political, and economic aspects of the Games. It will also investigate the International Olympic Committee, the National Olympic Committee, and the individual sports structures.
- PHED 300 Officiating of Sports 3 credits**
This course prepares students to officiate particular sports within the school environment. Emphasis is on the philosophies and strategies of officiating competitive athletics. Students select and study independently the officiating of a particular sport. Satisfactory completion of this independent component prepares a student to sit for the certification examination in the selected sport.

- PHED 326 Kinesiology 3 credits**
This course examines anatomy and mechanics as applied in the study of the human body during physical exercise, with a special emphasis on the analysis of motion in specific sports skills and exercise patterns. *Prerequisites: BIOL 107 for PHED majors; BIOL 103 or 268 may be substituted for students outside of the major.*
- PHED 327 Physiology of Exercise 3 credits**
This course examines anatomy and physiology as applied in the study of the human body during physical exercise. Application of physiologic variables in specific sports skills and exercise patterns is emphasized. *Prerequisites: BIOL 107 for PHED majors; BIOL 103 or 268 may be substituted for students outside of the major.*
- PHED 331 Motor Behavior 3 credits**
This course examines current theories of motor behavior and their relationships to the teaching and learning of physical skills. A 20-hour field placement is required. *Prerequisite: EDUC 203 or concurrent registration in EDUC 203.*
- PHED 333 Adapted and Therapeutic Physical Activities 3 credits**
This course examines motor behavior characteristics of physically challenged students in school and non-school settings. A 20-hour field placement is required. (This course may be taken in lieu of SPED 208.) *Prerequisites: SPED 207.*
- PHED 335 Legal Issues in Sports 3 credits**
This course examines the law and its implications relative to sports and physical activity. The emphasis will be on legal aspects and responsibilities of the administrator, coach, and educator.
- PHED 336 Athletic Facility Management and Planning 3 credits**
This course provides an in-depth study of sports facilities to include development, site selection, design, planning, and specialized equipment considerations. Special attention focuses on facility management concepts, evaluation, budgeting, and selection of support personnel.
- PHED 337 Organization and Administration of Physical Activities 3 credits**
The emphasis of this course is on the underlying philosophy for the organization, structure, administrative policies and procedures, legal aspects, and facility management of physical education, intramurals, and competitive athletics programs.
- PHED 338 Sport Marketing 3 credits**
This course is a study of the concepts and specialized strategies used in marketing sport and raising funds within sport organizations. Special emphasis is on public relations. (This course may be taken for credit as BUSI 338.) *Prerequisite: BUSI 310*
- PHED 341 Principles of Rehabilitation and Orthopedic Evaluation 3 credits**
This course is designated to prepare the student to assess musculoskeletal injuries as they occur with athletes or other physically active individuals. General principles of examination with include anatomical nomenclature, mechanism of injury, taking a history, observation, palpation, examination of motion, strength, neurological status, and rehabilitation techniques. At the end of the semester, students should be able to go through a complete examination and give an assessment of any injury. *Perquisites: PHED 240; BIOL 268, 269; GENS 140.*
- PHED 350 Curriculum and Assessment of Physical Activities 3 credits**
This course focuses on the design of K-12 physical education curricula and the assessment of learners. Topics including qualitative and quantitative methods of collecting, analyzing, and evaluating data in all domains of learning are presented. Discussions and writings are required concerning various curricular models designed for programming developmentally appropriate activities in the educational environment. Influencing factors considered include program philosophy and objectives and students' needs, interests, and characteristics. A 15-hour field placement is required.
- PHED 355 Coaching Sport 3 credits**
This course examines basic philosophy and principles of athletics as integral parts of physical education and general education. Topics studied include state, local, and national regulations and recommendations related to athletics. Legal considerations are discussed as are the function and organization of leagues and athletic associations. The responsibilities of the coach as a leader and role model are investigated. Other key aspects discussed include public relations; general safety procedures; general principles of budgeting, record-keeping, and purchasing; and facilities.
- PHED 380 Clinical Practicum in Sports Medicine I 1 credit**
This course is set in the Athletic Training Room and focuses on the practical application and evaluation of clinical skills and academic knowledge of sports medicine. This practicum requires a minimum of 250 hours or 3 days a week in the Athletic Training Room. Requires admission to the Sports Medicine Program.
- PHED 381 Clinical Practicum in Sports Medicine II 1 credit**
This course is a continuation of Clinical Practicum in Sports Medicine I. This course is set in the Athletic Training Room and focuses on the practical application and evaluation of clinical skills and academic knowledge of sports medicine. This practicum requires a minimum of 250 hours or 3 days a week in the Athletic Training Room. Requires admission to the Sports Medicine Program.
- PHED 388 Electronic Media Skills for the Liberal Arts Student 1 credit**

This course is intended for students seeking technical training in electronic media skills for non-professional applications. Students choose from a variety of skills, including mixing and editing audio, making video movies, and creating audio and video resources for World Wide Web sites on the Internet. The on-campus internship course is open to all students. Student will complete internship paperwork monitored by a designated staff member and signed-off on by the department chair of either the Communications and Media Arts Department or the Physical Education and Sport Studies Department for a letter grade. At least 50 hours of crew work from the student is required over a semester (about 10 events). (This course may be taken for credit as COMM 388.) *Prerequisite: Permission of the instructor.*

PHED 440 Issues in Physical Activities

3 credits

This course examines current ethical, philosophical, and practical problems facing professionals in the area of physical activities.

PHED 471 Internship in Sports Administration

2 credits

This experience is a professionally supervised internship with an off-campus sports administration agency. Prerequisites: A minimum of 60 hours is required with one on-campus sports administrative experiences and 30 hours of professional observation and conclusion paper submitted.

PHED 472 Internship in Sports Medicine

4 credits

This course is a full time, professional supervised experience working directly with the Bethany College Athletic Trainers and Division III Varsity Athletic Teams. This internship must be completed in the senior year and requires a minimum of 500 hours or five days a week in the Athletic Training Room. *Perquisite: PHED 380 and 381 – Clinical Practicum in Sports Medicine I and II*

PHED 487-488 Independent Study

2-4 credits

PHED 490 Senior Project

2-4 credits

PHED 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Health Courses

HLTH 201 Introduction to Health

3 credits

This course examines individual health related lifestyles. Students will learn about and understand a variety of issues including: psychosocial health, stress management, cancer, cardiovascular disease, sexually transmitted infections, addictions, nutrition and weight management, environmental health, complementary and alternative medicine, violence and abuse, and consumerism. This course is intended for physical education majors seeking health certification, or students pursuing degrees in other health related fields.

HLTH 250 Community and Population Health

3 credits

This course emphasizes important health issues related to the community and a variety of typical populations found in the United States.

HLTH 251 School Health

3 credits

This course emphasizes important health issues related to public education systems in the United States.

Physical and Computational Sciences

*The Department of Physical and Computational Sciences encompasses programs in Chemistry, Computer Science, Economics, Mathematics, and Physical Science. Each program's goals and requirements are presented in this section of the **Catalogue** along with a listing of the courses offered in each area.*

Chemistry

Chemistry Faculty

Lisa M. Reilly. *Associate Professor of Chemistry and Chair of the Department of Physical and Computational Sciences*
Scott M. Brothers. *Associate Professor of Chemistry*

Chemistry Program Goals

Since a superior liberal arts education requires excellence in science education as well as in the humanities and social sciences and since a graduate in chemistry must be able to compete in the marketplace or in post-baccalaureate programs with students from a variety of educational backgrounds, the chemistry program strives to provide the following:

- The latest theoretical and applied body of knowledge that stresses scientific reasoning and analytical problem solving in the broad areas of the field including analytical, biochemical, inorganic, organic, and physical chemistry.

- The students with the computational and laboratory skills necessary to perform a variety of analyses and operations which are expected of a chemistry graduate.
- The students with the professional skills required to succeed in graduate programs, industry, education, or other fields.

The program of study works to be consistent with standards established by the American Chemical Society.

Requirements for Major in Chemistry

All students majoring in Chemistry are required to complete the following core courses: CHEM 101, 102, 211, 212, 304, 320, 324, 330, 351, 385, 386, 477, 490, 495; PHYS 201, 202; MATH 201, 202. In addition, each student must complete one of the following tracks:

Biochemistry Track: CHEM 352; BIOL 290 and either BIOL 341 or 343. Two additional courses from the following are recommended: BIOL 103, 104, 251, 308, 338, 442, CHEM 255; MATH 281.

Chemistry Education Grades 9-12 Track: CHEM 326; GENS 200; CHEM or EDUC 480. Only Chemistry majors who have completed all courses in this track and the courses in the Professional Education Requirements described in the Education section of this Catalogue and on the department's website or in the resource area in the College's courseware solution will be recommended for certification to teach Chemistry in secondary school.

Professional Chemistry Track: Select two electives from each of the following two groups:

Group 1: CHEM 108, 255, 285, or any additional CHEM 300 level course or higher; Group 2: CPSC 151; MATH 203, 341, 354; PHYS 222, 241, 300. Students that are interested in entering a career in chemical engineering are recommended to take CPSC 151 and the three courses in mathematics. Students interested in pursuing a career in forensics are recommended to take CHEM 108 and 255 and complete the minor in criminal justice.

Entering freshmen interested in chemistry should enroll in CHEM 101 and a mathematics course at the appropriate level. Students with Level II placement must take a Level II course immediately to prepare themselves for the mathematics concepts in CHEM 102. Programs for subsequent semesters must be decided in consultation with the faculty advisors for Chemistry. Students with Advanced Placement (AP) in chemistry should consult immediately with a chemistry faculty member in the department for placement in a course at the appropriate level. Additional courses in mathematics are strongly encouraged.

All courses in chemistry and all required courses in mathematics, biology, psychology, and physics must be taken for a letter grade.

Requirements for Minor in Chemistry

Chemistry: CHEM 101, 102, 211, 212; six credits from CHEM 304, 315, 320, 324, 326, 330, 351, 352, 370. (MATH 201 and 202 are prerequisites for CHEM 320.)

Chemistry Courses

CHEM 100 Chemistry for Society

4 credits

This course emphasizes an understanding of chemical concepts relevant to our everyday lives. At the end of this course, a student should be able to analyze and discuss primary sources dealing with subjects related to chemistry. The course is designed for non-science students. (Course is not open to students who have credit for CHEM 101 or higher or equivalent.)

CHEM 101 General Chemistry I

4 credits

Theoretical chemistry and descriptive inorganic chemistry are studied in this course. The laboratories provide students with experience in basic laboratory manipulations, problem solving, and testing of hypotheses. Lectures and laboratories meet for 6 hours per week. *Prerequisite: Mathematics requirement - Level III placement or higher, concurrent enrollment in a Level III mathematics course, or equivalent transfer credit.*

CHEM 102 General Chemistry II

4 credits

This course is a continuation of the lecture portion of CHEM 101 and includes the study of solubility and acid-base phenomena in aqueous systems with appropriate lab work. Lectures and labs meet for 6 hours per week. *Prerequisite: CHEM 101; Mathematics requirement - Level IV placement or completion of a Level III mathematics course with a grade of C- or higher, concurrent enrollment in a Level III mathematics course, or equivalent transfer credit.*

CHEM 108 Introduction to Forensic Science

4 credits

The application of chemical and physical methods to the analysis of evidence is the focus of this course. Common methods of evidentiary examination are included as experiential components. Team work on case studies and on the investigation of crime scenes is emphasized. The course meets for 6 hours each week. *Prerequisite: High School Chemistry or Physics, or permission of the instructor.*

CHEM 211 Organic Chemistry I

4 credits

This course is a survey of organic functional groups and the fundamentals of organic chemistry. The laboratory includes basic laboratory techniques for separation, purification, reaction, and analysis. *Prerequisites: CHEM 101 and 102 or permission of the instructor.*

CHEM 212 Organic Chemistry II

4 credits

This course is a continuation of CHEM 211 and includes more in-depth study of mechanisms, organic synthesis, and analysis. Laboratory work consists largely of organic preparations and identification of unknown compounds. *Prerequisite: CHEM*

211 or permission of the instructor.

CHEM 255 Introduction to Pharmacology

3 credits

Pharmacological properties of some common types of organic compounds are studied along with various issues in medical ethics. The course is taught predominantly in a discussion/seminar format with occasional introductory lectures. *Prerequisite: CHEM 212 or concurrent enrollment in CHEM 212.*

CHEM 285 Data Analysis for Physical Science

3 credits

Data Analysis for Physical Science covers hypothesis testing, principal component analysis, multivariate calibrations, experimental design, and introduction to data mining methods such as support vector machines and neural networks. The focus of the course is on the application of the above topics to practical uses in the fields of the physical sciences through the use of common software packages.

CHEM 304 Descriptive Inorganic Chemistry

4 credits

The important phenomena of modern inorganic chemistry are systematically discussed. These include quantum theory, structure and bonding theories including valence bond theory and molecular orbital theory, symmetry, reduction/oxidation chemistry, acid-base chemistry, solid state chemistry, bioinorganic chemistry, and transition metal chemistry including magnetism and electronic spectroscopy. (Three lectures and three hours of laboratory per week.) *Prerequisites: CHEM 101 and 102.*

CHEM 315 Advanced Methods of Analysis: Spectroscopy

2 credits

This course is a survey of spectroscopic theory and methods. Experiments employ UV-Vis, infra-red, nuclear magnetic, gas chromatography/mass spectrometry, and atomic absorption spectrophotometers. Forensic and environmental problems are emphasized. Students participate in one lecture and one laboratory session each week. *Prerequisite: CHEM 211 or permission of the instructor.*

CHEM 320 Physical Chemistry I with Biological Applications

4 credits

This course is an introduction to the nature of thermodynamics and kinetics including equilibrium and rate transport processes. The focus is on applications of physical concepts to systems, especially those of biochemical and biological interest. Studies of chemical and phase equilibria are investigated thoroughly, and kinetic processes including Michaelis-Menton kinetics as well as transition state theory complete the course. (This course may be taken for credit as BIOL 320.) *Prerequisites: CHEM 212 and MATH 202 or permission of the instructor.*

CHEM 324 Analytical Chemistry

4 credits

The study of the principles of acid-base, oxidation-reduction, and solubility phenomena associated with solutions is emphasized. Classical and modern applications of principles to the analysis of unknowns are performed in the laboratory. *Prerequisite: CHEM 211.*

CHEM 326 Physical Chemistry II

4 credits

This course considers the thermal and energetic behavior of gases, the statistical principles governing the distribution of particles, the differing energy states of atoms and molecules, and the transitions within these states. Introductory quantum mechanical principles, centered around the Schrodinger equation, will be discussed. The course will conclude with a discussion of an advanced topic to be selected from thermodynamics, kinetics, or quantum mechanics. *Prerequisites: CHEM 212, MATH 202.*

CHEM 330 Instrumental Analysis

4 credits

This course is a survey of the principles, applications, and performance characteristics of instrumental methods. The following topics will be covered in the course: data collection and interpretation, the physics of electromagnetic radiation, UV/Vis and NIR spectroscopy, molecular luminescence spectroscopy, atomic spectroscopy, IR and Raman spectroscopy, chromatographic separations, mass spectroscopy, and NMR spectroscopy. Forensic and environmental applications are emphasized. (Not open to students who have credit for or are currently enrolled in CHEM 315 or 335.) *Prerequisite: CHEM 211*

CHEM 335 Advanced Methods of Analysis: Chromatography

2 credits

This course is a survey of chromatographic theory and methods. Experiments employ thin layer chromatography (TLC), gas chromatography (GC), gas chromatography/mass spectrometry (GC/MS), and high performance liquid chromatography (HPLC) as examples of the method. Forensic and environmental problems are emphasized. Students participate in one lecture and one laboratory session each week. *Prerequisite: CHEM 211 or permission of the instructor.*

CHEM 351 Molecular Biology and Biochemistry I

4 credits

This course is an introduction to the structural organization and chemical compositions of cells and to fundamental chemical processes carried on inside organelles. Included are enzymatic action, transport across biological membranes, and basic metabolic pathways as they relate to cell structure. The laboratory focuses on current techniques for the isolation and analysis of basic biomolecules and on some practical applications of enzymology. (This course may be taken for credit as BIOL 351.) *Prerequisites: CHEM 211, 212.*

CHEM 352 Molecular Biology and Biochemistry II

4 credits

This course is an introduction to biosynthesis of biomolecules, gene expression and control, and recombinant DNA technology. The laboratory focuses on current techniques for probing biochemical reactions and for isolating and engineering DNA. (This course may be taken for credit as BIOL 352.) *Prerequisite: BIOL 351 or CHEM 351.*

CHEM 370 Green Chemistry

3 credits

This course is designed for a junior level student with interest in green and sustainable chemistry methods and techniques. Topics in this course will include the principles of green chemistry, problems with waste and waste disposal, environmental chemistry issues and regulations, the production of greener chemicals and solvents, and greener processes in both polymer chemistry and catalysis. Students will be expected to utilize the green chemical literature for case studies and for a final paper

and presentation of current green chemical research. Prerequisite: CHEM 211 or permission of the instructor.

CHEM 385 Writing for Chemistry I

1 credit

This course is the first of two which focus on written and oral communication in the styles common to the chemistry and biochemistry fields. Students read and report on current literature of interest, including that presented by invited speakers. *Prerequisite: CHEM 211 or permission of the instructor.*

CHEM 386 Writing for Chemistry II

1 credit

This course provides further instruction for writing and presenting ideas and proposals in chemistry and biochemistry. Students prepare and present papers based on experimental data. A project proposal, including a budget, is prepared. *Prerequisite: CHEM 385.*

CHEM 420 Professional Internship

1-3 credits

This course is a professionally supervised experience with off-campus scientists using modern research and/or analytical techniques. Settings vary from purely academic summer programs to private or public scientific institutions. A minimum of 160 hours in the experience is expected.

CHEM 430-434 Special Topics

2 credits each

These are courses devoted to the consideration of advanced topics and areas of special interests.

CHEM 430 Analytical Chemistry

CHEM 431 Inorganic Chemistry

CHEM 432 Organic Chemistry

CHEM 433 Physical Chemistry

CHEM 434 Biochemistry

CHEM 477 Senior Seminar in Chemistry

1 credit

The Senior Seminar in Chemistry is a review of current topics. Students participate in reading the chemical literature and presentation of appropriate work in oral and written forms.

CHEM 480 Methods and Materials in Teaching Physical and Life Sciences

3 credits

The course is a study of the aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in this program. (This course may be taken for credit as EDUC or GENS 480. A 30 hour field placement is required.) *Prerequisites: 16 credits in one of the physical or life sciences or permission of the instructor; EDUC 242; a passing score on PRAXIS I Core Academic Skills for Educators; admission to the teacher education program.*

CHEM 487-488 Independent Study

2-4 credits

CHEM 490 Senior Project

2-4 credits

During the junior year, the chemistry major is introduced to the methods of employing chemical literature, selects a topic for advanced investigation, and makes a literature search of background material as a basis for an in-depth study in this area. Following this preliminary work, an investigation of a significant topic in chemistry is made by each senior under the direction of a faculty member in the department. This work culminates in a written and oral report at the end of the senior year.

CHEM 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Computer Science

Computer Science Faculty

Alex Mathew. *Associate Professor of Computer Science*

Fujiko O. Nito. *Professor of Computer Science*

Lisa M. Reilly. *Associate Professor of Chemistry and Chair of the Department of Physical and Computational Sciences*

Program Goals for Computer Science

In order to provide high caliber instruction in the quantitative element of a liberal arts education, this department offers majors in mathematics and in computer science designed:

- To provide the student with a breadth of knowledge in the disciplines of mathematics or computer science
- To provide the tools to assist the further study of mathematics, computer science, or related disciplines
- To offer a sufficient depth of knowledge in order to prepare students for research in mathematics, computer science, or related disciplines
- To prepare students for careers in education, in business, and in scientific, mathematical, or technical fields
- To provide a learning community supportive of collaboration in academics, social responsibility, and engaged teaching

Requirements for Majors in Computer Science

Two plans for majoring in Computer Science are offered: one leading to the Bachelor of Arts degree and the other to the

Bachelor of Science degree. The Bachelor of Arts plan is designed for those students seeking a career in computer science in a business environment. The Bachelor of Science plan is designed for students seeking a career in computer science in a scientific laboratory or in a software development firm.

Bachelor of Arts Degree: CPSC 151, 152, 205, 240, 245, 275, 277, 370, 373, 380, 477, 490, 495, plus one additional 3-credit course at 300 level or above; ECON 201; MATH 201, 210, 281; ACCT 202, 203; BUSI 312. Strongly recommended are ACCT 425; BUSI/ECON 222; ECON 202, 280; MATH 282. Beginning students are expected to complete CPSC 151 and MATH 201 during the first semester.

Bachelor of Science Degree: CPSC 151, 152, 205, 240, 275, 277, 330, 360, 370, 373, 440, 477, 490, 495, plus one additional 3-credit courses at 300 level or above; MATH 201, 202, 210, 354, 383; PHYS 201, 202. Strongly recommended is CPSC 310. Beginning students are expected to complete CPSC 151 and MATH 201 during the first semester.

Requirements for Majors in Cybersecurity

Two plans for majoring in Cybersecurity are offered: one leading to the Bachelor of Arts degree and the other to the Bachelor of Science degree. The Bachelor of Arts plan is designed for those students seeking a career in information assurance that focus on the identification of threats and vulnerabilities in order to protect business and government digital systems. The Bachelor of Science plan is designed for students seeking a career in cybersecurity focused on the research and development of software and systems for protecting digital assets.

Bachelor of Arts Degree in Cybersecurity - Information Assurance: CPSC 151, 152, 230, 240, 245, 277, 330, 340, 370, 373, 380, 440, 450, 470, 477, 490, 495; BUSI 287, 311; CRJU 201; MATH 210, 281; Strongly recommended is CPSC 205 and MATH 282. Beginning students are expected to complete CPSC 151 and MATH 281 during the first semester. Students in this major are highly encouraged to minor in criminal justice and/or management.

Bachelor of Science Degree in Cybersecurity: CPSC 151, 152, 240, 245, 275, 277, 330, 340, 370, 373, 380, 405, 440, 450, 470, 477, 490, 495; CRJU 201; MATH 201, 202, 210, 383; Strongly recommended is CPSC 205, 230. Beginning students are expected to complete CPSC 151 and MATH 201 during the first semester. Students in this major are highly encouraged to minor in criminal justice and/or mathematics.

Requirements for Dual Major in Computer Science and Accounting

With the increased use of computers in accounting, this major is designed for students who have strength in computer science and interest in the application to accounting.

Bachelor of Arts Degree: ACCT 202, 203, 313, 314, 332, 350, 361, 425, 435, 480; BUSI 222, 312; CPSC 151, 152, 205, 210, 275, 277, 373, 380, 477; ECON 201; MATH 201, 281, 282; ACCT or CPSC 495 and a three-credit senior project. Strongly recommended courses are BUSI 482; CPSC 320; ECON 202; MATH 106, 202, 354.

