



Bethany

College Catalogue 2026-2027

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College Calendar 2026-2027

Undergraduate College Calendar 2026-2027

The Bethany calendar includes summer, fall, and spring semesters. The Fall Semester begins in August and ends before Christmas. The Spring Term begins in early January and ends in early May.

Undergraduate

Summer Semester 2026

May

26	Monday	Memorial Day - Employee Holiday
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July

3	Friday	Fourth of July - Employee Holiday Observed
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FALL SEMESTER 2026

August

17	Monday	New Faculty Orientation
18	Tuesday	Chairs/Directors Workshop
19-20	Wed. - Thurs.	Faculty Workshop
20	Thursday	Orientation/Move-in Day for New Students
20	Thursday	Matriculation
21-23	Fri. - Sun.	Camp Bell
24	Sunday	Final Registration
18	Monday	First day of classes
28	Friday	Last day to drop/add

September

4	Friday	Last date to determine credit/no credit and Census Day
7	Monday	Labor Day - Employee Holiday (no classes)
10	Thursday	Fall Convocation
13	Sunday	Early Intervention (Warning) reports due by 10 p.m.
18-20	Fri. - Sun.	Homecoming Weekend

October

12	Monday	Second Start
15	Thursday	Senior One Stop
19	Monday	Mid-term grades due by 10 p.m.
19-20	Mon. - Tues.	Fall Break (no classes)
23	Friday	Last day to withdraw from a course with a W

28	Wednesday	Advising Day (no classes)
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November

2-6	Mon. - Fri.	Registration for Spring Semester (2026)
6	Friday	Last day to register without late registration fee
9	Monday	Last day to apply for comprehensive exams and graduation for December 2025
25-27	Wed. - Fri.	Thanksgiving Break (no classes)
26-27	Thurs. - Fri.	Thanksgiving - Employee Holiday
30	Monday	Classes resume at 8 a.m.

December

9	Wednesday	Last day to withdraw from a course with a WP or WF
9	Wednesday	Last day of classes
10-12	Thurs. - Sat.	Final Exams and/or last classes
12	Saturday	Final grades due for students taking Comprehensive Exams
14	Monday	Final grades due by 10 p.m.
14-15	Mon. - Tues.	Comprehensive Exams (written)
16-18	Wed. - Fri.	Comprehensive Exams (oral)
23-25	Wed. - Fri.	Employee Holiday
26-31	Sat. - Thurs.	Employee Semester Break - Essential employees to report as necessary

SPRING SEMESTER 2027

January

1	Friday	New Year - Employee Holiday
4	Monday	Staff returns to work
8	Friday	Spring Faculty Workshop
11	Monday	First day of classes
15	Friday	Last day to drop/add classes
19	Monday	Martin Luther King Day - Employee Holiday (no classes)
29	Friday	Last day to determine credit/no credit; Census Day
31	Sunday	Early warning reports due by 10 p.m.

February

18	Thursday	Senior One Stop
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March

1	Monday	Second Start
7	Sunday	Mid-term grades due by 10 p.m.
11	Thursday	Founder's Day Convocation
15-19	Mon. - Fri.	Spring Break (no classes)
22	Monday	Classes resume at 8 a.m.
26	Friday	Good Friday - Employee Holiday (no classes)
29	Monday	Last day to withdraw from the course with a W
31	Wednesday	Advising Day (no classes)

April

2	Friday	Last day to apply for comprehensive exams & graduation for May 2027
5-9	Mon.-Fri.	Registration for Fall Semester (2027)
12	Monday	Last day to register without late registration fee
15	Thursday	Honors Day Convocation (no classes) All-Day Bethany College Symposium of Scholarship & Creative Work
30	Friday	Last day of classes
30	Friday	Last day to withdraw from a course with a WP or WF
27	Monday	Grades due for students taking Comprehensive Exams and all seniors by 10 p.m.
27-29	Mon. - Wed.	Final Exams and/or last classes
30	Thursday	Comprehensive Exams (written)

May

3	Monday	Grades due for students taking comprehensive exams and All seniors grades due by 10 p.m.
3-5	Mon.-Wed.	Final exams and/or last classes
6-7	Thurs.-Fri.	Comprehensive exams (written)
10-12	Mon. - Wed.	Comprehensive Exams (Oral)
13	Thursday	Final Faculty Meeting
14	Friday	Baccalaureate
15	Saturday	Commencement

Summer Semester 2027

May

31	Monday	Memorial Day - Employee Holiday
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July

5	Monday	Fourth of July - Employee Holiday
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Graduate College Calendar 2026-2027

The Bethany calendar includes summer, fall, and spring semesters. The Fall Semester begins in August and ends before Christmas. The Spring Term begins in early January and ends in early May.

Graduate

Summer Semester 2026

May

11	Monday	Term A First Day of Classes
14	Thursday	Last Day to Drop/Add Classes
25	Monday	Memorial Day - Employee Holiday

June

5	Friday	Last Day to Drop with a W
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July

2	Thursday	Last Day of Classes (Final Exams)
3	Friday	Fourth of July - Employee Holiday
5	Friday	Final grades due at 10 p.m.

FALL SEMESTER 2026

August

24	Monday	Term A First Day of Classes
27	Thursday	Last day to drop/add classes

September

7	Monday	Labor Day - Employee Holiday (no classes)
11	Friday	Last Day to Drop Classes with a W
18-20	Fri. - Sun.	Homecoming Weekend

October

16	Friday	Last Day of Classes (Final Exams)
19	Monday	Term A Final Grades Due
19	Monday	Term B First Day of Classes
22	Thursday	Last Day to Drop/Add Classes

November

6	Friday	Last Day of Drop Classes with a W
26-27	Thurs. - Fri.	Thanksgiving Break

December

11	Saturday	Term B Last Day of Classes (Final Exams)
14	Monday	Term B Final grades due by 10 p.m.

SPRING SEMESTER 2027

January

11	Monday	Term A First Day of Classes
14	Thursday	Last day to Drop/Add Classes
18	Monday	Martin Luther King Day - Employee Holiday (no classes)

February

12	Friday	Last Day to Drop Classes with a W
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March

5	Friday	Term A Last Day of Classes (Final Exams)
7	Sunday	Term A Final Grades Due
8	Monday	Term B First Day of Classes
11	Thursday	Last Day to Drop/Add Classes
15-19	Monday - Friday	Spring Break
26	Friday	Good Friday - Employee Holiday

April

16	Friday	Last Day to Drop Classes with a W
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May

5	Wednesday	Term B Last Day of Classes (Final Exams)
7	Friday	Term B Final Grades Due
15	Saturday	Commencement

Summer Semester 2027

May

17	Monday	Friday Day of Classes
20	Thursday	Last Day to Drop/Add Classes
31	Monday	Memorial Day - Employee Holiday

June

18	Friday	Last Day to Drop Classes with a W
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July

5	Monday	Fourth of July - Employee Holiday
9	Friday	Last Day of Classes (Final Exams)
11	Sunday	Final Grades Due at 10 p.m.

Bethany Profile

Bethany, a small college of national distinction, was founded March 2, 1840, by Alexander Campbell, who provided the land and funds for the first building and served as the first president. Now entering its 186th year, Bethany College is a highly contemporary institution based in the tradition of the liberal arts.

The College offers a wide array of studies, awarding bachelor of science and bachelor of arts degrees in more than 25 fields of study, many with options for emphasis. Students also may include one or more minors as part of their program. The College also offers a Master of Education in Teaching and Learning, Master of Arts in Sport Management, a Master of Business Administration, and Master of Science in AI-Driven Cybersecurity.

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

Bethany's 1,100-acre campus is located in the northern panhandle of West Virginia in the foothills of the Allegheny Mountains. Pittsburgh is 39 miles to the northeast. A half-hour drive from the College are Wheeling, West Virginia; Washington, Pennsylvania; and Steubenville, Ohio.

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

Mission

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

Values

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

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

Goals

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

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

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

Bethany College continues to accept the implications of its mission as understood by its founder. It continues to accept the responsibility for educating effective, honorable, humane, and intelligent

citizens who believe in and will promote the creation of a world of worth and value, integrating critical reason with the convictions of faith, personal accomplishment with ethical responsibility, and individual development with service to others .

Institutional Learning Objectives

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

The Institutional Learning Objectives apply to all undergraduate, graduate, and co-curricular programming:

1. Written and Oral Communication: Students will be able to write effectively and express themselves orally both within and outside of their discipline, by relating concepts, ideas, and thoughts to a variety of audiences.
2. Critical Thinking: Students will be able to analyze complex questions and situations from a variety of perspectives, understand different viewpoints and experiences other than their own, recognize preconceived biases, and evaluate situations while recognizing their biases impacting their judgement.
3. Diversity of Human Experience: Students will develop an awareness of the relationship between diversity, equity and inclusion concerns and their global and international dimensions.
4. Professional and Academic Literacy: Students will apply appropriate skills to identify, collect, and evaluate information and information needs, to solve problems, and communicate results.
5. Ethical Reasoning: Students will analyze how the context of situations may influence value judgements, develop an ability to respect beliefs that differ from their own, and be able to empathetically express any different reasoning.

Accreditation, Memberships

Bethany College is fully accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413. Phone: 800 .621 .7440

Bethany College holds memberships in:

- 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)
- Eastern College Athletic Conference
- The Higher Learning Commission, North Central Association of Colleges and Schools
- Independent College Enterprise
- National Collegiate Athletic Association, Division III
- Online Consortium of Independent Colleges & Universities
- Presidents' Athletic Conference

Undergraduate Program, Admissions

Application for Undergraduate Program

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

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

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

Visiting Bethany

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

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

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

First-Year Students

Application for first-year admission requires submission of the following: completed application form and an official high school transcript. To be considered an official transcript, it must contain such things as an imprinted school seal, wet signatures, and/or have an official statement from the school labeling it an official document. From these documents, the College must be able to determine the validity of a student's high school completion. The College reserves that right to contact a high school directly to verify a student's graduation if for example (but not limited to) they feel that documentation is not valid or was not obtained from an entity that provides secondary school education. Admission may be revoked should document(s) found to be invalid.

An official score report from either the College Entrance Examination Board Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) is optional. Test scores may be required for certain scholarship opportunities or recommended for students who are asked to provide further evidence of

academic potential. In addition to those items, a letter of recommendation from a school counselor and a 250 word essay are recommended. An on-campus interview is strongly recommended but not required.

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

Transfer Students

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

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

Community College Graduates

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

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

Early Admission

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

Advanced Placement and Credit by Examination

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

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

Program for Academic and Social Success

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

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

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

International Students

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

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 declaration of financial support and supporting documentation (available on the website address listed above), an official bank statement demonstrating financial sufficiency for at least one year's total expenses, one letter of recommendation, and a current copy of the applicant's passport.

English language proficiency must be demonstrated for any student whose native language is not English and did not attend a secondary school in which English was the language of instruction. This may be satisfied by documentation of a preferred score of 70 or above on the TOEFL Internet-based test, 6 or above on the IELTS, or 95 or above on DuoLingo. Bethany College will also accept documentation of successful completion of ELS 112 as proof of English proficiency.

If a student intends to request transfer credit for previous post-secondary work, submit official copies of NACES member evaluations of academic records from any post-secondary educational institution attended outside the United States. If the student does not intend to request transfer credit, they may submit an official transcript directly from the non-U.S. institution. Submit official copies of any U.S. transcripts directly from the institution.

Students must submit a copy of the identification page of their passport before an I-20 can be issued.

Bethany does provide merit-based scholarships for international students, but does not provide need-based financial aid. Upon acceptance to Bethany, students will receive written notification, and once all financial support documentation has been received, the Form I-20 is sent to secure a student visa from the nearest U.S. Embassy or Consulate. In order to be enrolled, each student's account must be paid in full on or before the specified due dates applicable to each semester.

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

Application Fee

Bethany does not require an application fee.

Registration Deposit

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

Application for Readmission

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

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

Undergraduate Expenses, Aid

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

Charges and fees stated on the following pages apply only to 2026-2027 academic year.

Undergraduate Schedule of Charges 2026-2027

Description of Charge or Fee	Full-Time Students (12-18 credit hours)		Part-Time Students (1-11 credit hours)
	Per Year	Per Semester	Per Semester*
Charges included in Tuition line on bill:			
Tuition	\$37,650	\$18,825	\$1,570/credit
Technology	\$746	\$373	
Student Activity	\$746	\$373	
Administrative Fee	\$304	\$152	
International Student Fee	\$700	\$350	
Course Fees (see Catalogue for listing)	Course-dependent	Course-dependent	Course-dependent
Credit hours in excess of 18		\$1,570/credit	
Freshman Experience Charge*	\$1,400	\$700	\$1,400
Residential Life (1):			
Campus Housing	\$7,080 - \$8,816	\$3,540 - \$4,408	\$3,540 - \$4,408
Meal Plans (2):			
Board (Anytime Dining + \$100 flex per semester)	\$7,624	\$3,812	\$3,812
International Student - Meals During Breaks	Cash only	Cash only	Cash only
IncludED Book Rental (optional)	\$900	\$450	\$450
International Student Health Insurance (ind)*	\$1,400 - \$2,051 per year		

Description of Charge or Fee	Full-Time Students (12-18 credit hours)		Part-Time Students (1-11 credit hours)
	Per Year	Per Semester	Per Semester*
Online courses offered through consortium (<i>May/Summer Terms</i>)			\$1,000/course (<i>subject to change by consortium</i>)
Deposits:			
Registration	\$200		\$200
Program for Academic & Social Success - PASS (<i>Student must qualify for admittance</i>)	\$1,000 - \$5,000	\$500 - \$2,500	\$1,000 - \$5,000

Most Common Miscellaneous Fees & Fines

(Not all-inclusive, please see online Catalogue and Policy Manual for complete fee listings.)

Orientation Fee (<i>charged first year only</i>)	\$152
Commuter Parking	\$150 annually
Continuous Enrollment Fee (4)	\$149 per semester
Transcripts (<i>official and student issued</i>)	\$25 per transcript
Early Arrival (<i>non-required</i>)	\$50 per day prior to first day of classes
Early Withdrawal (<i>for required early arrivals</i>)	\$50 per day prior to first day of classes
Returned Check Fee	\$50 per occurrence
Payment Plan Application Fee	\$35 per plan
Graduation Fee	\$150 per senior
Single Room Fee (<i>double room as a single</i>)	\$500 per semester
Placement Fees (<i>social work</i>)	\$100 per placement (<i>in addition to regular tuition</i>)
Parking and Library Fines	Varies by Infraction (see Policy Manual, Vol. VII, Student Life Policies)
Late Registration Fee (<i>non-semester terms</i>)	\$50 see academic calendar in <i>Catalogue</i> for deadlines
Late Registration Fee (<i>semester terms</i>)	\$250 see academic calendar in <i>Catalogue</i> for deadlines

Billing/Payment Dates

Term	Billing Date	Due Date	Notes
Fall Semester 2026	July 2026	30 days after billing	\$500 Late Payment Fee. Registration is not complete until payment or payment arrangements have been made.
Spring Semester 2027	Dec 2026	30 days after billing	\$500 Late Payment Fee. Registration is not complete until payment or payment arrangements have been made.

Dormitory	Room type	26-27 Rate per semester	26-27 Rate per year
Campbell Village	Single	\$ 3,818	\$ 7,636
Cochran Hall	Double	\$ 3,540	\$ 7,080
Cochran Hall	Single	\$ 3,818	\$ 7,636
Cochran Hall	Double as Single	\$ 4,408	\$ 8,816
Goodnight	Double	\$ 3,540	\$ 7,080
Goodnight	Double as Single	\$ 4,157	\$ 8,314
Woolery	Double	\$ 3,540	\$ 7,080
Woolery	Double as Single	\$ 4,157	\$ 8,314
Harlan	Double	\$ 3,540	\$ 7,080
Harlan	Double as Single	\$ 4,157	\$ 8,314
Phillips	Double	\$ 3,540	\$ 7,080

Philips	Double as Single	\$ 4,157	\$ 8,314
Greek Hill	Double	\$ 3,540	\$ 7,080
Greek Hill	Double as Single	\$ 4,157	\$ 8,314

1. Reference the Bethany College Policy Manual, Vol. VII Student Life Policy for residential policy.
2. Special meal plans to accommodate documented medical conditions are subject to an additional charge to cover costs.
3. Students living on campus while preparing for or taking senior comprehensive exams and/or projects will be charged for part-time tuition, as well as fees, housing, and board as applicable.
4. Continuous enrollment is defined as enrollment from the semester of admission until the completion of all graduation requirements. Students are required to be continuously enrolled in order to graduate from Bethany College. As such, students will be charged a Continuous Enrollment fee of \$149 per semester for each semester in which they are not registered for classes at Bethany College (or through one of its approved study abroad or off-campus programs) until they graduate. This fee will be charged for students who are finishing incomplete courses, those who must sit for comprehensive examinations but have completed their coursework, and for those who are completing senior projects, even if they are not physically present at Bethany College. Likewise, students who are taking classes elsewhere to transfer credit to Bethany College (within the Academic Residence Requirement) to complete their graduation requirements will be charged this fee.
5. An administrative fee will be \$152 per semester for undergraduate students registered part-time during the fall, spring, and summer semesters.

Degree Completion

As prescribed by the Charter and Bylaws of the institution, granting a degree from Bethany College is a three step process involving the Registrar, the Faculty, and the Board of Trustees. The Registrar conducts a graduation audit on the date final grades are due at three points in the academic calendar: 1) at the end of Fall Term; 2) at the end of Spring Term; and 3) at the end of Summer Term. Only the names of those students who have completed all the requirements for the degree by one of the dates noted above will be submitted to the Faculty at its next regularly scheduled meeting, at which time the Faculty nominates the members of the list for a degree. The President then presents the list to the Board of Trustees which then confers the degree.

Commencement exercises are held once each year, in May, at which time all degree recipients for that academic year receive diplomas. Students must resolve financial obligations to the College prior to their nomination for the degree, and transcripts will be withheld until the financial obligation is satisfied. Students who have not completed all degree requirements by the time final grades are due will not be permitted to participate in graduation activities that include but are not limited to the Baccalaureate and Commencement ceremonies, including 'walking' with the class at these activities.

The only exceptions will be in the case of students who need to fulfill the 120-credits minimum and are short by three credits, and who have presented acceptable evidence that they are enrolled in an approved Summer Term course at an accredited institution in the summer immediately subsequent to the term of the graduation ceremonies in question. 'Acceptable evidence' and 'approved Summer Term course' will be determined by the Registrar.

Comprehensive Examination

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

Bethany Educational Employment Program and Work Study

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

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

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

Refund and Other Financial-Related Policies

Refund Policies

- Withdrawal or cancellation **must** be in writing to the Registrar's Office. A withdrawal form with all necessary signatures must be obtained.
- Tuition, Room and Board will be refunded: 100% if officially withdrawn or cancelled prior to the first day of classes; 90% in the first week of the term; and no refund thereafter. For terms less than the standard 15 weeks but at least 6 weeks, these refund periods will be adjusted proportionally. For terms less than 6 weeks, no refunds are applicable after the first day of class.
- **Discipline** – In case of dismissal for breach of college disciplinary rules, no refund will be given.
- **Appeals** – Appeals to the refund policy due to unusual circumstances should be in writing to the Vice President for Finance, and must include documentation and proof of the unusual circumstances.
- **Title IV Financial Aid Recipients** – Consult with Financial Aid for financial impact of planned withdrawals and/or changes in course of study. Students withdrawing before completion of 60% of the term will result in return of funds in the following order until total of college's responsibility has been satisfied: Unsubsidized Federal Direct Stafford Loans; Subsidized Federal Direct Stafford Loans; Perkins Loans; Federal PLUS Loans; Federal Direct PLUS Loans; Federal Pell Grants; FSEOG; and other Title IV assistance.

Other Financial-Related Policies

- **Comprehensive Examinations** – Financial obligations must be resolved at least one week prior to the first day of the written section of the Examination. Examination dates are listed in the College calendar in the **Catalogue**.
- **Work Study** – Students may be awarded work study funds as part of their Financial Aid package. Students awarded such aid will receive it based on hours worked. Students may have their earnings set up for Direct Deposit into their personal banking account or receive a paper check. Work study funds will not be applied directly to the student's tuition account. If a student wishes to use their earnings to pay toward their tuition account, they may sign their paper pay check over to Student Accounts or make a payment via personal check or debit card.
- **Fees Specific to Off Campus Study** – Off-campus study programs (for which Bethany College credits will be earned) often require a surcharge over and above the standard tuition to cover

additional expenses associated with administration and delivery of such programs. Individual program participation agreements will be required for these programs to ensure that costs to participate are fully disclosed and agreed upon in advance.

- **Unpaid Accounts** – Any fees, fines, or miscellaneous payments not received by due dates may result in the student being administratively withdrawn from the College. Future registrations will not be allowed, nor will grades, diplomas, certificates, or transcripts be provided until a payment and/or arrangements are secured. Re-instatement to the College will require payment of all amounts due, in addition, re-admission procedures will be required. The student is responsible for all collection agency fees, attorney fees, court costs, and any other costs necessary for the collection of past due accounts. Students whose accounts are assigned to collection may have their credit adversely affected, and may have difficulty in obtaining credit in the future.
- **Payment Plans** – Bethany College offers qualified monthly payment plans through Transact. There is a \$35 payment plan fee for each new payment plan.

Veterans Affairs Specific Policies

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

Fees Specific to Off-Campus Study

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

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

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

The above prices are subject to change.

Course Fees

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

BIOL 103	\$50	COMM 201	\$40	PHED 472	\$30
BIOL 104	\$50	COMM 218	\$125	PHYS 151	\$25
BIOL 107	\$50	COMM 250	\$125	PSYC 188	\$25
BIOL 268	\$50	COMM 292	\$50	SOWO 215	\$100
BIOL 269	\$50	COMM 409	\$75	THEA 103	\$25
BIOL 290	\$50	EDUC 105	\$50	THEA 153	\$50
BIOL 320	\$50	ENGL160	\$25	VISA 201	\$25
BIOL 341	\$50	FINA 125	\$25	VISA 202	\$25
BIOL 343	\$50	INTD 210	\$25	VISA 203	\$75
BIOL 351	\$50	MUSI 111	\$300	VISA 211	\$40
BIOL 352	\$50	MUSI 112	\$300	VISA 213	\$50
CHEM 100	\$20	MUSI 211	\$300	VISA 221	\$75
CHEM 108	\$20	MUSI 212	\$300	VISA 222	\$75
CHEM 101	\$30	MUSI 311	\$300	VISA 223	\$75
CHEM 102	\$30	MUSI 312	\$300	VISA 231	\$75
CHEM 211	\$30	MUSI 411	\$300	VISA 301	\$40
CHEM 212	\$30	MUSI 412	\$300	VISA 311	\$50
CHEM 315	\$50	PHED 110	\$36	VISA 313	\$50
CHEM 320	\$50	PHED 180	\$100	VISA 321	\$75
CHEM 324	\$50	PHED 183	\$400	VISA 331	\$75
CHEM 326	\$50	PHED 210	\$35	VISA 341	\$40
CHEM 335	\$50	PHED 240	\$50	VISA 401	\$10
CHEM 345	\$50	PHED 326	\$50	VISA 411	\$10
CHEM 351	\$50	PHED 327	\$50	VISA 413	\$10
CHEM 352	\$50	PHED 340	\$50	VISA 421	\$75
CHEM 355	\$50	PHED 341	\$50	VISA 431	\$75
CHEM 404	\$50	PHED 380	\$30	VISA 478	\$35
COMM 160	\$25	PHED 381	\$30		

Unpaid Accounts

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

other costs necessary for the collection of past due accounts. Students whose accounts are assigned to collection may have their credit adversely affected, and may have difficulty in obtaining credit in the future.

Administrative Withdrawals

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

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

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

Tenth Day Rule

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

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

Process and Appeal

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

Payment Plans

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

Financial Aid

Recognizing the increasing cost of achieving a college education, Bethany College offers a wide variety of scholarships, grants, loans, and work possibilities. Institutional scholarships are available only to full-

time students. Entering students who wish to be considered for all types of financial aid, including federal and state programs and most institutional grants and scholarships should complete the following requirements no later than March 15 prior to their first Fall semester:

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

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

Bethany College Federal Satisfactory Academic Progress Policy (SAP)

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

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

Bethany College Federal Satisfactory Academic Progress Policy

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

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

order to meet the minimum standards. For example, if your number of credits earned divided by the number of credits attempted equates to .666667, your percentage is 66% and you do not meet the minimum credits attempted requirement.

3. **Maximum Time Frame:** Maximum Time Frame is defined as the required length of time it will take a student to complete his/her degree. A student will remain eligible for federal aid for up to 150% total attempted credits. All credits transferred to the college and attempted credits will count towards the Maximum Time Frame requirement for Satisfactory Academic Progress. Unless your program is approved for additional credits, you are not eligible for federal financial aid. Undergraduate degrees require 128 credits, which means 150% equates to 192 maximum credits including transfer credits. Graduate degrees typically require 36 credits, which means 150% equates to 54 credits. Graduate degrees that are not the typical credits are reviewed by program requirements.
4. **Additional Required Factors:** The following factors must also be considered when evaluating a student's Federal Satisfactory Academic Progress:
 - **Audited Courses:** Audited classes are not considered credits attempted or earned. A student may audit a course with the understanding that he or she will receive neither a grade nor credit for the course.
 - **Change of Major:** If a student changes majors, the hours attempted under all courses of study are included in the calculation of attempted and earned hours.
 - **Current Semester 0.0 GPA:** Any student with 0.0 for the current semester is automatically moved to Financial Aid Suspension with a right to appeal unless already on Permanent Financial Aid Suspension.
 - **INC (Incomplete) Courses:** An incomplete course does not earn credit or influence the grade point average in the semester the course work was taken. However, an incomplete grade will count towards the total credits attempted. Once the incomplete grade has been resolved, the credits and grade point will then be counted towards satisfying the minimum credit hours and grade point average requirements. If within a year the INC is not resolved, it is automatically turned to "F" and will be calculated in SAP. An INC failure grade counts the same as a failure grade towards both the grade point average and the total credits attempted.
 - **Military Courses:** In some cases, military training and/or service school experience credits can be counted towards the total credit hours earned by a student for satisfying the minimum credit hours requirement for SAP. The credits attempted under all courses of study are included in the calculation of attempted and earned hours.
 - **NF Not Attending Fail (Pending Review & Approval but is mandated by federal regulation):** Grade awarded to students who did not officially withdraw from the course. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. No withdrawal categories earn credit towards graduating. An NF failure grade counts the same as a failure grade toward both the grade point average and the total credits attempted.
 - **Pass/Fail Courses (CR/NCR & SP/UP):** Passing credits for pass/fail courses are considered attempted and earned credits; failing grades in pass/fail courses are considered attempted but not earned.
 - **Remedial Courses:** These courses are treated like any other course with the exception that credits do not count towards graduation. However, each student registers for a course, those credits are counted towards the student's Maximum Time Frame requirements.
 - **Repeated Courses:** The last grade earned will be used in calculating the student's grade point average with the credits being counted only for the semester in which it was repeated. However, each time a student registers for a course, those credits are counted towards the Maximum Time Frame. These courses will also be counted towards satisfying the minimum earned credit hours standard. A student is allowed to repeat a course only once. Any additional repeats of the credits will not count towards financial aid eligibility.
 - **Transfer Credits:** All credits transferred to the College will be counted towards the Maximum Time Frame requirement for SAP. These courses will also be counted towards satisfying the minimum earned credit hours standard.
 - **W (Withdrawal) Courses:** A grade assigned when a course is removed from a student's schedule after the current term's Add/Drop period. No withdrawal categories earn credit towards graduation

or towards satisfying the minimum credit hours requirement of the federal SAP policy. However, these credits will count towards the total attempted credits and could possibly affect the Maximum Time Frame requirement.

- **WF (Withdrawal while failing):** Indicates a withdrawal while failing from a course after the Add/Drop period. No withdrawal categories earn credit towards graduation or towards satisfying the minimum credit hours requirement of the federal SAP policy. However, these credits will count towards the total attempted credits and could possibly affect the Maximum Time Frame requirement.
- **WP (Withdrawal with passing):** Indicates a withdrawal while passing from a course after the Add/Drop period. No withdrawal categories earn credit towards graduation or towards satisfying the minimum credit hours requirement of the federal SAP policy. However, these credits will count towards the total attempted credits and could possibly affect the Maximum Time Frame requirement.

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

Bethany College Satisfactory Academic Progress Procedures

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

Satisfactory Academic Progress Status Sequence and Explanation:

- **Financial Aid Warning (You are eligible for federal aid):** Financial Aid Warning is a status assigned to a student who fails to make Satisfactory Academic Progress (SAP) at a school that evaluates progress at the end of each payment period (term), and chooses to allow students who fail its progress standards to continue to receive aid. While on the Warning status, you will be eligible for federal aid. However, if at the end of the term, you are not meeting the minimum (2.0 undergraduate, 3.0 graduate QPA and 67% cumulative attempted credits) Satisfactory Academic Progress requirements, you will be put on Financial Aid Suspension.
- **Financial Aid Suspension (You are not eligible for federal financial aid unless you complete the academic plan appeal):** Financial Aid Suspension is a status assigned to a student who fails to achieve Satisfactory Academic Progress (SAP) while on the Financial Aid Warning status. Since after your warning period you are not meeting the minimum requirements (2.0 undergraduate, 3.0 graduate QPA and 67% cumulative attempted credits) Satisfactory Academic Progress requirements, you are not eligible for federal financial aid. In order to gain federal financial aid eligibility, you must complete the SAP Financial Aid Academic Plan Appeal Form. This form can be found on the Forms section on the Financial Aid website. The appeal process is defined beginning on page 5 of this policy.
- **Financial Aid Probation (You are eligible for federal financial aid):** Financial Aid Probation is a status assigned after you complete the SAP Academic Plan appeal process. You are eligible for federal Financial Aid for the current term. If at the end of the term you are meeting your SAP Academic Plan but not meeting the cumulative minimum (2.0 undergraduate, 3.0 graduate QPA and 67% cumulative attempted credits) Satisfactory Academic Progress (SAP) requirements, you will be put on Financial Aid Suspension and will have to appeal each term until you meet the cumulative minimum requirements. If at the end of the term you do not meet the SAP Academic Plan or the minimum cumulative SAP requirements, you will be put on Permanent Financial Aid Suspension status. You will then not be eligible for federal financial aid nor an appeal until you meet the minimum overall cumulative SAP requirements minimum (2.0 undergraduate, 3.0 graduate QPA and 67% cumulative attempted credits.)
- **Permanent Financial Aid Suspension (You are not eligible for federal financial aid.):** If the student fails their Academic Plan for the approved term and does not meet the overall qualitative or quantitative measures mentioned above then the student will not be eligible for another SAP

Appeal nor Academic Plan. The student is placed on Permanent Financial Aid Suspension. The appeal process is no longer permissible when assigned the status. In order to regain financial aid eligibility, a student must successfully meet all requirements for Satisfactory Academic Progress. Students may use any term(s) of the academic year to eliminate his/her deficiency. However, he/she is financially responsible for all expenses incurred during the time it takes to regain eligibility. Course work taken at another college or university may be used to resolve the minimum credit hours earned requirement. The only possible exception to this strict guideline would be if the student was impacted due to health reasons or hospitalization. Such an exception requires extensive documentation proving the medical emergency affected the current semester academic achievements. Students can apply for Private Alternative loans but they are not eligible for Federal Title IV financial aid until they achieve the minimum SAP requirements and are considered to be in good standing. We will consider Financial Aid Suspension for previous nonborrowers only if the previous term the student earned a minimum of 2.0 GPA and attempted 100% attempted credits.

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

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

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

The following information is required before financial aid processing:

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

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

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

Undergraduate Academic Programs

Undergraduate Programs

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

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

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

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

Academic Advising

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

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

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

Bethany Plan- Build a Trail to Your Future

Bethany Trail System

Learning Objectives

Students who complete the Trailhead, the Trail Markers, and the Trail Capstone will

- Actively engage in enhancing the skills necessary to effectively communicate and think critically at a college and professional level
- Demonstrate the College's liberal arts tradition in capstone experiences
- Become empowered to become one's own teacher and pupil as outlined by our founder, Alexander Campbell

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

120 credits with a minimum grade point average of 2.00, including completion of the following:

Trail Head (2 credits)

- Bethany First Year Experience: [BFYE 110](#), [BFYE 120](#), [BFYE 121](#) or [BFYE 122](#)

Trail Markers (21 credits)

- [Writing Requirement](#) ([ENGL 101](#), [ENGL 102](#) or [ENGL 150](#) with a C- or higher, and completing writing intensive courses)
- [Quantitative and Logical Reasoning](#) (A course with defined objectives)
- [Religious Studies](#) ([RELS 100](#))
- [World Languages and Cultures](#): 3 courses, two for demonstrated language proficiency through a minimum of a second level of a language (additional details provided) and one course with intercultural or international objectives

Trail Capstones (2-4 credits)

- Senior Project
- Comprehensive Exams

Interdisciplinary Trail (18-20 credits)

Major Field of Study (24-72 credits)

Minor Field of Study (15-24 credits) (Optional)

Academic Residence Requirement

Students who have not completed all degree requirements by the time final grades are due will not be permitted to participate in graduation activities that include but are not limited to the Baccalaureate and Commencement ceremonies, including 'walking' with the class at these activities. The only exceptions will be in the case of students who need to fulfill the 120-credits minimum and are short by three credits, and who have presented acceptable evidence that they are enrolled in an approved Summer Term course at an accredited institution in the summer immediately subsequent to the term of the graduation ceremonies in question. 'Acceptable evidence' and 'approved Summer Term course' will be determined by the Registrar.

Bachelor of Arts degrees are awarded in Accounting, Biology, Business Administration, Communications and Media Arts, Computer Science, Criminal Justice, Cybersecurity - Information Assurance, Economics, English, Environmental Science, Exercise Science, History, Human Services, Interdisciplinary Studies, International Relations, Music, Political Science, Psychology, Religious Studies, Social Work, Spanish, Sport Studies, Theatre, and Visual Art. Specific requirements for each major are described in the sections of this Catalogue devoted to the offerings of the individual academic departments.

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

The Trail Head-First-Year Experience

Degree Type

Program

Program Goals

Part of the Bethany First-Year Triangle of Accountability (Bethany First Year Experience, First-Year Advising Program, Ponton Mentor Program) the Bethany First-Year Experience (BFYE) connects students with their first-year advisor in once-weekly graded courses to ensure students are equipped with essential skills and knowledge necessary to transition from high school to college and thrive academically and personally in the college setting.

Through a series of lectures, guest seminars, and activities, students will:

- Become familiar with Bethany facilities, services, resources, and technology
- Expand their understanding of Bethany student rights, responsibilities, expectations, and policies
- Learn about Bethany traditions and legacy
- Establish meaningful priorities and goals,
- Develop an understanding of the academic catalog
- Complete the major declaration process and establish a four-year plan
- Cultivate healthy and effective study habits and skills
- Acquire additional awareness of wellness issues and improve their ability to recognize and respond to wellness issues,
- Become familiar with campus organizations and clubs, and
- Gain a sense of belonging and academic identity as a Bethanian.

Learning Outcomes

1. Students will explore identity development, including personal and professional identification.
2. Students will employ and enhance college-level academic skills through a topic-driven learning experience.
3. Students will work as a professional learning community to better the campus or community through a service-learning project.
4. Students will develop an appreciation for and demonstrate areas of personal health and wellness.
5. Students will increase awareness and knowledge of and utilize available Bethany staff and resources and informational technology.
6. Students will familiarize themselves with the history and importance of the liberal arts traditions.

Requirements for the Program

All students who meet one of the following conditions are required to complete successfully the First-Year Experience, including:

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

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

Item #	Title	Credits
BFYE 110	First-Year Experience Orientation (Camp Bell)	
BFYE 120	Becoming a Bethanian	1
	BFYE 121 or BFYE 122	1

Note on Completions: Students who do not successfully complete BFYE-001 Becoming a Bethanian will be required to re-take the course the following term. Students who do not successfully complete BFYE 002/003 will be required to re-take the course the following term at additional expense. Successful completion of BFYE 110, BFYE 120, and BFYE 121/122 are required for graduation. Students enrolled in the Bethany Honors program may complete HSEM 101 and HSEM 102 in place of BFYE 120 and BFYE 121/122 but must still complete BFYE 110.

Written Communication Trail Marker

Written Communications Trail Marker Learning Outcomes

1. Students will develop proficiency in college-level essay writing skills and integrating academic research writing into papers.
2. Students will develop critical thinking (evaluating sources of information, drawing inferences, synthesizing, interpreting, and drawing on past learning).
3. Students will develop academic research and citation skills.
4. Students will develop voice, syntactical sophistication, and style.

Courses Satisfying the Trail Marker

Writing is integral to the liberal arts curriculum at Bethany College. Therefore, the Bethany Written Communication Trail Marker is a multiple activity program spread across the student's entire college career. To fulfill the requirement, students must complete a minimum of four courses designated as writing-intensive (WI), including:

- [ENGL 101](#) and [ENGL 102](#) with a C- or higher. Students placing in [ENGL 102](#), as a result of either an AP credit or the written placement test administered by Bethany College, are exempted from ENGL 101 and must enroll in and complete ENGL 102 to fulfill the 100-level requirement. Including ENGL 102, these exempted students will complete a minimum of three designated as writing-intensive (WI).
- At least two of the four courses must be at the 300- or 400-level. WI courses are proposed by faculty and approved by the Curriculum Committee. A list of courses so designated may be obtained from the Office of the Registrar

Quantitative and Logical Reasoning Trail Marker

Quantitative and Logical Reasoning Trail Marker Learning Outcomes

Students will gain and apply quantitative and logical reasoning through a variety of paths in the Bethany College Curriculum.

By the end of a course in quantitative reasoning, students will

1. Formulate, evaluate, and communicate conclusions and inferences from quantitative or symbolic information across disciplines
 - Formulate: set up a problem/program to model the given information
 - Evaluate: identify/use proper techniques for formulated scenario
 - Communicate: recognize the appropriateness of the solution, interpret the solution in context
 - Assumptions: analyzes a proper selection of assumptions
2. Apply effective and efficient mathematical processes to reason and solve problems across disciplines
 - Accuracy: the problem is done correctly
 - Efficiency: the problem is done clearly
 - Propriety: the techniques are reasonable and correct

Course Satisfying the Trail Marker

[CPSC 107](#) Introduction to Computing

[CPSC 151](#) Computer Science I

[CPSC 210](#) Discrete Mathematics

[MATH 170](#) Connections in Mathematical Understanding

[MATH 180](#) Introduction to Statistical Methods

[MATH 190](#) Precalculus Mathematics - Algebraic and Transcendental Functions

[MATH 230](#) History of Mathematics

[MATH 201](#) Calculus I

[MATH 202](#) Calculus II

[MATH 210](#) Discrete Mathematics

[PSYC 205](#) Statistics in Psychology I

Religious Studies Trail Marker

Religious literacy is essential to the liberally-educated citizen of the world. Bethany students are required to successfully complete [RELS 100](#) (Introduction to Religion: Texts, Contexts, Practices). The course is offered by faculty members of the Department of Humanities and is preferably taken during the first year. RELS 100 takes an academic approach to the study of religion. Students are introduced to critical methods and definitions in religious studies and then proceed to apply one or more of those

methods to a comparative study of three different world religions. The lens through which the religions are compared varies with the interest and expertise of the professor teaching the course. Students might consider, for example, religious definitions of the human condition in relation to philosophical, of the political, or moral definitions; the meaning and function of religious rituals; or the way religions develop, reinforce, or challenge gender roles in society.

Learning Outcomes for Religious Studies Trail Marker

1. Students will have an understanding of some religious value-systems significant to historic and contemporary American and global society, as well as the historic connections of Bethany College to the Disciples of Christ (Christian Church) and its founder Alexander Campbell.
2. Students will have the ability to think critically about “religion” including, in some cases, one’s own; and an awareness of differences between one’s own worldview and that of others with whom one will work and live.
3. Students will have an understanding of religions as complex meaning-making systems of thought and practice that are not static, but adapt to changing experience and develop over time.

Course Satisfying the Trail Marker

[RELS 100](#): Introduction to Religion: Texts, Contexts, Practices

World Languages and Cultures Trail Marker

Components of the World Languages and Cultures Trail Marker

Two successive courses taught in a World Language and one Culture course are required for all Bethany students to provide World Readiness Skills and Global Competence. These skills are fundamental for success in an increasingly internationalized world.

Learning Objectives for the Language Courses:

1. Students will have an understanding that languages are key to the expression of cultures, and that a deep understanding of another culture is only possible through its language.
2. Students will have the ability to communicate effectively at the novice high (for Arabic, Mandarin-Chinese, Hebrew, Japanese) or intermediate-low proficiency (French, German, Spanish) or above (depending on the language difficulty) on the ACTFL proficiency scale.
3. Students will have the skills and strategies to continue learning world languages more easily as life-long activity in multilingual societies and an internationalized world.

Eligible World Language Courses:

- Any two courses offered by the WLAC section and taught in the world language and succeeding each other qualify to fulfill for the requirement.

There are five ways to fulfill the requirement:

- Students successfully complete at Bethany two courses of a language sequence in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, or Spanish into which they have been placed based on the results of an internal or external placement procedure. Acceptable external instruments are the ACTFL Oral Proficiency Interview, or a certified Common European Framework (CEFR) ranking. The validity of other external tests will be decided on a case-by-case basis.
- Students who test above the 110 level in a language available at Bethany College are encouraged, but not required, to continue their study in that language at a higher level (For example, a student testing into [FREN 120](#) can take that class and continue into [FREN 130](#), or start over with [FREN 110](#) and complete the requirement with [FREN 120](#)) Alternatively, they have the option to begin the study of an additional world language and culture and take levels 110 and 120.
- Students who transfer two semesters of college language credit, and students who have achieved a 3 or better on the College Board AP exam, have completed the requirement.

- Native speakers of languages other than English have the option to continue their study of English as a Second Language. Eligible courses need to be dedicated to skill building (speaking, reading, or writing skills). Courses for native speakers to fulfill the World Languages Requirement: [COMM 201](#) Media Writing, [COMM 206](#) Public Speaking and Announcing, [COMM 305](#) Feature Writing, [ENGL 212](#) Writing for College and Community, [ENGL 220](#) Writing for Business and Industry, [ENGL 223](#) Technical Writing, [ENGL 230](#) Writing and the Environment, [ENGL 240](#) Creative Writing, [ENGL 411](#) Advanced Poetry Writing Workshop, [ENGL 412](#) Advanced Fiction Writing Workshop, [ENGL 413](#) Advanced Creative Nonfiction Writing Workshop, [PSYC 308](#) Writing Papers in Psychology, [THEA 210](#) Playwriting, and [THEA 226](#) Stage Voice.
- 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. Common course substitutions for persons with language learning disabilities are civilization and culture courses taught in English and offered by the World Languages and Cultures program ([ARBC 180](#), [CHIN 180](#), [GRMN 180](#), [GRMN 181](#), [FREN 180](#), [FREN 181](#), [JAPN 180](#), [SPAN 180](#), or [SPAN 181](#)). Please contact the Dean of Student Success to complete the process.

Upon their request, and based on test results, students may earn up to six credits for prior language study.

Learning Objectives for the Culture Course

Bethany students further develop their global competence and world readiness by taking a course through which they either 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, or through which they become aware of the nature and significance of one existing culture, ethnic subculture, or cluster of ethnic subcultures.

Through completing this requirement, students will

1. Analyze global cultures, institutions, interactions, and/or topics;
2. Compare global cultures, institutions, interactions, and/or topics;
3. Situate their own identity in a global context.

Eligible Culture Courses

- Classes eligible to fulfill the Culture requirement include more advanced language and culture courses offered by World Languages and Cultures, or courses in other departments, which allow for a deeper, more theoretical treatment of cultures than is possible in beginning World Language courses. The course can be selected from one of these categories. The list of courses approved for satisfying the requirement in each area changes every year.
- Cultural Awareness Courses (GAC): [ARBC 130](#) Arabic Language and Cultures III, [ARBC 180](#) Civilization of the Arabic Speaking World; [BUSI 345](#) Intercultural Communications; [CHIN 130](#) Chinese Language and Cultures III, [CHIN 180](#) Chinese Civilization; [COMM 345](#) Intercultural Communication; [ENGL 267](#) Masterpieces of World Literature, [ENGL 383](#) African American Novel; [FREN 130](#) French III, [FREN 181](#) Contemporary France, [FREN 220](#) Conversation and Composition: France; [GRMN 130](#) German III, [GRMN 160](#) German Culture through Film, [GRMN 180](#) Civilization of Germany, [GRMN 220](#) Conversation and Composition: Germany; [HIST 329](#) Islamic Civilization, [HIST 330](#) Modern China, [HIST 331](#) Modern Japan; [JAPN 130](#) Japanese III, [JAPN 180](#) Japanese Culture, [JAPN 181](#) Modern Japan; [ITAL 180](#) Civilization of Italy; [MUSI 104](#) Out of the Blues and Into Rock; [PSYC 250](#) Multi-Cultural Psychology; [RELS 210](#) Yoga and Meditation, [RELS 220](#) Introduction to World Religions, [RELS 352](#) Islamic Civilization; [SOCI 210](#) Human Diversity; [SOWO 210](#) Human Diversity; [SPAN 130](#) Spanish III, [SPAN 180](#) Civilization of Spain, [SPAN 220](#) Conversation and Composition: Spain; [THEA 270](#) Women Playwrights.
- International Understanding (GAI): [BUSI 308](#) International Business, [BUSI 371](#) International Finance; Communications [BUSI 403](#) Global and International Communication; [ENGL 268](#) Modern World Literature; [ECON 113](#) Comparative Economic Systems; [FREN 221](#) Conversation and

Composition: Francophone World; [GENS 202](#) Physical and Cultural Geography; [GRMN 181](#) Civilization of the German-Speaking World; [GRMN 221](#) Conversation and Composition: The German-Speaking World; [HIST 210](#) The Age of Extremes: The Twentieth-Century World, [HIST 230](#) Dilemmas of Diversity, Democracy, and Nationhood in the Twentieth-Century World; [INTD 202](#) World Energy Resources, [INTD 203](#) International Terrorism; [INTD 211](#) Women in the World; [POLS 111](#) Comparative Politics, [POLS 112](#) International Politics, [POLS 211](#) Women in the World; [POLS 253](#) Nature and International Society; [RELS 244](#) Hinduism and Buddhism, [RELS 260](#) Religion and Food; [SPAN 181](#) Civilization of Latin America; [SPAN 221](#) Conversation and Composition: Latin America

Interdisciplinary Trail

Focus on Student Exploration

18-20 credits

The Bethany Plan has a general education component called the Interdisciplinary Trail. The program is designed to evaluate the enduring and current issues of human experience through a diverse set of perspectives. Each Bethany student will complete an interdisciplinary trail with courses in a variety of different disciplines and instructors outside of a student's intended major. The collection of courses addresses areas of knowledge and methods of thinking traditionally associated with a liberal arts education. The intention is to have the students gain experiences in community and civic engagement, creativity and expression, and problem-solving and scientific reasoning. Each course in the program is designed to have an interdisciplinary orientation and each course will consider the perspectives of other disciplines

Learning Objectives

1. Students will demonstrate an understanding of disciplinary divisions.
2. Students will understand real-world challenges using insights from across disciplines.
3. Students will reflect on personal growth as a learner.

