

Bethany Catalogue

2007-2008



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All provisions in this *Catalogue* are subject to change without prior notice.

Bethany e-mail address: admission@bethanywv.edu
Bethany on the World Wide Web: <http://www.bethanywv.edu>

Bethany College
Bethany, West Virginia 26032
304-829-7000
1-800-922-7611

College Calendar

2007-2008

The Bethany calendar includes two 15-week semesters and a three-week January Term. The fall semester begins in late August and ends before Christmas. The spring semester begins in late-January and ends in mid-May. Summer independent study options are offered.

FALL SEMESTER 2007

August

24-26	Friday-Sunday	Orientation and evaluation for new students
24	Friday	First Year Convocation
26	Sunday	Final Registration
27	Monday	First day of classes for all students

September

3	Monday	Last day for adjustment of schedules without academic and financial penalty
3	Monday	Last day to add a course
10	Monday	Last day to determine credit/no credit
20	Thursday	Fall Convocation

October

5	Friday	Early warning grades due
12	Friday	Last day of classes for first-half semester courses
13	Saturday	Homecoming (Waynesburg)
18- 19	Thursday-Friday	Board of Trustees Meeting
22	Monday	Mid-term Break

November

3	Saturday	Family Weekend
12-16	Monday-Friday	Registration for second semester
16	Friday, 4:00 p.m.	Thanksgiving vacation begins
26	Monday, 8:00 a.m.	Thanksgiving vacation ends

December

11	Tuesday	Last day of classes
12	Wednesday	Reading Day
13-15	Thursday-Saturday	Final examination period
17	Monday	Final grades due

JANUARY TERM 2008

January

7- 25

21-22 Monday-Tuesday

23-26 Wednesday-Saturday

Comprehensive Examinations (Written)

Comprehensive Examinations (Oral)

SPRING SEMESTER 2008

January

27 Sunday

28 Monday

Final Registration for all students

First day of classes for all students

February

1 Friday

Last day for adjustment of schedules
without academic or financial penalty

1 Friday

Last day to add a course

8 Friday

Last day to determine credit/no credit

March

6 Thursday

Founder's Day and Convocation

7 Friday

Early warning grades due

14 Friday

Last day of classes for first-half
semester courses

14 Friday, 4:00 p.m.

Spring vacation begins

25 Tuesday, 8:00 a.m.

Spring vacation ends

31-April 1 Monday-Tuesday

Oreon E. Scott Lecture

April

14-18 Monday-Friday

Registration for first semester
(2008-2009)

17 Thursday

Honors Day and Convocation

25 Friday

Last day of classes for seniors taking
Comprehensive Examinations

28 Monday

Grades due for students taking
Comprehensive Examinations

May

5-6 Monday-Tuesday

Comprehensive Examinations (Written)

7-10 Wednesday-Saturday

Comprehensive Examinations (Oral)

9 Friday

Last day of classes

12-14 Monday-Wednesday

Final examination period

15 Thursday

Final Faculty Meeting (1:00 p.m.)

15-16 Thursday-Friday

Board of Trustees Meeting

16 Friday

Baccalaureate

17 Saturday

Commencement

22 Thursday

Final grades due

Bethany Profile

Bethany, a small college of 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 more than 165 years old, 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 30 fields of study, many with options for emphasis. Students also may include as part of their programs one or more minors.

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 1300-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 four-year 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.

The approximately 850 Bethany students represent 25 states, the District of Columbia, Puerto Rico, and 15 other countries.

Mission

The teaching and advancing of knowledge form the mission of Bethany College. Central to this broad purpose is providing a liberal arts education for undergraduates, including the preparation of professionals, and the inspiring of lifelong learners. This is accomplished in a learning community where primary attention is given to the cultivation of social responsibility, human dignity, truth, and beauty.

Values

Bethany College is an academic community that emphasizes the close interaction of students and faculty in the educational process. Its academic program is designed to meet the educational needs of individual students by providing breadth, depth, and integration of knowledge in courses taken in the sciences, social sciences, and humanities. The general educational program provides the broad intellectual context for more intensive study in the various disciplines and professional programs.

Bethany College values intellectual rigor and freedom, diversity of thought and lifestyle, personal growth within a community context, and responsible engagement with public issues. Bethany seeks to help students develop discipline in thinking, motivation in their search for knowledge, and intellectual resources for a lifetime of learning. In keeping with the original goals of the College's founder and first president, Alexander Campbell, Bethany seeks to produce responsible and intelligent world citizens.

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 the educating of students to become useful and responsible members of society by liberating them from superstition and ignorance, the tyranny of others, and “vulgar prejudices.”

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 educational program is designed to implement the mission of the College. It 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 acquire, evaluate, and use information
- the ability to write, speak, and listen effectively
- the ability to use the liberal arts and sciences in the application of critical thinking
- the ability to understand contemporary issues and events
- the ability to analyze human values and beliefs
- the knowledge of and respect for experiences of diverse populations
- the appreciation for lifelong learning and responsibilities of world citizenship
- the preparation for post-baccalaureate education and career opportunities

Accreditation, Memberships

Bethany is accredited by or holds membership in:

- American Association of Colleges for Teacher Education
- American Council on Education
- Appalachian College Association
- Association of American Colleges and Universities
- College Entrance Examination Board
- Council of Independent Colleges
- Council on Social Work Education
- Division of Higher Education of the Christian Church (Disciples of Christ)
- East Central Colleges
- Eastern College Athletic Conference

- The Higher Learning Commission, North Central Association of Colleges and Schools, 30 North LaSalle St., Chicago, IL 60602; 1-800-621-7440
- National Collegiate Athletic Association, Division III
- National Council for Accreditation of Teacher Education
- Presidents' Athletic Conference

Admission

Application

Bethany accepts applications for admission from candidates who feel they would benefit from and contribute to a Bethany education. Prospective students may submit applications in one of three ways: paper application; online application from the Bethany College website at <http://www.bethanywv.edu/admission/apply>; or, through the Common Application program at <http://www.commonapp.org>.

Admission is based on a careful review of all credentials presented by the candidate. The Admission Committee accepts candidates it considers best 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 Admission Committee makes special evaluations.

Visiting Bethany

An on-campus interview with an admission 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.

Applicants are also invited to remain overnight (Sunday-Thursday) as the guest of a Bethany student. Meals and overnight accommodations in College housing for prospective students are provided by the College. Arrangements must be made through the Office of Admission. Lodging for parents 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 Office of Admission.

The Office of Admission is open Monday through Friday from 8:30 a.m. to 4:30 p.m. and most Saturdays from 10 a.m. to noon throughout the academic year. Appointments may be made by calling 304-829-7611 or 800-922-7611, or by writing to the Office of Admission, Bethany College, Bethany, West Virginia 26032; e-mail: admission@bethanywv.edu. Three days advance notice is requested to make proper arrangements for visits.

Information on admission and registration fees, and details on expenses, aid, and scholarships are on pages 10-13.

First-Year Students

Application for admission requires the submission of the following: a completed application form; a transcript of secondary school work; a letter of reference; scores from either the College Entrance Examination Board Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). An on-campus interview is strongly recommended but not required.

Candidates for admission may also submit other materials in support of their applications, such as examples of poems, plays, or short stories that they have written, samples of their art work or photography, journalistic pieces they have had printed, programs indicating their musical or dramatic endeavors, or clippings depicting activities for which they have received recognition.

Rolling admission enables Bethany's Admission Committee to evaluate and act on completed applications as soon as they are submitted. Therefore, each applicant is notified of Bethany's decision approximately two weeks after all credentials have been received.

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 must have a good academic record in the institution attended and must present full credentials for both college and preparatory work, including a statement of honorable dismissal that is to be completed by the Dean of Students of the previously attended institution.

Applications for the Fall Semester must be submitted before August 1 of the year in which entrance is desired. Decisions on these applications are announced by August 15. Application for transfer at mid-year must be received by December 20. Financial aid is available for transfer students.

Community College and Junior 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 Admission.

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) 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 first be admitted to Bethany College. In addition to the application, high school transcript, recommendations, and SAT or ACT scores, the student must submit full documentation of the learning disability. Additional fees are assessed each semester for participation in PASS.

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.

International Students

Bethany encourages applications from residents of other countries. Approximately 15 countries are represented on campus each year. Prospective international students may apply to Bethany in one of two ways: through the application form which appears on the Bethany College website at <https://www.bethanywv.edu/admission/apply>; or through the Common Application program at <http://www.commonapp.org>.

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, and one letter of recommendation. Students must also provide evidence of English language skills by submitting results of the Test of English as

a Foreign Language (TOEFL) with a minimum score of 500 (paper version) or 173 (electronic version). Bethany does not provide merit-based scholarships for international students, but does provide limited need-based financial aid. Upon acceptance to Bethany, students will receive a written notification. Once students pay a \$1,000 tuition deposit (refundable), and 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.

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

A non-refundable \$25 fee is required at the time of formal application.

Tuition Deposit

A student accepted for admission or readmission is required to pay a \$150 tuition deposit. This deposit is refunded after graduation or when one of the following procedures is completed: 1) a student accepted for admission who has paid the registration deposit but decides not to attend Bethany submits a request in writing for the refund before May 1 prior to the intended matriculation; 2) a matriculated student who withdraws from Bethany gives written notice to the Business Office prior to the advance enrollment date for the next regular term.

Application for Readmission

Students previously enrolled in Bethany College who wish to return for additional work must file an Application for Readmission with the Office of the Registrar.



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 and from gifts and contributions. Bethany continues to keep costs as low as possible.

Charges and fees stated on the following pages apply only to 2007-2008 academic year.

Comprehensive Charges

Comprehensive charges for the 2007-2008 academic year:

Tuition and Fees:.....	\$18,205
Room:	
Campbell Village.....	\$4,800
Goodnight and Wollery.....	\$4,000
Harlan, Phillips and Morlan.....	\$4,000
Fraternity and Sorority Houses on Campus.....	\$4,200
Board.....	\$3,770

The charge for tuition and fees includes tuition and the following activities and services: athletics; health services; library; lectures; plays; concerts; publications; student union; student activities; and some laboratory services. It does not include the Academic Fees, Course Fees, Music Fees, and Special Fees listed on pages 11-13

No reduction is made in student accounts for course changes made after the first two weeks of the semester. Bethany reserves the right to change, without advance notice, the price of room, board, and health insurance.

Financial Aid

Financial assistance is available to those students whose resources will not fund a Bethany education but who sincerely desire to attend. Outstanding students, regardless of financial need, are frequently eligible to receive scholarships and grants to attend Bethany. An applicant to Bethany is reviewed for scholarship eligibility during the admission process. No separate applications are required.

All need-based aid is awarded after careful evaluation of the Free Application for Federal Student Aid (FAFSA). All applicants for admission are sent detailed information regarding the financial aid process. All accepted new students will receive offers of financial aid beginning in mid-February. Returning students will receive their offers after review of second semester grades in May. Priority deadlines for financial aid are March 1 for new students and May 1 for returning students.

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 Office of Student Financial Services.

Satisfactory Academic Progress

The Educational Admndments of 1976 (P.L. 94-482, October 12, 1976) under section 132 states that “a student shall be entitled to receive Federal student assistance benefits only if that student is maintaining satisfactory progress in the course of study.”

At Bethany College, a student who is making satisfactory academic progress has completed at least 13 credits during the previously enrolled semester *or* has completed cumulative credits averaging at least 13 credits per enrolled semester. Failure to maintain satisfactory academic progress for two consecutive semesters will result in the loss of financial aid eligibility until the student completes at least 13 credits during the next enrolled semester.

In addition, students who receive Title IV Federal aid for the first time after July 1, 1987 are required to have a cumulative grade point average of at least 2.0 at the end of four semesters. They are then required to maintain a cumulative GPA of 2.0 until completion of the course of study.

Students receiving scholarships and grants from Bethany College must meet any academic requirements or other criteria associated with those awards to maintain them.

Fees for Off-Campus Study

Heidelberg: \$9,103 for one semester (includes tuition and fees, stipend to sponsor in Germany, and round-trip airfare from New York City).

Paris Sorbonne: \$9,103 for one semester (includes tuition and fees, stipend to sponsor in France, and round-trip airfare from New York City).

Seigakuin: \$9,103 for one semester (includes tuition and fees and up to \$1,000 for airfare), approximately \$2,000 for room, and approximately \$1,885 for board.

Regents College: \$12,988 for one semester (includes tuition, fees, room, and board).

Oxford University: \$9,103 for one semester (tuition only).

Spain: \$9,103 for one semester (includes tuition and fees, stipend to sponsor in Spain, and round-trip airfare from New York City).

Student Teaching: \$9,178 for one semester (includes tuition, fees, and pre-school week board privileges in the Bethany dining hall).

Social Work Placement: \$9,178 for one semester (includes tuition, fees, and pre-school week board privileges in the Bethany dining hall).

Academic Fees

Each credit when fewer than 12	\$580
Each credit in excess of 18, or of 20 if at least two 1-credit courses are included	\$490
Auditing a course, per credit	\$490
(There is no charge for a student who pays regular tuition and fees when the entire program, including the audit, does not exceed 18 credits.)	
Orientation Fee	\$100
PASS (per semester)	\$500-2,500

Special Examinations in any department	\$50
Each credit awarded by examination	\$100

Course Fees

COMM 307	\$30
COMM 315	\$30
COMM 408	\$30
COMM 409	\$50
ENGL 160	\$15
ENGL 462	\$15
FINA 125	\$10
FDST 115 (section 2)	\$100
GENS/PHYS 151	\$15
INTD 210	\$10
MUSI 103	\$40
MUSI 250	\$40
MUSI 251	\$40
PHED 180	\$300
PHED 182	\$300
PHED 183	\$300
PHED 184	\$300
PHED 185	\$300
PHED 186	\$300
PHED 187	\$300
PHED 188	\$300
PHED 189	\$300
PHED 190	\$300
PHED 193	\$300
PHED 194	\$300
PHED 196	\$300
PHED 200 (bowling and golf labs only)	\$49
PHED 200 (horseback riding lab only)	\$150
PHED 340	\$40
PSYC 188	\$5
THEA 103	\$15
THEA 153	\$40
VISA 201	\$10
VISA 202	\$25
VISA 203	\$30
VISA 211	\$20
VISA 213	\$20
VISA 221	\$40
VISA 231	\$30
VISA 301	\$25
VISA 311	\$20
VISA 313	\$20
VISA 321	\$40
VISA 331	\$30
VISA 401	\$25
VISA 411	\$20
VISA 413	\$20
VISA 421	\$40
VISA 431	\$30

Music Fees

Private music lessons
(each semester for one half-hour weekly lesson)\$275

Special Fees

Special Room Rates
Single (per semester)\$2,150
Double as Single (per semester)an additional \$400
Room Security Deposit.....\$100
Automobile Registration\$125
Health Insurance.....\$200

Payment of Student Accounts

Upon pre-registration, an invoice listing all charges due for the following semester is prepared for each student.

Bethany College bills for tuition, fees, room, and board twice-yearly; other charges are billed as incurred. Twice-yearly billings are payable in advance by August 1 and January 1 for the fall and spring semesters, respectively. Scholarships and loans may be applied as credit against August or January payment requirements.

Students will not be permitted to register if the payment requirements for each semester are not met. These requirements are in addition to the registration deposit. Checks or drafts should be made payable to Bethany College.

Students may not obtain transcripts or diplomas until satisfactory arrangements are made to cover financial obligations.

For accounts past due, a monthly service charge of 1% is assessed on the 10th of each month.

Accounts 90 days past due are subject to be placed with a collection company and may be reported to a credit bureau as delinquent. Accounts placed with a third party will assume full responsibility for any and all collection cost and fees (including court cost) incurred in addition to the full account balance.

Student Drawing Account

The Business Office provides a limited banking service through which students and their parents may deposit funds which the student may draw on as required. Establishing a student drawing account is recommended to avoid the necessity of keeping on hand any substantial amount of money. All checks for this account must be made payable to the Bethany College Student Drawing Account.

Refunds Upon Withdrawal

Adjustments are made on a pro-rata basis for tuition, room, board, required fees, and institutional financial aid. Federal aid is adjusted on a pro-rata basis through the ninth week of the semester in accordance with federal guidelines. Federal aid is ineligible for adjustment after the ninth week of the semester.



Academic 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 computer, 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 on pages 000-000 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 Seminar (FSEM 111)
 - First-Year Transition (FSEM 112)
 - First-Year January Seminar (FSEM 113)
 - Cultural Issues in the Arts and Humanities (FSEM 114)
 - Focused Writing Requirement
 - a seminar in Biblical Literature
 - the Creative Arts Experience
 - Wellness course
 - World Languages and Cultures Requirement
 - Liberal Arts Core
 - a Major Field of Study
 - a Senior Project in the major field
- the senior comprehensive examination in the major field
- the residence requirement

Bachelor of Arts degrees are awarded in Accounting, Communication, Computer Science, Cultural Studies, Economics, Education, English, Fine Arts, French, German, History, Interdisciplinary Studies, Music, Physical Education, 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, Interdisciplinary Studies, Mathematics, Physics, 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 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 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;
- provide students with an interdisciplinary introduction of important issues, methodologies, and texts in the arts and humanities.

A student transferring to Bethany more than 12 credits from another college is exempted from the First-Year Seminar.

Focused Writing Requirement

Every student must fulfill the Bethany College Focused Writing Requirement as specified by the department of the student's major. Each department's writing requirement is described with its other requirements in the section of this *Catalogue* dedicated to departmental offerings.

Biblical Literature Seminar

Each student is required to complete successfully a course in Biblical Literature offered by the Department of Religious Studies (RELS 100-130), preferably during the freshman year. Each course addresses a specific topic by examining Biblical texts and their origins, the history of how those texts have been interpreted, and the ways in which those texts and their interpretations continue to influence cultural values and practices in the present.

Creative Arts Experience

Each student is required to complete successfully one or more courses which engage the imagination in creative experiences through the application of aesthetic knowledge. This requirement is fulfilled when a student earns a total of three credits in one or more of the following courses: **Communication** 205 (Principles of Graphic Design), 218 (Audio-Video Performance and Production), 228 (Video Animation), 305 (Feature Writing), 410 (Desktop Publishing); **English** 230 (Writing from Nature), 311 (Poetry Writing Workshop), 312 (Fiction Writing Workshop); **Music** 100 (Piano Class), 101 (Introductory Piano), 102 (Voice Class), 105 (College Choir), 106 (College Wind Ensemble), 107 (Jazz Ensemble), 230 (Conducting I), all applied lessons; **Theatre** 103 (Introduction to Theatre), 105 (Production: Performance), 106 (Production: Technical), 120 (Beginning Acting), 151 (Stagecraft), 153 (Makeup Design), 210 (Playwriting), 221 (Acting for the Camera), 225 (Dance and Movement), 230 (Theatre for Young Audiences); **Visual Art** 201 (Drawing I), 202 (Art Fundamentals), 203 (Three-Dimensional Design), 211 (Painting I), 213 (Printmaking I), 221 (Clay I), 231 (Sculpture I). [The list of approved courses changes each year. Only courses taken in the year they appear on the approved list can count toward fulfillment of the requirement.]

Wellness Course

Each student is required to complete successfully Physical Education 200 (Wellness: An Orientation to Healthful Lifestyles). In this course students study the components

of healthful lifestyles and apply this knowledge by participating in one half-semester fitness-oriented laboratory and one half-semester laboratory engaging in a life-long physical activity (aquatics, bowling, golf, horseback riding, racquetball, or tennis). (Students may be excused from the life-long activities laboratory if they demonstrate competence in one of the activities.) 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.

World Languages and Cultures Requirement

All students must demonstrate world languages and cultures proficiency at the elementary level. Students may demonstrate proficiency in any one of the following ways:

- completing successfully at Bethany the first two courses of a basic language sequence (French, German, Italian, Japanese, Latin, or Spanish)
- performing at an acceptable level on a Bethany College written placement test in one of the above languages
- attaining the “Novice High” level of the ACTFL Oral Proficiency Interview
- earning a 3, 4 or 5 score on the College Entrance Examination Board Advanced Placement Test in the language
- completing successfully at a high school or college the first two courses in a language other than French, German, Italian, Japanese, Latin, or Spanish
- placing, as the result of one of the tests listed above, in the second course of one of the basic language sequences at Bethany and enrolling in and successfully completing that course
- showing evidence of being a native speaker of a language other than English

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.



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. Only courses taken in the year they appear on the approved list can count toward fulfillment of the requirement.

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

Communication 203 Principles of Advertising, 204 Principles of Public Relations, 208 Principles of Broadcasting and New Media, 304 Media Law; **Economics** 162 Principles of Macroeconomics, 163 Principles of Microeconomics; **English** 212 Writing for College and Community; **Political Science** 225 American Government, 304 Public Policy Analysis, 330 Media and Politics; **Religious Studies** 224 Religion and Culture; **Sociology** 150 Social Problems.

Cultural Awareness: *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.*

English 162 Race and Culture in American Films, 267 Masterpieces of World Literature, 283 African American Novel, 284 Ethnic American Literature, 287 Contemporary Native American Literature; **French** 130 French III, 220 Conversation and Composition: France, 321 Contemporary France; **German** 130 German III, 220 Conversation and Composition: Germany, 320 Civilization of Germany; **History** 326 Latin America, 330 Modern China, 331 Modern Japan; **Japanese** 130 Japanese III, 321 Modern Japan; **Music** 104 Rap, Rock, and Rags; **Psychology** 250 Ethnicity and Psychology; **Religious Studies** 220 Introduction to World Religions, 354 Islamic Civilization; **Sociology** 210 Human Diversity; **Spanish** 130 Spanish III, 220 Conversation and Composition: Spain, 320 Civilization of Spain; **Theatre** 335 American Theatre.

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

Communication 343 Images of Women in the Media, 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, 224 Psychology of Personal Growth, 287 Organizations and Human Behavior, 324 Personality: Theory and Application, 325 Abnormal Psychology, 326 Social Psychology, 328 Interpersonal Aspects of Psychotherapy and Counseling, 329 Theories of Psychotherapy and Counseling; **Social Work** 145 Women's Issues Across the Lifespan; **Sociology** 145 Women's Issues Across the Lifespan.

International Understanding: *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.*

Communications 403 International Communication; **English** 268 Modern World Literature; **Economics** 260 Comparative Economic Development, 270 Comparative Economic Systems, 360 International Trade; **French** 221 Conversation and Composition: Francophone World; **General Science** 202 Physical and Cultural Geography; **German** 221 Conversation and Composition: The German-Speaking World, 321 Civilization of the German-Speaking World; **Interdisciplinary Studies** 201 The World Food Supply, 202 World Energy Resources, 203 International Terrorism; **Political Science** 243 International Politics, 253 Nature and International Society, 351 Comparative Government: Western, 352 Comparative Government: Non-Western, 364 International Relations Theory; **Spanish** 221 Conversation and Composition: Latin America, 321 Civilization of Latin America.

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

Biology 100 Modern Concepts in Life Science, 102 Horticultural Science, 108 Botany, 326 Ecology; **Physical Education** 327 Physiology of Muscular Activity; **Psychology** 100 General Psychology.

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

English 150 Honors Freshman English, 200 Literature and Literary Diversity, 245 British Literature I, 246 British Literature II, 255 American Literature I, 256 American Literature II, 262 Women & Literature: Modern Western World, 264 Masterpieces of Drama, 266 Masterpieces of European Literature, 270 Shakespeare, 275 American Short Stories, 280 American Novels, 1970 to the Present, 285 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; **Spanish** 420 Survey of Peninsular Spanish Literature, 421 Survey of Latin American Literature; **Theatre** 274 Scripts in Performance.

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

Computer Science 151 Computer Science I, 210 Discrete Mathematics; **Mathematics** 101 Mathematics for the Liberal Arts Student, 103 College Algebra, 105 Precalculus, 201 Calculus I, 202 Calculus II, 205 Applied Calculus, 210 Discrete Mathematics, 231 Quantitative Methods in Management, 250 Mathematics for Elementary Education, 281 Statistical Methods I; **Philosophy** 123 Introduction to Logic; **Psychology** 205 Quantitative Methods in Psychology.

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

Chemistry 100 Consumer Chemistry, 108 Introduction to Forensic Science, 111 Organic Chemistry I, 112 General Chemistry I; **General Science** 100 Consumer Chemistry, 103 Everyday Physics, 151 Astronomy, 220 Geology; **Physics** 103 Everyday Physics, 151 Astronomy, 201 General Physics I, 202 General Physics II.

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

Communication 211 The Documentary Tradition, 308 Sight, Sound, and Motion, 338 Surrealism and Cinema; **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 I, 251 Music History II; **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; **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** 311 Studies in the Gospels, 417 A History of Biblical Interpretation; **Theatre** 374 Theatre History I, 375 Theatre History II; **Visual Art** 100 Art History I, 101 Art History II.

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

Biochemistry

Chemistry

Communication (with options for emphasis on Advertising, Electronic Media, Graphics, Print Media, and Public Relations)

Computer Science

Cultural Studies

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

Education (Elementary Education; Middle Childhood Education through individual department programs in the areas of French, General Science, German, Language Arts, Mathematics, Physical Education, Social Studies, and Spanish; Secondary Education through individual department programs in the areas of Art, Biology, Chemistry, English, French, General Science, German, Mathematics, Physical Education, Physics, Psychology, Social Science, and Spanish; Education in a Non-School Setting)

English
Environmental Science (Interdisciplinary)
Equine Studies (Interdisciplinary)
Fine Arts
French
German
History
Interdisciplinary Studies (major programs initiated and developed by individual students to fulfill their particular educational goals)
International Economics with study abroad
International Relations (Interdisciplinary)
Mathematics
Music
Physical Education and Sports Studies (with options for emphasis on Sports Communication, Sports Management, Sports Services, and Teaching Physical Education)
Physics
Political Science
Psychology (with options for emphasis on Scientific Psychology, Human Services, and Pre-Physical Therapy)
Psychology and Education (Interdisciplinary)
Religious Studies
Social Studies (Interdisciplinary)
Social Work
Spanish
Theatre (with options for emphasis on Acting and Technical Theatre)
Visual Art

Engineering degrees are also possible through cooperative programs with Case-Western Reserve University, Columbia University, and Washington University. More information appears on page 23 of this *Catalogue*.

There are sequences preparing students for programs in Dentistry, Engineering, Law, Medicine, the Ministry, Physical Therapy, and Veterinary Medicine. For more information see pages 23-25 of this *Catalogue*.

Senior 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 senior 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 senior 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, is completing 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 apply in the Office of the Registrar at least two months prior to the first day of the written section of the Examination. The Examination, which is offered in January and in May, includes both written and oral sections. In some majors, portions of the Graduate Record Examination are part of or prerequisite to the Senior Comprehensive Examination.

Students who have completed all requirements in their majors 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.

Academic Residence Requirement

To be eligible for a degree, a student must have completed forty-eight credits in courses at Bethany and/or as part of an approved off-campus Bethany program.

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 generally require between 15 and 24 credits of directed study in one or more departments. Minors are offered in:

- Accounting
- American Government and Politics
- American Literature
- Botany
- British Literature
- Business
- Chemistry
- Communication
- Computer Science
- Cultural Studies
- Economics
- Environmental Biology
- Equine Studies
- Experimental Physics
- French
- German
- History
- International Relations
- Management
- Mathematics
- Medieval and Renaissance Studies
- Music
- Multi-Category Special Education K-Adult
- Philosophy
- Religious Studies

Secondary Education
Spanish
Theatre
Theoretical Physics
Visual Art
Women's Studies
Writing and Language
Zoology

A student may earn a minor in a curricular department in which the student earns a major only if the minor requires no more than six credits in courses also required for the major.

January Term

The Bethany program includes a required three-week January Term for all First Year Students. The First Year January Term provides students with a small topic driven seminar experience (most often students will remain in their seminar group from first semester and continue to study with their seminar professor, although they may explore a new topic). The seminar will allow students to learn deeply, rather than broadly, since this seminar will be the only course they take during January Term. Topics will vary, but all seminars are designed to enhance college-level reading, writing and research skills. In addition to the required First Year January Term seminars, a limited number of courses will be offered for upper class students who choose to take a three-week January Term course.

May Term

The Bethany program includes a voluntary two to four-week May Term. The May Term provides 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 May Term is 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.

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, Columbia University, or Washington 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, Professor Majid Sawtarie, Physics Department.

Medical and Health Professions

Programs for advanced degrees in medical fields such as dentistry, medicine, optometry, pharmacy, and podiatry 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 at least a two-semester course sequence in each, as well as performing satisfactorily on a qualifying exam such as the DAT, MCAT, OAT, or PCAT. Students interested in health related professions should plan to take Chemistry 111-112 and Biology 100 during their first year; Mathematics 201 is highly recommended during that year as well. Chemistry 221-222 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 Bethany's Health Professions Advisory Committee.

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. Bethany College courses that satisfy the usual requirements are: Biology 100, 180, 290, and 343; Chemistry 111-112, 221-222, and 351-352; Physics 201-202; and General Science 473 and 474.