Requirements for Minor

Computer Science: CPSC 151, 152, 275, 277, 380.

Cybersecurity: CPSC 151, 230, 240, 245, 277, 440

Students interested in IBM mainframe certification should take the following courses: CPSC 144, 151, 152, 240, 244, 370, and 470. This sequence of courses is intended to provide the student with the foundational material and practical experience that will prepare her/him for the certification exam.

Computer Science Courses

CPSC 107 Introduction to Computing

3 credits

Students develop a basic proficiency of computer usages in this course. Topics include the history of computing, the principal components of computers systems, and societal issues. Students discuss and use application software including word processors, spreadsheets, presentation software, and the World Wide Web. Students also learn elementary programming.

CPSC 140-150 Programming

3 credits each

The following courses provide an introduction to computers by programming in a high-level language. The emphasis is on programming real-life problems using efficient coding techniques. These courses are for students who want to use the computer as a problem-solving tool or who want to write programs for operating systems, compilers, artificial intelligence, or Internet applications.

CPSC 144 Programming in COBOL

3 credits

The programming assignments in this course are related to mainframe application computing, especially providing familiarity with the IBM z System.

CPSC 147 Programming in C++

3 credits

The programming assignments in this course are related to the design of an operating system.

CPSC 149 Programming in Java

3 credits

The programming assignments in this course are related to the design of Internet application programs.

CPSC 151 Computer Science I

4 credits

This course emphasizes techniques of algorithmic design, structured programming, and debugging. The course also introduces students the mission-critical and strategic importance of IBM z System mainframe transactions or real-time data analytic

technologies used by U.S. and Global Fortune 500 companies. By learning the z System, students learn an overall structure of the enterprise computing from hardware architectures to application programming. This beginning course for computer science majors may also be taken by others who wish to learn a high-level computer language.

CPSC 152 Computer Science II

4 credits

This course is an introduction to advanced features of a high-level computer language including stacks, queues, and user-defined data structures. The programming assignments involve the techniques of searching, sorting, and recursion. *Prerequisite: CPSC 151 or the equivalent.*

CPSC 205 Web Design

3 credits

This course introduces students to the tools and techniques used in designing web pages. Students learn HTML, CSS, JavaScript, and the web authoring software packages: *CPSC 151*

CPSC 210 Discrete Mathematics

3 credits

This course introduces fundamental concepts of mathematics involved in computer science including induction, elementary counting, combinations and permutations, recursions and recurrence relations, graphs and trees, sorting and searching, and Boolean algebra. (This course may be taken for credit as MATH 210.) *Prerequisite: Level III mathematics placement, or successful completion of a Level II mathematics course.*

CPSC 220 Master the Mainframe

1 credit

The Master the Mainframe Contest administered by the IBM Academic Initiative gives students an opportunity to develop mainframe skills. There are three parts in the contest. A student who completes Part 1 and Part 2 will develop basic mainframe skills and will be awarded an IBM Basic Mainframe Skills badge. Part 3 provides hands-on project based learning. Through the hands-on projects, a student will learn z System programming languages including ReXX, COBOL, C, JAVA, assembler, SQL, and system programming. A student who completes Part 3 be awarded an IBM Acclaim Mainframe skills badge. A students complete Part 1 and Part 2 and selected hands-on projects in Part 3 received a certification from the department. CR/NCR Only.

CPSC 222 Electronics

4 credits

The student is presented with the fundamentals of digital and analog circuit analysis. Among topics originally specific to analog circuits are DC circuit analysis using Kirchoff's laws, mesh equations, transformations, the use of multimeters and oscilloscopes, AC circuit analysis using complex impedances, capacitors, and inductors, resonance, step function analysis, and transitions. Among the topics originally specific to digital analysis are simple logic gates, IC chips, Boolean algebra, adders, flip-flops, shift registers, and counters. After the fundamentals are covered, the emphasis shifts to circuit analysis involving knowledge of both perspectives. This course includes three hours of lecture and two hours of laboratory each week. (This course may be taken for credit as PHYS 222.) *Prerequisite: PHYS 201,202 or equivalent or permission of the Chair of the Department.*

CPSC 230 Project Management

3 credits

This course is designed to prepare a student in completing a complex project by using the constraints needed for a successful project. Topics included planning, scheduling, score management, quality control, budget, and risk management of a project during its life cycle. The student experiences as a project manager to complete a project with the necessary tools and skills during the course.

CPSC 240 Introduction to Computer Security

3 credits

The course provides an introduction to communication and networks, laying the groundwork for advanced courses in the field. It addresses theoretical and technical concepts of network technology and computer system security, as well as a broad spectrum of issues related to computer security and data privacy. Students will learn about the hardware and software used in computer networks and how these components communicate through protocols. They will also develop their knowledge of the mechanisms of the different topologies and how to construct a network from different hardware components including wiring concepts to network devices.

CPSC 245 Internetworking: Routing and Switching

3 credits

This course is a study of concepts, theories, requirements and mechanisms of network and its communication. The course gives the essential knowledge to understand the network and lay the ground for advanced course in the field. Students gain experience designing, implementing, and testing a network infrastructure through lab work. This provides students with the knowledge of the hardware, software's of the computer networks and how the components integrate to provide communication via protocols. It also highlights the mechanisms of different topologies, how to construct a network from different hardware components including cabling concepts to devices that compose the network.

CPSC 275 Data Structures and Algorithms

3 credits

This course is a study of the theory of and advanced techniques for representation of data, including link-lists, trees, graphs, analysis of algorithms, sorting, searching, and hashing techniques. *Prerequisite: CPSC 152 or equivalent.*

CPSC 277 Computer Ethics

3 credits

This course is a study of the theory and practice of computer ethics. The aim of the course is to learn the basis for ethical decision-making and the methodology for reaching ethical decisions concerning the computer science field. Topics studied in the course are Computers in the Workplace, Computer Crime, Privacy and Anonymity, Intellectual Property, and Professional Responsibility. Methodologies used in the course include lectures by the instructor, lectures by visiting lecturers, in-class discussions, writing assignments, individual class presentations, and case analyses.

- CPSC 310 Artificial Intelligence 3 credits**
This course is an introduction to the principles and programming methods of artificial intelligence. The fundamental issues involve logic and knowledge presentation, search, and learning. The programming language LISP is introduced and used to manipulate symbolic data. *Prerequisite: CPSC 275 or familiarity with a high-level computer language.*
- CPSC 320 Software Engineering 3 credits**
This course is a general survey of software engineering. Among the topics covered are project planning and management, design techniques, verification and validation, and software maintenance. *Prerequisite: CPSC 275.*
- CPSC 330 Computer Organization and Assembly Language 4 credits**
This course is a study of applications of Boolean algebra to combinational circuit design problems, organization of simplified computer components, memory organization, architecture, and assembly language programming. *Prerequisite: CPSC 152 or the equivalent.*
- CPSC 340 Computer Forensics 3 credits**
The course is designed to introduce the students to the software, hardware, legal, and ethical issues involved in computer forensics. Student will be developing the skills necessary to perform investigations into a variety of digital equipment through the use of practical projects. *Prerequisites: CPSC 151 and MATH 103.*
- CPSC 360 Programming Languages 3 credits**
This course is a study of programming language constructs emphasizing the run-time behavior of programs. Topics include formal grammars, parsing, information binding, data storage, global and local variables and parameters, string handling and list processing. *Prerequisite: CPSC 275 or the equivalent.*
- CPSC 370 Operating Systems 3 credits**
This course is a study of batch processing systems, implementation techniques for parallel processing of input/output and interrupt handling, memory management, system accounting, interprocess communication and interfaces, and deadlocks. *Prerequisite: CPSC 152 or the equivalent.*
- CPSC 373 Writing for Mathematics and Computer Science 2 credits**
This course is designed to emphasize recognition of clarity and style of presentation in the reading and discussion of computer science related technical writing. (This course may also be taken for credit as MATH 373.)
- CPSC 375 Computer Security 3 credits**
This course provides an overview of computer and network security. Topics covered include risks and vulnerabilities; related policies; controls and protection methods; access controls; database security; authentication technologies; and host-based and network based security. The students will learn how to design and build secure systems. Throughout the course, students will be given real world examples and projects to deepen their understanding.
- CPSC 380 Data Base Design 3 credits**
This course is an intensive study of the design and the implementation of a database. Topics include entity-relationship model, relational model, SQL, relational database design, object-oriented databases and object-relational databases. *Prerequisite: CPSC 152.*
- CPSC 390 Numerical Analysis 3 credits**
This course is a study of numerical methods of evaluating integrals and differential equations, techniques in finding the roots of polynomials, solving systems of linear equations, and matrix manipulation. (This course may be taken for credit as MATH 390.) *Prerequisites: CPSC 151; MATH 202 or equivalent.*
- CPSC 405 Cryptography 3 credits**
This course focuses on the study of various cryptographic protocols, algorithms, and proofs of security. Topics include classical vs. modern cryptography; historical ciphers; principles of modern cryptography; perfectly secret encryption. *Prerequisite: MATH 202 or equivalent; CPSC151.*
- CPSC 420 Professional Internship 1-8 credits**
This course is a professionally supervised experience with off-campus mathematicians, computer scientists, or applied scientists using modern research and/or analytical techniques. Settings may vary from purely academic summer programs to private or public scientific institutions. The number of credits awarded depends on the number of imbedded hours in the internship experience. A minimum of 50 imbedded hours is expected per credit with the maximum number of credit earned is eight. *Prerequisites: Students must have a cumulative 2.0 GPA and junior/senior standing.*
- CPSC 440 Data Communications and Network Architecture 3 credits**
This course is a study of data communications and computer networks from the programmer's point of view. Topics include direct link networks, including Ethernet and wireless networks; packet switching, internetworking, and routing, with an emphasis on the Internet Protocol; end-to-end communications, emphasizing UDP, TCP, and RPC; congestion control; data compression; network security; and applications. Students write programs that use the TCP/IP protocol stack via the UNIX or Java socket interfaces. *Prerequisites: CPSC 240, 245*
- CPSC 450 Network Security 3 credits**

This course is a study of concepts, theories, requirements and mechanisms of network security. Topics include concepts related to network vulnerabilities and attacks, defense mechanisms against network attacks, cryptographic protection mechanisms, mechanism of identification and authentication, and real-time/non-real-time commutation security. Students gain experience designing, implementing, and testing a network security infrastructure through lab work. *Prerequisites: CPSC 152, 240.*

CPSC 470 Operating System Security

3 credits

This course provides the security issues including vulnerabilities, threats, exploits and defense mechanisms in operating systems. Topics include logging, auditing, address space randomization, memory protection, virtual machine introspection (VMI), malware and malware immunization. *Prerequisites: CPSC 240,370.*

CPSC 477 Seminar in Mathematics and Computer Science

2 credits

This course includes topics in computer science suitable to computer science majors. The course is open to qualified junior and senior computer science majors. (This course may be taken for credit as MATH 477.)

CPSC 487-488 Independent Study

2-4 credits

CPSC 490 Senior Project

2-4 credits

CPSC 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Economics

Economics Faculty

Wilfrid W. Csaplar, Jr. *Emeritus Professor of Economics*

Aaron M. Honsowetz. *Associate Professor of Economics*

Lisa M. Reilly. *Associate Professor of Chemistry and Chair of the Department of Physical and Computational Sciences*

Economics Program Goals

For the two tracks in the Economics major the goal of the program is to enhance one's ability and competence in relating business and economic concepts, functions, and policies to each other at increasingly abstract levels in order to solve problems and analyze policies. Students will become proficient at:

- Enhancing students' understanding of marginal concepts.
- Enhancing students' understanding of the interrelationships of implicit and explicit elements of economics and business.
- Enhance students' ability to analyze and solve problems.

Requirements for Major in Economics

All majors in the program are required to complete the following courses: ECON 201, 202, 222, 301, 302, 304, 350, 376, 476, 495; either ECON 205 or MATH 201; ACCT 202; and MATH 281, 282. Students considering a major in Economics should complete all of the 200-level courses listed above by the end of the sophomore year.

Additionally, students majoring in Economics are required to complete one of two tracks:

Managerial Economics: ACCT 203; ECON 280; BUSI 310, 312, 332, 482; ECON 287 or BUSI 311; and a Senior Project in Economics.

International Economics: BUSI 371; ECON 260, 360; POLS 111, 112; a Senior Project in Economics; and either four of the following or a semester long study abroad and one of the following: ACCT 203, BUSI 482, ECON 113, POLS 325, one language course (or equivalent proficiency) at the 130 level or above. It is recommended that if a student does study abroad, it should be in the fall of their junior year. There may be an additional language requirement for the study abroad program selected by the student.

Requirements for Dual Major in Economics and Mathematics

This major is designed for students who would like to strengthen their degrees in either mathematics or economics by demonstrating skills in the other discipline. For example, students wishing to attend graduate school in economics or in applied mathematics, but because of any of a number of potential reasons would not be able to complete a double major. Majors will have two advisors, one in each program.

Bachelor of Science Degree: ACCT 202; CPSC 151; BUSI 482; ECON 201, 202, 222, 301, 302, 304, 350, 376, 476; MATH 106, 201, 202, 203, 210, 220, 354, 373, 383, 384, 390, 477; BUSI 311 or PSYC 287; ECON or MATH 495; and a three-credit senior project.

Requirements for Minor

Quantitative Economics track requirements: ECON 201, 202, 222, 301, 302; either ECON 205 or MATH 201; MATH 281 or MATH 383; MATH 282 or MATH 384.

International Economics track requirements: ECON 113, 201, 202, 260, 301, 302, 360; either ECON 205 or MATH 201

Economics Courses

ECON 112 Economic Morality in Sports

3 credits

Economic Morality in Sports explores Economic philosophy and theory applications to moral questions surrounding interpersonal relationship within sports and the regulation of human choices in sports by outside institutions. Students will read contemporary and historical economic philosophy and relate their insights to real world examples.

ECON 113 Comparative Economic Systems

3 credits

Comparative Economic Systems examines the post-World War II performance of the industrialized economies. The course compares the relative economic performance of the market capitalist economies and the former centrally planned socialist economies. Emphasis is on international competition among the industrialized economies. The course concludes with a brief survey of the less developed economies and their prospects for economic modernization.

ECON 201 Principles of Microeconomics

3 credits

Principles of Microeconomics introduces the fundamental principles of microeconomic theory and their application to consumer behavior, profit maximization, labor markets, and public choice. Alternative market structures are explored with formal emphases placed on resource allocation and issues of productivity. *Prerequisite: Level II mathematics placement, or successful completion of the Mathematical Understanding Liberal Arts Core (L6). Recommended: Level III mathematics placement, or successful completion of L6.*

ECON 202 Principles of Macroeconomics

3 credits

Principles of Macroeconomics introduces the fundamental topics of macroeconomics. The course focuses on the empirical characteristics of the modern American economy and on how those characteristics are measured. Topics covered include aggregate demand and supply analysis, national income determination, fiscal policy, the banking system, and the role of fiscal and monetary policies in controlling and stabilizing unemployment and inflation. *Prerequisite: Level II mathematics placement, or successful completion of the Mathematical Understanding Liberal Arts Core (L6). Recommended: Level III mathematics placement, or successful completion of L6.*

ECON 205 Quantitative Methods for Business and Economics

3 credits

Quantitative Methods for Business and Economics teaches the mathematical tools from Calculus and Linear Algebra which are used in Economics and Business. Topics include derivatives, multivariate derivatives, and systems of equations applied to problems from Economics and Business. (Not open to students who have taken MATH 201. This course cannot replace MATH 201 as a pre-requisite for MATH 202.) *Prerequisites: Level IV mathematics placement, or successful completion of a Level III mathematics course; or permission of the instructor.* (This course may be taken for credit as BUSI 205).

ECON 222 Research Methods in Economics

3 credits

Research Methods in Economics introduces elementary research methods in economics. The course includes the use of microcomputers in economics and business. Emphasis is on using spreadsheets to prepare quantitative research projects in economics. The course also covers writing quantitative reports in economics. (This course may be taken for credit as BUSI 222). *Prerequisites: ECON 201 and MATH 281 or 383 or PSYC 205. Prerequisite or corequisite: MATH 282 or 384.*

ECON 260 Comparative Sustainable Economic Development

3 credits

Comparative Economic Development examines major analytical economics and environmental policy issues facing the "lesser developed" nations of the world. Development is defined and contrasting policies of individual countries that have succeeded or failed are examined. The developmental role of agriculture, export-oriented policies, women, labor markets, multinational corporations, the public sector, the World Bank, and the International Monetary Fund, upon the environment and the economy are also considered.

ECON 280 Managerial Economics

3 credits

Managerial Economics is a study of profit-maximizing managerial decision-making with emphasis on the external environment of the firm. The course introduces students to quantitative techniques of decision-making. *Prerequisite: ECON 201.*

ECON 287 Organizations and Human Behavior

3 credits

This course is a study of specific aspects of organization culture, such as motivation, conflict, power, and leadership. Focus is on improving the effectiveness of organizations by strengthening human processes. (This course may be taken for credit as PSYC 287 or BUSI 287.)

ECON 301 Intermediate Microeconomics

3 credits

Intermediate microeconomics is a study of consumer behavior, demand analysis, market development, output determination, cost analysis, and pure competition. The course includes exposure to mathematical constructs *Prerequisites: ECON 201, and either BUSI/ECON 205 or MATH 201.*

ECON 302 Intermediate Macroeconomics

3 credits

Intermediate Macroeconomics is a study of the determinants and the behavior of the national economy, with emphasis on income determination, employment, price levels, and monetary and fiscal policy. *Prerequisite: ECON 202.*

ECON 304 Advanced Microeconomics

3 credits

Advanced microeconomics is a study of imperfect competition, general equilibrium and welfare economic analysis, game theory, resource pricing, price discrimination, information and time, external costs and benefits, and public goods. This course also includes exposure to appropriate mathematical constructs. *Prerequisite: ECON 301.*

ECON 350 Business Cycles and Forecasting

3 credits

Business Cycles and Forecasting explores economic fluctuations in the modern American economy against the backdrop of the alternative theories explaining these fluctuations. Students in the course are presented with the quantitative data which describes the cycles and the analytical techniques used to generate economic forecasts. *Prerequisites: ECON 302 and MATH 282.*

ECON 360 International Trade

3 credits

International trade is an examination of the principles of international trade and finance and their application to the modern world. The concepts emphasized are exchange rates, theories of comparative advantage, economies of scale, tariffs, quotas, commercial policy, capital movements, reciprocal effect of changes in microeconomic and macroeconomic policies, the role of international organizations, and aid to developing countries. *Prerequisites: ECON 201 and 202.*

ECON 376 Junior Seminar in Economics

1 credit

The Junior Seminar in Economics is designed to prepare the student for Senior Seminar in Economics and Senior Project. In the course students gain command of the writing and research methods characteristic of contemporary economics and their incorporation in written and oral reports in economics. *Prerequisites: Junior standing or permission of instructor.*

ECON 476 Senior Seminar in Economics

2 credits

The Senior Seminar in Economics is a review of economic analysis with attention to the mathematical concepts and writing in Economics. In the course students improve their command of the research methods characteristic of contemporary economics and their incorporation in the preparation of oral and written reports in economics. *Prerequisites: MATH 201 or ECON 205, ECON 376, and senior standing or permission of the instructor.*

ECON 487-488 Independent Study

3 credits

ECON 490 Senior Project

2 credits

The Senior Project is open only to students majoring in Economics. Students prepare and present a senior project. The topic for the senior project must be selected during the first semester of the senior year and must be approved by the department chair.

ECON 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Mathematics

Mathematics Faculty

Peter Ehni. *Visiting Associate Professor of Mathematics and Science*

Adam C. Fletcher. *Professor of Mathematics*

Prem Prasain. *Assistant Professor of Mathematics*

Lisa M. Reilly. *Associate Professor of Chemistry and Chair of the Department of Physical and Computational Sciences*

Program Goals for Mathematics

In order to provide high caliber instruction in the quantitative element of a liberal arts education, this programs offers majors in mathematics designed:

- To provide the student with a breadth of knowledge in the discipline of mathematics
- To provide the tools to assist the further study of mathematics or related disciplines
- To offer a sufficient depth of knowledge in order to prepare students for research in mathematics or related disciplines
- To prepare students for careers in education, in business, and in scientific, mathematical, or technical fields
- To provide a learning community supportive of collaboration in academics, social responsibility, and engaged teaching

Requirements for Major in Mathematics

The student is required to take the following core courses: MATH 106, 201, 202, 203, 220, 354, 373, 400, 403, 477, 495 and either MATH 326 or 410; a senior project. In addition, each student must complete one of the following tracks:

Mathematics: CPSC 151; a minimum of 12 credits from the following: MATH 210, 310, 326, 341, 383, 384, 390, 410; CPSC 152.

Mathematics-Actuarial Science: MATH 210, 341, 383, 384, 390; CPSC 151.

Mathematics-Computer Science: CPSC 151, 152, 275, 390; MATH or CPSC 210.

Mathematics-Economics: MATH 210, 383, 384; ACCT 202; ECON 201, 202, 301, 302; CPSC 151.

Mathematics Education: MATH 103 or secondary school equivalent, 105 or secondary school equivalent, 210, 252, 326, 383, 430, 480; CPSC 151. To be recommended for certification the student must also complete the courses in the

Professional Educational Requirements described in the Education section of this *Catalogue* and on the department's website or in the resources area in the College's courseware solution. *The following courses are prerequisite to student teaching: MATH 252, 480.*

Mathematics-Physics: MATH 341; PHYS 201, 202, 251 or 261, 300; CPSC 151.

Requirements for Dual Major in Economics and Mathematics

This major is designed for students who would like to strengthen their degrees in either mathematics or economics by demonstrating skills in the other discipline. For example, students wishing to attend graduate school in economics or in applied mathematics, but because of any of a number of potential reasons would not be able to complete a double major. Majors will have two advisors, one in each program.

Bachelor of Science Degree: ACCT 202; CPSC 151; BUSI 482; ECON 201, 202, 222, 301, 302, 304, 350, 376, 476; MATH 106, 201, 202, 203, 210, 220, 354, 373, 383, 384, 390, 477; BUSI 311 or PSYC 287; ECON or MATH 495; and a three-credit senior project.

Requirements for Minor

MATH 106, 201, 202, 203, 354, plus a minimum of six credits from MATH 210, 281, 326, 341, 383, 400, 403, 410, 430.

Bethany College Mathematics Placement Exam

As quantitative literacy skills are cumulative, there are prerequisites for a number of quantitative literacy courses. These prerequisites are based on the student's performance on best practices and standardized examination scores.