Each Bethany student will complete an Interdisciplinary Trail, which includes courses with different instructors in various disciplines. The Interdisciplinary Trail includes a combination of courses that has a minimum of 18 credits with a maximum of 20 (to account for laboratory courses). Two courses (a total of 6-8 credits) from each of the three divisions of programs (Arts and Humanities, Social Sciences, and Natural Sciences) must be completed. Students may choose to build their own trail from the list of recognized courses or to follow a designed Interdisciplinary Trail with a specific theme.

Policies Applicable to Interdisciplinary Trail

Course Limitation

- Only 100/200 level courses will be included for approved courses. If courses have a prerequisite, it must be listed in the course description. Courses listed as 300-level courses or higher may request to be approved through the Curriculum Committee.
- Two courses taken to satisfy a major requirement can satisfy components of the interdisciplinary trail.
- Courses taken must be from different course areas. No two courses completed can be from the same four-letter course prefix.
- Honors courses equivalent to identified courses may be approved but must meet the requirements and align with the learning outcomes.

Transfer Courses

All individual courses will have a course evaluation in accordance with the Bethany College Transfer Policy. Approved equivalent courses will be recorded on the transcript as having fulfilled the trail requirement.

Courses by Divisions of Programs

Students select two courses from each of the following divisions. Review the “Course Limitation” section for additional details.

Arts/Humanities

[ARBC 180](#): Civilization of the Arabic-Speaking World
[CHIN 180](#): Chinese Civilization
[ENGL 156](#): Introduction to Literary Studies
[ENGL 200](#): Literature and Literary Diversity
[ENGL 212](#): Writing for College and Community
[ENGL 230](#): Writing and the Environment
[ENGL 245](#): British Literature I
[ENGL 246](#): British Literature II
[ENGL 250](#): American Literature
[ENGL 264](#): Masterpieces of Drama
[ENGL 266](#): Masterpieces of European Literature
[ENGL 267](#): Masterpieces of World Literature
[ENGL 268](#): Modern World Literature
[ENGL 275](#): American Short Stories
[ENGL 311](#): Poetry Writing Workshop
[ENGL 312](#): Fiction Writing Workshop
[ENGL 313](#): Creative Non-Fiction Writing Workshop
[ENGL 383](#): African American Novel
[FREN 180](#): French Civilization
[FREN 181](#): Contemporary France
[GRMN 160](#): German Culture through Film
[GRMN 180](#): Civilization of Germany
[GRMN 181](#): Civilization of the German-Speaking World
[GRMN 420](#): Survey of German Literature I
[GRMN 421](#): Survey of German Literature II
[HIST 101](#): World Civilizations I
[HIST 102](#): World Civilizations II
[HIST 151](#): U.S. History I
[HIST 152](#): U.S. History II
[HIST 210](#): The Age of Extremes: The Twentieth-Century World
[HIST 228](#): History of Bethany College
[HIST 230](#): History Role-Playing Games: Dilemmas of Diversity, Democracy, and Nationhood
[HIST 233](#): The Making of the Islamic World: 610-1258
[HIST 234](#): The Modern Middle East
[HIST 290](#): Women and Gender in the Modern Transatlantic World, 1700-1980
[INTD 241](#): Introduction to Social Justice
[INTD 251](#): Origins of Western Thought I: The Ancient World
[INTD 252](#): Origins of Western Thought II: The Middle Ages and Renaissance
[INTD 253](#): Origins of Western Thought III: The Modern Age
[JAPN 180](#): Japanese Culture
[JAPN 181](#): Modern Japan
[PHIL 124](#): Introduction to Ethics
[RELS 220](#): Introduction to World Religions
[RELS 229](#): Christianity
[RELS 231](#): Judaism
[RELS 235](#): Sex, the Body, and Religion
[RELS 241](#): Religious and Psychological Lenses on Social Justice
[RELS 244](#): Hinduism and Buddhism

[RELS 352](#): Islamic Civilization
[SPAN 180](#): Civilization of Spain
[SPAN 181](#): Civilization of Latin America
[SPAN 420](#): Survey of Peninsular Spanish Literature I
[SPAN 421](#): Survey of Latin American Literature I
[SPAN 422](#): Survey of Peninsular Spanish Literature II
[SPAN 423](#): Survey of Latin American Literature II
[THEA 103](#): Introduction to Theatre
[THEA 120](#): Beginning Acting
[THEA 151](#): Stagecraft
[THEA 270](#): Women Playwrights
[VISA 103](#): Women and Art
[MUSI 103](#): Introduction to Music
[MUSI 104](#): Out of the Blues and Into Rock
[VISA 100](#): Art History: Ancient through Medieval
[VISA 101](#): Art History: Renaissance through Post-Modern
[VISA 201](#): Drawing I
[VISA 202](#): Art Fundamentals
[VISA 203](#): Three-Dimensional Design
[VISA 211](#): Painting I
[VISA 213](#): Printmaking I
[VISA 222](#): Clay I: Wheel Thrown Pottery
[VISA 223](#): Clay I: Hand Building
[VISA 231](#): Sculpture I

Social Sciences

[BUSI 100](#): Introduction to Business
[BUSI/COMM 303](#): Organizational Communication
[COMM 101](#): Introduction to Communication
[COMM 104](#): Visual Communication
[COMM 106](#): Introduction to Sports Communications
[COMM 160](#): Introduction to Film
[COMM 200](#): Digital Media and Digital Culture
[COMM 203](#): Principles of Advertising and Public Relations
[COMM 206](#): Public Speaking and Announcing [ECON 112](#): Economic Morality in Sports
[ECON 201](#): Principles of Microeconomics
[ECON 202](#): Principles of Macroeconomics
[SOWO 145](#): Women's Issues Across the Life Span
[SOWO 150](#): Social Problems
[SOWO 210](#): Human Diversity
[SOWO 240](#): Deep Dive into Issues of Diversity
[POLS 110](#): American Politics
[POLS 111](#): Comparative Politics
[POLS 112](#): International Relations
[POLS 211](#): Women of the World
[POLS 212](#): Dystopian Politics
[POLS 222](#): Black Politics [POLS 223](#): Voting and Political Participation
[POLS 253](#): Nature and International Society
[SPST 209](#): Diversity, Equity, and Inclusion in Sport [SPST 244](#): Philosophical-Historical Perspectives of Physical Activity
[SPST 247](#): The Olympic Games
[SPST 337](#): Organization and Administration of Physical Activities

Natural Sciences

[BIOL 102](#): Horticultural Science

[BIOL 103](#): Introductory Biology I: Molecular Genetics, Cell, and Development

[BIOL 104](#): Introductory Biology II: Evolution, Diversity, and Ecology

[BIOL 110](#): Plants, People, and Environment

[BIOL 115](#): Biology of Women

[BIOL 180](#): Invertebrate Zoology

[CHEM 100](#): Chemistry for Society

[CHEM 101](#): General Chemistry I

[CHEM 108](#): Introduction to Forensic Science

[GENS 220](#): Geology

[INTD 204](#): Human Sexuality

[PHYS/GENS 151](#): Astronomy

[PHYS 103](#): Everyday Physics

[PHYS 160](#): Physics for the Life Sciences

[PHYS 201](#): General Physics I

[PSYC 100](#): General Psychology

[PSYC 210](#): Psychology of Women

[PSYC 241](#): Religious and Psychological Lenses on Social Justice

[PSYC 250](#): Multicultural Psychology

[PSYC 270](#): Special Topics in Psychology

Potential Combinations of Completing the Interdisciplinary Trails

Are you interested in one of these topics? Consider completing the interdisciplinary trail by following one of these planned pathways for completion.

[Identity and Belonging](#)

[Sustainability in the Modern World](#)

Trail Capstones

Upon completion of a Bethany degree, each student will complete a senior project in the major as well as a set of comprehensive exams. These requirements demonstrate proficiency in fieldwork and course material and show the world that a Bethany student is ready to make their mark.

Senior Capstone Project

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

Senior Comprehensive

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

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

Students who wish to take the Comprehensive Examination must resolve their financial obligations to the institution at least one week prior to the first day of the written section of the examination. Examination dates are listed in the College calendar which appears in this Catalogue. Students who have completed all requirements in their majors except the senior project may take the examination in January with the consent of their advisors.

Students who do not pass the examination in the fall semester 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.

Major Field of Study

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

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

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

Majors are offered in:

Accounting
Biology
(with options for Bachelor of Arts, Bachelor of Science, or Bachelor of Science- Biomedical)
Chemistry
(with options for tracks in Professional Chemistry and Biochemistry)
Criminal Justice

Communications and Media Arts
(with options for emphasis on Digital Media and Production, Integrated Media and Marketing, and Sports Communication)
Computer Science
(with option for Bachelor of Arts or Science)
Cybersecurity
(with options for emphasis in Cybersecurity and Information Assurance)
English
(with emphasis on Creative Writing)
Environmental Science
(listed under Biology with option for Bachelor of Arts or Science)
Exercise Science
(with options for Bachelor of Arts - Applied Health or Bachelor of Science - Allied Health)
History
Game Development
History
Game Development
Interdisciplinary Studies
(Faculty Developed Specialization in Educational Studies and Interdisciplinary Sciences or major programs initiated and developed by individual students to fulfill their particular educational goals)
Mathematics, Applied
Political Science
Psychology
(with option for Bachelor of Arts or Science)
Psychology and Social Work
(Dual Major)
Religious Studies
Social Work
(with options for Advanced)
Sport Studies
(with options for tracks in Recreational and Athletic Administration and Coaching Education or Sport Management)

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

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

Minor Field of Study

Students may include as part of their program of study one or more optional minors. Requirements for minors are described in detail in the sections of this Catalogue devoted to the offerings of the individual academic departments. Minors require between 15 and 24 credits of directed study. A

student may earn a minor in an area of study as long as a minimum of 9 credits are completed in addition to those required for the student's declared major. Students may not minor in their major field of study.

Minors are offered in:

Accounting
American Literature
Botany
British Literature
Business Administration
Chemistry
Communications and Media Arts
Computer Science
Creative Writing
Criminal Justice
Cybersecurity
Entrepreneurship
Environmental Biology
Esport Gaming Management
Game Development
History
Management
Marketing
Mathematics
Medieval and Renaissance Studies
Nonprofit Management
Nonprofit Marketing
Philosophy
Political Science
Psychology
Religious Studies
Religion and Social Justice
Sports Administration
Women's and Gender Studies
Zoology

Academic Residence Requirement

To be eligible for a degree a student must have completed 30 credits in courses at Bethany and/or as part of an approved off campus Bethany program. With pre-approval of the major department and the Provost, students may take up to, but no more than, six of the last 30 credits as transfer credits.

*The pre-approval process ensures that the transfer credits will be acceptable substitutions for Bethany College classes.

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

Honors Program

The Bethany College Honors Program is a unique living and learning community for highly-motivated students, providing students both the freedom and the responsibility to fuse together the arts and

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

Academic Partnerships

Elementary Education Partnership

Bethany College, in partnership with West Liberty University, offers a collaborative academic program leading to a joint Bachelor of Arts in Interdisciplinary Studies with a concentration in Elementary Education. Designed to provide a direct and efficient pathway to teacher licensure, the program combines the academic strengths and resources of both institutions.

All coursework is fully recognized by Bethany College and West Liberty University, ensuring a seamless progression toward degree completion. Students complete the entirety of their studies while in residence at Bethany College, maintaining eligibility for NCAA Division III athletics and full participation in campus life.

Graduates are academically qualified to sit for the PRAXIS II examination, a required step for obtaining elementary teacher licensure. This joint program graduates for impactful and rewarding careers in education.

Nursing Partnership

Bethany College, in partnership with West Virginia Wesleyan College (WVWC), offers the Nursing Education Partnership, a dual-degree program leading to the Bachelor of Interdisciplinary Studies from Bethany College and the Bachelor of Science in Nursing from WVWC.

Students complete all four years of study on the Bethany College campus, undertaking a coordinated curriculum that satisfies the requirements for both degrees. This integrated program combines Bethany's interdisciplinary academic foundation with WVWC's nationally recognized nursing education, equipping graduates with the knowledge, clinical skills, and professional competencies necessary for licensure. Upon completion, graduates are eligible to sit for the National Council Licensure Examination (NCLEX) and to enter the nursing profession as licensed practitioners.

Pre-Professional Study

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

Engineering

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

Law

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

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

Medical and Health Professions

Programs for advanced degrees in medical fields such as dentistry, medicine, optometry, pharmacy, physical therapy, and podiatry, as well as physician assistant and other health science fields require applicants to have a broad foundation in the sciences, mathematics, and English. Students are required to show competency in both inorganic and organic chemistry, biology and general physics, usually completing a two semester sequence, and many programs are now requiring or strongly recommending biochemistry. Students will also be expected to perform satisfactorily on a qualifying exam such as the DAT, GRE, MCAT, OAT, or PCAT. Students interested in health related professions should plan to take Chemistry 101-102 and Biology 103-104 during their first year. Mathematics 201 is highly recommended during the first year. Chemistry 211-212 should be taken in the second year, and Physics 201-202 taken no later than the third year. Pre-professional students in the health sciences should consult early in their first year with the chair of the Health Professions Advisory Committee.

Ministry

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

Pre-Veterinary Medicine

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

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

Students who can claim West Virginia residency status may obtain a position as a contract student at one of two schools: The Virginia-Maryland College of Veterinary Medicine and Mississippi State University. There are at present 13 contract seats for West Virginia residents among the two eligible schools. Eligible students must complete the application for the West Virginia Contract Seat, which can be obtained at <https://davismichael.wvu.edu/veterinary-school-info/contract-school-information/available-contract-seats>. Application deadlines vary, and students are encouraged to consult the

website listed above at the beginning of their junior year. All students interested in attending veterinary school should review the admission requirements of any veterinary college they may likely attend, as requirements among the colleges vary widely.

Other Professions

Bethany also provides thorough preparation for professions in the fields of business, communication media, public administration, 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.

Graduate Courses for Undergraduate Credit

Undergraduate students who have completed at least 90 credits with a cumulative GPA of 3.0 or above and who satisfy necessary prerequisites and are accepted into the courses may enroll in a total of six graduate credits.

Graduate courses may not count towards Bethany Plan requirements. Graduate courses will be counted towards the calculation of honors, including Dean's List and Presidential Scholars.

Grading will occur on the following system: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F.

Tuition will be charged in accordance with the published cost of attendance. Full-time undergraduate students who receive permission to take graduate courses will be charged the undergraduate tuition rate for graduate courses which are applicable to the student's undergraduate degree (within the 120 credits required for graduation). If the student is part-time, the graduate

Dual Degree Programs Carnegie Mellon University

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

The following cooperative programs are available:

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

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

Case Western Reserve University

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

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

Internships

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

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

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

Study Abroad

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

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

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

Heidelberg Program

Qualified Bethany students may enroll for a semester or a full year in such courses as German language, literature, history, and civilization courses at the Pädagogische Hochschule in Heidelberg,

Germany. The first four weeks are spent in an intensive language course at a Goethe Institute. The Bethany representative and former Bethany exchange students from Heidelberg serve as counselors to Bethany's students while they are at Heidelberg.

Paris Sorbonne Program

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

Seigakuin Program

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

Spain Program

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

United Kingdom Programs

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

Harlaxton College Program

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

Oxford Program

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

Regent's College Program

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

Webster International Network Schools

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

East Central Colleges Exchange Programs

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

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

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

Other Programs

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

The Washington Center

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

State Government Study

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

Appalachian College Association

Bethany College is a member of the Appalachian College Association (ACA), a nonprofit consortium of 33 private liberal arts colleges and universities spread across the central Appalachian mountains in Georgia, Kentucky, North Carolina, Tennessee, Virginia, and West Virginia. From its headquarters, the ACA helps develop and share ideas, information, programs, and resources in such areas as faculty development, library and information technology services, student-centered research and service projects, and international travel.

Online Consortium of Independent Colleges and Universities

Bethany College is a member of the Online Consortium of Independent Colleges and Universities (OCICU). All consortium members are regionally accredited, independent, not-for-profit liberal arts

institutions. OCICU is managed by New Ventures of Regis University in Denver, Colo. Through membership to the OCICU, Bethany is able to make online courses offered by other Consortium members available to students at Bethany College.

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

External Programs

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

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

Mary Cutlip Center for Library and Information Technology Services

Library Services: The T.W. Phillips Memorial Library supports teaching and learning at Bethany College. The Library's physical collections include books, DVDs, periodicals, and extensive archival and special collections. Most of these materials are included in the library's online catalog, which can be accessed through the library website: www.bethanywv.edu/library. Bethany College students have access to a broad range of online resources to support their academic needs which can be searched individually or through the one-search Discovery tool. As a member of the Appalachian College Association, resources are further enhanced through the Bowen Central Library of Appalachia which includes a core collection of online databases and access to more than 200,000 electronic books.

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

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

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

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

McCann Center for Student Success

Mission

The McCann Center for Student Success is committed to empowering students by providing comprehensive academic support, fostering self-assessment and personal growth, and ensuring equitable access to resources and services. Through tailored advising, innovative programs, and an inclusive learning environment, we strive to enhance academic performance, support diverse learning styles, and create connections that contribute to students' success and future opportunities.

The McCann Learning Center, located on the main floor of T.W. Phillips Memorial Library, is a convenient and inviting place on campus to develop or enhance skills that promote academic success at the college level. The Center houses Academic Advising Services, Academic Support Services, the Writing Center, the Program for Academic and Social Success (PASS), and Disability Services. The Center provides a helpful, relaxed environment that promotes effective studying and academic success.

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

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

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

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

Learning Outcomes

1. Students will develop academic success skills, such as time management, study strategies, and subject-specific knowledge, by utilizing tutoring services and resources provided by the McCann Center for Student Success.
2. Students will use self-assessment tools and tailored advising to evaluate their academic progress and personal growth, applying strategies to overcome challenges and enhance their success.
3. Students will navigate campus culture and resources effectively, fostering connections, belonging, and equitable access to both academic and social support services through the programs and services offered by the McCann Center for Student Success.
4. Students will utilize the McCann Center for Student Success accessible facilities, which support diverse learning styles and provide specialized resources, including adaptive technologies, for group work and individual study.
5. Students will integrate tutoring, writing center services, and academic retention strategies into their academic journey, receiving personalized support to ensure academic and personal success.

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

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Student Online Identify Verification

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

Recreation Facilities

The Thomas Phillips Johnson Recreation Center, Knight Natatorium, Hummel Field House, Sandwen Arena, and various playing fields are available for student use at most hours.

Undergraduate Academic Procedures

Academic Standards Committee

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

Academic Standards and Expectations of Educational Integrity

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

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

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

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

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

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

Procedure for Dealing with Violations of Academic Integrity

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

- Fill out and turn in the "Violation of Academic Integrity Form" to the Office of the Provost and Dean of Faculty. See below for a description.

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

Violation of Academic Integrity Form

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

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

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

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

Compounded Violations of Academic Integrity

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

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

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

Activity Courses

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

Catalogue Year

A catalogue year is the academic year for which a degree candidate must meet documented graduation requirements. College graduation requirements and each academic program's major and minor requirements are officially documented in the Bethany College Catalogue.

Students must follow the catalogue year in effect at the time of their entry (matriculation) to Bethany College (known as the "catalogue of record"). All Bethany Plan requirements, majors, and minors must be in the same catalogue. The student's catalogue year does NOT change when the student declares or changes the major. It also does not necessarily change if the student returns to the Bethany College after a period of withdrawal.

During a period of transition regarding Bethany Plan requirements, please see the Split Catalogue Exception below.

Students are responsible for meeting the requirements for the catalogue of record. The student's official Catalogue year is documented within the Self-Service progress record.

The only times catalogue year MUST be changed are:

1. the catalogue the student was following has expired. Catalogues expire after 10 years.
2. the student adds another major/minor/certificate that did not exist at the time of their initial catalogue, so in this case they must move all programs to the newer catalogue.

Students can decide to change a catalogue year to follow a newer program of study for a variety of reasons. A thorough discussion with their academic advisor is necessary. Students need to review ALL major, minor, and Bethany Plan requirements for the newer catalogue year to determine if any requirements are significantly different from those requirements the student has been working towards completing. Some questions to consider include:

- Will time to graduation be significantly extended?
- Are there many classes already taken that will now not be used to meet requirements?
- Will extra coursework cause the student to go above the hours attempted for financial aid?

After these considerations, students are faced with three choices:

1. *Remain in the catalogue under which you entered the institution* – If there are a limited number of changes, it will be better for the student if the department makes a substitution through an appeal to the Academic Standards Committee rather than having the student change a catalogue year. For example, a single course requirement for a major has been updated.
2. *Choose a split catalogue where you would complete the general education requirements from the year that you entered but could choose a major or minor from a subsequent catalogue* - For students that matriculated (entered) Bethany College in Fall 2018 through Fall 2022, the Split Catalogue Rule will be an option. The Split Catalogue Option allows students who were already following the Bethany Plan (prior to fall 2022) to move their catalogue year forward for majors or minors but still follow the Bethany Plan core curriculum rather than move to the new general education. The Bethany Plan is defined as all requirements, including 128 credit hours to graduate, except for the requirements for the major or minor. This must be approved by the Provost's Office. The split catalogue option expires at the end of summer 2026. All students with a split catalogue

must graduate by then or move to the newer Bethany Plan. If the decision is made to change a catalogue year, students must officially request to change their catalogue year by completing the Change of Catalogue Form, which may be obtained from the Office of the Registrar's.

3. *Choose to move completely to the 2022-2023 catalogue* and follow all of the requirements included in that catalogue including the Bethany Trails and the 120 total graduation credits. If the decision is made to change a catalogue year, students must officially request to change their catalogue year by completing the Change of Catalogue Form, which may be which may be obtained from the Office of the Registrar's.

Change of Schedule

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

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

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

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.

Class Attendance Policy

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

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

Classification of Students

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

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

Course Load

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

Course Offerings

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

Course Retake and Attempts

Course Retake Policy

A student may repeat (to remove the quality points and credit hours) a maximum of four courses (other than the first English composition course which does not have grades lower than a C-) in which grades of "D+", "D", "D-", or "F" were earned provided that: (1) the courses repeated were originally taken at Bethany College, and (2) the courses are repeated at Bethany College. In such cases, the calculated grade point average will be based on the grade earned the last time the course was taken. The original grade for the repeated class will remain on the transcript with a note of R for repeated but will not be counted toward GPA or graduation hours. Transfer students should note that only coursework completed at Bethany College is used in calculating the grade point average with the exception of those included in an articulation agreement.

Upon completion of a repeated course, only the course credit(s) and the grade for the most recently completed attempt will be computed in the GPA even if the grade is lower. If a student withdraws from a repeated course, the withdrawal course will appear on the transcript, and the previous grade earned will continue to be counted in the GPA.

Course Attempts

When available, students may repeat courses. Students may attempt a single course no more than three times, including attempts that result in a withdrawal. Whenever a course is repeated, the academic record and transcript reflect all course enrollments and the grade earned for each enrollment.

Cross-Listed Courses

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

Degree Completion

As prescribed by the Charter and Bylaws of the institution, granting a degree from Bethany College is a three step process involving the Registrar, the Faculty, and the Board of Trustees. The Registrar conducts a graduation audit on the date final grades are due at three points in the academic calendar: 1) at the end of Fall Term; 2) at the end of Spring Term; and 3) at the end of Summer Term. Only the names of those students who have completed all the requirements for the degree by one of the dates

noted above will be submitted to the Faculty at its next regularly scheduled meeting, at which time the Faculty nominates the members of the list for a degree. The President then presents the list to the Board of Trustees which then confers the degree.

Commencement exercises are held once each year, in May, at which time all degree recipients for that academic year receive diplomas. Students must resolve financial obligations to the College prior to their nomination for the degree, and transcripts will be withheld until the financial obligation is satisfied. Students who have not completed all degree requirements by the time final grades are due will not be permitted to participate in graduation activities that include but are not limited to the Baccalaureate and Commencement ceremonies, including 'walking' with the class at these activities.

The only exceptions will be in the case of students who need to fulfill the 120-credits minimum and are short by three credits, and who have presented acceptable evidence that they are enrolled in an approved Summer Term course at an accredited institution in the summer immediately subsequent to the term of the graduation ceremonies in question. 'Acceptable evidence' and 'approved Summer Term course' will be determined by the Registrar.

Grade Discrepancies

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

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

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

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

Grading System

Letter Grades

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

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

Students are required to take at least 100 credits of letter-graded work. Grades mean: A, *Excellent*; B, *Good*; C, *Fair*; D, *Poor*; F, *Failure*.

Other report abbreviations and their meanings are:

Incomplete

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

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

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

Credit/No Credit

Any student beyond their first year who carries 12 credits of letter-graded academic work may elect to take additional work on a Credit-No Credit basis in courses which are not used for the major, a minor, or any graduation requirement. First-Year students may not take academic courses on a Credit-No Credit basis, but can earn an NCR in the English composition courses until the learning objectives for the course are met.

CR Credit. No quality points, but credits are earned.

NCR No-Credit. No quality points or academic penalty. The NCR grade is a non-penalty grade assigned to specific college courses and does not affect the GPA. If the student earns an NCR, the student is required to repeat the course in order to receive credit.

Withdrawal and Non-attendance

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

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

WF Withdrawal while failing. Indicates withdrawal while failing from a course after the ninth week of a full-semester course or after the fifth week of a half-semester course. The grade carries no quality points or credits.

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

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

Progress

SP Satisfactory Progress on Senior Project. No quality points.

UP Unsatisfactory Progress on Senior Project. No quality points.

NG No grade. Used at mid-term only.

LAB No grade. Used for courses where the credits and quality points are assigned to the parent course.

Audit

AUD Audit. To audit a course, the student must mark the course "Audit" when registering for the course. It is recommended that the student have prior permission from the course instructor. Part-time students must pay a course fee. Full-time students must pay a fee if the usual credit hour value of the audited course, added to their registered for-credit course load, would total more than 18 hours. Audited courses are entered on the transcript but are not computed in the student's academic standing (no credit or grade). A course registered for credit may be changed to audit, or a course registered as audit may be changed to credit registration, only during the period designated for course addition. Related tuition and fee adjustments will be made for such changes.

Independent Study

Each department offers independent study for those students who have demonstrated the ability to work individually in some area of special interest not included in the college catalog. The student selects an area of study, subject to the approval of the faculty advisor for the study, the student's

academic advisor, and the chair of the department in which the course is to be offered. Upon approval, the student then submits an Application for Independent Study to the Office of the Registrar before the start of the semester. First-year students may not register for independent study courses. These are numbered 487-489 generally. Please attach a syllabus with scheduled meeting and assignments. Please note that a course fee may be required.

Directed Study

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

Probation and Dismissal

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

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

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

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

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

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

Students on Academic Probation, including all students who have been Dismissed and successfully appealed that Dismissal (whether by ASC or by the Provost), may not participate in NCAA athletics (official participation, practices, or games), may not hold positions of leadership in student government,

Greek life, or student organizations, may not participate in study abroad programs, and may not represent Bethany College in any official capacity until such time as that student demonstrates Satisfactory Academic Progress for at least one complete semester.

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

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

Special Examinations

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

Student Conduct Policy for Academic Spaces

The Bethany College classroom is an academic environment. Students and faculty alike are responsible for creating a safe, respectful, and professional atmosphere where everyone can learn. Behaviors considered in violation of such principles are specifically defined in the Student Handbook and include the following categories: disruption of the learning environment, disrespectful or threatening behavior, academic misconduct beyond academic integrity, and failure to adhere to course policies. Students violating these policies are subject to the following consequences: verbal warning and documentation for a first and/or minor offense; written warning and/or removal from the class session for a second or more serious violation; and removal from the course by the Vice President for Academic Affairs or possible suspension from the school by the Dean of Students for continued or severe misconduct. Incidents involving student misconduct will be documented by faculty, and any student involved in a serious disruption will not be permitted to return to class until the incident has been formally reviewed and addressed.

Student Conduct Policy for Academic Spaces includes definitions of violations, penalties for violations, procedures for bringing charges, determination of responsibility, and an appeal process.

The following behaviors are considered violations of the Student Conduct Policy in academic spaces:

Disruption of the Learning Environment

- Persistent talking during instruction
- Interrupting the instructor or other students
- Unauthorized use of electronic devices
- Entering or exiting the room repeatedly without cause
- Persistent open microphone during online instruction without cause

Disrespectful or Threatening Behavior

- Use of abusive, derogatory, or discriminatory language
- Intimidation, harassment, or threats toward faculty or peers

- Refusal to comply with reasonable faculty instructions

Academic Misconduct Beyond Academic Integrity

- Tampering with classroom equipment or materials
- Unauthorized recording of class sessions
- Sabotaging group projects or learning experiences

Failure to Adhere to Course Policies

- Repeated refusal to follow published classroom expectations
- Violating posted safety protocols (e.g., in labs)

Penalties will be proportional to the severity and frequency of the violation:

- First Offense (Minor): Verbal warning and documentation
- Second Offense or Serious Violation: Written warning and potential removal from the class session
- Continued or Egregious Misconduct: Removal from course by Vice President for Academic Affairs or possible suspension by Dean of Students (see Policy Manual XII, Section 7.1 Student Code of Conduct).

Faculty must document each incident and inform the student of the observed violation.

Students involved in a serious disruption of the learning environment will not be permitted to return to class until the incident has been formally reviewed and addressed.

Transcript of Records

Students wishing to receive transcripts of records in order to support applications for graduate or professionals school, to transfer to other schools, or for other purposes should make application to the Office of the Registrar at least one week before the transcript is needed. Transcripts are issued only at the written and signed request of the student, and official transcripts are sent directly to the recipient specified by the student. Transcript Request Forms are available in the Office of the Registrar. A fee of \$27.50 will be charged for each transcript provided. Fees must accompany the request. All financial obligations to the College must be paid before an official transcript is issued.

Withdrawal

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

Unofficial Withdrawals and Grading

Purpose & Scope:

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

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

Definition(s):

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

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

Policy

A student is considered an unofficial withdrawal if:

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

A student is NOT considered an unofficial withdrawal if:

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

Procedure

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

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

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

At the midpoint of each term, the College Registrar will run a report of students that are assigned "F" and "NF" grades to be reviewed by the College Retention Committee that will determine the best

outreach. If at the midpoint, the student has all “F” grades or a combination of all “F” and “NF” grades, the student will be required to meet with their academic advisor to complete an Academic Plan to be submitted to the Academic Standards Committee for review and approval. If at the midpoint, the student has all “WF” grades, the Registrar’s Office will work with the Financial Aid Office to determine the last date of attendance and process as an Unofficial Withdrawal.

Recognition Awards

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

Achievement Recognition

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

Graduation Honors

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

Departmental Fellowships

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

President’s List

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

Dean’s List

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

Honor Societies

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

All-College

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

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

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

Omicron Delta Kappa, the National Leadership Honor Society, recognizes and encourages superior leadership and exemplary character. ODK encourages collaboration among members across the five pillars of leadership celebrated by ODK: academics and research, athletics, service to campus and community, communications, and creative and performing arts. Founded in 1914 at Washington and Lee University, ODK honors and develops leaders through scholarships, workshops, career development, leadership resources, and a lifelong connection to other members. The Society also champions its leadership values of collaboration, inclusivity, integrity, scholarship, and service.

Biology

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

Business

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

Chemistry

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

Communications and Media Arts

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

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

Computer Science

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

Criminal Justice

Alpha Phi Sigma recognizes academic excellence of undergraduate and graduate students of Criminal Justice, as well as Juris Doctor students. It is the only Criminal Justice honor society and has chapters in the U.S., Canada, and around the world. Becoming a member while in college means that the students are members for life.

Economics

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

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

Education

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

History

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

Literature

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

Mathematics

West Virginia Alpha Chapter of Kappa Mu Epsilon, a national honor society in mathematics, was established in 1975 to recognize outstanding achievements in mathematics. Its membership is limited

to those students who have completed at least three semesters at Bethany, rank in the upper 35 percent of their class, have completed at least three mathematics courses, including one semester of calculus, and have a grade-point average of 3.0 or better in all mathematics courses.

Music

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

Physical Education

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

Physics

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

Political Science

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

Pre-Professional Studies

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

Psychology

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

Religious Studies

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

Social Science

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

Social Work

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

Theatre

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

Visual Art

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

World Languages and Cultures

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

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

Awards

All-College

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

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

The John R. Taylor Memorial Award in Liberal Arts is presented annually to a student who demonstrates: exceptional scholastic achievement; service to the College in terms of cross-disciplinary extracurricular activity; and a deep understanding of, and abiding commitment to, the core liberal arts values expressed in the Mission documents of Bethany College. That is, in the words of its founder,

Alexander Campbell, "to liberate the individual from ignorance, superstition, vulgar prejudice, and the tyranny of others." Preference is given to students who have benefited from immersion in an international experience.

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

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

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

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

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

Research Awards

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

Social Groups

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

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

Travel Awards

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

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

Biology

Beta Beta Beta - B. R. Weimer Award, established in honor of the late Dr. Weimer, Professor of Biology and Dean of the Faculty, is given each year to the senior in Biology who has attained the highest academic rank in this major.

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

Business

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

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

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

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

Chemistry

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

The *Ida Darsie Woman in Science Award* was established by the Bethany College Chapter of the American Chemical Society to honor Bethany's first female graduate in Chemistry. Ida Darsie was a trailblazer, and her legacy lives on with every female science graduate today. The Ida Darsie Woman in Science Award recognizes a female science student who has shown continued dedication to the study of science while at Bethany. Their dedication in and out of the classroom signifies a deeply rooted passion for furthering their knowledge of science and improving the world around them. They are a student who exemplifies what it means to be a Bethanian: intelligent, dedicated, multi-faceted, and compassionate.

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

Communications and Media Arts

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

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

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

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

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

Computer Science

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

Economics

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

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

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

Education

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

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

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

English

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

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

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

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

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

Equine Studies

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

History

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

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

Interdisciplinary Studies

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

Japanese Cultures

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

Leadership

The *R. Darryl Ponton Student Leadership Award* is given to students who planned, developed, and implemented Bethany College's first peer mentor program. These students identified a need within the college community, took the initiative to work with faculty, administration, and alumni to devise a program to meet the need, thus exemplifying the very definition of leadership.

Mathematics

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

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

Philosophy

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

Physical Education

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

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

Physics

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

Political Science

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

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

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

Pre-Medical Studies

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

Psychology

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

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

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

Religious Studies

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

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

Social Work

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

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

Visual and Performing Arts

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

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

Charles H. Manion Award is presented to the outstanding senior in Visual Arts who has an emphasis in one of that program's areas. The award memorializes Mr. Manion, long-time trustee of Bethany College, who was associated with the steel industry in the Ohio Valley and who enjoyed painting. The award is provided by his daughter, Mrs. Leonard Yurko of Weirton, West Virginia.

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, Pennsylvania, was a long-time supporter of the Bethany College Theatre program until his death in 1979.

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

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

World Languages and Cultures

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

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

Theodore R. Kimpton Prize is awarded to an outstanding French student. This prize, which is restricted to those students whose native language is other than French, was established by the late Professor Kimpton, Assistant Professor of Foreign Languages at Bethany prior to his retirement from full-time teaching in 1975.

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

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

Student Life

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

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

Athletics and Recreation

Bethany College is a member of Division III of the National Collegiate Athletic Association and the Eastern College Athletic Conference. Varsity women's and men's teams participate in the Presidents' Athletic Conference. Members of the Conference, in addition to Bethany, are Chatham,

Franciscan, Geneva, Grove City, Saint Vincent, Thiel, Washington & Jefferson, Waynesburg, and Westminster. Carnegie Mellon and Case Western Reserve are associate members of the PAC in football. The Bethany Men's Lacrosse program competes in the Ohio River Lacrosse Conference. Men's teams compete in baseball, basketball, cross country, football, golf, lacrosse, soccer, swimming, tennis, and indoor and outdoor track. Women's teams compete in basketball, golf, lacrosse, soccer, softball, tennis, volleyball, cross country, swimming, and indoor and outdoor track.

Equestrian is offered as a co-educational club sport.

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

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

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

Career & Professional Development

The Office of Career & Professional Development assists students and alumni in developing, evaluating, initiating, and implementing their career path. Individual career counseling is provided and workshops are offered on such topics as developing resumes, writing cover letters, and preparing for interviews.

The office also maintains the website www.BethanyCareerCenter.com, which helps students explore career options, and prepare and search for internships and jobs.

The office coordinates various career-related events, career fairs, and manages the Professional Image Center which provides students with professional clothing and portraits.

Students are encouraged to contact Amy VanHorn (avanhorn@bethanywv.edu), Director of the Office of Career and Professional Development, with questions.

Counseling Services

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

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

Counseling is kept confidential, and confidentiality will be broken only, as required by law, to prevent harm to the student or others and in cases of ongoing child abuse. Close coordination is maintained between the College Counselor and the college Health Services personnel, as well as with the McCann Learning Center, to ensure optimum support to Bethany students.

Outdoor Opportunities

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

Religious Life

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

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

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

Residence Life

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

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

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

Social Life

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

Student clubs and organizations are registered with and funded by the Student Government Association (SGA). Club officers are responsible for budget planning and management. Clubs are

available for students with varying interests. Black Student Union, Equestrian Club, Outdoor Club, Foreign Language clubs, major and departmental clubs are examples of the more than 40 active clubs. Students are encouraged to form new clubs when there is sufficient interest.

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

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

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

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

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

Student Government

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

Student Health Services

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

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

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

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

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

Student Safety

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

Student Regulations

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

- The College expects and enforces lawful behavior in all matters. Particular emphasis is placed upon respect for the rights of others and upon other principles of good citizenship.
- Bethany College is a residential college and, as such, all students are required to live in College owned housing or for members of Beta Theta Pi in their privately owned fraternity house. Residential students are expected to be on a board plan. Exceptions may be made if one or more of the following conditions apply:
 - The student commutes from the address of parents or legal guardians .
 - The student is a tenth semester senior .
 - The student is participating in student teaching or academic internship (only during the applicable semester).
 - The student is 25 years of age or older .
 - The student is married or has a dependent child or children .
 - The student has a serious medical condition necessitating alternative dining conditions (validated by the Director of Health Services).
 - The student is registered on a part time basis (under 12 credit hours).
- All students (except commuters) are required to board in the College dining facilities unless excused by the Department of Student Life. No refunds are granted for missed meals.
- Students are permitted to bring automobiles to campus, provided they submit the appropriate registration documents and fees to the Bethany College Security Office and follow all parking regulations.
- Violations of Bethany College policies and the expectations of conduct stated in the Code of Student Conduct are handled by the Dean of Students in accordance with the Due Process procedures outlined in the Code of Student Conduct. The Code of Student Conduct may be found in the *Bethany College Policy Manual, Vol. VII, Student Life Policies*.
- A Special Withdrawal Policy exists to allow Bethany College to take action if a student experiences serious physical or emotional problems that may be potentially dangerous and/or life-threatening. In order to protect the student and the Bethany community, the College reserves the right to take appropriate action under such circumstances.

College Facilities

Buildings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Graduate Program

*Bethany College also participates in Dual Degree Masters Programs with Carnegie Mellon University and Duquesne University, for additional information see the section on the Dual Degree Programs in this **Catalogue**.*

Graduate Program Goals

The School of Graduate Studies at Bethany College prepares students to become compassionate, ethical leaders equipped to navigate a rapidly evolving technological and global landscape. Our innovative graduate programs emphasize rigorous, in-depth study and practical application, guided by dedicated faculty committed to fostering intellectual growth and professional excellence. We challenge students to develop advanced mastery of skills and knowledge, encouraging imaginative, adaptive, and transformative leadership in their chosen fields.

Bethany's graduate programs are grounded in a pursuit of excellence within an open and inclusive academic environment. We value individual learning, diversity of perspectives, ethical commitment, and compassionate engagement. Students are encouraged to think critically and creatively, applying theory to practice in a dynamic atmosphere that integrates study, work, and service.

Our academic community thrives on close collaboration between students and faculty. We uphold intellectual rigor and freedom, respect diverse ways of thinking and living, support personal growth within a nurturing community, and promote responsible participation in public and professional life. Our programs are designed to:

- Engage the mind by fostering disciplined thinking, inspiring a passion for knowledge, and equipping students with lifelong intellectual resources.
- Embolden the spirit through intellectual challenges, collaboration, artistic expression, personal development, and meaningful work.
- Enlarge the world by embracing the richness of human diversity, encouraging engagement with different cultures and societies, and cultivating a commitment to service.

Our faculty are dedicated to excellence in teaching, research, and service to communities and professions. Flexible course schedules and formats enhance accessibility, with all graduate programs offered online to accommodate diverse student needs.

Graduate Program Goals

The School of Graduate Studies embraces its responsibility to educate effective, honorable, and humane citizens who promote a world of worth and value. We strive to integrate critical reason with faith, personal accomplishment with ethical responsibility, and individual development with service to others.

Our goals include:

- Providing students with advanced knowledge, skills, and experiences necessary to excel in their fields.
- Cultivating leaders who demonstrate integrity, responsibility, and ethical decision-making in professional and personal contexts.
- Creating an inclusive academic environment that values diverse perspectives, experiences, and backgrounds.
- Fostering critical thinking and creativity within the liberal arts tradition.
- Equipping students with the adaptability and tools needed to meet the evolving demands of their professions and the global community.

Application for Graduate Program

Graduate School Admissions

Admission to the Bethany College School of Graduate Studies requires the submission of the following:

- A completed application form
- Official transcripts from all previously attended institutions
- A current résumé
- Payment of the application fee

Once all materials are received, a member of the enrollment team or the Program Director will evaluate the application to determine whether the applicant meets the admission criteria.

Minimum Admission Requirements

- A minimum cumulative GPA of 2.50 is required for admission to all graduate programs.
- Some programs require completion of specific prerequisite courses. These requirements are listed in the academic catalog. Proof of completion must be submitted with the application. The Program Director will assess whether previous coursework fulfills prerequisite requirements.

International Students

In addition to the standard application requirements, international applicants whose native language is not English must demonstrate English language proficiency. This may be fulfilled in one of the following ways:

- A TOEFL score of 90 or higher (computer-based), preferably taken within the past three years
- An IELTS score of 7.0 or higher
- Completion of the highest-level coursework from an accredited Intensive English Language Center with a passing grade

Upon acceptance, international students will receive a Form I-20, which is required to obtain a student visa from a U.S. embassy or consulate. The I-20 will indicate that the coursework is offered 100% online.

Application Review and Decision Process

Applicants who meet all admission criteria are admitted by the enrollment team. Applicants who do not meet all admission criteria are referred to the Chair of the Graduate Council for further evaluation. The Council may request additional information from the applicant before making a final admission decision.

Notification of Admission

Accepted students will receive an official acceptance letter that includes:

- The program start date
- The tuition due date

Application Fee

An application fee is required for all applicants to the School of Graduate Studies and must be submitted with the admission application. The fee is waived for current Bethany College undergraduate students.

Readmission

Students who do not enroll in courses for two consecutive terms must reapply for admission to resume their studies.

Types of Admission

Applicants admitted to graduate programs at Bethany College may fall into one of the following categories:

Regular Admission

Applicants are granted regular admission when they meet all admission requirements as outlined in the Graduate School Manual for their specific graduate program.

Conditional Admission

Applicants with a marginal undergraduate record who do not meet the minimum GPA requirement may be granted conditional admission.

- Conditionally admitted students may enroll in up to 12 graduate credits over two consecutive terms.
- Upon successful completion of these credits, students will either be moved to regular admission status or dismissed from the program.

Note: Due to federal regulations, international students are not eligible for conditional admission.

Provisional Admission

Applicants may be granted provisional admission if they:

- Have not yet completed an undergraduate degree
- Are missing prerequisite course(s) (when applicable)
- Have not submitted an official transcript at the time of application

Provisionally admitted students may register for courses but may not begin attending classes until all required documentation is received. This status allows students to reserve a seat in their courses while finalizing their application materials.

Credit-Bearing Graduate Certificates

Bethany Online offers credit-bearing graduate certificates through the graduate programs. These credit-bearing graduate certificates are taught by credentialed faculty and are approved by the Graduate Council.

Admission to Credit-Bearing Certificate Programs

Individuals interested in completing a credit-bearing graduate course must apply for admission through the Office of Enrollment. Applicants to certificate programs must have completed an undergraduate degree prior to enrollment, submit official transcripts, and pay the required application fee. Students wishing to transition from a certificate program to a graduate degree program must apply through the Office of Enrollment (Bethany Online). Courses completed as part of a certificate program may be applied toward a graduate program if completed within the past ten years.

Certificate Program Course Fees

Fees for courses in the certificate program courses are charged at the standard graduate course rate.

Certificate Completion Requirements and Documentation

Students must earn a grade of "B" or higher in each course included in the certificate program to qualify for a certificate of completion. Up to six transfer credits may be applied toward the certificate completion, provided the program evaluation confirms that the transferred course is a comparable graduate-level credit-bearing course.

Upon completion of the program, students will receive both a virtual and a hard copy of the certificate from the Office of the Registrar. The Registrar will also maintain enrollment and course completion records, allowing students to request official verification of completion via a transcript if needed.

Graduate Program Expenses, Aid

Charges and fees stated on the following pages apply only to 2026-2027 academic year.