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. Some large animal experience may be obtained by enrolling in General Science 293. 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 three schools: Ohio State University; University of Georgia; and Tuskegee Institute. There are at present 13 contract seats among the three schools. Eligible students must complete the application for the West Virginia Contract Seat, which can be obtained from the Division of Animal and Veterinary Sciences at West Virginia University when starting the application process for Veterinary School. 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.

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: Political Science 225, Political Science 322, Political Science 361-363, Political Science 401, Accounting 211-212, Communication 206, Communication 304, Philosophy 100, Philosophy 123, and courses in English literature, composition, and world languages. Students interested in pre-professional preparation in law should consult the pre-law advisor, Professor Clinton Maffett, Department of History and Political Science.

Bethany College has also established, in conjunction with Duquesne University in Pittsburgh, Pennsylvania, an innovative three-three program which permits a student to complete three years of undergraduate work at Bethany and then enter the Duquesne

University Law School for completion of the J.D. degree after three more years of study (four years in the 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 the Faculty.

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 Religious Studies.

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 on page 151 of this *Catalogue*). Students interested in pre-professional preparation in physical therapy should consult the pre-physical therapy advisor, Professor John H. Hull, Department of Psychology.

Other Professions

Bethany also provides thorough preparation for professions in the fields of business administration, 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 and Professional Development.



Internships

Students may spend a semester combining practical professional experience with formal off-campus study. A student wishing to do this must obtain full-time employment 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. No additional academic work may be taken during the semester of the project.

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, and a student enrolled in one of them remains registered at Bethany and remains eligible for Bethany financial aid. Students and their advisors should consult with the Provost before registering for a study abroad program to determine whether funding is available. A list of these programs follows.

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's students during their stay in Japan.

Spain Study 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 two programs for study in the United Kingdom available to its students. Enrollment is limited to a maximum of five students combined in the two programs per semester. Students make application for either program through the Honors Committee. Restrictions on the use of financial aid resources may apply. For more information, contact Dr. Elizabeth Hull, Associate Professor of English in the Dr. Robert L. Martin Chair in English Literature.

Oxford (England) 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 (London) 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. Internships may also be available

East Central Colleges Exchange Programs

By a series of exchange agreements developed by the consortium of East Central Colleges and administered through Muskingum College, qualified Bethany students may remain registered at Bethany while living and studying for a semester or full year at one of the following institutions:

- The American College of Thessalonica in Greece
- Blas Pascal University at Córdoba in Argentina
- The Inter-American University at San Germán in Puerto Rico
- Kansai Gaidai University at Osaka in Japan
- The University of Karlstad in Sweden
- The University of Passau in Germany
- The University of Prince Edward Island at Charlottetown in Canada
- The University of Québec, at any of six campuses, in Canada
- The University of Saskatchewan at Saskatoon in Canada

Students interested in one of these programs should consult the Coordinator of International and Diversity Services.

Other Programs

Bethany students have participated in additional programs for study abroad. The Coordinator of International and Diversity Services 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, Professor Clinton W. Maffett, Department of History and Political Science, 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.

Programs for International Students

The American College Experience

The American College Experience program is designed to provide students or young professionals who have never been to the United States with the opportunity to develop their knowledge of American culture and to improve their language proficiency in English. Applicants must provide evidence of English language skills by submitting results of the Test of English as a Foreign Language (TOEFL). Students participate in a number of courses selected from the regular curriculum and are awarded a certificate at the end of either a one or two-semester experience.

The Pre-MBA Program

The pre-MBA program provides post-undergraduate preparation for admission into a Master of Business Administration program. The program is open only to students who have already completed a baccalaureate degree or its equivalent and who provide evidence of English language skills by submitting results of the Test of English as a Foreign Language (TOEFL). A certificate is awarded at the end of the two-semester sequence.

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.

Appalachian College Association

Bethany College is a member of the Appalachian College Association (ACA), a non-profit consortium of 36 private two- and four-year liberal arts colleges and universities spread across the central Appalachian mountains in Kentucky, North Carolina, Tennessee, Virginia, and West Virginia. From its headquarters in Berea, Kentucky, 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.

East Central Colleges

Bethany College is a member of East Central Colleges, a consortium formed in 1968. Other members are Heidelberg College, Hiram College, Marietta College, Mount Union College, Muskingum College, Otterbein College, Westminster College, and West Virginia Wesleyan College. These colleges collaborate to share programs and further their common interests. The consortium also maintains a relationship with an office and representative in Washington, D.C.

Library and Information Technology Services

The Mary Cutlip Center for Library and Information Technology Services is the information hub of Bethany College, created by the integration of traditional information technology roles and library services into a dynamic organization intended to enhance academic programs across campus.

For complete information about library and technology services available at Bethany College, including recommended computer specifications, please visit the following websites: <http://www.bethanywv.edu/technology/> <http://www.bethanywv.edu/library/>

Library Collection: The T.W. Phillips Memorial Library serves the Bethany College community by helping users identify, select, access, and evaluate information resources in a variety of formats. Local holdings include more than 250,000 physical items: books, periodicals, newspapers, audiovisuals, and archival materials. Additionally, the library subscribes to a broad yet selective group of electronic databases that provide access to online magazines, journals, primary source documents, and eBooks. Access to these resources is provided both in-house and through the Internet. Specialized collections located in the library building include the Bethany College Archives, the Center for Campbell Studies, the Upper Ohio Valley Collection, the James Schuyler Poetry Collection and related materials.

Computer Labs: There are multiple open-use computer labs on campus. Two labs are available 24 hours a day, 7 days a week. Both Apple Macintosh and Windows OS computers are available for student use. Strategically placed “walk-up” computer stations enable access to the Internet for e-mail and course needs.

Residential Halls: Each room in the residential halls contains high-speed network connectivity, basic cable TV service, and telephone ports. Telephone service includes local and campus phone calls, along with voicemail service. Cable TV service is also in common areas of residential buildings.

Wireless: Wireless access is available in a variety of academic and student life buildings on campus. Students, faculty and staff are able to utilize this service for high-speed internet connectivity.

Classroom Media: Numerous classrooms contain academic instructional technology such as computers, projectors, DVD/VCRs, TVs, visual presenters, “smart boards”, etc.

Student Use Media Facilities: Maxwell’s Lounge, located in Phillips Hall, contains a state-of-the-art video and sound system for casual use by students, faculty, and staff.

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 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, Hummel Field House, and various playing fields are available for student use at most hours.



Academic Procedures

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 always 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.

In any semester students may register for up to 18 credits without additional charges or up to 20 credits without additional charges when at least two one-credit courses are included. Fees are charged for exceeding these limitations.

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.

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.

Independent Study

Each department offers independent study for those students who have demonstrated the ability to work individually in some area of special interest. The student selects an area of study, subject to the approval of the chair of the department. Upon approval, the student then completes an Application for Independent Study in the Office of the Registrar before the start of the semester. First-Year students may not register for independent study courses. Independent study courses are not offered in courses that are being offered in the current semester.

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.

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 and Dean of Faculty. 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.

Change of Schedule

During the first five class days of each semester, a student, with the approval of the advisor, may drop or add any course. No courses may be added after this time. A student may only withdraw from a full-semester course before the end of the ninth week and a half-semester course before the end of the fifth week or, at the discretion of the instructor.

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.

A student who misses a class session may choose to verify the reason for that absence by submitting to the instructor a completed Explanation of Absence Form. Forms are available in the Office of the Registrar.

Academic Honesty

Academic honesty is essential to a college community's purpose and pursuits. Thus, academic integrity is expected of all Bethany College students. A student's academic work and conduct should always represent the student's personal effort and thus be above reproach. Examples of breaches in honesty include such acts as cheating, plagiarism via traditional or electronic means, collusion, and fabrication or falsification of either records or research data.

All students are expected to have a general understanding of plagiarism. They are also responsible for knowing the established departmental definitions of plagiarism, and in particular those stated in course syllabi. Plagiarism is the presentation of borrowed material without a citation of its source.

Depending on the circumstances and the severity of the infraction, incidents of academic dishonesty may result in consequences ranging from a failing grade for an assignment through dismissal from the College.

- An instructor who believes that academic dishonesty has occurred should notify and discipline the student as detailed in the class syllabus or College documents.
- A student may appeal within a two-week period of the notification by submitting a written appeal to the Academic Appeals Committee. Upon receipt of this written appeal, the chair of the Academic Appeals Committee will arrange a conference. Conference participants will include the student, the faculty member, and a member of the Academic Appeals Committee. A report of this conference will be submitted to the full Academic Appeals Committee. The Committee may choose to interview any or all parties involved in the appeal.

The Committee serves as a review panel to assure that academic integrity and appropriate appellate processes have been maintained. The Academic Appeals Committee will notify the faculty member, the student, and the Academic Dean of its recommendation. The Academic Dean will render a decision on the matter.

Grading System

Letter grades given and their equivalents in quality points are:

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

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

Grades mean: A, *Superior*; B, *Excellent*; C, *Average*; D, *Below Average*; F, *Failure*.

Other report abbreviations and their meanings are:

CR *Credit*. No quality points.

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

NG *No grade*. Used at mid-term only.

INC *Incomplete*. No quality points. Incomplete work is a result of sickness or some other justifiable reason. An incomplete must be removed by the end of the fourth week of the following semester, unless an extension of time is granted by the Provost and Dean of Faculty. It is not possible for a student to remove an incomplete after 12 months. After 12 months, an incomplete automatically becomes an F.

W *Withdrawn*. 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 (or with the permission of the instructor after such time). Carries no quality points or credits.

AUD *Audit*.

G *Requirement completed*. No quality points.

N *Requirement not completed*. No quality points.

SP *Satisfactory Progress* on Senior Project. No quality points.

UP *Unsatisfactory Progress* on Senior Project. No quality points.

V *Satisfactory Progress* after six weeks.

Any 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.

Grade Discrepancies

Any grade that has been submitted to the Registrar by an instructor is considered final. Grades may not be changed by allowing the student to do additional work (e.g., retaking exams, rewriting papers or other assignments); 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 Honesty Policy); 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 first 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:

- No later than 30 days into the semester immediately following the semester for which the grade report in question was sent out, the student must send to the course instructor a written request for a specific change in the grade. The written communication must include specific details about the graded work (such as grades received on exams and papers) and must describe the nature and magnitude of the apparent grade discrepancy. The course instructor (if still on the faculty and not on sabbatical or other leave) must respond within 30 days of receiving the letter to questions raised by the student and undertake to correct any grade found to be erroneous or unjust. If the instructor believes the grade should remain as recorded, the response to the student must be a written one. If the course instructor is the department chair, the appeal process continues with step 3.
- Within 14 days of the date on which the response was mailed, 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 whether procedures specified were followed in the appeal stages. The department chair will then render a decision which will be transmitted in writing to the student and to the course instructor.
- Within 14 days of the date on which the response was mailed, the student or the instructor may appeal the decision by notifying the appropriate Dean. The Dean will promptly (within 14 days) confer with the student, the course instructor, and such others as may be helpful, including (if desired by the student) a tenured Bethany College faculty member selected by the student. The Dean 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 and whether procedures specified were followed in the appeal stages. The Dean will then render a decision which will be transmitted in writing to the student and to the course instructor.

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 appeal within the time specified, the grade will remain as recorded.

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.

Withdrawal

An honorable dismissal is granted to students in good standing who may desire to withdraw from the College if they have satisfied their advisors and a responsible officer of the College that there is good reason to justify such action. Students asking to withdraw should present a written statement to the Dean of Students, the Vice President for Finance and Treasurer, and the Registrar. No withdrawal is considered complete until this procedure has been carried out. (See also page 13, Refunds Upon Withdrawal.)

Academic Probation and Dismissal

A satisfactory scholastic record at Bethany requires a student to have a semester's grade-point average of at least 1.70 during the freshman year, 1.80 during the sophomore year, and 2.00 during the junior and senior years. Students who have failed to meet the academic standards expected by the College are placed on academic probation.

Academic probation is a warning that academic performance is unsatisfactory and that unless significant improvement is made, continuation at Bethany will not be permitted. At the end of a semester on probation a student's entire academic record is reviewed by the Academic Appeals Committee. Continued enrollment depends on the trend in academic performance.

Students are subject to dismissal if they receive a grade-point average less than 0.50 in any semester or when their grades fall below requirements at any time during or after academic probation. Detailed academic policies and procedures may be obtained from the Registrar.

Academic Appeals Committee

The Academic Appeals 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 and 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.

Transcript of Records

Students wishing transcripts of records in order to support applications for graduate or professional 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. Transcripts are free of charge for currently registered students and for graduates until September 1 of the year of graduation. A fee of \$3.00 for each transcript is charged for all other requests. Fees must accompany the request. All financial obligations to the College must be paid before a transcript is issued.

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.

Scholarships, Recognition Awards

Bethany recognizes promise and intellectual attainment by awarding a large number of scholarships. These awards vary in value and are available to a limited number of entering students. Most scholarships are awarded to freshmen on a four-year basis, but are continued from year to year only if the recipient has met the following conditions:

- a satisfactory scholarship index
- satisfactory conduct as a student
- worthwhile contributions to the College program
- constructive citizenship in the College community
- payment of student accounts as scheduled

Bethany offers a wide range of scholarships, designated and external trust scholarships, as well as sustained awards and loan funds. These awards, most named for distinguished alumni and faculty members and friends of the College, are awarded to worthy and eligible students. Some are designated for specific fields and interests.

Awards are made by the President and by the Scholarship Committee in accordance with the requirements of a particular endowed fund.

Each year, Bethany offers entering students its Kalon Leaders Program in which participants vie for four-year tuition grants, 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.

A complete listing of all scholarships is available from Bethany's Office of Institutional Advancement and the Office of Admission.

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).

Senior Fellowships

Certain members of the junior class may be designated as senior fellows for the following year. The selection is made from students who have demonstrated unusual excellence in a major and the character and ability to do work in the department.

No more than fourteen full-year senior fellowships or the equivalents are awarded in any one year. Usually no more than one full-year fellowship or the equivalent is awarded in any one department.

The selection of senior fellows is made by the Honors Committee, usually from nominations presented by the department chairs.

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. This distinction is determined by the Honors Committee.

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 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 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.

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 Department.

Communication

Alpha Epsilon Rho, an honor society in the National Broadcasting Society, is for students in telecommunication, television, film, cable, or other programs in electronic media. It promotes leadership and exposes students to telecommunications industries, career preparation, and the development of media education programs. Membership is open to National Broadcasting members who are nominated for scholastic excellence, and/or recognized for creative achievement.

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

Epsilon Chi Chapter of Kappa Pi is for students of graphic arts. Its purpose is to uphold the highest ideals of a liberal education, to provide a means whereby students with artistic commitment meet for the purpose of informal study and entertainment, to raise the standards of productive artistic work, and to furnish the highest reward for conscientious effort in furthering the best interest in art in the broadest sense of the term.

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 twenty-one 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 of economics, including either Economics 301 or 302, and who have achieved both a departmental and overall grade-point average of 3.25 or better.

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.

Fine Arts

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.

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 3.0 grade point average in all other courses. Members must also produce outstanding artwork.

Sigma Tau Epsilon music honorary 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.

History

Mu Epsilon Chapter of Phi Alpha Theta 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

Lambda Iota Tau is an international honor society for the encouragement and reward of scholastic excellence in the study of literature. Membership is limited to juniors and seniors who are in the upper 35 percent of their class, who have completed a minimum of 12 credits of literature courses with at least a 3.0 grade-point average in them and in all prerequisite courses, and who have presented a scholarly, critical, or creative paper which has been accepted by the chapter. The chapter presents an annual award for the best senior project in literature. *Lambda Iota Tau* is a member of the Association of College Honor Societies.

Mathematics

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.

Physical Education

Phi Delta Psi is a 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 the second semester level 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 the department.

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.

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 12 credits in psychology courses and have an overall grade-point average placing them in the upper 35 percent of their class.

Social Science

Pi Gamma Mu is a 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* 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.

World Languages and Cultures

Delta Phi Alpha 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.

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, W. Va., 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.

Vira I. Heinz Awards are granted to up to three sophomore or junior women who have distinguished themselves by leadership, character, and scholarship and whose proposals for international travel most significantly supplement their educational objectives. These awards for summer travel are provided by the fund of the late Vira I. Heinz, recipient of the honorary Doctor of Religious Education degree from Bethany in 1969.

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.

Library

The Edna W. Woolery Bibliography Prize, named for a Librarian who served Bethany from 1947-1960, was established in 1981. It is awarded to senior students who have compiled an annotated bibliography and requested that it be considered for receiving an award of which there are four, one in the Humanities, one in the Natural Sciences, one in the Social Sciences, and one in Interdisciplinary Studies.

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.

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.

Communication

E. E. Roberts Distinguished Prize in Campus Journalism is awarded to an outstanding student who excels in work with one of the student media, in academic work in the Department of Communication, or both.

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

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

Charlotte Manion Yurko Award is presented to the Communication 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 twentieth century. Dr. Miller is recognized nationally as a journalist, editor, author, professor, business executive, and officer in the Navy.

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.

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.

Fine 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 Fine Arts who has an emphasis in one of the art 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.

Jane Judy Phillips Memorial Award in Theatre is presented to a Bethany student for an outstanding debut season in the Bethany Theatre. Selection of the recipient is made by the faculty of the Department of Fine Arts. The award honors the late Jane Judy Phillips, who was a volunteer assistant theatre director to her brother, Jennie Steindorf Renner Professor of Fine Arts David J. Judy.

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 Fine Arts 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.

Wes Wagner Award is presented to a visual art major who has demonstrated academic accomplishment, outstanding artistic ability, and exceptional creativity. This award was established by Mrs. Ruth Wagner through the Community Foundation for the Ohio Valley, Inc., in memory of her husband, an outstanding artist, teacher, mentor and friend of Bethany from 1967 until his retirement in 1988. Mr. Wagner continued to have a profound impact on the arts community of Wheeling until his death in 2006, and his artistic spirit lives on in art students, artists, and art lovers in the Upper Ohio Valley and beyond.

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.

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.

Literature

Lambda Iota Tau Outstanding Senior Project Award is presented annually to the student submitting the best senior project in literature.

Mathematics

W. H. Cramblet Prize recognizes outstanding achievement in mathematics. It is named in honor of Mr. Cramblet, the eleventh 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 thirty-six 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.

Pre-Medical Studies

Leonard Emory Yurko Award is presented annually to the senior pre-medical student exhibiting outstanding character and excellent scholarship as determined by the Health Professions Advisory Committee.

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.

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 Award, first presented in 2000, is awarded to the junior or senior who has demonstrated outstanding leadership ability and potential in the area of Christian ministry. It is named in honor of Harold Watkins, a Bethany alumnus, trustee, and ordained minister of the Christian Church (Disciples of Christ), and Evelyn Watkins, a long-time friend and advocate of Bethany and the Christian Church.

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 Department of World Languages and Cultures.

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 *Student Handbook* provides information that depicts the campus climate through statements of the College's mission, goals, and objectives. The *Student Handbook* also explains policies, procedures, and community expectations.

Student Government

The Student Government Association, comprised of representatives from all residence groups and recognized student organizations, manages a substantial budget and disburses funds for student activities and clubs. Students are appointed to some College committees and have responsibilities in all aspects of campus governance, including a representative to the Board of Trustees.

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, suite style, and apartment living. The apartments 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 Chartwells, a division of Compass Group. All students not commuting are required to select one of the variety of meal plans offered. Dining options include the cafeteria, Boomer's Snack Bar, a convenience store at Cummins Community Center, and the Morlan Coffee Shop, as well as catering for special events.

Social Life

The Associate Dean of Students 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. Equestrian Club, Outdoor Club, International Relations Club, Foreign Language clubs, Circle K, Big Brothers Big Sisters, International Student Association, and Math and Computer Science Club, major and departmental clubs are examples of the more than forty active clubs. Students are encouraged to form new clubs when there is sufficient interest.

Fraternities, sororities, and independent house associations constitute important social groups for upperclass men and women on campus. The six fraternities and three sororities are nationally affiliated, and their members constitute approximately fifty percent 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, Kappa Alpha, Phi Kappa Tau, and Sigma Nu. Sororities are Alpha Xi Delta, Phi Mu, and Zeta Tau Alpha.

The D. Duane and Suzi Cummins Community Center, a student-managed activity center on campus, provides a place for students, faculty, and staff to gather for refreshments, games, music, entertainment, conversation, and relaxation.

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. These programs have featured a former president of the United States, United States senators, governors and former governors, ambassadors, corporate chief executive officers, and leaders in the fields of public affairs, business, science, education, and the arts.

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 (a weekly newspaper, a yearbook, a magazine, a literary magazine, an FM radio station, and a cable TV station) command much student interest and involvement.

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. On College property adjoining the campus are ten miles of mountain biking/hiking trails. 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 skydiving, caving, whitewater rafting, camping, and sailing.



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 minister of this church, who is also a College Chaplain, is available to students for counseling and advice on personal and religious matters. The Bishop of the Wheeling-Charleston Diocese of the Roman Catholic Church provides a chaplain and chapel for Catholic students. The chaplain celebrates Mass each Sunday and on holy days and is available daily for counseling. The Jewish fellowship meets for worship and study. Jewish congregations in Steubenville and Wheeling sponsor the fellowship and entertain Jewish students for the high holidays. The Christian cafe is a weekly noontime ecumenical gathering of students, faculty, staff, and Bethany residents.

Many students are involved in outreach programs that are coordinated through the Chaplain's office. Habitat for Humanity, Big Brothers Big Sisters, and other local charities benefit from volunteers of the Bethany community.

Student Regulations

The Student Handbook 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 is a residential college and, as such, all students are required to live in College-owned housing, or, for members of Beta Theta Pi, Kappa Alpha, and Sigma Nu, in their privately-owned fraternity houses. *Exceptions to this policy may be made only for students whose permanent residence is within commuting distance of the College, ninth semester seniors, student teachers doing their student teaching, students over 25 years of age, independent students, students with serious medical concerns (validation must be made with the Dean of Students), international students who require year-round housing accommodations, and part-time students. Exceptions must be requested of and approved by the Office of Student Services.*
- All students (except commuters, student teachers, and adult learners) are required to board in the College dining hall unless excused by the Office of Student Services. There are four meal plan options to accommodate the diversity of students' tastes. 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 Student Handbook*.
- 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.

Student Health Services

The Robert C. Byrd Health and Wellness Center is an on-campus facility which 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.

Bethany provides medical, surgical, and hospitalization insurance. All students are automatically included in the coverage from August 10 to August 9 and are charged accordingly unless the appropriate waiver is forwarded to the Business Office.

Expenses for outside consultation and treatment are the responsibility of the student in all cases when not covered by insurance.

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 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.

Counseling Services

Bethany College provides free, but somewhat limited, on-campus counseling for students who experience non-serious emotional and psychological problems while at college, such as difficult adjustment to college life, relational 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.

Office of Career and Professional Development

The Office of Career and Professional Development (OCPD) assists students and alumni in developing, evaluating, and initiating and implementing their career paths. Career counseling is provided and workshops are offered on such topics as developing resumes, writing cover letters, and preparing for interviews. The OCPD maintains a Career Resource Center which includes career planning literature, job announcements, material on internships, information about graduate and professional schools, and graduate program pre-admission, registration, and informational bulletins. The office coordinates a graduate school fair each fall and a job fair each spring. Credential service is available without charge to all students and alumni who register with the OCPD.

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, Geneva, Grove City, St. Vincent, Thiel, Thomas More, Washington & Jefferson, Waynesburg, and Westminster. Men's teams compete in baseball, basketball, cross country, football, golf, soccer, swimming, tennis, and indoor and outdoor track. Women's teams compete in basketball, golf, soccer, softball, tennis, volleyball, cross country, swimming, and indoor and outdoor track.

Club sports teams provide competition in men's baseball, lacrosse, soccer, hockey, and volleyball. Women's teams on the club level participate in soccer, lacrosse, volleyball, and softball. A popular Outdoor Club provides a variety of activities including hiking, skiing, camping, whitewater rafting, and skydiving for 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 multi-million dollar 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.



College Facilities

Facilities and Resources

Substantial resources are invested in the education of Bethany students. The gross assets of the College on June 30, 2006, totaled \$87,724,447 at book value. Property, plant, and equipment at cost value were \$65,400,525. The market value of all endowment funds was \$41,135,978.

Buildings

Nearly 40 academic, administrative, and residential buildings are located on the 1,600-acre campus. The principal structures are listed below.

Benedum Commons (1969) is the dining facility for all Bethany students. In addition to the main dining room, the Ogden Room, the building houses a snack bar, lounge facilities, the book store, and several small dining rooms, including The Berkman Room, for special student and faculty events.

Robert C. Byrd 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. The Center is at the site of the former John J. Knight natatorium (1967).

Campbell Mansion (1793-1818-1840) is the restored home of Bethany's founder and first president, Alexander Campbell. Located 1/2 mile east of the campus, the mansion was designated a National Historic Landmark by the Department of the Interior in 1994. It is open daily for tours from April 1 to October 30, and at other times by appointment through the Office of Historic Bethany.

Campbell Village (2000) is Bethany's newest student residence facility. A four-building complex, housing 380 students, Campbell Village was completed in the 2000-2001 academic year.

Centenostone (2002), often identified as one of the most interesting and overlooked historic places on campus, is located in front of Old Main. It was erected in 1941 to mark the one hundredth anniversary of Bethany's first college classes under the direction of Alexander Campbell, the College's founder and first president. In 2002, a brick walkway and decorative chain barrier were constructed around the area and plaques were installed identifying and explaining it and the smaller stones near it, which have been gathered from places of significance in the history of the College and the Christian Church (Disciples of Christ).

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. Named in honor of two presidents of the College, Thomas E. Cramblet and his son, Wilbur Haverfield Cramblet, it is now the home of the McCann Learning Center.

Erickson Alumni Center (1992) houses Bethany's Alumni Relations Office, Development Office, Church Relations Office, and Public Information and Publications Office, as well as an Alumni Council Room, the Wilkin Parlor, and the Martin Guest Rooms. Originally part of the McLean-McEachern residence complex, it was completely reconstructed as the result of the gift of Charles O. Erickson, a West Virginia philanthropist whose generosity made possible the creation of alumni centers at colleges and universities throughout West Virginia.

Gresham Inn at Mountainside (1972) is a full-service hotel with forty newly remodeled guest rooms. Each room has Ethernet and phone line data ports. The Inn is named for Dr. Perry Gresham, Bethany's twelfth president, and his wife, Aleece.

Harder Hall Dining Room (1981) is the conference center dining facility. It adjoins Gresham Inn, the guest facility. Besides serving meals to conference attendees, it is the site of wedding receptions, and anniversary, graduation, and birthday parties. It honors Delmar C. Harder, a pioneer in automation in the American auto industry.

The Hibernia (1836), located on Main Street across from the Old Meeting House, was built by Alexander Campbell. *Hibernia*, Latin for Ireland, is the name of the ship on which Campbell and other members of his family sailed for America from Ireland in 1808. Campbell used the basement of this house as a printing shop. Later, the house served as an inn for the growing town. For many years, students lived in The Hibernia.

Hummel Field House (1990) provides physical education facilities for men and women. It is also used for concerts. 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. A new floor and bleachers were added in the Nutting Gymnasium in 2002.

Grace Phillips Johnson Visual Arts Center (1984) offers facilities for computer graphics, 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). Complete renovation accomplished during 1983-1984 makes this an outstanding facility for instruction in the visual arts.

Thomas Phillips Johnson Recreation Center (1994) is located adjacent to the Hummel Field House. The Center includes the natatorium, 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.

Mountainside Conference Center (1972) is a newly renovated meeting facility with offices, seminar rooms, exhibition areas, and a one hundred seat circular conference room. All rooms are equipped with internet connections. Each year the Center hosts conferences, seminars, and workshops. The center is accredited by the International Association of Conference Centers (IACC).

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 restoration work was begun in 1977 with approximately \$4 million invested in the project to date. 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.

Pendleton Heights (1841) was built during the College's first year by W.K. Pendleton, a member of the first faculty and second president of the College. Pendleton Heights is listed in the National Register of Historic Places.

T. W. Phillips Memorial Library (1959) is the primary center for information technology including library services and resources, campus technology services, and Archives and Special Collections.

Renner Union-Bethany House (1948) is the student union. Here are found the Student Services Office, campus radio station, music listening rooms, a spacious lounge and art gallery, and the Admission Office. The alumni joined in 1969 with the R.R. Renner family of Cleveland, Ohio, to remodel this facility.

Renner Visitors' Center (2002), located adjacent to the Campbell Mansion, is an information and hospitality center which houses the offices of Historic Bethany.

Richardson Hall of Science (1964) provides contemporary facilities for the chemistry, physics, and mathematics departments and two computer labs. 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, a general rehearsal room for the larger vocal and instrumental groups, and individual practice rooms support instruction in music.