Appeals of mathematics placement level can be directed to the placement coordinator and replacement examinations can be scheduled during the first week of each semester.

Courses open to students with initial mathematics placement into each level are as follows:

LEVEL I [representative of an ACTM score of 17 or below or an SATM score of 450 or below]
FDST 097 (Fundamentals of Mathematics)

LEVEL II [representative of an ACTM score of 20-22 or an SATM score of 510-560]
MATH 103 (College Algebra), MATH 281 (Statistical Methods I)

Students scoring below the Level II benchmark and above the Level I benchmark must enroll in support course, MATH 103X or MATH 281X to accompany the Level II course for credit to be received.

LEVEL III [representative of an ACTM score of 23-26 or an SATM score of 570-630]
MATH 105 (Precalculus), MATH 210 (Discrete Mathematics), MATH 250 (Mathematics for Elementary Education)

LEVEL IV [representative of an ACTM score of 27 or above or an SATM score of 640 or above]
BUSI 205 (Quantitative Methods in Business), ECON 205 (Quantitative Methods in Economics), MATH 120 (Foundations of College Mathematics), MATH 201 (Calculus I)

It should be noted that students may not enroll in a course below their placement level, either.

Mathematics Courses

MATH 103 College Algebra 3 credits

The course examines sets and operations on sets, numbers systems, algebraic expressions, exponents, solutions to equations, inequalities, and graphing. (Not open to students who have credit for a Level IV mathematics course or its equivalent, or to students with a Level III or Level IV mathematics placement score.)

MATH 103X College Algebra Support 2 credits

This course provide foundational and supportive mathematics instruction for college students. Emphasis is placed upon conceptual understanding of mathematics with corresponding computational skill development.

MATH 105 Precalculus 3 credits

This course examines functions, including linear, quadratic, exponential, logarithmic, and trigonometric functions. (Not open to students who have credit for a Level IV mathematics course or its equivalent, or to students with a Level IV mathematics placement score.) *Prerequisite: Level III mathematics placement, or successful completion of a Level II course.*

MATH 106 Introduction to Mathematica 2 credits

This course introduces the student to the use of the computer program *Mathematica*. Students majoring in mathematics are expected to take this course in their first year so that *Mathematica* may be employed in all subsequent courses.

MATH 120 Foundations of College Mathematics 3 credits

This course represents Level IV mathematics placement. Successful completion of MATH 120 bars students from credit for any lower numbered mathematics course with the exception of MATH 106.

MATH 170 Connections in Mathematical Understanding 3 credits

This course examines the connections between mathematics and other liberal arts disciplines. Topics for discussion include mathematics in language, philosophy, art of symmetry, perspective, mathematics in movies and literature, daily applications of mathematics, the application of statistics, and practical uses of geometry.

MATH 201 Calculus I

4 credits

This course is a study of the real number system, equations of a line, functions, limits, and continuity, and of techniques of differentiation and integration applied to maximum and minimum problems and to related rates. (The course includes four hours of class and one laboratory session each week.) *Prerequisites: Level IV mathematics placement; successful completion of a Level III mathematics course or equivalent; or permission of the instructor.*

MATH 202 Calculus II

4 credits

This course focuses on integration and differentiation of log, exponential, trig, and inverse functions. Additional topics include methods of integration, integration by parts, partial fractions, trigonometric substitution, L'Hôpital's rule, sequences, and series. *Prerequisite: MATH 201 or the equivalent.*

MATH 203 Calculus III

4 credits

This course is a study of the calculus of functions of several variables and of vector valued functions. Topics include vectors, partial differentiation and integration, multiple integrals, line and surface integrals, and theorems of vector calculus. *Prerequisite: MATH 202.*

MATH 210 Discrete Mathematics

3 credits

This course introduces the student to the fundamental concepts of mathematics involved in computer science. Topics include induction, elementary counting, combinations and permutations, recursions and recurrence relations, graphs and trees, sorting and searching, and Boolean algebra. (This course may be taken for credit as CPSC 210.) *Prerequisite: Level III mathematics placement, or successful completion of a Level II mathematics course.*

MATH 220 Introduction to Proofs and Abstract Thinking

2 credits

This course reviews the fundamental concepts of sets, relations, and functions while developing the mathematical writing, reading, and understanding of formal proofs covering topics in mathematics.

MATH 241 Mathematical Methods in the Physical Sciences

3 credits

This course is primarily intended for students with one year of calculus who want to develop, in a short time, a basic competence in each of the many areas of mathematics needed in junior to senior courses in physics and chemistry. Thus, it is intended to be accessible to sophomores (or freshmen with AP calculus from high school). Topics include ordinary and partial differential equations, vector analysis, Fourier series, complex numbers, eigenvalue problems, and orthogonal functions. (This course may be taken for credit as PHYS 241.) *Prerequisites: MATH 201, 202 or permission of the Instructor.*

MATH 250 Mathematics for Elementary Education

3 credits

This is a course designed in content and teaching style for elementary pre-service teachers. The course emphasizes active student participation and a field placement component which permits students to develop materials and evaluation instruments and to practice the teaching of mathematics concepts, including the structure of number systems, real number properties and the computation derived from them, problem solving strategies, and geometry and measurement. *Prerequisite: Level III mathematics placement, or successful completion of a Level II mathematics course. Not open to freshmen.*

MATH 252 Mathematics for Teachers: Algebra and Geometry

3 credits

This is a sophomore or junior level course designed in content and teaching style for pre-service teachers of the middle and secondary grades. The NCTM Mathematics Curriculum and Evaluation Standards are incorporated in all phases of the course. The course emphasizes active student involvement and the use of a variety of software programs. Course content includes topics found in the middle and secondary grades (basic algebra and geometry), as well as the expansion of these topics as they are encountered through the grades. Particular attention is placed on the identification of objectives for each concept and the particular NCTM Standards as they are encountered at specific grade levels. *Prerequisite: MATH 250 or permission from the department.*

MATH 278 Mathematics for Standardized Testing

1 credit

This activity course serves as a problem-solving session for those students interested in sitting for and succeeding on standardized exams with mathematical skill sections.

MATH 281 Statistical Methods I

3 credits

This course is an introduction to statistical analysis including frequency distributions and graphic presentation of data, measures of central tendency, measures of dispersion, probability, the normal curve and its applications, confidence intervals, testing hypotheses, correlation, and regression. *Not open to students with credit for MATH 383.*

MATH 281X Statistical Methods Support

2 credits

This course provide foundational and supportive mathematics instruction for college students. Emphasis is placed upon conceptual understanding of mathematics with corresponding computational skill development.

MATH 282 Statistical Methods II

3 credits

This course is a study of analysis of variance, multiple regression, non-parametric methods, time series, index numbers, and decision analysis. *Prerequisite: MATH 281 or equivalent. Not open to students with credit for MATH 384.*

MATH 310 Number Theory

3 credits

This course examines properties of the integers including prime numbers and their distribution, the Euclidean algorithm, linear and nonlinear Diophantine equations, congruences, multiplicative functions, primitive roots, continued fractions and quadratic

residues. Applications of number theory to such areas as computer science, cryptography, and networks are studied. Software technology such as Mathematica, Matlab, or Maple is also used to examine number theoretic properties and their applications.

MATH 326 Introduction to Modern Geometry 4 credits

This course is an introduction to Euclidean and non-Euclidean geometries and synthetic projective geometry, the concept of limit and infinity, geometrical constructions, and recent developments and theorems. *Prerequisite: MATH 202 or permission of the instructor.*

MATH 341 Differential Equations 3 credits

This course is a study of the methods of solution of ordinary and partial differential equations and of applications of differential equations. *Prerequisite: MATH 202.*

MATH 354 Linear Algebra 3 credits

This course is a study of geometric vectors, matrices and linear equations, real vector spaces, linear transformations and matrices, and inner product spaces. *Prerequisite: MATH 202 or equivalent.*

MATH 373 Writing for Mathematics and Computer Science 2 credits

This course is designed to introduce the process of presenting solutions to mathematical problems, proofs to mathematical theorems, and preparing and presenting research papers in the mathematical sciences. (This course may also be taken for credit as CPSC 373.)

MATH 383 Probability & Statistics I 3 credits

This course is an introduction to probability, basic distribution theory, mathematical expectations, probability densities, and random variables. *Prerequisite: MATH 202 or permission of the instructor.*

MATH 384 Probability and Statistics II 3 credits

This course is a study of sampling distributions, point and interval estimation, tests of hypotheses, regression and correlation, and analysis of variance. *Prerequisite: MATH 383.*

MATH 390 Numerical Analysis 3 credits

This course is a study of numerical methods in evaluating integrals and differential equations, techniques in finding the roots of polynomials, solving systems of linear equations, and matrix manipulation. (This course may be taken for credit as CPSC 390.) *Prerequisites: MATH 202 or equivalent; CPSC 151.*

MATH 400 Abstract Algebra 4 credits

This course is a study of groups, rings, integral domains, fields, and vector spaces. *Prerequisite: MATH 220.*

MATH 403 Introduction to Real Analysis 4 credits

This course concentrates on the careful study of the principles underlying the calculus of real valued functions of real variables. Topics include sets and functions, compactness, connectedness, uniform convergence, differentiation, and integration. *Prerequisites: MATH 203, 220.*

MATH 410 Topology 3 credits

This course is a study of those properties of objects that are preserved when stretching, twisting, bending, or compressing an object without tearing it and without identifying any two of its points. Topics include metric and topological spaces, cardinality, countability properties, separation axioms, continuity, and homeomorphic spaces. *Prerequisite: MATH 202, 220.*

MATH 420 Professional Internship 1-8 credits

This course is a professionally supervised experience with off-campus mathematicians, computer scientists, or applied scientists using modern research and/or analytical techniques. Settings may vary from purely academic summer programs to private or public scientific institutions. The number of credits awarded depends on the number of imbedded hours in the internship experience. A minimum of 50 imbedded hours is expected per credit with the maximum number of credit earned is eight. *Prerequisites: Students must have a cumulative 2.0 GPA and junior/senior standing.*

MATH 430 History of Mathematics 2 credits

This course is an exploration of the origins and development of mathematics including the philosophy of the mathematical sciences. Mathematical theories and techniques of each period and their historical evolution are examined.

MATH 477 Seminar in Mathematics and Computer Science 2 credits

This course includes topics in mathematics suitable to math majors. The course is open to qualified junior and senior math majors. (This course may be taken for credit as CPSC 477.)

MATH 479 Mathematics for Competition 1 credit

This activity course serves as a problem-solving session for those students interested in actively participating in competition-level mathematics.

MATH 480 Methods and Materials in Teaching Mathematics**3 credits**

This course is a study of the approved methods in teaching mathematics at the middle and secondary level. The emphasis is on the following: class period activities of the teacher; procedures and devices in teaching; organization of materials; testing aims; modern trends. (This course may be taken for credit as EDUC 480. A 30 hour field placement is required.) *Prerequisites:* EDUC 242; a passing score on PRAXIS I Core Academic Skills for Educators; admission to the teacher education program.

MATH 487-488 Independent Study**2-4 credits****MATH 490 Senior Project****2-4 credits****MATH 495 Comprehensive Exams**

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Physics

Physics Faculty

Robert S. Spangler, Jr. *Professor of Physics*

Lisa M. Reilly. *Associate Professor of Chemistry and Chair of the Department of Physical and Computational Sciences*

Physics Program Goals

The Physics program at Bethany College is designed to achieve the following goals for its students:

- Have a well-developed understanding of the fundamental principles in
 - * Classical Mechanics
 - » Kinematics
 - » Newton's Laws of Motion
 - » Variational Principles (e.g. Lagrangian Dynamics)
 - * Electricity and Magnetism
 - » Electrical Forces
 - » Fields
 - » Maxwell's Equations
 - * Quantum Mechanics
 - » Schrodinger Equation
 - * Statistical Mechanics
 - * Thermodynamics
 - » Laws of Thermodynamics
- Be able to apply the fundamental principles to particular situations. This includes:
 - * Developing a theoretical framework to fit a specific situation.
 - * Designing a computational model for intractable considerations and to check analytical results.
 - * Physically interpreting the mathematical statements that are derived.
- Have a well-developed ability to gain insight from theoretical and experimental results (physical insight).
- Be able to use standard software to prepare well-written, scientifically sound reports (both theoretical and experimental).
- Have an understanding of the basic tools and experimental apparatus used in research.
- Have a strong command of the scientific method.
- Be able to design an experiment.
- Write and present scientific works.
- Be able to model nonlinear systems and be fluent in the language used to describe chaotic systems.
- Enjoy learning

Requirements for Major in Pre-Engineering/Physical Science

All students are required to take a minimum of 36 credits within the department: CHEM 101, 102, PHYS 201, 202, 222, 241, 300, 490, either CHEM 385, 386 or PHYS 318, and CHEM 490 or PHYS 490. In addition, at least 6 credits from CHEM 211, 212, 285, 320; CPSC/MATH 210; CPSC 152, 275; MATH 354; PHYS 251, 261, 301, 302, 303. Also required are MATH 201, 202, 203, 341, and CPSC 151. ECON 202 is strongly recommended.

Combined Three-Two plans with Case Western Reserve University and Columbia University are available to students interested in various engineering or industrial management degrees.

As each specific engineering program has other course requirements the student will need to consult closely with the pre-engineering advisor about other course selections. A minimum overall and pre-engineering GPA of 3.30 is required to permit Bethany College students to transfer to the engineering school once requirements are met and students are accepted. No

guarantee of acceptance by either engineering school is implied by the relationship.

Requirements for Minors

Experimental Physics: PHYS 201, 202, 222, 300, 318.

Theoretical Physics: PHYS 201, 202, and three additional courses selected from PHYS 251, 261, 300, 302, and 304.

Physics Courses

PHYS 100 Physics of Sports

4 credits

This course is an introduction to the fundamental concepts, laws, and theories of physics as they relate to a variety of sports. At the end of the course, students relate these concepts to their sports activities.

PHYS 103 Everyday Physics

4 credits

Everyday Physics is a study from non-technical and non-mathematical viewpoints of the aims, methods (experimental and theoretical), and achievements in the attempts to understand the basic principles governing the physical world. The course begins with commonplace observations and concrete examples and then proceeds to generalizations and hypotheses which unify them. This course is designed for non-science majors. The course includes three hours of lecture and two hours of laboratory each week. (This course may be taken for credit as GENS 103.)

PHYS 151 Astronomy

4 credits

This course is designed to introduce the non-science major to the field of astronomy. Topics include the history of astronomy, light and spectra, the solar system, stars and stellar evolution, galaxies, and the past and future history of the universe. Although the course is primarily descriptive, physical principles underlying astronomical phenomena are studied. The course includes three hours of lecture and two hours of laboratory each week. Laboratories include evening observation sessions and a field trip. An additional course fee is required. (This course may be taken for credit as GENS 151.)

PHYS 201-202 General Physics I & II

4 credits each

General Physics is a two-semester introduction to classical physics for science majors. The first semester focuses on classical mechanics, including kinematics and dynamics in two and three dimensions, momentum, energy, and rotational motion. The second semester covers electricity and magnetism, wave mechanics, and optics. The course includes three hours of lecture and two hours of laboratory each week. *Students must have taken or be currently enrolled in MATH 201 or equivalent.*

PHYS 222 Electronics

4 credits

The student is presented with the fundamentals of digital and analog circuit analysis. Among topics originally specific to analog circuits are DC circuit analysis using Kirchoff's laws, mesh equations, transformations, the use of multimeters and oscilloscopes, AC circuit analysis using complex impedances, capacitors, and inductors, resonance, step function analysis, and transitions. Among the topics originally specific to digital analysis are simple logic gates, IC chips, Boolean algebra, adders, flip-flops, shift registers, and counters. After the fundamentals are covered, the emphasis shifts to circuit analysis involving knowledge of both perspectives. This course includes three hours of lecture and two hours of laboratory each week. (This course may be taken for credit as CPSC 222.) *Prerequisite: PHYS 201,202 or equivalent or permission of the Chair of the Department.*

PHYS 241 Mathematical Methods in the Physical Sciences

3 credits

This course is primarily intended for students with one year of calculus who want to develop, in a short time, a basic competence in each of the many areas of mathematics needed in junior to senior courses in physics and chemistry. Thus, it is intended to be accessible to sophomores (or freshmen with AP calculus from high school). Topics include ordinary and partial differential equations, vector analysis, Fourier series, complex numbers, eigenvalue problems, and orthogonal functions. (This course may be taken for credit as MATH 241.) *Prerequisites: MATH 201, 202 or permission of the Instructor.*

PHYS 251 Mechanics

3 credits

This course is a study of particle mechanics, central force motions, free oscillations, rotations about an axis, moving coordinates systems, conservation theorems, Lagrange's equations, and Hamilton's equations. *Prerequisites: PHYS 201-202.*

PHYS 261 Electricity and Magnetism

3 credits

Topics in this course include electrostatics, magnetostatics, scalar and vector fields, Poynting's vector, Laplace's equation, and boundary value problems. *Prerequisites: PHYS 201-202.*

PHYS 300 Modern Physics

3 credits

This course uses mathematical and physical reasoning to present the foundations of modern physics. It emphasizes the subjects of special relativity, kinetic theory, atomic theory, and introductory quantum mechanics on the level of the Schrodinger equation. The course is intended for chemistry, mathematics, physics, or pre-engineering majors. *Prerequisites: PHYS 201-202 or permission of the Chair of the Department.*

PHYS 301 Nonlinear Dynamics and Chaotic Systems

3 credits

This course explores the latest developments in the analysis of nonlinear systems using computer enhanced analysis and novel mathematical approaches to these systems. Emphasis is placed on the special case of nonlinear dynamics known as chaotic systems. *Prerequisites: PHYS 201, 202; MATH 201, 202.*

PHYS 302 Thermodynamics

3 credits

This course is a study of the physics of thermodynamic systems. Most of the course is devoted to the macroscopic properties of systems, including the first and second laws of thermodynamics, heat, entropy, imposed and natural constraints, equations of state, and applications. Statistical mechanics is briefly introduced to derive the large scale properties of systems from the microscopic behavior of their elements. *Prerequisites: PHYS 201-202 or permission of the Chair of the Department.*

PHYS 303 Plasma Physics

3 credits

This course examines the properties of plasmas, a collection of charged particles that exhibit collective behavior, and which are much more common than the other phases of matter (solids, liquids, and gases) when the entire known universe is considered, and which are becoming increasingly common in modern technologies. *Prerequisites: PHYS 201, 202, 241; MATH 201, 202.*

PHYS 304 Optics

3 credits

This course is an introduction to the nature of light and its uses. It begins with a study of geometric optics, including reflection, refraction, lenses and mirrors, and then moves to topics in physical optics, such as interference, diffraction, coherence, and polarization. *Prerequisites: PHYS 201-202 or permission of the Chair of the Department.*

PHYS 318 Advanced Physics Laboratory

2 credits

This course is designed to build on students' previous laboratory experience by acquainting them with more advanced experimental equipment and techniques. Students are taught to think like an experimentalist: to analyze and reduce error; to understand statistical inference; to interpret results; to write clear, thorough laboratory reports. Experiments in modern physics, optics, nuclear, and solid state physics are emphasized. *Prerequisite: PHYS 300 or permission of the Chair of the Department.*

PHYS 401 Introduction to Quantum Mechanics

3 credits

This course is a continuation of the study of classical quantum mechanics begun in PHYS 300. Topics include the three-dimensional Schrodinger equation, selection rules, addition of angular momentum, fine structure in hydrogen, exchange symmetry, the Zeeman effect, and stimulated emission. *Prerequisite: PHYS 300 or permission of the Chair of the Department.*

PHYS 480 Methods and Materials in Teaching Physical and Life Sciences

3 credits

This course is a study of the aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. *Prerequisite: 16 credits in one of the physical or life sciences or permission of the instructor; EDUC 242; a passing score on PRAXIS I Core Academic Skills for Educators; admission to the teacher education program.*

PHYS 487-488 Independent Study

2-4 credits

PHYS 490 Senior Project

2-4 credits

This course offers seniors independent work on research problems in theoretical or experimental physics. Experimental physics projects are offered in such areas as applied optics, electronics, radio astronomy, electron spin resonance, optical fibers, and various solid state subjects: conductivity measurements in semiconductors, charge-coupled devices, GaAs/GaAlAs quantum wells, and others. Theoretical physics projects are unlimited in scope and often involve computer modeling of physical systems. All projects are arranged through consultation with the student's advisor.

PHYS 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Psychology

The Department of Psychology offers a major in Psychology with emphasis in Human Services, Scientific, Pre-Physical Therapy, Pre-Occupational Therapy, Art Therapy, and Sports Psychology. The department offers a dual major in Psychology and Social Work with a Human Services or Scientific emphasis.

Faculty

Diane S. Snyder. *Associate Professor of Psychology; Chair*
Debra B. Hull, *Visiting Professor of Psychology*
John H. Hull. *Professor of Psychology*
Julie Osland. *Associate Professor of Psychology*
M. Duncan Overton. *Assistant Professor Psychology*

Program Goals

The Psychology Departments objectives are to assist students in the development of the following skills and abilities:

- Familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology
- Understanding and application of basic research methods in psychology, including research design, data analysis, and interpretation
- Respect for and use of critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes
- Understanding and application of psychological principles to personal, social, and organizational issues
- Ability to weigh evidence, act ethically, and conduct oneself in a manner reflective of the professionalism of psychology

- Recognition, understanding, and respect for the complexity of socio-cultural and international diversity
- Insight into one's own and others' behavior and mental processes and application of effective strategies for self-management and self-improvement

Requirements for Major in Psychology

Students completing a major in Psychology earn either a Bachelor of Arts degree (Psychology with a Human Services Emphasis) or a Bachelor of Science degree (Psychology with a Scientific Emphasis, Psychology with a Pre-Physical Therapy Emphasis, or Psychology with a Pre-Occupational Therapy Emphasis). All students majoring in Psychology must successfully complete the following courses: PSYC 100, 205, 207, 301, 306, 308; either 311, 312, or 313; 377, 415, 477, 490, and 495. In addition each student must complete one of the following tracks:

Psychology with a Human Services Emphasis: A minimum of two additional credits in Psychology. Recommended are additional courses in psychology and courses in biology, history of scientific thought, human development, philosophy, sociology, and social work relevant to the student's particular interests. This track is designed to meet the needs of students who wish to pursue masters-level education in a variety of fields, such as counseling, organizational psychology, and guidance; of students who desire a broad undergraduate education and graduate education in areas outside psychology, such as business, law, and education; and of students who seek a broadly applicable undergraduate degree. Students completing this track earn a Bachelor of Arts degree.