Schedule of Charges 2026-2027

Description of Charge or Fee		
Fees included in Tuition line on bill:	Pre Year	Per Semester
Tuition	\$ 475 / Credit Hour	\$ 475/ Credit Hour
Technology	\$746	\$746
Student Activity Fee	N/A	N/A
Administrative Fee	\$304	\$152
Course Fee (see Catalogue for listing)	Course-Dependent	
Residential Life:		
Campus Housing	\$ 7,080 - \$8,816	\$3,540 - \$4,408
Meal Plans:		
Board	\$ 7,624	\$ 3,812

Most Common Miscellaneous Fees & Fines (Not all-inclusive, please see online Catalogue and Policy Manual for complete fee listings.)	
Commuter Parking	\$ 150 annually
Transcripts	\$ 25 per transcript
Early Arrival (non-required)	\$ 50 per day
Returned Check Fee	\$ 50 per occurrence

Most Common Miscellaneous Fees & Fines (Not all-inclusive, please see online Catalogue and Policy Manual for complete fee listings.)	
Parking and Library Fines	Varies by infraction (see Policy Manual Vol. VII Student Life Policies)
Payment Plan Application Fee	\$ 35 per plan
Late Registration Fee (semester terms)	\$ 250 see academic calendar for details

Students are expected to register at the times and places announced. Registration is not considered complete until all charges have been paid or arrangements for payments have been made.

Billing/Payment Dates

Term	Billing Date	Due Date	Notes
Fall Semester 2026	July 2026	30 days after billing	\$500 Late Payment Fee. <i>Registration is not complete until payment or payment arrangements have been made.</i>
Spring Semester 2027	Dec 2026	30 days after billing	

Refund and Other Financial-Related Policies

Refund Policies

- Withdrawal or cancellation **must** be in writing to Student Life. A withdrawal form with all necessary signatures must be obtained.
- Tuition, Room and Board (less special course fees) will be refunded: 100% if officially withdrawn or cancelled prior to the first day of classes; 90% in the first week of the term; and no refund thereafter. For terms less than the standard 15 weeks but at least 6 weeks, these refund periods will be adjusted proportionally. For terms less than 6 weeks, no refunds are applicable after the first day of class.
- **Discipline** – In case of dismissal for breach of college disciplinary rules, no refund will be given.
- **Appeals** – Appeals to the refund policy due to unusual circumstances should be in writing to the Vice President for Finance, and must include documentation and proof of the unusual circumstances.
- **Graduate Assistants** – Graduate assistant interns are responsible for all fees, fines and other applicable charges outside of the tuition charge. Qualified Graduate Assistants will receive a Staff Tuition Benefit that covers tuition costs only.

Other Financial-Related Policies

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

Graduate School Status

A graduate student's enrollment status—full-time or part-time—is based on the number of graduate credits in which the student is enrolled during a given term. **Full-Time Status**

To be classified as a full-time graduate student, a student must be enrolled in a minimum of six graduate credits per term. There are two eight-week terms in each semester. Full-time students are expected to enroll in six credits in each of the two fall terms, six in each of the two spring terms, and six credits in the summer term.

Part-Time Status

A graduate student enrolled in fewer than six graduate credits in a given term is considered a part-time student.

Graduate Assistant Full-Time Enrollment Policy

Graduate students holding an assistantship are considered full-time for the purpose of employment and institutional reporting if they are enrolled in a minimum of three (3) graduate credit hours per 8-week term.

This policy applies regardless of the College's general definition of full-time academic status. Graduate assistants must maintain continuous enrollment in at least three credit hours during each 8-week term in which they hold the assistantship.

Failure to meet this enrollment requirement may result in termination of the assistantship or ineligibility for renewal.

Graduate Transfer Credit Policy

Students may transfer up to six (6) credit hours of prior graduate-level coursework toward a Bethany graduate program, provided the following conditions are met:

1. Course Content and Grade Requirements

- The course must be at the graduate level and substantially equivalent in content to a specific Bethany course.
- A grade of B or higher must have been earned.
- Course equivalency is determined at the discretion of the Program Director.

2. Required Documentation

- Students must submit a full and complete syllabus for each course they wish to transfer.
- A Transfer Request Form, available from the Registrar (registrar@bethanywv.edu), must be submitted along with the required documentation.
- All materials must be submitted with the application for admission. Transfer requests submitted after this deadline will not be considered.

2. Course Age Limit: Courses must have been completed within the last five academic years at the time the Transfer Request Form is filed.

3. Impact on Full-Time Status: Because graduate courses are offered in rotation, approved transfer credits may affect a student's full-time enrollment status and program progression.

4. Transferring Future Coursework from Another Institution

- Students intending to take graduate coursework elsewhere for future transfer to Bethany must obtain written approval in advance from the Program Director.

- The Transfer Request Form must be signed by both the student and the Program Director and submitted before beginning coursework at the other institution.
- Requests submitted after this deadline will not be accepted.

The student is solely responsible for initiating and completing the transfer credit application process.

Graduate Program Advising

Each graduate student is assigned to the Program Director for academic advising upon admission to a program. Students are expected to meet with their advisor regularly each term to ensure they are making satisfactory progress toward program completion.

Students are responsible for understanding the structure of their academic program, tracking their progress, and ensuring all degree requirements are met. While the academic advisor provides guidance and support, the ultimate responsibility for successful program completion and graduation rests with the student.

Course registration is completed through Self-Service using the student's Bethany email address and password.

Students must submit an Application for Graduation at the beginning of the term preceding their final term. This application ensures that all academic and financial aid requirements are reviewed prior to graduation.

Graduate Course Changes and Program Withdrawal

Dropping or Adding Courses

Graduate students may add or drop a course within the first three (3) days of the term.

Withdrawing from a Course

Graduate students may withdraw from a course and receive a grade of "W" within the first 30 days of the term.

Program Withdrawal

Graduate students who wish to withdraw from their program must submit written notification to the Registrar no later than the final day of the term.

Students serving as Graduate Assistants (GAs) should be aware that withdrawal may carry financial and housing consequences. Prior to initiating withdrawal, GAs must consult with the Vice President of Human Resources to review their contractual obligations. Consequences may include, but are not limited to, full responsibility for tuition and housing costs incurred up to the date of withdrawal.

Students who fail to actively participate in a course for ten (10) consecutive days may be subject to administrative withdrawal from the program.

Students withdrawing due to a medical emergency should contact the Registrar's Office to request a medical withdrawal from the program. Supporting documentation may be required.

Graduate Satisfactory Academic Progress

In accordance with U.S. Department of Education regulations, all postsecondary institutions receiving federal Title IV funds are required to establish a Satisfactory Academic Progress (SAP) policy. This policy determines a student's eligibility to continue receiving federal financial aid and applies to all federal Title IV assistance programs, including:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal Work-Study
- Federal TEACH Grant
- Federal Perkins Loan
- Federal Direct Loans

Bethany College's SAP policy applies equally to all students—full-time and part-time—and is as strict as the academic standards applied to students who do not receive federal financial aid. SAP is evaluated at the end of each payment period.

Graduate Program Requirements

To remain in good academic standing and continue in the graduate program, students must maintain a minimum cumulative GPA of 3.00.

Academic Warning

A student whose GPA falls below 3.00 for a single term will be placed on academic warning.

Academic Probation

A student whose GPA remains below 3.00 for two consecutive terms will be placed on academic probation.

Academic Dismissal

A student whose GPA remains below 3.00 for three consecutive terms will be academically dismissed from the program.

Appeals

Students have the right to appeal SAP-related decisions through the Academic Appeal Process. Details on how to appeal will be provided in the dismissal notification.

Graduate Academic Integrity

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

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

- Collusion: an agreement or cooperation between two or more people for a fraudulent or deceitful purpose, or the approval or knowledge of another's fraudulent or deceitful purpose; examples of collusion are sharing answers during an exam, working together on an individual assignment, etc.
- Plagiarism: taking another's work and presenting it as one's own without citing or failing to document appropriate sources;
- Fabrication: unauthorized creation or invention of any data, information, or citation;
- Falsification: misrepresenting, altering, or lying to gain unfair advantage.
- Artificial Intelligence: using AI to generate all or part of an assignment.

Procedure for Dealing with Violations of Academic Integrity

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

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

Violation of Academic Integrity Form

In cases where a violation of academic integrity has been clearly identified, the instructor and student must fill out the Violation of Academic Integrity Form. This form is to be used for recording violations of academic integrity and the sanctions as specified by the individual instructor's course syllabus. If there is no appeal by the student, no additional action will be taken, unless this specific accusation is proven true and represents the student's second or compounded instance of academic dishonesty. Further penalties may result from the actions of the Graduate Council. Appeals of the Graduate Council decisions must be directed to the Chief Academic Officer or his/her designee.

The student is required to sign this form within **five working days** from the date this form was sent to the student. If the requirement is not met, it will be understood the student admits to the violation as described on the form.

Compounded Violations of Academic Integrity

Forms recording first-time violations of academic integrity are filed in the Chief Academic Officer and result in no further discussion or repercussion so long as the student and instructor follow through with the prescribed penalties and the student accumulates no further violations of academic integrity. In cases where Part B of the Academic Integrity Violation Form is used and the Graduate Council finds reason to clear the student of charges, the student may request to have the form removed from his or her file.

Second-time violations of academic integrity are noted when a second form is filed. Second-time violations result in both instructor-mandated penalties and a mandatory meeting with the Chief Academic Officer. Failures to attend such meetings are referred to the Graduate Council.

Third-time violations of academic integrity are noted when a third form is filed. Third-time violations are referred by the Chief Academic Officer to the Graduate Council and may result in a recommendation of expulsion, suspension, or other appropriate action.

Graduate Grading and Grading Discrepancies

Grading System

Letter grades and their equivalents in quality points are:

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

Grades mean: A = *Excellent*, B = *Good*, C = *Fair*, D = *Poor*, F = *Failure*. Other report abbreviations and their meanings are:

INC *Incomplete*. Poor academic performance is not, in and of itself, a reason for an INC. Incompletes will be granted only in extreme circumstances and will only be granted based on approval from the course instructor. A student who has long-term medical issues that impact course completion may wish to consider a medical withdrawal. An incomplete must be removed by the halfway point of the following term. At which point, an INC will be recorded as an "F" and averaged into the student's grade point average.

W *Withdrawal*. Carries no quality points or credits. A student must withdraw before the last day of classes for the term as listed on the posted academic calendar.

Grade Disputes

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

If a student wishes to appeal a grade that the student believes has been erroneously or unjustly determined, the student must [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:

1. No later than 5 days following the end of the term for which the grade in question was recorded, the student must send to the course instructor a written request for a change in the grade. The student must submit evidence that the grade was erroneously assigned. The written communication must contain specific details about the graded work (such as grades received on exams, projects and papers) and must describe the specifics of the potential grade discrepancy.
2. The course instructor must respond within 3 days of receiving the letter to questions raised by the student and correct any grade found to be erroneous or unjust. The instructor must respond in writing to the student noting whether the grade will remain as previously recorded, or will be changed.

3. Within 3 days of the date of receipt of the notice from the instructor, the student may appeal the decision by notifying the Graduate Council.
4. The Graduate Council will confer with the student, course instructor, and such others as may be helpful. Graduate Council will then consider all materials and conversations to determine whether the criteria designated in the syllabus or announced in the course were used for determining the grades and whether appeal procedures specified were followed. The Graduate Council will render a decision within 5 days and will transmit the decision in writing to the student and to the course instructor.
5. The student may (within 5 days of the decision by the Graduate Council) make a final appeal of a grade to the Chief Academic Officer. The decision of the Chief Academic Officer shall be final.

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

Graduate Class Attendance and Administrative Withdrawal

Class Attendance Policy

The faculty and administration at Bethany College believe that class attendance is an important part of each student's educational experience. Attendance policies may be established by each academic department of the college. The attendance policy will be included in the syllabus of each course and will be provided to students in the Learning Management System. It is the student's responsibility to be aware of the attendance policy for each course. What constitutes attendance, including excused or unexcused absences, for online asynchronous courses will be specified in the syllabus. The policy for completing make-up work due to excused absences is found in each course's syllabus.

Administrative Withdrawal Due to Attendance

Failure to engage in a course for 2 or more weeks will be reviewed by the Graduate Council and may be used to Administratively Withdraw a student from the program. In the event an Administrative Withdrawal occurs, a grade of AW will be recorded.

Graduate Academic Appeal Process

The Graduate Council considers and acts upon requests for deviations from program requirements, as well as student appeals for exemptions from established academic policies.

Academic Warning/Probation/Dismissal

Students who have been dismissed for academic reasons or who have withdrawn from the College while on probation must be readmitted by formally appealing to this committee. Necessary forms and specific guidelines are available from the Registrar.

1. If a student's overall grade point average for a term is below 3.0, the student will be placed on academic warning.
2. If a student's overall grade point average is below 3.0 for two consecutive terms, the student is considered to have an unsatisfactory scholastic record for that term and will be academically dismissed.

Readmission to Bethany College after not attending one or more terms.

- A. A. In good standing at the time of leaving: the student is readmitted. Readmission will be limited to within the same academic year. The Graduate Council can readmit the student if up to six credits completed elsewhere has been completed with grades of "C-" or better.
- B. On probation at the time of leaving: student must apply for readmission to Bethany College. The Graduate Council may readmit or deny readmission.
- C. Dismissed from Bethany College: student must apply for readmission to Bethany College. The Graduate Council may readmit or deny readmission.

Requests for deviation from degree requirements

The Graduate Council also considers requests for deviation from degree requirements. Such requests should include a rationale and must have the support of the academic program director.

Student Appeals of Graduate Council actions

- A. If a student who has been dismissed believes that unusual or extenuating circumstances surround the student's academic failure, the student may appeal the dismissal to the Chief Academic Officer.
- B. Procedures for appealing and academic dismissal.
 - The student must notify the Chief Academic Officer by the specified date of the student's intention to appeal due to unusual and extenuating circumstances.
 - The student should consult with the academic advisor, who will be asked to provide an analysis of the situation.
 - The student must submit a letter of appeal to the Chief Academic Officer, to be received no later than the specified date. The degree of the student's insight into the student's academic difficulty and the extent to which the student provides evidence of future academic promise will be evaluated. The following list may suggest items to address in an appeal:
 - Academic record (including courses taken, patterns of achievement, etc.)
 - Attendance records.
 - Coursework attempted (at Bethany College or elsewhere) after dismissal or probation.
 - Incompletes removed or progress reports on incompletes.
 - Advisor's recommendation.
- C. The student must appeal in writing to the Chief Academic Officer, who will render a final decision on the matter.

Graduate Degree Completion

Graduate Degree Completion

As prescribed by the Charter and Bylaws of the institution, granting a degree from Bethany College is a three step process involving the Registrar, the Faculty, and the Board of Trustees. The Registrar conducts a graduation audit on the date final grades are due at three points in the academic calendar: 1) at the end of Fall Term; 2) at the end of Spring Term; and 3) at the end of Summer Term. Only the names of those students who have completed all the requirements for the degree by one of the dates noted above will be submitted to the Graduate Council, at which time the Graduate Council nominates the members of the list for a degree. The President then presents the list to the Board of Trustees which then confers the degree.

Commencement exercises are held once each year, in May, at which time all degree recipients for that academic year receive diplomas. Students must resolve financial obligations to the College prior to their nomination for the degree, and transcripts will be withheld until the financial obligation is

satisfied. Students who have not completed all degree requirements by the time final grades are due will not be permitted to participate in graduation activities that include but are not limited to the Baccalaureate and

Commencement ceremonies, including 'walking' with the class at these activities. Graduate student may participate in Commencement ceremonies, including 'walking with the class', who have not yet fulfilled the 30-credits required for a graduate degree and are short by six credits, and who have presented acceptable evidence that they are enrolled in the approved final courses they need in the first summer term immediately subsequent to the term of the graduation ceremonies in question. 'Acceptable evidence' and 'approved final courses' will be determined by the Registrar.

Master of Arts in Sport Management

Degree Type

Major

Mission

The Master of Arts in Sport Management at Bethany College is committed to developing ethical, innovative, and strategic leaders in the sport industry. Through a comprehensive curriculum that integrates theory with practical application, students will gain expertise in leadership, marketing, finance, governance, and emerging technologies within the dynamic field of sport management. Our program emphasizes critical thinking, ethical decision-making, and collaborative problem-solving, preparing graduates to navigate complex challenges and drive positive change in diverse sport organizations. By fostering a culture of inclusivity, professionalism, and lifelong learning, we equip students with the skills and knowledge to excel in leadership roles across professional, collegiate, and recreational sports, shaping the future of the global sport industry.

Learning Outcomes

The following learning outcomes outline the key objectives that guide students toward mastering the competencies required for successful careers in sport management:

1. **Application of Sport Management Knowledge:** Students will demonstrate their ability to apply foundational sport management principles and concepts, such as strategic planning, budgeting, marketing, and communication, to real-world sport organizations, ensuring they are prepared for leadership roles in the industry.
2. **Critical Thinking and Professional Development:** Students will develop critical thinking skills by reflecting on and analyzing contemporary issues in sport management, such as ethical challenges, legal concerns, and emerging technologies, to continuously enhance their professional knowledge and effectiveness.
3. **Leadership and Decision-Making in Sport Organizations:** Students will evaluate and implement effective leadership strategies within sport organizations, drawing from best practices in governance, facility management, and interscholastic athletic administration, while fostering an inclusive and accountable environment.
4. **Ethical and Technological Competence:** Students will integrate ethical decision-making frameworks and emerging technologies (such as big data, AI, and digital fan engagement) into their sport management practices, ensuring they can navigate complex industry challenges while upholding professional standards.
5. **Communication and Collaborative Skills:** Students will refine their written and oral communication skills, demonstrating the ability to engage stakeholders, foster collaboration, and advocate for diversity and inclusion, ultimately preparing them for successful careers in sport management.

Item #	Title	Credits
SPMT 601	Sport Management Processes	3
SPMT 602	Communication and Fundraising in Sport	3
SPMT 603	Sport Finance: Budgeting and Planning	3
SPMT 604	Leadership in Interscholastic Athletic Administration	3
SPMT 605	Sport Marketing	3
SPMT 606	Legal and Ethical Issues of Sport Management	3
SPMT 607	Facility Management and Planning	3
SPMT 608	Sport Governance	3
SPMT 609	Applied Sport Psychology	3
SPMT 610	21st Century Issues in Sport	3
		30

Master of Business Administration (MBA)

Degree Type

Major

The MBA Program at Bethany College provides a focused accelerated program, designed primarily for students to complete the program in 1 year. Bethany College students have a unique opportunity to pursue a graduate degree in business through the MBA program after completing an undergraduate degree from an accredited institution. The MBA program provides students with an educational opportunity to gain a competitive advantage as they pursue their careers in business. Bethany College's accelerated online MBA provides experiential learning, using various methods, in small class sizes with personalized attention. This accelerated MBA program is designed with an emphasis on ethical decision making throughout the program in order for graduate students to become thoughtful, compassionate, and ethical business leaders.

The program provides an opportunity to complete the graduate program in one academic year, although students can take courses at their own pace. The program is designed for all prospective students. It is highly recommended that incoming students have either an undergraduate degree in Business or have completed introductory courses in accounting, management, marketing, and finance. The program welcomes applicants with a bachelor's or graduate degree from an accredited institution. This is an accelerated program requiring the completion of 30 credits. The program is offered over a trimester academic year: summer, fall, and spring semesters. Additionally, accounting majors will have the opportunity to fulfill the 150-credit hour requirement by completing this program (a credit hour requirement for the CPA certification process).

Mission

The Department of Business at Bethany College prepares ethical and innovative leaders in accounting, finance, marketing, management, international business, and business administration at both the undergraduate and graduate levels through a rigorous education grounded in the liberal arts. Aligned with the College's mission, the department fosters critical thinking, effective communication, and professional adaptability in an environment that integrates study, work, and service, equipping students to excel in their careers and contribute meaningfully to their communities.

Learning Outcomes

1. Students will possess knowledge in the foundational areas of business and will synthesize, analyze, and integrate the knowledge in developing and implementing innovative and creative solutions to business problems.
2. Students will demonstrate professional and effective written and verbal communication skills.
3. Students will analyze the ethical implications of business decisions and recognize ethical dilemmas.

- Students will understand cultural diversity in business decisions and will assess the impact of globalization on business entities.
- Students will identify core issues, evaluate alternatives for complex business decisions and use analytical tools for multi-disciplinary solutions to organizational challenges as effective and collaborative leaders.

Requirements for Degree

Student must complete the following MBA courses.

Item #	Title	Credits
ACCT 600	Accounting for Managerial Decisions	3
BUSI 601	Corporate Financial Management	3
BUSI 602	Global Marketing Management	3
BUSI 603	Human Resource Management	3
BUSI 604	Management of Business Projects	3
BUSI 605	Management of Operations & Supply Chains	3
BUSI 606	Management of Business Information Systems	3
BUSI 607	Legal Environment of Business & Ethical Issues	3
BUSI 608	Business Policy, Ethical Leadership, and Strategic Management	3
BUSI 609	Comparative Economic Systems	3
		30

Master of Education in Teaching and Learning (M.Ed.)

Degree Type

Major

Mission

The Master of Education program equips professionals with the knowledge and skills to navigate the complexities of higher education. Emphasizing ethical leadership and critical analysis, the program fosters the ability to address personnel challenges, conduct meaningful research, and uphold professional standards. Graduates are prepared to manage regulatory and accreditation processes, ensure institutional compliance, and utilize data-driven strategies to enhance organizational effectiveness. Through this comprehensive approach, the program cultivates leaders committed to fostering innovation, equity, and excellence in education

Learning Outcomes

- Graduates will demonstrate advanced expertise in addressing and managing complex personnel issues within higher education, employing leadership strategies that foster collaboration, diversity, and organizational effectiveness.
- Graduates will design and execute rigorous, ethically sound research projects that contribute to the scholarly discourse and inform policy and practice in higher education.
- Graduates will critically analyze and integrate ethical, legal, and professional standards into decision-making processes, promoting integrity and accountability in higher education leadership.
- Graduates will exhibit a comprehensive understanding of regulatory frameworks, accreditation processes, and compliance standards, demonstrating the capacity to align institutional operations with external requirements and expectations.
- Graduates will demonstrate mastery in designing assessment systems, collecting and analyzing data, and applying evidence-based insights to drive continuous improvement and strategic decision-making in higher education contexts.

Requirements for Degree

Item #	Title	Credits
EDUC 651	The Science of Teaching and Learning	3
EDUC 652	Program Planning and Assessment	3
EDUC 654	Research and Data Driven Decision Making	3
EDUC 655	Educational Statistics and Research Methods	3
EDUC 656	Educational Psychology	3
EDUC 660	Educational Leadership and Supervision of Higher Education Facilities	3
EDUC 661	Current Issues in American Higher Education	3
EDUC 665	Multicultural Perspectives in Education	3
EDUC 670	Accreditation and Compliance	3
BUSI 603	Human Resource Management	3
		30

Master of Science in AI-Driven Cybersecurity and Autonomous Defense

Degree Type

Major

Master of Science in AI-Driven Cybersecurity

The Master of Science in AI-Driven Cybersecurity and Autonomous Defense (MS-ADCAD) at Bethany College provides an accelerated, focused, and comprehensive program aimed at training highly skilled professionals to operate at the nexus of security, financial management, and computational acumen in the domain of financial technology powered by AI. The MS-ADCAD program provides students with an educational opportunity to gain a competitive advantage as they pursue their careers in this field. Bethany College MS-ADCAD provides the opportunity for experiential learning using the case and project method in small class sizes with personalized attention at a reasonable price. Students will be able to complete the online program in about 12 months.

The program aligns the technology-facilitated financial operations of organizations with the defensive techniques of dynamic cybersecurity practice. It also aims to impart the learners with practical knowledge of business cybersecurity risk analysis, diagnostics, information and transaction integrity, authenticity reinforcement, and active-attack response approaches.

The Master of AI-Driven Cybersecurity and Autonomous Defense degree program encompasses a comprehensive 30-credit curriculum, comprising ten core courses. It is delivered through a fully online format, divided over five eight-week sessions. The students will engage in engaging content and through a series of practical exercises that will demonstrate the concepts in action.

Program Student Learning Outcomes

- **Technical Proficiency:** Graduates will demonstrate a high level of technical expertise in cybersecurity, including proficiency in configuring and managing security technologies, analyzing and responding to security incidents, and securing network infrastructure.
- **Risk Management and Assessment:** Graduates will apply the skills to identify, assess, and prioritize cybersecurity risks, allowing them to develop and implement effective risk mitigation strategies and security measures.
- **Ethical and Legal Awareness:** Graduates will assess the ethical and legal principles that govern AI-Driven cybersecurity practices, enabling them to make responsible and compliant decisions in the field.

- Communication and Collaboration: Graduates will be effective communicators, capable of conveying complex cybersecurity concepts to diverse audiences, and they will demonstrate the ability to collaborate with multidisciplinary teams to address cybersecurity challenges effectively.

Requirements for Degree

All students will be required to earn a C- or higher in each course to complete the program.

Item #	Title	Credits
CYBR 600	Principles of Cybersecurity and Information Security Management	3
CYBR 610	Ethical Hacking and Penetration Testing	3
CYBR 611	Cybersecurity Law and Ethics	3
CYBR 615	Principles of Wireless, Mobile & Cloud Security	3
CYBR 620	Computer, Mobile Forensics and Incident Handling	3
CYBR 621	Algorithmic Cryptology and Data Protection	3
CYBR 625	Blockchain Technology and Digital Finance	3
CYBR 630	Security Incident Analysis and Artificial Intelligence	3
CYBR 640	Secure Information Infrastructure and Risk Mitigation	3
CYBR 690	Research Proposal and Capstone Project	3
		30

The Directory

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Office of the President

Jamie Caridi, *President of the College*

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Division of Academic Affairs

Department of Academic Affairs

Jeffery R. Breeze, *Chief Academic Officer and Vice President of Academic Affairs*

Melanie Sinclair, *Associate Provost of Academic Affairs*

Lisa Reilly, *Associate Provost of Academic Programming and Instructional Technology*

Nicole Schuetzner, *Registrar*

David Delillus, *Director of the Honors Program*

Michael Mihalyo, *Director of Interdisciplinary Studies*

Scott Brothers, *Kalon Scholars Advisor*

Mary Cutlip Center for Library and Information Technology Services

T.W. Phillips Memorial Library

Heather Ricciuti, *The Mary Cutlip Director of the Libraries & Learning Resources*

Division of Finance

Sue Halulko, *Vice President of Business and Finance and Chief Financial Officer*

Jessica Reams, *Controller*

Nancy Kinney, *Senior Accountant*

Christian Funari, *Staff Accountant*

Aidan Reams, *Accountant*

Laura Saxton, *Accounts Payable*

Kim Moore, *Director of Human Resources and Business Insurance Manager*

Christopher Fox, *Director of Student Accounts*

Sarah Moore, *Payroll Processor*

Keith Hardt, *Coordinator of Duplicating Center and Mailroom*

Mary Cutlip Center for Library and Information Technology Services Information Technology

Edward Stough, *Director of Information Technology*

Todd Puskarich, *Assistant Director of Application Support and Report Writer*

Corey Cunningham, *Application Support Specialist*

Physical Plant

Jill Willson, *Chief of Staff*

Melissa Page, *Director of Physical Plant*

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Enrollment, Marketing, and Communications

Lori Weaver, *Vice President for Enrollment, Marketing, and Communications*

Anna Winesdoerffer, *Assistant Vice President of Enrollment Marketing and Strategy*

Emily Luke, *Assistant Vice President of Communications*

Rebecca Forney, *Director of Bethany Online*

Elizabeth Romanek, *Assistant Director of Admissions and Recruitment Events*

Elizabeth Bain, *Enrollment Counselor*

Brooke Garrison, *Enrollment Counselor*

Caylin Angel, *Digital Marketing & Social Media Specialist*

Financial Aid, Student Success, and Operational Excellence

Sara Sherinian, *Vice President of Student Success and Operational Excellence and Chief Financial Aid Officer*

Melissa Dryer, *Director of Financial Aid and Institutional Research*

McCann Student Success Center

Cameron Pitsenberger, *Dean of Student Success and Retention and Director of First Year Studies*

Kaylee Nedrow, *Assistant Dean of Student Success and Writing Center Coordinator*

Brooke Barlow, *First Year Advisor*

Corbin Green, *First Year Advisor*

Sue Jochum, *Learning Specialist*

Institutional Advancement

Jacon Koegler, *Vice President of Advancement*

Brian Shaw, *Director of Advancement Services*

Jennifer Parker, *Associate Vice President of Advancement*

Department of Student Life

Gerald E. Stebbins, *Vice President of Student Life and Dean of Students*

Khali Carpenter, *Associate Dean of Students, Title IX Coordinator/504 Coordinator*

Lisa Bain, *Staff Nurse*

Sara Dent, *Director of Safety and Security*

Noah Salvatore, *Director of International Student Services*

Taylor Overholt, *College Counselor*

Kassidy Woodworth, *Director of Student Life and Greek Life*

Amy VanHorn, *Director of Career & Professional Development*

Department of Intercollegiate Athletics and Recreation Administration

Jen Windmiller, *Director of Athletics*

Pete Dipol, *Assistant Athletic Director for Recruitment and Retention, Director of Wrestling Operations, Head Wrestling Coach*

Harold Pallone, *Director of Compliance, Head Men's Lacrosse Coach*

Molly Nuri, *Senior Woman Administrator, Head Women's Lacrosse Coach*

Heather Taylor, *Faculty Athletic Representative*

Ed Stough, *Athletic Travel Coordinator*

Sports Medicine

Kacey Morrison, *Assistant Athletic Director for Sports Medicine, Head Athletic Trainer*

Zayne Brakeall, *Assistant Athletic Trainer*

Tyler Hiatt, *Assistant Athletic Trainer*

Athletic Communications

Noah Gill, *Director of Athletics Communications*

Colin Herb, *Director of Athletics Media Content, Assistant Wrestling Coach*

Marin Lent, *Assistant Athletic Communications & Media Director*

Baseball

Michael Finlan, *Head Baseball Coach*

Basketball

Jonna Burke, *Head Women's Basketball Coach*

Brandon Thorsen, *Head Men's Basketball Coach*

Cross Country and Track & Field

Danielle Finlan, *Head Track & Field and Cross Country Coach*

Golf

Evan Lewis, *Head Golf Coach*

Equine Operations

Amy McGreal, *Equine Operations Manager*

Football

David Blake, *Head Football Coach*

Chris Kiedaisch, *Offensive Coordinator, Quarterbacks*

Josh Perry, *Defensive Coordinator, Safeties*

Brady Nix, *Special Teams Coordinator, Linebackers*

Women's Flag Football

Anna Taylor, *Interim Head Women's Flag Football Coach*

Lacrosse

Molly Nuri, *Head Women's Lacrosse Coach*

Harold Pallone III, *Head Men's Lacrosse Coach*

Soccer

Olivia Wilkerson, *Head Women's Soccer Coach*

Matthew Wolf, *Head Men's Soccer Coach*

Softball

TBA, *Head Softball Coach*

Swimming and Diving

James Coleman, *Head Swimming and Diving Coach, Offensive Line Coach - Football*

Volleyball

Rily Felton, *Head Women's Volleyball Coach*

Chuck Shoemaker, *Head Men's Volleyball Coach*

Wrestling

Pete Di Pol, *Head Coach*

Colin Herb, *Assistant Wrestling Coach*

Faculty and Instructional Staff 2026-2027

JAMIE CARIDI, *President of the College* (2022).

B.A. Saint Vincent College; M.Ed. Geneva College; Ph.D., University of Nebraska-Lincoln.

JEFFERY R. BREESE, *Vice President of Academic Affairs and Chief Academic Officer*. (2026).

B.A. Youngstown State University; M.A., Ohio University; Ph.D., Akron University.

Professors

HEATHER L. RICCIUTI, *Professor of Learning Resources and The Mary Cutlip Director of Libraries and Learning Resources*. (1997).

B.A., Edinboro University of Pennsylvania; M.L.I.S., University of Pittsburgh.

WILLIAM T. HICKS, *Professor of Biology* (2003).

B.S., Bloomsburg University; M.S., Miami University, Ohio; Ph.D., Oregon State University.

MELANEE W. SINCLAIR, *Professor of Social Work, Chair of the Department of Social Work, and Coordinator of Social Work Field Placements*. (2004).

B. A., West Virginia Wesleyan College; M.S.W., West Virginia University.

BROOKE LEMMONS DEAL, *Thomas W. Phillips Chair of Religious Studies, Professor of Religious Studies, and Chair of the Department of Humanities*. (2005).

B. A., Southwest Missouri State University; M.Th., Ph.D., Brite Divinity School.

ROBERT S. SPANGLER, JR., *Professor of Physics*. (2005).

B.S., Rochester Institute of Technology; M.S., Ph.D., West Virginia University.

ADAM C. FLETCHER, *Professor of Mathematics*. (2006).

B.S., Bethany College; M.S., John Carroll University; Ph.D., West Virginia University.

LISA M. REILLY, *The Goulding-Woolery Professor in Chemistry, Professor of Chemistry, Chair of the Department of Physical and Computational Sciences, and Interim Chair of the Department of Biology*. (2008).

B.S., Mercyhurst College; Ph.D., Oklahoma State University.

SCOTT M. BROTHERS, *Professor of Chemistry*. (2012).

B.S., Wheeling Jesuit University; Ph.D., Texas A&M University.

HOLLY HILLGARDNER, *Professor of Religious Studies in the Perry and Aleee Gresham Chair in the Humanities*. (2012).

B. A., University of Texas at Arlington; M.T.S., Texas Christian University, Brite Divinity School; Ph.D., Drew University.

AARON M. HONSOWETZ, *Professor of Economics*. (2015).

B.A., B.S., Michigan State University; M.A., Ph.D., George Mason University.

ALEX MATHEW, *Professor of Cybersecurity*. (2019).

B.S., VBSP Univ/RIT/IIE (India); MA, VBSP Univ/RIT/KU, (India); Ph.D., Shri Venkateshwara University (India).

THEODORE PAULS, *Professor of Business*. (2021).
B.S., M.B.A., Ed.D. West Virginia University.

ROBERT BROSH, *Professor of Biology*. (2026).
B.S. Bethany College, M.S. Texas A&M University, Ph.D. University of North Carolina - Chapel Hill.

Associate Professors

HEATHER A. TAYLOR, *Associate Professor of English*. (2007).
B. A., Bethany College; M.A., MFA, Wilkes University.

DAVID M. DEIULIIS, *Associate Professor of Communications and Media Arts* (2018).
B.A., M.A., Pennsylvania State University; Ph.D., Duquesne University.

KAYCE MOBLEY, *Associate Professor of Political Science and Chair of the Department of History and Political Science*. (2018).
B. A., The University of the South; Ph.D., University of Georgia..

J. DAVID DIOSI, *Associate Professor of Business*. (2019)
B.S. Miami University, Ohio; M.B.A. Wheeling Jesuit University.

PREM PRASAIN. *Associate Professor of Mathematics*. (2020).
B.A., M.A. Tribhuvan University (Nepal); M.S., Ph.D., Kansas State University.

CHELSEY FLETCHER, *Associate Professor of Sport Studies and Chair of the Department of Sport Studies*. (2020).
B.A. Muskingum College; M.Ed. West Virginia University; Ph.D. Robert Morris University.

KIMBERLY LAWLESS, *Associate Professor of Social Work*. (2020).
B.A. Wittenberg University; M.A., M.S.W., West Virginia University.

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B.S. West Liberty University; M.B.A., M.S., Wheeling University.

JOHN ROMANEK, *Associate Professor of Psychology*. (2024).
B.A. Wheeling University; M.A., Marshall University; Ph.D. Northcentral University.

JOSEPH SHAFFER, *Associate Professor of Exercise Science*. (2026).
B.S., Lock Haven University of Pennsylvania; M.S., West Virginia University; Ph.D. Rocky Mountain University of Health Professions

Assistant Professors

COURTNEY J. HILYER, *Assistant Professor of Physical Education and Head Women's Volleyball Coach*. (2008).
B.A., Cedarville University; M.S., California University of Pennsylvania.

HARWOOD MCCLERKING, *Assistant Professor of Political Science*, (2022).
B.A. Mississippi State University; M.A., Ph.D. University of Michigan.

KATHY BAKER-BROSH, *Assistant Professor of Biology*. (2023).
B.S. Bethany College; Ph.D. University of North Carolina at Chapel Hill

AMANDA CHAPPELL, *Assistant Professor of Psychology*. (2023).
B.S. Longwood University; M.A. Radford University.

HALEY FEDOR, *Assistant Professor of English*. (2023).
B.A. Bethany College; M.A. Marshall University; Ph.D. University of Louisiana at Lafayette

AUTUMN MAYLE, *Assistant Professor of History*. (2023).
B.A. Bethany College; West Virginia University.

PARUL KALIA, *Assistant Professor of Psychology*. (2023)
Ph.D. Punjab Agricultural University (India).

DEREK WARREN, *Assistant Professor of Biology*. (2025)
B.S., M.S., Ph.D. West Virginia University.

CODY THOMPSON, *Assistant Professor of Criminal Justice*. (2025)
B.A. West Liberty University; M.S. Liberty University.

KHADIJIAH PETTUS, *Assistant Professor of Communications*. (2026)
B.A. ; M.S.

Faculty Emeriti

JOHN W. LOZIER, *Professor of History Emeritus*. (1964-2007).
B.A., University of Colorado; M.A., Ph.D., Ohio State University; Massachusetts Institute of Technology.

JOHN D. DAVIS, *Professor of Economics and Business Emeritus*. (1965-2002).
B.A., American International College; M.A., University of Connecticut; West Virginia University; University of Chicago.

W. RANDOLPH COOEY, *John F. and Evelyn Casey Steen Professor in Economics Emeritus*. (1966-2011).
B.A., Bethany College; M.A., West Virginia University; Mississippi State University.

JOHN S. CUNNINGHAM, *Vice President Emeritus*. (1967-2007).
B.A., Slippery Rock State College; M.Ed., Kent State University; Ed.D., West Virginia University.

ROBYN R. COLE, *Professor of English Emeritus*. (1968-2008).
B.A., University of Maryland; M.A., University of Georgia; Ed.D., West Virginia University; Ohio University.

ALBERT R. BUCKELEW, JR., *Professor of Biology Emeritus*. (1969-2011).
B.S., Fairleigh Dickinson University; Ph.D., University of New Hampshire.

LARRY E. GRIMES, *Professor of English in the Perry and Aleece Gresham Chair in Humanities Emeritus*. (1970-2009).
B.A., Bethany College; B.D., Yale University; Ph.D., Emory University.

MILTON R. SMITH, JR., *Goulding-Woolery Professor in Chemistry Emeritus*. (1972-2008).
B.S., Sul Ross State University; Ph.D., Texas A&M University; Iowa State University; Ohio State University; Carnegie Mellon University.

JOHN H. HULL, *Professor of Psychology*. (1976-2022).
B.S., Alma College; M.A., Ph.D., Kent State University.

JOHN J. MCGOWAN, *Professor of Physical Education and Sports Studies Emeritus*. (1980-2020).
B.S., Manhattan College; M.S., Springfield College.

MARY ELLEN KOMOROWSKI, *Matthew Quay Ammon Professor of Mathematics Emeritus*. (1982-2011).
B.A., M.S., Ed.D., West Virginia University; The American University of Beirut

WALLACE B. NEEL, *Professor of Physical Education and Sports Studies*. (1982-2011).
B.S., M.S., Ohio University; Ed.D. West Virginia University.

GARY H. KAPPEL, *Professor of History in the Perry and Aleece Gresham Chair in the Humanities Emeritus and Historian of the College Emeritus.* (1983-2019).
B.A., Bethany College; M.A., Ph.D., West Virginia University.

ROBERT A. PAYSEN, *Goulding-Woolery Professor in Chemistry Emeritus.* (1983-2012).
B.A., College of St. Thomas; Ph.D., University of Tennessee.

KATHERINE SHELEK-FURBEE, *Professor of Social Work Emeritus.* (1984-2020).
B.A., Alderson-Broadbent College; M.S.W., West Virginia University.

JOHN T. BURNS, *Professor of Biology Emeritus.* (1985-2019).
B.A., Wabash College; M.S., Ph.D., Louisiana State University.

JANICE L. FORSTY, *Professor of Physical Education Emeritus.* (1987-2021).
B.S., Slippery Rock State College; M.S., Slippery Rock University.

D. DUANE CUMMINS, *President Emeritus of the College and Professor of American History.* (1988-2002).
B. A., Phillips University; M.A., University of Denver; Ph.D., University of Oklahoma; LL.D., William Woods College; H.H.D., Phillips University; Litt. D., Chapman University.

KENNETH L. MORGAN, *Jennie Steindorf Renner Chair of Fine Arts and Professor of Fine Arts Emeritus* (1989-2020).
B.A., Bethany College; M.A., West Virginia University; Art Institute of Pittsburgh; North Carolina State University.

JOSEPH B. LOVANO, *Professor of World Languages and Cultures Emeritus.* (1997).
B.A., M.A., Ph.D., University of California, Los Angeles.

ELIZABETH M. HULL, *Dr. Robert L. Martin Chair in English Literature and Professor of English Emeritus.* (1999). B. A., Kirkland College; Ph.D., University of Virginia.

PANDEL L. COLLAROS, *Professor of Music Emeritus.* (1999). B.A., M.A., The Ohio State University.

WILFRID W. CSAPLAR, JR., *Professor of Economics Emeritus.* (2002-2021).
B.A., Swarthmore College; Ph.D., Duke University.

VIRGIL G. THOMPSON, *Professor of Accounting Emeritus.* (2006-2020).
B.S., West Liberty State College; J.D., West Virginia University College of Law; C.P.A.

STEVEN A. CARELLI, *Associate Professor of History Emeritus.* (2007-2022).
B.A., West Virginia Institute of Technology; M.A., Ph.D., Southern Illinois University, Carbondale.

Advisors For Majors

Accounting	Tammy Richmond
Biology	Robert Brosh
Business Administration	Tammy Richmond
Chemistry	Lisa Reilly
Communications and Media Arts	David Deluliis
Computer Science	Lisa Reilly
English	Brooke Lemmons Deal
Environmental Science	Robert Brosh
History	Kayce Mobley
Interdisciplinary Studies	Michael Mihalyo
International Relations	Kayce Mobley
Master of Education	Danny Moore

Mathematics	Lisa Reilly
Sport Studies	Chelsey Fletcher
Political Science	Kayce Mobley
Psychology	John Romanack
Psychology and Social Work	John Romanack and Melanee Sinclair
Religious Studies	Brooke Lemmons Deal
Social Work	Melanee Sinclair
Theatre	Michael Mihalyo
Visual Art	Michael Mihalyo

For Career Interests

Advertising	David Deluliis
Dentistry	Robert Brosh
Engineering	Lisa Reilly
Law	Kayce Mobley
Medicine	Robert Brosh
Ministry	Brooke Lemmons Deal
Print	David Deluliis
Public Relations	David Deluliis
Radio and Television	David Deluliis
Veterinary Medicine	Robert Brosh

For Special Services

Counseling	Taylor Overholt
Career Counseling	Amy VanHorn
Fundamental Studies	Cameron Pitsenbarger
International Students	Student Life
Social Security and Veterans' Benefits	Student Accounts
Social and Recreational Activities	Student Life
PASS	Cameron Pitsenbarger
Study Abroad	Academic Affairs
Transfer Students	Registrar's Office
Undergraduate Scholarships	Financial Aid

Committees

Academic Standards: D. Diosi, P. Kalia, H. McClerking, J. Romanek; *Ex Officio:* C. Pitsenbarger, G. Stebbins, N. Schuetzner

Assessment Committee: K. Carpenter, A. Chappell, B. Deal, T. Pauls, M. Sinclair, D. Warren, J. Windmiller; *Ex Officio:* J. Breese, M. Dryer

Budget: A.Honsowetz, H. Ricciuti, D. Warren; *Ex Officio:* J. Breese, S.Halulko

Undergraduate Curriculum: S. Brothers, A.Chappell, H. Hillgardner, K. Lawless, A. Mayle, H. McClerking, L.Reilly; *Ex Officio:* J. Breese, N. Schuetzner, H. Ricciuti

Faculty Development: H.Fedor, H. Hillgardner, C.Hilyer, C. Thompson; *Ex Officio:* Sue Halulko

General Education Committee: A. Fletcher, K. Lawless, K. Mobley, H. Taylor; *Ex Officio:* J. Breese

Bethany Ethical Research and Animal Care Committee: W. Csaplar, Jr., D. Deluliis, W. Hicks, P. Kalia, T. Pauls, P. Prasain, R. Spangler; Academic Affairs -Melanee Sinclair, Community Member - B. Paul, Vet - D. Capozzi

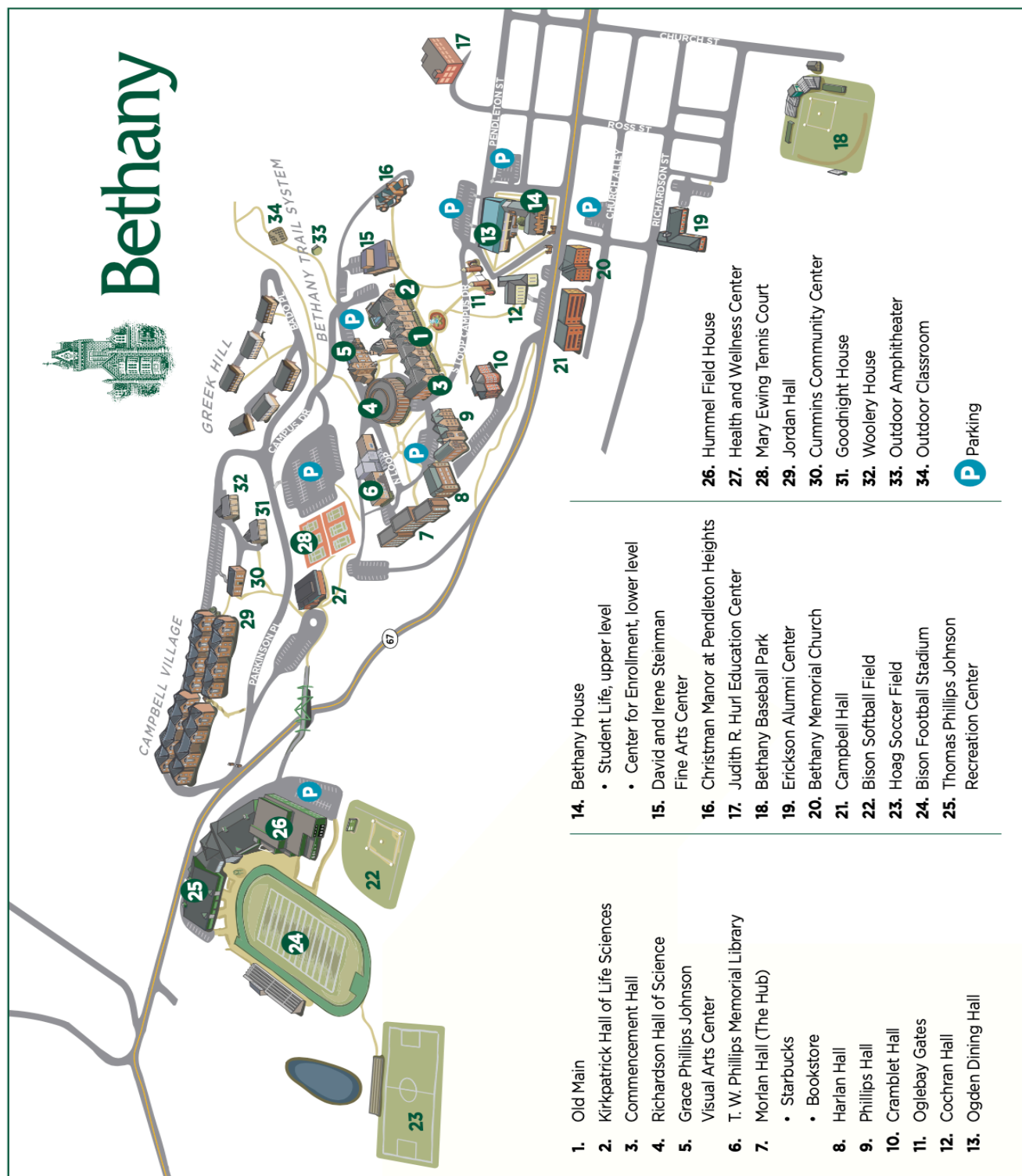
Honors: K. Baker-Brosh, A. Fletcher, A. Mathew, A. Mayle, M. Mihalyo; *Ex Officio:* N. Schuetzner, G. Stebbins

Faculty Welfare: K. Baker-Brosh, S. Brothers, D. Deluliis, D. Diosi, C. Fletcher, H. Ricciuti

Faculty Retention, Tenure, and Promotion: B. Deal, C. Fletcher, W. Hicks, A. Honsowetz, K. Mobley

Graduate Council: T. Richmond, Chair, C. Fletcher, A. Mathew, D. Moore, M. Sinclair, ; *Ex Officio:* J. Breese, N. Schuetzner

Campus Map



Notices

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

Bethany College admits students of any race, color, sex, religion, sexual orientation, disability, and national or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school. Bethany does not discriminate on the basis of race, color, sex, religion, sexual orientation, or nation or ethnic origin in the administration of its educational policies, scholarship and loan programs, athletic activities, or other school-administered programs.