Academic Departments

Biology

Faculty

Albert R. Buckelew, Jr. *Professor of Biology; Chair*

John T. Burns. *Professor of Biology*

William T. Hicks. *Assistant Professor of Biology*

Amanda B. Stewart. *Assistant Professor of Biology*

Aims

To acquaint students with the living world around them and with basic life processes; to demonstrate the scientific method as an approach to problem solving; to cultivate an appreciation of research; to develop laboratory skills in various types of work in biology; to prepare students as teachers of biology and for professional fields such as medicine, dentistry, veterinary medicine, and for graduate schools in various biological disciplines; and to help students find and appreciate their roles in the natural environment.

Requirements for Major

All students majoring in Biology must complete a minimum of 44 credits in courses in Biology including BIOL 100, 108, 180, 290, 308, 378, 379, 477, 478, 490, and those listed below. All students majoring in Biology must also complete PHYS 201, 202; CHEM 111, 112, 221, and 222; and one of the two following tracks:

Biology Track: BIOL 326; two courses from BIOL 341, 343, 351, 425; one course from BIOL 338, 440, or 442.

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

Biology Education Grades 9-12 Track: BIOL 168, 169, 221, 310, 326, 341, 343; GENS 480. The following courses must be completed prior to student teaching: BIOL 100, 108, 168, 169, 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 Teaching and Social Services 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.

German or French is recommended for those students preparing for graduate school. A semester of calculus is highly recommended. Statistics is recommended for students preparing for graduate work in ecology, wildlife biology, genetics, and certain other fields. Students with a special interest in botany should elect BIOL 338 as the course from BIOL 338, 440 and BIOL 442; BIOL 102, 228, and 326 are strongly recommended.

Writing Requirement: Biology majors must present a writing portfolio in Junior Seminar, consisting of graded work from Biology courses. Students whose writing is judged to be deficient by the department faculty will be required to plan additional writing experiences or instruction in order to complete the major.

Requirements for Interdisciplinary Major in Environmental Science

The department administers the faculty-initiated interdisciplinary major in Environmental Science. Requirements for the major appear in the listings of the Interdisciplinary Studies program on page 122 of this *Catalogue*.

Requirements for Minors

Botany: BIOL 100, 108, plus eight credits from BIOL 102, 228, 326, 338.

Environmental Biology: BIOL 100, 108, either 221 or 326, 228, 231.

Zoology: BIOL 100, 180, 308, and four credits from 425, 440, or 442.

Courses

BIOL 100 Modern Concepts in Life Science 4 credits

This course is an introduction to modern concepts of cell biology, metabolism, photosynthesis, nutrition, reproduction, heredity, evolution, behavior, and ecology, emphasizing the process of acquiring biological knowledge. Consideration is given to social and ethical implications of biological issues.

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 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 food supply and effects of pollution on plants are also examined.

- 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 including equilibrium processes. Applications of physical concepts to systems of biological interest are emphasized. A study of the rate processes including enzyme mechanisms in the liquid phase is included. (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; hormonal control.
- BIOL 341 Cell Biology 3 credits**
 This course is an introduction to the structure, physiology, and genetics 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 111, 222.*
- 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. Students prepare and present a writing portfolio.

Chemistry

Faculty

Robert A. Paysen. *Professor of Chemistry, Chair*

Daniel J. Phillips. *Assistant Professor of Chemistry*

Milton R. Smith, Jr. *The Goulding-Woolery Professor in Chemistry* (Sabbatical Leave)

Aims

Since a superior liberal arts education requires excellence in science education as well as in the humanities and social sciences, and since the Bethany College graduate in chemistry must be able to compete in the marketplace or in graduate and professional schools with students from technical colleges and universities as well as with those from other liberal arts colleges, the Chemistry Department strives to achieve the following:

- educate students in the latest theoretical and applied body of knowledge which constitutes the broad area of chemistry.
- enable students to acquire the laboratory skills necessary to perform the variety of analyses and operations which are expected of a BS chemistry graduate, including development of research skills.
- motivate students to learn to think critically and to collaborate in exploring new ideas and novel solutions to problems.
- help students to become aware of changing career opportunities in both chemistry and as a preparation for health science fields such as medicine, dentistry, veterinary medicine, and pharmacology.

The departmental programs of study are consistent with standards of the American Chemical Society.

Requirements for Major

All students majoring in Chemistry are required to complete the following core courses: CHEM 111, 112, 221, 222, 324, 385, 386, 490; PHYS 201, 202; MATH 201, 202.

In addition, each student must complete one of the following tracks:

Professional Chemistry Track: CHEM 320, 315 or 335, 326, 404; four additional elective credits in chemistry; and one course from the following group: PHYS 221, 222, 300; MATH 203, 210, 341.

Forensic Chemistry Track: CHEM 108, 255, 320, 351, 420, three courses in Advanced Methods of Analysis (315, 335, 345, 355); BIOL 290; MATH 281 or PSYC 205; SOSC 101.

Biochemistry Track: CHEM 315 or 335, 320, 351, 352; BIOL 290 and either BIOL 341 or 343. Two additional courses from the following are recommended: BIOL 100, 308, 338, 341, 343, 440, 442; MATH 210, 281.

Chemistry Education Grades 9-12 Track: CHEM 315 or 335, 320, 326, 351, 404; GENS 200; EDUC or GENS 480. Only Chemistry majors who have completed all courses in this track and the courses in the Professional Education Requirements described in the Teaching and Social Services 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.

Entering freshmen interested in chemistry should enroll in CHEM 111 and a mathematics course at the appropriate level. 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 faculty member in the Chemistry Department for placement in a course at the appropriate level. Students who plan to do graduate work in chemistry should develop a reading knowledge of chemical German, French, or Russian. Additional courses in mathematics are strongly recommended.

All courses in chemistry and all required courses in mathematics, biology, psychology, and physics must be taken for a letter grade.

Writing Requirement: Students majoring in Chemistry fulfill the Bethany focused writing requirement by successfully completing CHEM 385 and CHEM 386.

Requirements for Minor

CHEM 111, 112, 221, 222, 320, 324. (Math 201 and 202 and CHEM 222 are prerequisites for CHEM 320.)

Courses

CHEM 100 Consumer Chemistry 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 magazine and newspaper articles dealing with subjects related to chemistry. The course is designed for non-science students. (This course may be taken for credit as GENS 100.)

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 111 Organic Chemistry I 4 credits

This course is a survey of organic functional groups and the the fundamentals of organic chemistry. The laboratory includes basic laboratory techniques for separation, purification, reaction, and analysis.

CHEM 112 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: CHEM 111, two units of high school algebra or concurrent enrollment in MATH 103, or permission of the instructor.*

CHEM 215 Organic Chemicals in Our Environment 3 credits

The classes of organic compounds including structure, stereochemistry, uses, possible environmental sources, and environmental fates are systematically studied in the course. Laboratory and field work emphasizes sampling, detection, and analysis. *Prerequisite: CHEM 221.*

CHEM 221 General Chemistry II 4 credits

This course is a continuation of the lecture portion of CHEM 112 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 112 or permission of the instructor.*

CHEM 222 Organic Chemistry II 4 credits

This course is a continuation of CHEM 111 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 221 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 222 or concurrent enrollment in CHEM 222.*

CHEM 311 Bonding and Symmetry in Organic Chemistry 2 credits

This course is an introduction to group theory and simple molecular orbital calculations as they apply to organic chemistry and to the spectra of organic compounds. Emphasis is on problem solving and structural determination from spectroscopic data. *Prerequisite: CHEM 320 or permission of the instructor.*

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 111 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 including equilibrium processes. Applications of physical concepts to systems of biological interest are emphasized. A study of the rate processes, including enzyme mechanisms in the liquid phase, is included. (This course may be taken for credit as BIOL 320.) *Prerequisites: CHEM 222 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 221.*

CHEM 326 Physical Chemistry II 4 credits

The differing energy states of atoms and molecules, statistical principles governing the distribution of particles, and the transitions within these states are studied in detail. An introduction to transport processes, surface and interface problems, and advanced topics in thermodynamics is included. *Prerequisites: CHEM 222, MATH 202.*

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 111 or permission of the instructor.*

CHEM 345 Advanced Methods of Analysis: Microscopy 2 credits

This course concentrates on the theory and uses of light microscopy to determine identity and composition of organic, inorganic, and biological materials. Forensic and environmental problems are emphasized. Students participate in one lecture and one laboratory session each week. *Prerequisite: CHEM 221.*

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 111, 222.*

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 355 Advanced Methods of Analysis: Biotechnology 2 credits

This course concentrates on the theory and use of electrophoresis and other techniques of biotechnology, including DNA fingerprinting, polymerase chain reaction, ELISA, and blood typing. Students participate in one lecture and one laboratory session each week. *Prerequisite: CHEM 221.*

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.

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 404 Advanced Inorganic Chemistry 4 credits

The important phenomena of modern inorganic chemistry are systematically discussed. These include bonding and structure, kinetics, thermodynamics, acid-base theories, and physical methods. Transition metal and organometallic chemistry are examined along with the chemistry of selected representative elements. (Three lectures and three hours of laboratory per week.) *Prerequisite or Corequisite: CHEM 326.*

CHEM 414 Advanced Organic Chemistry 2 credits

Selected advanced topics in organic chemistry are studied. These include reaction mechanisms. Laboratory work is introduced when appropriate which stresses the use of instrumentation. *Prerequisite: CHEM 222 or permission of the instructor.*

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 455 Medical Applications of Biochemistry 2 credits

This course studies the biochemical causes of many common diseases using actual medical case studies. The course emphasizes discussion and seminar work. Issues in medical ethics are included as appropriate. *Prerequisite: CHEM 352 or concurrent enrollment in CHEM 352.*

CHEM 477-478 Seminar in Chemistry 2 credits each

Current research topics are presented by students, faculty, and visiting lecturers.

**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 480.) *Prerequisite: 16 credits in one of the physical or life sciences or permission of the instructor.*

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. An additional course fee is required.

Communication

Faculty

Patrick J. Sutherland. *Associate Professor of Communication; General Manager of WVBC; Chair*

Steven E. Cohen. *Assistant Professor of Communication*

Michael D. King, Jr. *Assistant Professor of Communication*

Jay A. Libby. *Assistant Professor of Communication*

Aims

To provide all students with the opportunity to gain an understanding of the principles, processes, and practices of human communication through a series of foundation courses. These courses are designed to assist in the preparation for careers in law, teaching, business, and other related fields.

To prepare students for careers in a broad range of communication or media areas, particularly advertising, documentary studies, electronic media, graphic design, print journalism, and public relations. Courses emphasize relevant skills and organizational structures and their effects on individuals, groups, and cultures. Essential to the teaching and learning process is the development of an understanding of ethical and legal responsibilities.

Requirements for Major

Communication majors are expected to complete 48 credits of departmental course study. All students majoring in the department are required to complete the following courses: COMM 101, 102, 104, 105, 201, 304, 306, 403, 420, and 490. In addition, all majors must complete COMM 347 Communication Ethics; 9 credits in courses offered by the English Department exclusive of English 111, and one of the following courses offered by the Economics and Business Department: ECON 163, ECON 290, or ACCT 202.

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

Advertising: COMM 203, 205, 407.

Documentary Studies: COMM 211, 308, 411.

Electronic Media: COMM 208, 218, 318.

Graphics: COMM 205, 315, 408.

Print: COMM 202, 305, 309.

Public Relations: COMM 202, 204, 405.

Writing Requirement: Students majoring in Communication fulfill the College focused writing requirement by completing COMM 201 successfully.

Requirements for Minor

COMM 101, 102, 104, 105, and six credits from COMM 201, 203, 204, 205, 206, 208, 218, 228, 303, 304, 308, 314, 318, 344, 345, 403, 409, 410.

Courses

COMM 101 Introduction to Mass Communication 3 credits

This course examines aspects of the impact of new technologies on the creation of the “Information Society.” The course also considers the history and theory of mass communication, including newspapers, magazines, radio, television, books, movies, and adjunct agencies in modern society, and their effects on audiences.

COMM 102 Human Communication 3 credits

This course is an introduction to the analysis of human relationships. The processes by which perceptions are created, expressed, and influence interpersonal relationships are examined. Emphasis is on identifying and controlling the use of language and non-verbal modes of communication within a wide range of contexts.

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 105 Digital Skills and Information Gathering 3 credits

This course teaches basic digital production skills in audio and video editing, personal digital assistants technology (such as iPhones), photo publishing software, and basic Web Design. Students learn to conduct searches for information, to evaluate a variety of sources, to take effective notes, to prepare and conduct interviews, and to convey the meaning of verbal and written forms appropriately. Students will have interactive experiences with digital hardware and software in laboratory sessions to be held in campus media locations.

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.
Prerequisite: COMM 105.

COMM 202 Copy Editing 3 credits

The course focuses on the principles and practice of editing for publications. Emphasis is on editing for correct grammar, punctuation, and style. Students also learn the basics of proofreading, headline writing, and caption writing. *Prerequisite: COMM 201.*

COMM 203 Principles of Advertising 3 credits

This course is a study of advertising history, principles, processes, rules, and effects. Also included is an overview of advertising’s place in integrated marketing communication and the analysis of advertising agency structures, tasks, and responsibilities. Emphasis is on media planning and buying, promotions, regulatory requirements, and copywriting for the print and broadcast media. (This course may be taken for credit as BUSA 203.)

COMM 204 Principles of Public Relations 3 credits

This course provides students with a practical understanding of public relations and the role it plays in everyday society. Students are introduced to various types of public relations opportunities in industry and in non-profit organizations. The course centers on public relations as a process and involves fact-finding and research, planning and programming, communication and action, and evaluation. Included are examinations of public relations case studies through group interaction and problem solving. (This course may be taken for credit as BUSA 204.)

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 3 credits

This course is an introduction to the dynamics of speaking in front of large audiences and includes the uses of vocal qualities, non-verbal signals, language, logical and emotional arguments, and the delivery of short speeches.

COMM 208 Principles of Broadcasting and News Media 3 credits

This course provides the student with basic knowledge of broadcasting and news media's histories, structures, processes, and practices and the effects on both individuals and society. Included is an overview of seminal theories such as cultivation, diffusion of innovations, and uses and gratifications. The course also provides an overview of sales and advertising aspects of the media business, including ratings and promotional activities, governmental controls and self-regulation, ethical considerations, global characteristics, and technological advances.

COMM 211 The Documentary Tradition 3 credits

This course examines the documentary film tradition of Europe and North America, including works of Robert Flaherty, Leni Riefenstahl, Pare Lorentz, Alain Resnais, Richard Leacock, Robert Gardner, Frederick Wiseman, Peter Davis, and Michael Moore. Students study, analyze, and write about essential theories and issues related to the documentary, including objectivity, audience, social activism, and characteristics distinguishing the documentary from photography, journalism, and history.

COMM 218 Audio-Video Performance and Production 3 credits

This course provides the student with basic concepts and practical instruction in electronic media performance and production strategies and techniques. Specific topics include the study of and practice in speech and performance personality variables, such as vocal variety, microphone and camera consciousness, and basic reading and interviewing techniques. Intensive instruction is provided in basic audio and video analog and digital production techniques, with emphasis on the student achieving an introductory level proficiency. Previous experience in performance and production is not required.

COMM 228 Video Animation 3 credits

In this course students study video animation with computer tools employed by video professionals. Emphasis is on the basic aspects of video animation and the application of graphic design principles. Each student in the course produces a video animation project.

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.

COMM 304 Media Law 3 credits

This course is a study of the law as it pertains to the mass media. Specific topics include the First Amendment, libel and slander, privacy, and prior restraint. *Prerequisite: Junior or Senior status or permission of the instructor.*

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 Computer Graphics and Applied Design 3 credits

This course is an examination of practical applications of graphics and communication design techniques as related to the computer and other technological aids. An additional course fee is required.

COMM 308 Sight, Sound, and Motion 3 credits

This course examines media aesthetics as used to examine how pictures, sounds, and motions communicate sense and meaning in contemporary electronic media, including radio, sound recordings, television, motion pictures, video games, and computer applications. Learning activities include spoken and written analysis and interpretation of sample works.

COMM 309 Newspaper Reporting 3 credits

This is a practical course designed to sharpen students' skills in writing print news. Emphasis is on the development and use of news sources and various reporting techniques. *Prerequisite: COMM 202.*

COMM 310 Broadcast and Internet News Reporting 3 credits

This is a lecture-laboratory course focusing on the complexities of gathering news for the electronic media. Emphasis is on the use of technology and its effects on news content and organization. Field trips to local stations and guest speakers from the media are included. Students are required to gather and report news using the technology associated with radio, television, the Internet, and cable. *Prerequisite: COMM 201.*

COMM 314 Public Opinion 3 credits

This course explores the complexity of issues of concern to individuals or groups which influence our daily lives and how information sources, styles, and channels help formulate public opinion on those issues. The influence of mass media and social relationships on how opinions change is also explored. *Prerequisite: Junior or Senior status or permission of the instructor.*

COMM 315 Design Application

3 credits

This course emphasizes problem-solving experiences as related to visual communication. The mechanics and psychology of two-dimensional and three-dimensional design are explored as a foundation for graphic designs. An additional course fee is required.

COMM 318 Telemedia Programming and Management

3 credits

This course prepares students for a leadership career in the telemedia, including radio and television broadcasting, cable, corporate communications, computer applications, and the Internet. Topics include technological change, economics and ownership issues, programming and marketing strategies, organization and management, industry self-governance, government regulation, and ethics. Students undertake a project related to individual professional interests. *Prerequisite: COMM 208.*

COMM 338 Surrealism and Cinema

3 credits

This course is an examination of original texts of the surrealist movement, including the manifestoes of its self-proclaimed leader, André Breton. Surrealist concepts of mechanisms to promote creativity are investigated, such as dreams, automatic writing, the “exquisite corpse,” the Freudian slip, and eroticism. Emphasis is on the surrealist influence on films such as *Andalusian Dog, Mechanical Ballet, Blood of the Poet, Beauty and the Beast, Fellini’s Satyricon, Repulsion, Eraserhead, Brazil, Barton Fink, and Naked Lunch.*

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.

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 347 Communication Ethics

3 credits

This course integrates ethics and media through theory and practice, the combination of which has become a subject of increasing debate in the profession. Whereas the study of ethics requires deliberation, careful distinctions and extended discussions, the media tends to emphasize quick decisions in the face of daily crises. Similarly, advertising and public relations professionals are expected to be competitive and enterprising, entertainment writers and producers to value skepticism and confident independence in a high-pressure environment.

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 course is open to all students, except those following the Electronic Media track of the Communication major. (This is an activity course with letter grades required for Communication majors and CR/NCR only for others.) *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 402 Semiotics 3 credits

This course is a study of semiotics (the science of signs) which focuses on how meaning is communicated by cultural artifacts. After studying its history and principal techniques, students apply semiotics to the interpretation of literature, art, and the mass media of their own and other cultures. Useful to all persons seeking understanding of communication in the modern world, especially writers, artists, dramatists, musicians, philosophers, historians, political scientists, and scholars of language, religion, and media. *Prerequisite: Junior or Senior status or permission of the instructor.*

COMM 403 International Communication 3 credits

This course is a comparative study of media systems, including theory and practices in print and electronic media and advertising, public relations, and journalism education in Europe, Asia, Latin America, the Middle East, and Africa.

COMM 405 Public Relations Campaign Practice 3 credits

This course emphasizes the handling of an organization's public relations. Students implement a public relations program using the four-step process of fact-finding and research, planning and programming, communication, and action and evaluation. Emphasis is on analyzing the public relations situation, coordinating and implementing research tools, developing the various strategies and tactics needed, and working as a group with peers. *Prerequisites: COMM 202, 204.*

COMM 407 Advertising Campaign Practice 3 credits

This is a practical course emphasizing interpreting research data and implementing an integrated marketing communication plan. It includes the completion of media planning and buying and the entire plans book for the client, creative campaign execution, and presentation of the campaign to the client in written and audio-video form. *Prerequisites: COMM 203, 205.*

COMM 408 Graphic Design Practice 3 credits

This course is a study of professional procedures, structures, communication functions, and processes as applied to areas of graphic design. An additional course fee is required. *Prerequisite: COMM 315.*

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 410 Desktop Publishing**3 credits**

This course provides students with the practical experience of learning and using a variety of computer desktop publishing programs. Students develop and produce publications and presentations integrating text, art, and other graphic elements using layout and design software.

COMM 411 Documenting Human Experiences**3 credits**

In this course students produce their own documentary and share their relevant experiences in discussions.

COMM 420 Professional Internship**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 160 hours in the experience is required. Students generally take the course during the senior year. *Prerequisites: three on-campus media experiences, at least one in Print and one in Electronic Media; permission of the instructor. Advertising and Public Relations track students may earn one campus media experience working for the BISON Productions Agency. Details about prerequisites are available from the Department of Communication.*

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 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 Department of Communication. *Prerequisite: COMM 306.*

Economics and Business

Faculty

W. Randolph Cooley. *Professor of Economics and Business in the John F. and Evelyn Casey Steen Professorship in Economics; Chair*
Wilfrid W. Csaplar, Jr. *Associate Professor of Economics and Business*
Anju Ramjee. *Professor of Economics and Business*
Virgil Thompson. *Assistant Professor of Accounting*

Aims

The Department of Economics and Business offers three majors: Economics, Business Administration, and Accounting. Economics emphasizes the application of techniques drawn from economic theory and mathematics that enable students to analyze and solve business problems and engage in public policy evaluations. Business Administration emphasizes an introduction to the various business disciplines including accounting, finance, marketing, price theory, and data analysis for problem solving. Accounting emphasizes generally accepted accounting practices, technical accounting material, financial analysis, and economic analysis in order to provide students with the ability to understand and function in the business world. The Department's courses promote the student's ability to apply knowledge and develop proficiency in the use of analytical tools for making decisions in business, government, and society. The majors and courses serve as preparation for work in business, government, law, and public service, and for graduate study.

Requirements for Majors

All majors in the department are required to complete the following courses: ECON 162, 163, 302; ACCT 202, 203; and MATH 201 or 205, 281, 282. Students considering a major in the Department should complete all of the 200-level courses listed above by the end of the sophomore year.

Economics

In addition to the courses required of all departmental majors, students majoring in Economics are required to complete one of three tracks:

Managerial Economics: ACCT 222 or ECON 222; ECON 280, 290, 301, 304, 312, 332, 350, 477; PSYC 287, ECON 287, or BUSA 287; and a Senior Project in Economics.

International Economics: ACCT 222 or ECON 222; ECON 260, 270, 301, 304, 360, 365, 371, 477; POLS 243, 351 or 352; and a Senior Project in Economics.

Financial Economics: ACCT 222 or ECON 222; ECON 301, 304, 312, 316, 325, 350, 371, 477; ACCT 425; and a Senior Project in Economics.

Business Administration

In addition to the courses required for all department majors, students majoring in Business Administration are required to complete ECON 280, 301, and 304; BUSA 222, 287, 290, 312, 332, 350, 477, and 490; and ACCT 425.

Accounting

In addition to the courses required of all departmental majors, students majoring in Accounting are required to complete ACCT 222, 312, 313, 314, 332, 350, 361, 425, 435, 478; ECON 280, 290, and 350; PSYC 287, ECON 287, or BUSA 287; and a Senior Project in Accounting.

The American Institute of Certified Public Accountants requires that all candidates sitting for the CPA examination have completed 150 credits of course work. The major in accounting allows students to complete a substantial portion of this requirement in an undergraduate program. To be eligible to sit for the CPA examination, students must register for a fifth year or pursue a master's degree program.

Writing Requirement: The department provides focused writing instruction in ECON 222, ACCT 222, or BUSA 222, and in either ECON 477, ACCT 478, or BUSA 477. Successfully completing these courses meets the College focused writing requirement.

Requirements for Minors

Economics: ECON 162, 163, 222, 301, 302, 304; MATH 201 or 205, 281, 282.

Accounting: ACCT 202, 203, 350, 425; ECON 163, 222; MATH 281, 282.

Management: ECON 163, 222, 280; ACCT 202; MATH 281, 282, or 383 or PSYC 205, MATH 282 or 384; PSYC or ECON 287.

Business Administration: ECON 162, 163, 222; ACCT 202, 203; BUSA 287, 290, 312. (*Math 281 is a Prerequisite for ECON 222.*)

Economics Courses

ECON 162 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.

ECON 163 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.

- 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. *Prerequisites: ECON 163 and MATH 281 or 383 or PSYC 205. Prerequisite or corequisite: MATH 282 or 384.*
- ECON 260 Comparative Economic Development 3 credits**
Comparative Economic Development examines major analytical and 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 are also considered. *Prerequisite: ECON 162 or 163.*
- ECON 270 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 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 163.*
- 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 BUSA 287.)
- ECON 290 Principles of Marketing 3 credits**
Principles of Marketing 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 concept of product development, the psychology of consumer behavior, the mix of intermediate channel members, and the role of promotion and pricing. (This course may be taken for credit as BUSA 290.)
- ECON 301 Intermediate Price Theory 3 credits**
Intermediate Price Theory is a study of consumer behavior, demand analysis, market development, output determination, cost analysis, and pure and imperfect competition. The course includes exposure to mathematical constructs. *Prerequisites: ECON 163 and either MATH 201 or 205.*
- 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 162.*

ECON 304 Advanced Price Theory 3 credits

Advanced Price Theory is a study of general equilibrium and welfare economic analysis, resource pricing, price discrimination, information and time, external costs and benefits, public goods, transportation, and microeconomic foundations of aggregate demand and supply. This course also includes exposure to appropriate mathematical constructs. *Prerequisite: ECON 301.*

ECON 312 Managerial Finance 3 credits

Managerial 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. (This course may be taken for credit as ACCT 312 or as BUSA 312.) *Prerequisites: ACCT 202, 203, and ACCT 222 or ECON 222.*

ECON 316 Money and Banking 3 credits

Money and Banking 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 162; ACCT 222 or ECON 222; MATH 281.*

ECON 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 162; ACCT 222 or ECON 222; ACCT 202; MATH 281 or permission of the instructor.*

ECON 332 Business Law 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 ACCT 332 or as BUSA 332.)

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 162 and 163.*

ECON 365 Open Economy Macroeconomics 3 credits

Open Economy Macroeconomics is an examination of the macroeconomic implications of economic systems that are open to international trade. Emphasis is on building the fundamental macroeconomic model with international trade as an integral element. The political implications of open economy economic policies are also explored. *Prerequisite or corequisite: ECON 302.*

ECON 371 International Finance 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: ECON 162, 163, and ACCT 222 or ECON 222.*

ECON 477 Senior Seminar 3 credits
The Senior Seminar in Economics is a review of economic analysis with some attention to its historical development. In the course students gain command of the research methods characteristic of contemporary economics and their incorporation in the preparation of written reports in economics. *Prerequisite: Senior standing in Economics 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.

Accounting Courses

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 222 Research Methods in Accounting 3 credits
This course is an introduction to elementary research methods in accounting. Emphasis is on using spreadsheets to prepare quantitative research projects in accounting. The course includes instruction in the use of microcomputers in economics and business and in writing quantitative reports in accounting. *Prerequisites: ECON 163 and MATH 281 or 383 or PSYC 205. Prerequisite or corequisite MATH 282 or 384.*

ACCT 312 Managerial Finance 3 credits
Managerial Finance is an exploration of corporate organizations and of 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. (This course may be taken for credit as ECON 312 or as BUSA 312.) *Prerequisites: ACCT 202 and 203.*

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 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 ECON 332 or BUSA 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 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 478 Senior Seminar 3 credits

The Senior 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 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 Chair of the Department of Economics and Business.

Business Courses

BUSA 203 Principles of Advertising 3 credits

This course is a study of advertising history, principles, processes, rules, and effects. Also included in the course is an overview of advertising's place in integrated marketing communications and the analysis of advertising agency structures, tasks, and responsibilities. Emphasis is on media planning and buying, promotions, regulatory requirements, and copywriting for print and broadcast media. (This course may be taken for credit as COMM 203.)

BUSA 204 Principles of Public Relations 3 credits

This course provides students with a practical understanding of public relations and the role it plays in everyday society. Students are introduced to various types of public relations opportunities in industry and in non-profit organizations. The course centers on public relations as a process and involves fact-finding and research, planning and programming, communications and actions, and evaluation. Included are examinations of public relations case studies through group interaction and problem solving. (This course may be take for credit as COMM 204.)

BUSA 222 Research Methods 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. (This course may be taken for credit as ECON 222 or ACCT 222.) Prerequisites: ECON 163 and MATH 281 or 383 or PSYC 205. Prerequisite or corequisite: MATH 282 or 384.

BUSA 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 ECON 287.)

BUSA 290 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. (This course may be taken for credit as ECON 290.)

BUSA 312 Business Finance 3 credits

This course is an exploration of corporate organizations and the planning of their financial requirements. The course includes an intensive study of cash flow, ration analysis, budgeting, capital decision making, external financing, and corporate failure and reorganization. (This course may be taken for credit as ECON 312 or ACCT 312.) *Prerequisites: ACCT 202, 203, and ACCT 222 or ECON 222.*

BUSA 332 Business Law 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 ECON 222 or ACCT 222.)