Psychology with a Scientific Emphasis: An additional course from: PSYC 311, 312, 313; six credits in courses in natural science, including at least 2 credits in biology courses emphasizing animal physiology, genetics, or natural selection (BIOL 103, 104, and 108 do not meet this requirement) with the remaining 4 credits in similar biology courses, physics (except Astronomy), or chemistry. Students planning on graduate school in psychology are advised to take at least one course in calculus. It should also be kept in mind that graduate schools may require a reading knowledge of a world language, usually French, German, or Spanish. This track is designed for students most interested in the scientific aspects of psychology, particularly for those who are considering graduate work in experimental or clinical psychology. Most Ph.D. programs in experimental or clinical psychology require the types of undergraduate courses included in this track. Students completing this track earn a Bachelor of Science degree.

Psychology with a Pre-Physical Therapy Emphasis: PSYC 215; BIOL 103 or 104, 268, 269; CHEM 101, 102; MATH 201; PHED 226, 327, 340, 341 (four hours of PSYC 470 or BIOL 205 may be substituted for PHED 240 and 341; also PSYC 220 may substitute for either PHED 240 or 341); PHYS 201, 202. Recommended courses are EDUC 203 or PSYC 230. This track is designed to prepare students to enter a graduate program in Physical Therapy. Students completing this track earn a Bachelor of Science degree.

Psychology with a Pre-Occupational Therapy Emphasis: The Pre-Occupational Therapy track prepares students for graduate study in Occupational Therapy. Occupational therapy teaches patients with brain injuries, neurological disorders, or developmental disorders skills to overcome their deficits. Since this field involves behavioral and cognitive training to overcome physiological programs, this track emphasizes anatomy and physiology, behavioral adjustment, mental illness, and developmental issues by requiring in addition to the psychology core courses the following: one 100 level BIOL course (either BIOL 103, 104, or 107), BIOL 268 and 269; PSYC 215, 230, and a second lab-based psychology course (PSYC 311, 312, or 313). MATH 201, PHYS 201, and PHYS 202 may be recommended based upon the students' selection of graduate program.

Psychology with a Pre-Art Therapy Emphasis: Art therapy is an integrative mental health and human services profession that enriches the lives of individuals, families, and communities through active art-making, creative process, applied psychological theory, and human experience within a psychotherapeutic relationship. This track prepares the student for graduate education in counseling psychology with a specialization in art therapy. In addition to psychology core courses, the following are required: 18 credits in studio art, PSYC 230, 325, 328, and 329. Students completing this track earn a Bachelor of Arts degree.

Psychology with a Sports Psychology Emphasis: The sports psychology emphasis focuses on the mental side of sport and exercise, applying principles of psychology to improve athletic and exercise performance. This track prepares the student for graduate education in clinical or experimental psychology with a specialization in sports psychology. In addition to psychology core courses the following area required: PSYC 220, 243, 287, 325; PHED 326, 327.

Requirements for Dual Major in Psychology and Social Work

The dual major in Psychology and Social Work is designed for those students interested in clinical social work or mental health practice. Students completing the dual major must complete all of the Requirements for Psychology Major with a Human Services Emphasis or a Scientific Emphasis as listed above, plus all of the Requirements for Major in Social Work: SOWO 120, 150, 210, 230, 310, 320, 340, 350, 352, 455, 470, 472, PSYC or SOWO 490, 495.

Requirements for Teaching Certification

Only Psychology majors who have completed the following courses will be recommended for state certification to teach Social Studies in the secondary schools: HIST 101, 102, 201, 202, 225; SOCI 150, 210; ECON 201, 202, GENS 202; POLS 110; PSYC OR EDUC 480; SPED 207; RDNG 376; PSYC 100; the courses in the Professional Education Requirements described in the Education section of this *Catalogue*. PSYC 480 is prerequisite to student teaching.

Psychology Courses

PSYC 100 General Psychology

4 credits

This course is an introduction to the general field of psychology, including learning, motivation, sensation, perception, cognition, personality, abnormal behavior, testing, physiological psychology, and social psychology.

PSYC 101 Lab Experience

1 credit

This course provides exposure to experimentation and data analysis in the field of psychology. (This course must be taken for a letter grade.) *Open only to transfer students who have completed an introductory psychology course not including a laboratory component.*

PSYC 102 Introduction to Psychology

4 credits

This course is an introduction to the general field of psychology, including brain and sensory development, learning, cognitive processes, human development, personality, communication and human interaction, abnormality and theories of psychotherapy, testing, research methodology, and statistics. The course includes practical applications of psychological theories.

PSYC 188 Psychology of Death and Dying

3 credits

This course is an examination of various topics in the area of death and dying, including attitudes towards death, stages of dying, grief and mourning, children and death, funeral practices, the hospice movement, euthanasia, suicide, and immortality. The emphasis is on learning to live a deeper, more meaningful life through exploring the importance of death. An additional course fee is required.

PSYC 205 Statistics in Psychology I

3 credits

This course is an introduction to basic statistical techniques used in psychological research. This course covers descriptive statistics, and inferential statistics through one-way ANOVA. Attention is given to ethical issues involved in statistical interpretation of data.

PSYC 200 Psychology Service Experience

1-2 credits

Under the supervision of departmental faculty, students complete service to others on campus through the application of psychological principles from the fields of learning, motivation, communication, persuasion, and developmental. Students can enroll in two sections of the course during a semester and earn up to a total of four credits. Permission of the instructor is required for enrolling in the course.

PSYC 207 Statistics in Psychology II

3 credits

A continuation of PSYC 205, this course covers advanced ANOVA models, nonparametric statistical techniques, and data analysis using SPSS. *Prerequisite: PSYC 205.*

PSYC 210 Psychology of Women

3 credits

This course is a critical survey of empirical and theoretical treatments of the female experience. The intellectual, motivational, biological, and cultural factors which influence women throughout the life cycle are discussed.

PSYC 215 Modification of Behavior

2 credits

This course has two main aims: to help students learn systematically to analyze behavior in terms of reinforcement principles and to help students develop skills in the application of these principles to the modification of behavior in practical situations. Behavior modification is examined in the areas of behavior disorder, child-rearing, the work situation, and habit change.

PSYC 220 Health Psychology

2 credits

This course provides students with a basic understanding of theories, research, and concepts related to several physiological psychology topics that can be applied to their lives. The understanding of health psychology informs students about many of the biological and psychological processes experienced throughout their lives.

PSYC 222 Personality Psychology

3 credits

This course covers major theories of personality and principles of personal adjustment and growth, including the following: development; motivation; dynamics; problems in group living; and intellectual, emotional, and social adjustment. The course should be valuable to the potential doctor, nurse, social worker, child-care worker, teacher, or parent.

PSYC 226 Social Psychology

3 credits

Aspects of social behavior are examined in the context of theory and experimental research. Topics include social factors in development, cooperation and competition, aggression, issues of gender and race, motivation, attitudes and attitude change, social influence, and interpersonal and group processes.

PSYC 230 Developmental Psychology

3 credits

This course is a study of human development from conception through old age. Topics include the influence of genetics, socialization, cognitive growth, and physiological changes on all stages of life. Students learn about current literature and applications in the field.

PSYC 231 Gerontology

3 credits

This course is a study of gerontology. Topics include the biological, cognitive, and psychosocial influences on aging. The interactions of the aging individual, younger generations, and society is examined. Students learn about current literature and social policy.

PSYC 241 Religious and Psychological Lenses on Social Justice

3 credits

In this cross-listed, interdisciplinary course, religious studies and psychological lenses are employed to examine issues of social justice, including factors which either promote or interfere with the creation of communities that value inclusion, diversity, and peace. Aiming to foster a concern for social justice, the course provides theoretical and practical tools to challenge injustice, including opportunities to think and work alongside local advocacy organizations. (This course may be taken for credit as RELS 241.)

PSYC 243 Sport, Exercise, and Performance Psychology

3 credits

This course emphasizes discussions and writings about small sports groups as micro-social systems. The application of group dynamics theory and small group research to the study of sports groups is presented. The influence of group members' characteristics, environmental factors, interpersonal relations, and group structural characteristics on an individual member's adjustment and the effectiveness of the group are investigated. The course is intended to investigate those aspects of psychology which influence performance and the participant in sports. Motives, arousal, aggression, and other socio-psychological variables are discussed. (This course may be taken for credit as PHED 243.)

PSYC 250 Multicultural Psychology

3 credits

This course is an examination of historical and contemporary factors which differentiate the experiences of African, Asian, Latino, and Native Americans from the experiences of other Americans. Students examine mainstream psychological treatment of these ethnic minority experiences and pose alternative approaches.

PSYC 287 Organizations and Human Behavior

3 credits

This course is a study of specific aspects of organization culture, such as motivation, conflict, power, and leadership. Focus is on improving the effectiveness of organizations by strengthening human processes. (This course may be taken for credit as ECON/BUSI 287.)

PSYC 301 Tests and Surveys

3 credits

This course is an overview of test and survey construction, intended to help students conducting original research to design their own psychological measurement instruments. Topics to be discussed include bias in testing and survey wording, assessment of reliability and validity, and various item formats used in psychological testing. Students will construct and test their own psychological instrument. *Prerequisites: PSYC 205; at least sophomore standing.*

PSYC 306 Research Methodology

3 credits

This course is an examination of various types of research design and important issues in design and statistical analysis. Students propose research projects as an application of principles covered in the course. *Prerequisite: At least junior status.*

PSYC 307 Statistics in Psychology III

3 credits

This course covers advanced topics in statistics such as forms of covariate analysis, regression modeling, and estimating effect sizes using SPSS. Additional emphasis is on the best ways to present inferential statistical analyses in presentations and publications. The course includes a service learning component. *Prerequisites: PSYC 207 or MATH 282 or permission of the instructor.*

PSYC 308 Writing Papers in Psychology

2 credits

This course prepares students to write a major research paper, adhering to APA guidelines. Students will learn to use appropriate references by writing an annotated bibliography. Using this as a starting point, students will then write an APA style research paper, including (at a minimum) an introductory literature review, a method section detailing the proposed design and procedures for gathering empirical data, and a reference list. *Prerequisites: A minimum of two classes in psychology, including PSYC 100; at least sophomore standing.*

PSYC 311 Experimental: Cognitive

4 credits

This course gives students experience, at the intermediate level, with the research process in psychology. Students will engage in experimental work in the areas of perception, cognition, and social processes. Some familiarity with computers is desirable. *Prerequisites: PSYC 100.*

PSYC 312 Experimental: Learning

4 credits

This course is similar in objective to PSYC 311, but covers the areas of learning and motivation. PSYC 312 may be taken before PSYC 311. *Prerequisites: PSYC 100, 205.*

PSYC 313 Experimental: Biopsychology

4 credits

This course is an exploration of the biological basis of behavior through experimental work. Focus is on the nervous and endocrine systems and on their respective roles in the production of normal and abnormal behaviors. This course includes a laboratory component. *Prerequisites: PSYC 100.*

PSYC 325 Abnormal Psychology

3 credits

This course explores the development, dynamics, social significance, and theoretical implications and treatment of deviant behavior. The concepts of normality and abnormality in relation to cultural norms and stereotypes are examined. The course should prove particularly useful to students planning a career in the helping professions.

PSYC 327 Interpersonal Relationships

3 credits

This course explores various theoretical perspectives of relationships with a primary focus on romantic relationships. Additionally, research on romantic partnerships will be explored. This course involves a number of primary source readings and is intended for advanced students. *Prerequisites: PSYC 100, junior or senior class standing. PSYC 326 is recommended.*

- PSYC 328 Interpersonal Aspects of Psychotherapy and Counseling 3 credits**
 This course is a study of the interpersonal characteristics and personality traits that are essential for successful counselors and psychotherapists. Communication skills are emphasized and practiced throughout the course. This course would be important for anyone who will be working in the helping professions, but would also be useful for anyone who is interested in improving interpersonal communication skills. Enrollment is limited to 12 students. *Prerequisite: PSYC 100 plus two additional psychology courses and at least sophomore status.*
- PSYC 329 Theories of Psychotherapy and Counseling 3 credits**
 This course provides students with a basic knowledge of the varied theories and techniques used in professional psychotherapy and counseling. Both academic and experiential learning are included. This course should be particularly useful to students interested in careers in one of the helping professions. Enrollment is limited to 12 students. *Prerequisite: PSYC 100 plus two additional psychology courses and at least sophomore status.*
- PSYC 344 Forensic Psychology 3 credits**
 This course reviews the applications of empirically-supported psychological theories to the criminal justice system. Theories in perception, personality, memory, problem-solving, and psycho-physiology are extended to explain validity of eyewitness testimony, lie detection devices, jury selection, jury decision-making, problems in interrogations, criminal profiling, and criminal trials of the mentally ill. Students discuss these areas while upholding the ethical principles of objectivity. We recommend this course for students interested in a criminal justice.
- PSYC 377 Junior Seminar 1 credit**
 This seminar prepares students for graduate school and employment opportunities after graduation as well as preparing for the senior year. Topics include preparing for aptitude tests, researching graduate schools, and beginning the application process. Students also gain more experience with reading research articles and begin preparation for the senior project.
- PSYC 415 Systematic Psychology 3 credits**
 This course is an examination of the systematic positions and theories that have been important in the history of psychology. Major figures holding each position are also discussed. *Prerequisite: senior status.*
- PSYC 430 Special Topics 3 credits**
 Special Topics courses provide students with the opportunity for in-depth study of new areas of research within psychology. Each course focuses on a different theme or topic. Courses may include psychology and social issues, psychology and public health, psychology and spirituality, positive psychology, and the psychology of addiction. The specific topic and any additional prerequisites are listed in each semester's schedule. May be repeated for credit when the content varies.
- PSYC 470 Internship in Psychology 2-4 credits**
 Internships provide students with off-campus exposure to the life and work of professional psychologists. All internships must have the approval of the Psychology Department faculty and are supervised and evaluated by the departmental internship coordinator and by a psychologist in the field. A journal and a written summary of the student's experiences and their relationship to pertinent theories and practices of psychology is required. *Prerequisite: Declared Psychology or Psychology and Education Interdisciplinary major; junior standing or permission of the instructor.*
- PSYC 477 Senior Seminar 1 credit**
 This course is an introduction to professional opportunities in psychology and related fields and an exploration of value and ethical consideration. Continued guidance on senior project and senior comprehensive examinations also is provided during this course.
- PSYC 480 Methods and Materials in Teaching Psychology 3 credits**

This course is a study of materials and methods used in teaching psychology at the secondary school level. The course focuses on contemporary theories and practices and examines the nature, objectives, and curricula of psychology Teaching aids, resource units, lesson plans, evaluation, and teaching reading and study skills are considered. (This course may be taken for credit as EDUC 480.) *Prerequisites: EDUC 242; a passing score on PRAXIS I Core Academic Skills for Educators; admission to the teacher education program.*

PSYC 487-488 Independent Study **2-4 credits**

PSYC 490 Senior Project **2-4 credits**

PSYC 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Social Science

Social Science is a grouping of courses only. It is not a department and does not offer a major. It provides general and interdisciplinary courses in social science. Students who participate in such programs as the American University Washington Semester and other off-campus programs may receive credit in this area.

Requirements for Teaching Certification

Only students who have completed the following courses or their equivalents will be recommended for state certification in Social Studies in the secondary schools: HIST 101, 102, 201, 202, 225; SOCI 150; ECON 201 or 202; GENS 202; POLS 110; SOSC or EDUC 480; the courses in the Professional Education Requirements described in the Education section of this *Catalogue* and on the department's website or in the resource area in the College's courseware solution.

SOSC 100 Service Learning **1 credit**

This course is an experiential learning activity supervised by a professional. Students select settings on campus or in the community, according to their interests. To earn credit for the course, students must complete 50 hours of activity and/or observation in the selected setting. Students will complete a service-learning packet to document the experience. The packet includes a timesheet, reflection paper, and an evaluation form to be completed by the supervisor evaluation form. (CR/NCR only)

SOSC 101 Introduction to Law and the Use of Evidence **3 credits**

This course is an overview of the objectives and procedures of criminal law. It includes a study of the elements and proofs associated with criminal acts. The rules of evidence and the protections of individual rights are examined.

SOSC 340 Professional Transitions **3 credits**

This course prepares students for professional employment opportunities or graduate school. The aim of this course is to introduce the student to the professional world he or she is about to enter with an emphasis on practical strategies and techniques for success. It is intended mainly for juniors and seniors. *Prerequisite: Permission of the instructor.*

SOSC 480 Methods and Materials in Teaching Social Studies **3 credits**

This course is an examination of the nature, objectives, and curricula of social studies in junior and senior high schools. Concepts and methods of approach are emphasized. Methods, techniques, teaching aids, resource units, lesson plans, evaluation, and teaching reading and study skills are examined. (This course may be taken for credit as EDUC 480. A 30 hour field placement is required.) *Prerequisites: EDUC 242; a passing score on PRAXIS I Core Academic Skills for Educators; admission to the teacher education program.*

Social Work

The Department of Social Work offers a major in Social Work. The department offers a dual major in Psychology and Social Work with a Human Services or Scientific emphasis. A minor is available in Criminal Justice and Equine-Facilitated Therapy.

Faculty

Melanee W. Sinclair. *Professor of Social Work and Coordinator of Field Placements; Chair*
Kimberly Lawless. *Assistant Professor of Social Work*

Program Mission Statement and Goals for Social Work

Based in the context of liberal arts education and the generalist model, the Social Work Program prepares students for beginning-level, professional social work practice in all practice settings. *This preparation focuses on assisting the socially and economically oppressed client populations from both urban and rural areas within the tri-state area of the Upper Ohio Valley.* Program

implementation is founded in a humanizing orientation growing out of the historical roots of social work. It is designed to support the development of a lifelong social conscience *and commitment to continual professional development* that reflects a respect for human dignity, diversity, and commitment to social justice.

In keeping with the mission statement for the Social Work Program, the following goals provide a foundation for program objectives and student learning outcomes:

- Preparation of students for beginning level, generalist social work practice within the framework of the NASW Code of Ethics.
- Preparation of students to work with populations affected by oppression and discrimination and advocate for social and economic justice.
- Preparation of students with a solid foundation for graduate education and continued professional growth and development.

Social Work faculty believe that the Goals statements support the fulfillment of the Program Mission and accurately reflect the Mission of the College and its Goals.

Requirements for Major in Social Work

The purpose of the social work program is to prepare students for entry-level, generalist social work practice. All students in the major accomplish this goal by completing the following courses: SOWO 120, 150, 160, 210, 230, 310, 320, 340, 350, 352, 377, 455, 470, 472, 490, and 495; EDUC 203 or PSYC 230; and PSYC 100. Students are advised to take selected liberal arts core courses to complete the social work major. Students majoring in social work are expected to complete the liberal arts courses before they begin the professional study for the major. Social work practice courses must be taken in sequence, and students may not take the field placement courses (SOWO 470 and SOWO 472) without first completing all required social work courses except SOWO 455 and SOWO 490, which are taken in conjunction with the field placement experience. SOWO 120 is a prerequisite for all courses in social work except SOWO 125-145, 150, 210, 230, and 310.

Social Work Advanced Track

This track is recommended for those students who desire to strengthen their social work knowledge, skill, and value bases, and/or who plan to enter graduate education immediately following graduation. Students can apply for admission to the advanced track at the same time that they complete the application to the major. In addition to the requirements above, students in this track complete SOWO 260; SOWO 360, and PSYC 205. This track can be completed with the Dual Major in Psychology and/or the Criminal Justice Minor. Students must maintain a GPA of 3.0 or higher in the major and complete and submit the paperwork the field requirements (SOWO 260 and 360) prior to May 1 of the junior year, in order to remain in the advanced track.

The program does not grant social work course credit for life experience or previous work experience.

The Council on Social Work Education (CSWE) accredits the Social Work program at the Bachelor of Social Work level.

Requirements for Dual Major in Psychology and Social Work

The dual major in Psychology and Social Work is designed for those students interested in clinical social work or mental health practice. Students completing the dual major must complete all of the Requirements for Social Work Major listed above, plus all of the Requirements for Major in Psychology: PSYC 100, 205, 207, 301, 306, 308, either 301, 312, or 313, 415, 477, PSYC or SOWO 490, 495; plus the courses from one of the following options:

- **Human Services Emphasis:** A minimum of two additional credits in Psychology. Recommended are additional courses in psychology and courses in biology, history of scientific thought, human development, philosophy, sociology, and social work relevant to the student's particular interests. This track is designed to meet the needs of students who wish to pursue masters-level education in a variety of fields, such as counseling, organizational psychology, and guidance; of students who desire a broad undergraduate education and graduate education in areas outside psychology, such as business, law, and education; and of students who seek a broadly applicable undergraduate degree. Students completing this track earn a Bachelor of Arts degree.
- **Scientific Emphasis:** An additional course from: PSYC 311, 312, 313; six credits in courses in natural science, including at least 2 credits in biology courses emphasizing animal physiology, genetics, or natural selection (BIOL 103, 104, and 108 do not meet this requirement) with the remaining 4 credits in similar biology courses, physics (except Astronomy), or chemistry. Students planning on graduate school in psychology are advised to take at least one course in calculus. It should also be kept in mind that graduate schools may require a reading knowledge of a world language, usually French, German, or Spanish. This track is designed for students most interested in the scientific aspects of psychology, particularly for those who are considering graduate work in experimental or clinical psychology. Most Ph.D. programs in experimental or clinical psychology require the types of undergraduate courses included in this track. Students completing this track earn a Bachelor of Science degree.

See Psychology Department for course descriptions.

Requirements for Minors in Social Work

Criminal Justice: The minor in Criminal Justice is designed for those students interested in a career in a criminal justice setting, including probation programs, prisons, or the court system. Students complete the following required courses: CRJU 147, 148, 149, 201, 211, and two of the following elective courses: CRJU 301, 311, 316, 321; INTD 203; CHEM 108; or PSYC 344.

Other Suggested Minors: The following minors are recommended for consideration to supplement the social work major for those students not interested in the above listed options. Refer to the department indicated in brackets to learn more about requirements for these minors: Nonprofit Management Minor [Interdisciplinary Studies]; Religious Studies [Humanities]; Spanish [Humanities]; Women's and Genders Studies [Interdisciplinary Studies]

The Social Work Program Curriculum: Students preparing for social work must complete the required professional courses. Social work practice courses must be completed in the sequence noted below. Required courses cannot be taken on a credit/no-credit basis.