In all matters related to employees and students, Bethany College does not discriminate on the basis of race, sex, age, national origin, religious preference, sexual orientation, status as a Vietnam-era veteran, documented disability, or infection with AIDS or associated diseases. Further, the College takes affirmative steps to recruit members of minority groups and women, and in accordance with federal law, it gives preference in employment matters to Vietnam-era veterans and physically-handicapped persons.

Bethany College will not tolerate the harassment of its employees. Any form of harassment related to an employee's race, color, sex, religion, national origin, age, or documented disability is a violation of this policy and will be treated as a disciplinary matter. For these purposes, the term harassment includes, but is not necessarily limited to slurs, jokes, other verbal, graphic, or physical conduct relating to an individual's race, color, sex, religion, national origin, age, or physical or mental handicap. Harassment also includes unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, or physical conduct of a sexual nature.

Degrees

Accounting

Accounting

Degree Type

Major

Mission

The Department of Business at Bethany College prepares ethical and innovative leaders in accounting, finance, marketing, management, international business, and business administration at both the undergraduate and graduate levels through a rigorous education grounded in the liberal arts. Aligned with the College's mission, the department fosters critical thinking, effective communication, and professional adaptability in an environment that integrates study, work, and service, equipping students to excel in their careers and contribute meaningfully to their communities.

Learning Outcomes

1. Students will accurately apply accounting principles and standards to prepare and analyze financial statements, conduct audits, and ensure compliance.
2. Students will produce professional-quality written reports and concise presentations that effectively communicate critical financial information, regulatory implications, and strategic recommendations.
3. Students will demonstrate the ability to conduct advanced research by analyzing and applying relevant accounting standards, tax laws, and regulatory guidance to resolve complex financial reporting and compliance issues.
4. Students will demonstrate advanced competency in accounting software, data analytics tools, and tax preparation platforms, while leveraging these tools and accounting frameworks to evaluate complex financial scenarios, solve real-world business problems, and recommend actionable strategies.
5. Students will analyze ethical dilemmas in financial reporting, auditing, and taxation, applying professional codes of conduct and legal requirements to uphold integrity in accounting practices.
6. Students will demonstrate the knowledge, skills, and professional readiness necessary to secure positions in accounting, successfully sit for the CPA exam, and pursue advanced graduate education in accounting or related fields.

Requirements for Major in Accounting

Students pursuing a major in accounting should complete the following:

(All of the 200-level courses listed below should be completed by the end of the sophomore year.)

Item #	Title	Credits
ACCT 202	Financial Accounting	3
ACCT 203	Managerial Accounting	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
MATH 180	Introduction to Statistical Methods	3

Business Core Courses

In addition to the courses listed above, students majoring in Accounting are required to complete the following business core courses:

Item #	Title	Credits
ACCT 332	Business Law I	3
ACCT 478	Seminar in Accounting	3
BUSI 308	International Business	3
BUSI 310	Principles of Marketing	3
BUSI 311	Principles of Management	3
BUSI 312	Principles of Corporate Finance	3
BUSI 422	Financial Analysis	3
BUSI 482	Ethics in Business	3

Major Specific Courses

Students are also required to complete the following accounting major specific courses:

Item #	Title	Credits
ACCT 313	Intermediate Accounting I	3
ACCT 314	Intermediate Accounting II	3
ACCT 350	Income Tax Accounting	3
ACCT 361	Financial Auditing I	3
ACCT 425	Cost Accumulation and Control	3
ACCT 435	Advanced Accounting	3
ACCT 440	Corporate Income Tax Accounting	3
ACCT 481	Business Law II	3
ACCT 483	Financial Auditing II	3
ACCT 485	Accounting Information Systems and Data Analytics	3
ACCT 490	Senior Project	2
ACCT 495	Comprehensive Exams	
		71

Accounting

Degree Type

Minor

Requirements for Minor in Accounting

Item #	Title	Credits
ACCT 202	Financial Accounting	3
ACCT 203	Managerial Accounting	3
ACCT 313	Intermediate Accounting I	3
ACCT 314	Intermediate Accounting II	3

Two courses (6 credit hours) from the following:

Item #	Title	Credits
ACCT 332	Business Law I	3
ACCT 350	Income Tax Accounting	3
ACCT 361	Financial Auditing I	3
ACCT 425	Cost Accumulation and Control	3
ACCT 435	Advanced Accounting	3
ACCT 440	Corporate Income Tax Accounting	3
ACCT 481	Business Law II	3
ACCT 483	Financial Auditing II	3
		18

Biology

Biology - Bachelor of Arts

Degree Type

Major

Mission

The Department of Biology fosters lifelong learning about the natural world by providing students with the knowledge and skills necessary for careers in biology and environmental science. The faculty are dedicated to active learning strategies and meaningful research opportunities, empowering students to engage directly in the practice of biology and environmental science.

Learning Outcomes

At graduation, a student who majors in Biology will:

1. Students will identify and explain the five key biological concepts—evolutionary patterns of unity and diversity, heritable information flow, the interplay between structure and function, transformations of energy and matter, and interactions within and between systems—and apply them to analyze current scientific issues.
2. Students will demonstrate proficiency in the scientific method by evaluating scientific problems, analyzing data, and designing and conducting a relevant research project in the field of biology.
3. Students will critically evaluate current research in biology and effectively communicate their findings through written reports and oral presentations.
4. Students will acquire the knowledge and skills necessary to pursue careers in science-related fields or to succeed in professional or graduate programs.

Requirements for Major in Biology, Bachelor of Arts

All students majoring in Biology earning a Bachelor of Arts must complete the courses listed below:

Item #	Title	Credits
BIOL 103	Introductory Biology I: Molecular Genetics, Cell, and Development	4
BIOL 104	Introductory Biology II: Biological Structure and Function	4
BIOL 108	Botany	4
BIOL 208	Diversity and Evolution	4
BIOL 290	Genetics	4
BIOL 308	Comparative Vertebrate Anatomy	4
BIOL 326	Ecology	3
	Biology Small-Scale Elective	4
	Biology Electives	3-4
BIOL 378	Junior Seminar I	1
BIOL 379	Junior Seminar II	1
BIOL 477	Senior Seminar I	1
BIOL 478	Senior Seminar II	1
BIOL 490	Senior Project	2-3
BIOL 495	Comprehensive Exams	

As well as the cognate courses listed below:

Item #	Title	Credits
CHEM 101	General Chemistry I	4
CHEM 102	General Chemistry II	4
CHEM 211	Organic Chemistry I	4
	MATH 180 or PSYC 205	3
PHYS 160	Physics for the Life Sciences I	4
PHYS 161	Physics for the Life Sciences II	4
		63-65

Biology - Bachelor of Science

Degree Type

Major

Mission

The Department of Biology fosters lifelong learning about the natural world by providing students with the knowledge and skills necessary for careers in biology and environmental science. The faculty are dedicated to active learning strategies and meaningful research opportunities, empowering students to engage directly in the practice of biology and environmental science.

Learning Outcomes

At graduation, a student who majors in Biology will:

1. Students will identify and explain the five key biological concepts—evolutionary patterns of unity and diversity, heritable information flow, the interplay between structure and function, transformations of energy and matter, and interactions within and between systems—and apply them to analyze current scientific issues.
2. Students will demonstrate proficiency in the scientific method by evaluating scientific problems, analyzing data, and designing and conducting a relevant research project in the field of biology.
3. Students will critically evaluate current research in biology and effectively communicate their findings through written reports and oral presentations.

- Students will acquire the knowledge and skills necessary to pursue careers in science-related fields or to succeed in professional or graduate programs.

Requirements for Major in Biology, Bachelor of Science

All students majoring in Biology earning a Bachelor of Science must complete the courses listed below:

Item #	Title	Credits
BIOL 103	Introductory Biology I: Molecular Genetics, Cell, and Development	4
BIOL 104	Introductory Biology II: Biological Structure and Function	4
BIOL 108	Botany	4
BIOL 208	Diversity and Evolution	4
BIOL 290	Genetics	4
BIOL 308	Comparative Vertebrate Anatomy	4
BIOL 326	Ecology	3
	Biology Small-Scale Elective	4
	Choice of a biology elective course	3-4
BIOL 378	Junior Seminar I	1
BIOL 379	Junior Seminar II	1
BIOL 477	Senior Seminar I	1
BIOL 478	Senior Seminar II	1
BIOL 490	Senior Project	2-3
BIOL 495	Comprehensive Exams	

As well as the cognate courses listed below:

Item #	Title	Credits
CHEM 101	General Chemistry I	4
CHEM 102	General Chemistry II	4
CHEM 211	Organic Chemistry I	4
CHEM 212	Organic Chemistry II	4
MATH 201	Calculus I	4
	MATH 180 or PSYC 205	3
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
		71-73

Biology - Biomedical, Bachelor of Science

Degree Type

Major

Mission

The Department of Biology fosters lifelong learning about the natural world by providing students with the knowledge and skills necessary for careers in biology and environmental science. The faculty are dedicated to active learning strategies and meaningful research opportunities, empowering students to engage directly in the practice of biology and environmental science.

Learning Outcomes

At graduation, a student who majors in Biology will:

- Students will identify and explain the five key biological concepts—evolutionary patterns of unity and diversity, heritable information flow, the interplay between structure and function, transformations of energy and matter, and interactions within and between systems—and apply them to analyze current scientific issues.

2. Students will demonstrate proficiency in the scientific method by evaluating scientific problems, analyzing data, and designing and conducting a relevant research project in the field of biology.
3. Students will critically evaluate current research in biology and effectively communicate their findings through written reports and oral presentations.
4. Students will acquire the knowledge and skills necessary to pursue careers in science-related fields or to succeed in professional or graduate programs.

Requirements for Major in Biology, Bachelor of Science

All students majoring in Biology earning a Bachelor of Science must complete the courses listed below:

Item #	Title	Credits
BIOL 103	Introductory Biology I: Molecular Genetics, Cell, and Development	4
BIOL 104	Introductory Biology II: Biological Structure and Function	4
BIOL 208	Diversity and Evolution	4
BIOL 290	Genetics	4
BIOL 308	Comparative Vertebrate Anatomy	4
	Biology Small-Scale Elective	4
BIOL 378	Junior Seminar I	1
BIOL 379	Junior Seminar II	1
BIOL 477	Senior Seminar I	1
BIOL 478	Senior Seminar II	1
BIOL 490	Senior Project	2-3
BIOL 495	Comprehensive Exams	
BIOL 351	Biochemistry I	4
BIOL 352	Biochemistry II	4

As well as the cognate courses listed below:

Item #	Title	Credits
CHEM 101	General Chemistry I	4
CHEM 102	General Chemistry II	4
CHEM 211	Organic Chemistry I	4
CHEM 212	Organic Chemistry II	4
MATH 201	Calculus I	4
	MATH 180 or PSYC 205	3
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
	One course in psychology	3-4
		72-74

Environmental Science

Degree Type

Major

Mission

The Department of Biology fosters lifelong learning about the natural world by providing students with the knowledge and skills necessary for careers in biology and environmental science. The faculty are dedicated to active learning strategies and meaningful research opportunities, empowering students to engage directly in the practice of biology and environmental science.

Learning Outcomes

At graduation,

1. Students will identify and explain the five key concepts—evolutionary patterns of unity and diversity, heritable information flow, the interplay between structure and function, transformations of energy and matter, and interactions within and between systems—and apply them to analyze current environmental issues.
2. Students will demonstrate proficiency in the scientific method by evaluating scientific problems, analyzing data, and designing and conducting a relevant research project in the field of Environmental Science.
3. Students will critically evaluate current research in Environmental Science and effectively communicate their findings through written reports and oral presentations.
4. Students will acquire the knowledge and skills necessary to pursue careers in environmental science-related fields or to succeed in professional or graduate programs.

Students completing a major in Environmental Science earn either a Bachelor of Science degree or a Bachelor of Arts degree.

Requirements for Major in Environmental Science

All students majoring in Environmental Science must successfully complete the following courses:

Item #	Title	Credits
BIOL 103	Introductory Biology I: Molecular Genetics, Cell, and Development	4
BIOL 104	Introductory Biology II: Biological Structure and Function	4
	BIOL 108 or BIOL 110	4
BIOL 180	Invertebrate Zoology	4
BIOL 221	Introduction to Environmental Science	3
BIOL 228	Field Botany	2
BIOL 231	Ornithology	3
BIOL 326	Ecology	3
BIOL 343	Microbiology	4
BIOL 378	Junior Seminar I	1
BIOL 490	Senior Project	2-3
BIOL 495	Comprehensive Exams	
CHEM 101	General Chemistry I	4
CHEM 102	General Chemistry II	4
GENS 204	Introduction to Geographic Information Systems	3
GENS 220	Geology	4
GENS 225	Environmental Geology	3
	MATH 180 and 280 or PSYC 205 and 207	6

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

Bachelor of Arts:

Item #	Title	Credits
	PHYS 103 or PHYS 160	4
	Six elective credits (Environmental Science)	6

Bachelor of Science:

Item #	Title	Credits
CHEM 211	Organic Chemistry I	4
	CHEM 315 or 335	2
	Physics Requirement Option	6

Recommended electives

Item #	Title	Credits
BIOL 268	Human Anatomy and Physiology I	4
BIOL 269	Human Anatomy and Physiology II	4
BIOL 425	Animal Physiology	4
BUSI 287	Organizations and Human Behavior	3
CHEM 331	Chemical Analysis	4
CHEM 370	Green Chemistry	3
ECON 201	Principles of Microeconomics	3
ECON 260	Comparative Sustainable Economic Development	3
MATH 201	Calculus I	4
PHIL 124	Introduction to Ethics	3
POLS 253	Nature and International Society	3
POLS 320	Legislative Process	3
POLS 325	Political Economy	3
SOCI 150	Social Problems	3

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

68-73

Exercise Science - Allied Health, B.S.

Degree Type

Major

Mission

The Department of Biology fosters lifelong learning about the natural world by providing students with the knowledge and skills necessary for careers in biology and environmental science. The faculty are dedicated to active learning strategies and meaningful research opportunities, empowering students to engage directly in the practice of biology, environmental science, and exercise science.

Learning Outcomes

1. Students will establish effective verbal, written, and visual communication skills consistent with the expectations of exercise science professionals.
2. Students will demonstrate professional knowledge and collaborative understanding of the scientific facts, principles, and concepts of exercise science.
3. Students will validate scientific knowledge and skills equivalent to the standards of graduate program entry of their choosing,

Requirements for Major in Exercise Science - Allied Health, B.S.

All students majoring in Exercise Science must successfully complete the following courses:

Item #	Title	Credits
EXSC 205	Emergency Medical Technician	3
EXSC 378	Junior Seminar I	1
EXSC 379	Junior Seminar II	1
EXSC 470	Professional Internship I	2-4
EXSC 478	Senior Seminar I	1
EXSC 479	Senior Seminar II	1
EXSC 490	Senior Project	2
EXSC 495	Comprehensive Examination	
BIOL 268	Human Anatomy and Physiology I	4
BIOL 269	Human Anatomy and Physiology II	4
PSYC 100	General Psychology	4
SOWO 210	Human Diversity	3

Bachelor of Science, Allied Health Track

In addition, each student must complete the requirements for the Bachelor of Science (Allied Health) track.

Item #	Title	Credits
BIOL 103	Introductory Biology I: Molecular Genetics, Cell, and Development	4
BIOL 104	Introductory Biology II: Biological Structure and Function	4
CHEM 101	General Chemistry I	4
CHEM 102	General Chemistry II	4
EXSC 326	Kinesiology	3
EXSC 327	Physiology of Exercise	3
EXSC 340	Orthopedic Evaluation and Rehabilitation I	3
EXSC 341	Orthopedic Evaluation and Rehabilitation II	3
MATH 180	Introduction to Statistical Methods	3
PHYS 160	Physics for the Life Sciences I	4
PHYS 161	Physics for the Life Sciences II	4
PSYC 230	Developmental Psychology	3
		68-70

Exercise Science - Applied Health, B.A.

Degree Type

Major

Mission

The Department of Biology fosters lifelong learning about the natural world by providing students with the knowledge and skills necessary for careers in biology and environmental science. The faculty are dedicated to active learning strategies and meaningful research opportunities, empowering students to engage directly in the practice of biology, environmental science, and exercise science.

Learning Outcomes

1. Students will establish effective verbal, written, and visual communication skills consistent with the expectations of exercise science professionals.
2. Students will demonstrate professional knowledge and collaborative understanding of the scientific facts, principles, and concepts of exercise science.
3. Students will apply and adapt industry standard guidelines associated with professional practice of their focused career field.

Requirements for Major in Exercise Science - Applied Health, B.A.

All students majoring in Exercise Science must successfully complete the following courses:

Item #	Title	Credits
EXSC 205	Emergency Medical Technician	3
EXSC 378	Junior Seminar I	1
EXSC 379	Junior Seminar II	1
EXSC 470	Professional Internship I	2-4
EXSC 478	Senior Seminar I	1
EXSC 479	Senior Seminar II	1
EXSC 490	Senior Project	2
EXSC 495	Comprehensive Examination	
BIOL 268	Human Anatomy and Physiology I	4
BIOL 269	Human Anatomy and Physiology II	4
PSYC 100	General Psychology	4
SOWO 210	Human Diversity	3

Bachelor of Arts, Applied Health Track

In addition, each student must complete the requirements for the Bachelor of Arts (Applied Health) track.

Item #	Title	Credits
BIOL 107	Human Biology	4
BIOL 270	Human Nutrition	3
CHEM 100	Chemistry for Society	4
COMM 206	Public Speaking and Announcing	3
SPST 209	Diversity, Equity, and Inclusion in Sport	3
SPST 300	Officiating of Sports	3
SPST 337	Organization and Administration of Physical Activities	3
SPST 355	Coaching Sport	3
PHYS 103	Everyday Physics	4
PSYC 220	Health Psychology	3
		59-61

Botany

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
BIOL 103	Introductory Biology I: Molecular Genetics, Cell, and Development	4
BIOL 104	Introductory Biology II: Biological Structure and Function	4
	BIOL 108 or BIOL 110	4
	Eight credits from BIOL 102, 228, 326, 338	8
		20

Environmental Biology

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
BIOL 103	Introductory Biology I: Molecular Genetics, Cell, and Development	4
BIOL 104	Introductory Biology II: Biological Structure and Function	4
BIOL 108	Botany	4
	Either BIOL 221 or 326, 228, 231	2-3
		14-15

Zoology

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
BIOL 103	Introductory Biology I: Molecular Genetics, Cell, and Development	4
BIOL 104	Introductory Biology II: Biological Structure and Function	4
BIOL 180	Invertebrate Zoology	4
BIOL 308	Comparative Vertebrate Anatomy	4
	Four credits from BIOL 425 or 442	4
		20

Business

Business Administration

Degree Type

Major

Program Overview

The Bachelor of Business Administration program provides students with a strong foundation in business principles, leadership, and decision-making skills necessary for success in today's dynamic and competitive business environment. Through a comprehensive curriculum that blends theory with practical application, students gain expertise in key business functions, including management, marketing, and finance.

Students can customize their degree by choosing from one of several tracks to align their studies with their career goals.

Learning Outcomes

Graduates of the Business Administration major will be able to:

- Demonstrate an understanding of core business concepts and their applications.
- Analyze financial data and economic trends to support business decision-making.
- Apply strategic management principles to solve organizational challenges.
- Develop marketing strategies to meet consumer and business needs.
- Utilize digital tools and emerging technologies in business operations.
- Exhibit leadership, teamwork, and ethical decision-making in a global business context.

Requirements for Degree

Students must complete the business administration core courses in areas of accounting, business, and economics.

Students complete an in-depth study in one business track. The options include: digital marketing, E-sport gaming management, financial planning, healthcare administration, management, or marketing.

Item #	Title	Credits
ACCT 202	Financial Accounting	3
ACCT 203	Managerial Accounting	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
MATH 180	Introduction to Statistical Methods	3
BUSI 100	Introduction to Business	3
BUSI 220	Business Applications	3
BUSI 302	Business Communications	3
BUSI 308	International Business	3
BUSI 310	Principles of Marketing	3
BUSI 311	Principles of Management	3
BUSI 312	Principles of Corporate Finance	3
BUSI 322	Operations Management	3
BUSI 332	Business Law I	3
BUSI 482	Ethics in Business	3
BUSI 422	Financial Analysis	3
BUSI 481	Business Law II	3
	Business Administration Track	15-21
BUSI 478	Senior Capstone Seminar	3
BUSI 490	Senior Project	2

Digital Marketing Track

The Digital Marketing track explores online marketing strategies, social media management, search engine optimization (SEO), and data analytics. Students gain hands-on experience with digital marketing tools and platforms, preparing them for careers in e-commerce, digital advertising, and content marketing.

Note: Some of the Digital Marketing courses are offered through LCMC Rize consortium partner.

Item #	Title	Credits
BUSI 150	Introduction to Digital Marketing	3
BUSI 242	Social Media Marketing, Brand Awareness, and Engagement	3
BUSI 246	Going Viral and Growth Hacking	3
BUSI 342	Lifecycle and Email Marketing	3
BUSI 362	Digital Marketing Analytics and Experimentation	3
COMM 203	Principles of Advertising and Public Relations	3

ESports Gaming Administration Track

The ESports Gaming Management concentration prepares students for careers in the rapidly growing e-sports industry, combining business fundamentals with specialized knowledge of competitive gaming, event management, and marketing.

Note: Some of the ESports Gaming Management courses are offered through LCMC Rize consortium partner.

Item #	Title	Credits
BUSI 203	Principles of Advertising and Public Relations	3
ESPT 100	Introduction to Games	3
ESPT 180	Introduction to Esport Management	3
ESPT 300	Convention, Event, and Trade Show Planning	3
ESPT 400	Distribution of Games	3

Financial Planning Track

The Financial Planning track focuses on individual financial planning, tax, estate, and retirement planning, and risk management. Students develop analytical and problem-solving skills necessary for careers in banking, financial consulting, and investment management. Students completing this concentration will possess the educational requirements to sit for the Certified Financial Planner exam.

Note: The Financial Planning courses are offered through LCMC Rize consortium partner.

Item #	Title	Credits
BUSI 350	General Principles of Financial Planning	3
BUSI 351	Management and Insurance Planning	3
BUSI 352	Retirement Savings and Income Planning	3
BUSI 353	Investment Planning	3
BUSI 354	Tax Planning	3
BUSI 355	Estate Planning	3
BUSI 450	Capstone in Financial Planning	3

Healthcare Administration Track

The Healthcare Administration concentration combines business principles with healthcare management, equipping students with the skills needed to oversee healthcare organizations. Topics include healthcare policy, financial management in healthcare, healthcare operations, and regulatory compliance, preparing graduates for administrative roles in hospitals, clinics, and other healthcare institutions.

Note: Healthcare Administration courses are offered through LCMC Rize consortium partner.

Item #	Title	Credits
BUSI 257	Inside U.S. Healthcare Policy	3
BUSI 317	Healthcare Finance	3
BUSI 337	Healthcare Justice, Law, and Ethics	3
BUSI 347	Data-Driven Healthcare Analytics, IT, and AI	3
BUSI 377	Healthcare Strategic Healthcare Operations	3
BUSI 437	Healthcare Strategy	3

Management Track

The Management track prepares students for leadership roles in both large and small organizations by focusing on strategic planning, human resources, and operational efficiency. Coursework emphasizes organizational behavior, leadership, and project management, equipping students with the skills needed to manage teams and drive business success.

Item #	Title	Credits
BUSI 235	Introduction to Entrepreneurship	3
BUSI 309	Small Business Management	3
BUSI 387	Human Resources Management	3
BUSI 397	Organizational Leadership	3
	Business Elective Course	3

Marketing Track

The Marketing track provides students with a deep understanding of consumer behavior, branding, advertising, and market research. Students learn how to create effective marketing strategies and leverage digital and traditional marketing channels to enhance brand presence and customer engagement.

Item #	Title	Credits
BUSI 330	Consumer Behavior	3
BUSI 400	Professional Selling	3
BUSI 414	AI in Marketing	3
BUSI 460	Marketing Research	3
	Business Elective Course	3
		71-77

Master of Business Administration (MBA)

Degree Type

Major

The MBA Program at Bethany College provides a focused accelerated program, designed primarily for students to complete the program in 1 year. Bethany College students have a unique opportunity to pursue a graduate degree in business through the MBA program after completing an undergraduate degree from an accredited institution. The MBA program provides students with an educational

opportunity to gain a competitive advantage as they pursue their careers in business. Bethany College's accelerated online MBA provides experiential learning, using various methods, in small class sizes with personalized attention. This accelerated MBA program is designed with an emphasis on ethical decision making throughout the program in order for graduate students to become thoughtful, compassionate, and ethical business leaders.

The program provides an opportunity to complete the graduate program in one academic year, although students can take courses at their own pace. The program is designed for all prospective students. It is highly recommended that incoming students have either an undergraduate degree in Business or have completed introductory courses in accounting, management, marketing, and finance. The program welcomes applicants with a bachelor's or graduate degree from an accredited institution. This is an accelerated program requiring the completion of 30 credits. The program is offered over a trimester academic year: summer, fall, and spring semesters. Additionally, accounting majors will have the opportunity to fulfill the 150-credit hour requirement by completing this program (a credit hour requirement for the CPA certification process).

Mission

The Department of Business at Bethany College prepares ethical and innovative leaders in accounting, finance, marketing, management, international business, and business administration at both the undergraduate and graduate levels through a rigorous education grounded in the liberal arts. Aligned with the College's mission, the department fosters critical thinking, effective communication, and professional adaptability in an environment that integrates study, work, and service, equipping students to excel in their careers and contribute meaningfully to their communities.

Learning Outcomes

1. Students will possess knowledge in the foundational areas of business and will synthesize, analyze, and integrate the knowledge in developing and implementing innovative and creative solutions to business problems.
2. Students will demonstrate professional and effective written and verbal communication skills.
3. Students will analyze the ethical implications of business decisions and recognize ethical dilemmas.
4. Students will understand cultural diversity in business decisions and will assess the impact of globalization on business entities.
5. Students will identify core issues, evaluate alternatives for complex business decisions and use analytical tools for multi-disciplinary solutions to organizational challenges as effective and collaborative leaders.

Requirements for Degree

Student must complete the following MBA courses.

Item #	Title	Credits
ACCT 600	Accounting for Managerial Decisions	3
BUSI 601	Corporate Financial Management	3
BUSI 602	Global Marketing Management	3
BUSI 603	Human Resource Management	3
BUSI 604	Management of Business Projects	3
BUSI 605	Management of Operations & Supply Chains	3
BUSI 606	Management of Business Information Systems	3
BUSI 607	Legal Environment of Business & Ethical Issues	3
BUSI 608	Business Policy, Ethical Leadership, and Strategic Management	3
BUSI 609	Comparative Economic Systems	3

Business Administration

Degree Type

Minor

Business Administration Minor

Required Courses for Minor in Business Administration

Students must complete the following courses for a minor in Business Administration:

Item #	Title	Credits
ACCT 202	Financial Accounting	3
ACCT 203	Managerial Accounting	3
ECON 201	Principles of Microeconomics	3
BUSI 308	International Business	3
BUSI 310	Principles of Marketing	3
BUSI 311	Principles of Management	3
BUSI 312	Principles of Corporate Finance	3
	MATH 180 or PSYC 205	3
		24

Digital Marketing

Degree Type

Minor

Requirements for Minor in Digital Marketing

Students must complete the following courses to earn the minor.

Item #	Title	Credits
BUSI 242	Social Media Marketing, Brand Awareness, and Engagement	3
BUSI 246	Going Viral and Growth Hacking	3
BUSI 342	Lifecycle and Email Marketing	3
BUSI 362	Digital Marketing Analytics and Experimentation	3
COMM 203	Principles of Advertising and Public Relations	3
		18

Esport Gaming Management

Degree Type

Minor

This minor is intended to prepare students for success in a range of business roles within the Esports and games industry. Upon successful completion of this program, students will have obtained the following skills and proficiencies:

- The ability to successfully manage Esports teams, events and leagues
- An understanding of Marketing, Sales and Distribution processes within the Games Industry
- A basic understanding of the fundamental principles of game design
- The ability to analyze games as technology products, works of art and cultural forces

Required courses for Minor in Esport Gaming Management

Item #	Title	Credits
BUSI 100	Introduction to Business	3
BUSI 203	Principles of Advertising and Public Relations	3
ESPT 100	Introduction to Games	3
ESPT 180	Introduction to Esport Management	3
ESPT 300	Convention, Event, and Trade Show Planning	3
ESPT 400	Distribution of Games	3
Esport Gaming Management Recommended Courses		18

Healthcare Administration

Degree Type

Minor

Students must complete all of the requirements to earn the minor.

Item #	Title	Credits
BUSI 257	Inside U.S. Healthcare Policy	3
BUSI 317	Healthcare Finance	3
BUSI 337	Healthcare Justice, Law, and Ethics	3
BUSI 347	Data-Driven Healthcare Analytics, IT, and AI	3
BUSI 377	Healthcare Strategic Healthcare Operations	3
BUSI 347	Data-Driven Healthcare Analytics, IT, and AI	3
		18

Management

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
ACCT 202	Financial Accounting	3
BUSI 287	Organizations and Human Behavior	3
BUSI 311	Principles of Management	3
BUSI 387	Human Resources Management	3
BUSI 482	Ethics in Business	3

Two courses (6 credit hours) from the following:

Item #	Title	Credits
BUSI 303	Organizational Communication	3
BUSI 308	International Business	3
BUSI 309	Small Business Management	3
BUSI 322	Operations Management	3
BUSI 330	Consumer Behavior	3
BUSI 345	Intercultural Communication	3
BUSI 480	Topics in Business	3
		21

Marketing

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
ACCT 202	Financial Accounting	3
BUSI 203	Principles of Advertising and Public Relations	3
BUSI 310	Principles of Marketing	3
BUSI 330	Consumer Behavior	3

Four courses (12 credit hours) from the following:

Item #	Title	Credits
BUSI 200	Digital Media and Digital Culture	3
BUSI 212	Social Media and Digital Marketing	3
BUSI 309	Small Business Management	3
BUSI 328	International Marketing	3
BUSI 330	Consumer Behavior	3
BUSI 338	Sport Marketing	3
BUSI 345	Intercultural Communication	3
BUSI 480	Topics in Business	3
BUSI 482	Ethics in Business	3
		24

Chemistry

Chemistry

Degree Type

Major

Mission

The Department of Physical and Computational Sciences offers a rigorous education in Chemistry, Mathematics, Economics, Pre-Engineering/Physical Science, and Computer Science (Cybersecurity), embodying the College's commitment to teaching and learning. The department fosters intellectual curiosity, critical thinking, and innovation, preparing students to address complex scientific and societal challenges. In alignment with the College's mission to provide a liberal arts education and prepare professionals, the department equips students with the knowledge and skills needed to succeed in their careers and contribute meaningfully to their communities in an atmosphere of study, work, and service.

The Chemistry Program provides an inclusive and rigorous education that connects chemistry with other fields. It emphasizes scientific reasoning and analytical problem-solving across the broad areas of the discipline, including analytical, biochemical, inorganic, organic, and physical chemistry. Through active learning methods and laboratory experiences, students acquire the professional skills necessary for success in graduate programs, industry, or other areas. Students are encouraged to develop their critical thinking, scientific curiosity, and interests through faculty-supervised research projects, internships, and experiences that bridge chemistry with other scientific and liberal arts fields.

Learning Outcomes

1. Students will critically analyze and execute problems in the theoretical and applied areas of chemistry.
2. Students will learn applied, experimental, and instrumental techniques, apply them in laboratory coursework, analyze the data measured, and create and document reports.
3. Students will communicate both in written and oral forms in an appropriate scientifically accurate manner aligned with the intended audience.
4. Students will be able to explore, critique, and reflect on how chemistry influences daily life, society, culture, economies, and issues of equity and ethics.
5. Students will develop a strong foundation in chemistry, equipping them for successful careers and graduate study in chemistry and related fields.

Requirements for the Major

All students majoring in Chemistry are required to complete the following core courses:

Item #	Title	Credits
CHEM 101	General Chemistry I	4
CHEM 102	General Chemistry II	4
CHEM 211	Organic Chemistry I	4
CHEM 212	Organic Chemistry II	4
CHEM 304	Descriptive Inorganic Chemistry	4
CHEM 320	Physical Chemistry I with Biological Applications	4
CHEM 331	Chemical Analysis	4
CHEM 351	Biochemistry I	4
CHEM 385	Writing for Chemistry I	1
CHEM 386	Writing for Chemistry II	1
CHEM 477	Senior Seminar in Chemistry	1
CHEM 490	Senior Project	2-4
CHEM 495	Comprehensive Exams	
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
MATH 201	Calculus I	4
MATH 202	Calculus II	4
BIOL 103	Introductory Biology I: Molecular Genetics, Cell, and Development	4

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

Biochemistry Track:

Item #	Title	Credits
CHEM 352	Biochemistry II	4
BIOL 104	Introductory Biology II: Biological Structure and Function	4
	Biology Elective Courses for Chemistry	4

Professional Chemistry Track:

At least 12 credits from the following

Item #	Title	Credits
	CHEM 200 level course or higher	3
CPSC 151	Computer Science I	4
MATH 203	Calculus III	4
MATH 341	Differential Equations	3
MATH 354	Linear Algebra	3
PHYS 222	Electronics	4
PHYS 241	Mathematical Methods in the Physical Sciences	3
PHYS 300	Modern Physics	3

Students that are interested in entering a career in chemical engineering are recommended to take CPSC 151 and the three courses in mathematics.

Students interested in pursuing a career in forensics are recommended to take CHEM 108 and 255 and complete the minor in criminal justice.

Entering freshmen interested in chemistry should enroll in CHEM 101 and a mathematics course at the appropriate level. Students with Level II placement must take a Level II course immediately to prepare themselves for the mathematics concepts in CHEM 102. Programs for subsequent semesters must be decided in consultation with the faculty advisors for Chemistry. Students with Advanced Placement (AP) in chemistry should consult immediately with a chemistry faculty member in the department for placement in a course at the appropriate level. Additional courses in mathematics are strongly encouraged.

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

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Chemistry

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
CHEM 101	General Chemistry I	4
CHEM 102	General Chemistry II	4
CHEM 211	Organic Chemistry I	4

Six credits from:

Item #	Title	Credits
CHEM 212	Organic Chemistry II	4
CHEM 255	Introduction to Pharmacology	3
CHEM 304	Descriptive Inorganic Chemistry	4
CHEM 320	Physical Chemistry I with Biological Applications	4
CHEM 331	Chemical Analysis	4
CHEM 351	Biochemistry I	4
CHEM 352	Biochemistry II	4
CHEM 370	Green Chemistry	3

Please note that most of the 300-level courses will have CHEM 211 as a prerequisite, with CHEM 320 having an additional prerequisite for MATH 202: Calculus II.

Students interested in biochemistry or biomedical research as a minor concentration should take CHEM 101, 102, 211, 212, 351 and 352. Please note that BIOL 103 is a prerequisite for 351 and 103 and 104 are prerequisites for 352.

Students interested in environmental applications as a concentration should take CHEM 101, 102, 211, and a combination of three of the following courses: CHEM 212, 304, 324, 330, and/or 370.

Students interested in pharmacy applications as a minor concentration should take CHEM 101, 102, 211, 255, and a combination of two of the following courses: CHEM 212, 304, 320, 324, 330, and/or 370.

Students interested in industrial applications or laboratory science applications should take CHEM 101, 102, 211, and a combination of three of the following courses: CHEM 212, 304, 320, 324, 330, and/or 351. CHEM 324 and 330 are strongly encouraged.

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Communications & Media Arts

Communications & Media Arts

Degree Type

Major

Mission

The Department of Communications and Media Arts provides a liberal arts education that integrates theoretical knowledge with practical application. The department is dedicated to preparing students as skilled oral and written communicators, critical thinkers, ethical practitioners, and lifelong learners. Through an emphasis on study, work, and service, students will engage in creating and analyzing media and communication strategies to address diverse audiences and professional challenges in a rapidly evolving global landscape.

Learning Outcomes

1. Students will demonstrate a comprehensive understanding of the historical, cultural, and ethical contexts of mass media and human communication by analyzing and critiquing their principles, processes, and practices.
2. Students will design, construct, and deliver oral, written, and visual communication and media content that demonstrates proficiency, meets professional standards of clarity and creativity, and is tailored to diverse audiences and purposes in both professional and academic settings.
3. Students will conduct and analyze communication and media research using qualitative and quantitative methods to investigate communication phenomena, interpret data, and develop evidence-based conclusions.
4. Students will develop the knowledge, skills, and portfolio necessary to succeed in careers or advanced study in communication, media arts, and related fields.

Requirements for Major

Communication and Media Arts majors are expected to complete 44 of departmental courses including the following:

Item #	Title	Credits
COMM 101	Introduction to Communication	3
COMM 201	Media Writing	3
COMM 306	Communication Theory and Research	3
COMM 307	Advanced Methods and Application	3
COMM 311	Communication Law and Ethics	3
COMM 403	Globalization and International Communication	3
COMM 420	Professional Internship	2-3
COMM 490	Senior Project	3
COMM 495	Comprehensive Exams	

Nine credits from

Item #	Title	Credits
COMM 194	Online Radio	3
COMM 291	Tower Promotions and Productions	3
COMM 292	Interactive Multimedia Production	3

And a combination of nine credits from:

Item #	Title	Credits
COMM 104	Visual Communication	3
COMM 202	Digital Document Design	3
COMM 206	Public Speaking and Announcing	3
COMM 212	Social Media and Digital Marketing	3
COMM 218	Digital Production and Performance	3
COMM 300	Entrepreneurial Media	3
COMM 310	Digital Reporting	3
COMM 480	Special Topics	3

English requirement

All CMA majors must complete

Item #	Title	Credits
	Six credits in courses offered by the English program	3

In addition, all majors must complete one of the following courses:

Item #	Title	Credits
ACCT 202	Financial Accounting	3
CPSC 151	Computer Science I	4
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
MATH 180	Introduction to Statistical Methods	3
PSYC 205	Statistics in Psychology I	3
SOSC 340	Professional Transitions	3

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

Integrated Media & Marketing:

Item #	Title	Credits
COMM 203	Principles of Advertising and Public Relations	3
COMM 412	Integrated Marketing Communications Campaigns	3

Digital Media and Production:

Item #	Title	Credits
COMM 200	Digital Media and Digital Culture	3
COMM 440	New Media Theory and Practices	3

Sports Communications:

Item #	Title	Credits
COMM 106	Introduction to Sports Communications	3
COMM 250	Multimedia Sports Production	3
	One course from SPST 243, 300, or 335	3
	It is recommended but not required that students consider taking SPST 244, 337, and 355	
		54-57

Communications & Media Arts

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
COMM 101	Introduction to Communication	3
COMM 201	Media Writing	3

Minor Electives

At least six of the fifteen credits must be 300 or 400 level courses.

Courses available to minors as electives are:

Item #	Title	Credits
COMM 104	Visual Communication	3
COMM 160	Introduction to Film	3
COMM 200	Digital Media and Digital Culture	3
COMM 203	Principles of Advertising and Public Relations	3
COMM 206	Public Speaking and Announcing	3
COMM 218	Digital Production and Performance	3
COMM 250	Multimedia Sports Production	3
COMM 303	Organizational Communication	3
COMM 306	Communication Theory and Research	3
COMM 310	Digital Reporting	3
COMM 311	Communication Law and Ethics	3
COMM 344	Sports Information Directing	3
COMM 345	Intercultural Communication	3
COMM 412	Integrated Marketing Communications Campaigns	3
COMM 440	New Media Theory and Practices	3
COMM 480	Special Topics	3
		21

Computer Science

Computer Science, B.A.

Degree Type

Major

Mission

The Department of Physical and Computational Sciences offers a rigorous education in Chemistry, Mathematics, Economics, Pre-Engineering/Physical Science, and Computer Science (Cybersecurity), embodying the College's commitment to teaching and learning. The department fosters intellectual curiosity, critical thinking, and innovation, preparing students to address complex scientific and societal challenges. In alignment with the College's mission to provide a liberal arts education and prepare professionals, the department equips students with the knowledge and skills needed to succeed in their careers and contribute meaningfully to their communities in an atmosphere of study, work, and service.

The Computer Science and Cybersecurity Program is a comprehensive and focused curriculum designed to prepare students for careers at the intersection of security and computing. It integrates industry-recognized certifications and emphasizes leadership in applying high technology to innovate industry and government, while promoting dissemination through scholarly publications, professional societies, and the broader community. The program prepares students for the rapidly growing field, equipping them with general and subject-specific competencies, including the ability to initiate software projects, manage projects, and develop skills in mathematical modeling and computer graphics. Students gain a strong foundation of knowledge, supported by hands-on project experiences and the encouragement to present research. Experiential learning opportunities such as internships, work-study, and research further enhance the synthesis of their theoretical and applied knowledge.

Learning Outcomes

1. Students will be able to assess systematically the theoretical, practical, and ethical dimensions of computer-based solutions to problems, including the use of contemporary research and development.
2. Students will be able to communicate effectively technical concepts in both oral and written formats promoting collaboration and knowledge dissemination.
3. Students will be prepared for successful careers or graduate studies in computer science, cybersecurity, or related fields, demonstrating proficiency in technical skills and real-world problem solving.
4. Students will be able to apply course-acquired knowledge gained to address diverse computational challenges, develop computer-based solutions, and evaluate the implementations.
5. Students will collaborate and work independently to apply computer science techniques and concepts beyond the typical course content to address real-world scenarios.

Requirements for the Major

Item #	Title	Credits
CPSC 151	Computer Science I	4
CPSC 152	Computer Science II	4
CPSC 205	Web Design	3
CPSC 210	Discrete Mathematics	3
CPSC 240	Introduction to Computer Security	3
CPSC 245	Internetworking: Routing and Switching	3
CPSC 275	Data Structures and Algorithms	3
CPSC 277	Computer Ethics	3
CPSC 370	Operating Systems	3
CPSC 373	Writing for Mathematics and Computer Science	2
CPSC 380	Data Base Design	3
CPSC 477	Seminar in Mathematics and Computer Science	2
CPSC 490	Senior Project	2-4
CPSC 495	Comprehensive Exams	
	Computer Science Elective	3
ECON 201	Principles of Microeconomics	3
MATH 180	Introduction to Statistical Methods	3
MATH 201	Calculus I	4
ACCT 202	Financial Accounting	3
ACCT 203	Managerial Accounting	3
BUSI 312	Principles of Corporate Finance	3

Strongly recommended are:

Item #	Title	Credits
ACCT 425	Cost Accumulation and Control	3
ECON 222	Research Methods in Economics	3
ECON 202	Principles of Macroeconomics	3
ECON 280	Managerial Economics	3
MATH 280	Intermediate Statistical Methods for Data Analysis	3

During the first semester, beginning students are expected to complete:

Item #	Title	Credits
CPSC 151	Computer Science I	4
MATH 201	Calculus I	4
		75-77

Computer Science, B.S.

Degree Type

Major

Mission

The Department of Physical and Computational Sciences offers a rigorous education in Chemistry, Mathematics, Economics, Pre-Engineering/Physical Science, and Computer Science (Cybersecurity), embodying the College's commitment to teaching and learning. The department fosters intellectual curiosity, critical thinking, and innovation, preparing students to address complex scientific and societal challenges. In alignment with the College's mission to provide a liberal arts education and prepare professionals, the department equips students with the knowledge and skills needed to succeed in their careers and contribute meaningfully to their communities in an atmosphere of study, work, and service.

The Computer Science and Cybersecurity Program is a comprehensive and focused curriculum designed to prepare students for careers at the intersection of security and computing. It integrates industry-recognized certifications and emphasizes leadership in applying high technology to innovate industry and government, while promoting dissemination through scholarly publications, professional societies, and the broader community. The program prepares students for the rapidly growing field, equipping them with general and subject-specific competencies, including the ability to initiate software projects, manage projects, and develop skills in mathematical modeling and computer graphics. Students gain a strong foundation of knowledge, supported by hands-on project experiences and the encouragement to present research. Experiential learning opportunities such as internships, work-study, and research further enhance the synthesis of their theoretical and applied knowledge.