BUSA 350 Business Cycles and Forecasting 3 credits

This course 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 forecast. *Prerequisites: ECON 302 and MATH 282.*

BUSA 477 Senior Seminar 3 credits

The Senior Seminar in Business is a review of business practices and policies with respect to the goal of achieving an efficient model for for-profit and non-profit organizations. In the course students gain an integrated insight in the various business

disciplines as applied to contemporary business problems and issues. This course also includes focused writing instruction for the preparation of business reports. *Prerequisite: Senior standing in the department or permission of the instructor.*

BUSA 487-48

Independent Study

3 credits

BUSA 490

Senior Project

3 credits

The Senior Project is open only to students majoring in Business Administration. Students prepare and present a senior project. The topic of the senior project must be selected during the first semester of the senior year and must be approved by the department chair.



English

Faculty

Robyn R. Cole. *Professor of English; Chair*

Larry E. Grimes. *Professor in the Perry E. and Aleece C. Gresham Chair of Humanities*

James Allen Hall. *Assistant Professor of English*

Elizabeth M. Hull. *Associate Professor of English in the Dr. Robert L. Martin Chair in English Literature*

John R. Taylor. *Professor Emeritus of English*

J. Walton Turner, Jr. *Associate Professor of English; Director of Writing*

Aims

Teaching and curriculum in the department are designed to achieve the following:

- promote aesthetic appreciation of literature, language, and culture
- foster critical thinking and writing about literature and culture
- introduce students to critical methods for the study of literature and culture
- help students develop and maintain the ability to write correct, effective English
- prepare students for certification as teachers of English and Language Arts, for graduate or professional study, and for other vocations
- encourage participation in the creative process
- empower students for lifelong learning

Requirements for Major

The following courses are required for all students: ENGL 156, 245, 246, 255, 256, 365, 477, 490; one other course in American literature; one other course in either British or European literature. (The European literature course may be selected from courses offered by the World Languages and Cultures Department.)

In addition, each student must complete one of the following tracks:

Literature: Required are twelve additional credits in specialized and/or advanced courses offered by the English Department; INTD 251, 252, 253. (Participation in an approved study abroad program may be substituted for INTD 251 or 252 or 253.) Recommended is a minor related to the student's special interests or vocational plans.

Education: Required are the following courses: ENGL 111, 160, 200, 240, 267; THEA 120; WLAC or ENGL 370; ENGL 379; EDUC or ENGL 480; EDUC or ENGL 483. To be recommended for certification, a student must also complete the courses in the Professional Education Requirements described in the Teaching and Social Services section of this *Catalogue* and on the department's website or in the resource area in the College's courseware solution. *The following English courses are prerequisite to student teaching: ENGL 379, 480, 483.*

A student majoring in English is expected to earn a minimum grade of C in all courses in the Department.

Students planning to attend graduate or professional schools should prepare to meet foreign language requirements.

Writing Requirement: To fulfill the Bethany focused writing requirement each student majoring in English must submit a writing portfolio for review by the faculty of the Department before mid-term of the first semester of the junior year. The portfolio, composed of at least five works, must include at least one analytic essay, one research-based essay, and additional written work which demonstrates the student's ability to undertake a senior project successfully. A student who submits an unacceptable portfolio must complete a writing program developed with the Department specifying an educational plan to eliminate identified deficiencies.

Requirements for Minors

American Literature: ENGL 156, 255, 256, 365, one specialized course in American Literature, six additional credits in English courses devoted to American writing.

British Literature: ENGL 156, 245, 246, 360, one specialized course in British Literature, six additional credits in English courses devoted to British writing. English 270 is strongly recommended.

Writing and Language: ENGL 156, 240, 220 or 223, 370, 379, at least two additional courses selected from the following: ENGL 155, 212, 220, 223, 311, 312, 351, 483, COMM 201, 202, 305, 309.

Courses

Offerings include courses in the following areas of the discipline:

Writing and Language

- ENGL 111 College Writing
- ENGL 155 Writing from Sources
- ENGL 212 Writing for College and Community
- ENGL 220 Writing for Business and Industry
- ENGL 223 Technical Writing
- ENGL 230 Writing from Nature
- ENGL 240 Creative Writing
- ENGL 311 Poetry Writing Workshop
- ENGL 312 Fiction Writing Workshop
- ENGL 370 Introduction to Linguistics
- ENGL 379 Systems of English Grammar and the Development of Modern English

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 Criticisim
- ENGL 360 Classic British Novels
- ENGL 430-449 Seminar in British Literature

ENGL 430 Chaucer
ENGL 431 British Modernism
ENGL 433 The Restoration
ENGL 434 Jane Austin 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 442 Major Works of James Joyce
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 255-256 American Literature I & II
ENGL 275 American Short Stories
ENGL 280 American Novels, 1970 to the Present
ENGL 283 African American Novel
ENGL 285 Women & Literature: The American Experience
ENGL 365 Classic American Novels
ENGL 450-459 Seminar in American Literature
ENGL 454 Hemingway

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 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 477-478 Independent Study
ENGL 489 Internship
ENGL 490 Senior Project

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.

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 155 Writing from Sources 3 credits
This course is a continuation of College Writing which includes additional instruction and practice in the writing process; continued emphasis on writing correct, coherent, and fluent prose; and additional practice in the use of rhetorical modes. Writing assignments focus on analyzing, evaluating, and responding to published writings and on developing resource-based essays. *Prerequisite: English 111.*

ENGL 156 Introduction to Literary Studies 3 credits
This course is dedicated to the study and application of various literary-critical approaches to a small number of literary works (poetry, fiction, drama). Close reading of texts is stressed. Particular emphasis is given to the theory and practice of Reader Response, Feminist, Marxist, and New Historical-Cultural criticism of literary texts. Other approaches to literary study are also examined. Usually offered Spring semester.

ENGL 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. Primary emphasis is on how to “read” film art. To insure that students understand “the art” of film, small production groups make short videos. The course includes three classes and one screening laboratory session each week. An additional course fee is required. Usually offered Fall semester.

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. (Enrollment is limited to 16 students with preference to those preparing to teach in elementary, middle, or secondary school.)

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. *Prerequisite: ENGL 111 or the equivalent.*

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. *Prerequisite: ENGL 111 or the equivalent.*

ENGL 230 Writing from Nature 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.) *Prerequisite: ENGL 111 or the equivalent.*

ENGL 245-246 British Literature I & II 3 credits each
These courses examine the development of British literature from the beginning through the twentieth century. First Semester: from *Beowulf* through Milton. Second Semester: from the Restoration to the present.

ENGL 255-256 American Literature I & II 3 credits each
These courses examine the development of American literature from the Colonial Period to the present with emphasis upon the writers of the 19th and 20th centuries. First semester: the beginnings through mid-nineteenth century Romanticism. Second semester: mid-nineteenth century 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 seventeenth, eighteenth, and nineteenth 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 García 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. (Enrollment is limited to 16 students with preference to those preparing to teach in middle or secondary school.)

ENGL 268 Modern World Literature 3 credits

This is a study of the work of twentieth 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 nineteenth 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 American Novels, 1970 to the Present 3 credits

This course is a study of important novels written by Americans between 1970 and the present. Emphasis is on close readings of the novels.

ENGL 283 African American Novel 3 credits

This is a study of African American novels from slavery to the present. Emphasis is on the relationship of African American culture to the fiction produced by its writers.

**ENGL 285 Women & Literature:
The American Experience 3 credits**

This is a study of poetry, fiction, drama and non-fiction prose about women by American women. 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; and to life-style and vocation. Consideration is also given to theoretical formulations about women and their social and literary functions.

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 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 twentieth century. Authors include Donna H. Garsenda, the Countesse of Dia, Marie de France, Julian of Norwich, Heloise, Christine de Pisan, Vittoria Colonna, Veronica Franco, Chiara Maitraini, Gaspara Stampa, Laura Cereta, Marguerite de Navarre, Lousie, Labe, Sor Juana Inez 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 eighteenth century to the mid-twentieth 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 nineteenth 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 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. Offered only in Spring semester of odd-numbered years.

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 431 British Modernism **3 credits**

This course examines British modernism from its immediate antecedents in W.B. Yeats and Joseph Conrad through authors such as Joyce, Eliot, and Woolf. In addition to these writers, the course examines early twentieth-century art, music, and history as contexts that helped shape this literary period. The course seeks to develop a sense of the key characteristics of British modernism while complicating that definition through critical engagement with the readings.

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 Abby*, *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 twentieth century. Among the writers discussed are Joyce, Eliot, Yeats, Woolf, Lessing, Beckett, and Pinter.

ENGL 442 Major Works of James Joyce**3 credits**

This course is a close reading in chronological order of the major works of James Joyce. Students examine both the formal development of these works and the cultural and historical contexts in which they were written.

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, Vaughan); 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 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 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*, *The Wrong Man*, *Vertigo*, *Rear Window*, *North by Northwest*, and *Psycho*. The course includes three classes and one screening laboratory session each week. An additional course fee is required. *Prerequisite: 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.) Offered only in Spring semester of odd-numbered years.

ENGL 481 The Practice of Tutorial Writing **1 credit**
This is an activity course providing instruction and practice in tutoring writing laboratories. Students enrolled in the course gain practical experience by serving as tutors in First-Year Seminars. Instruction and supervision are by the Director of Writing. (CR/NCR only.) *Open only to Sophomores, Juniors, and Seniors selected by the Director of Writing.*

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. Offered only in Spring semester of odd-numbered years.

**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.

Fine Arts

Faculty

Michael P. Mihalyo, Jr. *Associate Professor of Fine Arts-Music; Chair*

Pandel L. Collaros. *Assistant Professor of Fine Arts-Music*

Tracie Lynn Duncan. *Assistant Professor of Fine Arts-Theatre*

Luke Hardt. *Assistant Professor of Fine Arts-Theatre*

Kenn Morgan. *Professor of Fine Arts*

David J. Rudari. *Assistant Professor of Fine Arts-Music*

Herb Weaver. *Professor of Fine Arts in the Jennie Steindorf Renner
Chair of Fine Arts (Sabbatical Leave)*

Aims

The Fine Arts Department provides study in music, theatre, and visual art. The purpose of the department is to promote the understanding of the historical and aesthetic unity of the individual forms and modes of fine arts and to enhance this understanding with creative practice. Beyond providing an educational experience that may enhance a student's overall quality of life, the department's curricula are designed to serve as preparation for careers and graduate study.

Requirements for Majors

Fine Arts: MUSI 103, 104; THEA 103; VISA 100, 101; a minimum of 6 additional credits in each discipline of MUSI, THEA, and VISA; FINA 477, 490.

The Bethany focused writing requirement must be met by successfully completing ENGL 155 and written work undertaken in the following courses required for the major: MUSI 103, 104; THEA 103; VISA 100, 101.

Music: MUSI 103, 171, 172, 230, 250, 251, 271, 272, 477, 490; 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. Piano Proficiency Exam or 4 semesters of individual applied piano instruction.

The Bethany focused writing requirement must be met by successfully completing ENGL 155 and written work undertaken in the following courses required for the major: MUSI 103, 250, 251.

Theatre: THEA 103, six performance credits from 105-106, 120, 151, 153, 210, 250, 330, 335, 374, 375, 477, 490; 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.

The Bethany focused writing requirement must be met by successfully completing ENGL 155 and written work undertaken in the following courses required for the major: THEA 103, 210, 335, 374, 375.

Visual Art: VISA 100, 101, 201, 202, 203, 211, 213, 221, 231, 477, 478, 490; the courses in one of the following tracks:

Studio Art: VISA 301, 311 or 313; 321 or 331; MUSI 103 or THEA 103. The Bethany focused writing requirement must be met by successfully completing ENGL 155 and written work undertaken in the following courses required for the major: VISA 100, 101, 477 and 478.

Art Education: VISA 301, 311 or 321; 321 or 331; 480; FINA 125. The Bethany focused writing requirement must be met by successfully completing ENGL 155 and written work undertaken in the following courses required for the major: VISA 100, 101, 477 and 478. To be recommended for certification, a student must also complete the courses in the Professional Education Requirements described in the Teaching and Social Services section of this *Catalogue* and on the department's website or in the resource area in the College's courseware solution. *The following courses are prerequisite to student teaching:* FINA 125; VISA 480.

Requirements for Minors

Music: MUSI 103, 171, 172, 250 or 251; 4 credits of Applied Lessons; 4 credits of Ensemble.

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.

Visual Art: VISA 100 or 101, 201, 202, 203; VISA 211 or 213; VISA 221 or 231; VISA 301, 311, 313, 321, or 331.

Fine Arts Courses

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 252 Introduction to Opera 3 credits

This course is a study of the development of opera since 1600. It emphasizes the examination of operas in the standard repertory, the achievements of major composers of opera, the characteristics of the various operatic genres, and the specialized language of opera.

FINA 477 Senior Seminar 2 credits

This course is a review of material covered throughout the Fine Arts 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 also provided.

FINA 487-488 Independent Study 2-4 credits

FINA 490 Senior-Project 2-4 credits

Music Courses

MUSI 100 Piano Class 1 credit

Instruction for this course is through group piano lessons for students with no piano background. Technique, sight reading, harmonization, transposition, and introductory repertoire are studied.

MUSI 101 Introductory Piano 1 credit

Instruction for this course is through individual piano lessons for students with some keyboard background. Open to anyone wishing lessons or to music majors preparing for the Piano Proficiency exam. The study includes technique and repertoire and may be repeated to a maximum of 4 credits. A lesson fee of \$260 is required.

MUSI 102 Voice Class 1 credit

Instruction for this course is through group voice lessons for students with little singing background. Individual and part singing, vocal technique, sight reading, and elementary repertoire are studied.

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. An additional course fee is required.

MUSI 104 Out of the Blues and Into Rock 3 credits

This course focuses on the impact of the African American genre of music known as blues on popular music as it developed in North America and Britain during the 1960s and 1970s. 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.

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.

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. *Prerequisite: an audition is required.*

MUSI 107 Pops Ensemble 1 credit
The Pops 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. *Prerequisite: An audition and/or interview is required.*

MUSI 108 Guitar Class 1 credit
This course provides beginning instruction in guitar in a small classroom environment.

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.

MUSI 111-112, 211-212, 311-312, 411-412

Applied Piano 1 credit each

These courses provide individualized instruction in piano technique and repertoire focusing on a student's experience, ability, and needs. In addition to lessons, students meet periodically with the instructor and other students in a performance seminar. A lesson fee of \$260 is required. *Prerequisite: Permission of instructor.*

MUSI 113-114, 213-214, 313-314, 413-414

Applied Guitar 1 credit each

These courses provide individualized instruction in guitar technique and repertoire focusing on a student's experience, ability, and needs. In addition to lessons, students meet periodically with the instructor and other students in a performance seminar. A lesson fee of \$260 is required. *Prerequisite: Permission of instructor.*



MUSI 115-116, 215-216, 315-316, 415-416

Applied Voice 1 credit each

These courses provide individualized instruction in vocal technique and repertoire focusing on a student's experience, ability, and needs. In addition to lessons, students meet periodically with the instructor and other students in a performance seminar. A lesson fee of \$260 is required. *Prerequisite: Permission of instructor.*

MUSI 117-118, 217-218, 317-318, 417-418

Applied Organ 1 credit each

These courses provide individualized instruction in organ technique and repertoire based on a student's experience, ability, and needs. In addition to lessons, students meet periodically with the instructor and other students in a performance seminar. A lesson fee of \$260 is required. *Prerequisite: Permission of instructor.*

MUSI 121-122, 221-222, 321-322, 421-422

Applied Woodwind 1 credit each

These courses provide individualized instruction in woodwind technique and repertoire focusing on a student's experience, ability, and needs. In addition to lessons, students meet periodically with the instructor and other students in a performance seminar. A lesson fee of \$260 is required. *Prerequisite: Permission of instructor.*

MUSI 131-132, 231-232, 331-332, 431-432

Applied Brass 1 credit each

These courses provide individualized instruction in brass technique and repertoire focusing on a student's experience, ability, and needs. In addition to lessons, students meet periodically with the instructor and other students in a performance seminar. A lesson fee of \$260 is required. *Prerequisite: Permission of instructor.*

MUSI 141-142, 241-242, 341-342, 441-442

Applied Percussion 1 credit each

These courses provide individualized instruction in percussion technique and repertoire focusing on a student's experience, ability, and needs. In addition to lessons, students meet periodically with the instructor and other students in a performance seminar. A lesson fee of \$260 is required. *Prerequisite: Permission of instructor.*

MUSI 161-162, 261-262, 361-362, 461-462

Applied Strings 1 credit each

These courses provide individualized instruction in string technique and repertoire focusing on a student's experience, ability, and needs. In addition to lessons, students meet periodically with the instructor and other students in a performance seminar. A lesson fee of \$260 is required. *Prerequisite: Permission of instructor.*

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 modern 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.

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

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 330 Conducting II 3 credits

This advanced course of study builds on the techniques and repertoire introduced in MUSI 230. Emphasis is placed on rehearsal technique and performance practice as well as on the gesture. *Prerequisite: MUSI 230.*

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

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.
- 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, comedia, 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 2 credits**
This course is an introduction to stage management. The primary course of study includes stage managing one production during the semester. *Prerequisite: THEA 151.*
- 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 2 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 254 Costume Design 2 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. *Prerequisite: THEA 151.*
- 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 Advanced Design Projects 1-3 credits**
This course provides intensive instruction and experience in design for a script or production. This course may be taken as repeatable credit in any half-semester either concurrent with or subsequent to completion of the project. *Prerequisites: Permission of the instructor and THEA 251, 252, or 254 as applicable.*
- 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, 220, 151, 252, 374 or 375, 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

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 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 constructing a painting. Working from still life, landscape, the figure, and the imagination, students explore fundamentals of color and composition both formally and for their expressive potential. An additional course fee is required.

- VISA 213 Printmaking I 3 credits**
This course is an introduction to the creating of relief and intaglio prints using a variety of processes. Oil based ink and watercolor monoprints are explored. Students are expected to develop a working vocabulary of technical terms and processes. An additional course fee is required.
- VISA 221 Clay I 3 credits**
This course is a concentrated study of the processes, various techniques, and history of ceramic art. Emphasis is on clay construction methods involving wheel-throwing, handbuilding, firing, and glazing pottery, and on experimentation with ceramic sculpture. An additional course fee is required.
- 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. An additional course fee is required. *Prerequisite: VISA 211.*
- 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.
- 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.

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 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
- provide students with an interdisciplinary introduction of important issues, methodologies, and texts in the arts and humanities

FSEM 111

3 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.

Sec. A Education of the Self

This seminar is an exploration of three areas crucial to personal adjustment and growth; self-concept; relationships and communication; a meaningful philosophy of life. Through readings and group discussions, students develop an enhanced understanding and acceptance of themselves and others. Students in this seminar must be interested in and open to personal growth and must be willing to exchange their thoughts and feelings about significant topics during seminar sessions. (T. Gale Thompson, *Professor of Psychology*)

Sec. B Happiness 101: Philosophies of Happiness

This seminar is an attempt to identify, describe and implement habits of body and mind that can lead to increased happiness. Using Barry Schwarz's *The Paradox of Choice* as a starting point, students explore the topic of happiness from behavioral, spiritual and philosophical bases. In addition to Schwarz, students may choose to explore essays by eminent thinkers such as Aristotle, Maslow, Confucius, Mill and others. Experiences include group discussion, writing, researching, performing and exploring. (Luke Hardt, *Assistant Professor of Fine Arts - Theatre*)

Sec. C Leadership: What Is It Really About?

This seminar is a study of leadership styles, the development of practical leadership skills, and the application of leadership skills within organizations (primarily within student organizations at the college level) and the community. Classes include discussions and individual and group experiential activities which focus on such topics as communication, motivation, ethics and community service.(Kosmas Mouratidis, *Chair of the Physical Education Department, Athletic Director, Head Men's Soccer Coach*)

Sec. D Sensitivity to the Natural World

This seminar is an introduction to the natural world based upon the observation of plants and animals in their natural settings and on the work of writers of natural history. Most sessions are held outdoors at Bethany and several nearby important natural sites. (Albert R. Buckelew, Jr., *Professor of Biology*)

Sec. E Tai Chi and Friends

This seminar is a cognitive and physical exploration of various forms of Tai Chi. Emphasis is on learning the Tai Chi Chaun short form of non-combative martial arts and the history and Tao philosophy from which it arose. Research, readings, writings, and discussions are supported by performance of the form itself. Included is a study of the physical, spiritual, mental, and health benefits of Tai Chi and the comparison of Tai Chi with other popular Asian and Western philosophies of martial arts, exercise, health, and spirituality. (Wallace B. Neel, *Dean of Professional Studies*)

Sec. F Stress, Coping and Health

This seminar is intended to teach freshmen about the link between stress and mental as well as physical health. Initial discussions will focus on the effects of stress on anxiety depression, cardiovascular function and susceptibility to disease. After that, discussion will focus on ways to cope with stress. Coping techniques for everyday stresses will include humor, social support, exercise and developing a positive self image. The seminar will also emphasize coping styles specific for the college experience including time management, open communication, conflict resolution, using on-campus resources and developing effective studying techniques to deal with such issues as adjusting to college-level academics, dealing with separation from home and adjusting to a new environment. Students will be graded on attendance, seminar participation and weekly self-reflection papers. Any student is welcome to take this seminar but the anxious student may benefit the most. (Mark A. Affeltranger, *Assistant Professor of Psychology*)

Sec. G The Beatles and Popular Culture

This seminar engages the student in a study of music, popular culture, and history through the phenomenon of the Beatles. Our examination involves listening to music, viewing DVDs, research, writing, discussion and special projects tailored to student interests. An objective of this course is to understand and appreciate the dramatic paradigm shift in popular culture during the 1960s and its ramifications, both musically and sociologically, for its own time and beyond. (Pandel L. Collaros, *Assistant Professor of Fine Arts - Music*)

Sec. H Truths: Separating Facts from Fiction

How do we make sense of all of the information available to us in the “information age?” This seminar explores the differences between reliable and unreliable reporting of scientific discoveries in popular media sources. Students will learn what sets scientific sources of information apart from those that are unreliable or biased, to critically evaluate popular media reports of scientific discoveries and to come to their own informed conclusions about research findings. (Katrina L. Cooper, *Assistant Professor of Psychology*)

Sec. I Politics and Slavery

This seminar introduces students to the problems of political ethics, by examining the debate over slavery before the Civil War. Political ethics involves the recognition that goods often conflict, such as peace and justice, freedom and security, or, in the case of slavery: morality, the Constitution, and political, economic and social stability. Our discussion will begin with Jefferson, continue with abolitionist writings during the 1830s and examine a variety of writings from the 1850s debate. The full range of positions includes pacifists, advocates of violence, slave owners opposed to slavery and pro-slavery apologists from both the South and Free States. The course will conclude with a close examination of Lincoln’s remarkable “solution” to the slavery question, which attempted to balance all the constitutional, practical and moral values in conflict. (Marc Sable, *Assistant Professor in Political Science*)

Sec. J Against All Odds

What makes some individuals capable of overcoming incredible obstacles while others collapse under minor challenges? By interacting with readings, movies, speakers and service experiences, students will have the opportunity to identify ways to strengthen their own resilience while learning about the amazing achievements of others. (Christina M. Sampson, *Assistant Professor of Education*)

Sec. K Appalachian Traditions

Intending to introduce students to the folk traditions of Appalachia, this seminar examines the daily customs, folklore and historical events of this region, primarily through its art, music, crafts and stories. The students learn firsthand to use the variety of tools required to gather credible information from analog, web-based, oral history and primary sources. This acquired skill enables students to engage in class discussions, group and individual activities, and ultimately, to create, initiate, demonstrate and document their own new traditions. Seminar sessions include lectures, class participation, field trips, special guest speakers, musicians, crafters and storytellers. (Laura L. Cramblet, *Coordinator of Library Technical Services*)

Sec. L Metamorphosis and the Metamorphoses

A girl becomes a tree; a boy becomes a bird and soars away. Change comes from the inside and outside and this seminar explores Ovid's great collection of myths and stories about changes of shape, mind, heart and circumstance. Colonists carried Ovid's *Metamorphoses* to America and a translation of the book was the first literary work written in English in the New World. The stories it contains continue to affect us in the new world of video games and comic books. Students read, research and discuss Ovid's myths and stories and write about them. (Elizabeth M. Hull, *Associate Professor of English in the Dr. Robert L. Martin Chair in English Literature.*)

Sec. M The Queer Shoulder at the Wheel: Contemporary Gay and Lesbian Lit.

This seminar focuses on the experiences and representations of lesbian, gay, bisexual and transgendered Americans and their allies. Our exploration will include issues like hate crimes and hate crime legislation, the A.I.D.S. pandemic, coming out and queer empowerment and rights. We'll peruse the history of sexuality in America through literature, visual art, theory, film and music in order to see the tradition made by queer people for queer people and to see how the queer tradition responds to, subverts and revises that ever-elusive "American mainstream." (James Hall, *Assistant Professor of English*)

Sec. N Sports Talk

This seminar is a study of non-fiction writing about sports. Articles from magazines and newspapers, as well as a sports ethics book, will be read and discussed. Students will also view some sports videos and write about sports and athletes. (Robyn R.Cole, *Professor of English and Chair of the Department of English*)

Sec. O Very Funny! Humor Writing and Appreciation

In this seminar students examine various types of comedy and write humor. Theories and models of humor are discussed. Students apply formulas and techniques to their own experiences and present them to others. Among the types of humor examined are stand-up routines, television sitcoms, the creation of comedy characters, speech writing, slapstick, columns, greeting cards and motion pictures. The course includes a field trip to a comedy club in the Pittsburgh area. (Patrick J. Sutherland, *Associate Professor of Communication*)

Sec. P Voicing the Self

This seminar engages students in close readings of fiction, poetry and contemporary films as they define, explore and give voice to themselves. Particular attention is given to models of the self, methods of self-discovery and techniques for self-expression. Students experiment with imaginative writing, journaling and other forms of creative expression. (Larry E. Grimes, *Dean of Arts and Sciences, Professor in the Perry E. and Aleece C. Gresham Chair in Humanities and Director of First-Year Seminars.*)

Sec. Q Lead and Serve

This seminar explores the concept of service-learning as a method for developing leadership skills and, hopefully, a lifelong commitment to community service. Included in this seminar experience is the identification of a community need, proposing and developing a program or service to address that need and an evaluation of the success of these efforts. To assist in this process, theories of leadership are identified and students evaluate their potential as future community leaders through a series of critical thinking and reflection exercises. (Kathy Shelek-Furbee, *Professor of Social Work and Director of the Social Work Program*)

FSEM 112 First-Year Engagement, First-Year Success: A Transition Course

1 credit

This course helps students to become engaged in college life beyond the classroom, provides a bridge from the high school experience to the Bethany experience, helps students become familiar with campus resources, leads students in the exploration of personality traits and learning styles that will improve their success inside and outside the classroom, guides them in the exploration of significant social issues, and helps them to understand developmental and social issues common to the first year of college life.

FSEM 113 The First-Year J-Term Experience

3 credits

Students enroll in a small topic driven seminar (generally students remain in their seminar group from first semester and continue to study with their seminar professor, although they may explore a new topic). The seminar allows students to learn deeply, rather than broadly, since this seminar will be the only course they take during January Term. Topics vary, but all seminars are designed enhance college-level reading, writing and research skills

FSEM 114 Cultural Issues I—Arts and Humanities: “Our Bodies, Ourselves—Identity, Sexuality and Gender in the Arts and Humanities”

4 credits

Students engage in an interdisciplinary exploration of issues surrounding identity, sexuality, and gender. Lectures are given twice a week to set specific agendas for the close “reading” of significant “texts.” Students assemble twice a week to think critically about these texts in small, guided, discussion groups.



Fundamental Studies

Fundamental Studies is a group of courses designed to develop or refresh the basic skills necessary for a successful college experience. Each preparatory course is graded on a credit/no credit basis.

Students may take as many of the courses as needed, but of the 128 credits required for a Bethany College degree, no more than 4 credits may be earned in Fundamental Studies courses.

Fundamental Studies courses may be a condition of admission for first-year and/or transfer students. Students are given the opportunity to test out of FDST 100, 105, and/or 110. Continued enrollment at Bethany will be contingent upon the successful completion of these courses as required.

FDST 100 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. (CR/NCR only)

FDST 105 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. (CR/NCR only)

FDST 110 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. (CR/NCR only)

FDST 115 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. (CR/NCR only)

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 100; CHEM 100 or 112; CPSC 482; EDUC 428; GENS 151, 202; PHYS 103 or 201; the Professional Education Requirements described in the Teaching and Social Services section of this *Catalogue* and on the department's website or in the resource area in the College's courseware solution.