First Semester	Credit	Second Semester	Credit
First-Year			
PSYC 100 General Psychology	4	SOWO 120 Introduction to Social Work & Social Welfare	3
SOWO 230 Supportive Counseling	3	SOWO 150 Social Problems	3
Sophomore			
SOWO 210 Human Diversity	3	SOWO 310 Human Behavior	3
EDUC 203 Human Development or PSYC 230 Developmental Psychology	3		
*PSYC 205 Statistics in Psychology I	3		
Junior			
SOWO 350 Social Work Practice I	3	SOWO 320 Social Welfare Policies	3
*SOWO 260 Field Experience I	1	SOWO 340 Research Methods	3
		SOWO 352 Social Work Practice II	3
		SOWO 360 Field Experience II	1
		SOWO 377 Junior Seminar	1
Senior			
SOWO 455 Social Work Practice III	3		
SOWO 470 Field Placement	9		
SOWO 472 Senior Seminar	2		
SOWO 490 Senior Project	2		

*Advanced Track Requirements

Admission to Social Work Program: During SOWO 120: Introduction to Social Work and Social Welfare, students majoring in social work will begin the process of admission to the Social Work Program. Students must complete admission to the Social Work Program prior to applying for the Senior Field Placement. Information and necessary forms can be obtained from the Department office. In order to be admitted to the Program, the following criteria must be met:

- Successful completion of SOWO 120: Introduction to Social Work and Social Welfare and SOWO 150: Social Problems or SOWO 210: Human Diversity.
- Grade-point average of 2.0 overall.
- At least one positive recommendation from: an upper-class social work major in good standing; a previous faculty advisor; a full-time teaching faculty member from outside the department; or a professional social worker.
- Completion of an essay entitled, "Why I Want to Major in Social Work."
- Successful completion of a 50-hour field observation with appropriate documentation from an agency representative (SOWO 160: Field Observation).
- Completion of a criminal background check.
- Completion of a formal interview with the Social Work faculty advisors.

Advanced Track Admission Requirements: In addition to those conditions listed above, students applying for admission to the advanced track must supply the following:

- Grade point average of 2.5 overall.
- Two recommendations, with at least one of those from a faculty member from outside the department.
- Completion of the Professional Development Rubric.

Applicants may be granted full admission, provisional admission, or denied admission. Appeal of the decision can be made

through the Social Work Program Director.

Junior-Year Field Experience (Advanced Track only): Those students who have been successfully admitted to the advanced track and have achieved junior class rank must complete two 50-hour field placement experiences. These experiences provide opportunities for students to apply content covered in SOWO 350/352: Social Work Practice I and II, and expanded preparation for the senior field placement experience. The assignments and paperwork for SOWO 260 must be completed during the fall semester and submitted by the last day of class; those for SOWO 360 must be completed and submitted by May 1, in order to remain in good standing in the advanced track.

Senior-Year Field Experience: The senior field placement experience occurs during fall semester of the senior year. Students are placed in social service agencies in the surrounding counties/states. Related course work is integrated with the field placement to provide direct application to field experience.

Students can participate in the field placement semester only after having completed all required courses in social work, except SOWO 455 and SOWO 490, which are taken in conjunction with the field placement experience (which includes SOWO 470 and 472). Students must also have an academic record appropriate for retention in the Social Work Program, complete the Application for Field Placement, and file it with the Coordinator of Field Placements. The completed application is reviewed by the faculty of the Social Work department, which grants approval to enroll in the field experience.

Students are not permitted to schedule courses or undertake extra-curricular activities that conflict with the field placement experience.

Application for Licensure: Many states recognize licensure for social workers at the bachelor degree level (BSW). Students can obtain information about state licensing requirements from the office of the Social Work Program Director.

Advanced Standing in Graduate School: Graduates of the Social Work Program are eligible for advanced standing in Council on Social Work Education (CSWE) accredited MSW programs. Graduates with advanced standing are exempt from foundation level courses in the MSW degree program, which eliminates up to two semesters of graduate education. In most cases, graduate degrees can be completed in as little as twelve months.

Transfer Students: Transfer students should contact the office of the Social Work Program Director for assistance in obtaining credit for course work required for the major, to assure that course work is not duplicated, and to obtain information about the Application to the Social Work program. The Program Director works with each transfer student to develop a plan to ensure a smooth transition.

Social Work Courses

SOWO 120 Introduction to Social Welfare and Social Work

3 credits

This course is an examination of the origin and development of social welfare as an institution in the United States. Examination of the role of the social worker and the place of the profession in society is the focus of the study.

SOWO 125-150 Special Topics in Social Work

2 or 3 credits

Seminars in this series study special topics of mutual interest to faculty and students.

SOWO 125 Family and Child Welfare

2 credits

This course is a comprehensive study of the principal child welfare services. It defines child welfare, placing it as a field of practice within social work, and presents a scheme for the categorization of child welfare problems in terms of role theory. It provides an historical perspective on how and why welfare services developed and describes the current socio-economic context in which they operate. Topics covered include adoption, child abuse and neglect, day care, foster care, and other child caring institutions.

SOWO 130 Addiction and Recovery

2 credits

This course provides education on addiction to students interested in an enhanced understanding of the effects of addiction on individuals, families, and the community at large. Topics covered in the course include the effects of substances on the body, the relationship between addiction and mental illnesses, family issues resulting from addiction, the role of peer pressure, and identification, prevention, and treatment of addiction.

SOWO 135 Working With the Aged

2 credits

This course is a study of the biological, psychological, social, economic, cultural, and spiritual factors of the aged in society. It is an overview for persons in the helping professions who want to work with older people individually or with members of families, groups, organizations, or communities. Research efforts are presented that illuminate present knowledge about various aspects of aging and about the heterogeneous elderly population in the United States. A field experience is an integral part of the course.

SOWO 145 Women's Issues Across the Life Span

3 credits

This course is an examination of the dilemmas facing women at various points throughout the life cycle. The study includes an exploration of the historical underpinnings of the women's movement and the formation of female gender identity in childhood. Subsequent emphasis is on adulthood, middle adulthood, and the later years of life. (This course may be taken for credit as SOCI 145.)

SOWO 150 Social Problems

3 credits

This course introduces the basic concepts and perspectives of the study of society including analysis of the principal institutions, social processes, and social problems experienced in contemporary society. (This course may be taken for credit as SOCI 150.)

SOWO 151-159

1 credit

Courses in this series are activity courses which may be taken only on a credit/no-credit basis.

SOWO 160 Field Observation

1 credit

This is a 50-hour observational experience in a social welfare agency of the student's choice. The purpose of the field observation is to increase the student's knowledge of the role of the social worker in an agency and assist in the support of social work as an appropriate career choice. May be taken in conjunction with SOWO 120 and completed before enrolling in SOWO 350.

SOWO 210 Human Diversity

3 credits

This course explores areas of human diversity, including race, religion, gender, national origin, socio-economic status, developmental challenges, sexual minorities, and alternative lifestyles. Using a systems approach to understanding human behavior, students study the impact of diversity on developmental tasks at the micro, mezzo, and macro levels. Interventions, needs of the population, and available community services are explored. Implications for policy, research, and practice are considered. (This course may be taken for credit as SOCI 210.)

SOWO 215 Equine Assisted Interventions

2 credits

This course emphasizes the therapeutic use of horses. The course focuses on methods to determine and meet the needs of individuals with physical, psychological, or cognitive limitations or issues. Students will participate in therapeutic riding classes and EAGALA (Equine Assisted Psychotherapy and Equine Assisted Learning) sessions. This course may be repeated for credit.

SOWO 230 Supportive Counseling

3 credits

This course is designed to help students develop helping, listening, and counseling skills. In particular, students will demonstrate an understanding of the therapeutic relationship, including the skills of active listening, empathy and positive regard, and the issues of resistance, transference, and defense mechanisms. Students will identify the effect of body language and environment on the counseling process. Students will identify and practice the skills needed to provide individual and small group counseling in a social service setting.

SOWO 260 Field Experience I

1 credit

This is a 50-hour field experience in a social welfare agency as approved by the Coordinator of Field Placements. The purpose of this field experience is to apply theory and models presented in the classroom to agency practice. This experience is open only for those admitted to the honors track. Prerequisite: SOWO 120. May be taken in conjunction with SOWO 350 and completed before enrolling in SOWO 352.

SOWO 310 Human Behavior and the Social Environment

3 credits

This course is an exploration of human behavior with the continuing potential for growth and change. The developmental process across the life span is studied with an emphasis on interaction with the social environment at the individual, family, small group, organization, and community levels. The bio-psycho-social-cultural-spiritual determinants of behavior are studied, integrating knowledge of individuals with their environments to build a foundation for the development of professional assessments and interventions. *Prerequisite: EDUC 203 or PSYC 230*

SOWO 320 Social Welfare Policies and Services

3 credits

This course is an examination of the social, historical, political, and economic context of social welfare policies and programs. Students gain experience in analysis of specific policy issues and their implications for professional social work practice. *Prerequisite: SOWO 120*

SOWO 340 Research Methods and Statistics

3 credits

This course is the study and use of qualitative and quantitative methods. It includes study of statistical and sociological analysis of social phenomena. The statistical study focuses on numbers, frequencies, means, variance, regressions, multivariate analyses and SPSS. The sociological study focuses on the process of conducting social research, the application of statistics, and computer technology. (This course may be taken for credit as SOCI 340.) *Prerequisite: SOWO 120*

SOWO 350 Social Work Practice I

3 credits

This course is the first course in knowledge, skill, and value development for generalist practice. Basic theories and concepts and the skills for professional social work practice with individuals are presented. The study focuses on professional values, social work roles, and social work client relationships. Skills in interviewing, data collection, problem solving, planning, case recording, and evaluation are explored and practiced. Social work practice is explored within the context of current programs and practice methods. Instructor permission is also required. *Prerequisite: SOWO 120, SOWO 160.*

SOWO 352 Social Work Practice II

3 credits

This course is the second course in knowledge, skill, and value development for generalist practice. Basic theories and concepts and the skills for professional social work practice with families and small groups are presented. The study focuses on professional values, social work roles, and social work client relationships. Skills in interviewing, data collection, problem solving, planning, case recording, and evaluation are explored and practiced. Social work practice is explored within the context of current programs and practice methods. A field placement is required for this course. *Prerequisite: SOWO 120, 160, 260 and 350.*

SOWO 360 Field Experience II

1 credit

This is a 50-hour field experience in a social welfare agency as approved by the Coordinator of Field Placements. The purpose of this field experience is to apply theory and models presented in the classroom to agency practice. This experience is open only for those admitted to the honors track. Prerequisite: SOWO 120. May be taken in conjunction with SOWO 352 and completed before enrolling in SOWO 470.

SOWO 377 Junior Seminar

1 credit

The purpose of this course is to prepare junior social work majors to enter the senior field placement experience. Students will identify the process to apply for field placement and current opportunities available for the senior placement, develop resumes, set up interviews, and submit choices for placement. The course will also prepare students for the graduate school application process, field placement and job interviews, and appropriate dress and behavior in the workplace. *Prerequisite: SOWO 120*

SOWO 455 Social Work Practice III

3 credits

This course is the third course in knowledge, skill, and value development for generalist practice. Basic theories and concepts and the skills for professional social work practice with organizations, communities, and society are presented. The study focuses on professional values, social work roles, and social work client relationships. Skills in interviewing, data collection, problem solving, planning, case recording, and evaluation are explored and practiced. Social work practice is explored within the context of current programs and practice methods. *Prerequisite: SOWO 120, 160, 260, 350, 352 and 360.*

SOWO 470 Field Placement

9 credits

This course is an educationally directed internship experience as a social work practitioner in a social welfare agency or program. Students are assigned to qualified field instructors in designated settings. The field experience involves five full days each week during the fall semester of the senior year. The placement is designed to test and increase student practice skills and formalize the development of a professional identity, with the goal of self-direction and the appropriate use of supervision and consultation within the social work practice setting. *Prerequisites: SOWO 120, 150, 160, 210, 230, 260, 310, 320, 340, 350, 352 and 360.*

SOWO 472 Field Placement Seminar

2 credits

This course is an integrative seminar for the transitional role of the student moving from an undergraduate academic setting to the world of work. A field experience is required. (CR/NCR only.) *Prerequisites: SOWO 120*

SOWO 487-488 Independent Study

1-4 credits

Studies may be planned as extensions of or additions to existing Social Work offerings.

SOWO 490 Senior Project

2-4 credits

This course is a self-directed research project in a selected topic of social work practice designed to allow the student to integrate the professional value, skill, and knowledge base for generalist practice.

SOWO 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Criminal Justice Courses

CRJU 147 Introduction to Criminal Justice

3 credits

This course provides the student with an overview of the criminal justice system, including how the various components work together. Students will examine the impact of the courts, Constitution, and laws on the various organizations within the system. This course also presents the student with the definitions of key terms and concepts that will appear throughout the criminal justice curriculum.

CRJU 148 Law Enforcement

3 credits

This course provides the student with an overview of the development of law enforcement organizations throughout American history, with an emphasis on local policing. Students will examine the missions, procedures, and challenges found in local law enforcement agencies. Topics covered in the course include arrest procedures, patrol strategy, community relations, and organizational structure.

CRJU 149 Corrections

3 credits

This course introduces students to the philosophical foundation behind punishment and defines American correctional methods, including incarceration and community-based programs. Students will examine the sentencing process and the challenges of managing a correctional institution. This course also includes analysis of contemporary correctional issues, including privatization and capital punishment.

CRJU 201 Criminal Law and Procedures I

3 credits

This course provides content on the purpose and creation of criminal laws. In addition, students examine the processes involved in prosecuting a criminal case, from the time of arrest through the trial and appeal. Topics covered in this course include arraignment, pre-trial preparation, and courtroom procedures.

CRJU 211 Criminology

3 credits

This course covers content on the science behind the criminal justice system. Students examine the theories and data that have driven changes in the system. In addition, students consider the question of how criminal behavior develops by examining theories related to genetics, biology, psychology, and sociology.

CRJU 301 Criminal Investigation**3 credits**

This course provides content on specific investigative techniques and the roles played by criminal investigators. Students examine the laws and court cases that govern interrogations, property seizure, and evidence preservation. The course also provides opportunities for students to practice basic skills related to surveillance and the collection and preservation of crime scene evidence.

CRJU 311 Juvenile Justice**3 credits**

This course covers content on the unique characteristics of the juvenile branch of criminal justice. Students examine the crimes and behaviors typical of juveniles and the methods used by law enforcement and social organizations to prevent and correct these behaviors. This course includes a review of the “vocabulary” of juvenile justice and the root causes of delinquency.

CRJU 316 Community Corrections**3 credits**

This course operates on two assumptions: First, most offenders spend a great deal of their sentence being supervised and/or treated in the community rather than jail or prison. Second, 95%-97% of all incarcerated offenders will be released at some point in their lives. Most will undergo some sort of community supervision as they transition into society. Due to advancements in effective correctional interventions, more is known about what works with certain types of offenders. Therefore, most of the community correctional interventions covered in this course are evidence-based and because of the use of these Evidence-Based Practices (EBP), a vast acceptance of this empirical research has changed the way many criminal justice agencies operation and utilize community corrections.

CRJU 321 Homeland Security**3 credits**

This course introduces students to the various agencies tasked with the mission of protecting America from foreign threats and the methods these agencies employ. Students will examine the major terrorist groups, both foreign and domestic, that present the most serious threats to national security. The course includes a review of the Patriot Act and other legislation related to homeland security.

Sociology Courses**SOCI 150 Social Problems****3 credits**

This course introduces the basic concepts and perspectives of the study of society, including analysis of the principal institutions, social processes, and social problems experienced in contemporary society. (This course may be taken for credit as SOWO 150.)

SOCI 210 Human Diversity**3 credits**

This course explores areas of human diversity, including race, religion, gender, national origin, socio-economic status, developmental challenges, sexual minorities, and alternative lifestyles. Using a systems approach to understanding human behavior, students study the impact of diversity on developmental tasks at the micro, mezzo, and macro levels. Interventions, needs of the population, and available community services are explored. Implications for policy, research, and practice are considered. (This course may be taken for credit as SOWO 210.)

SOCI 487-488 Independent Study**1-4 credits**

Studies may be planned as extensions of or additions to existing offerings.

Visual and Performing Arts

The Department of Visual and Performing Arts includes programs in Music, Theatre, and Visual Arts. The Department offers majors in Music, Performance, Technical Theatre, Studio Art, and Art Education. A minor is available in Music, Theatre, and Visual Arts.

Faculty

Pandel L. Collaros. *Associate Professor of Music; Chair*

Program Goals for Visual and Performing Arts

The Visual and Performing Arts programs at Bethany College are designed to achieve the following goals for their students:

- Provide study in the disciplines of Music, Theatre, and Visual Art
- Promote the understanding of the historical and aesthetic unity of the disciplines
- Enhance understanding of historical and aesthetic unity with creative practice
- Promote life-long participation in the arts
- Prepare students for careers and graduate study

Music

Requirements for Major in Music

MUSI 103, 171, 172, 230, 250, 251, 271, 272, 477, 490, 495; THEA 103 or VISA 100 or VISA 101; 7 credits of Applied Lessons; 8 credits of ensemble or registration in an ensemble each semester that the student is a music major. Applied Instrument or Voice Proficiency Exam or four semesters of individual applied instrument or voice instruction that may or may not be in the same instrument and/or voice.

Requirements for Minor

Music: MUSI 103, 171, 172, 250 or 251; 4 credits of Applied Lessons; 4 credits of Ensemble.

Music Courses

MUSI 100 Applied Lessons in a Group Setting 1 credit
This series of courses provides instruction through group lessons for students with little or no background in the instrument to be studied. Appropriate techniques in performance, sight reading and introductory repertoire are studied.

SEC AA Voice Class
SEC BB Piano Class
SEC CC Guitar Class

MUSI 101 Music Literacy 2 credits
This course instructs the student in reading conventional music notation. The repertoire used as examples will be drawn from a variety of sources that include popular, folk, and classical music.

MUSI 102 MIDI and Musical Notation Software 3 credits
Instruction will be provided in the application of Musical Instrument Digital Interface (MIDI) between electronic musical instruments, digital audio workstations, and recording and notation software. *Prerequisite: MUSI 101 or MUSI 171.*

MUSI 103 Introduction to Music 3 credits
This course is an historical and aesthetic study of western art music that emphasizes learning to listen. Representative masterworks are studied and consideration is given to aesthetic functions and values. Preparing for and attending live concerts are essential parts of the course.

MUSI 104 Out of the Blues and Into Rock 3 credits
This course focuses on the development of the African American genre of music known as blues and its impact on popular music as it developed in North America and Britain during the 1960s, 1970s, and beyond. The student is expected to acquire a comfortable familiarity with the course content. Activities include lectures, readings, watching DVDs, listening to CDs, live in-class performances, and writing. (This course may be taken for credit as FINA 104.)

MUSI 105 College Choir 1 credit
The Bethany College Choir performs music in a broad range of styles. Concerts are on campus and off campus on weekdays and weekends and sometimes during tours. Members attend two weekly rehearsals and performances and extra rehearsals as scheduled. Members are assessed the cost of purchasing appropriate formal concert attire. This course may be repeated for a maximum of eight credits. (This course may be taken for credit as FINA 105.)

MUSI 106 College Wind Ensemble 1 credit
The College Wind Ensemble performs music in a broad range of styles. Members attend weekly rehearsals plus performances and extra rehearsals as scheduled. Concerts are on and off campus. Active student leadership is strongly encouraged. This course may be repeated for a maximum of eight credits. (This course may be taken for credit as FINA 106.) *Prerequisite: an audition is required.*

MUSI 107 Rock Ensemble 1 credit
The Rock Ensemble composes, records, performs, and promotes original music in popular idioms. Members attend frequent rehearsals and recording sessions. The group presents live performances on and off campus and produces audio recordings (CDs) for distribution. In addition to composers and musicians, students interested in the technical and promotional aspects of the project are also encouraged to enroll. Active student leadership is strongly encouraged. (This course may be taken for credit as FINA 107.) *Prerequisite: An audition and/or interview is required.*

MUSI 109 Guitar Ensemble 1 credit
This course prepares and performs music appropriate to the instrument. Members attend weekly rehearsals, plus performances and extra rehearsals as needed. Active student leadership is strongly encouraged. (This course may be taken for credit as FINA 109.)

MUSI 110 Digital Audio Production for Music 3 credits
This course focuses on hands-on experience in multi-track recording of musical instruments using a digital audio workstation. It also sets the state stage for an additional work in digital editing, mixing, and mastering techniques. (This course may be taken for credit as COMM 110.)

MUSI 111-112, 211-212, 311-312, 411**Applied Lessons, Individual****1 credit each**

This series of courses provides individualized instruction in applied music technique and repertoire focusing on the student's experience, ability, and needs. In addition to lessons, students meet periodically with the instructor and other students in a performance seminar. An additional fee is required for this course. (These courses may be taken for credit as FINA 111-112, 211-212, 311-312, 411-412.) *Prerequisite: Permission of Instructor.*

- SEC 01** **Voice**
- SEC 02** **Piano/Organ**
- SEC 03** **Guitar/Bass/Folk Strings**
- SEC 04** **Winds/Brass/Percussion**
- SEC 05** **Orchestral Strings**

MUSI 114 Live Sound for Music**2 credits**

Instruction will be provided in live sound applications for music. This includes sound reinforcement, recording of live performances, and the use of pre-recorded or MIDI materials in live performances.

MUSI 171 Music Theory I / Ear Training I**4 credits**

This course provides an introduction to the stylistic practices of music from the 17th and 18th centuries, and also considers more recent and vernacular music. It begins with a review of music fundamentals including scales, intervals, and notational practices. The course continues with an examination of several melodic, harmonic, rhythmic, and formal structures found in the music under consideration. The ear training component parallels the concepts presented in the music theory portion of the course as is appropriate. *Prerequisite: MUSI 101 or Score of 95% on the Bethany College Music Literacy Placement Examination.*

MUSI 172 Music Theory II / Ear Training II**4 credits**

This course continues the study of the harmonic, melodic, and contrapuntal practices of music from the 17th and 18th centuries, but may include study of more recent literature as well. The course begins with a review of topics from the previous semester and continues with an examination of concepts that will lead to a solid understanding of diatonic modulation and basic forms by the end of the semester. The ear training component parallels the concepts presented in the music theory portion of the course as is appropriate. *Prerequisite: MUSI 171.*

MUSI 210 Editing, Mixing, and Mastering Digital Audio for Music**3 credits**

This course is the second in a series that addresses the processes of digital audio production for music. It is designed to focus on the processes of editing, mixing, and mastering digital audio for music. (This course may be taken for credit as COMM 210.) *Prerequisite: COMM/MUSI 110*

MUSI 230 Conducting I**3 credits**

This course is a study of basic conducting technique and ensemble repertoire. Students work with and without a baton in exploring the art of communication by gesture. (This course may be taken for credit as FINA 230.) *Prerequisite: Permission of the instructor.*

MUSI 250 Music History: Medieval-Classical**3 credits**

This course is a detailed, chronologically-organized study of the development of western art music. Students are introduced to the research materials, repertoire, composers, and styles representative of each era. Attention is given to concurrent philosophical, religious, historical, and artistic events and movements. Emphasis is on the development of listening skills.