Learning Outcomes

1. Students will be able to assess systematically the theoretical, practical, and ethical dimensions of computer-based solutions to problems, including the use of contemporary research and development.
2. Students will be able to communicate effectively technical concepts in both oral and written formats promoting collaboration and knowledge dissemination.
3. Students will be prepared for successful careers or graduate studies in computer science, cybersecurity, or related fields, demonstrating proficiency in technical skills and real-world problem solving.
4. Students will be able to apply course-acquired knowledge gained to address diverse computational challenges, develop computer-based solutions, and evaluate the implementations.
5. Students will collaborate and work independently to apply computer science techniques and concepts beyond the typical course content to address real-world scenarios.

Requirements for the Major

Item #	Title	Credits
CPSC 151	Computer Science I	4
CPSC 152	Computer Science II	4
CPSC 205	Web Design	3
CPSC 210	Discrete Mathematics	3
CPSC 240	Introduction to Computer Security	3
CPSC 275	Data Structures and Algorithms	3
CPSC 277	Computer Ethics	3
CPSC 330	Computer Organization and Assembly Language	4
CPSC 360	Programming Languages	3
CPSC 370	Operating Systems	3
CPSC 373	Writing for Mathematics and Computer Science	2
CPSC 440	Data Communications and Network Architecture	3
CPSC 477	Seminar in Mathematics and Computer Science	2
CPSC 490	Senior Project	2-4
CPSC 495	Comprehensive Exams	
	Computer Science Elective	3
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 354	Linear Algebra	3
MATH 383	Mathematical Statistics I	3
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4

Strongly recommended:

Item #	Title	Credits
CPSC 310	Artificial Intelligence	3

During the first semester, beginning students are expected to complete:

Item #	Title	Credits
CPSC 151	Computer Science I	4
MATH 201	Calculus I	4
		78-80

Cybersecurity, B.S.

Degree Type

Major

Mission

The Department of Physical and Computational Sciences offers a rigorous education in Chemistry, Mathematics, Economics, Pre-Engineering/Physical Science, and Computer Science (Cybersecurity), embodying the College's commitment to teaching and learning. The department fosters intellectual curiosity, critical thinking, and innovation, preparing students to address complex scientific and societal challenges. In alignment with the College's mission to provide a liberal arts education and prepare professionals, the department equips students with the knowledge and skills needed to succeed in their careers and contribute meaningfully to their communities in an atmosphere of study, work, and service.

The Computer Science and Cybersecurity Program is a comprehensive and focused curriculum designed to prepare students for careers at the intersection of security and computing. It integrates industry-recognized certifications and emphasizes leadership in applying high technology to innovate industry and government, while promoting dissemination through scholarly publications, professional

societies, and the broader community. The program prepares students for the rapidly growing field, equipping them with general and subject-specific competencies, including the ability to initiate software projects, manage projects, and develop skills in mathematical modeling and computer graphics. Students gain a strong foundation of knowledge, supported by hands-on project experiences and the encouragement to present research. Experiential learning opportunities such as internships, work-study, and research further enhance the synthesis of their theoretical and applied knowledge.

Learning Outcomes

1. Students will be able to assess systematically the theoretical, practical, and ethical dimensions of computer-based solutions to problems, including the use of contemporary research and development.
2. Students will be able to communicate effectively technical concepts in both oral and written formats promoting collaboration and knowledge dissemination.
3. Students will be prepared for successful careers or graduate studies in computer science, cybersecurity, or related fields, demonstrating proficiency in technical skills and real-world problem solving.
4. Students will be able to apply course-acquired knowledge gained to address diverse computational and cybersecurity challenges, develop computer-based solutions, and evaluate the implementations.
5. Students will collaborate and work independently to apply computer science and cybersecurity techniques and concepts beyond the typical course content to address real-world scenarios.

Requirements for the Major

Item #	Title	Credits
CPSC 151	Computer Science I	4
CPSC 152	Computer Science II	4
CPSC 210	Discrete Mathematics	3
CPSC 240	Introduction to Computer Security	3
CPSC 245	Internetworking: Routing and Switching	3
CPSC 275	Data Structures and Algorithms	3
CPSC 277	Computer Ethics	3
CPSC 330	Computer Organization and Assembly Language	4
CPSC 340	Computer Forensics	3
CPSC 370	Operating Systems	3
CPSC 373	Writing for Mathematics and Computer Science	2
CPSC 380	Data Base Design	3
CPSC 405	Cryptography	3
CPSC 440	Data Communications and Network Architecture	3
CPSC 450	Network Security	3
CPSC 470	Operating System Security	3
CPSC 477	Seminar in Mathematics and Computer Science	2
CPSC 490	Senior Project	2-4
CPSC 495	Comprehensive Exams	
CRJU 201	Criminal Law and Procedures I	3
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 383	Mathematical Statistics I	3

Strongly recommended:

Item #	Title	Credits
CPSC 205	Web Design	3
CPSC 230	Project Management	3

During the first semester, beginning students are expected to complete:

Students in this major are highly encouraged to minor in criminal justice and/or mathematics.

Item #	Title	Credits
CPSC 151	Computer Science I	4
MATH 201	Calculus I	4
		82-84

Cybersecurity - Information Assurance, B.A.

Degree Type

Major

Mission

The Department of Physical and Computational Sciences offers a rigorous education in Chemistry, Mathematics, Economics, Pre-Engineering/Physical Science, and Computer Science (Cybersecurity), embodying the College's commitment to teaching and learning. The department fosters intellectual curiosity, critical thinking, and innovation, preparing students to address complex scientific and societal challenges. In alignment with the College's mission to provide a liberal arts education and prepare professionals, the department equips students with the knowledge and skills needed to succeed in their careers and contribute meaningfully to their communities in an atmosphere of study, work, and service.

The Computer Science and Cybersecurity Program is a comprehensive and focused curriculum designed to prepare students for careers at the intersection of security and computing. It integrates industry-recognized certifications and emphasizes leadership in applying high technology to innovate industry and government, while promoting dissemination through scholarly publications, professional societies, and the broader community. The program prepares students for the rapidly growing field, equipping them with general and subject-specific competencies, including the ability to initiate software projects, manage projects, and develop skills in mathematical modeling and computer graphics. Students gain a strong foundation of knowledge, supported by hands-on project experiences and the encouragement to present research. Experiential learning opportunities such as internships, work-study, and research further enhance the synthesis of their theoretical and applied knowledge.

Learning Outcomes

1. Students will be able to assess systematically the theoretical, practical, and ethical dimensions of computer-based solutions to problems, including the use of contemporary research and development.
2. Students will be able to communicate effectively technical concepts in both oral and written formats promoting collaboration and knowledge dissemination.
3. Students will be prepared for successful careers or graduate studies in computer science, cybersecurity, or related fields, demonstrating proficiency in technical skills and real-world problem solving.
4. Students will be able to apply course-acquired knowledge gained to address diverse computational and cybersecurity challenges, develop computer-based solutions, and evaluate the implementations.
5. Students will collaborate and work independently to apply computer science and cybersecurity techniques and concepts beyond the typical course content to address real-world scenarios.

Requirements for the Major

Item #	Title	Credits
CPSC 151	Computer Science I	4
CPSC 152	Computer Science II	4
CPSC 210	Discrete Mathematics	3
CPSC 230	Project Management	3
CPSC 240	Introduction to Computer Security	3
CPSC 245	Internetworking: Routing and Switching	3
CPSC 277	Computer Ethics	3
CPSC 330	Computer Organization and Assembly Language	4
CPSC 340	Computer Forensics	3
CPSC 370	Operating Systems	3
CPSC 373	Writing for Mathematics and Computer Science	2
CPSC 380	Data Base Design	3
CPSC 440	Data Communications and Network Architecture	3
CPSC 450	Network Security	3
CPSC 470	Operating System Security	3
CPSC 477	Seminar in Mathematics and Computer Science	2
CPSC 490	Senior Project	2-4
CPSC 495	Comprehensive Exams	
BUSI 287	Organizations and Human Behavior	3
BUSI 311	Principles of Management	3
CRJU 201	Criminal Law and Procedures I	3
MATH 180	Introduction to Statistical Methods	3

Strongly recommended:

Item #	Title	Credits
CPSC 205	Web Design	3
MATH 280	Intermediate Statistical Methods for Data Analysis	3
		63-65

Game Development, B.S.

Degree Type

Major

Mission

The Department of Physical and Computational Sciences offers a rigorous education in Chemistry, Mathematics, Economics, Pre-Engineering/Physical Science, and Computer Science (Cybersecurity), embodying the College's commitment to teaching and learning. The department fosters intellectual curiosity, critical thinking, and innovation, preparing students to address complex scientific and societal challenges. In alignment with the College's mission to provide a liberal arts education and prepare professionals, the department equips students with the knowledge and skills needed to succeed in their careers and contribute meaningfully to their communities in an atmosphere of study, work, and service.

The Game Development Program is a comprehensive and focused curriculum designed to prepare students for the rapidly changing industry of game development. The program prepares students to work in a variety of game development fields, including becoming experts in virtual reality and interactive simulation systems. Students who complete the program will be expected to have general and subject-specific competencies, including the ability to initiate software projects, project management techniques, and the development of mathematical modeling and computer graphics. Students gain a strong foundation of knowledge, supported by hands-on project experiences and the

encouragement to present research. Opportunities for experiential learning opportunities such as internships, work-study, and research, further enhance the synthesis of their theoretical and applied knowledge.

Learning Outcomes

1. Students will be able to apply course-acquired knowledge gained to address diverse computational challenges, develop computer-based solutions, and evaluate the implementations.
2. Students will be able to assess systematically the theoretical, practical, and ethical dimensions of computer-based solutions to problems, including the use of contemporary research and development.
3. Students will be able to communicate effectively technical concepts in both oral and written formats promoting collaboration and knowledge dissemination.
4. Students will be prepared for successful careers or graduate studies in game development, demonstrating proficiency in technical skills and real-world problem-solving.

Requirements for the Major

Item #	Title	Credits
ESPT 100	Introduction to Games	3
CPSC 151	Computer Science I	4
CPSC 152	Computer Science II	4
CPSC 205	Web Design	3
CPSC 210	Discrete Mathematics	3
CPSC 240	Introduction to Computer Security	3
CPSC 250	Content and Systems Design	3
CPSC 275	Data Structures and Algorithms	3
CPSC 310	Artificial Intelligence	3
CPSC 331	C Programming: How Computers Interpret	3
CPSC 350	Unity I: Working with Unity	3
CPSC 351	C# Programming	3
CPSC 373	Writing for Mathematics and Computer Science	2
CPSC 431	Unity II: Advanced Unity	3
CPSC 432	Capstone Project: Building a Game	3
CPSC 477	Seminar in Mathematics and Computer Science	2
CPSC 490	Senior Project	2-4
CPSC 495	Comprehensive Exams	
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 383	Mathematical Statistics I	3
PSYC 100	General Psychology	4
		65-67

Master of Science in AI-Driven Cybersecurity and Autonomous Defense

Degree Type

Major

Master of Science in AI-Driven Cybersecurity

The Master of Science in AI-Driven Cybersecurity and Autonomous Defense (MS-ADCAD) at Bethany College provides an accelerated, focused, and comprehensive program aimed at training highly skilled

professionals to operate at the nexus of security, financial management, and computational acumen in the domain of financial technology powered by AI. The MS-ADCAD program provides students with an educational opportunity to gain a competitive advantage as they pursue their careers in this field. Bethany College MS-ADCAD provides the opportunity for experiential learning using the case and project method in small class sizes with personalized attention at a reasonable price. Students will be able to complete the online program in about 12 months.

The program aligns the technology-facilitated financial operations of organizations with the defensive techniques of dynamic cybersecurity practice. It also aims to impart the learners with practical knowledge of business cybersecurity risk analysis, diagnostics, information and transaction integrity, authenticity reinforcement, and active-attack response approaches.

The Master of AI-Driven Cybersecurity and Autonomous Defense degree program encompasses a comprehensive 30-credit curriculum, comprising ten core courses. It is delivered through a fully online format, divided over five eight-week sessions. The students will engage in engaging content and through a series of practical exercises that will demonstrate the concepts in action.

Program Student Learning Outcomes

- **Technical Proficiency:** Graduates will demonstrate a high level of technical expertise in cybersecurity, including proficiency in configuring and managing security technologies, analyzing and responding to security incidents, and securing network infrastructure.
- **Risk Management and Assessment:** Graduates will apply the skills to identify, assess, and prioritize cybersecurity risks, allowing them to develop and implement effective risk mitigation strategies and security measures.
- **Ethical and Legal Awareness:** Graduates will assess the ethical and legal principles that govern AI-Driven cybersecurity practices, enabling them to make responsible and compliant decisions in the field.
- **Communication and Collaboration:** Graduates will be effective communicators, capable of conveying complex cybersecurity concepts to diverse audiences, and they will demonstrate the ability to collaborate with multidisciplinary teams to address cybersecurity challenges effectively.

Requirements for Degree

All students will be required to earn a C- or higher in each course to complete the program.

Item #	Title	Credits
CYBR 600	Principles of Cybersecurity and Information Security Management	3
CYBR 610	Ethical Hacking and Penetration Testing	3
CYBR 611	Cybersecurity Law and Ethics	3
CYBR 615	Principles of Wireless, Mobile & Cloud Security	3
CYBR 620	Computer, Mobile Forensics and Incident Handling	3
CYBR 621	Algorithmic Cryptology and Data Protection	3
CYBR 625	Blockchain Technology and Digital Finance	3
CYBR 630	Security Incident Analysis and Artificial Intelligence	3
CYBR 640	Secure Information Infrastructure and Risk Mitigation	3
CYBR 690	Research Proposal and Capstone Project	3
		30

Computer Science

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
CPSC 151	Computer Science I	4
CPSC 152	Computer Science II	4
CPSC 205	Web Design	3
	Computer Science Minor Electives	6
		17

Cybersecurity

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
CPSC 151	Computer Science I	4
CPSC 230	Project Management	3
CPSC 240	Introduction to Computer Security	3
CPSC 245	Internetworking: Routing and Switching	3
	Cybersecurity Minor Electives	6
		19

Game Development

Degree Type

Minor

Required Courses for Minor in Game Design

Item #	Title	Credits
ESPT 100	Introduction to Games	3
CPSC 151	Computer Science I	4
CPSC 152	Computer Science II	4
CPSC 250	Content and Systems Design	3
CPSC 275	Data Structures and Algorithms	3
CPSC 350	Unity I: Working with Unity	3
		20

Criminal Justice

Criminal Justice

Degree Type

Major

Mission

The Department of Social Work and Criminal Justice is dedicated to providing a comprehensive liberal arts education that prepares students for positions in the fields of social work, criminal justice, and

human services, while also equipping them with a strong foundation for continued professional growth and post-graduate education. Through a multidisciplinary approach, the department promotes critical thinking, ethical practice, and a strong commitment to service. These programs provide students with the knowledge and skills essential for success in their respective fields, fostering a lasting commitment to service, human dignity, and the advancement of social well-being.

Learning Outcomes

1. Students will demonstrate a comprehensive understanding of the historical, legal, and social foundations of the criminal justice system and their influence on contemporary policies and practices.
2. Students will apply critical thinking, analytical reasoning, and research skills to evaluate complex issues and develop evidence-based solutions within the criminal justice field.
3. Students will effectively communicate ideas, analyses, and findings related to criminal justice through clear and professional oral presentations and well-structured written reports.
4. Students will exhibit ethical decision-making and an understanding of the moral responsibilities required of professionals in the criminal justice system.
5. Students will develop the knowledge, skills, and professional competencies necessary to succeed in entry-level positions within the criminal justice field or to pursue advanced education in graduate or professional schools.

Required Courses for Major in Criminal Justice

Item #	Title	Credits
CRJU 146	Writing for Criminal Justice	2
CRJU 147	Introduction to Criminal Justice	3
CRJU 148	Law Enforcement	3
CRJU 149	Corrections	3
CRJU 201	Criminal Law and Procedures I	3
CRJU 301	Criminal Investigation	3
CRJU 311	Juvenile Justice	3
CRJU 410	Ethics in Criminal Justice	3
CRJU 472	Senior Seminar	1
CRJU 490	Senior Project	2
PSYC 215	Behavior Modification	3
SOWO 130	Addiction and Recovery	2

Research course

One of the following research courses

Item #	Title	Credits
	One of the following research courses	3

Statistics Course

One of the following statistics courses

Item #	Title	Credits
	One of the following statistics courses	3

Elective Courses

Item #	Title	Credits
	Student is required to complete nine credits selected from the following list of courses	9
		46

Criminal Justice

Degree Type

Minor

The minor in Criminal Justice is designed for those students interested in a career in a criminal justice setting, including probation programs, prisons, or the court system.

Requirements for the Minor

Students complete the following required courses:

Item #	Title	Credits
CRJU 147	Introduction to Criminal Justice	3
CRJU 148	Law Enforcement	3
CRJU 149	Corrections	3
CRJU 201	Criminal Law and Procedures I	3
CRJU 211	Criminology	3

Two of the following elective courses:

Item #	Title	Credits
CRJU 301	Criminal Investigation	3
CRJU 311	Juvenile Justice	3
CRJU 321	Homeland Security	3
INTD 203	International Terrorism	3
CHEM 108	Introduction to Forensic Science	4
PSYC 245	Forensic Psychology	3
		21

Education

Master of Education in Teaching and Learning (M.Ed.)

Degree Type

Major

Mission

The Master of Education program equips professionals with the knowledge and skills to navigate the complexities of higher education. Emphasizing ethical leadership and critical analysis, the program fosters the ability to address personnel challenges, conduct meaningful research, and uphold professional standards. Graduates are prepared to manage regulatory and accreditation processes, ensure institutional compliance, and utilize data-driven strategies to enhance organizational effectiveness. Through this comprehensive approach, the program cultivates leaders committed to fostering innovation, equity, and excellence in education.

Learning Outcomes

1. Graduates will demonstrate advanced expertise in addressing and managing complex personnel issues within higher education, employing leadership strategies that foster collaboration, diversity, and organizational effectiveness.
2. Graduates will design and execute rigorous, ethically sound research projects that contribute to the scholarly discourse and inform policy and practice in higher education.
3. Graduates will critically analyze and integrate ethical, legal, and professional standards into decision-making processes, promoting integrity and accountability in higher education leadership.
4. Graduates will exhibit a comprehensive understanding of regulatory frameworks, accreditation processes, and compliance standards, demonstrating the capacity to align institutional operations with external requirements and expectations.

5. Graduates will demonstrate mastery in designing assessment systems, collecting and analyzing data, and applying evidence-based insights to drive continuous improvement and strategic decision-making in higher education contexts.

Requirements for Degree

Item #	Title	Credits
EDUC 651	The Science of Teaching and Learning	3
EDUC 652	Program Planning and Assessment	3
EDUC 654	Research and Data Driven Decision Making	3
EDUC 655	Educational Statistics and Research Methods	3
EDUC 656	Educational Psychology	3
EDUC 660	Educational Leadership and Supervision of Higher Education Facilities	3
EDUC 661	Current Issues in American Higher Education	3
EDUC 665	Multicultural Perspectives in Education	3
EDUC 670	Accreditation and Compliance	3
BUSI 603	Human Resource Management	3
		30

English

English with Creative Writing Focus

Degree Type

Major

Mission

The Department of Humanities fosters intellectual growth and cultural understanding through the study of religious studies, English, and world languages. Aligned with the College's mission, the department cultivates critical thinking, creativity, and communication skills to prepare students for meaningful contributions in an interconnected world. The department's interdisciplinary approach encourages exploration of faith, language, and artistic expression, shaping informed and compassionate individuals ready to engage with diverse global perspectives.

Learning Outcomes

1. The student will analyze and interpret texts written in and translated into English, identifying elements of craft, process, literary techniques, and creative uses of language, and synthesize the methods and interpretive practices of the discipline.
2. The student will demonstrate skillful use of technique in the creative process for critical and intuitive thinking, and can appraise their own writing practices and how they have evolved.
3. The student will effectively communicate ideas through written and oral forms, showcasing their ability to express complex ideas clearly and persuasively to diverse audiences.
4. The student will demonstrate the ability to research literary, cultural, and historical contexts, and determine how past and present literary forms, structures, styles, and traditions influence artistic choices in writing.
5. The student will engage in writing as a reflective, iterative process across a variety of genres, preparing for professional and graduate school opportunities by developing a portfolio and understanding the relevance and importance of clarity in writing in various career paths.

The following courses are required:

Item #	Title	Credits
ENGL 115	Introduction to Creative Writing	3
ENGL 156	Introduction to Literary Studies	3
ENGL 240	Creative Writing	3
	English upper-level workshops	15
	one English literature course	3
ENGL 390	Junior Seminar	1
ENGL 477	Senior Seminar	3
ENGL 490	Senior Project	2-4
ENGL 495	Comprehensive Exams	
		33-35

American Literature

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
ENGL 156	Introduction to Literary Studies	3
ENGL 250	American Literature	3
	Nine additional credits in American Literature, six of which must be from the 300 and 400 level	9
		15

British Literature

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
ENGL 156	Introduction to Literary Studies	3
ENGL 245	British Literature I	3
ENGL 246	British Literature II	3
	Six additional credits in British Literature, three of which must be from the 300 or 400	6
		15

Creative Writing

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
ENGL 156	Introduction to Literary Studies	3
ENGL 240	Creative Writing	3

At least nine hours from the following, with at least three of those nine hours at the 400-level:

Item #	Title	Credits
ENGL 311	Poetry Writing Workshop	3
ENGL 312	Fiction Writing Workshop	3
ENGL 313	Creative Non-Fiction Writing Workshop	3
ENGL 411	Advanced Poetry Writing Workshop	3
ENGL 412	Advanced Fiction Writing Workshop	3
ENGL 413	Advanced Creative Nonfiction Writing Workshop	3
		15

First-Year Experience

The Trail Head-First-Year Experience

Degree Type

Program

Program Goals

Part of the Bethany First-Year Triangle of Accountability (Bethany First Year Experience, First-Year Advising Program, Ponton Mentor Program) the Bethany First-Year Experience (BFYE) connects students with their first-year advisor in once-weekly graded courses to ensure students are equipped with essential skills and knowledge necessary to transition from high school to college and thrive academically and personally in the college setting.

Through a series of lectures, guest seminars, and activities, students will:

- Become familiar with Bethany facilities, services, resources, and technology
- Expand their understanding of Bethany student rights, responsibilities, expectations, and policies
- Learn about Bethany traditions and legacy
- Establish meaningful priorities and goals,
- Develop an understanding of the academic catalog
- Complete the major declaration process and establish a four-year plan
- Cultivate healthy and effective study habits and skills
- Acquire additional awareness of wellness issues and improve their ability to recognize and respond to wellness issues,
- Become familiar with campus organizations and clubs, and
- Gain a sense of belonging and academic identity as a Bethanian.

Learning Outcomes

1. Students will explore identity development, including personal and professional identification.
2. Students will employ and enhance college-level academic skills through a topic-driven learning experience.
3. Students will work as a professional learning community to better the campus or community through a service-learning project.
4. Students will develop an appreciation for and demonstrate areas of personal health and wellness.
5. Students will increase awareness and knowledge of and utilize available Bethany staff and resources and informational technology.
6. Students will familiarize themselves with the history and importance of the liberal arts traditions.

Requirements for the Program

All students who meet one of the following conditions are required to complete successfully the First-Year Experience, including:

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

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

Item #	Title	Credits
BFYE 110	First-Year Experience Orientation (Camp Bell)	
BFYE 120	Becoming a Bethanian	1
	BFYE 121 or BFYE 122	1

Note on Completions: Students who do not successfully complete BFYE-001 Becoming a Bethanian will be required to re-take the course the following term. Students who do not successfully complete BFYE 002/003 will be required to re-take the course the following term at additional expense. Successful completion of BFYE 110, BFYE 120, and BFYE 121/122 are required for graduation. Students enrolled in the Bethany Honors program may complete HSEM 101 and HSEM 102 in place of BFYE 120 and BFYE 121/122 but must still complete BFYE 110.

Fundamental Studies

Fundamental Studies Program

Degree Type Program

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

Program Offerings

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

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

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

Item #	Title	Credits
FDST 096	Fundamentals of Reading	2
FDST 097	Fundamentals of Mathematics	2
FDST 098	Fundamentals of Writing	2
FDST 099	Strategies for College Success	2
FDST 120	Extended Orientation for International Students	1
		15

History

History

Degree Type

Major

Mission

The Department of History and Political Science is dedicated to advancing the College's mission of teaching and learning by providing a rigorous liberal arts education that emphasizes critical thinking, effective communication, and informed citizenship. The department strives to foster a deep understanding of historical contexts, political systems, and global perspectives while preparing students for professional excellence, graduate study, and engaged participation in their communities.

Learning Outcomes

1. Students will demonstrate a comprehensive understanding of key historical events, movements, and themes across diverse cultures and periods.
2. Students will develop and apply research methodologies to analyze historical sources, synthesize evidence, and construct well-reasoned arguments.
3. Students will communicate historical knowledge and interpretations effectively through clear and persuasive oral presentations, as well as well-structured and evidence-based written work.
4. Students will develop the ability to use historical knowledge, critical thinking, and analytical skills in careers such as education, law, public history, government, and other professional fields, while also preparing for advanced studies in history and related areas.

Introductory Surveys

Twelve credits in introductory surveys of American and world history, including

Item #	Title	Credits
HIST 101	World Civilizations I	3
HIST 102	World Civilizations II	3
HIST 151	U.S. History I	3
HIST 152	U.S. History II	3

Historiography

HIST 377: Theory and Practice of History

Item #	Title	Credits
HIST 377	Theory and Practice of History	3

History Electives

18 additional credits of history coursework including three hours of U.S. History, three hours of European history, and three credits in world history or the history of regions outside of the U.S. and Europe.

The remaining nine credits can be taken in any field of history.

Three of these credits may come from the listed religious studies courses (RELS 229, 231, 301, 305, or 311).

Item #	Title	Credits
HIST 210	The Age of Extremes: The Twentieth-Century World	3
HIST 225	West Virginia History, Government, Geography	2
HIST 230	History Role-Playing Games: Dilemmas of Diversity, Democracy, and Nationhood	3
HIST 297	Special Studies in History 2 or 3	
HIST 311	The Age of Transition: 1300-1600	3
HIST 312	The Age of Absolutism: 1600-1789	3
HIST 313	The Age of Revolution and Nationalism: 1789-1914	3
HIST 314	The Age of Uncertainty: 1914-Present	3
HIST 317	Modern Europe, 1789-Present	
HIST 324	Russia Under the Tsars: 1500-1918	3
HIST 325	Post Tsarist Russia: From Lenin to Putin	3
HIST 327	British History	3
HIST 328	History of Mexico	3
HIST 329	Islamic Civilization	3
HIST 330	Modern China	3
HIST 331	Modern Japan	3
HIST 332	Japanese History and Culture in Film	3
HIST 233	The Making of the Islamic World: 610-1258	3
HIST 234	The Modern Middle East	3
HIST 351	The Early Republic, 1789-1848	3
HIST 352	The Crisis of the Republic, 1848-1877	3
HIST 354	America in the Era of the World Wars, 1914-1945	3
HIST 355	Contemporary U.S. History, 1945-present	3
HIST 400-409	Seminar in American History	2-4
HIST 401	Constitutional Law	3
HIST 410	Weapons and Warfare	4
HIST 410-419	Seminar in European History	2-4
HIST 420-429	Seminar in Non-Western History	2-4
HIST 487-488	Independent Study	2-4
RELS 229	Christianity	3
RELS 231	Judaism	3
RELS 301	Poetry, Prophecy, and (Poly)theism: A Critical Analysis of the Hebrew Bible	3
RELS 305	Archaeology of the Ancient Near East	3
RELS 311	Studies in the Gospels	3

Additional Courses

Also required are either:

Item #	Title	Credits
	POLS 110 or 112	3
	INTD 251, 252, or 253	3

Capstones

HIST 490: Senior Project (2-4 credits) and HIST 495: Comprehensive Exams

Item #	Title	Credits
HIST 490	Senior Project	2-4
HIST 495	Comprehensive Exams	

Students planning to attend graduate or professional schools should anticipate possible requirements in the areas of world languages, statistics, accounting, and computer technology.

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History

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
HIST 101	World Civilizations I	3
HIST 102	World Civilizations II	3
HIST 151	U.S. History I	3
HIST 152	U.S. History II	3

Nine credits from 200 or 400-level offerings:

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Honors Program

Honors Program

Degree Type

Program

Mission

The Bethany College Honors Program is a college-wide community of faculty and students engaged in the study of the tangible and imaginable worlds through the integration of the skills of multiple academic divisions and multiple modes of learning. By offering student-driven, innovative courses, honors dorm living, and unique opportunities outside the classroom to outstanding students, the Honors Program furthers creative thinking and intellectual independence and promotes a community of inquiry that thrives on the ideals of the liberal arts education.

Learning Outcomes

1. Students will produce an honors-level senior project within their major, demonstrating advanced research, critical thinking, and writing skills. This project will reflect an integration of interdisciplinary knowledge, intellectual independence, and original thought.
2. Students will critically reflect on their experiences of living in an intellectually stimulating, scholarly community, demonstrating an understanding of how collaborative learning environments foster personal and academic growth.
3. Students will synthesize and apply knowledge from multiple academic disciplines, showing the ability to integrate diverse epistemologies and modes of inquiry in their academic work and broader intellectual pursuits.

Requirements for the Program

The program requires a 4-credit fall semester seminar course and a one-credit spring semester follow-up course in each of the student's first three years. Seniors complete a two-credit planning seminar fall semester and a two-credit implementation seminar spring semester, as they complete their enhanced honors senior project.

Item #	Title	Credits
HSEM 101	First-Year Honors Seminar	4
HSEM 102	First-Year Honors Seminar	1
HSEM 201	Sophomore Honors Seminar	4
HSEM 202	Sophomore Honors Seminar	1
HSEM 301	Junior Honors Seminar	4
HSEM 302	Junior Honors Seminar	1
HSEM 489	Senior Honors Seminar	2
HSEM 490	Senior Honors Seminar	2

Notes: The intent is for students to take HSEM 489 and HSEM 490 at the same time they are taking 489 and 490 in their major department. Students may in some cases take 489 and/or 490 as juniors or take the two courses simultaneously. Students can graduate early if they have fulfilled all the honors program requirements. Honors students can take up to 19 hours a semester without having to pay extra fees.

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Interdisciplinary

Interdisciplinary Majors, Student-Initiated

Degree Type

Major

Mission

The Department of Interdisciplinary Studies empowers students to address complex, real-world challenges through innovative programs that cross traditional academic boundaries. By offering flexible, individualized degree pathways alongside faculty-initiated majors, minors, and a graduate program in education, the department fosters creativity, critical thinking, and collaboration. Through experiential learning, internships, and collaborative projects, students gain practical skills and interdisciplinary perspectives, preparing them to navigate and shape a rapidly changing world.

Learning Outcomes

1. Students will develop and apply advanced research, analytical, and critical thinking skills to identify, evaluate, and propose solutions to interdisciplinary problems.
2. Students will exhibit proficiency in written and oral communication, effectively articulating interdisciplinary concepts and solutions.

3. Students will build practical skills and experiences, preparing for diverse career pathways that require adaptability and an interdisciplinary approach.
4. Students will demonstrate a cohesive, personalized interdisciplinary knowledge base by integrating concepts, theories, and methods from multiple academic disciplines to address specific academic, professional, and societal challenges.
5. Students will apply critical thinking and creative problem-solving strategies to develop innovative solutions, while effectively communicating and collaborating across diverse fields of study.

To initiate a major in Interdisciplinary Studies, a student must submit a formal proposal to the Director of Interdisciplinary Studies prior to the last day of classes before mid-term of the second semester of the sophomore year. (A later proposal may be considered if the student has already completed a significant part of the curriculum of the program or is willing to take more than the usual four years to complete degree requirements.) The proposal must follow guidelines established by the Faculty Committee on Interdisciplinary Studies and be prepared with the guidance of the Director of Interdisciplinary Studies.

The proposal must be approved by the Faculty Committee on Interdisciplinary Studies . A proposal is normally approved only from a student who has an overall grade-point average of 3.00 at the time the proposal is made . To continue in the program the student must maintain the 3.00 grade-point average during the semester in which the proposal is approved and during the following semester. (In special circumstances the Faculty Committee on Interdisciplinary Studies may waive grade-point requirements to consider a proposal from a student with a lower grade-point average and/or establish a lower grade-point requirement for that student's continuing in the program.)

When a proposal has been approved, it becomes the statement of goals and requirements for the student's major and is filed in the Office of the Registrar. It may not be modified without endorsement by the Director of Interdisciplinary Studies and approval of the Faculty Committee on Interdisciplinary Studies . The Director of Interdisciplinary Studies supervises the student's work in the program and serves as the student's academic advisor.

Requirements for the Major

The Interdisciplinary Studies Department coordinates faculty-sponsored and student-initiated programs of study that cross departmental lines . The originator of an interdisciplinary major is responsible for establishing and justifying its goals and curriculum. The program must include at least 36 credits (excluding the Senior Project), but may not exceed 72 credits. No more than 48 credits in any one department can be counted toward fulfilling Bethany's degree requirements. The major must be approved by the Faculty Committee on Interdisciplinary Studies . Students must also pass the senior comprehensive exam, INTD 495.

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Interdisciplinary Studies, Educational Studies Specialization

Degree Type

Major

Mission

The Faculty-Sponsored Bachelor of Arts in Interdisciplinary Studies with a specialization in Educational Studies, in partnership with West Liberty University for teaching certification, prepares students interested in seeking teaching certification. West Liberty University provides the education courses required for teaching certification. Students must apply and be accepted into the West Liberty

University program to declare this major. After completing all required courses at Bethany College and West Liberty University, students will receive a joint degree from Bethany College and West Liberty University.

Learning Outcomes

1. Students will develop and apply advanced research, analytical, and critical thinking skills to identify, evaluate, and propose solutions to interdisciplinary problems.
2. Students will exhibit proficiency in written and oral communication, effectively articulating interdisciplinary concepts and solutions.
3. Students will build practical skills and experiences, preparing for diverse career pathways that require adaptability and an interdisciplinary approach.

Requirements for the Major

Students must complete the following courses for the Faculty-Sponsored Bachelor of Arts in Interdisciplinary Studies with a specialization in Educational Studies.

Item #	Title	Credits
PSYC 100	General Psychology	4
PSYC 230	Developmental Psychology	3
HIST 151	U.S. History I	3
SOWO 150	Social Problems	3
INTD 310	Professional Internship	1-4
	Required West Liberty University Partnership Courses	12
INTD 470	Internship in Interdisciplinary Studies	1
INTD 490	Senior Project	2-4
INTD 495	Comprehensive Exams	
		29-34

Interdisciplinary Studies, Interdisciplinary Sciences Specialization

Degree Type

Major

Mission

The Bachelor of Science in Interdisciplinary Studies with a specialization in Interdisciplinary Science is a multidisciplinary major to meet the rapidly changing world in the natural sciences. The Interdisciplinary Science specialization offers a flexible and diverse curriculum to allow learners to explore life sciences, physical sciences, and health-related fields tailored to unique interests and future career objectives. The program will provide learners with the preparation for graduate studies. It can also be for learners who have or are completing an accredited allied health certification program at another institution. The program is designed to prepare allied health professionals for graduate or professional school.

Learning Outcomes

All majors in the interdisciplinary studies program have the following learning outcomes.

1. Students will develop and apply advanced research, analytical, and critical thinking skills to identify, evaluate, and propose solutions to interdisciplinary problems.
2. Students will exhibit proficiency in written and oral communication, effectively articulating interdisciplinary concepts and solutions.

3. Students will build practical skills and experiences, preparing for diverse career pathways that require adaptability and an interdisciplinary approach.

Students who complete the interdisciplinary science major will have the following specific learning outcomes.

4. Students will demonstrate a comprehensive understanding of the multiple scientific disciplines and develop in-depth expertise in at least one specialized field.

5. Students will design and conduct scientific investigations, applying appropriate methodologies, and analytical techniques to address complex research questions.

In the Interdisciplinary Science specialization, students must complete at least 45 hours, including a section of science courses, plus a seminar, comprehensive exams, and a senior project. For science requirements, students choose from a minimum of three disciplines to establish a science core and then plan a specialization.

Requirements for the Major

Core Science

Students complete the introductory two-course sequences in three different science disciplines:

Item #	Title	Credits
BIOL 103	Introductory Biology I: Molecular Genetics, Cell, and Development	4
BIOL 104	Introductory Biology II: Biological Structure and Function	4
CHEM 101	General Chemistry I	4
CHEM 102	General Chemistry II	4
CPSC 151	Computer Science I	4
CPSC 152	Computer Science II	4
MATH 201	Calculus I	4
MATH 202	Calculus II	4
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
PSYC 100	General Psychology	4
PSYC 230	Developmental Psychology	3

Science Specialization

Students complete 20 credits in an area of concentration in a science discipline (biology, chemistry, computer science, mathematics, physics, or psychology). This concentration must include at least three courses at a 300 level or higher that are approved by an advisor and the Interdisciplinary Committee as part of the proposed four-year plan.

Capstones

Item #	Title	Credits
INTD 477	Senior Seminar in Interdisciplinary Studies	1
INTD 490	Senior Project	2-4
INTD 495	Comprehensive Exams	
		45-49

Interdisciplinary Studies, Visual and Performing Arts Specialization

Degree Type

Major

Mission

The Visual and Performing Arts programs at Bethany College are designed to achieve the following goals for their students:

- Provide study in the disciplines of Music, Theatre, and Visual Art
- Promote the understanding of the historical and aesthetic unity of the disciplines
- Enhance understanding of historical and aesthetic unity with creative practice
- Promote life-long participation in the arts
- Prepare students for careers and graduate study

Learning Outcomes

The Visual and Performing Arts programs at Bethany College are designed to achieve the following goals for their students:

- Provide study in the disciplines of Music, Theatre, and Visual Art
- Promote the understanding of the historical and aesthetic unity of the disciplines
- Enhance understanding of historical and aesthetic unity with creative practice
- Promote life-long participation in the arts
- Prepare students for careers and graduate study

Visual and Performing Arts

Students complete the core visual and performing arts courses. Students can customize their degree by choosing from one of several tracks to align their studies with their career goals.

Item #	Title	Credits
MUSI 103	Introduction to Music	3
THEA 103	Introduction to Theatre	3
	VISA 100 or VISA 101	2
VISA 440	Fine Art Self-Promotion	3
	Visual and Performing Arts Internship	3
	Visual and Performing Arts Track	24-30
INTD 477	Senior Seminar in Interdisciplinary Studies	1
INTD 490	Senior Project	2-4
INTD 495	Comprehensive Exams	

Music Track

Item #	Title	Credits
MUSI 171	Music Theory I / Ear Training I	4
MUSI 172	Music Theory II / Ear Training II	4
MUSI 250	Music History: Medieval-Classical	3
MUSI 251	Music History: 18th-20th Centuries	3
	Applied Lessons - Minimum of Four Credits	4
	Ensemble Lessons - Minimum of Four Credits	4
	Music Electives	6-8

Theatre Track

The theatre track is a combination of performance and technical courses.

Item #	Title	Credits
THEA 120	Beginning Acting	3
THEA 151	Stagecraft	3
THEA 210	Playwriting	3
THEA 250	Stage Management	3
THEA 330	Directing I	2
THEA 335	American Theatre	3
	Theatre Track Performance and Stage Production	4
	Theatre Track Elective	3

Visual Arts Studio Track

Item #	Title	Credits
VISA 201	Drawing I	3
VISA 202	Art Fundamentals	3
VISA 203	Three-Dimensional Design	3
	VISA 211 or 213	3
	VISA 222, 223, or 231	3
	One 300-level VISA course	3
	Visual Art Electives	9
		41-49

Medieval and Renaissance Studies (Interdisciplinary)

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
INTD 252	Origins of Western Thought II: The Middle Ages and Renaissance	3
	ENGL 245; FREN 320, FREN 420, or GRMN 420	3
	Courses in the series HIST 410-419	3
POLS 361	Ancient and Medieval Political Thought	3
	One 3-credit independent study or one 3-credit course on a relevant subject	3

One course from the following:

Focusing on topics pertinent to the Middle Ages or Renaissance or both (as approved by the Director of Interdisciplinary Studies)

Item #	Title	Credits
ENGL 270	Shakespeare	3
	Other courses in the series ENGL 400-499	3

One course from the following

Item #	Title	Credits
MUSI 250	Music History: Medieval-Classical	3
VISA 100	Art History: Ancient through Medieval	3
VISA 101	Art History: Renaissance through Post-Modern	3
GENS 353	History and Philosophy of Science	3
PHIL 353	History and Philosophy of Science	3
		21

Nonprofit Management (Interdisciplinary)

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
INTD 175	Nonprofit Management Fundamentals	3
INTD 320	Nonprofit Field Study	3
ACCT 202	Financial Accounting	3
ACCT 203	Managerial Accounting	3
BUSI 287	Organizations and Human Behavior	3
ENGL 220	Writing for Business and Industry	3
COMM 203	Principles of Advertising and Public Relations	3

Three credits from:

Item #	Title	Credits
	BUSI 482 or PHIL 124	3
COMM 206	Public Speaking and Announcing	3
BUSI 311	Principles of Management	3
ENGL 223	Technical Writing	3
	MATH 180 or PSYC 205	3
		24

Nonprofit Marketing (Interdisciplinary)

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
INTD 175	Nonprofit Management Fundamentals	3
INTD 320	Nonprofit Field Study	3
ACCT 202	Financial Accounting	3
ACCT 203	Managerial Accounting	3
ENGL 220	Writing for Business and Industry	3
COMM 203	Principles of Advertising and Public Relations	3
BUSI 310	Principles of Marketing	3
ECON 201	Principles of Microeconomics	3
		27

Women's and Gender Studies (Interdisciplinary)

Degree Type

Minor

Requirements for the Minor

15 credits from the following courses:

Item #	Title	Credits
INTD 111	Introduction to Women's and Gender Studies	3
INTD 204	Human Sexuality	3
INTD 211	Women of the World	3
BIOL 115	Biology of Women	3
PSYC 210	Psychology of Women	3
RELS 235	Sex, the Body, and Religion	3
		15

Management

Entrepreneurship

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
BUSI 235	Introduction to Entrepreneurship	3
BUSI 309	Small Business Management	3
BUSI 329	Entrepreneurial Finance	3
ACCT 332	Business Law I	3
BUSI 332	Business Law I	3
BUSI 212	Social Media and Digital Marketing	3
COMM 212	Social Media and Digital Marketing	3
ACCT 350	Income Tax Accounting	3

Additionally, students could consider taking:

Item #	Title	Credits
COMM 412	Integrated Marketing Communications Campaigns	3
COMM 300	Entrepreneurial Media	3
		24

Mathematics

Applied Mathematics

Degree Type

Major

Mission

As a part of the Department of Physical and Computational Sciences, the applied mathematics program fosters intellectual curiosity, critical thinking, and innovation, preparing students to address complex scientific and societal challenges. In alignment with the College's mission to provide a liberal

arts education and prepare professionals, the department equips students with the knowledge and skills needed to succeed in their careers and contribute meaningfully to their communities in an atmosphere of study, work, and service.

The applied mathematics program offers this major designed to provide the student with a broad knowledge of mathematics and its application to the natural, physical, and social world. Through application-based coursework, the program prepares students for research in applied mathematics or a related discipline and focuses on building a foundation for students looking at future careers in business, scientific, or technical fields. This is accomplished through intentionally building a community of collaboration in academics, social responsibility, and engaged teaching.

Students receiving a degree in applied mathematics will demonstrate their ability, through reading, writing, and presentation, to comprehend, apply, analyze, synthesize, and evaluate mathematical and technological concepts and theories. In doing so, they will use the foundational tools of algebra, geometry, logic, and statistics, as well as the tools of mathematics and computer science. These include appropriate notation, terminology, and technical language. The integration of the liberal arts and viewing the relevant and timely application of mathematics to other fields is vital to the program.

Learning Outcomes

1. Students will examine techniques of calculus, linear algebra, and their practical foundations by supporting and defending conclusions reached by rigorously analyzing applications to various fields.
2. Students will synthesize mathematical techniques across a variety of subfields of applied mathematics; including those of discrete mathematics, probability theory, statistical methods, numerical analysis, etc.; as well as support mathematical and logical justifications for arguments in disciplines other than mathematics.
3. Students will use discipline-specific technological tools to effectively develop and construct mathematical models and to coherently defend and professionally communicate results.

Requirements for the Major

Students must complete the following courses.

It would be wise for the student majoring in applied mathematics to be cognizant of fields in which the mathematics herein could be applied.

As such, students should consider taking a minor in one or more of the following cognates: botany, environmental biology, zoology, chemistry, computer science, cybersecurity, or business administration.

The senior project (MATH 490), focused on mathematical modeling within an application, should have one applied mathematician as a reader and one reader from a selected cognate or field of application.

Item #	Title	Credits
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 203	Calculus III	4
MATH 341	Differential Equations	3
MATH 354	Linear Algebra	3
MATH 383	Mathematical Statistics I	3
MATH 384	Mathematical Statistics II	3
MATH 390	Numerical Analysis	3
CPSC 151	Computer Science I	4
CPSC 152	Computer Science II	4
CPSC 210	Discrete Mathematics	3
MATH 490	Senior Project	2-4
MATH 495	Comprehensive Exams	
		40-42

Mathematics

Degree Type

Major

Mission

The Department of Physical and Computational Sciences offers a rigorous education in Chemistry, Computer Science (including Cybersecurity), Economics, Mathematics, and Physical Science (including pre-engineering), embodying the College's commitment to teaching and learning. The department fosters intellectual curiosity, critical thinking, and innovation, preparing students to address complex scientific and societal challenges. In alignment with the College's mission to provide a liberal arts education and prepare professionals, the department equips students with the knowledge and skills needed to succeed in their careers and contribute meaningfully to their communities in an atmosphere of study, work, and service.

The Mathematics Program offers majors designed to provide the student with a broad knowledge of mathematics. Through theory- and application-based coursework, the program prepares students for research in mathematics or a related discipline and focuses on building a foundation for students looking at future careers in business, scientific, or technical fields. This is accomplished through intentionally building a community of collaboration in academics, social responsibility, and engaged teaching.

Students receiving a degree in mathematics will demonstrate their ability, through reading, writing, and presentation, to comprehend, apply, analyze, synthesize, and evaluate mathematical and technological concepts and theories. In doing so, they will use the foundational tools of algebra,

geometry, logic, and statistics, as well as the tools of mathematics and computer science. These include appropriate notation, terminology, and technical language. The integration of the liberal arts and viewing the application of mathematics to other fields is vital to the program.