Courses

GENS 100 Consumer Chemistry 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 magazine and newspaper articles dealing with the subjects related to chemistry. The course is designed for non-science students. (This course may be taken for credit as CHEM 100.)

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 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 180 Equine Husbandry 3 credits
This course focuses on equine history, breeds, genetics, basic behaviors, and vices.

GENS 182 Equine Husbandry II 3 credits
This course is a continuation of Equine Husbandry I and covers additional aspects of equine care and business practices to include nutrition for performance horses, modern options for veterinary care, traditional treatments for veterinary care, advanced veterinary diagnostics, horse show production, marketing, publications, and secondary business outlets. *Prerequisite: GENS 180.*

GENS 183 Horse Management and Facility Design I 4 credits
This course is an introduction to key aspects involved in care and management of the horse with emphasis on the proper design of the facility, equipment, pasture, waste management, portfolios, legal issues, including contracts and liability, and professionalism.

GENS 184 Horse Management and Facility Design II 4 credits
This course is a continuation of GENS 183 Horse Management and Facility Design I with an emphasis on issues related to agricultural science and the environmental impact of stables. *Prerequisite: GENS 183.*

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 111.*

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 2 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 286 Equine Anatomy, Physiology, and Health 3 credits
This course is a systems approach to the anatomical and physiological systems of the horse as related to common equine health concerns. *Prerequisites: GENS 180, BIOL 168 and 169.*



GENS 293 Training and Schooling 2 credit
This course is a laboratory involving the theory of horsemanship and experiences with the proper methods, horse handling and tacking, equine behavior, and green horses for those in training and competition. *Prerequisites: GENS 180 and one course from PHED 180-196.*

GENS 295 Farrier Science 2 credits
This course emphasizes important theories and their applications in addressing common hoof problems. *Prerequisite: GENS 286.*

GENS 352 Natural Philosophy 3 credits
The course is an examination of changing ideas about the universe. Emphasis is placed upon the role of science as a social institution contributing to these changing beliefs. (This course may be taken for credit as PHIL 352.)

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 380 Starting the Young Horse 2 credits
The course is a laboratory focusing on the behavioral development of foals and yearlings. It includes approaches to training backing, imprinting, leading and handling, and ground-driving. Activities include three to four weekly sessions involving handling and starting young horses. *Prerequisite: GENS 180 and one course from PHED 180-196.*

GENS 385 Equine Sports Medicine and Lameness 3 credits
The course is a study of equine conditioning, cardiopulmonary problems, conformation and selection for various sports, associated lameness and injury, and available diagnostics and therapy. *Prerequisite: GENS 286 and 293.*

GENS 470 Equine Reproduction 3 credits
The course is an examination of breeding farm production, mare and stallion handling, artificial insemination, embryo transport, mare and foal care, breeding problems, record keeping, and sale preparation. This course includes a weekly laboratory focusing on observation of procedures associated with reproductive techniques. *Prerequisite: GENS 282 and GENS 286.*

GENS 474 Equine Nutrition 3 credits
The course is a study of horse nutrition, emphasizing nutrient categories, absorption, supplements, and toxic plants. *Prerequisite: GENS 286.*

**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. *Prerequisite: 16 credits in one of the physical or life sciences or permission of the instructor.*

History & Political Science

Faculty

Clinton W. Maffett. *Professor of Political Science; Chair*

Steven A. Carelli. *Assistant Professor of History*

Gary H. Kappel. *Professor of History*

Erich Lippman. *Assistant Professor of History*

Marc B. Sable. *Assistant Professor of Political Science*

Aims

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.

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; a Senior Project. Also required are three credits in Political Science 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.

Writing Requirement: Students majoring in History fulfill the College focused writing requirement by successfully completing HIST 377.

Requirements for Major in Political Science

A minimum of 38 credits in courses in Political Science, including POLS 225, 243, one course from 361, 362, 363, 364, or 365, 370, 470, 477; a Senior Project; HIST 201, 202. Related courses are recommended in History, Philosophy, Economics and Business, Sociology, World Languages, English, and Mathematics (especially statistics).

Writing Requirement: Students majoring in Political Science fulfill the College focused writing requirement by successfully completing POLS 370.

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 on page 125 of this *Catalogue*.

Requirements for Minors

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

American Government and Politics: POLS 225 and six courses from 229, 303, 304, 320, 321, 322, 330, 334, 335, 337, 338, 363, 380, 381, 401.

International Relations: POLS 120, 243 and five courses from 244, 253, 325, 341, 351, 352, 364.

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 162 or 163; GENS 202 or SOSC 302; POLS 225; SOSC 480; the requirements for certification for Social Studies Middle Childhood Education 5-8; the courses in the Professional Education Requirements described in the Teaching and Social Services 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.

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 297-298 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 418 History as the Novel, the Novel as History 2 credits

This course is an examination of the use of historical evidence as the background for a work of fiction and the relationship between the historian and the artist. Historical periods and works to be examined change regularly.

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.

Political Science Courses

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 225 American Government 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 229 State and Local Government 3 credits

This course examines the structure and functioning of state political systems. Emphasis is chiefly on state institutions and the divisions of authority between state and sub-state government in the United States. *Prerequisite: POLS 225.*

POLS 243 International Politics 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 244 International Organizations 3 credits

This course examines the various treaties and non-state actors, both inter-governmental (United Nations, NATO, the European Community, etc.) and non-governmental actors (Red Cross, Greenpeace, Amnesty International, etc.), in international politics. Emphasis is on the evolution of international law, the structure and functions of international organizations, and interdependence. *Prerequisite: POLS 243.*

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 twenty-first century.

POLS 303 Public and Intergovernmental Administration 3 credits

This course is an examination of the basic concepts and principles of administration

in the public sector and of the relationship between the federal and state governments in the United States. Areas of exploration include budgeting, organization, staffing, implementation, and evaluation. Emphasis is on the various theories of federalism and their applications. *Prerequisite: POLS 225.*

POLS 304 Public Policy Analysis 3 credits

This course provides a study of policy issues of contemporary and historical interest and the mechanisms for making policy. Emphasis is on the dynamics of setting agendas, formulating and enacting policy, allocating resources, and evaluating programs. *Prerequisite: Three credits in Political Science.*

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 225.*

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 225.*

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 225.*

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 243.*

POLS 330 Media and Politics 3 credits

This course examines the ways in which media coverage influences the behavior of political actors and helps shape public attitudes toward public affairs. The class examines the role that technological changes in communication media have had upon politics. It focuses on the ways in which different media produce different types of behavior among elected officials and journalists and on the ways in which these differences shape public understanding of politics. *Prerequisite: Either POLS 225 or COMM 101.*

POLS 334 Race and Ethnicity in Politics 3 credits

This course examines the issues of race and ethnicity in the context of American politics from the colonial period to the present. Native American relations with state and federal governments, immigrant populations and their political process, and African-American political activity are examined.

POLS 335 Gender in Politics 3 credits

This course examines the issue of gender in the context of American politics from the colonial period to the present. Particular attention is paid to the impact of the feminist movement on contemporary politics, the role of gender in shaping candidate and voter behavior, and the ways in which policy issues vary in salience by gender.

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 338 Interest Groups 3 credits
This course is an examination of the role played by interest groups in shaping public policy. Attention is given to the ways in which groups represent their concerns at all three levels of government. Emphasis is on identifying and applying abstract concepts (representation, constituency, interest aggregation, etc.) to real-world behaviors.

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 351 Comparative Government: Western 3 credits
This course is a study of the major western political systems. Focus is on institutional, economic, and regional/international factors of industrial democracies in Western Europe, the Americas, and in areas colonized by Europeans. Emphasis is on establishing the common criteria and methodologies for making valid comparative analysis of these systems. *Prerequisite: Three credits in Political Science.*

POLS 352 Comparative Government: Non-Western 3 credits
This course is a study of the major non-western political systems. Emphasis is on institutional, economic, and regional/international factors of modern nation-states which may not operate under the same political or economic philosophies as “the West.” Emphasis is also on establishing the common criteria and methodologies for making valid comparative analysis of these systems. *Prerequisite: Three credits in Political Science.*

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*.

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, including Machiavelli, Hobbes, Locke, Marx, Nietzsche, Dostoyevsky, and Camus. Emphasis is on the development of liberal democratic thought and its many recent critiques, including Marxism, feminism, and communitarianism.

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 364 International Relations Theory 3 credits
This course is an examination of various theoretical explanations of how the international system functions and is evolving. Special emphasis is accorded to the study of realist, neo-realist, and post-realist theories.

POLS 365 Feminist Political Thought 3 credits
This course examines the potential of various feminisms for deconstructing traditional political thought. Its main question is “how can feminism serve as a useful vision for reinvigorating political thought?” Readings include selections from the writings of Mary Wollstonecraft, Betty Friedan, Sojourner Truth, bell hooks, Emma Goldman, Simone de Beauvoir, and Julia Kristeva.

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: Permission of the instructor.*

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 380-389 Selected Topics in Public Policy 2 credits
This is a series of upper level courses examining specific public policy issues. The content of specific courses varies. *Prerequisite: One course in Political Science.*

POLS 380 Health Care Policy 2 credits
This course is an examination of the major current controversies in American health care. Special emphasis is on the push for universal health care and reform of the major entitlement programs such as Medicare and Medicaid.

POLS 381 Environmental Politics 2 credits
This course is an introduction to the scientific study of environmental politics emphasizing the environmental problems of the tri-state area. Students are expected to learn both qualitative and quantitative methods for study of environmental politics. Major topics include governmental regulation of the environment, environmental interest groups, environmental justice, and environmental health.

POLS 382 Human Rights Policy 2 credits
This course examines human rights policy at the national and international levels. Discussion focuses on the philosophical, legal, and practical issues in enforcing human rights regimes as well as the role of diplomacy, trade sanctions, NGOs, and war crimes tribunals in effectively bringing about improvements in human rights.

POLS 401 Constitutional Law 4 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.) *Prerequisite: Previous study of the topic in a survey course or permission of the instructor.*

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.



Interdisciplinary Studies

Faculty

Elizabeth M. Hull. *Associate Professor of English in the Dr. Robert L. Martin Chair in English Literature, Chair*

Aims

Bethany College recognizes that some students can most effectively fulfill the objectives of a Bethany education through programs of study integrating work from several academic departments. The Department of Interdisciplinary Studies facilitates such study by providing means for the development, implementation, and evaluation of interdisciplinary courses, majors, and minors; by offering opportunities for the study of interdisciplinary subjects and methods; by assisting students to integrate the knowledge, materials, and methods of various disciplines through concentration on a specific area of inquiry; and by critically evaluating the students' understandings of the information, methods, and materials of disciplines associated with such inquiry.

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 program must also include an explanation of how the Bethany focused writing requirement is to be fulfilled. The major must be approved by the Faculty Committee on Interdisciplinary Studies.

Student-Initiated Interdisciplinary Majors

To initiate a major in Interdisciplinary Studies, a student must submit a formal proposal to the Chair 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 Chair 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 Chair of Interdisciplinary Studies and approval of the Faculty Committee on Interdisciplinary Studies. The Chair 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, 315, 477; two courses selected from PSYC 324, 325, 326; EDUC 203; EDUC 242, 348, 401; EDUC 475 or PSYC 470; SOCI 150, 210; INTD 490.

Writing Requirement: The Bethany focused writing requirement must be fulfilled by successfully completing ENGL 155.

Environmental Science

BIOL 100, 110 or 108, 180, 221, 228, 231, 326, 343, 378, 379; CHEM 111, 112, 221, and either 315 or 335, with 335 preferred; GENS 202, 220, 225; MATH 281 and 282, or PSYC 205 and 207; PHYS 103, or PHYS 201 and 202; INTD 490. Recommended electives; ACCT 220; BIOL 168, 169, 425; CHEM 324; ECON 163; GENS 204; INTD 201, 202; MATH 201; PHIL 124; POLS 253, 304, 320, 325; PSYC 287; SOCI 150.

Writing requirement: The Bethany focused writing requirement must be completed by successfully completing a portfolio submitted as part of the requirements for BIOL 378 and 379.

Equine Studies

The following courses are required of all students: GENS 180, 286, INTD 490. In addition each student must complete the courses in one of the following tracks:

Equine Management: GENS 182, 183, 184, 293, 295, 380, 385, 470; 4 credits from PHED 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 193, 194, 196; 6 credits from GENS 474, BIOL 290, PHED 191, 192, any 2 additional courses from 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 193, 194, 196; BIOL 168, 169; ECON 163, 222, 280, 287, 290; ACCT 202; MATH 281, 282.

Pre-veterinary Medicine: BIOL 100, 108 or 180, 290, 343; CHEM 111-112, 221-222, 351-352; MATH 201, 281; PHYS 201-202; GENS 473; 3 credits from GENS 293, PHED 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 193, 194, 196.

Writing Requirement: The Bethany focused writing requirement must be fulfilled by successfully completing ENGL 220.

International Economics with Study Abroad

ACCT 202; ECON 162, 163, 222, 260, 301, 302, 304, 360, 365, 371, 477; MATH 201 or 205, 281, 282; POLS 243, 351 or 352; at least one language course (or equivalent proficiency) at the 130 level or above, and any language requirement for the study abroad program selected by the student; semester abroad, preferably in the Fall Semester of the Junior year; INTD 490.

Writing Requirement: The Bethany focused writing requirement must be fulfilled by successfully completing ECON 222 and 477.

International Relations

ECON 162, 163, 260, 270, 360; HIST 101, 102, 314; one course selected from INTD 201, 202, 203, 204; MATH 281; POLS 120, 243, 244, 325, 351, 352, 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 256, 283, 285, HIST 202, 343, POLS 225, 229, 334, 335, PSYC 250, SOWO 140, or THEA 335); INTD 490.

Writing Requirement: The Bethany focused writing requirement is fulfilled through work undertaken in POLS 370.

Social Studies

ECON 162 or 163; GENS 202; HIST 101-102, 201-202, 225; POLS 225; PSYC 100; SOCI 150, 210; at least 9 credits from 300-400 level history offerings and an additional three credits from either Economics or Political Science; INTD 490.

Writing Requirement: The Bethany focused writing requirement must be fulfilled by successfully completing ENGL 150 or EDUC 242 or EDUC 340.

To be recommended for certification to teach Social Studies grades 5-12 a student must also complete the Professional Educational Requirements described in the Teaching and Social Services section of this *Catalogue* and on the department's website or in the resources area in the College's courseware solution.

Interdisciplinary Minors

Equine Studies: GENS 180, 183, 184, 286; a minimum of four credits of Riding/Driving course is also required. (BIOL 168 and 169 are Prerequisites for GENS 286.)

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 Chair 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 Chair of Interdisciplinary Studies), POLS 361, one 3-credit independent study on a relevant topic taken at Bethany (with prior approval of the Chair 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 Chair of Interdisciplinary Studies).

Women's Studies: Fifteen credits from the following courses: COMM 343, 346; ENGL 285, 320, 321, 434; INTD 204, 211; POLS 365; PSYC 210; RELS 101; SOCI 145; one 3-credit independent study in an appropriate subject taken at Bethany (with prior approval of the Chair of Interdisciplinary Studies); one 3-credit course focusing on a relevant subject not included in the Bethany curriculum transferred to Bethany from another college (with approval of the Chair of Interdisciplinary Studies).

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.

Senior Project: A student who wishes to do a Senior Project of more than two credits must have the project approved by the Chair of Interdisciplinary Studies on or before the last day of the final semester of the junior year.

Courses

INTD 201 The World Food Supply 3 credits

This course is an examination of the problems of world food resources, production, and distribution. Special emphasis is on inequalities between the haves and the have-nots, the effects of malnourishment on human behavior and on social and political conditions, and alternative technological and political solutions to the problem. *Not open to First-Year Students.*

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 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.

Mathematics and Computer Science

Faculty

Mary Ellen Komorowski. *Professor of Mathematics; Chair*

Adam C. Fletcher. *Assistant Professor of Mathematics*

Joseph M. Santmyer. *Associate Professor of Mathematics*

Fujiko O. Sawtarie. *Professor of Computer Science*

Aims

The department offers majors in mathematics and in computer science designed

- to provide the student with knowledge of the foundations of mathematics and computer science
- to provide tools to assist the study of other disciplines
- to prepare students for further study and research
- to prepare students for careers in education, in business, and in scientific and technical fields

Requirements for Major in Mathematics

The student is required to take the following core courses: MATH 106, 201, 202, 203, 220, 354, 371, 372, 400, 403, 477; plus 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-Economics: MATH 210, 383, 384; ACCT 202; ECON 162, 163, 301, 302; CPSC 151.

Mathematics-Physics: MATH 341 or PHYS 241, PHYS 201, 202, 251 or 261, 300; CPSC 151.

Mathematics-Computer Science: CPSC 151, 152, 275, 390; MATH or CPSC 210.

Mathematics-Actuarial Science: MATH 210, 341, 383, 384, 390; CPSC 151.

Mathematics Education: MATH 103 or secondary school equivalent, 105 or secondary school equivalent, 210, 252, 281, 326, 430, 480; CPSC 151. To be recommended for certification the student must also complete the courses in the Professional Educational Requirements described in the Teaching and Social Services 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.*

Writing Requirement: Mathematics majors fulfill the College focused writing requirement by successfully completing MATH 371 and MATH 372, courses designed to emphasize clarity and style of presenting solutions to problems and proofs of theorems in standard mathematics form.

Requirements for Minor in Mathematics

MATH 106, 201, 202, 203, 354, plus a minimum of six credits from MATH 210, 281, 326, 341, 383, 400, 403, 410, 430.

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 105, 151, 152, 210, 275, 370, 380, 490, plus one additional 3-credit course at 300 level or above; MATH 201, 281; ACCT 202, 203; ECON 312. Strongly recommended are CPSC 477; ECON 162, 163, 280; ACCT 425. Beginning students are expected to complete CPSC 151 and MATH 201 during the first semester.

Bachelor of Science Degree: CPSC 105, 151, 152, 210, 275, 330, 360, 370, 440, 490, plus two additional 3-credit courses at 300 level or above; MATH 201, 202, 354, 383; PHYS 201, 202. Strongly recommended are CPSC 310, 477. Beginning students are expected to complete CPSC 151 and MATH 201 during the first semester.

Writing Requirement: All computer science majors must fulfill the College focused writing requirement by successfully completing ENGL 223.

Requirements for Minor in Computer Science

CPSC 151, 152, 275, 380.

Mathematics Courses

MATH 101 Mathematics for the Liberal Arts Student 3 credits
This course is an introduction for the non-science major to the spirit and flavor of mathematics. It stresses fundamental concepts with the aim of clarifying the importance of mathematics in relation to other branches of knowledge. Topics that may be covered include sets, logic, the number concepts, history of mathematics, the nature and use of geometry, computers, mathematics of personal finance, and logical puzzles.

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. (This course is not open to students who have credit for MATH 201 or the equivalent.)

MATH 105 Precalculus 3 credits
This course examines functions, including linear, quadratic, exponential, logarithmic, and trigonometric functions.

MATH 106 Introduction to Mathematica 2 credit
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 200 Calculus 4 credits
This course is a study of limits, continuity, and the derivative. It includes techniques of differentiation, applications of the derivative, the antiderivative, the definite integral, calculus of the log, exponential, trig, and inverse trig functions, techniques of integration, L'Hôpital's rule, and improper integrals. *Open only to participants in Bethany's Calculus in High School program.*

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: 3 1/2 years of high school math, MATH 103, MATH 105, 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. (The course includes four hours of class and one laboratory session each week.) *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. (The course includes four hours of class and one laboratory session each week.) *Prerequisite: MATH 202.*

MATH 205 Applied Calculus 4 credits
This course emphasizes applications of the derivative and antiderivative to rates of change and optimization including marginal analysis. Applications of the exponential function and partial derivatives are also included. (The course includes four hours of class and one laboratory session each week.) *Prerequisites: 3 1/2 years of high school math, MATH 103, MATH 105, or permission of the instructor.*

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: MATH 103, MATH 105 or the equivalent.*

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 231 Quantitative Methods in Management 3 credits
This course emphasizes applications of mathematics to business and economics with emphasis on the use of the linear programming model to solve problems involving cost

minimization and profit maximization. It is designed for students who intend to pursue a career in business. *Prerequisite: MATH 103 or the equivalent.*

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: permission of the instructor. 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 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 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.*

MATH 310 Number Theory 3 credits

This course examines properties of the integers including prime numbers and their distribution, the Euclides 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 371 Mathematical Writing I 1 credit

This course is an introduction to the process of presenting solutions to mathematical problems and proofs to mathematical theorems in standard written form.

MATH 372 Mathematical Writing II 1 credit

This course is an introduction to the process of preparing and presenting a research paper in mathematics.

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 202 or equivalent.*

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, 354.*

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 403.*

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 Mathematics Seminar 2 credits

This course includes topics in mathematics suitable to math majors. The course is open to qualified junior and senior math majors.

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.)

MATH 487-488 Independent Study 2-4 credits

MATH 490 Senior Project 2-4 credits

Computer Science Courses

CPSC 103 Presentations and Multimedia Authoring 2 credits
This course is designed to give students an introduction to multimedia. During the first half of the course, students learn how to make presentations using common presentation software in the Macintosh and the Windows environments. During the second half of the semester, students learn how to create hypermedia applications. Throughout the course, students experiment with graphics software, a color scanner, a digital camera, a video camera, and sound tools.

CPSC 104 Programming in Multimedia 3 credits
This course introduces students to the tools and techniques used in developing interactive multimedia programs. During the course, students become familiar with the authoring packages, Apple Media Tool and Director, and learn how to use them to produce multimedia presentations. Special emphasis is on Lingo programming and Director's scripting language.

CPSC 105 Web Design 3 credits
This course introduces students to the tools and techniques used in designing web pages. Students learn HTML, Javascript, and the web authoring software packages Dreamweaver, Fireworks, and Flash.

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 147 Programming in C++ 3 credits
The programming assignments in this course are related to the design of an operating system.

CPSC 148 Programming in PROLOG 3 credits
The programming assignments in this course are related to problems in the area of artificial intelligence.

- 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 275 or the equivalent.*
- 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 275.*
- 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 400 Computer Graphics 3 credits**
 This course focuses on the study of line-drawing algorithms, circle generation, transformation, clipping and windowing, segmented display files, picture structure, graphic input techniques, raster graphics, scan conversion algorithms, three-dimensional transformations, and hidden surfaces. *Prerequisite: CPSC 275.*
- CPSC 430 Compiler Design 3 credits**
 Techniques of design and implementation of compilers, including lexical analysis, parsing (both L L and L R), syntax-directed translation, and symbol table management are examined. *Prerequisites: CPSC 275,330.*
- 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 275,330.*
- CPSC 477 Seminar in 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.
- CPSC 487-488 Independent Study 2-4 credits**
- CPSC 490 Senior Project 2-4 credits**



Philosophy and Cultural Studies

Faculty

Kisor Kumar Chakrabarti. *Sarah B. Cochran Professor of Philosophy*

Aims

The Department of Philosophy and Cultural Studies encompasses two related areas: *philosophy* - the invention and analysis of the concepts we use to understand the world and our lives in it - and *cultural studies* - an interdisciplinary, critical approach to the construction of values and meaning with special attention to the nature and workings of power, primarily at the institutional or systemic levels of culture. So understood, philosophy is a creative endeavor, liberating students per Alexander Campbell's vision by nurturing in them the ability to invent their own concepts and analyze others'; likewise, Cultural Studies achieves the same objective by providing students with the essential elements of critical thinking in the context of cultural analysis: one cannot free oneself from the tyranny of others until one grasps the ways in which that tyranny expresses and enforces itself. Cultural Studies prepares students to operate in the world in such a way as to be able to change the world, both in terms of their understanding of power, meaning, and values and in terms of their vision(s) of or for a better world.

Requirements for Major in Cultural Studies

A minimum of 39 credits including CLTS 201, 401, 402, 490; INTD 251, 252, and 253; 6 credits from each of three course areas listed below.

Values and Worldviews (6 credits)

PHIL 100, PHIL 124, PHIL 333, PHIL 353, PHIL 355, PHIL 358, RELS 101-130, RELS 220, RELS 352, SPAN 321, SPAN 330, GRMN 320, GRMN 321, FREN 320, FREN 321, HIST 320, HIST 321, JAPN 321, BIOL 100, BIOL 110, POLS 352, MUSI 250, MUSI 251, VISA 100, VISA 101.

Theory and Method (6 credits)

ENGL 160, ENGL 351, PHYS 300, BIOL 221, BIOL 290, BIOL 310, PHIL 123, POLS 325, POLS 351, POLS 352, POLS 360, POLS 362, POLS 364, POLS 370, HIST 377, EDUC 309, ECON 162, ECON 270, GENS 202, MATH 281, PSYC 100, PSYC 205, PSYC 287, PSYC 326, PSYC 415, SOCI 340, COMM 306.

Topics and Conflicts (6 credits)

CLTS 202, CLTS 210, PSYC 210, PSYC 250, ECON 360, ENGL 421, ENGL 448, ENGL 461, POLS 244, INTD 203, INTD 204, INTD 210, INTD 211, HIST 311, HIST 312, HIST 313, POLS 335, POLS 330, POLS 334.

Modern World Language

In addition to the college World Languages requirement, Cultural Studies majors must demonstrate more advanced aptitude in a modern world language by attaining a C or better in a course taught in the language of study.

Disciplinary Distribution

In order to ensure sufficient disciplinary focus/skills to sustain cogent interdisciplinary work, Cultural Studies majors are expected to carry a second major or two minors. No more than two courses from the second major or from both minors may count toward the students fulfillment of course requirements for the Cultural Studies major.

Writing Requirement: Cultural Studies majors fulfill the focused writing requirement by successful completion of the Senior Project (CLTS 490).

Requirements for Minor in Cultural Studies

CLTS 201; one course from each of three course areas; CLTS 401 (may be taken twice); INTD 253 and either INTD 251 or 252.

Requirements for Minor in Philosophy

Phil 100, 123, 124, and three upper level (200 or above) Philosophy courses.

Cultural Studies Course Areas

Aside from the core CLTS courses (201 and 401-2), Cultural Studies courses are divided into three areas. These areas are designed to provide foundational work in the study of cultures, as well as practice in the study of particular cultural phenomena. Courses fulfilling the requirement for a given area are listed in the course descriptions section. Students wishing to receive credit toward the major for a course not listed in the course description section may submit a request to that end. The proposal should explain how the course meets the objectives of the area as described below. Approval is required from the Department Chair and the course instructor for the course in question. Students are referred to the course lists in each area for examples in determining where courses are likeliest to fit.

Values and Worldviews

A culture is essentially a worldview in progress. The values we deploy on a daily basis, often utterly transparently, shape and are shaped by the worldviews that confer coherence on our experiences. The courses in this area emphasize study of value systems, worldviews, and their symbiotic relationship, in whatever historical-cultural context. *Courses:* PHIL 100, 124, 333, 353, 355, 358, RELS 101-130, 220, 352, SPAN 320, 321, GRMN 320, 321, FREN 320, 321, HIST 330, 331, JAPN 321, BIOL 100, 110, POLS 352, MUSI 250, 251, VISA 100, 101.

Theory and Method

The techniques we employ for the study of cultural phenomena shape and are shaped by our theoretical explanations of those phenomena. Courses in this area emphasize theories of culture, the theoretical underpinnings of disciplines as well as disciplinary theories of their objects of study, and methods used in analysis of culture generally as well as specific sorts of cultural phenomena. *Courses:* ENGL 160, 351, PHYS 300, BIOL 221, 290, 310, PHIL 123, POLS 325, 351, 352, 360, 362, 364, 370, HIST 377, EDUC 309, ECON 162, 270, GENS 202, MATH 281, PSYC 100, 205, 287, 326, 415, SOCI 340, COMM 306.

Topics and Conflicts

Courses in this area provide opportunities for in-depth study of particular cultural objects, not only in themselves, but also in relation to one or more disciplines apposite to the understanding of the objects, as well as in relation to broader historical and cultural contexts. CLTS 202, 210, PSYC 210, 250, ECON 360, ENGL 421, 448, 461, POLS 244, INTD 203, 204, 210, 211, HIST 311, 312, 313, POLS 330, 334, 335.

Cultural Studies Course

CLTS 201 Introduction to Cultural Studies 3 credits

A general introduction to the field of cultural studies, including key texts and theoretical frameworks. Emphasis is on familiarity with the general approach and developing facility applying it to cultural phenomena, including fiction, film, music, politics, journalism, religion, etc.

CLTS 202 Tolerance and Intolerance in Historical Perspective 3 credits

This course critically examines ideological frameworks of “tolerance” and “intolerance”, both theoretically and as they have been expressed or played out in history. Students consider various models of pluralism as well as homogenizing tendencies in a variety of cultures, sub-cultures, political forms, religious traditions, philosophical traditions, and historical moments. Students consider examples of both openness and repression, including such historical moments/episodes as the Inquisition, the Spanish Inquisition, the golden age of Muslim Spain, crusades, expulsions/pogroms, the Holocaust/Shoah, and others. Students consider the relationship between religious/cultural elites and “the people” on these issues, the role of education, and the idea of a historical development toward more rather than less tolerance (perhaps the signature Enlightenment/Modernist program).