MUSI 251 Music History: 18th-20th Centuries**3 credits**

This course is a detailed, chronologically-organized study of the development of western art music from the 18th century to the present. Students are introduced to the research materials, repertoire, composers, and styles representative of each era. Attention is given to concurrent philosophical, religious, historical, and artistic events and movements. Emphasis is on the development of listening skills.

MUSI 271 Music Theory III / Ear Training III**4 credits**

Music Theory III provides an introduction to the stylistic practices of music from the 19th century and also considers more recent and vernacular music. It begins with a review of topics covered in Music Theory I and II and continues with the examination of advanced melodic, harmonic, rhythmic, and formal structures such as chromatic harmony, extended tertian harmonies, and enharmonic modulation found in the music under consideration. The ear training component parallels the concepts presented in the music theory portion of the course as is appropriate. *Prerequisite: MUSI 172.*

MUSI 272 Music Theory IV / Ear Training IV**4 credits**

This course continues the study of the harmonic, melodic, and contrapuntal practices of music from the 17th century to the present and also considers modern vernacular music. The course begins with a review of extended tertian harmony. It then continues with an examination of topics such as set theory; serialism; polytonality; chance processes; minimalism; experiments in timbre, texture, scalar formations, harmony, and rhythm; and extended instrumental and vocal techniques that characterize the compositional, theoretic, and analytic concepts of the 20th century. The ear training component parallels the concepts presented in the music theory portion of the course as is appropriate. *Prerequisite: MUSI 271.*

MUSI 309 Audio Recording Portfolio**3 credits**

Instruction will be provided in live sound applications for music. This includes sound reinforcement, recording of live performances, and the use of pre-recorded or MIDI materials in live performances. (This course may be taken for credit as MUSI 309.) *Prerequisites: COMM/MUSI 110, COMM/MUSI 210, and all MUSI courses required for the Music Technology*

major:

MUSI 477 Senior Seminar

1 credit

This course is a review of material covered throughout the music curriculum with particular concern for a student's area of concentration. Academic and professional career opportunities are explored. Guidance for the Senior Project and preparation for the Senior Comprehensive Examination are also provided.

MUSI 487-488 Independent Study

2-4 credits

MUSI 490 Senior Project

2-4 credits

MUSI 495 Comprehensive Exams

This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Theatre

Requirements for Major in Theatre*

THEA 103; a total of six performance and/or technical credits from 105-106; 120, 151, 153, 210, 250, 330, 335, 374, 375, 477, 490, 495; ENGL 270; VISA 100, 101, or MUSI 103; the courses in one of the following tracks:

Performance: THEA 220, 226, 227.

Technical Theatre: THEA 251, 252, 306.

Participation in theatrical productions is required for all Theatre Performance and Technical Theatre majors.

Requirements for Minor*

Theatre: THEA 103, 120, 151; 4 credits from THEA 105 and 106; THEA 335, 374, or 375; 4 credits THEA electives.

Participation in theatrical productions is required.

*The Theatre major and minor are under faculty review for the 2021-2022 academic year. No new students will be enrolled in the major or minor until the review of the program is completed. Officially recognized majors currently enrolled will have the opportunity to complete the major. Student must consult with the appropriate academic advisor.

Theatre Courses

THEA 103 Introduction to Theatre

3 credits

This course is an introduction to the form and function of theatre as a creative art. Students discover the process of creating theatre through the study and practical understanding of playwriting, acting, design, the audience, and aesthetics. Ten hours of workshop participation is required. An additional course fee is required.

THEA 105 Production: Performance

1 credit

This course may be taken for repeatable credit for performing a role in a mainstage production. The course may be taken in any half-semester either concurrent with or subsequent to completion of the project. *Prerequisite: Permission of instructor. An audition is required.*

THEA 106 Production: Technical

1 credit

This course may be taken for repeatable credit for any major backstage role in a mainstage production, or in productions approved by the instructor, such as stage managing a senior project or Student Theatre Festival. The course may be taken in any half-semester either concurrent with or subsequent to completion of the project. *Prerequisite: Permission of instructor.*

THEA 120 Beginning Acting

3 credits

This course is an introduction to actor preparation, scene analysis, and theatre games. Laboratory hours and auditioning for departmental productions are required.

THEA 151 Stagecraft

3 credits

This course is an introduction to the elements of technical theatre. Students gain theoretical and practical understanding of scenery, lighting, properties, costumes, and makeup, as well as backstage and safety rules and regulations. Fifteen hours of laboratory are required.

THEA 153 Makeup Design

2 credits

This course presents theoretical and practical understanding of makeup techniques from basic corrective to character and stylized. An additional course fee and purchase of an individual makeup kit is required.

THEA 210 Playwriting

3 credits

This course is a practical experience in dramatic construction and writing of plays.

THEA 220 Intermediate Acting

3 credits

This course continues preparation, analysis, and games with additional performance exploration of a range of dramatic genres. Auditioning for departmental productions is required.

THEA 221 Acting for the Camera 2 credits

This course investigates the basics of on-camera work, including terminology and strategies for enhancing appearance on camera. Students perform scenes and improvisational exercises and may prepare work for telecasting on the Bethany TV station. (This course may be taken for credit as COMM 221.)

THEA 225 Dance and Movement 2 credits

This course provides instruction in dance forms including ballet, jazz, tap, modern, interpretive, and improvisational and in one or more stage movement skills such as clowning, commedia, tumbling, mask work, mime, period stylization and gesturing, and unarmed combat.

THEA 226 Stage Voice 2 credits

This Linklater-based course is an introduction to the care and appropriate use of the speaking voice. Students learn standard stage American and a variety of dialects and present memorized monologues. *Prerequisite: THEA 120.*

THEA 227 Stage Movement 2 credits

This course is an introduction to safe and supple ways to move on stage and an investigation of techniques for actors to enhance body control. The course includes unarmed stage combat. *Prerequisite: THEA 120.*

THEA 230 Theatre for Young Audiences 3 credits

This course is the study of theatre for young audiences from the perspective of playwrights, actors, teachers, and designers. All students registering for this course are expected to participate in a production and to make field trips to area schools and/or participate in workshops sponsored for area elementary school students. Students should expect some performance aspects.

THEA 250 Stage Management 3 credits

This course is an introduction to stage and business management for the theatre. The course focuses on the organizational and business aspects imperative to running a successful production, including, but not limited to; running rehearsals, business contracts, working with various performance unions, budgets, season selection, and production organization. Each student is expected to participate in the departmental productions as an assistant stage manager. *Prerequisite: THEA 151 or THEA 120 or permission of the instructor.*

THEA 251 Set Design and Construction 3 credits

This course is a study of the basic elements of set design and construction and provides practical experience in designing and building sets for performances. Twenty hours of laboratory time are required. *Prerequisite: THEA 151.*

THEA 252 Lighting Design 3 credits

This course is a study of the basic elements of lighting design and practical experience in working with lighting for stage performances. Fifteen hours of laboratory are required. *Prerequisite: THEA 151.*

THEA 253 AutoCAD I 3 credits

Students will learn to use the software, AutoCAD, as a drafting and design tool. They will learn how to create a virtual workspace, to draft in that workspace and how to use this tool to communicate their designs. Concepts covered will include: drafting, layers, text, objects, and modifying properties, and inserting raster images. They will also learn how to plot and email their work, in order to share it with other sources. (Students are required to have access to a personal computer to which they can download the free software. Laptop computers are preferable, but not required. AutoCAD is not compatible with Macintosh computers, so a Windows based computer is necessary.)

THEA 254 Costume Design and Construction 3 credits

This course is a study of the history and basic elements of costume design and provides practical experience in designing costumes for performances. Fifteen hours of laboratory are required.

THEA 270 Women Playwrights 3 credits

This course involves reading, analyzing and discussing the work of women playwrights through Western Theatre History beginning with Hrosvitha and moving to contemporary drama. This course will look at works from European, African-American, Hispanic, Asian-American and white playwrights and will also examine how the individual's culture also colors their perspective as a theatre artist.

THEA 274 Scripts in Performance 3 credits

This course is a study of major plays from classical Greece to the modern era, focusing on reading and interpreting these works as literary documents intended for performance. Students study scripts within both the original and contemporary performance contexts.

THEA 306 Period Styles for the Theatre 3 credits

This course is an exploration of the historical events that have shaped the decorative arts in different ages. Students study the craft, architecture, décor, clothing, mannerisms, politics, social attitudes, and economic conditions as sources for creating the visual/sensory world of a theatrical production in an appropriate historical context.

THEA 320 Advanced Acting 3 credits

This course is an introduction to performing in plays written in verse and includes special vocal requirements of classical plays as well as semiotic analysis. *Prerequisites: THEA 120, 220, 374, 375.*

- THEA 330 Directing I** **2 credits**
 This course is a study of basic techniques of stage direction and production. A minimum of 15 lab hours is required. *Prerequisites: THEA 103, 120, 151, 252, and at least 3 credits from THEA 105-106.*
- THEA 335 American Theatre** **3 credits**
 This course is an overview of the history of theatre in America, beginning with Native American rituals and finishing with an examination of the significant trends in American drama as the 21st century unfolds.
- THEA 374 Theatre History I** **3 credits**
 This course is an historical and aesthetic study of theatre in the Western European tradition from ancient times through the Renaissance. Special emphasis is on the function of theatre in each society studied.
- THEA 375 Theatre History II** **3 credits**
 This course is an historical and aesthetic study of theatre in the Western European tradition from the Renaissance through the 20th Century. Special emphasis is on the function of theatre in each society studied.
- THEA 420 Acting/Design Projects in Performance** **1-3 credits**
 This is a course in which students work in specific areas of theatre which hold special interest for them. Students may study the work of innovative theorists or professionals, styles, or personal development in performance or production technique. *Prerequisite: Permission of the instructor.*
- THEA 430 Directing II** **2 credits**
 In this course, students direct a one-act play under faculty supervision. *Prerequisite: THEA 330 and permission of the instructor.*
- THEA 477 Senior Seminar** **2 credits**
 This course is a review of material covered throughout the theatre curriculum with particular concern for the student's area of concentration. Academic and professional career opportunities are explored. Guidance on Senior Project and preparation for Senior Comprehensive Examination are provided.
- THEA 487-488 Independent Study** **2-4 credits**
- THEA 490 Senior Project** **2-4 credits**
- THEA 495 Comprehensive Exams**
 This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Visual Art

Requirements for Major in Visual Art

VISA 100, 101, 201, 202, 203, 211, 213, 222 or 223, 231, 477, 478, 490, 495; one course from VISA 301, VISA 311 or VISA 313; either VISA 321 or VISA 331; MUSI 103 or THEA 103.

Requirements for Minor in Visual Art

Visual Art: VISA 100 or 101, 201, 202, 203, 211 or 213; one course from VISA 222, 223, or 231; one course from VISA 301, 311, 313, 321, or 331.

Visual Art Courses

- VISA 100 Art History: Ancient through Medieval** **3 credits**
 This is an historical and aesthetic introduction to the visual arts from ancient times through the medieval period. Representative works of art are studied and consideration is given to aesthetic functions and values. Upon completion of this course, students are expected to understand the historical significance of the visual arts and how they relate to their own experience.
- VISA 101 Art History: Renaissance through Post-Modern** **3 credits**
 This is an historical and aesthetic introduction to the visual arts from the Renaissance to the present. Representative works of art are studied and consideration is given to aesthetic functions and values. Upon completion of this course, students are expected to understand the historical significance of the visual arts and how they relate to their own experience.
- VISA 103 Women and Art** **3 credits**
 This course examines the sociopolitical, psychological, and economic issues that have affected women's participation in the visual arts, and it also examines how women are represented throughout the history of Western art. It considers women artists ranging from prehistory to the "old master" era through the proliferation of female produced art in the 20th century and the contemporary art world. Artists covered may include Hildegard, Artemisia Gentileschi, Mary Cassatt, Frida Kahlo, Georgia O'Keefe, Judy Chicago, Kara Walker, and Cindy Sherman.
- VISA 201 Drawing I** **3 credits**
 This introductory course is designed to assist students in understanding the basic concepts and techniques of representational

drawing. The students work on assigned problems in rendering form and exploring drawing media as a visual thought process. An additional course fee is required.

VISA 202 Art Fundamentals 3 credits

This basic foundation course introduces the components, principles, elements, and materials that comprise two-dimensional visual art. Emphasis is placed on ways of looking at art in an historical context. This course is a studio experience with periodic lecture and field trip study. An additional course fee is required.

VISA 203 Three-Dimensional Design 3 credits

This course is an introduction to the theory and practice of various media used for expression through sculptural forms. Various techniques and materials are explored with emphasis on design potential and implementation. An additional course fee is required.

VISA 211 Painting I 3 credits

This course is an introduction to the language and methods of painting in acrylics using opaque and transparent techniques. Working from still life, landscape, the human figure, and the imagination, students explore composition fundamentals as well as color theory. An additional course fee is required.

VISA 213 Printmaking I 3 credits

This course is an introduction to creating relief and intaglio prints using a variety of techniques including oil and watercolor monotypes. Students are expected to develop a working vocabulary of technical terms and processes. An additional course fee is required.

VISA 222 Clay I: Wheel Thrown Pottery 3 credits

This course emphasizes a concentrated study of the processes, various techniques, and history of ceramic art made on the potter's wheel. Emphasis is on clay construction using potter's wheel, decorating, firing, and glazing pottery. An additional course fee is required.

VISA 223 Clay I: Hand Building 3 credits

A fundamental course designed to introduce the student to basic techniques in clay making using hand building methods of construction, as well as glazing and firing processes.

VISA 231 Sculpture I 3 credits

This course investigates the application of creative expression through three-dimensional forms. Emphasis is on the development of skills through processes involving subtractive, additive, casting, and assemblage. An additional course fee is required.

VISA 301 Drawing II 3 credits

This course provides advanced studio experience in drawing with emphasis on experimentation with various drawing media and techniques. An additional course fee is required. *Prerequisite: VISA 201.*

VISA 311 Painting II 3 credits

This course provides advanced studio experience in painting, using acrylics, oils, or watercolors. An additional course fee is required.

VISA 313 Printmaking II 3 credits

This course is an advanced studio experience in relief, intaglio, or lithographic printmaking techniques. An additional course fee is required. *Prerequisites: VISA 213.*

VISA 321 Clay II 3 credits

This course is a continued study and application of problems in wheel-throwing and handbuilding clay techniques. An additional course fee is required. *Prerequisite: VISA 221.*

VISA 331 Sculpture II 3 credits

This course is an advanced study of problems in selected media and subject matter that includes opportunity for stone carving and bronze casting techniques. An additional course fee is required. *Prerequisite: VISA 231.*

VISA 341 Special Topics: Studio Art 3 credits

This course is a series of studio experiences intended to address an array of congruous techniques and processes in the visual arts relevant to contemporary issues and trends. Course topics include such subjects as digital imaging, mural painting, papermaking, watercolor, fibers, batik, and other media. An additional course fee is required.

VISA 351 Special Topics: Art History 3 credits

This course is a series intended to address issues in the visual arts relevant to contemporary trends or historical significance. Course topics include such subjects as Renaissance, contemporary, American art, and other specialized areas.

VISA 401 Drawing III 3 credits

This course is a capstone experience designed to offer students the opportunity to focus on a specific drawing problem and demonstrate a high level of ability and initiative. An additional course fee is required. *Prerequisite: VISA 301.*

- VISA 411 Painting III 3 credits**
This course is a capstone experience designed to offer students the opportunity to focus on specific painting problems and demonstrate a high level of ability and initiative. An additional course fee is required. *Prerequisite: VISA 311.*
- VISA 413 Printmaking III 3 credits**
This is a capstone experience designed to offer students the opportunity to focus on specific printmaking problems and demonstrate a high level of initiative and ability. An additional course fee is required.
- VISA 421 Clay III 3 credits**
This course is a capstone experience designed to offer students the opportunity to focus on specific ceramic problems and demonstrate a high level of ability and initiative. An additional course fee is required. *Prerequisite: VISA 321.*
- VISA 431 Sculpture III 3 credits**
This course is a capstone experience designed to offer students the opportunity to focus on specific sculptural problems and demonstrate a high level of ability and initiative. An additional course fee is required. *Prerequisite: VISA 331.*
- VISA 477 Senior Seminar I 1 credit**
In this course academic and professional opportunities in the Visual Arts are explored. A concentrated effort is on portfolio and graduate school preparation. Guidance on the senior project is also provided.
- VISA 478 Senior Seminar II 1 credit**
This course is a review of material covered throughout the visual art curriculum with particular concern for the student's area of concentration. Preparation for Senior Comprehensive Examination is a major component of the course.
- VISA 487-488 Independent Study 2-4 credits**
- VISA 490 Senior Project (Art Exhibit) 2 credits**
- VISA 495 Comprehensive Exams**
This course is an administrative placeholder used to record a student's score on Comprehensive Exams (CR/NCR).

Fine Arts

- FINA 104 Out of the Blues and Into Rock 3 credits**
This course focuses on the development of the African American genre of music known as blues and its impact on popular music as it developed in North America and Britain during the 1960s, 1970s and beyond. The student is expected to acquire a comfortable familiarity with the course content. Activities include lectures, readings, watching DVDs, listening to CDs, live in-class performances, and writing. (This course may be taken for credit as MUSI 104.)
- FINA 105 College Choir 1 credit**
The Bethany College Choir performs music in a broad range of styles. Concerts are on campus and off campus on weekdays and weekends and sometimes during tours. Members attend two weekly rehearsals and performances and extra rehearsals as scheduled. Members are assessed the cost of purchasing appropriate formal concert attire. This course may be repeated for a maximum of eight credits. (This course may be taken for credit as MUSI 105.)
- FINA 106 College Wind Ensemble 1 credit**
The College Wind Ensemble performs music in a broad range of styles. Members attend weekly rehearsals plus performances and extra rehearsals as scheduled. Concerts are on and off campus. Active student leadership is strongly encouraged. This course may be repeated for a maximum of eight credits. (This course may be taken for credit as MUSI 106.) *Prerequisite: an audition is required.*
- FINA 107 Rock Ensemble 1 credit**
The Rock Ensemble composes, records, performs, and promotes original music in popular idioms. Members attend frequent rehearsals and recording sessions. The group presents live performances on and off campus and produces audio recordings (CDs) for distribution. In addition to composers and musicians, students interested in the technical and promotional aspects of the project are also encouraged to enroll. Active student leadership is strongly encouraged. (This course may be taken for credit as MUSI 107.) *Prerequisite: An audition and/or interview is required.*
- FINA 109 Guitar Ensemble 1 credit**
This course prepares and performs music appropriate to the instrument. Members attend weekly rehearsals, plus performances and extra rehearsals as needed. Active student leadership is strongly encouraged. (This course may be taken for credit as MUSI 109.)
- FINA 111 Applied Lessons, Individual 1 credit each**
This series of courses provides individualized instruction in applied music technique and repertoire focusing on the student's experience, ability, and needs. In addition to lessons, students meet periodically with the instructor and other students in a

performance seminar. An additional fee is required for this course. (These courses may be taken for credit as MUSI 111)
Prerequisite: Permission of Instructor.

SEC 01	Voice
SEC 02	Piano/Organ
SEC 03	Guitar/Bass/Folk Strings
SEC 04	Winds/Brass/Percussion
SEC 05	Orchestral Strings

FINA 125 Integrated Methods for the Elementary School: Art and Music 3 credits

This course is a study of the aims, values, and implementation of fine arts in the elementary school. Emphasis is on fostering creative growth and development in young learners through art and music. The course includes application and exploration of various techniques and media. Enrollment is limited with preference to those preparing to teach in elementary and middle school. An additional course fee is required. *Prerequisite: EDUC 242 or concurrent registration in EDUC 242.*

FINA 133 Dance for Beginners 1 credit

Students will use this course as a kinesthetic art forms that satisfies the human need to respond to life experiences through movement of the physical being. The students will acquire the knowledge and skilled needed to know and use the elements of energy, force, space, and time. This class will cover the basic movements of jumping, running, chasing, walking, and hopping. The students will learn to recognize, use, and demonstrate a variety of arts elements and principles to move, create, and choreograph. There is a performance required at the end of the semester.

FINA 134 Intermediate/Advance Jazz 1 credit

The class will cover jazz movements that will be created and performed in small groups, the outcome should produce a dance with coherence and aesthetic unity. This course exists to teach students how to demonstrate a consistency and reliability in performing dance skills maintaining clarity, and stylistic nuance by assessing and fine tuning jazz technique and performance.

FINA 135 Ballet 1 credit

Student will use this course as a consistence and reliable way to perform and maintain clarity and stylistic nuance by assessing and fine tuning ballet technique and through performances. The student will acquire the knowledge and skills needed to know and use the elements of energy/force, space, and time. The students will learn ballet techniques with use of a proper barre, center, allegro, and adagio work.

FINA 136 Ballet (Barre Only) 1 credit

This ballet class is designed for dancers to work at a ballet barre. Proper body placement and alignment will be taught as well as terminology. The dancers will work in all 5 positions as well as second, devant, and derriere.

FINA 136 Ballet (Barre Only) 1 credit

This ballet class is designed for dancers to work at a ballet barre. Proper body placement and alignment will be taught as well as terminology. The dancers will work in all 5 positions as well as second, devant, and derriere.

FINA 137 Choreography 1 credit

Students will research and analyze the style of a choreographer then create a dance in that style. The class will critique the dance performance to assess coherence and aesthetic unity. The students learn to analyze a dance style, create a piece of choreography, and teach the piece for performance. There is a performance required at the end of the semester.

FINA 138 Tap 1 credit

Tap for beginner/intermediate dancers will use sound and movement to create choreography. This course will explore simple one sound steps through complex sound steps. Time-steps and turns will be covered. (Tap shoes are required for participation in the course.)

FINA 230 Conducting I 3 credits

This course is a study of basic conducting technique and ensemble repertoire. Students work with and without a baton in exploring the art of communication by gesture. (This course may be taken for credit as MUSI 230.) *Prerequisite: Permission of the instructor.*

FINA 487-488 Independent Study 2-4 credits

Graduate Program

Bethany College also participates in Dual Degree Masters Programs with Carnegie Mellon University and Duquesne University, for additional information see the section on the Dual Degree Programs in this Catalogue.

Faculty

Charline Barnes Rowland. *Associate Professor of Education; Director of Teacher Preparation Programs; Chair*
Edward F. Shephard. *Associate Professor of Education*

Master of Arts in Teaching (MAT) and Master of Education Teaching and Learning (M.Ed.)

The Master of Arts in Teaching (MAT) Degree is a 39- credit program that provides education courses and teaching internships essential in preparing teacher candidates for teaching in a specific content area for grades PreK-Adult, 5-Adult, or 9-Adult. Candidates may obtain endorsements in the following areas of concentration: Biology, Chemistry, English, Language Arts, Mathematics, Middle School, Physical Education, Social Studies, or Spanish. This program is designed to be a 4 plus 1-year program. Candidates are required to submit a passing content praxis II score(s) for their intended content discipline prior to admission to the program. Upon completion, candidates will take the PRAXIS II-Principles of Learning and Teaching.