Learning Outcomes

1. Students will examine techniques of calculus, linear algebra, and their theoretical foundations by supporting and defending conclusions reached by rigorously analyzing applications to various fields.
2. Students will synthesize mathematical techniques across a variety of subfields of mathematics and its applications; including those of discrete mathematics, algebra, probability theory, statistical methods, analysis, geometry, etc.; as well as support mathematical and logical justifications for arguments in disciplines other than mathematics.
3. Students will use discipline-specific technological tools to effectively develop and construct mathematical models and to coherently defend and professionally communicate results.
4. Students will appraise, critique, and author logical proofs and arguments in the foundational areas of mathematics.

Requirements for the Major

The student is required to take the following core courses:

Item #	Title	Credits
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 203	Calculus III	4
MATH 354	Linear Algebra	3
MATH 495	Comprehensive Exams	
	MATH 326 or 410	3
MATH 490	Senior Project	2-4

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

Mathematics:

Item #	Title	Credits
CPSC 151	Computer Science I	4

A minimum of 12 credits from the following:

Item #	Title	Credits
MATH 341	Differential Equations	3
MATH 383	Mathematical Statistics I	3
MATH 384	Mathematical Statistics II	3
MATH 390	Numerical Analysis	3
CPSC 152	Computer Science II	4

Mathematics-Actuarial Science:

Item #	Title	Credits
MATH 341	Differential Equations	3
MATH 383	Mathematical Statistics I	3
MATH 384	Mathematical Statistics II	3
MATH 390	Numerical Analysis	3
CPSC 151	Computer Science I	4

Mathematics-Computer Science:

Item #	Title	Credits
CPSC 151	Computer Science I	4
CPSC 152	Computer Science II	4
CPSC 275	Data Structures and Algorithms	3
CPSC 390	Numerical Analysis	3

Mathematics-Economics:

Item #	Title	Credits
MATH 383	Mathematical Statistics I	3
MATH 384	Mathematical Statistics II	3
ACCT 202	Financial Accounting	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
ECON 301	Intermediate Microeconomics	3
CPSC 151	Computer Science I	4

Mathematics-Physics:

Item #	Title	Credits
MATH 341	Differential Equations	3
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
	PHYS 251 or 261	3
PHYS 300	Modern Physics	3
CPSC 151	Computer Science I	4
		52-66

Applied Mathematics

Degree Type

Minor

Students must complete the following courses.

Requirements for the Minor

Item #	Title	Credits
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 203	Calculus III	4
MATH 354	Linear Algebra	3
	Applied Mathematics Elective Options	6
		21

Mathematics

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 203	Calculus III	4
MATH 354	Linear Algebra	3

A minimum of six credits from

Item #	Title	Credits
MATH 230	History of Mathematics	3
MATH 341	Differential Equations	3
MATH 383	Mathematical Statistics I	3
		23

Political Science

Political Science

Degree Type

Major

Mission

The Department of History and Political Science is dedicated to advancing the College's mission of teaching and learning by providing a rigorous liberal arts education that emphasizes critical thinking, effective communication, and informed citizenship. The department strives to foster a deep understanding of historical contexts, political systems, and global perspectives while preparing students for professional excellence, graduate study, and engaged participation in their communities.

Learning Outcomes

1. Students will demonstrate a comprehensive knowledge of political systems, theories, and institutions, including their historical development, functions, and roles in shaping governance and public policy.
2. Students will demonstrate the ability to conduct research by critically analyzing data, theories, and arguments, and developing evidence-based solutions to address complex political and societal challenges.
3. Students will develop strong communication skills by demonstrating the ability to think critically, write persuasively, and articulate ideas effectively through oral presentations and discussions on political topics and issues.
4. Students will develop the professional skills necessary for success in political science-related careers and graduate and professional programs.

Requirements for the Major

A minimum of 35 credits in courses in Political Science, including:

Item #	Title	Credits
POLS 110	American Politics	3
POLS 112	International Relations	3
	One course from POLS 361, 362, or 363	3
POLS 370	Research Methods in Political Science	4
POLS 400	Post-Grad Politics	1
POLS 490	Senior Project	2-4
POLS 495	Comprehensive Exams	

Required History Courses

Six credits from HIST 101, 102, 151, and 152

Item #	Title	Credits
HIST 101	World Civilizations I	3
HIST 102	World Civilizations II	3
HIST 151	U.S. History I	3
HIST 152	U.S. History II	3

Interdisciplinary Electives

These 35 credits may include credits from INTD 202, 203, and 306.

Item #	Title	Credits
INTD 202	World Energy Resources	3
INTD 203	International Terrorism	3
INTD 306	International Development	3

Statistics Requirement

Item #	Title	Credits
	MATH 180 or PSYC 205	3

Related courses are recommended in History, Philosophy, Economics and Business, Sociology, World Languages, English, and Mathematics (especially statistics).

35

Political Science

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
POLS 110	American Politics	3
POLS 112	International Relations	3

15 additional credits in Political Science

21

Psychology

Psychology, Bachelor of Arts

Degree Type

Major

Mission

The Department of Psychology is committed to fostering the transformative power of a liberal arts education by equipping students with strong written communication skills, critical and ethical thinking, and specialized knowledge in the field. Through a shared foundation of core courses, diverse career preparation, and opportunities for faculty-led research, internships, and involvement in student organizations, we strive to enhance learning and promote personal and professional growth. The department's mission is to prepare thoughtful, engaged, and adaptable individuals who contribute meaningfully to society.

Learning Outcomes

1. Students will describe and explain major concepts, theoretical perspectives, and empirical findings in psychology, demonstrating a foundational understanding of the discipline.
2. Students will interpret, design, and evaluate psychological research, incorporating statistical methods, research design, and sociocultural factors to analyze and interpret quantitative data effectively.
3. Students will write clearly and concisely for academic, professional, and public audiences and deliver oral presentations tailored to diverse purposes and contexts.
4. Students will employ ethical standards in research, practice, and academic contexts while applying psychological principles to enhance community well-being and improve quality of life.
5. Students will develop the knowledge, skills, and professional competencies necessary for career success and graduate studies.

Required Psychology Courses

Item #	Title	Credits
INTD 120	Writing in APA Style	2
PSYC 100	General Psychology	4
PSYC 205	Statistics in Psychology I	3
PSYC 207	Statistics in Psychology II	3
PSYC 225	Abnormal Psychology	3
PSYC 230	Developmental Psychology	3
PSYC 306	Research Methodology	3
PSYC 308	Writing Papers in Psychology	3
PSYC 318	Biopsychology	3
PSYC 350	History of Psychology	3
PSYC 377	Junior Seminar	1
PSYC 477	Senior Seminar	1
	Nine additional credits of psychology	9
PSYC 490	Senior Project	2-4
PSYC 495	Comprehensive Exams	

Required courses in addition to the psychology courses

Students select nine credits from the elective list.

Item #	Title	Credits
	Nine elective credits for cognate courses	9
		52-54

Psychology, Bachelor of Science

Degree Type

Major

Mission

The Department of Psychology is committed to fostering the transformative power of a liberal arts education by equipping students with strong written communication skills, critical and ethical thinking, and specialized knowledge in the field. Through a shared foundation of core courses, diverse career preparation, and opportunities for faculty-led research, internships, and involvement in student organizations, we strive to enhance learning and promote personal and professional growth. The department's mission is to prepare thoughtful, engaged, and adaptable individuals who contribute meaningfully to society.

Learning Outcomes

1. Students will describe and explain major concepts, theoretical perspectives, and empirical findings in psychology, demonstrating a foundational understanding of the discipline.
2. Students will interpret, design, and evaluate psychological research, incorporating statistical methods, research design, and sociocultural factors to analyze and interpret quantitative data effectively.
3. Students will write clearly and concisely for academic, professional, and public audiences and deliver oral presentations tailored to diverse purposes and contexts.
4. Students will employ ethical standards in research, practice, and academic contexts while applying psychological principles to enhance community well-being and improve quality of life.
5. Students will develop the knowledge, skills, and professional competencies necessary for career success and graduate studies.

Required Psychology Courses

Item #	Title	Credits
INTD 120	Writing in APA Style	2
PSYC 100	General Psychology	4
PSYC 205	Statistics in Psychology I	3
PSYC 207	Statistics in Psychology II	3
PSYC 225	Abnormal Psychology	3
PSYC 230	Developmental Psychology	3
PSYC 306	Research Methodology	3
PSYC 308	Writing Papers in Psychology	3
PSYC 318	Biopsychology	3
PSYC 350	History of Psychology	3
PSYC 377	Junior Seminar	1
PSYC 477	Senior Seminar	1
PSYC 490	Senior Project	2-4
PSYC 495	Comprehensive Exams	
	Six credits of additional credits of psychology	6

Required courses in addition to psychology

Item #	Title	Credits
BIOL 103	Introductory Biology I: Molecular Genetics, Cell, and Development	4
BIOL 107	Human Biology	4
BIOL 268	Human Anatomy and Physiology I	4
BIOL 269	Human Anatomy and Physiology II	4
BIOL 290	Genetics	4

Suggested additional courses or majors

Students may wish to complete a double major in sport studies or biology if they intend to pursue further study in Physical Therapy, Occupational Therapy, or Athletic Training. Students interested in these paths should consider taking the additional courses in sport studies, biology, and other sciences. :

60-62

Psychology and Social Work, Dual Major

Degree Type

Major

The dual major in Psychology and Social Work is designed for those students interested in clinical social work or mental health practice . Students completing the dual major must complete all of the Requirements for the Psychology Major with a Human Services or a Scientific Emphasis as listed, plus all of the Requirements for the Major in Social Work.

Requirements for the Major

Item #	Title	Credits
SOWO 120	Introduction to Social Welfare and Social Work	3
SOWO 150	Social Problems	3
SOWO 210	Human Diversity	3
SOWO 230	Supportive Counseling	3
SOWO 310	Human Behavior and the Social Environment	3
SOWO 320	Social Welfare Policies and Services	3
SOWO 340	Research Methods and Statistics	3
SOWO 350	Social Work Practice I	3
SOWO 352	Social Work Practice II	3
SOWO 455	Social Work Practice III	3
SOWO 470	Field Placement	10
SOWO 472	Field Placement Seminar	2
PSYC 490	Senior Project	2-4
PSYC 495	Comprehensive Exams	
		44-46

Psychology

Degree Type

Minor

Students pursuing a minor in psychology complete 22 hours of coursework.

Requirements for the Minor

Item #	Title	Credits
PSYC 100	General Psychology	4
PSYC 205	Statistics in Psychology I	3
PSYC 225	Abnormal Psychology	3
PSYC 230	Developmental Psychology	3
PSYC 318	Biopsychology	3
Six elective psychology credits for minor		6

Religious Studies and Philosophy

Religious Studies

Degree Type

Major

Mission

The Department of Humanities fosters intellectual growth and cultural understanding through the study of religious studies, English, and world languages. Aligned with the College's mission, the department cultivates critical thinking, creativity, and communication skills to prepare students for meaningful contributions in an interconnected world. The department's interdisciplinary approach encourages the exploration of world religious traditions, language, and artistic expression, shaping informed and compassionate individuals ready to engage with diverse global perspectives.

Learning Outcomes

1. Students will demonstrate the ability to discern accurate and credible information regarding the intellectual, ritual, moral, and practical dimensions of the world's major religions, including their internal diversity, and critically analyze how these elements shape societies and cultures.
2. Students will develop the capacity to critically read and analyze complex texts in the humanities, recognizing patterns and themes within and across traditions, and formulate coherent arguments and critical questions based on this analysis.
3. Students will create compelling written work in multiple formats—argumentative, analytical, and investigative—utilizing credible sources, and articulate complex ideas effectively in oral presentations, fostering thoughtful discussions about religious and cultural topics.
4. Students will apply religious studies knowledge and critical skills to diverse professional and academic contexts, showcasing expertise in cultural literacy, critical thinking, and effective communication to prepare for graduate studies or careers in religion and related fields.

Requirements for the Major

The following courses are required for all students:

Item #	Title	Credits
RELS 224	Religion and Culture	3
RELS 220	Introduction to World Religions	3
	RELS 301 or 311	3
RELS 352	Islamic Civilization	3
RELS 490	Senior Project	2-4
	RELS 210, 231, or 244	3
	12 hours of electives at the 200 or 300 level	12
		29-31

Philosophy

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
PHIL 100	Introduction to Philosophy	3
PHIL 123	Introduction to Logic	3
PHIL 124	Introduction to Ethics	3
	Three upper level (200 or above) Philosophy courses	9
		18

Religion and Social Justice

Degree Type

Minor

Requirements for the Minor

Item #	Title	Credits
RELS 224	Religion and Culture	3
RELS 235	Sex, the Body, and Religion	3
	RELS 244 or RELS/HIST 329	3
	RELS 301 or 311	3
		15

Religious Studies

Degree Type

Minor

Requirements for the Minor

The Religious Studies minor requires a minimum of 15 credits in the department exclusive of the college Religious Studies requirement.

The following courses are required: one course from any of the following:

Item #	Title	Credits
RELS 220	Introduction to World Religions	3
RELS 231	Judaism	3
RELS 352	Islamic Civilization	3
RELS 244	Hinduism and Buddhism	3
	RELS 301 or 311	3
		15

Social Work

Psychology and Social Work, Dual Major

Degree Type

Major

The dual major in Psychology and Social Work is designed for those students interested in clinical social work or mental health practice.

Requirements for the Major

Students completing the dual major must complete all of the Requirements for Social Work Major listed above, plus all of the Requirements for Major in Psychology:

Item #	Title	Credits
PSYC 100	General Psychology	4
PSYC 205	Statistics in Psychology I	3
PSYC 207	Statistics in Psychology II	3
PSYC 306	Research Methodology	3
PSYC 308	Writing Papers in Psychology	3
	PSYC 312 or 313	3-4
PSYC 350	History of Psychology	3
PSYC 477	Senior Seminar	1
PSYC 490	Senior Project	2-4
PSYC 495	Comprehensive Exams	
	One course from the follow options	3-4

Human Services Emphasis

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.

Item #	Title	Credits
	Two additional credits in Psychology	2
	Recommended are additional courses in psychology	3
	Recommended courses in biology, history of scientific thought, human development, philosophy, sociology, and social work	3

Scientific Emphasis

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.

Item #	Title	Credits
	PSYC 316, 317, or 318	3
	Natural Science Elective	6
		45-49

Social Work

Degree Type

Major

Program Mission Statement and Goals for Social Work

The Department of Social Work and Criminal Justice provides a comprehensive liberal arts education that prepares students for positions in the fields of social work, criminal justice, and human services,

while also equipping them with a strong foundation for continued professional growth and post-graduate education. Through a multidisciplinary approach, the department promotes critical thinking, ethical practice, and a strong commitment to service. These programs provide students with the knowledge and skills essential for success in their respective fields, fostering a lasting commitment to service, human dignity, and the advancement of social well-being.

The social work curriculum is designed to acquaint students with the basic values, theories, research techniques, and applied practices of social work; to qualify students for entry-level generalist social work positions in a variety of social work fields requiring professional social work education from an accredited program; and to prepare students for graduate professional study. The mission of the Social Work Program is:

“Based in the context of liberal arts education and the generalist model, the Social Work Program prepares students for beginning-level, professional social work practice in all practice settings. This preparation focuses on assisting the socially and economically oppressed client populations from both urban and rural areas within the tri-state area of the Upper Ohio Valley. Program implementation is founded in a humanizing orientation growing out of the historical roots of social work. It is designed to support the development of a lifelong social conscience and commitment to continual professional development that reflects a respect for human dignity, diversity, and commitment to social justice.”

Goals

The goals of the social work program are stated as follows:

1. To prepare students for beginning level generalist social work practice within the framework of the National Association of Social Workers Code of Ethics.
2. To prepare students to work with populations affected by oppression and discrimination and to advocate for social and economic justice.
3. To prepare students with a solid educational foundation for graduate education and continued professional growth and development.

The program learning outcomes are stipulated by the Council on Social Work Education (CSWE). CSWE calls them Competencies and Behaviors. We are required to ensure students are competent in all 9 areas and that those competencies are demonstrated through behaviors.

Learning Competencies

1. Demonstrate ethical and professional behavior
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication; Manage personal and professional value conflicts and affective reactions
3. Use technology ethically and appropriately to facilitate practice outcomes
4. Use supervision and consultation to guide professional judgment and behavior
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Requirements for the Major

The purpose of the social work program is to prepare students for entry-level, generalist social work practice. All students in the major accomplish this goal by completing the following courses:

Item #	Title	Credits
SOWO 120	Introduction to Social Welfare and Social Work	3
SOWO 150	Social Problems	3
SOWO 160	Field Observation	1
SOWO 210	Human Diversity	3
SOWO 230	Supportive Counseling	3
SOWO 310	Human Behavior and the Social Environment	3
SOWO 320	Social Welfare Policies and Services	3
SOWO 340	Research Methods and Statistics	3
SOWO 350	Social Work Practice I	3
SOWO 352	Social Work Practice II	3
SOWO 377	Junior Seminar	1
SOWO 455	Social Work Practice III	3
SOWO 470	Field Placement	10
SOWO 472	Field Placement Seminar	2
SOWO 490	Senior Project	2-4
SOWO 495	Comprehensive Exams	
	EDUC 203 or PSYC 230	3
PSYC 100	General Psychology	4

Students are advised to take selected liberal arts core courses to complete the social work major. Students majoring in social work are expected to complete the liberal arts courses before they begin the professional study for the major. Social work practice courses must be taken in sequence, and students may not take the field placement courses (SOWO 470 and SOWO 472) without first completing all required social work courses except SOWO 455 and SOWO 490, which are taken in conjunction with the field placement experience.

Social Work Advanced Track

This track is recommended for those students who desire to strengthen their social work knowledge, skill, and value bases, and/ or who plan to enter graduate education immediately following graduation. Students can apply for admission to the advanced track at the same time that they complete the application to the major. In addition to the requirements above, students in this track complete

Item #	Title	Credits
SOWO 260	Field Experience I	1
SOWO 360	Field Experience II	1
PSYC 205	Statistics in Psychology I	3

This track can be completed with the Dual Major in Psychology and/or the Criminal Justice Minor . Students must maintain a GPA of 3.0 or higher in the major and complete and submit the paperwork the field requirements (SOWO 260 and 360) prior to May 1 of the junior year, in order to remain in the advanced track .

The program does not grant social work course credit for life experience or previous work experience.

The Council on Social Work Education (CSWE) accredits the Social Work program at the Bachelor of Social Work level.

Suggested Minors: The following minors are recommended for consideration to supplement the social work major for those students not interested in the above listed options . Refer to the department indicated in brackets to learn more about requirements for these minors: Nonprofit Management Minor [Interdisciplinary Studies]; Religious Studies [Humanities]; Spanish [Humanities]; Women's and Genders Studies [Interdisciplinary Studies]

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Social Work Program

Degree Type

Program

Admission to Social Work Program:

During SOWO 120: Introduction to Social Work and Social Welfare, students majoring in social work will begin the process of admission to the Social Work Program . Students must complete admission to the Social Work Program prior to applying for the Senior Field Placement . Information and necessary forms can be obtained from the Department office. In order to be admitted to the Program, the following criteria must be met:

- Successful completion of SOWO 120: Introduction to Social Work and Social Welfare and SOWO 150: Social Problems or SOWO 210: Human Diversity .
- Grade-point average of 2 .0 overall .
- At least one positive recommendation from: an upper-class social work major in good standing; a previous faculty advisor; a full-time teaching faculty member from outside the department; or a professional social worker .
- Completion of an essay entitled, "Why I Want to Major in Social Work ."
- Successful completion of a 50-hour field observation with appropriate documentation from an agency representative (SOWO 160: Field Observation).
- Completion of a criminal background check .
- Completion of a formal interview with the Social Work faculty advisors.

Advanced Track Admission Requirements: In addition to those conditions listed above, students applying for admission to the advanced track must supply the following:

- Grade point average of 2 .5 overall .
- Two recommendations, with at least one of those from a faculty member from outside the department.
- Completion of the Professional Development Rubric.

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

Junior-Year Field Experience (Advanced Track only):

Those students who have been successfully admitted to the advanced track and have achieved junior class rank must complete two 50-hour field placement experiences. These experiences provide opportunities for students to apply content covered in SOWO 350/352: Social Work Practice I and II, and expanded preparation for the senior field placement experience. The assignments and paperwork for SOWO 260 must be completed during the fall semester and submitted by the last day of class; those for SOWO 360 must be completed and submitted by May 1, in order to remain in good standing in the advanced track.

Senior-Year Field Experience:

The senior field placement experience occurs during fall semester of the senior year. Students are placed in social service agencies in the surrounding counties/states. Related course work is integrated with the field placement to provide direct application to field experience.

Students can participate in the field placement semester only after having completed all required courses in social work, except SOWO 455 and SOWO 490, which are taken in conjunction with the field placement experience (which includes SOWO 470 and 472). Students must also have an academic record appropriate for retention in the Social Work Program, complete the Application for Field Placement, and file it with the Coordinator of Field Placements. The completed application is reviewed by the faculty of the Social Work department, which grants approval to enroll in the field experience.

Students are not permitted to schedule courses or undertake extra-curricular activities that conflict with the field placement experience.

Application for Licensure:

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

Advanced Standing in Graduate School:

Graduates of the Social Work Program are eligible for advanced standing in Council on Social Work Education (CSWE) accredited MSW programs. Graduates with advanced standing are exempt from foundation level courses in the MSW degree program, which eliminates up to two semesters of graduate education. In most cases, graduate degrees can be completed in as little as twelve months.

Transfer Students:

Transfer students should contact the office of the Social Work Program Director for assistance in obtaining credit for course work required for the major, to assure that course work is not duplicated, and to obtain information about the Application to the Social Work program. The Program Director works with each transfer student to develop a plan to ensure a smooth transition.

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-Year

First Semester

Item #	Title	Credits
PSYC 101	Lab Experience	1
SOWO 230	Supportive Counseling	3

Second Semester

Item #	Title	Credits
SOWO 120	Introduction to Social Welfare and Social Work	3
SOWO 150	Social Problems	3

Sophomore First Semester

Item #	Title	Credits
SOWO 210	Human Diversity	3
EDUC 203	Human Development	3
PSYC 205	Statistics in Psychology I	3

Second Semester

Item #	Title	Credits
SOWO 310	Human Behavior and the Social Environment	3

Junior First Semester

Item #	Title	Credits
SOWO 350	Social Work Practice I	3
SOWO 260	Field Experience I	1

Second Semester

Item #	Title	Credits
SOWO 320	Social Welfare Policies and Services	3
SOWO 340	Research Methods and Statistics	3
SOWO 352	Social Work Practice II	3
SOWO 360	Field Experience II	1
SOWO 377	Junior Seminar	1

Senior First Semester

Item #	Title	Credits
SOWO 455	Social Work Practice III	3
SOWO 470	Field Placement	10
SOWO 472	Field Placement Seminar	2
SOWO 490	Senior Project	2-4
		54-56

Sport Management

Applied Sport Management Certificate

Degree Type

Major

The Applied Sport Management Certificate is comprised of four graduate-level credit-bearing courses offered through Bethany Online's Master of Sport Management program. The certificate is designed to support professionals seeking continued development, career advancement, or specialized preparation within the field of sport administration and leadership.

Participants may enroll in individual courses for professional development purposes or complete the full four-course sequence to earn the Applied Sport Management Certificate. Each course carries three graduate academic credits and is equivalent to 45 continuing education hours (3 academic credits × 15 hours of course content per credit).

Courses are offered on a structured rotation, allowing students flexibility in scheduling. Participants may complete courses in any order and must complete all four courses within a two-year period to be awarded the Applied Sport Management Certificate.

Students formally enrolled in the Bethany Online Master of Sport Management program will automatically be awarded the Sport Management Certificate upon successful completion of the master's degree requirements.

Item #	Title	Credits
SPMT 601	Sport Management Processes	3
SPMT 603	Sport Finance: Budgeting and Planning	3
SPMT 605	Sport Marketing	3
SPMT 606	Legal and Ethical Issues of Sport Management	3
		12

Sport Studies

Master of Arts in Sport Management

Degree Type

Major

Mission

The Master of Arts in Sport Management at Bethany College is committed to developing ethical, innovative, and strategic leaders in the sport industry. Through a comprehensive curriculum that integrates theory with practical application, students will gain expertise in leadership, marketing, finance, governance, and emerging technologies within the dynamic field of sport management. Our program emphasizes critical thinking, ethical decision-making, and collaborative problem-solving, preparing graduates to navigate complex challenges and drive positive change in diverse sport organizations. By fostering a culture of inclusivity, professionalism, and lifelong learning, we equip students with the skills and knowledge to excel in leadership roles across professional, collegiate, and recreational sports, shaping the future of the global sport industry.

Learning Outcomes

The following learning outcomes outline the key objectives that guide students toward mastering the competencies required for successful careers in sport management:

1. Application of Sport Management Knowledge: Students will demonstrate their ability to apply foundational sport management principles and concepts, such as strategic planning, budgeting, marketing, and communication, to real-world sport organizations, ensuring they are prepared for leadership roles in the industry.
2. Critical Thinking and Professional Development: Students will develop critical thinking skills by reflecting on and analyzing contemporary issues in sport management, such as ethical challenges, legal concerns, and emerging technologies, to continuously enhance their professional knowledge and effectiveness.
3. Leadership and Decision-Making in Sport Organizations: Students will evaluate and implement effective leadership strategies within sport organizations, drawing from best practices in governance, facility management, and interscholastic athletic administration, while fostering an inclusive and accountable environment.

4. Ethical and Technological Competence: Students will integrate ethical decision-making frameworks and emerging technologies (such as big data, AI, and digital fan engagement) into their sport management practices, ensuring they can navigate complex industry challenges while upholding professional standards.
5. Communication and Collaborative Skills: Students will refine their written and oral communication skills, demonstrating the ability to engage stakeholders, foster collaboration, and advocate for diversity and inclusion, ultimately preparing them for successful careers in sport management.

Item #	Title	Credits
SPMT 601	Sport Management Processes	3
SPMT 602	Communication and Fundraising in Sport	3
SPMT 603	Sport Finance: Budgeting and Planning	3
SPMT 604	Leadership in Interscholastic Athletic Administration	3
SPMT 605	Sport Marketing	3
SPMT 606	Legal and Ethical Issues of Sport Management	3
SPMT 607	Facility Management and Planning	3
SPMT 608	Sport Governance	3
SPMT 609	Applied Sport Psychology	3
SPMT 610	21st Century Issues in Sport	3
		30

Sport Studies

Degree Type

Major

Mission

The Department of Sport Studies at Bethany College is committed to advancing the mission of the college by providing a transformative liberal arts education that prepares students for professional success and informed citizenship. The department prioritizes teaching and learning within an engaging atmosphere of study, work, and service, fostering critical thinking and ethical reasoning. The curriculum integrates theory and practice, equipping students with the knowledge and skills necessary to navigate the dynamic and diverse sport and recreation global industry. By promoting a spirit of inquiry and community involvement, the department empowers students to become compassionate leaders and advocates for justice in a diverse and ever-evolving society.

Learning Outcomes

1. Students will demonstrate effective, empathetic, and inclusive oral, technological, written, and interpersonal communication skills relevant to the sport industry.
2. Students will demonstrate the ability to apply theoretical knowledge and analytical skills to critically assess and solve complex issues within their field of study, using evidence-based approaches and industry-specific frameworks to make informed decisions.
3. Students will demonstrate the ability to effectively prepare for career opportunities and graduate school applications by developing a professional portfolio, engaging in relevant internships or practicum experiences, and/or understanding the requirements for advanced degrees in their field of study.

Sports Management

1. Students will demonstrate a comprehensive understanding of core sport management principles, theories, and concepts, and how they apply to the structure and operation of sport organizations.
2. Students will effectively apply strategic decision-making, leadership, and problem-solving skills in real-world sport industry contexts to enhance organizational performance and drive positive outcomes.

Recreational and Athletic Administration and Coaching Education

1. Students will demonstrate a comprehensive understanding of the principles, theories, and best practices in recreational and athletic administration and coaching, and how these concepts apply to the management and operation of athletic programs and teams.
2. Students will effectively apply leadership, strategic decision-making, and organizational skills to solve challenges within the recreation and athletic administration or coaching fields, fostering team development and optimizing program performance.

Requirements for the Major

Majors in the Department are required to complete the following courses successfully:

Item #	Title	Credits
SPST 209	Diversity, Equity, and Inclusion in Sport	3
SPST 243	Sport, Exercise, and Performance Psychology	3
SPST 244	Philosophical-Historical Perspective of Physical Activities	3
SPST 337	Organization and Administration of Physical Activities	3
SPST 490	Senior Project	2-4
SPST 495	Comprehensive Exams	

All majors must also complete successfully one of the following tracks:

Recreational and Athletic Administration & Coaching Education:

Item #	Title	Credits
SPST 178	Introduction to Sport and Recreation Management	3
SPST 214	Lab Analysis: Lifetime Sports (Golf & Tennis)	2
SPST 215	Lab Analysis: Lifelong Wellness Activities	2
SPST 300	Officiating of Sports	3
SPST 333	Adapted and Therapeutic Physical Activities	3
SPST 335	Legal Issues in Sports	3
SPST 336	Athletic Facility Management and Planning	3
SPST 338	Sport Marketing	3
SPST 355	Coaching Sport	3
SPST 471	Internship in Sports Administration	2
ACCT 202	Financial Accounting	3
BIOL 107	Human Biology	4
COMM 203	Principles of Advertising and Public Relations	3
COMM 206	Public Speaking and Announcing	3
PSYC 230	Developmental Psychology	3
	MATH 180 or PSYC 205	3
EXSC 326	Kinesiology	3
EXSC 327	Physiology of Exercise	3

Sport Management:

Item #	Title	Credits
SPST 178	Introduction to Sport and Recreation Management	3
SPST 335	Legal Issues in Sports	3
SPST 336	Athletic Facility Management and Planning	3
SPST 338	Sport Marketing	3
SPST 471	Internship in Sports Administration	2
ACCT 202	Financial Accounting	3
ACCT 203	Managerial Accounting	3
BUSI 222	Research Methods in Business	3
BUSI 287	Organizations and Human Behavior	3
BUSI 311	Principles of Management	3
BUSI 312	Principles of Corporate Finance	3
BUSI 482	Ethics in Business	3
COMM 203	Principles of Advertising and Public Relations	3
COMM 206	Public Speaking and Announcing	3
COMM 388	Electronic Media Skills for the Liberal Arts Student	1
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
MATH 180	Introduction to Statistical Methods	3
MATH 280	Intermediate Statistical Methods for Data Analysis	3
		68-83

Sport Administration

Degree Type

Minor

Required courses for Minor in Sports Administration

Item #	Title	Credits
PHED 102	Introduction to Lifetime and Sports Fitness	1
SPST 178	Introduction to Sport and Recreation Management	3
SPST 209	Diversity, Equity, and Inclusion in Sport	3
SPST 243	Sport, Exercise, and Performance Psychology	3
SPST 244	Philosophical-Historical Perspective of Physical Activities	3
SPST 337	Organization and Administration of Physical Activities	3
	MATH 180 or PSYC 205	3
	One of the following research courses	3
		22

Courses

Accounting

ACCT 202 : Financial Accounting

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.

Credits 3

ACCT 203 : Managerial Accounting

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.

Credits 3

Prerequisite Courses

[ACCT 202](#)

ACCT 313 : Intermediate Accounting I

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.

Credits 3

Prerequisite Courses

[ACCT 202](#)

ACCT 314 : Intermediate Accounting II

Intermediate Accounting II is a continuation of [ACCT 313](#).

Credits 3

Prerequisite Courses

[ACCT 313](#)

ACCT 332 : Business Law I

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

Credits 3

ACCT 350 : Income Tax Accounting

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.

Credits 3

ACCT 361 : Financial Auditing I

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.

Credits 3

Prerequisite Courses

[ACCT 313](#)

ACCT 425 : Cost Accumulation and Control

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.

Credits 3

Prerequisite Courses

ACCT 203

ACCT 435 : Advanced Accounting

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.

Credits 3

Prerequisite Courses

ACCT 314

ACCT 440 : Corporate Income Tax Accounting

Corporate Income tax accounting is a study of federal income tax principles for corporations. Emphasis is on tax research, income, exemptions, deductions, credits, capital gains and losses, liquidating distributions, corporate acquisitions, reorganizations, and consolidated tax returns.

Credits 3

Prerequisites

ACCT 350, 435.

ACCT 470 : Professional Internship

The Professional Internship in Accounting is aimed at enriching the student's experience in practicing and using business knowledge in a professional context, either on campus or off campus, in a domestic or international setting, and in face-to-face mode or remotely. The student documents the experience in a manner to be determined by the supervisor. The course instructor determines the student's required proficiency for the experience based on the requirements of the host organization/agency. The internship may be repeated for credit for a maximum of 6 credits. Fifty hours of work is required for each 1 credit. (This course is a credit/no credit course.)

Credits 1

-3

Prerequisite or Corequisite

Permission of instructor

ACCT 478 : Seminar in Accounting

The Seminar in Accounting is a capstone course integrating the student's previous work in accounting and economics. The course includes focused writing instruction for preparation of accounting reports.

Credits 3

Prerequisites

Senior standing in Accounting.

ACCT 481 : Business Law II

This course is a continuation of Business Law I. Topics include: Commercial; Real and Personal Property; Bailment; Landlord and Tenant Relations; Wills Intestacy and Trusts; Intellectual Property; Computer Privacy and Speech; Employer-Employee Relationship; Employment Law; Product Liability; Professional Liability, International Business Law; and, Contract Interpretation. (This course may be taken for credit as BUSI 481.)

Credits 3

Prerequisites

ACCT/BUSI 332.

ACCT 483 : Financial Auditing II

This course introduces students to the overall audit plan and audit program, application of the audit process to the sales and collection cycle, acquisition and payment cycle, payroll and personnel cycle, inventory and warehouse cycle, capital acquisition and repayment cycle, and cash balances including analytical procedures and tests of internal controls related to the various audit cycles.

Credits 3

Prerequisite Courses

[ACCT 361](#)

ACCT 485 : Accounting Information Systems and Data Analytics

This course is an introduction to Data Analytics for Accounting and to the use of QuickBooks Online accounting software. For the QuickBooks part of the course, the topics covered will include accounting transaction posting, banking, inventory, customer and sales transactions, vendor transactions, payroll, and financial report preparation. For the Data Analytics part of the course, the topics covered will include the use of Data Analytics to answer accounting questions; understanding the four types of Data Analytics; and using Excel and Tableau to prepare and analyze different accounting data for visualizations and assignments.

Credits 3

Prerequisite Courses

[ACCT 202](#)

[ACCT 203](#)

ACCT 487-488 : Independent Study

Credits 3

ACCT 490 : Senior Project

The Senior Project is open only to students with a major in Accounting. Students prepare and present a senior project. The topic for the senior project must be approved by the advisor of the accounting program.

Credits 2

ACCT 495 : Comprehensive Exams

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

ACCT 600 : Accounting for Managerial Decisions

This course covers the determination of different types of costs, accounting terminology, cost determination strategies, problem solving techniques, and decision making as applied to real world situations in business organizations.

Credits 3

ACCT 611 : Not-For-Profit & Government Accounting

This course introduces the basic concepts and techniques of fund and budgetary accounting as well as financial reporting for governmental and not-for-profit entities. The accounting cycle for funds, their associated account groups, and related financial statements are covered along with the financial reporting of governmental and not-for-profit entities.

Credits 3

Prerequisite Courses

[ACCT 600](#)

ACCT 612 : Forensic Accounting & Fraud Examination

This course covers various types of fraud and methods to prevent and deter fraudulent occurrences in a financial environment; motivations of fraud perpetrators and the different ways to reduce, prevent, detect and deter fraud; fraud investigation methods, theft act, and concealment investigation methods; and the various ways organizations and victims of fraud can resolve dishonest acts.

Credits 3

Prerequisite Courses

[ACCT 600](#)

ACCT 613 : Accounting Information Systems

This course focuses on managing the design, control, and operation of accounting information systems with an emphasis on identifying the information needs of decision makers and developing appropriate business process controls in the design of accounting information systems.

Credits 3

Prerequisite Courses

[ACCT 600](#)

Arabic Language & Cultures

ARBC 110 : Arabic Language & Cultures I

This is the first of a sequence of two courses emphasizing the acquisition of Arabic language skills needed to satisfy basic social requirements in Arabic-speaking countries. Listening, speaking, reading, and writing needs are addressed, as well as an introduction to Arabic cultures and issues. Arabic I is intended primarily for students who have no acquaintance with the language.

Credits 3

ARBC 120 : Arabic Language & Cultures II

This is the second of two courses. See [ARBC 110](#).

Credits 3

Prerequisites

ARBC 110 or equivalent.

ARBC 130 : Arabic Language & Cultures III

This is the third of a sequence of three courses emphasizing the acquisition of Arabic language skills needed to satisfy basic social requirements in Arabic-speaking countries. Listening, speaking, reading, and writing needs are addressed, as well as an introduction to Arabic cultures and issues. See [ARBC 110](#).

Credits 3

Prerequisites

ARBC 120 or equivalent.

ARBC 180 : Civilization of the Arabic-Speaking World

This course acquaints the student with selected aspects of the history, culture, and people of the Arabic-speaking world. The course is conducted in English.

Credits 3

ARBC 310 : Professional Internship

The Professional Internship in Arabic Language and Cultures is aimed at enriching the student's experience in practicing and using Arabic in a professional context, either on campus or off campus, in a domestic or international setting, and in face-to-face mode or remotely. The student documents the experience in a manner to be determined by the supervisor. The supervisor determines the student's required language proficiency for the experience, supervises the internship, records the number of hours completed by the student, and evaluates the internship documentation. The internship may be repeated for credit. Fifty hours of work is required for each one credit. (This course is a credit/no credit course.)

Credits 1

-4

Biology

BIOL 102 : Horticultural Science

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.

Credits 3

BIOL 103 : Introductory Biology I: Molecular Genetics, Cell, and Development

This course is an introduction to modern concepts in molecular cell biology, genetics, heredity, and development. Consideration is given to social and ethical implications of biological issues and to the process of acquiring biological knowledge.

Credits 4

BIOL 104 : Introductory Biology II: Biological Structure and Function

This course introduces concepts in plant and animal form, function, behavior and physiology. The laboratory emphasizes the process of acquiring biological knowledge.

Credits 4

BIOL 107 : Human Biology

The study of Human Biology including elements of cell biology, genetics, anatomy and physiology, disease, immunity, evolution, ecology, and the impact of humans on the environment. Not open to Biology majors.

Credits 4

BIOL 108 : Botany

This course provides a comprehensive overview of plants, including diversity, evolution, anatomy, physiology, and ecology with an emphasis on experimentation and scientific writing.

Credits 4

BIOL 110 : Plants, People, and Environment

This course is a study of plant life, including the evolution of the various groups of plants, and an introduction to the morphology and anatomy of vascular plants, plant genetics, and the functional life processes of plants. Some economic and ecological problems such as world climate change are also examined.

Credits 4

BIOL 115 : Biology of Women

A study of human biology, anatomy, and physiology with an emphasis on the biology of women and their gender-based health and wellness issues.

Credits 3

BIOL 180 : Invertebrate Zoology

This course is a structural, functional, and evolutionary study of the major invertebrate phyla.

Credits 4

BIOL 208 : Diversity and Evolution

This course will introduce students to 1) the historical branching patterns and relationships among taxa, and 2) the core concepts and methods used for evolutionary and systematic study of diversity among living organisms.

Credits 4

Prerequisite Courses

[BIOL 103](#)

[BIOL 104](#)

BIOL 221 : Introduction to Environmental Science

This course is a study of processes of the lithosphere, hydrosphere, biosphere, and atmosphere, and of the human impact on the environment. Included are the consideration of ethical problems related to the environment and a review of environmental laws and government agencies.

Credits 3

BIOL 228 : Field Botany

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

Credits 2

BIOL 231 : Ornithology

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

Credits 3

BIOL 251 : Endocrinology

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

Credits 3

BIOL 268 : Human Anatomy and Physiology I

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

Credits 4

Prerequisites

[BIOL 107](#) Human Biology or [BIOL 104](#) Introductory Biology II: Biological Structure and Function

BIOL 269 : Human Anatomy and Physiology II

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

Credits 4

Prerequisite Courses

[BIOL 268](#)

Prerequisites

or permission of the instructor

BIOL 270 : Human Nutrition

This course is an introductory level nutrition course for students in the general college population and for those majoring in sport studies, exercise science, and nursing. The course is organized around nutrients, their functions, their availability in the American diet, and the amounts of nutrients essential for optimal health. Consideration is given to nutritional topics of current interest and controversies, such as social media, sports nutrition, and nutrition throughout the life cycle.

Credits 3

BIOL 280 : Animal Nutrition

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

Credits 3

BIOL 287 : Topics in Biology

This course is intended to offer Biology students topics or areas of study that are timely and are not offered in the regular course offerings.

Credits 2

BIOL 290 : Genetics

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

Credits 4

Prerequisite Courses

[BIOL 103](#)

[BIOL 104](#)

[CHEM 102](#)

BIOL 300 : Immunology

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

Credits 4

Prerequisite Courses

[BIOL 103](#)

[BIOL 104](#)

BIOL 308 : Comparative Vertebrate Anatomy

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

Credits 4

Prerequisite Courses

[BIOL 104](#)

BIOL 310 : Evolution

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.

Credits 2

Prerequisites

An elementary course in Biology or permission of the instructor

BIOL 322 : Developmental Biology

This course is a study of the ontogenetic development of selected embryos. Primary emphasis is on the vertebrates.

Credits 4

Prerequisite Courses

[BIOL 103](#)

[BIOL 104](#)

BIOL 326 : Ecology

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.

Credits 3

BIOL 333 : Conservation Biology

This course explores the value of biodiversity, pressures which reduce biodiversity, and strategies to preserve biodiversity while maintaining resources and services needed by the human population.

Credits 3

BIOL 338 : Plant Anatomy and Physiology

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

Credits 3

BIOL 341 : Cell Biology

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

Credits 4

Prerequisite Courses

[BIOL 103](#)

[BIOL 104](#)

BIOL 343 : Microbiology

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

Credits 4

Prerequisite Courses

[BIOL 103](#)

[BIOL 104](#)

BIOL 351 : Biochemistry I

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.)

Credits 4

Prerequisite Courses

[BIOL 103](#)

[CHEM 211](#)

Prerequisites

BIOL 103, CHEM 211

BIOL 352 : Biochemistry II

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.)

Credits 4

Prerequisite Courses

[BIOL 104](#)

[BIOL 351](#)

[CHEM 212](#)

Prerequisites

BIOL 104, BIOL 351, CHEM 212

BIOL 356 : Cancer Biology

The purpose of this course is to provide the student with the fundamental principles and concepts of the molecular biology of cancer. The theme of cancer as a genetic disease is studied in detail. Emphasis is placed upon the understanding of how aberrant signal transduction cascades affect cell architecture and function, oncogenes, tumor suppressor genes, tumor cell invasion and metastasis.. Students are required to keep a journal that researches one particular type of cancer, its cause, treatment options, how the disease impacts family structure and dynamics and its economic impact on the family.

Credits 3

Prerequisite Courses

[BIOL 103](#)

[BIOL 104](#)

[BIOL 341](#)

Co-Requisite Courses

[BIOL 290](#)

BIOL 378 : Junior Seminar I

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.

Credits 1

BIOL 379 : Junior Seminar II

Students prepare a proposal for senior project research.

Credits 1

BIOL 420 : Professional Internship

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 50 hours in the experience is required for each one credit. (This course is a credit/no credit course.)

Credits 1

-8

Prerequisite or Corequisite

Permission of the instructor

BIOL 425 : Animal Physiology

This course is a study of the structure and functions of the human body and of the mechanism of bodily movements, responses, reactions, and various physiological states.

Credits 4

BIOL 477 : Senior Seminar I

This course is an introduction to the literature of the biological sciences, including both research papers and review articles, and to the basics of scientific writing.

Credits 1

BIOL 478 : Senior Seminar II

This course emphasizes polishing the skills useful to the student who is in the process of finishing the written portion of the senior project. When possible, the student makes an oral presentation of the senior project and completes a paper or reviews an article for publication.

Credits 1

BIOL 487-488 : Independent Study

Credits 2

-4

BIOL 490 : Senior Project

The senior project is begun in the second semester of the junior year and completed in the spring semester of the senior year. It generally is a research project developed with a faculty member.

Credits 2

-3

BIOL 495 : Comprehensive Exams

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

Business

BUSI 100 : Introduction to Business

This course is an introduction to the ever-changing business world. Students will study how the fundamentals of management, marketing, human resources, finance, and entrepreneurship work together in different types of business organizations (e.g., sole proprietorships, partnerships, corporations) to affect change in both the domestic and global environment.

Credits 3

BUSI 101 : Personal Finance

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

Credits 3

BUSI 150 : Introduction to Digital Marketing

Digital Marketing is a dynamic field with many different channels, each targeting unique audiences using specific analytics tools and strategies. This course uses case studies and hands-on exploration to survey these channels and trends, introducing key marketing concepts and how they connect to business and sales goals. Students will practice using real-world digital marketing tools and create strategy plans based on research and analysis of successful campaigns. *Course offered through LCMC Rize consortium partner.*

Credits 3

BUSI 200 : Digital Media and Digital Culture

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

Credits 3

BUSI 203 : Principles of Advertising and Public Relations

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

Credits 3

BUSI 205 : Quantitative Methods for Business and Economics

Quantitative Methods for Business and Economics teaches the mathematical tools from Calculus and Linear Algebra which are used in Economics and Business. Topics include derivatives, multivariate derivatives, and systems of equations applied to problems from Economics and Business. (Not be open to students who have taken MATH 201. This course cannot replace MATH 201 as a pre-requisite for MATH 202) (This course may be taken for credit as ECON 205).

Credits 3

Prerequisites

Level IV mathematics placement, or successful completion of a Level III mathematics course; or permission of the instructor

BUSI 212 : Social Media and Digital Marketing

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

Credits 3

BUSI 220 : Business Applications

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

Credits 3

Prerequisites

Either ECON 201, ECON 202, ACCT 202 or permission of instructor.

BUSI 222 : Research Methods in Business

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).

Credits 3

Prerequisite or Corequisite

MATH 282 or 384.

Prerequisites

ECON 201 and MATH 281 or 383 or PSYC 205.