CLTS 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. (This course may be taken for credit as GENS 210).

CLTS 401-2 Common Seminar 3 credits

A theoretically-oriented seminar focusing on key words in cultural criticism, cultural

studies, and cultural theory. The course is designed to encourage students to consider key questions in the field in a way that also allows them to synthesize the work they have done in the major. *Enrollment limited to Juniors and Seniors.*

CLTS 490 Senior Project

3 credits

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.

Physical Education and Sports Studies

Faculty

Kosmas Mouratidis. *Chair; Director of Athletics*

Wallace B. Neel. *Professor of Physical Education and Sports Studies*

John J. McGowan. *Professor of Physical Education and Sports Studies*

Aims

The Physical Education and Sports Studies Department aims to integrate current practices and theories in sports and exercise science with the academic disciplines of education, economics, and communication. Emphasis is on developing knowledge and comprehension of the role of physical activities in shaping cultures and societies. Internships, required of all majors, are designed to provide opportunities for addressing current issues and applying solutions at a professional level. The curriculum serves as preparation for careers in education, economics, and communication and for graduate studies.

Requirements for Major

All majors in the Department are required to complete the following courses successfully: BIOL 168 and 169; PHED 243, 244, 326, 327, 337, and 490. All majors must also complete successfully one of the following tracks:

Sports Communication: PHED 300, 335, 340, 355, 470; COMM 101, 102, 104, 105, and six credits selected from 201, 202, 203, 204, 205, 206, 208, 218, 228, 303, 304, 308, 314, 344, 345, 403, 409, 410. The Bethany focused writing requirement is met by submitting at the end of the junior year an acceptable portfolio of course writings from PHED 243, 244, 337; and COMM 101, 102, and one of the elective COMM options.

Sports Management: PHED 335, 336, 338, 471; COMM 203; ECON 163, 222, 280, 287, 290, 312; ACCT 202, 203; MATH 281, 282. The Bethany focused writing requirement is met by submitting at the end of the junior year an acceptable portfolio of course writings from PHED 243, 244, 337; and ECON 222.

Sports Services: PHED 110, 215, 333, 335, 336, 338, 471; ECON 163, 222, 280, 287, 312; ACCT 202, 203; MATH 281, 282. The Bethany focused writing requirement is met by submitting at the end of the junior year an acceptable portfolio of course writings from PHED 243, 244, 337; and ECON 222.

Teacher Education Grades K-12: PHED 110, 175, 210, 211, 212, 213, 214, 215, 216, 331, 333 and 350; EDUC 353. The Bethany focused writing requirement is met by submitting at the end of the junior year an acceptable portfolio of course writings from PHED 243, 244, 337; and EDUC 242.

To be recommended for certification, a student must also complete the courses in the Professional Education Requirements described in the Teaching and Social Services section of this *Catalogue* and on the department's website or in the resource area in the College's courseware solution. The following courses are prerequisites to student teaching: PHED 110, 175, 210, 211, 212, 213, 214, 215, 216, 243, 244, 331, 333, 337, and 350; EDUC 353.

Teacher Education Grades 5-8: PHED 110, 175, 211, 212, 213, 214, 215, 216, 243, 244, 326, 327, 333; BIOL 168, 169; EDUC 353. The Bethany focused writing requirement is met by submitting at the end of the junior year an acceptable portfolio of course writings from PHED 243, 244, and 337; and EDUC 242.

To be recommended for certification, a student must also complete the courses in the Professional Education Requirements described in the Teaching and Social Services section of this *Catalogue* and on the department's website or in the resource area in the College's courseware solution. The following courses are prerequisites to student teaching: PHED 110, 175, 211, 212, 213, 214, 215, 216, 243, 244, 331, 333; EDUC 353.

Courses

PHED 100-165 Physical Education Performance Courses **1 credit each**

These courses examine the following: skills in performance; the knowledge of strategies, rules, equipment, and methods; participation in forms of sport. PHED 101-140 may not be repeated for credit. PHED 150-164 may be repeated for credit. (Activity courses: CR/NCR only. Exception: PHED 101 and 110 must be taken for a letter grade by students pursuing the Physical Education K-12 certification track.)

- PHED 101 Gymnastics**
- PHED 110 Advanced Aquatics I (Lifeguarding)**
- PHED 132 Basic Aquatics**
- PHED 133 Bowling** (An additional course fee is required.)
- PHED 134 Racquetball**
- PHED 135 Tennis**
- PHED 136 Golf**
- PHED 137 Aerobic Conditioning**
- PHED 138 Strength Conditioning**
- PHED 139 Physical Fitness**
- PHED 150 Varsity Baseball**
- PHED 151 Varsity Basketball (Men)**
- PHED 152 Varsity Basketball (Women)**
- PHED 153 Varsity Cross Country (Men and Women)**
- PHED 155 Varsity Football**
- PHED 157 Varsity Soccer (Men)**
- PHED 158 Varsity Swimming (Men and Women)**
- PHED 159 Varsity Tennis (Men)**
- 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 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.

PHED 180-196 Equestrian Performance Courses 1 credit each

These courses provide instruction and participation in equestrian activities. Most riding courses involve approximately ninety minutes per week of mounted activity. Students majoring in Equestrian Studies are expected to provide their own equipment. An additional course fee is required for each of these courses. (Activity courses: CR/NCR only. Exception: courses taken to fulfill requirements for a major in Equestrian Studies must be taken as one-credit academic courses for letter grades. PHED 180-196 may be repeated for credit.)

PHED 180 Eventing I *Prerequisite: GENS 180*

PHED 183 Basic Horsemanship

PHED 184 Intermediate Stock Seat *Prerequisite: PHED 183, 20 minutes tape or test*

PHED 185 Intermediate Hunt Seat *Prerequisite: PHED 183, 20 minutes tape or test*

PHED 186 Intermediate Hunt Seat II *Prerequisite: PHED 185, 20 minutes tape or test*

PHED 187 Elementary Dressage *Prerequisite: PHED 183, 20 minutes tape or test*

PHED 188 Dressage II *Prerequisite: PHED 187, 20 minutes tape or test*

PHED 189 Introduction to Equine Driving

PHED 190 Equine Driving II *Prerequisite: PHED 189*

PHED 193 Jumping

PHED 194 Intermediate Stock Seat II *Prerequisite PHED 184*

PHED 196 Eventing II *Prerequisite PHED 180*

PHED 191 Horseback Riding Instructor I 1 credit

This course provides instruction in American Riding Instructors Association (ARIA) principles of teaching riding, including the teaching philosophy and preparation for certification. Students in the course spend two to four hours per week developing skills as a riding instructor by working with student-learners monitored by a coach. The course includes preparation for ARIA certification. (This course may not be repeated for credit.)

PHED 192 Horseback Riding Instructor II: Community Outreach 1 credit

This course emphasizes outreach to community organizations, physical therapy and its application to the disabled rider, and preparation for certification as a riding instructor. Students in the course spend one to three hours weekly observing and participating in instructing therapeutic riding classes and classes for community organizations. (This course may not be repeated for credit.)

PHED 200 Wellness: An Orientation to Healthful Lifestyles 3 credits

This course examines current lifestyle issues related to the individual living in the community. It includes two lectures, one fitness lab, and one lifelong activities lab section selected from among the following: Aquatics, Bowling, Golf, Horseback Riding, Racquetball, and Tennis. Students may test out of the lifelong activities component by demonstrating competence at the Intermediate College Level. Students may not test out of fitness. The program is modified for individuals with disabilities. An additional fee is required for the bowling, golf, and horseback riding labs.

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.

PHED 211 Lab Analysis: Football-Basketball 2 credits

This course emphasizes psychomotor skill development and cognitive acquisition of rules, equipment, strategies, and methods appropriate for teaching adolescents football and basketball in the educational environment. *Prerequisite: PHED 175.*

PHED 212 Lab Analysis: Soccer-Volleyball 2 credits

This course emphasizes psychomotor skill development and cognitive acquisition of rules, equipment, strategies, and methods appropriate for teaching adolescents soccer and volleyball in the educational environment. *Prerequisite: PHED 175.*

PHED 213 Lab Analysis: Track and Field-Softball-Baseball 2 credits

This course emphasizes psychomotor skill development and cognitive acquisition of rules, equipment, strategies, and methods appropriate for teaching adolescents track and field, softball, and baseball in the educational environment. *Prerequisite: PHED 175.*

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 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. American Heart Association Certificates may be earned by those passing the examination. Opportunity for receiving an instructor's certificate is an option at the end of the course.

**PHED 243 Socio-Psychological Perspective
of Physical Activities 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 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.

PHED 251 School Health 3 credits

This course emphasizes important health issues related to public education systems in the United States.

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 168 and 169.*
- PHED 327 Physiology of Muscular Activity 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 168 and 169.*
- 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. *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.
- 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.
- PHED 340 Prevention and Care of Injuries 3 credits**
This course provides the student with basic insight on preventative strategies of athletic injury and illness, as well as care for minor athletic injuries. The student is expected to participate in lab activities that include taping, bandaging, bracing, wound care, therapeutic modality usage, etc. Students learn healthcare administration, legal concerns in sports medicine, environmental hazard identification, protective sports equipment usage, physical therapy techniques, skin disorder recognition, gait training, basic sport pharmacology, and tissue response to injury. An additional course fee is required. *Prerequisite: PHED 226 or permission of the instructor.*

- PHED 341 Advanced Athletic Training 3 credits**
 This course provides the student with current scientific and practical knowledge and skills relating to sports injury evaluation, head injury assessment, athletic rehabilitation/reconditioning, functional performance testing, and sports injury documentation. Students learn evaluative procedures of the shoulder complex, elbow, wrist, hip, knee, ankle, and lower leg. An additional course fee is required. *Prerequisites: BIOL 168, 169; PHED 326, 327, 340.*
- 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.
- 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 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 470 Internship in Sports Communication 2 credits**
 This experience is a professionally supervised internship with an off-campus sports communication agency. *Prerequisites: A minimum of 160 hours is required with two on-campus media experiences and a professional observation.*
- 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 160 hours is required with two on-campus sports administrative experiences and a professional observation.*
- PHED 487-488 Independent Study 2-4 credits**
- PHED 490 Senior Project 2-4 credits**

Physics

Faculty

Majid A. Sawtarie. *Professor of Physics; Chair*

Robert S. Spangler, Jr., *Assistant Professor of Physics*

Aims

The Physics Department's primary goal is to introduce students to the current body of knowledge expressing the physicist's concepts of the universe and its physical laws. The Department provides courses serving the needs of liberal arts students who are concentrating in physics or are interested in the physical and life sciences, medicine, optometry, therapy, engineering, or teaching. Students may choose from a variety of courses to satisfy a College requirement, to attain competence for a future career in a related field, or to attain sufficient breadth and depth to pursue an advanced degree in physics.

Requirements for Major

A minimum of 43 credits of course work is required in the Department: PHYS 201, 202, 221, 241, 251, 261, 300, 302, 304, 318, 401, 490, and two courses selected from 222, 252, 262, 402, and 404. In addition, 20 credits in courses outside the department are required: MATH 201, 202; CHEM 112, 221; and CPSC 151. Students who pass both MATH 203 and MATH 341 are exempted from taking PHYS 241.

Combined Three-Two plans with Case Western Reserve University, Columbia University, and Washington University (St. Louis) are available to students interested in various engineering or industrial management degrees.

Students interested in careers in engineering, industrial management, mathematical modeling, etc., which might require a background in physics, mathematics, computer science, economics, or chemistry, are encouraged to speak to the appropriate department head and the director of the dual-degree engineering program, or to the Chair of Interdisciplinary Studies, if they wish to design an interdisciplinary program of study more suited to their career goals than is a traditional departmental program.

Writing Requirement: Scientists must be capable of writing coherent technical reports. For that reason, students develop writing proficiency through laboratory reports in PHYS 201, 202, 221, 222, and 318. To complete the College focused writing requirement, students must demonstrate competency by earning a grade of C or higher in PHYS 318.

Requirements for Minors

The Physics Department offers two minors: Experimental Physics, which emphasizes laboratory experience; Theoretical Physics, which focuses on the theoretical and mathematical foundations of physics.

Experimental Physics: PHYS 201, 202, 221, 222.

Theoretical Physics: PHYS 201, 202, and three additional courses selected from PHYS 251, 261, 300, 302, and 304.

Courses

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 221 Analog Electronics 4 credits

This course is an introduction to analog electrical devices and components with an emphasis on laboratory experience and applications. Among the topics considered are DC circuit analysis using Kirchoff's laws, mesh equations, transformations, multimeters and oscilloscopes, AC circuit analysis using complex impedances, capacitors and inductors, resonance, step function analysis, operational amplifier circuits, and transistors. The course includes three hours of lecture and two hours of laboratory each week. *Prerequisites: PHYS 201-202 or permission of the Chair of the Department.*

PHYS 222 Digital Electronics 4 credits

This course is an introduction to basic digital electronic components and devices. Beginning with simple logic gates, students learn to analyze and work with increasingly complex digital circuits. Topics include logic gates and IC chips, Boolean algebra, adders, flip-flops, shift registers, counters, digital/analog conversions, multiplexers and decoders, and memory and microcomputers. The course includes three hours of lecture and two hours of laboratory each week. (This course may be taken for credit as CPSC 222.) *Prerequisite: MATH 103 or equivalent or permission of the Chair of the Department.*

PHYS 241 Mathematical Methods in the Physical Sciences 4 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, and Fourier series. *Prerequisites: MATH 201-202 or permission of the Chair of the Department.*

PHYS 402 Solid State Physics 3 credits

This course studies the properties that result from the distribution of electrons in metals, semiconductors, and insulators. It examines how the elementary excitations and imperfections of real solids can be understood in terms of simple models. *Prerequisite: PHYS 300 or permission of the Chair of the Department.*

PHYS 404 Nuclear and Particle Physics 3 credits

This course is an introduction to subatomic physics. The course examines the properties and constituents of the nucleus; the strong nuclear force; models of the nucleus; radioactive decay including alpha, beta and gamma decay; and nuclear reactions such as fission and fusion. Particle physics is discussed, including the classes and properties of various subatomic particles, virtual particles, conservation laws, the quark model, the weak force, and parity violation. *Prerequisite: PHYS 300 or permission of the Chair of the Department.*

PHYS 477 Seminar in Physics 2 credits

This course is a survey of physics for review and correlation of various fields within the discipline. *Prerequisite: 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.*

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.



Psychology

Faculty

T. Gale Thompson. *Professor of Psychology, Chair*

Mark Andrew Affeltranger. *Assistant Professor of Psychology*

Katrina Cooper. *Assistant Professor of Psychology*

John H. Hull. *Professor of Psychology*

Aims

Teaching and curriculum in the Department are designed to achieve the following goals:

- assist students in gaining knowledge of psychology as the science of behavior
- foster social awareness, tolerance, and personal growth through an understanding of the fundamental similarities and differences among people
- encourage both original and critical thinking, demonstrated orally and in writing
- prepare students for graduate level study and research
- provide background preparation for professions which deal with individual and group behavior

Requirements for Major

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 or Psychology with a Pre-Physical Therapy Emphasis). All students majoring in Psychology must successfully complete the following courses: PSYC 100, 205, 206, 207, 208, 324, 415, 477, and 490. 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: Two of the following: PSYC 311, 312, 313; six credits in courses in natural science, including at least 2 credits in biology courses stressing animal biology, physiology, or genetics with the remaining 4 credits in similar biology courses, physics, 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 315; BIOL 100, 168, 425; CHEM 111, 112; EDUC 203 or PSYC 230; MATH 201; PHED 326, 327, 340, 341 (four hours of PSYC 470 may be substituted for PHED 340 and PHED 341); PHYS 201, 202. 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.

Writing Requirement: Students majoring in Psychology meet the College focused writing requirement by satisfactorily completing PSYC 208 Writing Papers in Psychology.

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; ECON 162, 163; GENS 202 or SOSC 302; POLS 225; PSYC or EDUC 480; Professional Education Requirements described in the Teaching and Social Services section of this *Catalogue* and on the department's website or in the resource area in the College's courseware solution. *PSYC 480 is prerequisite to student teaching.*

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 Quantitative Methods 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 206 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.
- PSYC 207 Quantitative Methods 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 208 Writing Papers in Psychology 1 credit**
 This course introduces students to the process of writing papers in the field of psychology. Using APA format students write an appropriately documented review of the professional research literature related to a specific topic, write a methods section detailing the proposed design and procedures for gathering empirical evidence related to a chosen topic, and develop a reference list. This course meets the Bethany College focused writing requirement for students majoring in Psychology.
- 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 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 224 Psychology of Personal Growth 3 credits**
 This course is for students who wish to expand their self-awareness and explore choices available to them in significant areas of their lives. Topics include self-concept and self-esteem, relationships, communication, stress management, sex roles and sexuality, time management and goal setting, career planning, and developing a meaningful philosophy of life. Students should be willing to share thoughts and feelings about significant topics in small-group discussions. *Not open to students who have taken FSEM 111: Education of the Self.*
- 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 243 Socio-Psychological Perspective
of Physical Activities 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 Ethnicity and 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 287 or BUSA 287.)
- PSYC 311 Experimental Psychology I 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, 206.
- PSYC 312 Experimental Psychology II 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 Psychology III 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, 205.*
- PSYC 315 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 324 Personality: Theory and Application 4 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 325 Abnormal Psychology 4 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 326 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.



Religious Studies

Faculty

James W. Farwell. *Associate Professor of Religious Studies; Chair*
Brooke Lemmons Deal. *Assistant Professor of Religious Studies*

Aims

The primary concern of the Department of Religious Studies is to address this question: how does a person make sense of the world? Religions around the globe have attempted to find answers to this question. Course offerings are particularly attentive to the following issues: (1) how human beings have understood the nature of the world in the past and how they do in the present; (2) how people seek to locate themselves in the world in a sensible and meaningful way; (3) how people have understood their relationships with others and individuals and communities; (4) how people have attempted to construct meaningful values and practices.

Requirements for Major

The following courses are required for all students: RELS 220, 224, 301, 303, 311, 326, 417, 490; PHIL 355. In addition each student must complete two Biblical Literature Seminars in addition to the College Biblical Literature Requirement.

Writing Requirement: The student who majors in Religious Studies fulfills the College focused writing requirement through the completion of seven of the courses required for the major. Each of the seven courses includes a writing component that is closely related to critical thinking and critical reading skills. The student must develop the ability to write coherent, reasonable, and consistent arguments relating to the academic study of religion. Particular emphasis is on the writing of exegetical papers.

Requirements for Minor in Religious Studies

The Religious Studies minor requires a minimum of 15 credits in the department exclusive of the college Biblical Literature requirement. The following courses are required: RELS 220, 301, and 311. At least one of the two additional courses must be a 200, 300, or 400 level course.

Courses

RELS 101-130 Biblical Literature Seminars **3 credits**

The Biblical Literature Seminars fulfill the college Biblical Literature requirement. Each of the seminars undertakes a critical study of a selection of Biblical texts which seeks (a) to locate and understand them in their original historical, cultural, and social contexts and (b) to recognize how they have functioned and continue to function in the construction of Western culture. Students have the option of completing this requirement by taking either a survey course on the Bible (RELS 130) or one of the special topics courses listed below. Each student must take one of the seminars; however, additional seminars may be taken for credit.

RELS 101 Women and the Bible

Women and the Bible examines the role(s) of women in the Bible, the ways in which such roles were constructed and reinforced in the Western tradition, and the contemporary viability of this tradition. The course critically examines the polarity of “mother” and “fallen woman” as the prototypical models of “appropriate” female behavior and social acceptance, and the ways in which “salvation” is construed for each type.

RELS 102 Satan and the Existence of Evil

Satan and the Existence of Evil undertakes a historical analysis of the evolution of the character of “the Satan” and “the Devil” in the Bible, in the character of Lucifer in the Western tradition, and in contemporary discourse concerning evil. The course critically examines the personification of evil in women, non-Christian religions, Christian minorities, and related “marginal” groups.

RELS 103 Apocalypse Then and Now

Apocalypse Then and Now examines ancient views of divine intervention in history as expressed in Jewish apocalyptic materials and their radical development in early Christian communities, the ways in which Western tradition has developed a variety of “end-time” scenarios, and the ways in which apocalyptic images have entered into political discourse. The course critically examines human motivations in constructing futuristic dramas in Western history and in science fiction novels.

RELS 104 The Exodus, Liberation, and Hope

The Exodus, Liberation, and Hope examines the nature of the Biblical story of the exodus as an historical account of an actual event and as a theological construct for the Jewish and Christian religions. The course critically examines the use of exodus images in the early civil rights movement in America, especially in the writings of Martin Luther King, Jr., and in a variety of liberation theologies in an effort to understand the relationship between religious images and social change.

RELS 105 Creation Theology, Science, and Worldviews

Creation Theology, Science, and Worldview examines a variety of Biblical texts that deal with creation, cosmos, and the nature of the world, reviews the rise of the scientific method in relation to “ways of thinking about the world,” and critically addresses the political and theological discourse generated by persons and groups who seek to have “creationism” taught in the public schools in science classes.

RELS 106 Food, Sacrifice, and Communion

Food, Sacrifice, and Communion examines a variety of Biblical understandings of food and sacrifice in relation to sacred space, divine presence, and the divine law, reviews the status of food as a religious symbol in the lives of several medieval Christian women, and addresses issues and problems associated with “food” in contemporary American culture.

RELS 107 History, Violence, and the Will of God

History, Violence, and the Will of God examines the role of violence in a variety of Biblical texts (violence undertaken as the will of God, violence as an act of God, and violence as a human response to real-life experiences) in an effort to understand the relationship between violence and history, reviews various moments in the history of the church in which violence was used to generate or maintain power, and critically examines the role of violence in contemporary American culture—in films, on television, in music, and in the streets.

RELS 108 Death and the Afterlife

Death and the Afterlife is a critical examination of a selection of Biblical texts which deal with death, dying, and the “next life,” an exploration of 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 social structures, social values, and notions of justice.

RELS 109 Covenant and the Law

This course explores the concept of covenant, the binding agreement between humans and the God of Israel. Beginning with the early covenants between Israel and God, the development of the Sinai covenant (or the Law of Moses) and its contribution to individual and social behavior are investigated. Contemporary law codes of other nations in the ancient Middle East are considered. The impact of Christianity on the concept of covenant and on the evolution of law in the Western tradition are examined.

RELS 110 Sex, the Body, and Religion

This course is a survey of the origins of attitudes and beliefs in the Western tradition 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 ideas reflected in the Jewish scriptures and how they were reframed in early Christianity. Among the topics examined are the following: the “fall” of humanity, gender differentiation, marriage and divorce, procreation (including birth control and abortion), asceticism and celibacy, food and fasting, and the death of the body (including resurrection and condemnation).

RELS 111 Religious Experience in the West**3 Credits**

Religious Experience focuses on the wide variety of religious experience articulated in biblical texts, the traditions of interpretation of those texts (Jewish, Christian, and Muslim), and the ways in which those texts and the traditions growing out of them continue to inform contemporary understandings of religious experience. The course critically examines Biblical paradigms of religious experience, the Bible itself as the object or medium of religious experience, the changing understanding of the paradigms themselves, and the role of religious experience in the production of meaning, both “personal” and “political”.

RELS 130 The Bible

This course is a critical study of the Bible, exploring the worlds of ancient Judaism and early Christianity to discover sources of important modern Western views of the world and the place of human beings in it. The course uses scholarly approaches to the study of religion to identify questions and problems common to the ancient writers of the biblical texts and to modern human beings and to promote an understanding of the literary and cultural heritage of the traditions of ancient Judaism and early Christianity.

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 301 The Pentateuch 3 credits

The Pentateuch is an historical-critical analysis of the first five books of the Bible that emphasizes the historical, social, and ideological dynamics of the Pentateuchal traditions. In addition, modern fictional works are read in order to recognize the ways in which Pentateuchal themes continue to play a role in the construction of Western thought and culture.

RELS 303 Job: Story and Theology 3 credits

Job: Story and Theology is an exegetical study of the book of Job which explores the ways in which story gives rise to theology. Central to the discussion is analysis of the relationship between the creator (God) and the creature (Job). In addition, several modern works of fiction are read which address questions concerning the relationship between creator and creature, the loss of comfortable worldviews, and the nature of human struggle.

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 326 The World of Late Antiquity 3 credits

The World of Late Antiquity surveys the many different and competing elements of religious views found in ancient Greco-Roman culture through the first five centuries of the common era. Particular attention is given to the philosophical, sociological, theological, and political environment of ancient Mediterranean culture in an effort to understand the influence these views had on the Western tradition.

RELS 337 Religion and Philosophy in the Middle Ages 3 credits

The focus of this course is the development of religious and philosophical thought in the European Middle Ages, understood as the period from about the fourth to the

Teaching and Social Services

The Department of Teaching and Social Services encompasses two separate programs, Education and Social Work. The Education Program holds accreditation from the National Council for Accreditation of Teacher Education. The Social Work Program holds accreditation from the Council on Social Work Education. Requirements and faculty for each program are listed separately within this section of the *Catalogue*. In addition, the department oversees groups of courses in Reading, Special Education, and Sociology.

Education

Faculty

Keely Camden. *Assistant Professor of Education*

Richard Rushton. *Assistant Professor of Education*

Christina M. Sampson. *Assistant Professor of Education*

Programs

The Education Program offers:

- Majors in
 - Elementary Education Grades K-6
 - Middle Childhood Education Grades 5-9
 - Social Work
 - Psychology and Education (Interdisciplinary)
 - Social Studies (Interdisciplinary)
- Minors in
 - Multi-categorical Special Education K-6 or 5-Adult
 - Secondary Education
 - (Art, Biology, Chemistry, English, French, German, Mathematics, Physical Education, Social Studies, Spanish)
- Endorsements in
 - Autism
 - Reading

Aims for Education

The Teacher Preparation Program provides certification candidates with professional preparation in education using as its conceptual framework “Teacher as Self-Directed Decision Maker.” 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 or in an interdisciplinary synthesis of Psychology and Education. Candidates can choose content specializations in Art, Biology, Chemistry, English, French, General Science, German, Language Arts, Mathematics, Physical Education, Physics, Social Studies, and Spanish. Candidates completing a major in Elementary Education can minor in Special Education. The Teacher Education Program

is accredited by the National Council for Accreditation of Teacher Education (NCATE). Note: Course work often requires field experiences; participants must arrange their own transportation in order to complete these courses, and candidates must arrange their own transportation in order to complete the Program overall.

Requirements for Majors in Education

Elementary Education (K-6):The following courses are required for the major in Elementary Education: EDUC 203, 215, 242, 295, 337, 346, 347, 351, 352, 353, 377, 490; SPED 207, 208; BIOL 100 or higher; CHEM 100 or higher; PHYS 103 or higher; GENS 202; HIST 201, 202, 225; MATH 103 or higher, 250, 252; SOCI 210; THEA 230.

In addition, only those students who have completed the following courses are eligible for Elementary K-6 Certification: EDUC 348, 445, 470, 471, 472, 473.

Note: Additional courses are required to complete a Minor in Multi-categorical Special Education, as well as Endorsement in Autism and/or Reading. Also required are a Content Portfolio and a Professional Portfolio.

Middle Childhood Education (5-9): A candidate seeking certification to teach in middle childhood settings (Middle School and Junior High School) must complete specific Professional Education requirements stated in advising materials located in the Department of Teaching and Social Services.

Requirements for Interdisciplinary Majors in Social Studies and in Psychology and Education

The Department administers the faculty-initiated interdisciplinary major in Social Studies and cooperates with the Psychology Department in administering the faculty-initiated interdisciplinary major in Psychology and Education. Requirements for these majors appear in the listings of the Interdisciplinary Studies Department on pages 122 of this *Catalogue*.

Writing Requirement: Secondary education students fulfill the College focused writing requirement specified by their content area departments. Elementary Education Majors and Middle Childhood Education Majors fulfill the College focused writing requirement either by successful completion of the Writing Requirement in EDUC 242 or enrollment in EDUC 340.

Requirements for Minors in Education

Secondary Education: EDUC 203, 242, 295, 348, 445, 470, 472; PSYC 100; SOCI 210.

Multi-categorical Special Education K-6 or 5-Adult: Learning Disabilities, Mild Mental Impairments, and Behavior Disorders: SPED 207, 208, 320, 330, 450, 470 or 471; PSYC 315. Students may seek multi-categorical special education certification only as a minor area. Students must major in elementary education and complete all coursework for that major. Please see the elementary education guide for all courses and titles in the elementary education program.

Secondary Education: Teaching fields include Art, Biology, Chemistry, English, French, General Science, German, Mathematics, Physical Education, Social Studies and 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 basis.