Master of Education in Teaching and Learning (M.Ed) is a non-licensure program that will enable candidates develop critical thinking skills while honing their sensitivity toward demographic, economic, cultural and societal differences. The 36--hour credit graduate program is designed to enhance current position and develop skills for future positions. Based in the liberal arts tradition, the program is designed to meet the educational needs of individual students by promoting breadth, depth, and the integration of knowledge. It will assist students in developing intellectual concepts, sophisticated learning skills, moral values, and good citizenship.

The program will enable a career change for fields other than education that will enable the candidate to take on leadership roles in a school or organization.

The Master of Education in Teaching and Learning degree will enable candidates develop critical thinking skills while honing their sensitivity toward demographic, economic, cultural and societal differences. Based in the liberal arts tradition, the program is designed to meet the educational needs of individual students by promoting breadth, depth, and the integration of knowledge. It will assist students in developing intellectual concepts, sophisticated learning skills, moral values, and good citizenship. Details of the programs, including Program Goals, Admission Criteria, and Requirements for Degree may be found in this Catalogue.

Bethany College also participates in Dual Degree Masters Programs with Carnegie Mellon University and Duquesne University., for additional information see the section on the Dual Degree Programs in this Catalogue.

Application for Graduate Program

An applicant for admission to the Bethany College MAT/M.Ed. graduate program must possess a baccalaureate degree from an American college or university accredited by one of the recognized regional accrediting associations, or the equivalent from an international college or university.

The ordinary standard for regular admission to the MAT/M.Ed. program is an undergraduate GPA of at least 2.75 (on a 4.0 scale). Students falling below this level may submit other evidence of their ability to successfully complete a graduate program. Applicants may be admitted to the Bethany College MAT/M.Ed. graduate program in one of the following categories:

Regular Admission: Applicants are admitted under this category when they have satisfied the admissions criteria detailed above.

Provisional Admission: Applicants who do not meet all of the criteria for Regular Admission, but show reasonable promise for success in the MAT/M.Ed. program, may be admitted provisionally. Students will be permitted to begin graduate studies while completing admissions deficiencies.

Graduate Program Expenses, Aid

Charges and fees stated on the following pages apply only to 2021-2022 academic year.

Schedule of Charges 2021-2022

Description of Charge or Fee		
Fees included in Tuition line on bill:	Pre Year	Per Semester
Tuition	\$ 550 / Credit Hour	\$ 550 / Credit Hour
Technology	\$ 540	\$ 270
Student Activity Fee	\$ 550	\$ 275
Administrative Fee	\$ 210	\$ 105
Course Fees (see Catalogue for listing)	Course-dependent	
Residential Life:		
Campus Housing	\$ 5,580 - \$7,020	\$2,790 - \$3,510
Meal Plans:		
Board	\$ 5,910	\$ 2,955
Most Common Miscellaneous Fees & Fines (Not all-inclusive, lease see online Catalogue and Policy Manual for complete fee listings.)		
Commuter Parking	\$ 150 annually	
Transcripts	\$ 10 per transcript	
Early Arrival (non-required)	\$ 50 per day	
Returned Check Fee	\$ 30 per occurrence	
Parking and Library Fines	Varies by infraction (see Policy Manual Vol. VII Student Life Policies)	
Payment Plan Application Fee	\$ *To be determined	
Late Registration Fee (semester terms)	\$ 150 see academic calendar for details	

Billing Information and Dates

Students are expected to register at the times and places announced. Registration is not considered complete until all charges have been paid or arrangements for payments have been made.

Billing/Payment Dates

Term	Billing Date	Due Date	Notes
Fall Semester 2021	July 2021	30 days after billing	\$500 Late Payment Fee. <i>Registration is not complete until payment or payment arrangements have been made.</i>
Spring Semester 2022	Dec 2021	30 days after billing	

Refund Policies

- **Withdrawal or cancellation** must be in writing to Student Life. A withdrawal form with all necessary signatures must be obtained.
- **Tuition, Room and Board** (less special course fees) will be refunded: 100% if officially withdrawn or cancelled prior to the first day of classes; 90% in the first week of the term; and no refund thereafter. For terms less than the standard 15 weeks but at least six weeks, these refund periods will be adjusted proportionally. For terms less than six weeks, no refunds are applicable after the first day of class.
- **Discipline** – In case of dismissal for breach of college disciplinary rules, no refund will be given.
- **Appeals** – Appeals to the refund policy due to unusual circumstances should be in writing to the Chief Financial Officer, and must include documentation and proof of the unusual circumstances.
- **Graduate Assistants** – Graduate assistant interns are responsible for all fees, fines, and other applicable charges outside of the tuition charge. Qualified Graduate Assistants will receive a Staff Tuition Benefit that covers tuition costs only.

Other Financial-Related Policies

- **Unpaid Accounts** – Any fees, fines, or miscellaneous payments not received by due dates may result in the student being administratively withdrawn from the College. Future registrations will not be allowed, nor will grades, diplomas, certificates, or transcripts be provided until such balance is paid. Re-instatement to the College will require payment of all amounts due, in addition to compliance with the usual readmission procedures. The student is responsible for all collection agency fees, attorney fees, court costs, and any other costs necessary for the collection of past due accounts. Students whose accounts are assigned to collection may have their credit adversely affected, and may have difficulty in obtaining credit in the future.
- **Payment Plans** – Bethany's College's monthly payment plan option is current under review. Additional information. Forthcoming.

Full Time Status

A graduate student's status as full- or part-time is determined by the number of graduate credits the student carries in a semester. Nine graduate credits per semester is the minimum number of credits a graduate student may carry to be considered a full-time graduate student. Please consult the Office of Business/Finance for costs associated with full-time status.

Graduate Program Goals

- To enable a career change for professionals in fields other than education.
- To provide professionals in education a path to enhance their certification and teaching credentials.
- To provide comprehensive curricular and field experiences.
- To provide an integrated, sequenced program with a collaborative cohort of peers.
- To emphasize interdisciplinary, problem-solving curriculum approaches to learning.
- To integrate current technology applications in all areas of teaching and learning.
- To provide/enable/prepare candidates to utilize recognized best practices for 21st century educators founded on national and state standards
- To prepare future leaders for the field of education
- To prepare program candidates to become "reflective practitioners" in the field of education.

Master of Arts in Teaching (MAT)

Requirements for Degree

EDUC 650, 653, 655, 656, 659, 662, 665, 672, one course from 680-89, 696, 697, 699, 699.

Continuation in the MAT Program: a candidate must maintain a 3.00 GPA to continue in the program.

Core Courses

EDUC 650	Teacher as Reflective Practitioner	3 credits
EDUC 653	Current Issues in K-12 Education	3 credits
EDUC 655	Educational Statistics and Research Methods	3 credits
EDUC 656	Educational Psychology	3 credits
EDUC 662	Media and Technology	3 credits
EDUC 665	Multicultural Perspectives in Education	3 credits
EDUC 696	Theories, Practices, and Utilization of Educational Research	3 credits
EDUC 699	Master of Arts in Teaching Capstone Project	3 credits

Pedagogy

EDUC 659	The Exceptional Child	3 credits
EDUC 672	Reading Methods and Materials	3 credits

Choose from the following courses:

EDUC 680-89	Methods and Materials in Secondary Education	3 credits
EDUC 681	Methods and Materials in Secondary Education: English	
EDUC 682	Methods and Materials in Secondary Education: Mathematics	
EDUC 683	Methods and Materials in Secondary Education: Physical Life Sciences	
EDUC 684	Methods and Materials in Secondary Education: Social Studies	

Clinical Student Teaching

EDUC 697	Teaching Internship I	3 credits
EDUC 698	Teaching Internship II	3 credits

Praxis Test Requirements for WV Certification: Candidates have completed the PRAXIS II Core Content Exam for Admission Requirements. Candidates upon completion of the program will take Praxis II: Principles of Learning & Teaching. K-6 (5622); Grades 5-9 (5623); Grades 7-12 (5624).

Prerequisite for Program: The MAT program will work as a four plus one program for graduates of Bethany College and other accredited higher education institutions receiving degrees in Biology*, Chemistry*, English, Mathematics, Physical Education, Social Studies, and Spanish aspiring to teach grades PreK-Adult, 5-9, and 5- Adult.

Note: The secondary tracks in Biology and Chemistry are under faculty review for the 2021-2022 academic year. No new students will be enrolled in these tracks until the review of the track is completed. Students must consult with the appropriate academic advisor

Master of Education in Teaching and Learning (M.Ed.)

Requirements for Degree

Advanced Pre-Professional Education Core Courses (15 hours)

EDUC 650	Teacher as Reflective Practitioner	3 credits
EDUC 656	Educational Psychology	3 credits
EDUC 659	The Exceptional Child	3 credits
EDUC 696	Theories, Practices, and Utilization of Educational Research	3 credits

Choose one of the following courses:

EDUC 662	Media and Technology	3 credits
EDUC 665	Multicultural Perspectives in Education	3 credits

GENERAL EDUCATION COGNATE (12 HOURS)

EDUC 651	The Science of Teaching and Learning	3 credits
EDUC 652	Program Planning and Assessment	3 credits
EDUC 654	Research and Data Driven Decision Making	3 credits
EDUC 655	Educational Statistics and Research Methods	3 credits

PROFESSIONAL EDUCATION COURSES (9 HOURS)

EDUC 699	Capstone Project	3 credits
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Choose two of the following courses:

EDUC 653	Current Issues in K-12 Education	3 credits
EDUC 657	Teaching the Adult Learner	3 credits
EDUC 658	Educational Leadership and Supervision of P-12 Facilities	3 credits
EDUC 660	Educational Leadership and Supervision of Higher Education Facilities	3 credits
EDUC 661	Current Issues in Higher Education	3 credits

* The MAT and M.Ed.candidates will take the same common core courses. EDUC 650, 653, 655, 656, 659, 662, and 665. The Capstone project will be required for all graduated students.

Graduate Courses

Education Courses

EDUC 646 Foundations of Literacy and Language Systems 3 credits

This course focuses on the beginnings of the development of literacy in children including the fundamentals of reading and writing as processes and how children come to understand and use those processes in differing settings. Research-based instructional strategies for supporting the development of children's literacy are explored, including alphabet and print awareness, phonological awareness, phonics, fluency, vocabulary and comprehension. A 15-hour field experience is required. (This course may be taken for credit as EDUC 346.) *Corequisite: EDUC 346X; Prerequisites: a passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher preparation program or enrolled as a non-degree seeking student.*

EDUC 646X Field Experience: Foundations of Literacy and Language Systems 0 credit

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

EDUC 650 Teacher as Reflective Practitioner 3 credits

This course focuses on areas of knowledge in the liberal arts that approach learning through a process of inquiry and questioning from a variety of disciplines. Areas were chosen to give students a broad understanding of the liberal arts. A variety of instructional strategies and methods will be used to promote active inquiry into learning during class time.

EDUC 651 The Science of Teaching and Learning 3 credits

This course will delve into the role that the teachers and students play in the classroom. It intends to provide the

learner with opportunities to explore, analyze compare and contrast different models of teaching and learning. It also provides learners opportunities discover what educational purposes the range of teaching and learning approaches can serve and how it can help create a multidimensional and differentiated learning environment for students. The course assumes, identifies, and uses a body of scholarly knowledge and research appropriate for study and application to the profession of college/university teaching. Topics examined include learning and diversity, teaching models and strategies, teacher and student behaviors and learning outcomes, and instructional improvement strategies.

EDUC 652 Program Planning and Assessment 3 credits

This course will provide the learner with opportunities to research a variety of education institutions at all levels to gain an understanding of program planning and assessment. The learner will discover the variety of Stakeholders at all levels within and outside the organization, including students, administrators, employers, legislators, and the public, expect institutions to demonstrate that their programs accomplish desired goals and that processes are in place to support data-driven improvement. The learner will engage in program planning and assessment which will lead to strategic strategies for improvement within a determined program. Learners will gain a better understanding for how assessment data may be used for accountability and for institutional improvement.

EDUC 653 Current Issues in K-12 Education 3 credits

This course focuses on a critical examination of current issues influencing early and middle childhood education. Topics include both historical and contemporary views of childhood education, as well as social, educational and economic policies that shape the practices within schools. Students are assessed by their contribution to the class discussions throughout the semester. A variety of instructional strategies are used to promote active inquiry into learning during class time.

EDUC 654 Research and Data Driven Decision Making 3 credits

This course is designed to inform the learner of using research and data to make decisions in their institution. The learner will explore strategies for putting into practice data-informed, decision-making processes. The learner will research how and why data driven decision making has been credited with improving teacher quality, improving curriculum, promoting parental involvement, & narrowing the achievement gaps amongst various student populations. Projects will include collecting appropriate data, analyzing the data appropriately, determining the right people and/or venues to receive the data, and using the data make key improvements in educational programs.

EDUC 655 Educational Statistics and Research Methods 3 credits

This course is an introduction to basic statistical techniques used in educational research. This course covers descriptive statistics, and inferential statistics through one-way ANOVA. Attention is given to ethical issues involved in statistical interpretation of data. This course will also provide an examination of various types of research design and important issues in design and statistical analysis. Learners will propose research projects as an application of principles covered in the course.

EDUC 656 Educational Psychology 3 credits

This course focuses on current special education topics and professional development issues that impact the educator, interactions with students, parents and other professions (including the development of communication and consultation skills). A variety of instructional strategies and methods will be used to promote active inquiry into learning during class time.

EDUC 657 Teaching the Adult Learner 3 credits

This course will investigate the characteristics of the adult learner. Adult learners have traits that set them apart from 'traditional' school or college learners. All adults come to courses with a variety and range of experiences, both in terms of their working life and educational backgrounds. This impacts on how and why they participate in learning. Multiples stages of an adult learner's life will be investigated which will include their perspectives on learning, motivation, and diverse backgrounds.

EDUC 658 Educational Leadership and Supervision of P-12 Facilities 3 credits

This course will cover areas concerning the work of curriculum directors, general supervisors, special supervisors, and department heads; study of supervisory methods current plans for staff utilization and use of instructional materials; and stress on evaluation of educational programs and the effects of supervision .

EDUC 659 The Exceptional Child 3 credits

This course provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the life span. Content includes historical factors, legislation, etiology, characteristics, needs, educational strategies, including existing and emerging technologies, assessment and support services of/for individuals with disabilities ranging from mild, moderate to severe levels of varying disabilities. The course will study the impact of disabilities on academic and social/emotional performances. A 10 hour field experience is required. *Corequisite: EDUC 659X*

EDUC 659X Field Experience: The Exceptional Child 0 credit

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

EDUC 660 Educational Leadership and Supervision of Higher Education Facilities 3 credits

This course will provide an overview of administrative theory, tools, and technology; educational leadership; legal issues; organizational and community relationships; political structures; and program development, evaluation, and accountability. Duties of the trustees and administrators in relation to the daily operations of a higher education facility will be explored.

- EDUC 661 Current Issues in American Higher Education 3 credits**
This course is to examine major trends and current issues in American higher education. It focuses on historical, social, organizational, curricular, accountability and budgetary aspects of colleges and universities in the United States. It also addresses the internationalization of higher education in specific regions outside the United States
- EDUC 662 Media and Technology 3 credits**
The course focuses on the fundamentals of planning, design and production of instructional multimedia tools. Laboratory activities cover interrelationships of communication theory; selection, utilization and production of materials, the use of media and the operation of equipment. There are opportunities for students to practice and use educational media and equipment in a cooperative, multicultural, learning environment and in various micro-teaching situations.
- EDUC 665 Multicultural Perspectives in Education 3 credits**
This course focuses on multicultural perspectives in education. This course is designed to prepare individuals associated with education to meet the needs of culturally, linguistically, ethnically, or economically diverse (CLEED) classrooms. It is required of all MAT program participants. The course content includes: 1.) African-American cultures, 2.) Asian cultures, 3.) Hispanic cultures, 4.) Native American cultures, 5.) European cultures, 6.) teaching strategies for ethnic studies, 7.) multicultural education as an academic discipline, and 8.) religious differences in culture. A variety of instructional strategies and methods will be used to promote active inquiry into learning during class time.
- EDUC 672 Reading Methods and Materials 3 credits**
This course reviews key concepts in reading instruction today. The class includes interactive class time, electronic learning, certificate-specific meetings and activities, and independent study. Candidates will explore methods of differentiating instruction in the reading classroom. A special focus will be given to the end purpose of the reading process-comprehension. Instruction will be provided through relevant discussion of the experiences of professional educators related to the specific area of education. A 10 hour field experience is required. *Corequisite: EDUC 672X*
- EDUC 672X Field Experience: The Exceptional Child 0 credit**
Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).
- EDUC 680-89 Methods and Materials in Secondary Education 3 credits**
This is a series of courses which address issues related to methods and materials for various areas of secondary education. The classes include interactive class time, electronic learning, certificate-specific meetings and activities, and independent study. Instruction will be provided through relevant discussion of the experiences of professional educators related to the specific area of education.
- EDUC 681 Methods and Materials in Secondary Education: English**
EDUC 682 Methods and Materials in Secondary Education: Mathematics
EDUC 683 Methods and Materials in Secondary Education: Physical Life Sciences
EDUC 684 Methods and Materials in Secondary Education: Social Studies
EDUC 685 Methods and Materials in Secondary Education: World Languages
- EDUC 696 Theories, Practices, and Utilization of Educational Research 3 credits**
Students are introduced to two research approaches that are used in special education research: quantitative methods and qualitative methods. Students conduct an extensive review of literature in an area of interest and make a formal oral presentation about their literature review.
- EDUC 697 Teaching Internship I 3 credits**
This course is designed as a capstone experience for middle grades or K-12 teaching internships and provides the M.A.T. program candidate educators with experiences to connect theory and practice in the context of a K-12 classroom. Responsibilities include: long-term planning, implementation of an integrated curriculum, the facilitation of small-and large group learning, the development of assessment systems that support the WV graduation standards for K-12 students, and professional interactions with peers and cooperating professions, as well as support and administrative personnel. This course is a directed and supervised first placement of two seven-week placements as a semester-long teaching internship experience in schools with assignments at appropriate grade levels and content areas. Candidates must make application for teaching internship prior to advance registration. Other courses and activities which might interfere with the teaching internship are not permitted. Success in this experience is required for continuation in and completion of the M.A.T. education program; failure results in removal from the M.A.T. education program. (CR/NCR only.)
Prerequisite: Admission to the M.A.T. professional block.
- EDUC 698 Teaching Internship II 3 credits**
This course is designed as a capstone experience for middle grades or K-12 teaching internships and provides the M.A.T. program candidate educators with experiences to connect theory and practice in the context of a K-12 classroom. Responsibilities include: long-term planning, implementation of an integrated curriculum, the facilitation of small-and large group learning, the development of assessment systems that support the WV graduation standards for K-12 students, and professional interactions with peers and cooperating professions, as well as support and administrative personnel.

This course is a directed and supervised second placement of two seven-week placements as a semester-long teaching internship experience in schools with assignments at appropriate grade levels and content areas. Candidates must make application for teaching internship prior to advance registration. Other courses and activities which might interfere with the teaching internship are not permitted. Success in this experience is required for continuation in and completion of the M.A.T. education program; failure results in removal from the M.A.T. education program. (CR/NCR only.) *Prerequisite: Admission to the M.A.T. professional block.*

EDUC 699 Master of Arts in Teaching Capstone Project 3 credits

This course is the capstone experience for the Master of Arts in Teaching in Education. All MAT candidates are required to complete an Action Research Paper. The purpose of preparing a master's research paper is to give candidates experience in carrying out the kind of research that is expected throughout their professional career. Through this process, the faculty expects each candidate to demonstrate his/her ability to work independently on a problem and to document his/her familiarity with the literature in the field of study, a command of the techniques and principles of research, and the ability to form valid generalizations from the research data. Candidates work independently under the supervision of their project advisor.

Special Education Courses

SPED 512 Autism I: Characteristics and Instruction 3 credits

This course provides an intensive look at the characteristics, identification, and instructional service delivery systems available for students with autism, Asperger's Syndrome, and other developmental delays. Specific instructional program features and the various origins and interventions of autism are emphasized. A 15-hour field experience is required. (This course may be taken for credit as SPED 212.) *Corequisite: SPED 512X.*

SPED 512X Field Experience: Autism I: Characteristics and Instruction 0 credits

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

SPED 612 Autism II: Teaching Internship and Advanced Research 3 credits

This course provides an opportunity for students to work in the field with students with autism. Special emphasis is on the implementation of research-validated teaching strategies, community-based instruction, home planning, and data collection and analysis. Current and controversial research in the field of autism is also examined and debated. A 15-hour field experience is required. (This course may be taken for credit as SPED 612.) *Corequisite: SPED 612X; Prerequisites: SPED 207 and SPED 212 or SPED 512*

SPED 612X Field Experience: Autism II: Teaching Internship and Advanced Research 0 credits

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

Reading Courses

RDNG 622 Reading Clinic 4 credits

This is a laboratory course which focuses on methods that can be used by classroom teachers, reading specialists, and other special teachers of reading and language arts. The major emphasis of this course is an extensive and supervised tutoring internship with children who have reading difficulties. A 30-hour field experience is required. (This course may be taken for credit as RDNG 422.) *Corequisite: RDNG 622X; Prerequisites: EDUC 346; RDNG 347; a passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher education program or enrolled as a non-degree seeking student.*

RDNG 622X Field Experience: Reading Clinic 0 credit

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

RDNG 647 Reading Assessment and Instruction 3 credits

During this course, students conduct a comprehensive examination of research-based reading assessment tools. Students use both informal and formal reading assessments to plan and implement data-based instruction and plan for reading interventions. Scientifically-based reading intervention and effective reading program components will be modeled and practiced. A 15-hour field experience is required. (This course may be taken for credit as RDNG 347.) *Corequisite: RDNG 647X; Prerequisites: EDUC 346; a passing score on PRAXIS I Core Academic Skills for Educators; admission to teacher education program or enrolled as a non-degree seeking student.*

RDNG 647X Field Experience: Reading Assessment and Instruction 0 credit

Field and clinical experiences provide opportunities for teaching candidates to apply knowledge, skill and dispositions in a variety of settings appropriate to the content and level of each program of study. Field and clinical experiences are approved and completed under the direction of the institution of higher education and cooperating teacher(s).