BUSI 235 : Introduction to Entrepreneurship

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

Credits 3

BUSI 242 : Social Media Marketing, Brand Awareness, and Engagement

The average consumer spends 2.5 hours per day on social media sites. This course explores how to effectively use social media to move those consumers to action. In order to be a successful marketer, you must be able to plan a campaign that aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of your efforts. By the end of this course, you will learn how to do just that. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisite Courses

[BUSI 203](#)

[BUSI 150](#)

BUSI 246 : Going Viral and Growth Hacking

"Going Viral" is the goal of most web-based marketing content. Companies that generate content that can spread through the internet organically are the most successful in growing their brand. In this course, students will learn what drives people to share content and how to build content that is shareable and meme-worthy. By the end of this course, students will understand what drives viral sharing and learn how to facilitate it. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisite Courses

[BUSI 242](#)

[BUSI 150](#)

BUSI 257 : Inside U.S. Healthcare Policy

This course explores the real-life impact of healthcare policies – from state regulations to federal laws – on hospitals, patients, and the healthcare we depend on. *Course offered through LCMC Rize consortium partner.*

Credits 3

BUSI 287 : Organizations and Human Behavior

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](#).)

Credits 3

BUSI 300 : Student Investment Fund

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

Credits 2

BUSI 302 : Business Communications

This course introduces students to the principles and practices of effective business communication. Emphasizing a human-centered approach, students will develop skills in written, oral, and digital communication within professional contexts, preparing them for success in diverse and evolving workplaces

Credits 3

Prerequisite Courses

[ENGL 102](#)

BUSI 303 : Organizational Communication

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

Credits 3

BUSI 308 : International Business

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

Credits 3

BUSI 308X : International Business Study Abroad Lab

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

Credits 1

BUSI 309 : Small Business Management

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

Credits 3

Prerequisites

ECON 201, ACCT 202

BUSI 310 : Principles of Marketing

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.

Credits 3

Prerequisites

ECON 201, ACCT 202

BUSI 311 : Principles of Management

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

Credits 3

BUSI 312 : Principles of Corporate Finance

Principles of Corporate Finance is an exploration of corporate organizations and the planning of their financial requirements. The course includes an intensive study of cash flow, ratio analysis, budgeting, capital decision making, external financing, and corporate failure and reorganization.

Credits 3

Prerequisites

ACCT 202, 203; ECON 201; MATH 281.

BUSI 316 : Financial Markets and Institutions

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

Credits 3

Prerequisites

ECON 202, MATH 281

BUSI 317 : Healthcare Finance

To save and improve lives, healthcare organizations must be financially strong—because healthcare is a business like any other. In this course, the student will learn how to develop financial strategies that not only keep healthcare businesses viable but also support ethical, high-quality patient care. From mastering budgeting to optimizing revenue cycles and ensuring compliance, you'll gain the expertise to help healthcare organizations thrive and impact patient care. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisite Courses

[ACCT 202](#)

[BUSI 257](#)

BUSI 322 : Operations Management

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

Credits 3

Prerequisites

BUSI 311 Principles of Management.

BUSI 325 : Investment Management

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.

Credits 3

Prerequisites

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

BUSI 328 : International Marketing

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

Credits 3

BUSI 329 : Entrepreneurial Finance

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

Credits 3

BUSI 330 : Consumer Behavior

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

Credits 3

Prerequisites

BUSI or COMM 203

BUSI 332 : Business Law I

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

Credits 3

BUSI 337 : Healthcare Justice, Law, and Ethics

When is someone truly dead? Should an expensive cure be approved if a cheaper option exists? In an emergency, should resources go to neonatal or pediatric care? From genetic engineering to rationing care, healthcare faces some of today's toughest ethical, legal, and justice challenges. As we work to ensure fairness and uphold patient rights, it's an exciting time to engage with the tools, concepts, and frameworks that drive life-or-death decision-making. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisite Courses

[BUSI 332](#)

BUSI 338 : Sport Marketing

This course is a study of the concepts and specialized strategies used in marketing sport and raising funds within sport organizations. Special emphasis is on public relations. (This course may be for credit as PLIED 338.)

Credits 3

Prerequisite Courses

[BUSI 310](#)

BUSI 340 : Marketing Management

This course is designed to investigate and practice marketing as the core of an operating business, interfacing with customers, competitors, collaborators, and the environment. In addition to an examination of contemporary marketing topics, case studies may be used to clarify and examine key marketing topics.

Credits 3

Prerequisite or Corequisite

[PSYC 205](#) or [MATH 281](#)

BUSI 342 : Lifecycle and Email Marketing

This course covers email marketing campaign strategies. Students learn how to craft successful email marketing campaigns for sales, engagement, and activation. By the end of this course, students will know how to write emails that drive customers to take desired actions and how to structure campaigns for maximum effect. Students will also build their own marketing campaign. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisite Courses

[BUSI 242](#)

[BUSI 150](#)

BUSI 345 : Intercultural Communication

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

Credits 3

BUSI 347 : Data-Driven Healthcare Analytics, IT, and AI

Imagine leveraging technology to empower doctors to make smarter, faster decisions, using analytics to uncover trends that can transform patient care. Picture moving to a cloud system that saves a hospital millions—freeing up resources that could improve countless lives. In this course, you'll dive deep into the transformative power of AI, learn how to analyze healthcare data to drive outcomes, and understand the IT systems that keep everything running securely. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisite or Corequisite

[PSYC 205](#) or [MATH 281](#)

BUSI 350 : General Principles of Financial Planning

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principle knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, students will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisites

Sophomore standing

BUSI 351 : Management and Insurance Planning

This course provides a comprehensive examination of the general principles of risk management and insurance planning for individual and family clients. These topics constitute approximately seventeen percent of the principal knowledge topics tested on the CFP® Certification Examination. The course first introduces students to the risk management and insurance planning process and working with clients to analyze and evaluate risk exposures. Second, the core insurance lines of coverage are explored in detail, including: health, disability, long-term care, life, and personal property and casualty (homeowners', personal auto policy, etc.). In addition, the student will learn to analyze an individual and family's insurance needs, to select the most appropriate insurance policy and company, and to understand a business owner's use of insurance to protect the business's assets and future income. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisites

Sophomore standing

BUSI 352 : Retirement Savings and Income Planning

This course is designed to provide students with the foundation to conduct a retirement needs analysis for individuals, to understand the different types of retirement plans available to individuals, and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans, address client suitability, and provide plan recommendations. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisites

Sophomore standing

BUSI 353 : Investment Planning

The course is designed for students interested in pursuing careers in the financial planning and asset management profession. The course and curriculum are approved by the CFP® Board of Standards and meet one component of the educational requirement for becoming a Certified Financial Planner. This course explores the securities market, sources of information, risk/return, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. You will learn how to evaluate different asset classes for different investment objectives and determine their suitability for investors considering investment goals, time horizons, risk tolerance, and tax situations. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisites

Sophomore standing

BUSI 354 : Tax Planning

This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax minimizing tactics and strategies.

Credits 3

Prerequisites

Sophomore standing

BUSI 355 : Estate Planning

This course provides an introduction to federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize the impact of these taxes on transfers of wealth. It also explores the income-tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The non-tax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples. The course stresses the need for balancing tax and non-tax considerations in creating successful estate plans. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisites

Sophomore standing

BUSI 362 : Digital Marketing Analytics and Experimentation

This course covers how to analyze digital customer behavior data using a range of tools, and use that data to test marketing hypotheses and improve customer acquisition. The ability to use this data is what differentiates successful marketing efforts from failed ones. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisite or Corequisite

BUSI 242 can be a prerequisite or corequisite

Prerequisite Courses

[BUSI 242](#)

[BUSI 150](#)

BUSI 371 : International Financial Management

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.

Credits 3

Prerequisites

ACCT 202, ECON 202

BUSI 377 : Healthcare Strategic Healthcare Operations

How does a hospital go from losing millions a year to setting new standards in patient care? Why does one clinic thrive while another up the street closes? Strategy—which starts by understanding the complex operations that keep healthcare running. In this course, you'll build practical skills to tackle big problems, optimize resources, and identify and solve critical healthcare challenges from staffing and patient satisfaction to emergency preparedness. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisite Courses

[BUSI 257](#)

[BUSI 311](#)

[BUSI 347](#)

BUSI 385 : Compensation

In this course students will learn why businesses not only have to consider paying their employees a fair wage for performance; but also benefits, cost of living adjustments, long term objectives (involving stock options and/or pensions) are also a part of compensation that is "intangible." Students will learn about the various parts of the overall compensation package and why they are costly for employers and why workers must contribute in order for their company to succeed and prosper. By the end of the course, students will be able to evaluate the pay model of compensation, understand decision-making for the betterment of the business, competition, commission vs. salaried employees and the general psychology of the compensation system.

Credits 3

Prerequisite Courses

[BUSI 287](#)

BUSI 387 : Human Resources Management

This course examines the concepts of human resource planning and development and its use in business organizations. The course examines the establishment and operation of a total human resource program including recruitment, selection, training and development, performance appraisal, incentive programs, benefit programs, role of human resource departments and the role of government on such issues.

Credits 3

Prerequisites

BUSI/ECON/PSYC 287.

BUSI 397 : Organizational Leadership

This course will focus on the leader as a relationship builder, social architect as well as the personal side of that individual. Traits, behaviors, relationships and the strengths of an organizational leader will be addressed. Various studies and evaluations of individual leaders (by name) and historical leaders will be topics discussed in this course

Credits 3

Prerequisite Courses

[BUSI 287](#)

BUSI 400 : Professional Selling

This course introduces interpersonal communication, influencing, and persuasion processes designed to satisfy customer and company needs; stresses the structure of sound sales presentations through lectures, persuasive presentations, and appraisal and correction of common selling errors.

Credits 3

Prerequisite or Corequisite

[MATH 281](#) or [PSYC 205](#)

Prerequisite Courses

[BUSI 310](#)

BUSI 403 : Globalization and International Communication

This course examines the principles, variables, and processes involved in globalization and the international media systems as well as varying practices of media production and consumption in other countries. Students will study sample countries and will research economic, political, media and cultural factors as transmitted through the media system of a foreign country. (The course may be taken for credit as COMM 403).

Credits 3

Prerequisites

Junior or senior status or permission of instructor.

BUSI 411 : Advanced Advertising Strategies

This course provides an in-depth exploration of advanced advertising techniques, emphasizing platform-specific strategies, market research, budgeting, media buying, and public relations. Students will engage in real-world campaign execution, culminating in a collaborative project for Bethany College.

Credits 3

Prerequisite or Corequisite

BUSI/COMM 203

Prerequisite Courses

[BUSI 203](#)

BUSI 414 : AI in Marketing

This course explores the application of artificial intelligence (AI) in marketing, focusing on AI-driven tools, automation, data analytics, and machine learning applications. Students will examine how AI influences consumer behavior, personalization, and marketing strategy in today's digital landscape.

Credits 3

Prerequisite Courses

[BUSI 310](#)

BUSI 422 : Financial Analysis

Financial management concepts relating to cost of capital, capital structure theory, optimal capital structure, capital budgeting techniques, dividend policy, common stock and bond issuance, hybrid financing, mergers and acquisitions. Emphasis is placed on financial analysis using excel and other computer applications.

Credits 3

Prerequisite Courses

[BUSI 312](#)

BUSI 425 : Derivative Securities

This course teaches how to value and interpret a variety of derivative products, focusing on options, futures, and swaps. The use of the binomial approach as a valuation framework is assumed throughout the course, after taking steps to develop the Black-Scholes model. An understanding of the fundamentals underlying derivative products and why institutions utilize them to mitigate risk will be emphasized through the use of problem sets and an investment project.

Credits 3

Prerequisite Courses

[BUSI 325](#)

BUSI 437 : Healthcare Strategy

This course is the culmination of coursework in the Healthcare Administration track. Students learn to apply strategic thinking to healthcare management and complete a major project in which they propose a systemic change to a hospital or hospital system. By the end of this course, students will have developed relevant skills and created a portfolio project to show future prospective employers.

Credits 3

Prerequisite or Corequisite

[PSYC 205](#) or [MATH 281](#)

Prerequisite Courses

[BUSI 257](#)

[BUSI 312](#)

[BUSI 317](#)

[BUSI 347](#)

[BUSI 377](#)

[ACCT 202](#)

[ACCT 203](#)

BUSI 450 : Capstone in Financial Planning

This course provides students an opportunity to demonstrate the knowledge learned through the prerequisite six course CFP® curriculum. Students will participate in developing a complete financial plan, through the use of case studies and interviewing mock clients. Presentations of a formal financial plan, demonstrating the ability to set client expectations and communicate with clients by answering questions and concerns, are also required. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisites

Sophomore standing; students must complete the financial planning course as a prerequisite and may only take a maximum of one concurrently with the capstone course.

BUSI 460 : Marketing Research

The methods and techniques of securing, analyzing, and interpreting data for effective marketing management decision making will be explored. The course focuses on the conceptual design of marketing research studies and the interpretation of data.

Credits 3

Prerequisite Courses

[BUSI 310](#)

Prerequisites

[PSYC 205](#) or [MATH 281](#)

BUSI 470 : Professional Internship

The Professional Internship in Business is aimed at enriching the student's experience in practicing and using business knowledge in a professional context, either on campus or off campus, in a domestic or international setting, and in face-to-face mode or remotely. The student documents the experience in a manner to be determined by the supervisor. The course instructor determines the student's required proficiency for the experience based on the requirements of the host organization/agency. The internship may be repeated for credit with a maximum of 6 credits. Fifty hours of work is required for each one credit. (This course is a credit/no credit course.)

Credits 1

-3

Prerequisite or Corequisite

Permission of the instructor

BUSI 478 : Senior Capstone Seminar

The Senior Capstone Seminar is a capstone course integrating the student's previous work in the areas of accounting, finance, management, marketing, and economics. The course includes the utilization of integrated case analysis and focused writing of reports on assigned cases. This course is for finance and management majors.

Credits 3

Prerequisites

Senior standing in Finance, International Business, Management, Marketing or permission of instructor.

BUSI 480 : Topics in Business

This course is intended to provide business students topics or areas of study that are timely and are not offered in the regular course offerings.

Credits 3

BUSI 481 : Business Law II

This course is a continuation of Business Law I. Topics include: Commercial; Real and Personal Property; Bailment; Landlord and Tenant Relations; Wills Intestacy and Trusts; Intellectual Property; Computer Privacy and Speech; Employer-Employee Relationship; Employment Law; Product Liability; Professional Liability, International Business Law; and, Contract Interpretation. (This course may be taken for credit as [ACCT 481](#).)

Credits 3

Prerequisites

ACCT/BUS 1332.

BUSI 482 : Ethics in Business

This course exposes students to the social and economic responsibilities of business to society by examining the critical role of ethics in business decision making and its application to key strategic business decisions.

Credits 3

BUSI 487-88 : Independent Study

Credits 3

BUSI 490 : Senior Project

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

Credits 2

BUSI 495 : Comprehensive Exams

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

BUSI 601 : Corporate Financial Management

This course covers the financial markets, the role of financial institutions, valuation of stocks and bonds, time value of money, determination of weighted cost of capital, capital budgeting decisions, corporate bond refunding policy, hybrid capital funding, leasing decisions for asset management, dividend policy, short term working capital decisions, mergers and acquisitions, and bankruptcy and reorganization for business entities.

Credits 3

BUSI 602 : Global Marketing Management

This course covers the role of the marketing function, marketing strategies and tactics, product mix, selection and positioning, and successful marketing strategy implementation in achieving business goals and objectives in a global environment. The importance of culture, environment, government regulations, and economic systems are addressed in understanding the impact on competitive advantage and strategic positioning.

Credits 3

BUSI 603 : Human Resource Management

This course examines the establishment and operation of a total human resource program including various strategic HR functions such as recruitment, staffing, selection, talent management, performance, compensation, legal issues pertaining to employment, and determining the effective utilization of scarce resources in achieving the long term objectives of an organization.

Credits 3

BUSI 604 : Management of Business Projects

This course focuses on project management methodology that will allow students to initiate and manage projects efficiently and effectively. The course covers key project management skills and strategies, and the application of this knowledge through case assignments.

Credits 3

BUSI 605 : Management of Operations & Supply Chains

This course provides a broad understanding and knowledge of various operations management concepts and problem solving techniques which include operations strategy, process design, forecasting, inventory management, scheduling, supply chain management, and quality management. Emphasis is placed on the application of these concepts to actual business situations.

Credits 3

BUSI 606 : Management of Business Information Systems

This course covers the importance of information systems technology to support the management activities in a business enterprise. Topics include fundamentals of hardware, software, database management, data communications, transaction processing information systems, decision support systems, information reporting systems, expert systems and systems analyses and design.

Credits 3

BUSI 607 : Legal Environment of Business & Ethical Issues

This course covers the legal environment that businesses operate under and the implications of ethical issues in this context. Topics include legal environment affecting the formation & governance of business entities, laws pertaining to business transactions, legal conflict resolution, employment law and antitrust competitive laws.

Credits 3

Prerequisite Courses

[BUSI 603](#)

BUSI 608 : Business Policy, Ethical Leadership, and Strategic Management

This is a capstone integrative and interdisciplinary course that draws together and builds on all the ideas, concepts, and theories from various functional areas and introduces the key concepts, tools, and principles of global strategy formulation and competitive analysis as ethical business leaders.

Credits 3

Prerequisite Courses

[ACCT 600](#)

[BUSI 601](#)

[BUSI 602](#)

[BUSI 603](#)

[BUSI 604](#)

BUSI 610 : Corporate Finance & Management Accounting Decisions for Managers

This course covers the basics of cost of capital, capital budgeting decisions, bond refunding policy, hybrid capital funding, leasing decisions, and other financial decisions for managers. Students will also be exposed to accounting terminology, cost determination strategies, problem solving techniques, budgeting, leverage analysis, cost variances, and decision making as applied to real world situations.

Credits 3

BUSI 611 : Marketing Analytics

This course introduces marketing analytics for generating marketing insights from data in such areas as segmentation, targeting and positioning, satisfaction management, customer lifetime analysis, customer choice, product and price decisions using various types of text analysis and search analytics. The course covers data management, data visualization, regression and cluster analysis, market based analyses and social media analysis.

Credits 3

Prerequisite Courses

[BUSI 602](#)

BUSI 612 : Marketing Research

This course provides an introduction to marketing research and covers key concepts, processes, and techniques and applications; the breadth and depth of the subject and its significance for a business enterprise; research design, including qualitative and quantitative data; and quantitative methods used for analyzing research data to make informed business decisions.

Credits 3

Prerequisite Courses

[BUSI 602](#)

BUSI 613 : Multicultural Marketing

This course provides greater insights for effective marketing and communication strategies in reaching diverse ethnic groups within the US. The course explores the cultural beliefs, values, perceptions, and behaviors in Asian American, African American, LGBTQ and the larger Hispanic markets and reviews the best strategies used by marketers to establish effective customer relationships with these groups.

Credits 3

Prerequisite Courses

[BUSI 602](#)

BUSI 621 : Compensation and Benefits Management

This course covers total compensation systems and wage and salary administration in private and public organizations. Overall employee benefits and incentive programs are examined along with interrelationships among employee performance, intrinsic and extrinsic rewards, perceived equitable payments, and employee satisfaction.

Credits 3

Prerequisite Courses

[BUSI 603](#)

BUSI 622 : Labor Relations Management

This course is a comprehensive study of collective bargaining; the negotiation process; and the scope of labor contracts. The course covers day-to-day administration of contracts; the major substantive issues in bargaining; negotiating with unions; and the problem of dealing with labor conflict.

Credits 3

Prerequisite Courses

[BUSI 603](#)

BUSI 623 : Negotiation Management

This course covers analytical and communication skills that are necessary for successful business negotiations. The negotiation is described as a complex three-stage process which consists of preparation, negotiating, and post-negotiation implementation and evaluation.

Credits 3

Prerequisite Courses

[BUSI 603](#)

BUSI 631 : Contemporary Public Administration

This course is an introduction to the policymaking process to understand how participants and institutions (both within and outside of government) interact to produce public policies and how these policies are implemented in public agencies and non-profit organizations. The course also introduces policy analysis, evaluation, public administration, and management to understand the impact of public policies and programs as well as the management of public agencies and non-profit organizations.

Credits 3

Prerequisite Courses

[BUSI 603](#)

BUSI 632 : Proposal Development and Grant Administration

This course covers how to develop and write grant proposals, needs assessment, program planning and development, coalition-building, goals and objectives formulation, developing clear measurable outcomes for programs and evaluation of plans. This course also covers how to research potential grant funders, create a marketing plan, develop a post-grant sustainability plan and explore the potential of other funding sources.

Credits 3

Prerequisite Courses

[BUSI 603](#)

BUSI 633 : Law and Public Administration

This course provides foundational knowledge of the separation of powers and role of the judiciary in the administration of government and examines the formal powers of the judicial branch over the executive, the development and implementation of administrative law, and varying individual legal concepts that have shaped public administration. Specific case laws will be examined to understand the impact of the judicial branch on administrative governance and management.

Credits 3

Prerequisite Courses

[BUSI 603](#)

ESPT 100 : Introduction to Games

Games sit at the intersection of technology, art, and culture, so success within the games industry requires you to understand all three. This course explores why we love games, what role they play in society, and the industry that produces them. You'll also learn the basics of game development. This course was developed in partnership with Unity and the IGDA to help everyone interested in the games industry start on the right foot. This online class has optional live sessions. *Course offered through LCMC Rize consortium partner.*

Credits 3

ESPT 180 : Introduction to Esport Management

This course will introduce students to the history of competitive gaming and will explore its ecosystem. Students will learn to navigate Esports leagues, teams, players, publishers, tournament operators, media and affiliate organizations. Furthermore, students will get firsthand experience in analyzing the space. This online course has optional live sessions. *Course offered through LCMC Rize consortium partner.*

Credits 3

ESPT 300 : Convention, Event, and Trade Show Planning

This course will teach students how to turn a gaming convention into a big win. By the end of this course, students will understand how to handle planning, marketing and logistics for a corporate presence at a major convention. This online course has optional live sessions. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisite Courses

[ESPT 100](#)

[BUSI 203](#)

ESPT 400 : Distribution of Games

This course teaches students how publishers promote games and bring them to market. By the end of this class students will be able to plan a game's launch and promotion. This online class features optional live sessions. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisite Courses

[ESPT 100](#)

[BUSI 203](#)

Chemistry

CHEM 100 : Chemistry for Society

This course emphasizes an understanding of chemical concepts relevant to our everyday lives. At the end of this course, a student should be able to analyze and discuss primary sources dealing with subjects related to chemistry. The course is designed for non-science students. (Course is not open to students who have credit for CHEM 101 or higher or equivalent.)

Credits 4

CHEM 101 : General Chemistry I

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.

Credits 4

Prerequisites

Mathematics requirement - Level III placement or higher, concurrent enrollment in a Level III mathematics course, or equivalent transfer credit.

CHEM 102 : General Chemistry II

This course is a continuation of the lecture portion of [CHEM 101](#) and includes the study of solubility and acid-base phenomena in aqueous systems with appropriate lab work. Lectures and labs meet for 6 hours per week.

Credits 4

Prerequisites

CHEM 101; Mathematics requirement - Level IV placement or completion of a Level III mathematics course with a grade of C- or higher, concurrent enrollment in a Level III mathematics course, or equivalent transfer credit.

CHEM 108 : Introduction to Forensic Science

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.

Credits 4

Prerequisites

High School Chemistry or Physics, or permission of the instructor.

CHEM 211 : Organic Chemistry I

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

Credits 4

Prerequisites

CHEM 101 and 102 or permission of the instructor.

CHEM 212 : Organic Chemistry II

This course is a continuation of [CHEM 211](#) and includes more in-depth study of mechanisms, organic synthesis, and analysis. Laboratory work consists largely of organic preparations and identification of unknown compounds.

Credits 4

Prerequisites

CHEM 211 or permission of the instructor

CHEM 255 : Introduction to Pharmacology

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.

Credits 3

Prerequisite Courses

[CHEM 211](#)

CHEM 285 : Data Analysis for Physical Science

Data Analysis for Physical Science covers hypothesis testing, principal component analysis, multivariate calibrations, experimental design, and introduction to data mining methods such as support vector machines and neural networks. The focus of the course is on the application of the above topics to practical uses in the fields of the physical sciences through the use of common software packages.

Credits 3

CHEM 304 : Descriptive Inorganic Chemistry

The important phenomena of modern inorganic chemistry are systematically discussed. These include quantum theory, structure and bonding theories including valence bond theory and molecular orbital theory, symmetry, reduction/oxidation chemistry, acid-base chemistry, solid state chemistry, bioinorganic chemistry, and transition metal chemistry including magnetism and electronic spectroscopy. (Three lectures and three hours of laboratory per week.)

Credits 4

Prerequisites

CHEM 101 and 102.

CHEM 315 : Advanced Methods of Analysis: Spectroscopy

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.

Credits 2

Prerequisites

CHEM 211 or permission of the instructor

CHEM 320 : Physical Chemistry I with Biological Applications

This course is an introduction to the nature of thermodynamics and kinetics including equilibrium and rate transport processes. The focus is on applications of physical concepts to systems, especially those of biochemical and biological interest. Studies of chemical and phase equilibria are investigated thoroughly, and kinetic processes including Michaelis-Menton kinetics as well as transition state theory complete the course.

Credits 4

Prerequisite Courses

[CHEM 211](#)

[MATH 202](#)

Prerequisites

CHEM 211 and MATH 202 or permission of the instructor

CHEM 326 : Physical Chemistry II

This course considers the thermal and energetic behavior of gases, the statistical principles governing the distribution of particles, the differing energy states of atoms and molecules, and the transitions within these states. Introductory quantum mechanical principles, centered around the Schrodinger equation, will be discussed. The course will conclude with a discussion of an advanced topic to be selected from thermodynamics, kinetics, or quantum mechanics.

Credits 4

Prerequisites

CHEM 212, MATH 202

CHEM 331 : Chemical Analysis

Chemical analysis is designed to cover the theory and practice of qualitative and quantitative methods. The techniques of titration, gravimetry, spectroscopy, chromatography, electrochemistry, and the associated statistical analysis will be covered.

Credits 4

Prerequisite Courses

[CHEM 211](#)

CHEM 335 : Advanced Methods of Analysis: Chromatography

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.

Credits 2

Prerequisites

CHEM 211 or permission of the instructor.

CHEM 351 : Biochemistry I

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](#).)

Credits 4

Prerequisite Courses

[BIOL 103](#)

[CHEM 211](#)

Prerequisites

BIOL 103, CHEM 211

CHEM 352 : Biochemistry II

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](#).)

Credits 4

Prerequisite Courses

[BIOL 104](#)

[CHEM 212](#)

[CHEM 351](#)

Prerequisites

BIOL 104, CHEM 212, BIOL/CHEM 351

CHEM 370 : Green Chemistry

This course is designed for a junior level student with interest in green and sustainable chemistry methods and techniques. Topics in this course will include the principles of green chemistry, problems with waste and waste disposal, environmental chemistry issues and regulations, the production of greener chemicals and solvents, and greener processes in both polymer chemistry and catalysis. Students will be expected to utilize the green chemical literature for case studies and for a final paper and presentation of current green chemical research.

Credits 3

Prerequisites

CHEM 211 or permission of the instructor.

CHEM 385 : Writing for Chemistry I

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.

Credits 1

Prerequisites

CHEM 211 or permission of the instructor

CHEM 386 : Writing for Chemistry II

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.

Credits 1

Prerequisite Courses

[CHEM 385](#)

CHEM 420 : Professional Internship

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.

Credits 1

-3

CHEM 430 : Analytical Chemistry

These are courses devoted to the consideration of advanced topics and areas of special interests.

Credits 2

CHEM 431 : Inorganic Chemistry

These are courses devoted to the consideration of advanced topics and areas of special interests.

Credits 2

CHEM 432 : Organic Chemistry

These are courses devoted to the consideration of advanced topics and areas of special interests.

Credits 2

CHEM 433 : Physical Chemistry

These are courses devoted to the consideration of advanced topics and areas of special interests.

Credits 2

CHEM 434 : Biochemistry

These are courses devoted to the consideration of advanced topics and areas of special interests.

Credits 2

CHEM 477 : Senior Seminar in Chemistry

The Senior Seminar in Chemistry is a review of current topics. Students participate in reading the chemical literature and presentation of appropriate work in oral and written forms.

Credits 1

CHEM 487-488 : Independent Study

Credits 2

-4

CHEM 490 : Senior Project

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.

Credits 2

-4

CHEM 495 : Comprehensive Exams

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

Chinese Language & Cultures

CHIN 110 : Chinese Language and Culture I

This is the first in a series of two courses emphasizing the acquisition of Mandarin Chinese language skills needed to satisfy basic social requirements in the Mandarin Chinese-speaking countries.

Listening, speaking, reading, and writing needs are addressed, as well as an introduction to Chinese cultures and issues. Chinese I is intended primarily for students who have no acquaintance with the language.

Credits 3

CHIN 120 : Chinese Language and Culture II

This is the second of two courses (see [CHIN 110](#)).

Credits 3

Prerequisites

CHIN 110 or equivalent.

CHIN 130 : Chinese Language & Cultures III

This is the third of a sequence of three courses emphasizing the acquisition of Chinese language skills needed to satisfy basic social requirements in Chinese-speaking countries. Listening, speaking, reading, and writing needs are addressed, as well as an introduction to Chinese cultures and issues. See [CHIN 110](#).

Credits 3

Prerequisites

CHIN 120 or equivalent.

CHIN 180 : Chinese Civilization

This course acquaints the student with the history, culture and people of China. The course is conducted in English.

Credits 3

CHIN 310 : Professional Internship

The Professional Internship in Chinese Language and Cultures is aimed at enriching the student's experience in practicing and using Chinese in a professional context, either on campus or off campus, in a domestic or international setting, and in face-to-face mode or remotely. The student documents the experience in a manner to be determined by the supervisor. The supervisor determines the student's required language proficiency for the experience, supervises the internship, records the number of hours completed by the student, and evaluates the internship documentation. The internship may be repeated for credit. Fifty hours of work is required for each one credit. (This course is a credit/no credit course.)

Credits 1

-4

Communications & Media Arts

COMM 101 : Introduction to Communication

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

Credits 3

COMM 104 : Visual Communication

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.

Credits 3

COMM 106 : Introduction to Sports Communications

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

Credits 3

COMM 110 : Digital Audio Production for Music

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

Credits 3

COMM 160 : Introduction to Film

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

Credits 3

COMM 194 : Online Radio

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

Credits 3

Prerequisites

Permission of the instructor

COMM 200 : Digital Media and Digital Culture

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

Credits 3

COMM 201 : Media Writing

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.

Credits 3

COMM 202 : Digital Document Design

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

Credits 3

Prerequisite Courses

[COMM 201](#)

COMM 203 : Principles of Advertising and Public Relations

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

Credits 3

COMM 206 : Public Speaking and Announcing

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

Credits 3

COMM 210 : Editing Mixing, and Mastering Digital Audio for Music

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

Credits 3

Prerequisites

COMM/MUSI 110

COMM 212 : Social Media and Digital Marketing

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

Credits 3

COMM 218 : Digital Production and Performance

This course provides the student with basic concepts and practical instruction in digital media production strategies and techniques. Intensive instruction is provided in basic digital audio and video editing with an emphasis on the student achieving an introductory level proficiency. Students are provided a primer on other digital software used for print and radio mediums, which includes limited study of speech personality variables, as well as practice in basic announcing, interviewing, microphone, and camera performance techniques.

Credits 3

COMM 250 : Multimedia Sports Production

This course introduces the student to the techniques of production of various sporting events for radio, television, pod-casting, and other converged media platforms. Results of students' work are broadcast, cablecast, or internet streamed for consumption by the Bethany community and beyond.

Credits 3

COMM 291 : Tower Promotions and Productions

This course acquaints the student with applied integrated marketing concepts and skills in both traditional and social media, required for working in the integrated media (advertising and public relations) area.

Credits 3

Prerequisites

COMM 201 or 203, or by permission of the instructor

COMM 292 : Interactive Multimedia Production

This course acquaints students with concepts, skills and strategies required for working in a digital televised, online, broadcasting areas as well as cross-platform digital production environment, and emerging media production fields.

Credits 3

Prerequisites

COMM 218 or COMM 250, or by permission of the instructor

COMM 300 : Entrepreneurial Media

The course will trace the causes and arc of these changes; examine case studies of new-media business and non-profits; bring in guest speakers who exemplify these changes; and provide a primer on the various skills needed to be successful as a journalism entrepreneur. This course also introduces students to the basics of entrepreneurship and evolving business models for media. It blends instruction in general entrepreneurship concepts with how the Internet and digital technologies are transforming media economics, using recent news and communication startups as case studies for applying entrepreneurial principles. Students will identify, develop and pitch ideas for media business; research and write a business case study; and perform skill-building exercises in business analysis and digital technologies. Local entrepreneurs will meet with the class to discuss strategies and trends.

Credits 3

COMM 303 : Organizational Communication

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

Credits 3

COMM 306 : Communication Theory and Research

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.

Credits 3

Prerequisites

junior or senior status or permission of the instructor

COMM 307 : Advanced Methods and Application

This is an upper level core course in the communications department required for all majors. In this junior seminar, students will learn how to execute research in the field of communication. They are instructed on how to specifically use methodological approaches used in a scholarly, scientific, and rigorously academic capacity. Students are shown how to produce an equally comprehensive artifact. It features the application of current principles within: the industry practices of traditional broadcasting, web design, social media research, digital marketing, new media promotions, and advertising and public relations campaigns for completion of a practicum.

Credits 3

Prerequisite Courses

[COMM 306](#)

COMM 309 : Audio Recording Portfolio

Instruction will be provided in live sound applications for music. This includes sound reinforcement, recording of live performances, and the use of pre-recorded or MIDI materials in live performances. (This course may be taken for credit as MUSI 309.)

Credits 3

Prerequisites

COMM/MUSI 110, COMM/MUSI 210, and all MUSI courses required for the Music Technology major

COMM 310 : Digital Reporting

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

Credits 3

Prerequisite Courses

[COMM 201](#)

COMM 311 : Communication Law and Ethics

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

Credits 3

COMM 344 : Sports Information Directing

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.

Credits 3

COMM 345 : Intercultural Communication

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

Credits 3

COMM 388 : Electronic Media Skills for the Liberal Arts Student

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

Credits 1

Prerequisites

Permission of the instructor

COMM 390 : Campus Media Management

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.)

Credits 1

Prerequisites

Permission of the instructor

COMM 403 : Globalization and International Communication

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

Credits 3

Prerequisites

Junior or senior status or permission of instructor

COMM 412 : Integrated Marketing Communications Campaigns

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

Credits 3

Prerequisite Courses

[COMM 203](#)

[COMM 212](#)

[BUSI 310](#)

Prerequisites

[ACCT 202](#) or [ECON 201](#); or permission of the instructor.

COMM 420 : Professional Internship

This course is a professionally supervised experience within the communications field. Students will apply content learned in the classroom to professional experiences. Experiences are designed to be similar to those experienced by new communication professionals. A minimum of 100 hours of experience is required for the two-credit version of this course, and 150 hours minimum is required for the three-credit version.

Credits 2

-3

Prerequisites

Three courses from COMM 194, 291, and 292 for a total of 9 credit hours.

COMM 422 : Digital Service Learning

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.

Credits 3

Prerequisites

Junior standing, permission of instructor

COMM 440 : New Media Theory and Practices

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

Credits 3

Prerequisites

BUSI/COMM 200

COMM 480 : Special Topics

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

Credits 3

COMM 487 : Independent Study 1**COMM 488 : Independent Study 2****COMM 489 : Independent Study 3****COMM 490 : Senior Project**

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

Credits 3

Prerequisite Courses

[COMM 306](#)

COMM 495 : Comprehensive Exams

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

Computer Science

CPSC 107 : Introduction to Computing

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.

Credits 3

CPSC 140-150 : Programming

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.

Credits 3

CPSC 144 : Programming in COBOL

The programming assignments in this course are related to mainframe application computing, especially providing familiarity with the IBM z System.

Credits 3

CPSC 147 : Programming in C++

The programming assignments in this course are related to the design of an operating system.

Credits 3

CPSC 149 : Programming in Java

The programming assignments in this course are related to the design of Internet application programs.

Credits 3

CPSC 151 : Computer Science I

This course emphasizes techniques of algorithmic design, structured programming, and debugging. The course also introduces students the mission-critical and strategic importance of IBM z System mainframe transactions or real-time data analytic technologies used by U.S. and Global Fortune 500 companies. By learning the z System, students learn an overall structure of the enterprise computing from hardware architectures to application programming. This beginning course for computer science majors may also be taken by others who wish to learn a high-level computer language.

Credits 4

CPSC 152 : Computer Science II

This course is an introduction to advanced features of a high-level computer language including stacks, queues, and user-defined data structures. The programming assignments involve the techniques of searching, sorting, and recursion.

Credits 4

Prerequisites

CPSC 151 or the equivalent.

CPSC 205 : Web Design

This course introduces students to the tools and techniques used in designing web pages. Students learn HTML, CSS, JavaScript, and the web authoring software packages: [CPSC 151](#)

Credits 3

CPSC 210 : Discrete Mathematics

This course introduces fundamental concepts of mathematics involved in computer science including induction, elementary counting, combinations and permutations, recursions and recurrence relations, graphs and trees, sorting and searching, and Boolean algebra. (This course may be taken for credit as MATH 210.)

Credits 3

Prerequisites

Level III mathematics placement, or successful completion of a Level II mathematics course.

CPSC 220 : Master the Mainframe

The Master the Mainframe Contest administered by the IBM Academic Initiative gives students an opportunity to develop mainframe skills. There are three parts in the contest. A student who completes Part 1 and Part 2 will develop basic mainframe skills and will be awarded an IBM Basic Mainframe Skills badge. Part 3 provides hands-on project based learning. Through the hands-on projects, a student will learn z System programming languages including ReXX, COBOL, C, JAVA, assembler, SQL, and system programming. A student who completes Part 3 be awarded an IBM Acclaim Mainframe skills badge. A students complete Part 1 and Part 2 and selected hands-on projects in Part 3 received a certification from the department. CR/NCR Only.

Credits 1

CPSC 222 : Electronics

The student is presented with the fundamentals of digital and analog circuit analysis. Among topics originally specific to analog circuits are DC circuit analysis using Kirchoff's laws, mesh equations, transformations, the use of multimeters and oscilloscopes, AC circuit analysis using complex impedances, capacitors, and inductors, resonance, step function analysis, and transitions. Among the topics originally specific to digital analysis are simple logic gates, IC chips, Boolean algebra, adders, flip-flops, shift registers, and counters. After the fundamentals are covered, the emphasis shifts to circuit analysis involving knowledge of both perspectives. This course includes three hours of lecture and two hours of laboratory each week. (This course may be taken for credit as PHYS 222.)

Credits 4

Prerequisites

PHYS 201,202 or equivalent or permission of the Chair of the Department.

CPSC 230 : Project Management

This course is designed to prepare a student in completing a complex project by using the constraints needed for a successful project. Topics included planning, scheduling, score management, quality control, budget, and risk management of a project during its life cycle. The student experiences as a project manager to complete a project with the necessary tools and skills during the course.

Credits 3

CPSC 240 : Introduction to Computer Security

The course provides an introduction to communication and networks, laying the groundwork for advanced courses in the field. It addresses theoretical and technical concepts of network technology and computer system security, as well as a broad spectrum of issues related to computer security and data privacy. Students will learn about the hardware and software used in computer networks and how these components communicate through protocols. They will also develop their knowledge of the mechanisms of the different topologies and how to construct a network from different hardware components including wiring concepts to network devices.

Credits 3

CPSC 245 : Internetworking: Routing and Switching

This course is a study of concepts, theories, requirements and mechanisms of network and its communication. The course gives the essential knowledge to understand the network and lay the ground for advanced course in the field. Students gain experience designing, implementing, and testing a network infrastructure through lab work. This provides students with the knowledge of the hardware, software's of the computer networks and how the components integrate to provide communication via protocols. It also highlights the mechanisms of different topologies, how to construct a network from different hardware components including cabling concepts to devices that compose the network.

Credits 3

CPSC 250 : Content and Systems Design

If you've ever enjoyed the experience of playing a video game, you've had a first-hand lesson in how important content and systems design are. The experience of a game is driven by four major components: content, systems, narrative, and user experience. This class will help you learn to design all four components, and build a deeper understanding of the game development process and an introduction to concepts in scripting. This online class has optional live sessions. *Course offered through LCMC Rize consortium partner.*

Credits 3

CPSC 275 : Data Structures and Algorithms

This course is a study of the theory of and advanced techniques for representation of data, including link-lists, trees, graphs, analysis of algorithms, sorting, searching, and hashing techniques.

Credits 3

Prerequisites

CPSC 152 or equivalent.

CPSC 277 : Computer Ethics

This course is a study of the theory and practice of computer ethics. The aim of the course is to learn the basis for ethical decision-making and the methodology for reaching ethical decisions concerning the computer science field. Topics studied in the course are Computers in the Workplace, Computer Crime, Privacy and Anonymity, Intellectual Property, and Professional Responsibility. Methodologies used in the course include lectures by the instructor, lectures by visiting lecturers, in-class discussions, writing assignments, individual class presentations, and case analyses.

Credits 3

CPSC 310 : Artificial Intelligence

This course is an introduction to the principles and programming methods of artificial intelligence. The fundamental issues involve logic and knowledge presentation, search, and learning. The programming language LISP is introduced and used to manipulate symbolic data.

Credits 3

Prerequisites

[CPSC 152](#) or permission of the instructor.

CPSC 330 : Computer Organization and Assembly Language

This course is a study of applications of Boolean algebra to combinational circuit design problems, organization of simplified computer components, memory organization, architecture, and assembly language programming.

Credits 4

Prerequisites

CPSC 152 or the equivalent.

CPSC 331 : C Programming: How Computers Interpret

This course introduces a student to C - the fundamental language used to write many high-level languages. By the end of this course, the student will have a better understanding of how computers turn codes into ones and zeroes, and be able to use that understanding to build more efficient programs

Credits 3

Prerequisite Courses

[CPSC 152](#)

CPSC 340 : Computer Forensics

The course is designed to introduce the students to the software, hardware, legal, and ethical issues involved in computer forensics. Student will be developing the skills necessary to perform investigations into a variety of digital equipment through the use of practical projects.

Credits 3

Prerequisites

[CPSC 151](#), [CPSC 240](#)

CPSC 350 : Unity I: Working with Unity

The Unity engine powers nearly 50% of all games and nearly 75% of mobile games. This course, built in collaboration with Unity and the IGDA, will introduce you to developing games in Unity. By the end of this course, you'll learn how to build a fully functioning game within the Unity system, including all key elements. This online course has optional live sessions. *Course offered through LCMC Rize consortium partner.*

Credits 3

CPSC 351 : C# Programming

C# is a modern, general-purpose, object-oriented programming language with a range of uses, most notably creating desktop applications, web applications, web services, and building games using the Unity engine. This course is intended to give students a working knowledge of the C# programming language and the .NET framework, as well as an understanding of C#'s application to the Unity Game Development Engine. This online course has optional live sessions. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisite Courses

[CPSC 152](#)

[CPSC 275](#)

CPSC 360 : Programming Languages

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.

Credits 3

Prerequisites

CPSC 275 or the equivalent.

CPSC 370 : Operating Systems

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.

Credits 3

Prerequisites

[CPSC 152](#), [CPSC 240](#)

CPSC 373 : Writing for Mathematics and Computer Science

This course is designed to emphasize recognition of clarity and style of presentation in the reading and discussion of computer science related technical writing. (This course may also be taken for credit as MATH 373.)

Credits 2

CPSC 375 : Computer Security

This course provides an overview of computer and network security. Topics covered include risks and vulnerabilities; related policies; controls and protection methods; access controls; database security; authentication technologies; and host-based and network based security. The students will learn how to design and build secure systems. Throughout the course, students will be given real world examples and projects to deepen their understanding.

Credits 3

CPSC 380 : Data Base Design

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.

Credits 3

Prerequisite Courses

[CPSC 152](#)

CPSC 390 : Numerical Analysis

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.)

Credits 3

Prerequisites

CPSC 151; MATH 202 or equivalent.

CPSC 405 : Cryptography

This course focuses on the study of various cryptographic protocols, algorithms, and proofs of security. Topics include classical vs. modern cryptography; historical ciphers; principles of modern cryptography; perfectly secret encryption.

Credits 3

Prerequisites

MATH 202 or equivalent; CP SCI 51.

CPSC 420 : Professional Internship

This course is a professionally supervised experience with off-campus mathematicians, computer scientists, or applied scientists using modern research and/or analytical techniques. Settings may vary from purely academic summer programs to private or public scientific institutions. The number of credits awarded depends on the number of imbedded hours in the internship experience. A minimum of 50 imbedded hours is expected per credit with the maximum number of credit earned is eight.

Credits 1

-8

Prerequisites

Students must have a cumulative 2.0 GPA and junior/senior standing.

CPSC 431 : Unity II: Advanced Unity

This course is intended to provide students with the skills and knowledge to bring their mastery of the Unity game engine and C# programming up to a professional standard. Students will learn how to perform a range of vital code-based tasks within the Unity platform, and will grow their skills in building core gameplay functionality, supporting systems, and platform-specific optimizations. This course was built in collaboration with Unity. Upon successful completion, students will be prepared to sit for the Unity Certified Associate: Programmer exam. This online course has optional live sessions. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisite Courses

[ESPT 100](#)

[CPSC 250](#)

[CPSC 350](#)

[CPSC 351](#)

CPSC 432 : Capstone Project: Building a Game

This course is intended as a culmination of all a student's work in the Unity Game Development major. Students will work in groups to build a game in the Unity engine that uses real-time 2D or 3D visuals and showcases their understanding of the core principles of game design. Students will pitch their game, design, prototype, build and test their game. Students will be evaluated based on the quality of their game, and their internal project management processes. This online course has optional live sessions. *Course offered through LCMC Rize consortium partner.*

Credits 3

Prerequisite or Corequisite

All prior Game Development Courses

Prerequisite Courses

[ESPT 100](#)

[CPSC 250](#)

[CPSC 350](#)

[CPSC 351](#)

[CPSC 431](#)

CPSC 440 : Data Communications and Network Architecture

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.

Credits 3

Prerequisite Courses

[CPSC 240](#)

[ENGL 245](#)

CPSC 450 : Network Security

This course is a study of concepts, theories, requirements and mechanisms of network security. Topics include concepts related to network vulnerabilities and attacks, defense mechanisms against network attacks, cryptographic protection mechanisms, mechanism of identification and authentication, and real-time/non-real-time commutation security. Students gain experience designing, implementing, and testing a network security infrastructure through lab work.