Teacher Preparation

Requirements for Certification: A candidate preparing for certification must plan to complete: (1) the requirements for graduation as described on page 15 of this *Catalogue*; (2) the testing program required by the West Virginia Board of Education in the areas of reading, mathematics, writing, speaking, and listening; (3) a selection of courses providing appropriate background for teaching in a particular field; (4) a sequence of professional education courses and experiences designed to develop a broad understanding of concepts and skills in teaching.

To become eligible for teacher certification, the candidate must complete a College and State-approved program. It is the candidate's responsibility to seek appropriate advising from the Department, preferably early in the first year, and to become familiar with all of the requirements. The *Bethany College Guide to Teacher Education Programs*, available in the Department office and on the departmental website, gives a full description of all programs.

A period of observation and participation in a school is an important and integral part of the education curriculum. Leadership of children and youth groups through summer camps, scouts, church school, playground supervision, etc., is strongly recommended.

Each candidate is responsible for planning a program for meeting certification requirements.

Bethany is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is a party to the interstate compact for reciprocity in certification through the approval by the West Virginia Board of Education of all certification programs offered at Bethany College

Professional Educational Block: Candidates preparing to teach at any level must complete the sequence of required professional courses. Required courses cannot be taken on a credit/no-credit basis.

Elementary Candidates:

Please note: Elementary K-6 candidates interested in grades 5-9 certification as well must complete the Middle Childhood Education 5-9 program in one field selected from English, French, General Science, German, Mathematics, Physical Education, Social Studies, and Spanish.

Middle School Candidates:

Please note: candidates interested in grades 5-9 certification only must complete the Middle Childhood Education 5-9 program in two fields selected from English, French, General Science, German, Mathematics, Physical Education, Social Studies, and Spanish.

Secondary Candidates:

Please note: candidates preparing to teach at the secondary level must discuss their programs with the Director of Teacher Preparation and with the faculty member in the department of the major who is responsible for the Teacher Preparation Program in that department.

Secondary Candidates:

Please note: secondary social studies see Interdisciplinary Social Studies courses in the Interdisciplinary section of this *Catalogue*.

All Candidates:

Please note: for courses required for a reading endorsement see the Reading Courses section of this *Catalogue*.

All Candidates:

Please note: *the Bethany College Guide to Teacher Education Programs* and departmental on-line site give the full description of all programs leading to certification in West Virginia. The guide is available in the Department of Teaching and Social Services office.

Admission to Teacher Education: During EDUC 242 (Professional Principles), written application for admission to teacher education should be submitted to the Director of Teacher Preparation Programs on forms obtained from the Department office. The following criteria must be met to be admitted to the program:

- successful completion of EDUC 295 (Multicultural Field Experience)
- grade-point average of 2.50 overall, in education courses, and in courses in the proposed field of study (excepting candidates intending to pursue the minor in Special Education which requires a grade-point average of 2.75 overall, in education courses, and in courses required for the minor)
- two positive recommendations from faculty of Bethany College
- successful completion of PRAXIS I-PPST (reading, mathematics, and writing)
- positive recommendation by the Education Unit Faculty
- candidate must be admitted to the program prior to registration in EDUC 348 (Classroom Instruction and Assessment)

The candidate may be granted full admission, granted provisional admission, or denied admission. Appeal of the decision can be made through the Director of Teacher Preparation Programs to the Teacher Preparation Committee.

Continuation in Teacher Education: A candidate must maintain the required level of academic performance. A candidate who does not successfully maintain the required 2.5 GPA will be withdrawn from the program with the option of reapplication.

Student Teaching Semester: Student teaching is conducted for the entire first semester of the senior year in area schools or off-campus centers. Related course work is integrated with student teaching to provide direct application to field experiences.

Candidates are not permitted to schedule courses in conflict with the Student Teaching block during the semester they are enrolled in it or to undertake extra-curricular activities which interfere with the requirements imposed by the block. Arrangements can usually be made for practice and participation in varsity sports. Any exceptions to the above must be approved by the Director of Teacher Preparation.

Application for West Virginia Certification: After completing student teaching and near the completion of the entire program, each candidate should initiate application procedures for certification. The following criteria must be met for certification in West Virginia:

- grade-point average of 2.50 overall, in education, and in the area(s) of certification. (Special Education grade-point average of 2.75 overall, in education, and in the area(s) of certification.)
- successful completion of the PRAXIS I-PPST and PRAXIS II-Content subject Area Test and PRAXIS II-Principles of Learning Test
- successful completion of the Senior Comprehensive Examination
- successful completion of student teaching and all required course work
- recommendations from the Education Unit and from the candidate's area of certification
- 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. Appeal of the decision can be made through the Director of Teacher Preparation Programs to the Teacher Preparation Committee. A full description of criteria and procedures can be found in the *Bethany College Guide to Teacher Education Programs* and on the departmental on-line site.

Certification levels are under the authority of the West Virginia State Department of Education and are subject to change based on policy implementation by the State Department. Bethany College must follow the guidelines and policy implementation established by the State Department. The policy set by the West Virginia Department of Education takes priority over any policy set forth by the Bethany College Teacher Preparation Program.

Out-of-State Certification: Bethany College is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE), and its teacher education programs are approved by the West Virginia State Board of Education for the issuance of appropriate professional certificates for service in the public schools. This accreditation and approval makes those who complete the teacher education programs outlined in this catalogue eligible for reciprocal certification in most states. [Additional coursework or testing may be required for certification in some states.] Currently, the state of West Virginia participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Compact. As of August 2006, 46 states, the District of Columbia, and the Department of Defense Education Activity participate in the NASDTEC Interstate Compact for 2005-2010.

The NASDTEC Interstate Agreement facilitates the movement of educators among the states and other jurisdictions that are members of NASDTEC and have signed the Agreement. Although there may be conditions applicable to individual jurisdictions, the Agreement makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one jurisdiction to earn a certificate or license in another state or jurisdiction. For example, a teacher who completed an approved teacher preparation program in Alabama generally will be able to earn a certificate in Georgia. Receiving states may impose certain special requirements which must be met in a reasonable period of time.

Education Courses

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 242 Professional Principles 3 credits

This course explores the goals of education and their implementation, the role of the teacher, and the concerns of professional educators and applies the concepts of human development to student learning outcomes. A history of education component is included. A field experience is required. *Not open to first-year students. Prerequisite: EDUC 203, with a grade of B or better.*

EDUC 295 Multicultural Field Experience Non-Credit

Candidates for certification complete a 20-hour early field experience in a school setting that is multiculturally different from the schools they have attended. This experience is selected and arranged by the candidates themselves, pending department approval. Specified documentation of the experience by the candidates is evaluated by department faculty to ensure that candidates demonstrate the capacity to interact with students from differing ethnic, racial, gender, socioeconomic, language, and religious groups. The experiences help prepare candidates to confront issues of diversity that affect teaching and student learning and to develop strategies for improving student learning and promoting the candidates' effectiveness as teachers.

EDUC 300-309 Issues in Education

These courses examine special topics in Education for majors and non-majors.

EDUC 300 Juveniles, Law, and School 3 credits

This course is a review of the social and legal status of juveniles from 1899 to the present. Law libraries, Supreme Court decisions, juvenile authorities, detention centers, and school and college authorities serve as sources of information on the basic concept of justice as it applies to juveniles in this country.

EDUC 309 Educational Ethnography: Field Research in the Schools 3 credits

This course is an investigation of the process of employing direct observation to construct a theory of the functioning of a particular culture (i.e., schools). Students study the theoretical base, rationale, and methodology used in collecting and analyzing data through the ethnographic approach.

EDUC 337 Classroom Discipline 3 credits

This course examines the various theoretical and practical considerations of classroom discipline systems and management approaches. Special emphasis is placed on managing diversity in the classroom.

EDUC 340 Education Writing Laboratory Non-Credit

This course is an intensive writing laboratory required for students who do not pass the EDUC 242 Writing Assessment Skill Test.

EDUC 346 Foundations of Literature 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. Various instructional

strategies for supporting the development of children's literacy are explored, including phonemic awareness, phonics, and decoding skills. Children's literature appropriate for students in the elementary school is studied extensively. A classroom placement is an important part of the course. *Prerequisite: EDUC 242.*

EDUC 348 Classroom Instruction and Assessment 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 self-directed decision maker model. A required field placement provides the opportunity for reflection and the application of theory to practice. *Prerequisites: EDUC 242; a passing score on PPST-PRAXIS I; admission to teacher education.*

**EDUC 351 Integrated Methods in the Elementary School:
Language Arts and Social Studies 3 credits**

This course focuses on principles and strategies for teaching literature-based reading, writing, listening, and speaking and for integrating the language arts and social studies. Children's literature, both narrative and expository, is considered as a primary teaching resource. A classroom placement is an important part of the course.

**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.

**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. *Prerequisite: EDUC 242.*

EDUC 377 Junior Seminar 1 credit

This course develops the knowledge and skills necessary to accomplish the following outcomes: research; critically examine and determine one's own positions on selected issues of education; and, construct and present for evaluation a set of academic artifacts which demonstrate mastery of content knowledge according to the standards established by national specialty program associations (SPA) designated per certification program by the National Council of Accreditation of Teaching Education (NCATE).

**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. *Prerequisite: EDUC 242.*

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. *Prerequisite: EDUC 242.*

EDUC 445 Communication Skills for Teachers 4 credits
This course provides opportunities for student teachers to develop their reading, writing, listening, speaking, and multimedia presentation skills. *Prerequisite: Continuation in teacher education.*

EDUC 470 Clinical Practice and Student Teaching I 4 credits
This course is a directed and supervised first placement of a two-placement semester long student teaching experience in schools with partial assignments at appropriate grade levels. Candidates must make application for student teaching prior to advance registration. Other courses and activities which might interfere with student teaching are not permitted. Success in this experience is required for continuing in the education program; failure results in removal from student teaching and from the education program. (CR/NCR only). *Corequisite: concurrent enrollment with EDUC 472.*

EDUC 471 Clinical Practice and Student Teaching II 4 credits
This course is a directed and supervised second placement of a two-placement semester long student teaching experience in schools with partial assignments at appropriate grade levels. Candidates must make application for student teaching prior to advance registration. Other courses and activities which might interfere with student teaching are not permitted. Success in this experience is required for continuing in the education program; failure results in removal from the education program. (CR/NCR only). *Corequisite: concurrent enrollment with EDUC 472.*

EDUC 472 Student Teaching Seminar 2 credits
This course is an integrative seminar for the student teaching experience. Students meet in assigned groups for collaborative experiences and assessment. Students engage in the preparation of their final assessment portfolios. This course is part of the Education Block. (CR/NCR only.) *Prerequisite: admission to the Professional Block.*

EDUC 473 Philosophy of Education 2 credits
This course develops knowledge and skills necessary to accomplish the following outcomes: research; critically examine and determine one's own philosophy of education; and, construct and reflect upon a set of academic artifacts which exemplify preparation for classroom teaching according to national standards established by the Interstate New Teachers Assessment and Support Consortium (INTASC).

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.

**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

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. Students examine characteristics of exceptional learners, appropriate accommodations and modifications, 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. Students are required to participate in a field placement.

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.

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, and other developmental delays. Specific instructional program features and the various origins and interventions of autism are emphasized.

**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: *Prerequisites: SPED 207 and SPED 212.*

SPED 320 Assessment and Methods in Special Education I 3 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 field placement is required. *Prerequisite: SPED 207.*

SPED 330 Assessment and Methods in Special Education II 3 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 field placement is required. *Prerequisite: SPED 207.*

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 330.*

**SPED 470 Clinical Practice and Student Teaching:
Special Education I 4 credits**
This course is a directed half-semester observation and student teaching experience in schools, with partial assignments in appropriate areas of special education. Students must have applied for student teaching prior to registering for this course. Other courses or activities which might interfere with student teaching are not permitted. This course may be taken only on a credit/no credit basis.

**SPED 471 Clinical Practice and Student Teaching:
Special Education II 4 credits**
This course is the directed and supervised second placement of a two-placement semester long student teaching experience in schools with partial assignments at appropriate grade levels. Candidates must make application for student teaching prior to advance registration. Other courses and activities which might interfere with student teaching are not permitted. Success in this experience is required for continuing in the education program; failure results in removal from the education program. (CR/NCR only). *Corequisite: concurrent enrollment with EDUC 472.*

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 487-488 Independent Study 1-4 credits

Reading Courses

RDNG 215 Adolescent and Children's Literature 3 credits
This course provides students with the foundations necessary for teaching children to read and learn through reading. It emphasizes the role of literature in literacy development and learning across the curriculum from K-12. Students learn to identify the stages in reading development, to select appropriate literary texts for diverse learners at each stage, to analyze adolescent and children's literary texts, and to assess the developing literacy and language development of learners.

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 field placement component is required.

RDNG 376 Content Reading and Research

3 credits

This course provides in-depth study of current and relevant research in the field of reading instruction, acquisition and teaching. Additionally, current commercialized and research-validated reading programs and interventions will be examined. Students will participate in study groups that analyze current research and develop applications to the methodology of reading instruction.

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.



Social Work

Faculty

Katherine Shelek-Furbee. *Professor of Social Work and Director of the Social Work Program*

Melanee W. Sinclair. *Assistant Professor of Social Work and Coordinator of Field Placements*

Aims for Social Work

The goal of the social work program is to prepare students for beginning social work practice. Students are prepared for generalist practice to work with individuals, families, groups, and communities. To accomplish the goal, students complete liberal arts course offerings and major course requirements in social work and sociology. Students gain knowledge in sequence areas including social welfare policy, human behavior and the social environment, research, practice, and field experience.

Requirements for Major in Social Work

The purpose of the social work program is to prepare the student for beginning social work practice. Students accomplish this goal by completing the following courses: SOWO 120, 150, 210, 220, 310, 320, 340, 350, 352, 455, 470, 490; EDUC 203; 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 required courses before they begin the professional study courses for the major. Social Work practice courses must be taken in sequence, and students may not take the field placement course (SOWO 470) without first completing all required social work courses except SOWO 455 and SOWO 472, which are taken in conjunction with the field placement experience. Students cannot receive credit for life, work, or volunteer experience. SOWO 120 is a prerequisite for all courses in Social Work except SOWO 125-145, 150, and 210. The Council on Social Work Education (CSWE) accredits the Social Work program at the Bachelor of Social Work level.

Writing Requirement: The College focused writing requirement is fulfilled by students majoring in Social Work through a series of assignments in courses required for the major. These assignments cover the technical writing skills specific to the profession of social work and include case histories, psychosocial assessments, case recording and documentation formats, case plans, proposal writing, program and policy analysis, and various research design structures. These writing assignments are included in course work and culminate with the independent research design, which fulfills the senior project.

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 150 Social Problems	3
<i>(Students must apply for admission to Social Work Program during SOWO 120)</i>			
Sophomore			
SOWO 210 Human Diversity	3	EDUC 203 Human Development	3
		SOWO 310 Human Behavior	3
Junior			
*SOWO 350 Social Work Practice I	3	SOWO 220 Social Welfare Policies	3
		*SOWO 352 Social Work Practice II	3
		SOWO 340 Research Methods	3
Senior			
SOWO 455 Social Work Practice III	3		
SOWO 470 Field Placement	9		
SOWO 472 Senior Seminar	2		
SOWO 490 Senior Project	2		

*Please note: Students are eligible to enroll in SOSOC 100 Service Learning (see Social Science section in the *Catalogue*) for courses with * above.

Admission to Social Work Program: During SOWO 120 (Introduction to Social Work and Social Welfare), the applicant will begin the process of admission to the Social Work Program. Forms and information may be obtained from the Department office. The following criteria must be met to be admitted to the program:

- Successful completion of SOWO 120 (Introduction to Social Work and Social Welfare).
- 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 30-hour service-learning assignment with appropriate documentation from an agency representative.
- Completion of a criminal background check
- Completion of a formal interview with the Social Work faculty advisors.
- Admission to the program prior to registration for SOWO 350 (Social Work Practice and Methods I)

The student may be granted full admission, provisional admission, or denied admission. Appeal of the decision can be made through the Social Work Program Director.

Continuation in the Social Work Field Placement: A student can participate in the field placement semester only after having completed all required courses in Social Work, except SOWO 455 and SOWO 472, which are taken in conjunction with the field placement experience. The student must also have an academic record appropriate for retention in the Social Work Program, apply for participation by completing an

“Application For Field Placement”, and file it with the Coordinator of Field Instruction. The completed application is then reviewed by the faculty of the Department of Teaching and Social Services, which grants approval to enroll in the field experience.

Field Placement Semester: The Field Placement experience is conducted for the entire first semester of the senior year in social service agencies in the surrounding counties. Related course work is integrated with the field experience to provide direct application to field experiences.

Students are not permitted to schedule courses in conflict with the Field Placement experience during the semester they are enrolled in it, or to undertake extra-curricular activities that interfere with the requirements imposed by the block. Arrangements can usually be made for practice and participation in varsity sports. The Coordinator of Field Instruction must approve any exceptions to the above.

Application for Licensure: Many states recognize licensure for social workers at the bachelor degree level (BSW). Students may obtain information about state licensing requirements from the office of the Social Work Program Director.

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 of the place of the profession in society is the focus of study. A field experience is arranged as part of the course.

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 Alcohol Use and Abuse 2 credits

This course provides alcohol education to students interested in an enhanced understanding of the effects of alcohol on individuals, families, and the community at large. Topics studied include the uses and misuses of alcohol throughout history, the effects of alcohol on the human body, the personal and societal costs of drinking, the etiology of alcoholism, and considerations for special populations.

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 credit**

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 210 Human Diversity**3 credit**

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 220 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.

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.

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.)

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. A field experience is required.

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 experience is required.

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. A field experience is required.

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.

SOWO 472 Field Placement Seminar 2 credit
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.)

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.

Sociology Courses

SOCI 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 SOWO 145.)

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 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 SOWO 340.)

SOCI 487-488 Independent Study

1-4 credits

Studies may be planned as extensions of or additions to existing offerings.



World Languages & Cultures

Faculty

Joseph B. Lovano. *Professor of World Languages & Cultures; Chair*
Harald J. A. Menz. *Professor of World Languages & Cultures*

Aims

To familiarize students with the languages, cultures and literatures of French, German, Italian, Japanese, and Spanish-speaking communities. The program also assists students in preparing for careers requiring world language skills, provides students interested in research with a reading knowledge of world languages, and helps international travelers to acquire basic communication skills.

Requirements for a Major in French, German, or Spanish

A minimum of 27 credits in the language of the major (not including FREN 110, 120, 130; GRMN 110, 120, 130; SPAN 110, 120, 130) plus WLAC or ENGL 370, and a Senior Project. Required are at least one conversation course (220 or 221), and three of the following courses: 320, 321, 420, 421. However, students are encouraged to take all four of these courses, the contents of which will be included in the senior comprehensive examination. Students are also required to take two of the three interdisciplinary Origins of Western Thought courses (INTD 251, 252, 253). All students are required to spend a minimum of one semester studying in a country where the language of the major is spoken. To that end, Bethany maintains programs in Paris, Heidelberg, and Pamplona. Students planning to teach a world language must complete WLAC 480 and 481.

Majors in World Languages & Cultures should consider developing a strong second field in an area related to career goals and acquiring a working knowledge of an additional world language.

Writing Requirement: Majors in World Languages & Cultures fulfill their focused writing requirement in a sequential program, with writing activities in the language of the major in all 200-level courses, English writing experience at the 300 level, advanced writing and research in the language of the major in all 400-level courses, and the capstone writing experience in the Senior Project. Students intending to attend graduate schools are encouraged to take ENGL 155 (Writing from Sources).

Requirements for Minors

For each of the minors in World Languages & Cultures, 12 credits above the 130 level are required as follows:

French: FREN 220, 221, either 320 or 321, either 420 or 421.
(*Study abroad may replace either FREN 220 or 221.*)

German: GRMN 220, 221, either 320 or 321, either 420 or 421.
(*Study abroad may replace either GRMN 220 or 221.*)

Spanish: SPAN 220, 221, either 320 or 321, either 420 or 421.
(*Study abroad may replace either SPAN 220 or 221.*)

Requirements for Teaching Certification

French: Only students who have completed the following courses will be recommended for state certification to teach French: FREN 110, 120, 130, 220 or 221, and at least three of the following four courses: 320, 321, 420, 421, plus three additional semester credits in French courses; WLAC or ENGL 370; WLAC or EDUC 480; WLAC 481; the courses in the Professional Education Requirements described in the Teaching and Social Services section of this *Catalogue* and on the department's website or in the resource area in the College's courseware solution. *The following are prerequisite to student teaching: WLAC or EDUC 480; WLAC 481; and a minimum level of Advanced Low in the ACTFL Oral Proficiency Interview.*

German: Only students who have completed the following courses will be recommended for state certification to teach German: GRMN 110, 120, 130, 220 or 221, and at least three of the following four courses: 320, 321, 420, 421, plus three additional semester credits in German courses; WLAC or ENGL 370; WLAC or EDUC 480; WLAC 481; the courses in the Professional Education Requirements described in the Teaching and Social Services section of this *Catalogue* and on the department's website or in the resource area in the College's courseware solution. *The following are prerequisite to student teaching: WLAC or EDUC 480; WLAC 481; and a minimum level of Advanced Low in the ACTFL Oral Proficiency Interview.*

Spanish: Only students who have completed the following courses will be recommended for state certification to teach Spanish: SPAN 110, 120, 130, 220 or 221, and at least three of the following four courses: 320, 321, 420, 421, plus three additional semester credits in Spanish courses; WLAC or ENGL 370; WLAC or EDUC 480; WLAC 481; the courses in the Professional Education Requirements described in the Teaching and Social Services section of this *Catalogue* and on the department's website or in the resource area in the College's courseware solution. *The following are prerequisite to student teaching: WLAC or EDUC 480; WLAC 481; and a minimum level of Advanced Low in the ACTFL Oral Proficiency Interview.*

Courses in French Language & Cultures

FREN 110 French Language & Cultures I 4 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. (The courses in the sequence include three classes and two practice sessions per week.)

FREN 120 French Language & Cultures II 4 credits
This is the second of three courses. See FREN 110. *Prerequisite: FREN 110 or equivalent.*

FREN 130 French Language & Cultures III 4 credits
This is the third of three courses. See FREN 110. *Prerequisite: FREN 120 or equivalent.*

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 320 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 321 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 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

FREN 490 Senior Project 2-4 credits

Courses in German Language & Cultures

GRMN 110 German Language & Cultures I 4 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. (The courses in the sequence include three classes and two practice sessions per week.)

GRMN 120 German Language & Cultures II 4 credits
This is the second of three courses. See GRMN 110. *Prerequisite: GRMN 110 or equivalent.*

- GRMN 130 German Language & Cultures III 4 credits**
 This is the third of three courses. See GRMN 110. *Prerequisite: GRMN 120 or equivalent.*
- 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: GRMN 220 or 221 or 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 487-488 Independent Study 2-4 credits**
- GRMN 490 Senior Project 2-4 credits**

Courses in Spanish Language & Cultures

SPAN 110 Spanish Language & Cultures I 4 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. (The courses in the sequence include three classes and two practice sessions per week.)

SPAN 120 Spanish Language & Cultures II 4 credits

This is the second of three courses. See SPAN 110. *Prerequisite: SPAN 110 or equivalent.*

SPAN 130 Spanish Language & Cultures III 4 credits

This is the third of three courses. See SPAN 110. *Prerequisite: SPAN 120 or equivalent.*

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 320 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 321 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 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 3 credits

This course provides a panoramic view of Spanish literature from the earliest periods to the present. The course is conducted in Spanish. *Prerequisite: SPAN 220 or 221 or equivalent.*

SPAN 421 Survey of Latin American Literature 3 credits

This course provides a panoramic view of Latin American literature from the Colonial 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**

Courses in Italian Language & Cultures

ITAL 110 **Italian Language & Cultures I** **4 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. (The courses in the sequence include three classes and two practice sessions per week.)

ITAL 120 **Italian Language & Cultures II** **4 credits**

This is the second of three courses: See ITAL 110. *Prerequisite: ITAL 110 or equivalent.*

ITAL 130 **Italian Language & Cultures III** **4 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** **4 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. (The courses in the sequence include three classes and two practice sessions per week.)

JAPN 120 **Japanese Language & Cultures II** **4 credits**

This is the second of three courses: See JAPN 110. *Prerequisite: JAPN 110 or equivalent.*

JAPN 130 **Japanese Language & Cultures III** **4 credits**

This is the third of three courses: See JAPN 110. *Prerequisite: JAPN 120 or equivalent.*

JAPN 321 **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 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. (This course may be taken for credit as EDUC 480.)

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.)

WLAC 487-488 Independent Study in World Languages & Cultures 2-4 credits



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MICHAEL P. MIHALYO, JR., Provost and Dean of the Faculty

LARRY E. GRIMES, *Dean of Arts and Sciences and Director of First-Year Seminars*

WALLACE B. NEEL, *Dean of Professional Studies*

SANDRA K. NEEL, *Vice President for Student Services*

JOANN SUSAN DOTY, *Assistant Registrar*

ELIZABETH S. de JONG, *Dean of Students*

BRIAN D. FERNANDES, *Associate Dean of Students*

ROBERT J. BARRICELLI, *Residence Life Coordinator*

GLORIA COLUSSI, *Coordinator of Career Services*

TRACY DEPEW, *Coordinator of Judicial Affairs and Student Educational Programs*

JANETTE L. SEABRIGHT, *Assistant Director of Student Financial Services*

DEANA A. EKAS, *Counselor*

MIHAELA SZABO, *Coordinator of Diversity and International Students*

SANDRA A. ROGERS, *Coordinator of Wellness Services*

CAROL B. TYLER, *Director of Health Services*

ROBERT C. MARKS, M.D., *College Physician*

BASIL P. PAPADIMITRIOU, M.D., *College Physician*

REVEREND SARAH WEBB, *College Chaplain; Pastor of Bethany Memorial Church*

FATHER WALTER JAGELA, *College Chaplain; Pastor for the Catholic Community*

KEELY CAMDEN, *Director of Teacher Preparation Programs*

KATHERINE SHELEK-FURBEE, *Director of Social Work Program*

J. WALTON TURNER, JR., *Director of Writing*

ELIZABETH M. HULL, *Director of Interdisciplinary Studies*

CHRISTINA M. SAMPSON, *Director of McCann Learning Center*

GERALD SCHULTZE, *Learning Center Specialist*

HEATHER TAYLOR, *Director of Writing Center*

TRACI TUTTLE, *Learning Center Specialist*

JEFFREY P. DEVLIN, *Director of Mary Cutlip Center for Library and Information Technology Services*

ANTHONY C. CONCANNON, *Systems Support Analyst*

STEPHEN A. FABIAN, *Director of Network Services*

THOMAS V. FURBEE, *Director of Media Services*

RALPH L. FRITTER II, *Systems Support Analyst*

KAREN KAAUAMO, *Applications Support Analyst*

NOEL KOPRIVA, *Web and Internet Communications Analyst*

MATTHEW C. TARBETT, *Systems Support Analyst*

MARY-BESS HALFORD, *Head Librarian*

ROSEMARY JEANNE COBB, *Archivist and Coordinator of Special Collections*

LAURA L. CRAMBLET, *Coordinator of Library Technical Services*

HEATHER RICCIUTI, *Coordinator of Library Public Services*

PATRICK J. SUTHERLAND, *General Manager of Radio Station WVBC*

JEFFREY W. PFISTER, *Broadcast Engineer and Interim General Manager of WTVX*

KOSMAS M. MOURATIDIS, *Director of Athletics/Chair of Physical Education, and Head Men's Soccer Coach*

JANICE L. FORSTY, *Associate Director of Athletics; Head Women's Softball Coach*

RICHARD F. CARVER, *Assistant Athletic Director; Head Baseball Coach*

BARRY CHRISTMAS, *Head Golf Coach and Head Women's Soccer Coach*

TIMOTHY P. WEAVER, *Head Football Coach*
WILLIAM J. GARVEY, *Assistant Football Coach*
KEITH R. PHILLIPS, *Assistant Football Coach*
REBECCA L. UPTON, *Head Women's Basketball Coach*
STEPHEN A. UPTON, *Head Track and Field Coach and Assistant Football Coach*
AARON C. HUFFMAN, *Head Men's Basketball Coach*
JOHN J. MCGOWAN, *Head Swimming and Diving Coach*
COURTENEY KLEIN, *Head Volleyball Coach*
MARK J. SWIGER, *Head Cross Country Coach*
MICHAEL J. HUGHES, *Head Athletic Trainer*
BRIAN K. ROSE, *Director of Sports Information*
PAT ZAMBITO, *Assistant Soccer Coach*
MELISSA HUDSON, *Assistant Track and Field Coach*

SVEN de JONG, Vice President for Admission and Institutional Advancement
Admission

KEVIN H. WILSON, *Director of Admission*
JACQUELINE E. ANDREWS, *Executive Secretary*
KEVIN MCGANN, *Admission Counselor*
REBECCA K. PAULS, *Associate Director of Admission*
JESSICA M. PUGLISI-SANDERS, *Senior Admission Counselor*
CHRIS SHARP, *Senior Admission Counselor*
ALEJANDRA VIVEROS, *Admission Counselor*
LISA WHITECOTTON, *Admission Counselor*
MARCY J DIPASQUALE, *Coordinator for Admission Operations*
LUCAS BOTA, *Data Entry Specialist*

Institutional Advancement

JUDITH A. PYLE, *Coordinator for Church Relations and Executive Assistant*
CHRISTY M. CUNNINGHAM, *Director of Development in the Mid-Atlantic Region*
SHIRLEY C. KEMP, *Director of Data Management and Donor Research;*
Coordinator of The Bethany Fund
JUDITH A. MARSHALL, *Coordinator of Alumni Services*
REBECCA A. ROSE, *Director of Media Relations*
MEGAN R. DAILER, *Media Relations Assistant*
FELICITY RUGGIERO, *Assistant Director Historic Bethany*

WILLIAM R. KIEFER, Executive Vice President and Treasurer

PATRICIA L. MLODZIK, *Executive Secretary*
ALICE E. BOWERS, *Executive Secretary*
SUSAN E. MEHALIK, *Director of Human Resources & Auxiliary Services*
SUSAN K. STIMPSON, *Professional Assistant Payroll Benefits*
DANIEL T. PAJAK, *Controller*
DEIDRA R. HALL-NUZUM, *Staff Accountant*
HENRY H. HAMPTON, *Supervisor of Student Employment*
SARALYN L. DAGUE, *Director of Special Projects*
ANN B. CRAFT, *Manager, Bookstore*
THEODORE D. WILLIAMS, *Director of Physical Plant*
LELAND B. MACKEY, *Heat Plant Superintendent*
ROBERT E. BROWN, *Gardener, Landscape Supervisor*
PERRY J. JONES, *Custodial Supervisor*
NECOL M. DUNSON, *Director of Dining Service*
JOHN WROTEN, *Chief of Security*

Faculty and Instructional Staff 2007-2008

- G. T. (BUCK) SMITH, *President of the College and Professor*. (2004).
B.A., The College of Wooster; M.A., Cornell University;
LL.D., Bethany College.
- MICHAEL P. MIHALYO, JR., *Provost and Dean of Faculty and Associate Professor of Fine Arts-Music*. (2003).
B.M., M.M., Duquesne University; D.M.A., West Virginia University.
- LARRY E. GRIMES, *Dean of Arts and Sciences, Perry E. and Aleece C. Gresham Chair in Humanities, Professor of English, and Director of First-Year Seminars*. (2005).
B.A., Bethany College; B.D., Yale University; Ph.D., Emory University.
- WALLACE B. NEEL, *Dean of Professional Studies and Professor of Physical Education and Sports Studies*. (2006).
B.S., M.S., Ohio University; Ed.D., West Virginia University.