The Directory

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Division of Academic Affairs

Department of Academic Affairs

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Brooke Deal and Harald J. A. Menz, *Co-Directors of Interdisciplinary Studies*

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Heather A. Taylor, *Director of the McCann Learning Center*

TBD, *Coordinator of the Writing Center*

Jessie Janeshek, *Director of Writing Across the Curriculum*

John Hull, *Faculty Athletic Representative*

Travis Straub, *Kalon Scholars Advisor*

Cathy Gordon, *Executive Secretary to the Provost and Dean of Faculty*

Mary Cutlip Center for Library and Information Technology Services

T.W. Phillips Memorial Library

Heather Ricciuti, *The Mary Cutlip Director of the Libraries & Learning Resources*

Anna Cipoletti, *Learning Resources Librarian and Cataloger*

Division of Finance

Dennis McMaster, *Vice President and Chief Financial Officer*

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Mike Warco, *Assistant Controller*

Sue Halulko, *Financial Reporting Manager*

Nancy Kinney, *Senior Accountant and Office Manager*

Michelle Bower, *Purchase Order Processor and Cashier*

Kim Moore, *Payroll and Business Insurance Manager*

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TBD, *Coordinator of Duplicating Center and Mailroom*

Dean George, *Manager, Bookstore*

Mary Cutlip Center for Library and Information Technology Services

Information Technology

Edward Stough, *Director of Information Technology*

Ron Gable, *Assistant Director of Application Support and Institutional Technologist*

TBD, *Assistant Director of Application Support and Report Writer*

Larry Gray, *Assistant Director of User Services & System Support*

Department of Physical Plant

Jay A. Eisenhauer, *Executive Director of the Physical Plant*

Cindy Hudson, *Supervisor of Gardens and Landscaping*

TBD, *Secretary, Physical Plant*

Ralph Robinson III, *Locksmith*

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Laura Doty, *Executive Director of Enrollment Management and Financial Services*

Daniel Adams, *Associate Director of Enrollment Management*

Stephanie Beall, *Assistant Director of Enrollment Management and Event Coordinator*

TBD, *Enrollment Counselor*

Justin T. Miller, *Enrollment Systems and Operations Manager*

Julie Bower, *Center for Enrollment Office Manager and Admission Specialist*

Melissa Dryer, *Associate Director of Student Financial Services and Operations*

Tami Samol, *Enrollment and Student Financial Services Assistant*

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Mary Walden, *Executive Assistant to the Vice President*
Emily Luke, *Executive Director of Communications*
Shannon Kolgedy, *Director of Media Relations and Marketing*
Abigail McDonald, *Director of Marketing and Communications for Institutional Advancement*

Department of Student Life

Gerald E. Stebbins, *Vice President of Student Life and Dean of Students*
Samuel Goodge, *Assistant Dean of Students*
Khali Blankenship, *Director of Student Conduct/Title IX Coordinator/504 Coordinator*
TBD, *Director of Student Activities*
Sara Dent, *Director of Safety and Security*
Ashley Cupp, *Staff Nurse*
Lisa Bain, *Staff Nurse*
Terri Rawson, *College Counselor*
Michaelynn M. Ulrich, *Executive Assistant to Student Life*

Department of Intercollegiate Athletics and Recreation

Administration

Mike Worrell, *Director of Athletics, Head Men's Basketball Coach*
Meighan Julbert, *Assistant Athletic Director for Student Athlete Success and Senior Women's Administrator*
Courtney J. Hilyer, *Assistant Athletic Director for Compliance, Head Volleyball Coach*
S. Andrew Upton, *Assistant Athletic Director*
Erikka Sansom, *Director of Athletic Communications*
Kacey Morrison, *Head Athletic Trainer*
Amy McGreal, *Equine Operations Manager*
Joe Dumas, *Chief Engineer*
Brad Rager, *Band Director and Recruiter*

Baseball, Justin Thomas, *Head Baseball Coach*

Basketball

Brian Sansom, *Head Women's Basketball Coach*
Mike Worrell, *Assistant Director of Athletics, Head Men's Basketball Coach*

Cross Country, Michael Guinn, *Head Cross Country Coach and Assistant Track & Field Coach*

Golf, TBD

Football

William J. Garvey, *Head Football Coach and Facilities Coordinator*
Dave Arnold, *Assistant Football Coach, Defensive Coordinator*
Ryan Barth, *Assistant Football Coach, Running Backs*

Lacrosse

A. Elizabeth Blake Geyer, *Head Women's Lacrosse Coach*
Ryan Hilyer, *Head Men's Lacrosse Coach*

Soccer

Alyssa Finelli, *Head Women's Soccer Coach*
Frankie Taal, *Head Men's Soccer Coach*

Swimming and Diving, Caileigh Purcell, *Swimming and Diving Coach*

Softball, Cassandra Moore, *Head Softball Coach*

Tennis, Kierstyn Czucharan, *Women's Tennis Coach, Assistant Softball Coach*

Track and Field, S. Andrew Upton, *Assistant Head Football Coach, Wide Receivers, and Head Track & Field Coach*

Volleyball, Courtney J. Hilyer, *Assistant Athletic Director for Compliance, Head Volleyball Coach*

Faculty and Instructional Staff 2021-2022

TAMARA NICHOLS RODENBERG, *President of the College and The M.M. Cochran Professor of Leadership Studies* (2016).
B.A., Texas Christian University; M.D., Lexington Theological Seminary; Ph.D., Graduate Theological Union.

JOSEPH H. LANE, Jr. *Provost and Dean of Faculty, and Sarah B. Cochran Professor of Political Science.* (2017).
B.A., Hampden-Sydney College; Ph.D., Boston College.

Professors

JOHN H. HULL, *Professor of Psychology.* (1976).
B.S., Alma College; M.A., Ph.D., Kent State University.

FUJIKO O. NITO, *Professor of Computer Science.* (1985).
B.S., Chubu Institute of Technology (Japan); M.S., (Mathematics: Electrical and Computer Engineering), M.S., (Mathematics: Computer Science), Ohio University.

PATRICK J. SUTHERLAND, *Professor of Communications and Chair of the Department of Communications and Media Arts.* (1989).
B.A., Marquette University; M.A., University of Florida; Ph.D., Ohio University.

HARALD J. A. MENZ, *Professor of World Languages and Cultures, Director of International Education, Co-Director of Interdisciplinary Studies and Co-Chair for the Department of Humanities.* (1994).
B.A., Pädagogische Hochschule, Heidelberg, West Germany; M.A., Ph.D., West Virginia University.

JOSEPH B. LOVANO, *Professor of World Languages and Cultures.* (1997).
B.A., M.A., Ph.D., University of California, Los Angeles.

HEATHER L. RICCIUTI, *Professor of Learning Resources and The Mary Cutlip Director of Libraries and Learning Resources.* (1997).
B.A., Edinboro University of Pennsylvania; M.L.I.S., University of Pittsburgh.

ELIZABETH M. HULL, *Dr. Robert L. Martin Chair in English Literature and Professor of English.* (1999).
B.A., Kirkland College; Ph.D., University of Virginia.

WILLIAM T. HICKS, *Professor of Biology* (2003).
B.S., Bloomsburg University; M.S., Miami University, Ohio; Ph.D., Oregon State University.

ANJU RAMJEE, *John F. and Evelyn Casey Steen Professor in Finance and Professor of Business and Chair of the Department of Business.* (2004).
B.Com., Goenka College of Commerce & Business Administration (affiliated with the University of Calcutta), India; M.B.A., Ph.D., University of Cincinnati.

MELANEE W. SINCLAIR, *Professor of Social Work, Chair of the Department of Social Work, and Coordinator of Social Work Field Placements.* (2004).
B.A., West Virginia Wesleyan College; M.S.W., West Virginia University.

BROOKE LEMMONS DEAL, *Thomas W. Phillips Chair of Religious Studies, Professor of Religious Studies, Co-Director of Interdisciplinary Studies and Co-Chair of the Department of Humanities.* (2005).
B.A., Southwest Missouri State University; M.Th., Ph.D., Brite Divinity School.

ROBERT S. SPANGLER, JR., *Professor of Physics.* (2005).
B.S., Rochester Institute of Technology; M.S., Ph.D., West Virginia University.

ADAM C. FLETCHER, *Professor of Mathematics.* (2006).
B.S., Bethany College; M.S., John Carroll University.

DEBRA K. HULL, *Visiting Professor of Psychology.* (2018).
B.A., Alma College; M.A., Ph.D., Kent State University.

Associate Professors

- PANDEL L. COLLAROS, *Associate Professor of Music and Chair of the Department of Visual and Performing Arts*. (1999).
B.A., M.A., The Ohio State University.
- STEVEN A. CARELLI, *Associate Professor of History*. (2007).
B.A., West Virginia Institute of Technology; M.A., Ph.D., Southern Illinois University, Carbondale.
- HEATHER A. TAYLOR, *Associate Professor of English, Director of the McCann Learning Center*. (2007).
B.A., Bethany College; M.A., MFA, Wilkes University.
- LISA M. REILLY, *The Goulding-Woolery Professorship in Chemistry, Associate Professor of Chemistry and Chair of the Department of Physical and Computational Sciences*. (2008).
B.S., Mercyhurst College; Ph.D., Oklahoma State University.
- JESSIE L. JANESHEK, *Associate Professor in English, Director of Writing Across the Curriculum*. (2011).
B.A. Bethany College; M.F.A. Emerson College; Ph.D, University of Tennessee, Knoxville.
- EDWARD F. SHEPHARD, *Associate Professor of Education*. (2011).
B.A., California University of Pennsylvania; M.A., D.Ed., Indiana University of Pennsylvania.
- SCOTT M. BROTHERS, *Associate Professor of Chemistry and Director of First-Year Studies*. (2012).
B.S., Wheeling Jesuit University; Ph.D., Texas A&M University.
- HOLLY HILLGARDNER, *Associate Professor of Religious Studies in the Perry and Aleece Gresham Chair in the Humanities*. (2012).
B.A., University of Texas at Arlington; M.T.S., Texas Christian University, Brite Divinity School; Ph.D., Drew University.
- TRAVIS STRAUB, *Associate Professor of English*. (2013).
B.A., West Virginia University; MFA, University of Pittsburgh.
- AARON M. HONSOWETZ, *Associate Professor of Economics*. (2015).
B.A., B.S, Michigan State University; M.A., Ph.D., George Mason University.
- DIANE S. SNYDER, *Associate Professor of Psychology and Chair of the Department of Psychology*. (2016).
B.A., San Diego State University; M.A., National University; Psy.D., Carlow University.
- ANNA EDLUND, *Associate Professor of Biology and Chair of the Department of Biology*. (2018).
B.A., Swarthmore College; Ph.D., University of California, Berkeley.
- JULIA C. WILSON, *Visiting Associate Professor of Sociology*. (2018).
B.S.; University of Mississippi; M.A., Ph.D., University of Virginia.
- PETER EHNI, *Visiting Associate Professor of Mathematics and Science* (2019).
B.S., Wheeling College; M.S., Ph.D., University of Maine.
- ALEX MATHEW, *Assistant Professor of Cybersecurity*. (2019).
B.S., VBSP Univ/RIT/IIE (India); MA, VBSP Univ/RIT/KU, (India); Ph.D., Shri Venkateshwara University (India).
- JULIE OSLAND, *Associate Professor of Psychology*. (2019)
B.A., Central College; M.A, Ph.D., The University at Albany.
- CHARLINE BARNES ROWLAND, *Associate Professor of Education, Director of Teacher Preparation Programs, and Chair of the Department of Education*. (2020).
B.A., Syracuse University; M.A. The George Washington University; Ed.D. Virginia Polytechnic Institute and State University.
- THEODORE PAULS, *Visiting Associate Professor of Business*. (2021).
B.S., M.B.A., Ed.D. West Virginia University.

Assistant Professors

- S. ANDREW UPTON, *Assistant Professor of Physical Education, Associate Head Football Coach, and Head Track and Field Coach*. (2004).
B.S., West Virginia Institute of Technology; M.B.A., West Virginia Wesleyan College.
- COURTNEY J. HILYER, *Assistant Professor of Physical Education and Head Women's Volleyball Coach*. (2008).
B.A., Cedarville University; M.S., California University of Pennsylvania.

- DAVID M. DEIULIIS, *Assistant Professor of Communications and Media Arts*. (2018).
B.A., M.A. Pennsylvania State University; Ph.D., Duquesne University.
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B.A., The University of the South; Ph.D., University of Georgia.
- KAREN KORMUTH, *Assistant Professor of Biology*. (2019).
B.A., Washington & Jefferson College; Ph.D., Carnegie Mellon University.
- IAN LANZILLOTTI, *Assistant Professor of History*. (2019).
B.A., University of South Florida; M.A., Indiana University; Ph.D. Ohio State University.
- MELISSA HUDSON, *Visiting Assistant Professor of Physical Education*. (2020).
B.A. Bethany College; M.A.T. Marygrove College; M.S. West Virginia University.
- OLGA BLACKLEDGE, *Assistant Professor of Communication and Media Arts*. (2020).
B.A. Karkiv State University (Ukraine), M.A. European Humanities University (Belarus), Ph.D. University of Pittsburgh.
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B.A., M.A. Tribhuvan University (Nepal); M.S., Ph.D., Kansas State University.
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B.S. Miami University, Ohio; M.B.A. Wheeling Jesuit University.
- MICHAEL DUNCAN OVERTON, *Visiting Assistant Professor of Psychology*. (2020).
B.A., M.S., Ph.D. University of Tennessee.
- CHELSEY FLETCHER, *Assistant Professor of Physical Education*. (2020).
B.A. Muskingum College; M.Ed. West Virginia University; Ph.D. Robert Morris University.
- KIMBERLY LAWLESS, *Assistant Professor of Social Work*. (2020).
B.A. Wittenberg University; M.A., M.S.W. West Virginia University.
- HAYDEN COOK, *Visiting Assistant Professor of Education*. (2021).
B.A. West Liberty University; M.A. West Virginia University.
- TAMMY RICHMOND, *Visiting Assistant Professor of Accounting*. (2021).
B.S. West Liberty University; M.B.A., M.S. Wheeling University.

Lecturers and Instructors

- AARON L. CAREY, *Lecturer in Music*. (2005).
B.A., West Virginia University.
- JON C. GREINER, *Lecturer in Communication & Media Arts*. (2017).
B.A., University of Kentucky.

Emeriti

- JOHN W. LOZIER, *Professor of History Emeritus*. (1964-2007).
B.A., University of Colorado; M.A., Ph.D., Ohio State University; Massachusetts Institute of Technology.
- JOHN D. DAVIS, *Professor of Economics and Business Emeritus*. (1965-2002).
B.A., American International College; M.A., University of Connecticut; West Virginia University; University of Chicago.
- W. RANDOLPH COOEY, *John F. and Evelyn Casey Steen Professor in Economics Emeritus*. (1966-2011).
B.A., Bethany College; M.A., West Virginia University; Mississippi State University.
- JOHN S. CUNNINGHAM, *Vice President Emeritus*. (1967-2007).
B.A., Slippery Rock State College; M.Ed., Kent State University; Ed.D., West Virginia University.
- ROBYN R. COLE, *Professor of English Emeritus*. (1968-2008).

- B.A., University of Maryland; M.A., University of Georgia; Ed.D., West Virginia University; Ohio University.
- ALBERT R. BUCKELEW, JR., *Professor of Biology Emeritus*. (1969-2011).
B.S. Fairleigh Dickinson University; Ph.D., University of New Hampshire.
- LARRY E. GRIMES, *Professor of English in the Perry and Aleee Gresham Chair in Humanities Emeritus*. (1970-2009).
B.A., Bethany College; B.D., Yale University; Ph.D., Emory University.
- MILTON R. SMITH, JR., *Goulding-Woolery Professor in Chemistry Emeritus*. (1972-2008).
B.S., Sul Ross State University; Ph.D., Texas A&M University; Iowa State University; Ohio State University; Carnegie Mellon University.
- JOHN J. MCGOWAN, *Professor of Physical Education and Sports Studies Emeritus*. (1980-2020).
B.S., Manhattan College; M.S., Springfield College.
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B.A., M.S., Ed.D., West Virginia University; The American University of Beirut
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B.A., Bethany College; M.A., Ph.D., West Virginia University.
- ROBERT A. PAYSEN, *Goulding-Woolery Professor in Chemistry Emeritus*. (1983-2012).
B.A., College of St. Thomas; Ph.D., University of Tennessee.
- KATHERINE SHELEK-FURBEE, *Professor of Social Work Emeritus*. (1984-2020).
B.A., Alderson-Broadbudd College; M.S.W., West Virginia University.
- JOHN T. BURNS, *Professor of Biology Emeritus*. (1985-2019).
B.A., Wabash College; M.S., Ph.D., Louisiana State University.
- DONALD L. EILENSTINE, *John F. and Evelyn Casey Steen Professor in Economics Emeritus*. (1987-2002).
B.A., Ottawa University; M.A., Ph.D., University of Kansas.
- JANICE L. FORSTY, *Professor of Physical Education Emeritus*. (1987-2021).
B.S., Slippery Rock State College; M.S., Slippery Rock University.
- D. DUANE CUMMINS, *President Emeritus of the College and Professor of American History*. (1988-2002).
B.A., Phillips University; M.A., University of Denver; Ph.D., University of Oklahoma; LL.D., William Woods College; H.H.D., Phillips University; Litt. D., Chapman University.
- KENNETH L. MORGAN, *Jennie Steindorf Renner Chair of Fine Arts and Professor of Fine Arts Emeritus* (1989-2020).
B.A., Bethany College; M.A., West Virginia University; Art Institute of Pittsburgh; North Carolina State University.
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B.A., Swarthmore College; Ph.D., Duke University.
- VIRGIL G. THOMPSON, *Professor of Accounting Emeritus*. (2006-2020).
B.S., West Liberty State College; J.D., West Virginia University College of Law; C.P.A.

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Accounting	Anju Ramjee
Biology	Anna Edlund
Chemistry	Lisa Reilly
Communications and Media Arts	Patrick J. Sutherland
Computer Science	Fujiko O. Nito
Computer Science and Accounting	Fujiko O. Nito and Anju Ramjee
Economics	Aaron Honsowetz
Economics and Mathematics	Aaron Honsowetz and Adam C. Fletcher
Education	Charline Barnes Rowland
English	Jessie Janeshek
Environmental Science	William T. Hicks
Finance	Anju Ramjee
History	Kayce Mobley
Interdisciplinary Studies	Brooke Lemmons Deal and Harald J. A. Menz
International Relations	Kayce Mobley
Management	Anju Ramjee
Marketing	Anju Ramjee
Master of Education	Charline Barnes Rowland
Mathematics	Adam C. Fletcher
Music	Pandel L. Collaros
Physical Education and Sport Studies	Melissa Hudson
Political Science	Kayce Mobley
Psychology	Diane Snyder
Psychology and Education	Diane Snyder and Charline Barnes Rowland
Psychology and Social Work	Diane Snyder and Melanee Sinclair
Religious Studies	Brooke Lemmons Deal
Social Studies	Kayce Mobley
Social Work	Melanee Sinclair
Spanish	Joseph B. Lovano
Theatre	Pandel Collaros
Visual Art	Pandel Collaros

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Occupational Therapy	Diane Snyder
Physical Therapy	John H. Hull
Print	Patrick J. Sutherland
Public Relations	Patrick J. Sutherland
Radio	Patrick J. Sutherland
Television	Patrick J. Sutherland
Veterinary Medicine	Anna Edlund

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Career Counseling	Amy VanHorn
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International Students	Harald Menz
Social Security and Veterans' Benefits	Stephanie Gordon and Financial Aid
Social and Recreational Activities	Sam Goodge
PASS	Heather Taylor
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Transfer Students	Stephanie Gordon
Undergraduate Scholarships	Financial Aid

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Enrollment: Scott Brothers, Chelsey Fletcher, Alex Mathew, Duncan Overton, Patrick Sutherland; *Ex Officio:* Karen Hunt

Faculty Development: Brooke Deal, Peter Ehni, Karen Kormuth, Julie Osland, Prem Prasain *Ex Officio:* Dennis McMaster

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Faculty Welfare: Adam Fletcher, William Hicks, Jessie Janeshek, Anju Ramjee, Robert Spangler, Open Position

Health Professions: John Hull, Karen Kormuth, Lisa Reilly, Robert Spangler

Honors: Olga Blackledge, Pandel Collaros (Spring), Adam Fletcher, Fujiko Nito (Spring), Heather Ricciuti, Gerald Stebbins, Registrar

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International Education/Multi-Cultural Awareness: Holly Hillgardner, Joseph Lovano, Harald Menz, Kayce Mobley, Fujiko Nito, Sam Goodge

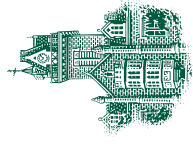
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Social Work Advisory: Melanee Sinclair, Chair; Steve Carelli, Debra Hull, Kimberly Lawless, Joseph Lovano; Social Work Department Fellow

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Student Success Team: Scott Brothers, Meighan Julbert, Heather Ricciuti, Diane Snyder, Heather Taylor; *Ex Officio:* Laura Doty, Karen Hunt, Joseph Lane, Gerald Stebbins, Julie Wilson

Teacher Education Advisory: Charlene Barnes Rowland, Chair; Hayden Cook, Adam Fletcher, Melissa Hudson, Elizabeth Hull, Lisa Reilly, Edward Shepard



Bethany



1. Old Main
2. Kirkpatrick Hall of Life Sciences
3. Commencement Hall
4. Richardson Hall of Science
5. Grace Phillips Johnson Visual Arts Center
6. T. W. Phillips Memorial Library
7. Morlan Hall (The Hub)
 - Starbucks
 - Bookstore
8. Harlan Hall
9. Phillips Hall
10. Cramblet Hall
11. Oglebay Gates
12. Cochran Hall
13. Ogden Dining Hall

14. Bethany House
 - Student Life, upper level
 - Center for Enrollment, lower level
15. David and Irene Steinman Fine Arts Center
16. Christman Manor at Pendleton Heights
17. Judith R. Hurl Education Center
18. Bethany Baseball Park
19. Erickson Alumni Center
20. Bethany Memorial Church
21. Campbell Hall
22. Bison Softball Field
23. Hoag Soccer Field
24. Bison Football Stadium
25. Thomas Phillips Johnson Recreation Center

26. Hummel Field House
27. Health and Wellness Center
28. Mary Ewing Tennis Court
29. Jordan Hall
30. Cummins Community Center
31. Goodnight House
32. Woolery House
33. Outdoor Amphitheater
34. Outdoor Classroom

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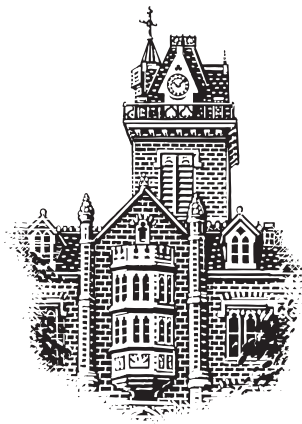
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