Emeriti

- J. DANIEL DRAPER, *Professor of Chemistry Emeritus*. (1951-1984).
B.S., Franklin and Marshall College; Ph.D., University of Maryland;
Michigan State University; Louisiana State University; University of East Anglia; Sc.D., Bethany College.
- JOHN R. TAYLOR, *Professor of English Emeritus*. (1955-1992).
B.A., Bethany College; M.A., Princeton University; University of Akron;
University of Kansas; University of Birmingham, (England); University of Edinburgh; University of Oxford; HH.D., Bethany College.
- ROBERT A. SANDERCOX, *Senior Vice President Emeritus*. (1957-1997).
B.A., Bethany College; M.Div., Yale University; University of Buffalo;
West Virginia University; Litt.D., Bethany College.
- 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.
- ROBERT E. MYERS, *Professor of Philosophy Emeritus*. (1964-2001).
B.A., Bethany College; M.Div., Texas Christian University; Ph.D.,
Ohio State University.
- MARJORIE E. CARTY, *Lecturer in Foreign Languages Emeritus*. (1965-1984).
Ph.B., University of Chicago; Clark University; Saltillo (Mexico) State
Teachers College; University of Nicaragua; Bethany College; West Virginia
University; University of Puerto Rico; Universidad Iberoamericana.
- 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.

- JOHN U. DAVIS, *Professor of Education Emeritus*. (1966-1995).
 B.A., Bethany College; M.A., Ed.D., Columbia University; University of Nebraska; University of Oxford; Harvard University; West Virginia University; Ped.D., Bethany College.
- ANTHONY L. MITCH, *Professor of English Emeritus*. (1967-2005).
 B.A., Cornell University; M.A., St. John's University; New York University.
- STANLEY L. BECKER, *Professor of Philosophy and General Science Emeritus*. (1968-2003).
 B.S., New York State College of Forestry; Ph.D., University of Wisconsin.
- J. TREVOR PEIRCE, *Professor of Psychology Emeritus*. (1969-1987).
 B.A., Princeton University; Ph.D., University of California-Berkeley.
- LEONORA BALLA CAYARD, *Professor of Foreign Languages Emeritus*. (1970-1986).
 Ph.D., Marburg University; Yale University.
- PAULINE R. NELSON, *Professor of Foreign Languages Emeritus*. (1971-2006).
 B.A., Upsala College; M.S., Ph.D., University of Pittsburgh; University of Paris.
- LYNN F. ADKINS, *Professor of Education and Social Work Emeritus*. (1978-2007).
 B.A., Marshall University; M.S.W., West Virginia University; Ph.D., University of Pittsburgh; London School of Economics and Political Science.
- TODD H. BULLARD, *President Emeritus*. (1980-1988).
 Bethany College; B.A., West Liberty State College; M.A., West Virginia University; Ph.D., University of Pittsburgh.
- ALBERT J. OSSMAN, JR., *Professor of Political Science Emeritus*. (1982-1992).
 B.A., M.A., Ph.D., Syracuse University.
- DONALD L. EILENSTINE, *John F. and Evelyn Casey Steen Professorship in Economics, Professor of Economics and Business and Chair of the Department Emeritus*. (1987-2002).
 B.A., Ottawa University; M.A., Ph.D., University of Kansas.
- 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.
- JAMES KEEGAN, *Professor of Communication and Chair of the Department Emeritus*. (1990-2003).
 Cert.Ed., University of Bristol; Dip.P.E., University of Leeds; M.Ed., University of Bristol; M.Sc., University of Bradford; M.A., University of Lancaster.

Professors

- W. RANDOLPH COOEY, *John F. and Evelyn Casey Steen Professorship in Economics and Chair of the Department of Economics and Business.* (1966).
B.A., Bethany College; M.A., West Virginia University; Mississippi State University.
- ROBYN R. COLE, *Professor of English and Chair of the Department of English.* (1968).
B.A., University of Maryland; M.A., University of Georgia;
Ed.D., West Virginia University; Ohio University.
- ALBERT R. BUCKELEW, JR., *Professor of Biology and Chair of the Department of Biology.* (1969).
B.S. Fairleigh Dickinson University; Ph.D., University of New Hampshire.
- LARRY E. GRIMES, *Perry E. and Alece C. Gresham Chair in Humanities, Professor of English, Director of First-Year Seminars, and Dean of Arts and Science.* (1970).
B.A., Bethany College; B.D., Yale University; Ph.D., Emory University.
- MILTON R. SMITH, JR., *The Goulding-Woolery Professorship in Chemistry.* (1972).
B.S., Sul Ross State University; Ph.D., Texas A&M University;
Iowa State University; Ohio State University; Carnegie Mellon University. (Sabbatical Leave: Full Year)
- T. GALE THOMPSON, *Professor of Psychology and Chair of the Department of Psychology.* (1974).
B.A., M.A., Ph.D., University of Missouri.
- JOHN H. HULL, *Professor of Psychology.* (1976).
B.S., Alma College; M.A., Ph.D., Kent State University.
- JOHN J. MCGOWAN, *Professor of Physical Education and Sports Studies and Head Men's and Women's Swimming and Diving Coach.* (1980).
B.S., Manhattan College; M.S., Springfield College.
- MARY ELLEN KOMOROWSKI, *Professor of Mathematics and Chair of the Department of Mathematics and Computer Science.* (1982).
B.A., M.S., Ed.D., West Virginia University; The American University of Beirut
- WALLACE B. NEEL, *Professor of Physical Education and Sports Studies and Dean of Professional Studies.* (1982).
B.S., M.S., Ohio University; Ed.D., West Virginia University.
- GARY H. KAPPEL, *Director of Institutional Effectiveness and Professor of History.* (1983).
B.A., Bethany College; M.A., Ph.D., West Virginia University.
- ROBERT A. PAYSEN, *Professor of Chemistry and Chair of the Department of Chemistry.* (1983).
B.A., College of St. Thomas; Ph.D., University of Tennessee.

- KATHERINE SHELEK-FURBEE, *Professor of Social Work and Director of the Social Work Program.* (1984).
B.A., Alderson-Broadus College; M.S.W., West Virginia University.
- JOHN T. BURNS, *Professor of Biology.* (1985).
B.A., Wabash College; M.S., Ph.D., Louisiana State University.
(Sabbatical Leave: Full Year)
- FUJIKO O. SAWTARIE, *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.
- MAJIDA SAWTARIE, *Professor of Physics and Chair of the Department of Physics.* (1985).
B.S., Lebanese University; M.S. (Physics), M.S. (Mathematics: Computer Science), Ph.D., Ohio University; University of Kentucky.
- KENNETH L. MORGAN, *Professor of Fine Arts.* (1989).
B.A., Bethany College; M.A., West Virginia University;
Art Institute of Pittsburgh; North Carolina State University.
- PATRICK J. SUTHERLAND, *Professor of Communications, General Manager of WVBC-Radio and Chair of the Department of Communication.* (1989).
B.A., Marquette University; M.A., University of Florida; Ph.D., Ohio University.
- CLINTON W. MAFFETT, *Professor of Political Science and Chair of the Department of History and Political Science.* (1992).
A.B.J./B.A., University of Georgia; M.A., American University;
Ph.D., London School of Economics and Political Science.
- HARALD J. A. MENZ, *Professor of World Languages and Cultures.* (1994).
B.A., Padagogische Hochschule, Heidelberg West Germany;
M.A., Ph.D., West Virginia University. (Sabbatical Leave: Full Year)
- HERBERT G. WEAVER, *Jennie Steindorf Renner Chair of Fine Arts and Professor of Fine Arts.* (1994).
B.S., Eastern Mennonite College; M.F.A., James Madison University.
(Sabbatical Leave: Full Year)
- JOSEPH B. LOVANO, *Professor of World Languages and Cultures and Chair of the Department of World Languages and Cultures.* (1997).
B.A., M.A., Ph.D., University of California, Los Angeles.
- ANJU RAMJEE, *Professor of Economics and Business.* (2004).
B.A., University of Calcutta, India; M.B.A., Ph.D., University of Cincinnati.
- CHANDANA CHAKRABARTI, *Director of the Center for Spirituality.* (2007).
B.A., M.A., Calcutta University; Ph.D., State University of New York at Buffalo.
- KISOR KUMAR CHAKRABARTI, *Sarah B. Cochran Professor of Philosophy.* (2007).
B.A., M.A., Calcutta University; LL.B., Calcutta University College of Law; Ph.D., State University of New York at Buffalo.

Associate Professors

MICHAEL P. MIHALYO, JR., *Associate Professor of Fine Arts – Music, Provost and Dean of Faculty.* (1996).

B.M., M.M., Duquesne University; D.M.A., West Virginia University.

ELIZABETH M. HULL, *Dr. Robert L. Martin Chair in English Literature, Associate Professor of English and Chair of the Department of Interdisciplinary Studies.* (1999).

B.A., Kirkland College; Ph.D., University of Virginia.

JOSEPH M. SANTMYER, *Associate Professor of Mathematics.* (2001).

B.S., M.A., M.SCS., Ph.D., University of Pittsburgh.
(Sabbatical Leave: Full Year).

J. WALTON TURNER, JR., *Associate Professor of English.* (2002).

B.A., The University of the South-Sewanee; M.A., The University of South Alabama; Ph.D., University of Texas at Dallas.

WILFRID W. CSAPLAR, JR., *Associate Professor of Economics and Business.* (2002).

B.A., Swarthmore College; Ph.D., Duke University.

WILLIAM T. HICKS, *Associate Professor of Biology.* (2003).

B.S., Bloomsburg University; M.S., Miami University, Ohio;
Ph.D., Oregon State University.

JAMES W. FARWELL, *Associate Professor of Religious Studies and Chair of the Department of Religious Studies.* (2007).

B.A., Catholic University of America; M.Div., The General Theological Seminary; Ph.D., Emory University.

Assistant Professors

PANDEL L. COLLAROS, *Assistant Professor in Fine Arts – Music.* (1999).

B.A., M.A., The Ohio State University.

DAVID J. RUDARI, *Assistant Professor of Fine Arts – Music.* (2000).

B.M., SUNY College at Fredonia; M.M., University of Wyoming

KEELY CAMDEN, *Assistant Professor of Education.* (2001).

B.A., Bethany College; M.S., Old Dominion University.

LUKE L. HARDT, *Assistant Professor of Fine Arts-Theatre.* (2002).

B.A., Bethany College; M.F.A., Temple University.

MARK ANDREW AFFELTRANGER, *Assistant Professor of Psychology.* (2003).

B.S., M.S., Ph.D., University of Pittsburgh.

MICHAEL D. KING, JR., *Assistant Professor of Communication.* (2003).

Th.B., M.R.Ed., International Seminary, Plymouth, Florida;
M.A.A.T., Wheeling Jesuit University.

- MELANEE W. SINCLAIR, *Assistant Professor of Social Work and Coordinator of Field Placements.* (2004).
B.A., West Virginia Wesleyan College; M.S.W., West Virginia University.
- BROOKE LEMMONS DEAL, *Assistant Professor of Religious Studies.* (2005).
B.A., Southwest Missouri State University; M.Th., Brite Divinity School.
- RICHARD T. RUSHTON, *Assistant Professor of Education.* (2005).
B.S., M.Ed., The University of Montevallo; Ed.D., The University of Montana.
- CHRISTINA M. SAMPSON, *Assistant Professor of Education and Director of Academic Services.* (2005).
B.A., West Liberty State College; M.A., West Virginia University.
- ROBERT S. SPANGLER, JR., *Assistant Professor of Physics.* (2005).
B.S., Rochester Institute of Technology; M.S., Ph.D., West Virginia University.
- STEVEN E. COHEN, *Assistant Professor of Communication.* (2006).
B.S., Georgetown University; M.P.A., University of Southern California;
M.A., West Virginia University.
- KATRINA L.COOPER, *Assistant Professor of Psychology.* (2006).
B.A., Siena College; M.S., Ph.D., University of Pittsburgh.
- ADAM C. FLETCHER, *Assistant Professor of Mathematics.* (2006).
B.S., Bethany College; M.S., John Carroll University.
- JAMES ALLEN HALL, *Assistant Professor of English.* (2006)
B.A., Stetson University; M.F.A., Bennington College;
Ph.D., University of Houston.
- JAY A. LIBBY, *Assistant Professor of Communication.* (2006).
B.A., Chapman University; M.Div.Studies, Christian Theological Seminary,
Indianapolis; M.A., California State University; D.Min., Andover Newton
Theological School.
- DANIEL J. PHILLIPS, *Assistant Professor of Chemistry.* (2006).
B.A., University of California, San Diego; M.S., California State University,
East Bay; Ph.D., University of Nevada.
- MARC B. SABLE, *Assistant Professor of Political Science.* (2006).
B.A., M.A., Ph.D., University of Chicago.
- VIRGIL G. THOMPSON, *Assistant Professor of Accounting.* (2006).
B.S., West Liberty State College; J.D., West Virginia University College of
Law; C.P.A.
- STEVEN A. CARELLI, *Assistant Professor of History.* (2007).
B.A., West Virginia Institute of Technology; M.A., Ph.D., Southern Illinois
University, Carbondale.
- TRACIE LYNN DUNCAN, *Assistant Professor of Fine Arts-Theatre.* (2007).
B.A., Knox College; M.F.A., George Washington University.

ERICH LIPPMAN, *Assistant Professor of History*. (2007).
B.A., Asbury College; M.A., University of Minnesota.

AMANDA B. STEWART, *Assistant Professor of Biology*. (2007).
B.S., University of Tennessee, Knoxville; M.S., Ph.D., West Virginia
University.

Athletic Staff With Faculty Status

JANICE L. FORSTY, *Associate Athletic Director and Head Softball Coach*. (1987).
B.S., Slippery Rock State College; M.S., Slippery Rock University.

RICHARD F. CARVER, *Assistant Athletic Director and Head Baseball Coach*. (1990).
B.A., Maryville College; M.S., United States Sports Academy.

KOSMAS MOURATIDIS, *Chair of the Physical Education Department, Director of
Athletics and Head Men's Soccer Coach*. (2000).
B.A., Bethany College; M.A., B.Ed., University of Toronto.

AARON C. HUFFMAN, *Head Men's Basketball Coach*. (2002).
B.S., M.S., West Virginia University.

MICHAEL J. HUGHES, *Head Athletic Trainer*. (2003).
B.A., Olivet College; M.S., California University of Pennsylvania.

MELISSA E. HUDSON, *Assistant Track and Field Coach*. (2004).
B.A., Bethany College; M.A., Marygrove College.

REBECCA L. UPTON, *Head Women's Basketball Coach*. (2004).
B.A., Westminster College; M.B.A., West Virginia Wesleyan College.

STEPHENA. UPTON, *Assistant Football Coach and Head Track and Field Coach*. (2004).
B.S., West Virginia Institute of Technology; M.B.A., West Virginia
Wesleyan College. (2004).

BARRY J. CHRISTMAS, *Head Women's Soccer Coach and Men's and Women's
Golf Coach*. (2005).
BTEC National Diploma, South Cheshire College, Crewe; Honours Degree,
Staffordshire University; Post Graduate Certificate in Education,
Manchester Metropolitan University.

MEGAN K. LOWRY, *Assistant Athletic Trainer*. (2006).
B.S., Ohio Northern University; M.S., West Virginia University.

PATRICK W. ZAMBITO, *Associate Men's and Assistant Women's Soccer Coach*. (2007).
B.S., Bethany College.

Librarians With Faculty Status

- HEATHER LYNN MAY-RICCIUTI, *Librarian*. (1997).
B.A., Edinboro University of Pennsylvania; M.L.I.S., University of Pittsburgh.
- LAURA L. CRAMBLET, *Associate Librarian*. (2006).
B.A., Bethany College; M.L.I.S., Kent State University.

Professional Staff With Instructional Duties

- CHRISTINA M. SAMPSON, *Assistant Professor of Education and Director of Academic Services*. (2005).
B.A., West Liberty State College; M.A., West Virginia University.
- GERALD LEE SCHULTZE, *Academic Services Specialist*. (2006).
B.S., West Virginia University.
- TRACI TUTTLE, *Academic Services Specialist*. (2007).
B.A., Wheeling Jesuit University; M.Ed., Vanderbilt University, Peabody College.

Adjunct Faculty

- SACHIKO K. WOOD, *Lecturer in World Languages and Cultures (Japanese)*. (2001).
B.A., West Liberty State College.
- WILLIAM J. CURRAN, III, *Lecturer in Political Science*. (2002).
B.S. and J.D., The Creighton University.
- GREG E. EDDY, *Lecturer in Biology*. (2002).
B.S., M.S., Ph.D., West Virginia University.
- YIH-CHING WANG SCHOOLAR, *Lecturer in Fine Arts-Music*. (2002).
B.M., University of North Texas; M.M., University of Houston.
- LISA ANN NOBLE, *Lecturer in World Languages and Cultures (Spanish)*. (2003).
B.A., Bethany College; M.S., Franciscan University.
- PAUL CHAD BARNETT, *Lecturer in English*. (2004).
B.A., Bethany College; M.A., West Virginia University.
- ELLEN M. FISCHER, *Lecturer in Equine Studies and Interim Director of Equine Studies*. (2004).
B.A., Bethany College.
- MARGARET BUNGARD, *Lecturer in Education*. (2005).
B.S., West Virginia University.
- AARON L. CAREY, *Lecturer in Fine Arts*. (2005).
B.A., West Virginia University.

- SUE ELLEN JOCHUM, *Lecturer in Education*. (2005).
B.A., West Liberty State College; M.A., West Virginia University.
- DAVID L. WOOD, *Lecturer in Education*. (2005).
A.B., West Liberty State College; M.A., West Virginia University.
- PATRICIA ANN BARBEAU, *Lecturer in Social Work and Field Liaison*. (2006).
B.A., University of Pittsburgh; M.S., West Virginia University;
MSSA, Case Western University.
- LORI L. BOHENKO, *Lecturer in Equine Studies*. (2006).
B.S., University of New Hampshire; D.V.M., Ohio State University.
- SARA FURIOLI, *Lecturer in Biology*. (2006).
B.S., West Liberty State College; D.C., Cleveland Chiropractic College-
Kansas City.
- ELIZABETH HOFREUTER-LANDINI, *Lecturer in Education*. (2006).
B.A., Princeton University; Ed.M., Harvard University.
- JEFFREY IRWIN, *Lecturer in Fine Arts-Music*. (2006).
B.A., M.F.A., Carnegie Mellon University.
- BETH ELLEN MICHALEC, *Lecturer in Communication*. (2006).
B.A., Bethany College; M.S., West Virginia University.
- SUZANNE M. MOCNIAK, *Lecturer in Equine Studies*. (2007).
B.S., MacMurray College; M.B.A., University of Chicago.
- KATHY CONKLIN RAVELLA, *Lecturer in Equine Studies*. (2007).
B.A., Bethany College
- JACLYN A. RIFFLE, *Lecturer in Education*. (2007).
B.S., Fairmont State University; M.S., Old Dominion University.
- ADRIANA M. SMITH, *Lecturer in Equine Studies*. (2007).
B.S., M.S., Virginia Polytechnic Institute and State University, Blacksburg.
- LAMBROS TSUHLARES, *Lecturer in Fine Arts-Visual Arts*. (2007).
B.A., Fairmont State College; West Liberty State College.
- TESSA WEGENER, *Lecturer in World Languages and Cultures*. (2007).
B.A., Bethany College; MA., University of Kentucky.

Advisors

For Majors

Accounting.....	Virgil Thompson
Biology	Albert R. Buckelew, Jr.
Chemistry.....	Robert Paysen
Communication.....	Patrick Sutherland
Computer Science.....	Fujiko Sawtarie
Economics and Business.....	W. Randolph Coeoy
Education	Keely Camden

Education and Psychology.....	Keely Camden
English.....	Robyn Cole
Environmental Science.....	Albert R. Buckelew, Jr.
Fine Arts.....	Kenneth Morgan
Foreign Languages.....	Joseph Lovano
History.....	Gary Kappel
Interdisciplinary Studies.....	Elizabeth Hull
International Relations.....	Clinton Maffett
Mathematics.....	Mary Ellen Komorowski
Physical Education.....	Wallace B. Neel
Physics.....	Majid A. Sawtarie
Political Science.....	Clinton Maffett
Psychology.....	John Hull
Religious Studies.....	James Farwell
Social Studies.....	Keely Camden
Social Work.....	Katherine Shelek-Furbee

For Career Interests

Advertising.....	Patrick J. Sutherland
Dentistry.....	Robert Paysen
Drama.....	Luke Hardt
Engineering.....	Majid Sawtarie
Law.....	Clinton Maffett
Medicine.....	Robert Paysen
Ministry.....	James Farwell
Music.....	David J. Rudari
Physical Therapy.....	John H. Hull
Print.....	Michael King
Public Relations.....	Michael King
Radio.....	Patrick J. Sutherland
Social Work.....	Katherine Shelek-Furbee
Teaching.....	Keely Camden
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Career Counseling.....	Office of Career and Professional Development
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Student Life

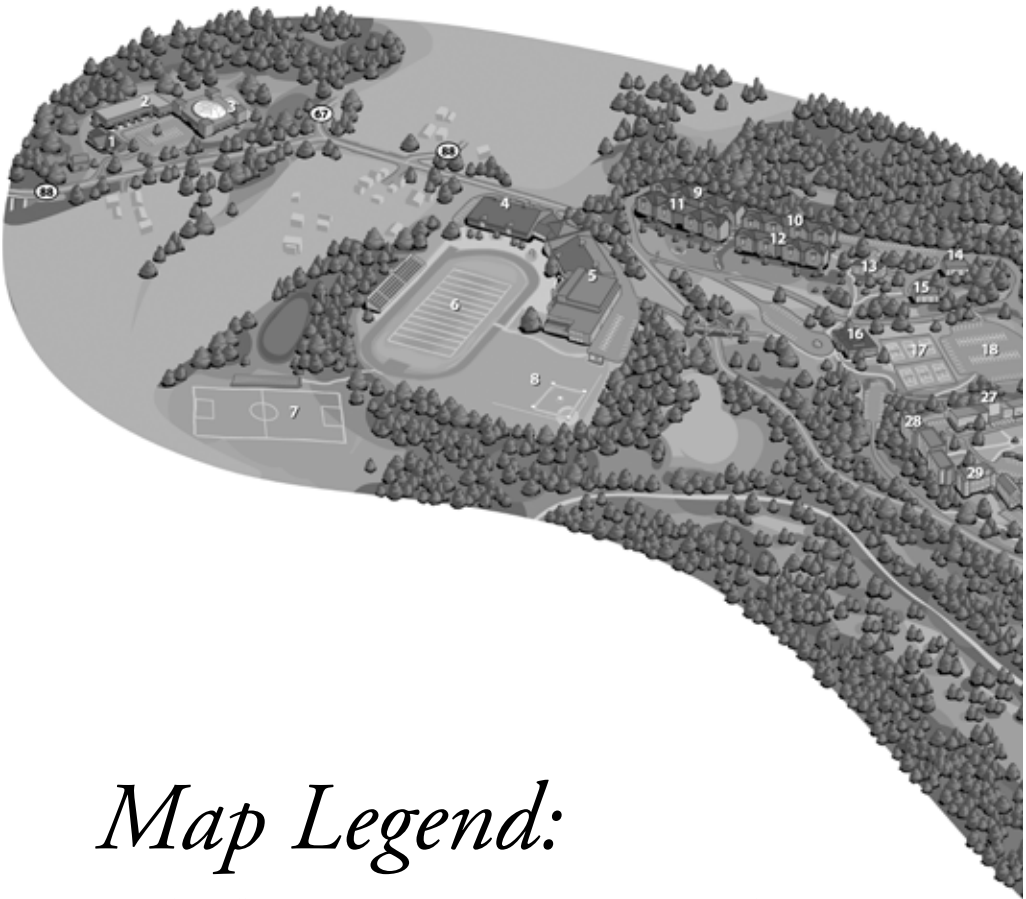
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Map Legend:

- | | |
|---|---------------------------------------|
| 1 Harder Hall | 17 Tennis Complex |
| 2 Gresham Inn | 18 Coal Bowl (Parking Lot) |
| 3 Conference Center | 19 Zeta Tau Alpha |
| 4 Thomas Phillips Johnson
Recreation Center | 20 Phi Kappa Tau |
| 5 Hummel Field House | 21 Alpha Sigma Phi |
| 6 Bethany Football Field | 22 Delta Tau Delta |
| 7 Hoag Soccer Field | 23 Alpha Xi Delta |
| 8 Bethany Softball Field | 24 Phi Mu |
| 9 Campbell Village 1 | 25 Outdoor Classroom |
| 10 Campbell Village 2 | 26 Amphitheater |
| 11 Campbell Village 3 | 27 T.W. Phillips Memorial Library |
| 12 Campbell Village 4 | 28 Morlan Hall |
| 13 Cummins Community Center | 29 Harlan Hall |
| 14 Woolery House | 30 Phillips Hall/Renner Too/Maxwell's |
| 15 Goodnight House | 31 Commencement Hall |
| 16 Robert C. Byrd Health and Wellness
Center | 32 Old Main |
| | 33 Kirkpatrick Hall |
| | 34 Richardson Hall of Science |



- 35 Grace Phillips Johnson Visual Arts Center
- 36 Steinman Fine Arts Center
- 37 Pendleton Heights
- 38 Cramblet Hall
- 39 Olgebay Gates
- 40 Cochran Hall
- 41 Benedum Commons/Bookstore/Boomers
- 42 Bethany House – Renner Union Admissions/Student Services
- 43 Campbell Hall
- 44 Bethany Memorial Church

- 45 Old Infirmary
- 46 Delta Tau Delta Founders House
- 47 Erickson Alumni Center
- 48 Beta Theta Phi
- 49 Sigma Nu
- 50 Kappa Alpha Order
- 51 Bethany Baseball Field
- 52 Historic Bethany Visitor Center
- 53 Campbell Mansion
- 54 God's Acre Cemetery
- 55 Bethany Community Cemetery
- 56 Peace Point Equestrian Visitor's Center

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