Credits 3

Prerequisites

CP SC 152, 240.

CPSC 470 : Operating System Security

This course provides the security issues including vulnerabilities, threats, exploits and defense mechanisms in operating systems. Topics include logging, auditing, address space randomization, memory protection, virtual machine introspection (VMI), malware and malware immunization.

Credits 3

Prerequisite or Corequisite

[CPSC 245](#), [CPSC 370](#)

CPSC 477 : Seminar in Mathematics and Computer Science

This course includes topics in computer science suitable to computer science majors. The course is open to qualified junior and senior computer science majors. (This course may be taken for credit as MATH 477.)

Credits 2

CPSC 487-488 : Independent Study

Credits 2

-4

CPSC 490 : Senior Project

Credits 2

-4

CPSC 495 : Comprehensive Exams

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

CYBR 600 : Principles of Cybersecurity and Information Security Management

CYBR 600 is an introductory course that explores the basic principles in the area of cybersecurity and managing secure information and information management systems. It explores the modern threats to computer networks and systems, their vulnerabilities, and the proven strategies used to prevent and diagnose them. Additionally, the course implements a practical approach to the learning process where simulated incidents are offered for the student's action. It also explores risk analysis and management approaches in computer technologies. It includes studying the concepts of access management, including Confidentiality, Integrity, and Availability of information gain hands-on experience in implementing security measures to protect against them.

Credits 3

CYBR 610 : Ethical Hacking and Penetration Testing

This comprehensive course is meticulously designed to empower learners with the essential skills and expertise needed to conduct thorough vulnerability assessments on systems and networks. In today's evolving cybersecurity landscape, the ability to simulate potential attacks and fortify system defenses is paramount. Throughout the course, students will immerse themselves in a practical lab environment, delving into critical topics such as the intricacies of the Information security realm, Information security controls, footprinting techniques, wireless hacking, and the utilization of WiFi security tools, as well as cryptographic attacks and cryptanalysis tools.

Credits 3

CYBR 611 : Cybersecurity Law and Ethics

In today's digital age, the intersection of law and Information and Communication Technologies (ICT) has become increasingly crucial. The rise of cybercrimes and illicit activities conducted in virtual environments has necessitated the development of comprehensive regulations within the ICT sector. Cybersecurity professionals, as well as ICT users, are affected by these legal frameworks. Moreover, the continual growth of cyberspace and computing technologies has given rise to ever-evolving cyber threats. To address these challenges, laws must adapt to ensure the protection of users and the imposition of penalties on violators. This course delves into the legal and ethical aspects of cybersecurity, providing a comprehensive understanding of the intersection between law, technology, and ethics. CYBR 611, it prepares students to navigate the complex landscape of laws, regulations, and ethical considerations in the world of information technology, ensuring that they are well equipped to make informed decisions and uphold the highest standards of ethical conduct in their roles as cybersecurity professionals.

Credits 3

CYBR 615 : Principles of Wireless, Mobile & Cloud Security

The course offers a comprehensive exploration of contemporary cybersecurity challenges in wireless, mobile, and cloud systems. With a detective approach, students gain expertise in analyzing security issues, implementing policies and controls, and investigating computer cloud security controls and architecture practically. The course covers foundational principles of wireless and cloud computing, mobile generation security, and device security. It places a strong emphasis on securing mobile devices and wireless networks, addressing various mobile generations and a range of devices, including laptops, PDAs, Bluetooth, Zigbee, and RFID devices. Furthermore, it delves into retail store and proximity payment application security. Graduates of this course will emerge well-prepared to navigate the dynamic world of cybersecurity in wireless, mobile, and cloud technology.

Credits 3

Prerequisite Courses

[CYBR 610](#)

CYBR 620 : Computer, Mobile Forensics and Incident Handling

Computer, Mobile Forensics, and Incident Handling" is a dynamic and meticulously designed course that explores the intersection of cybersecurity, forensic investigation, and incident handling in the context of Business & Mobile and Information Communication Technology (ICT) systems. This comprehensive program adopts a detective approach to cybersecurity enhancement, delves into the principles of criminal investigation, and emphasizes practical investigative strategies. Students gain insights into privacy rights, ethical considerations, incident handling, and computer forensics, all while preparing for industry-recognized certifications like Access Data Certified Examiner (ACE) and Computer Hacking Forensic Investigator (CHFI) from EC Council. By the end of this course, students are well-prepared to address security challenges in the Business sector, contributing to the digital resilience of organizations through their acquired knowledge and practical skills.

Credits 3

Prerequisite Courses

[CYBR 610](#)

CYBR 621 : Algorithmic Cryptology and Data Protection

Algorithmic Cryptology and Data Protection is a comprehensive course designed to equip learners with the knowledge and skills essential for securing information systems and ICT networks. The course starts with a survey of classical cryptographic techniques and then delves into contemporary topics, covering symmetric block ciphers, public key cryptosystems, digital signatures, authentication protocols, and cryptographic hash functions. Learners will not only understand the fundamentals but also gain the ability to dissect algorithms, identifying potential vulnerabilities. Additionally, the course explores encryption and decryption using hashing functions, public and private keys, and addresses cutting-edge topics such as quantum-resistant cryptography and homomorphic encryption. Upon completion, participants will be well-prepared to protect their employers' critical information assets in an ever-evolving cyber threat landscape.

Credits 3

Prerequisite Courses

[CYBR 600](#)

CYBR 625 : Blockchain Technology and Digital Finance

Blockchain Technology and Digital Finance is a comprehensive course that explores the convergence of blockchain technology and digital currencies in the financial sector. It aims to equip students with a deep understanding of blockchain principles, the workings of cryptocurrencies, and the impact on the financial industry. The course covers technical aspects, including smart contracts and decentralized applications (DApps), as well as security challenges and solutions. Students will also learn about the perspectives and concerns of various stakeholders in the economy regarding digital currencies. Ultimately, this course prepares students to navigate the evolving landscape of blockchain technology and digital finance, empowering them with both knowledge and practical skills for the digital age of finance.

Credits 3

Prerequisite Courses

[CYBR 621](#)

CYBR 630 : Security Incident Analysis and Artificial Intelligence

The course delves into advanced cybersecurity, merging traditional incident analysis with AI-driven methods. Participants will learn to design and implement robust defenses, focusing on firewall configuration, load balancing, web security, and intrusion detection. Students will adopt proactive strategies like threat intelligence and hunting, using AI to enhance detection and response. The course covers the full incident response lifecycle with practical exercises. Participants will also explore AI and machine learning in cybersecurity, utilizing tools like TensorFlow and Splunk, while addressing the challenges and ethics of AI integration.

Credits 3

Prerequisite Courses

[CYBR 615](#)

CYBR 640 : Secure Information Infrastructure and Risk Mitigation

This course is a management-oriented course focused on empowering graduates with the skills to design and manage secure information infrastructure and systems. It covers information management systems, vulnerabilities, and security issues related to critical resources. The course emphasizes preventive strategies for Information and Communication Technology (ICT) systems, including access management principles (Confidentiality, Integrity, Availability). Additionally, it provides a "Defense-in-Depth" approach, encompassing both internal and external vulnerability assessments, combining technical skills and analytical practices. Graduates gain the expertise to proactively secure information infrastructure and mitigate vulnerabilities effectively in the modern digital Landscape.

Credits 3

Prerequisite Courses

[CYBR 630](#)

CYBR 690 : Research Proposal and Capstone Project

The Capstone Project in Cybersecurity Studies is a culmination of the student's academic journey in the field of information/cybersecurity. The primary objective of this capstone project is for students to demonstrate their proficiency in various aspects of cybersecurity, including risk management, vulnerability assessment, crisis management, security models, and architecture. The student will undertake the first part of this important project by collecting the data they will need for their research, especially the current issues in cybersecurity management, which include risk management, assessment of vulnerability, crisis management, security models, architecture, etc., for the development and implementation of a project. The project will include AI components such as automated threat detection and predictive analytics, allowing students to design innovative cybersecurity solutions. At the term's end, students will submit a comprehensive project report, evaluated through stages that include planning, AI-integrated system design, prototype testing, and final implementation.

Credits 3

Criminal Justice

CRJU 146 : Writing for Criminal Justice

This course focuses on two areas of criminal justice writing. The first area is the development of writing skills for writing criminal justice reports, such as reports of criminal investigations. The second area is learning how to write an academic paper, including identifying peer-reviewed sources, and developing a theme. Students will learn how to use the library resources to write their criminal justice papers, including their senior project. Students will also learn how to develop a résumé for applying for criminal justice jobs.

Credits 2

CRJU 147 : Introduction to Criminal Justice

This course provides the student with an overview of the criminal justice system, including how the various components work together. Students will examine the impact of the courts, Constitution, and laws on the various organizations within the system. This course also presents the student with the definitions of key terms and concepts that will appear throughout the criminal justice curriculum.

Credits 3

CRJU 148 : Law Enforcement

This course provides the student with an overview of the development of law enforcement organizations throughout American history, with an emphasis on local policing. Students will examine the missions, procedures, and challenges found in local law enforcement agencies. Topics covered in the course include arrest procedures, patrol strategy, community relations, and organizational structure.

Credits 3

CRJU 149 : Corrections

This course introduces students to the philosophical foundation behind punishment and defines American correctional methods, including incarceration and community-based programs. Students will examine the sentencing process and the challenges of managing a correctional institution. This course also includes analysis of contemporary correctional issues, including privatization and capital punishment.

Credits 3

CRJU 201 : Criminal Law and Procedures I

This course provides content on the purpose and creation of criminal laws. In addition, students examine the processes involved in prosecuting a criminal case, from the time of arrest through the trial and appeal. Topics covered in this course include arraignment, pre-trial preparation, and courtroom procedures.

Credits 3

CRJU 211 : Criminology

This course explores the major scientific theories of crime, including, biological, psychological, and sociological theories that attempt to explain why individuals commit criminal acts. The course also explores the application of these theories to the development of public policy related to crime and the criminal justice system. Emphasis is placed on a scientific understanding of crime to assist criminal justice and human services practitioners in their response to criminal behavior and the problem of crime.

Credits 3

CRJU 260 : Field Observation

This is a 50-hour observational experience in a criminal justice agency of the student's choice. Instructor approval of the placement is required. The purpose of the observation is to increase the student's knowledge of practical job skills needed in criminal justice.

Credits 2

Prerequisite Courses

[CRJU 147](#)

CRJU 301 : Criminal Investigation

This course provides content on specific investigative techniques and the roles played by criminal investigators. Students examine the laws and court cases that govern interrogations, property seizure, and evidence preservation. The course also provides opportunities for students to practice basic skills related to surveillance and the collection and preservation of crime scene evidence.

Credits 3

CRJU 311 : Juvenile Justice

This course covers content on the unique characteristics of the juvenile branch of criminal justice. Students examine the crimes and behaviors typical of juveniles and the methods used by law enforcement and social organizations to prevent and correct these behaviors. This course includes a review of the "vocabulary" of juvenile justice and the root causes of delinquency.

Credits 3

CRJU 321 : Homeland Security

This course introduces students to the various agencies tasked with the mission of protecting America from foreign threats and the methods these agencies employ. Students will examine the major terrorist groups, both foreign and domestic, that present the most serious threats to national security. The course includes a review of the Patriot Act and other legislation related to homeland security.

Credits 3

CRJU 371-374 : Special Topics in Criminal Justice

Special topics in criminal justice provides students with a space in which to explore in greater focus and depth issues concerning the criminal justice system in the U.S. In a spirit of both celebration and critical investigation, each course will consider historical events and figures of particular significance to the topic of focus, will examine current socio-political and economic events and developments of particular salience for that population, and will investigate best practice with regard to engagement and work with that population from the perspective critical thinking within the criminal justice field. Each course will highlight issues important for criminal justice in the U.S., and for administering a criminal justice system that is fair and equitable to all. Each course will provide students with the opportunity to develop a deeper appreciation for, and understanding of, the rich diversity of human experience as it relates to the practice of criminal justice. Each special topics class will have its own course level objectives.

Credits 3

Prerequisites

Sophomore status or permission of the instructor

CRJU 410 : Ethics in Criminal Justice

This course examines ethical theories and their application to current issues, controversies, and professional scenarios in law, crime, and justice. The course covers fundamentals; examines prominent moral and ethical themes, conflicts, and struggles in this field; and decision-making.

Credits 3

Prerequisite Courses

[CRJU 147](#)

CRJU 470 : Internship

This course provides an in-depth internship in a criminal justice agency. The internship is designed to test and increase the student's skill, clarify the relationship between theory and practice, assist in the appropriate use of supervision, and increase self-awareness and the use of critical thinking skills, and completing the development of a professional identity. Student must successfully complete CRJU 147 and 4 additional CRJU courses in order to enroll in this course. Student should have second semester junior or senior status to enroll. Instructor permission required prior to enrollment.

Credits 4

Prerequisite Courses

[CRJU 147](#)

[CRJU 148](#)

[CRJU 149](#)

[CRJU 201](#)

[CRJU 211](#)

[CRJU 301](#)

[CRJU 311](#)

CRJU 472 : Senior Seminar

This course provides students with the opportunity to review content required for the major. Students examine employment or graduate school opportunities in Criminal Justice.

Credits 1

CRJU 490 : Senior Project

This course is a self-directed research project on a selected topic. The course is designed to assist students in the application of research skills.

Credits 2

Economics

ECON 112 : Economic Morality in Sports

Economic Morality in Sports explores Economic philosophy and theory applications to moral questions surrounding interpersonal relationship within sports and the regulation of human choices in sports by outside institutions. Students will read contemporary and historical economic philosophy and relate their insights to real world examples.

Credits 3

ECON 113 : Comparative Economic Systems

Comparative Economic Systems looks at how economies are evaluated. The course analyzes the strengths and weaknesses of theoretical capitalism and theoretical communism as well as the real world modifications to the theories. The economies of three capitalist and three communist countries are analyzed. Also examined are the difficulties of transitioning from communism to capitalism.

Credits 3

ECON 201 : Principles of Microeconomics

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.

Credits 3

Prerequisites

Level II mathematics placement, or successful completion of the Mathematical Understanding Liberal Arts Core (L6). Recommended: Level III mathematics placement, or successful completion of L6.

ECON 202 : Principles of Macroeconomics

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.

Credits 3

Prerequisites

Level II mathematics placement, or successful completion of the Mathematical Understanding Liberal Arts Core (L6). Recommended: Level III mathematics placement, or successful completion of L6.

ECON 222 : Research Methods in Economics

Research Methods in Economics introduces elementary research methods in economics. The course includes the use of microcomputers in economics and business. Emphasis is on using spreadsheets to prepare quantitative research projects in economics. The course also covers writing quantitative reports in economics. (This course may be taken for credit as [BUSI 222](#)).

Credits 3

Prerequisite or Corequisite

MATH 282 or 384.

Prerequisites

ECON 201 and MATH 281 or 383 or PSYC 205.

ECON 260 : Comparative Sustainable Economic Development

Comparative Economic Development examines major analytical economics and environmental policy issues facing the "lesser developed" nations of the world. Development is defined and contrasting policies of individual countries that have succeeded or failed are examined. The developmental role of agriculture, export-oriented policies, women, labor markets, multinational corporations, the public sector, the World Bank, and the International Monetary Fund, upon the environment and the economy are also considered.

Credits 3

ECON 280 : Managerial Economics

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.

Credits 3

Prerequisite Courses

[ECON 201](#)

ECON 300 : Business Cycles and Forecasting

Business Cycles & Forecasting uses Microsoft Excel and macroeconomic theory to forecast macroeconomic variables, including adjusting forecasts for the seasonality of variables.

Credits 3

Prerequisite Courses

[ECON 202](#)

ECON 301 : Intermediate Microeconomics

Intermediate microeconomics is a study of consumer behavior, demand analysis, market development, output determination, cost analysis, and pure competition. The course includes exposure to mathematical constructs

Credits 3

Prerequisites

ECON 201, and either BUSI/ECON 205 or MATH 201.

ECON 304 : Advanced Microeconomics

Advanced microeconomics is a study of imperfect competition, general equilibrium and welfare economic analysis, game theory, resource pricing, price discrimination, information and time, external costs and benefits, and public goods. This course also includes exposure to appropriate mathematical constructs.

Credits 3

Prerequisite Courses

[ECON 301](#)

ECON 320 : Advanced Macroeconomics

Advanced Macroeconomics is a study of the determinants of long-run growth. It also examines how people's expectations about the economy and an open economy complicate counter-cyclical fiscal and monetary policies.

Credits 3

Prerequisite Courses

[ECON 300](#)

ECON 360 : International Trade

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.

Credits 3

Prerequisite Courses

[ECON 201](#)

[ECON 202](#)

ECON 477 : Senior Seminar in Economics

Senior Seminar has two purposes. The first is to prepare students for their future. The student learns how to make presentations and how to write a resumé and papers. The second purpose is to synthesize the material learned in economics through Lagrangians and analyze current events using economic models.

Credits 3

Prerequisite Courses

[MATH 201](#)

Prerequisites

Students must complete either MATH 201 or ECON 205 as a prerequisite.

ECON 487-488 : Independent Study

Credits 3

ECON 490 : Senior Project

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.

Credits 2

ECON 495 : Comprehensive Exams

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

Education

EDUC 203 : Human Development

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.

Credits 3

EDUC 650 : Teacher as Reflective Practitioner

This course focuses on areas of knowledge in the liberal arts that approach learning through a process of inquiry and questioning from a variety of disciplines. Areas were chosen to give students a broad understanding of the liberal arts. A variety of instructional strategies and methods will be used to promote active inquiry into learning during class time.

Credits 3

EDUC 651 : The Science of Teaching and Learning

This course will delve into the role that the teachers and students play in the classroom. It intends to provide the learner with opportunities to explore, analyze compare and contrast different models of teaching and learning. It also provides learners opportunities discover what educational purposes the range of teaching and learning approaches can serve and how it can help create a multidimensional and differentiated learning environment for students. The course assumes, identifies, and uses a body of scholarly knowledge and research appropriate for study and application to the profession of college/university teaching. Topics examined include learning and diversity, teaching models and strategies, teacher and student behaviors and learning outcomes, and instructional improvement strategies.

Credits 3

EDUC 652 : Program Planning and Assessment

This course will provide the learner with opportunities to research a variety of education institutions at all levels to gain an understanding of program planning and assessment. The learner will discover the variety of Stakeholders at all levels within and outside the organization, including students, administrators, employers, legislators, and the public, expect institutions to demonstrate that their programs accomplish desired goals and that processes are in place to support data-driven improvement. The learner will engage in program planning and assessment which will lead to strategic strategies for improvement within a determined program. Learners will gain a better understanding for how assessment data may be used for accountability and for institutional improvement.

Credits 3

EDUC 653 : Current Issues in K-12 Education

This course focuses on a critical examination of current issues influencing early and middle childhood education. Topics include both historical and contemporary views of childhood education, as well as social, educational and economic policies that shape the practices within schools. Students are assessed by their contribution to the class discussions throughout the semester. A variety of instructional strategies are used to promote active inquiry into learning during class time.

Credits 3

EDUC 654 : Research and Data Driven Decision Making

This course is designed to inform the learner of using research and data to make decisions in their institution. The learner will explore strategies for putting into practice data-informed, decision-making processes. The learner will research how and why data driven decision making has been credited with improving teacher quality, improving curriculum, promoting parental involvement, & narrowing the achievement gaps amongst various student populations. Projects will include collecting appropriate data, analyzing the data appropriately, determining the right people and/or venues to receive the data, and using the data make key improvements in educational programs.

Credits 3

EDUC 655 : Educational Statistics and Research Methods

This course is an introduction to basic statistical techniques used in educational research. This course covers descriptive statistics, and inferential statistics through one-way ANOVA. Attention is given to ethical issues involved in statistical interpretation of data. This course will also provide an examination of various types of research design and important issues in design and statistical analysis. Learners will propose research projects as an application of principles covered in the course.

Credits 3

EDUC 656 : Educational Psychology

This course focuses on current special education topics and professional development issues that impact the educator, interactions with students, parents and other professions (including the development of communication and consultation skills). A variety of instructional strategies and methods will be used to promote active inquiry into learning during class time.

Credits 3

EDUC 657 : Teaching the Adult Learner

This course will investigate the characteristics of the adult learner. Adult learners have traits that set them apart from 'traditional' school or college learners. All adults come to courses with a variety and range of experiences, both in terms of their working life and educational backgrounds. This impacts on how and why they participate in learning. Multiples stages of an adult learner's life will be investigated which will include their perspectives on learning, motivation, and diverse backgrounds.

Credits 3

EDUC 658 : Educational Leadership and Supervision of P-12 Facilities

This course will cover areas concerning the work of curriculum directors, general supervisors, special supervisors, and department heads; study of supervisory methods current plans for staff utilization and use of instructional materials; and stress on evaluation of educational programs and the effects of supervision.

Credits 3

EDUC 659 : The Exceptional Child

This course provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the life span. Content includes historical factors, legislation, etiology, characteristics, needs, educational strategies, including existing and emerging technologies, assessment and support services of/for individuals with disabilities ranging from mild, moderate to severe levels of varying disabilities. The course will study the impact of disabilities on academic and social/emotional performances. A 10 hour field experience is required.

Credits 3

Corequisites

EDUC 659X

EDUC 659X : Field Experience: The Exceptional Child

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

EDUC 660 : Educational Leadership and Supervision of Higher Education Facilities

This course will provide an overview of administrative theory, tools, and technology; educational leadership; legal issues; organizational and community relationships; political structures; and program development, evaluation, and accountability. Duties of the trustees and administrators in relation to the daily operations of a higher education facility will be explored.

Credits 3

EDUC 661 : Current Issues in American Higher Education

This course is to examine major trends and current issues in American higher education. It focuses on historical, social, organizational, curricular, accountability and budgetary aspects of colleges and universities in the United States. It also addresses the internationalization of higher education in specific regions outside the United States

Credits 3

EDUC 662 : Media and Technology

The course focuses on the fundamentals of planning, design and production of instructional multimedia tools. Laboratory activities cover interrelationships of communication theory; selection, utilization and production of materials, the use of media and the operation of equipment. There are opportunities for students to practice and use educational media and equipment in a cooperative, multicultural, learning environment and in various micro-teaching situations.

Credits 3

EDUC 665 : Multicultural Perspectives in Education

This course focuses on multicultural perspectives in education. This course is designed to prepare individuals associated with education to meet the needs of culturally, linguistically, ethnically, or economically diverse (CLEED) classrooms. It is required of all MAT program participants. The course content includes: 1.) African-American cultures, 2.) Asian cultures, 3.) Hispanic cultures, 4.) Native American cultures, 5.) European cultures, 6.) teaching strategies for ethnic studies, 7.) multicultural education as an academic discipline, and 8.) religious differences in culture. A variety of instructional strategies and methods will be used to promote active inquiry into learning during class time.

Credits 3

EDUC 670 : Accreditation and Compliance

This course explores the regulations, standards, and challenges present in managing student life in higher education. The course includes a review of significant policies that impact higher education including: federal financial aid, Civil Rights Act, Americans with Disabilities Act, NCAA, Department of Education, Title IX, and accreditation standards.

Credits 3

EDUC 696 : Theories, Practices, and Utilization of Educational Research

Students are introduced to two research approaches that are used in special education research: quantitative methods and qualitative methods. Students conduct an extensive review of literature in an area of interest and make a formal oral presentation about their literature review.

Credits 3

EDUC 699 : Master of Arts in Teaching Capstone Project

This course is the capstone experience for the Master of Arts in Teaching in Education. All MAT candidates are required to complete an Action Research Paper. The purpose of preparing a master's research paper is to give candidates experience in carrying out the kind of research that is expected throughout their professional career. Through this process, the faculty expects each candidate to demonstrate his/her ability to work independently on a problem and to document his/her familiarity with the literature in the field of study, a command of the techniques and principles of research, and the ability to form valid generalizations from the research data. Candidates work independently under the supervision of their project advisor.

Credits 3

English

ENGL 101 : Academic Writing

This course is the first of a two part course sequence in academic writing. This course is the study and application of the principles and techniques necessary for successful thesis-based academic research writing. We

pay particular attention to process: researching and prewriting, drafting, integrating sources and citing them accurately, and revising. Assignments focus on the effective use of research and writing techniques commonly employed in academic writing

Credits 3

ENGL 102 : College Essay Genres

This course is the second of a two part course sequence in academic writing. This course is the study and application of advanced principles and techniques necessary for successful thesis-based academic research writing. Assignments focus on the advanced use of research and writing techniques commonly employed in academic writing for specific disciplines including MLA, APA, and Chicago Style.

Credits 3

Prerequisite Courses

[ENGL 101](#)

Prerequisites

or by the writing placement exam.

ENGL 115 : Introduction to Creative Writing

This course is designed to familiarize students with the concept of the creative writing workshop, a forum that provides collective and constructive criticism of students' creative works. This course introduces the concept of the creative writing workshop to students and provides a space to develop an understanding of the basic techniques and terminology of writing poetry and prose.

Credits 3

ENGL 150 : Honors Freshman English

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 102](#). Usually offered Fall semester. Enrollment is by invitation only.

Credits 3

ENGL 156 : Introduction to Literary Studies

This course is dedicated to studying poetry, fiction, and drama by international authors from diverse cultures. Primary emphasis is on the process of applying students' knowledge of genre and relevant terminology to the close reading of literary texts. Students are introduced to various critical approaches to reading, researching, and writing about literature including Feminist Theory, Marxist Theory, Reader Response Criticism, and New Historicism.

Credits 3

ENGL 160 : Introduction to Film

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

Credits 3

ENGL 200 : Literature and Literary Diversity

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.

Credits 3

ENGL 202 : Boom! Splat! Comics as Literature

This course centers around the impact that comics and graphic novels and memoirs have had upon American culture and the literary canon, from Civil War cartoonist Thomas Nast's work and its role in the election of President Ulysses S. Grant, to the golden age of newspaper comic strips, and into the 21st century with the emerging importance of the graphic memoir by writers like Alison Bechdel and Art Spiegelman. Students in this course examine the academic value of comic books and graphic novels through the study of their history, similarity to other forms of literature, their own specialized literary and artistic techniques, and development as compelling narratives.

Credits 3

ENGL 220 : Writing for Business and Industry

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.

Credits 3

ENGL 223 : Technical Writing

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.

Credits 3

ENGL 240 : Creative Writing

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 intraclass 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.)

Credits 3

ENGL 245 : British Literature I

These courses examine the development of British literature from the beginning through the 20th century. First Semester: from Beowulf through Milton. Second Semester: from the Restoration to the present.

Credits 3

ENGL 246 : British Literature II

These courses examine the development of British literature from the beginning through the 20th century. First Semester: from Beowulf through Milton. Second Semester: from the Restoration to the present.

Credits 3

ENGL 250 : American Literature

This course examines the development of American literature from the Colonial Period to the present.

Credits 3

ENGL 267 : Masterpieces of World Literature

This course is a study of literary works representing a cross-section of the world's cultural traditions. Readings range from the ancient (such as the Sumerian Epic of Gilgamesh) to the contemporary (such as the novels of the Nigerian Chinua Achebe), from the East (such as the Japanese Noh and Kabuki plays) to the West (such as the magical realism of the Columbian Gabriel Garcia Marquez), 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.

Credits 3

ENGL 268 : Modern World Literature

This is a study of the work of 20th century writers representing the diverse cultural traditions of the modern world. In addition to writings representing the western tradition, works are studied representing such traditions as the Eastern European, the Middle Eastern, the African, the Latin American, and the Asian.

Credits 3

ENGL 270 : Shakespeare

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.

Credits 3

ENGL 275 : American Short Stories

This course is a survey of the development of the short story in America from its beginnings in the early 19th century to the present. The course considers the short story as a literary form and examines major writers of short stories, such as Poe, Hawthorne, Twain, James, Chopin, Fitzgerald, Hemingway, O'Connor, Updike, Baldwin, Oates, Morrison, and Erdrich.

Credits 3

ENGL 280 : Short American Novels

This course is a study of the short novel and its development as a distinct genre in American literature.

Credits 3

ENGL 311 : Poetry Writing Workshop

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.

Credits 3

Prerequisites

ENGL 240 or an acceptable portfolio.

ENGL 312 : Fiction Writing Workshop

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.

Credits 3

Prerequisites

ENGL 240 or an acceptable portfolio.

ENGL 313 : Creative Non-Fiction Writing Workshop

This is an extensive workshop for training and practice in the writing of creative non-fiction. (Enrollment is limited.)

Credits 3

Prerequisites

ENGL 240 or an acceptable portfolio.

ENGL 314 : Playwriting Workshop

Playwriting is a workshop course in which students will explore writing for theatre through practical writing, discussion, and analysis of live theatre. Students will study the major components of playwriting including action, dialogue, and character development. Understanding of these components will be deepened through workshopping of written assignments, providing and receiving feedback, reading dramatic works, and attending productions. By the end of this course, students will have written and revised two ten-minute plays.

Credits 3

ENGL 383 : African American Novel

This course traces the evolution of the novel from the slave narrative through Reconstruction, the Harlem Renaissance, and the Black Arts Movement, to the neo-slave narrative and contemporary African American literature. While the novel is the focus of the course, special attention is paid to African American history and culture, as well as relevant scholarship and critical theory.

Credits 3

ENGL 390 : Junior Seminar

This course is a seminar designed to aid students in the proposal of, research for, and work toward completion of a senior project

Credits 1

ENGL 411 : Advanced Poetry Writing Workshop

This is an intensive workshop for advanced students writing poetry (Enrollment is limited.)

Credits 3

Prerequisite Courses

[ENGL 311](#)

ENGL 412 : Advanced Fiction Writing Workshop

This is an intensive workshop for advanced students writing fiction. (Enrollment is limited.)

Credits 3

Prerequisite Courses

[ENGL 312](#)

ENGL 413 : Advanced Creative Nonfiction Writing Workshop

This is an intensive workshop for advanced students writing nonfiction. (Enrollment is limited.)

Credits 3

Prerequisite Courses

[ENGL 313](#)

ENGL 414 : Advanced Playwriting Workshop

Advanced playwriting is a workshop course in which students will continue their exploration of writing for theatre through practical writing, discussion, and analysis of live theatre. Students will continue to study the major components of playwriting including action, dialogue, and character development. Understanding of these components will be deepened through workshopping of written assignments, providing and receiving feedback, reading dramatic works, and attending productions. By the end of this course, students will have written and revised two one-act plays

Prerequisite Courses

[ENGL 314](#)

ENGL 420-429 : Special Topics

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.

Credits 3

Prerequisites

Previous study of authors, periods, movements, or traditions relevant to the specific seminar topic.

ENGL 477 : Senior Seminar

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.)

Credits 3

Prerequisites

ENGL 156, 245, 246, 255, 256, or permission of the instructor.

ENGL 487-488 : Independent Study

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.

Credits 1

-4

Prerequisites

Adequate preparation to undertake the study as determined by the instructor.

ENGL 489 : Internship

The Department provides an opportunity for students to receive credit for an internship in any area of English for which the student is qualified.

Credits 2

-6

Prerequisites

Adequate preparation to undertake the internship as determined by the Department.

ENGL 490 : Senior Project

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.

Credits 2

-4

ENGL 495 : Comprehensive Exams

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

Exercise Science

EXSC 140 : Medical Terminology

This course comprises the study of medical terminology, which is necessary for students to communicate clearly and comprehend the language within the health professions. Students will understand and interpret information from the medical literature. This information will provide background and discussion material within the context of human anatomy and disease processes of body systems.

Credits 3

EXSC 205 : Emergency Medical Technician

This course provides students with the classroom and practical skills needed to certify as a National Registry Emergency Medical Technician. Topics covered include, among others, medical terminology, patient assessment and stabilization, communication and documentation, incident management, and patient transport. Students will be certified CPR/AED during this course.

Credits 3

EXSC 326 : Kinesiology

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.

Credits 3

Prerequisite Courses

[BIOL 269](#)

EXSC 327 : Physiology of Exercise

This course examines anatomy and physiology as applied in the study of the human body during physical exercise. Application of physiological variables in specific sports skills and exercise patterns is emphasized.

Credits 3

EXSC 340 : Orthopedic Evaluation and Rehabilitation I

This course is designed to prepare the student to assess musculoskeletal injuries as they occur with athletes or other physically active individuals. General principles of examination will include anatomical nomenclature, mechanism of injury, taking a history, observation, palpation, examination of motion, strength, neurological status, and rehabilitation techniques. At the end of the semester, students should be able to go through a complete examination and give an assessment of an injury in the affiliated division of the body covered in this section of the two part course.

Credits 3

Prerequisite Courses

[BIOL 269](#)

EXSC 341 : Orthopedic Evaluation and Rehabilitation II

This course is designated to prepare the student to assess musculoskeletal injuries as they occur with athletes or other physically active individuals. General principles of examination will include anatomical nomenclature, mechanism of injury, taking a history, observation, palpation, examination of motion, strength, neurological status, and rehabilitation techniques. At the end of the semester, students should be able to go through a complete examination and give an assessment of an injury in the affiliated division of the body covered in this section of the two-part course.

Credits 3

Prerequisite Courses

[EXSC 340](#)

EXSC 378 : Junior Seminar I

This course studies theory and application of selected methods pertinent to instrumentation, research, and evaluation of data in exercise science. Emphasis will be taken to begin the focus and processes necessary to aid in the completion of the senior project.

Credits 1

Prerequisite or Corequisite

Students must have completed junior status, 60 credits.

EXSC 379 : Junior Seminar II

Students will have a continued emphasis on methods helpful for the development, planning, and completion of the senior project. Students will also prepare a formal proposal for their senior project.

Credits 1

Prerequisite Courses

[EXSC 378](#)

EXSC 470 : Professional Internship I

This course is a professionally supervised experience with a healthcare professional using evidence-based practice techniques and in compliance with the student's scope of practice. A minimum of 50 hours of experience is required for each one credit. The course is graded as CR/NCR.

Credits 2

-4

Prerequisite or Corequisite

Students must have junior standing, 60 credits.

EXSC 471 : Professional Internship II

This course is a professionally supervised experience with a healthcare professional using evidence-based practice techniques and in compliance with the student's scope of practice. A minimum of 50 hours of experience is required for each one credit.

Credits 2

-4

Prerequisite or Corequisite

Students must have junior standing, 60 credits.

EXSC 472 : Professional Internship III

This course is a professionally supervised experience with a healthcare professional using evidence-based practice techniques and in compliance with the student's scope of practice. A minimum of 50 hours of experience is required for each one credit.

Credits 2

-4

Prerequisite or Corequisite

Student must have junior standing, 60 credits.

EXSC 478 : Senior Seminar I

This course is an introduction to the literature of the allied and applied health sciences, including both research papers and review articles, and to the basics of scientific writing.

Credits 1

Prerequisite or Corequisite

Student must have senior standing, 90 credits.

EXSC 479 : Senior Seminar II

This course will emphasize the refinement of the senior project presentations. Students will have the opportunity for subsection presentations on their senior project to receive feedback from peers. A final presentation will occur in an appropriate format for the project chosen.

Credits 1

Prerequisite Courses

[EXSC 478](#)

EXSC 490 : Senior Project

The senior project has the potential to begin in junior year and should be completed in the spring semester of the senior year. In the allied and applied health fields of exercise science, this project can be a variety of academic disciplines, including, but not limited to, research projects, literature reviews, community engagement initiatives, or business development plan.

Credits 2

Prerequisite or Corequisite

Students must have senior standing, 90 credits.

EXSC 495 : Comprehensive Examination

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

Fine Arts

FINA 134 : Intermediate/Advance Jazz

The class will cover jazz movements that will be created and performed in small groups, the outcome should produce a dance with coherence and aesthetic unity. This course exists to teach students how to demonstrate a consistency and reliability in performing dance skills maintaining clarity, and stylistic nuance by assessing and fine tuning jazz technique and performance.

Credits 1

FINA 135 : Ballet

Student will use this course as a consistence and reliable way to perform and maintain clarity and stylistic nuance by assessing and fine tuning ballet technique and through performances. The student will acquire the knowledge and skills needed to know and use the elements of energy/force, space, and time. The students will learn ballet techniques with use of a proper barre, center, allegro, and adagio work.

Credits 1

FINA 136 : Ballet (Barre Only)

This ballet class is designed for dancers to work at a ballet barre. Proper body placement and alignment will be taught as well as terminology. The dancers will work in all 5 positions as well as second, devant, and derriere.

Credits 1

FINA 137 : Choreography

Students will research and analyze the style of a choreographer then create a dance in that style. The class will critique the dance performance to assess coherence and aesthetic unity. The students learn to analyze a dance style, create a piece of choreography, and teach the piece for performance. There is a performance required at the end of the semester.

Credits 1

FINA 230 : Conducting I

This course is a study of basic conducting technique and ensemble repertoire. Students work with and without a baton in exploring the art of communication by gesture. (This course may be taken for credit as [MUSI 230.](#))

Credits 3

Prerequisites

Permission of the instructor

FINA 487-488 : Independent Study

Credits 2

-4

First-Year Experience

BFYE 110 : First-Year Experience Orientation (Camp Bell)

New students arrive on campus before the first day of fall semester classes to complete orientation programs, bond with their peers and instructors, learn about liberal arts traditions, and explore the Bethany campus and surrounding community. BFYE 110 is a graduation requirement.

BFYE 120 : Becoming a Bethanian

This first-year experience course connects students with their first-year advisor on a weekly basis to ensure students are equipped with the essential skills and knowledge necessary to transition from high school to college and thrive academically and personally in the college setting. Through a series of lectures, guest seminars, and activities, students will: develop their technology literacy, review and expand their understanding of plagiarism and academic integrity, develop an understanding of their Title IX rights and responsibilities, improve their ability to recognize and respond to wellness issues, learn about Bethany College traditions and history, develop an understanding of the academic catalog and selecting a major, and gain a sense of belonging and academic identity as a Bethanian.

Credits 1

BFYE 121 : First Year Experience I

This first-year experience course connects students with their first-year advisor on a weekly basis to provide continued support for students as they transition from high school to college. First Year Experience I provides a comprehensive exploration of topics relating to college success, including academic identity and priorities, college success strategies, belonging, wellness, and career and professional development. Through a series of lectures, guest seminars, and activities, students will: establish meaningful priorities and goals; complete the major declaration process and develop a four-year plan; cultivate healthy and effective study habits and skills; build effective communication skills; improve time management and master effective note-taking techniques; learn stress management techniques; and become familiar with campus organizations and clubs.

Credits 1

Prerequisite Courses

[BFYE 120](#)

BFYE 122 : First Year Experience II

This first-year experience course connects eligible students with faculty division representatives on a weekly basis to establish connections within the professional learning environment and receive support in further developing their academic and professional identity. First Year Experience II provides an accelerated exploration of topics relating to academic & career advancement. Through a series of lectures, student projects/activities, and division-oriented experiences, students will: establish connections with their major advisor and develop a four-year plan; complete research and presentation projects relating to potential career paths, internships, and educational opportunities associated with their major; develop a professional portfolio including a curriculum vitae, statement of purpose, and networking plan, and participate in major/division-related observations and mock interviews.

Credits 1

Prerequisite or Corequisite

Successful completion of BFYE-120 and permission from first-year advisor.

Prerequisite Courses

[BFYE 120](#)

French Language & Cultures

FREN 110 : French Language & Cultures I

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.

Credits 3

FREN 120 : French Language & Cultures II

This is the second of three courses. See [FREN 110](#).

Credits 3

Prerequisites

FREN 110 or equivalent.

FREN 130 : French Language & Cultures III

This is the third of three courses. See [FREN 110](#).

Credits 3

Prerequisites

FREN 120 or equivalent.

FREN 180 : French Civilization

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.

Credits 3

FREN 181 : Contemporary France

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.

Credits 3

FREN 220 : Conversation and Composition: France

Issues of contemporary life in France are explored through discussions and writing activities designed to improve the student's communication skills in French.

Credits 3

Prerequisites

FREN 130 or equivalent.

FREN 221 : Conversation and Composition: Francophone World

While improving skills of spoken and written communication in French, the student becomes acquainted with selected areas of the French-speaking world.

Credits 3

Prerequisites

FREN 130 or equivalent.

FREN 410 : Topics in French Cultures and Literatures

This advanced seminar highlights major literary and cultural movements, genres, issues, and people from the French-speaking world.

Credits 3

Prerequisites

FREN 220 or 221 or permission of instructor.

FREN 420 : Survey of French Literature I

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.

Credits 3

Prerequisites

FREN 220 or 221 or equivalent.

FREN 421 : Survey of French Literature II

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.

Credits 3

Prerequisites

FREN 220 or 221 or equivalent.

FREN 487-488 : Independent Study

Courses in German Language & Cultures

Credits 2

Fundamental Studies

FDST 096 : Fundamentals of Reading

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.

Credits 2

FDST 097 : Fundamentals of Mathematics

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

Credits 2

FDST 098 : Fundamentals of Writing

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

Credits 2

FDST 099 : Strategies for College Success

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.

Credits 2

FDST 120 : Extended Orientation for International Students

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.)

Credits 1

General Science

GENS 200 : Laboratory Safety for the Use of Hazardous Materials

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.)

Credits 1

Prerequisites

CHEM 101

GENS 202 : Physical and Cultural Geography

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.

Credits 3

GENS 204 : Introduction to Geographic Information Systems

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).

Credits 3

GENS 210 : Science, Technology, and Society

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.

Credits 3

GENS 220 : Geology

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.

Credits 4

GENS 225 : Environmental Geology

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.

Credits 3

GENS 353 : History and Philosophy of Science

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.)

Credits 3

German Language & Cultures

GRMN 110 : German Language & Cultures I

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.

Credits 3

GRMN 120 : German Language & Cultures II

This is the second of three courses. See [GRMN 110](#).

Credits 3

Prerequisites

GRMN 110 or equivalent.

GRMN 130 : German Language & Cultures III

This is the third of three courses. See [GRMN 110](#).

Credits 3

Prerequisites

GRMN 120 or equivalent.

GRMN 160 : German Culture through Film

Students are introduced to examples of contemporary German film and explore their potential as a medium of learning about German culture. The course is taught in English and all films are presented with English subtitles.

Credits 3

GRMN 180 : Civilization of Germany

This course acquaints the student with the history, culture, and people of Germany. The course is conducted in English.

Credits 3

GRMN 181 : Civilization of the German-Speaking World

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.

Credits 3

GRMN 220 : Conversation and Composition: Germany

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.

Credits 3

Prerequisites

GRMN 120 or equivalent.

GRMN 221 : Conversation and Composition: The German-Speaking World

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.

Credits 3

Prerequisites

GRMN 120 or equivalent.

GRMN 310 : Professional Internship

The Professional Internship in German Language and Cultures is aimed at enriching the student's experience in practicing and using German in a professional context, either on campus or off campus, in a domestic or international setting, and in face-to-face mode or remotely. The student documents the experience in a manner to be determined by the supervisor. The supervisor determines the student's required language proficiency for the experience, supervises the internship, records the number of hours completed by the student, and evaluates the internship documentation. The internship may be repeated for credit. Fifty hours of work is required for each one credit. (This course is a credit/no credit course.)

Credits 1

-4

GRMN 320 : Civilization of Germany

This course acquaints the student with the history, culture, and people of Germany. The course is conducted in English.

Credits 3

GRMN 321 : Civilization of the German-Speaking World

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.

Credits 3

GRMN 410 : Topics in German Cultures and Literatures

This advanced seminar highlights major literary and cultural movements, genres, issues, and people from the German-speaking world.

Credits 3

Prerequisites

Permission of instructor.

GRMN 420 : Survey of German Literature I

German literature is surveyed, encompassing works from the earliest periods to the beginning of the 19th century. This course is conducted in German.

Credits 3

Prerequisites

GRMN 220 or 221 or equivalent.

GRMN 421 : Survey of German Literature II

German literature is surveyed, encompassing works from the Romantic period to the present. This course is conducted in German.

Credits 3

Prerequisites

GRMN 220 or 221 or equivalent.

GRMN 487-488 : Independent Study

Credits 2

-4

Health

HLTH 201 : Introduction to Health

This course examines individual health related lifestyles. Students will learn about and understand a variety of issues including: psychosocial health, stress management, cancer, cardiovascular disease, sexually transmitted infections, addictions, nutrition and weight management, environmental health, complementary and alternative medicine, violence and abuse, and consumerism. This course is intended for physical education majors seeking health certification, or students pursuing degrees in other health related fields.

Credits 3

Hebrew Language & Cultures

HEBR 110 : Introduction to Hebrew Language I

This course provides the student with a working knowledge of biblical and modern Hebrew. With the successful completion of this course, the student will be able to read selected passages of narrative in biblical and modern texts with the aid of a lexicon/dictionary, will gain knowledge of modern Hebrew in both written and spoken form and will strengthen her/his cultural understanding of ancient and modern Israel. Students will build a strong knowledge base in Hebrew vocabulary, verb paradigms, and grammar essentials.

Credits 3

HEBR 120 : Introduction to Hebrew Language II

This course provides further advancement of a student's knowledge of biblical and modern Hebrew. Students will become adept in the usage of a Hebrew-English dictionary/lexicon for translation of texts in biblical and modern contexts and will improve their conversational skills in modern Hebrew. Students will continue to build a strong knowledge base in Hebrew vocabulary, verb paradigms, and grammar. (This course may be taken for credits as [RELS 271](#))

Credits 3

History

HIST 101 : World Civilizations I

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.

Credits 3

HIST 102 : World Civilizations II

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.

Credits 3

HIST 151 : U.S. History I

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.

Credits 3

HIST 152 : U.S. History II

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.

Credits 3

HIST 210 : The Age of Extremes: The Twentieth-Century World

This course surveys global political, social, economic, cultural, and technological developments across the twentieth century. Particular emphasis is placed on exploring how the world became interdependent and interrelated to a far greater degree than ever before and the forces that have resisted these processes of globalization.

Credits 3

HIST 225 : West Virginia History, Government, Geography

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.

Credits 2

HIST 228 : History of Bethany College

What does it mean to be a Bethanian, and how have the students, faculty, and staff who came before us shaped the legacy of 'dear old Bethany'? This course surveys the history of Bethany College from its founding to the early 2000s. In addition to traditional lectures, students will participate in in-class activities that foster further engagement with the history of the college. Students will tour historic sites associated with the college, gain hands-on experience sorting, preserving, and utilizing primary sources in the college archives, and research the impact on the campus community of a person, department, club, sport, association, policy, or building of their choice.

Credits 3

HIST 230 : History Role-Playing Games: Dilemmas of Diversity, Democracy, and Nationhood

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

Credits 3

HIST 233 : The Making of the Islamic World: 610-1258

This course surveys the history of Islamic civilization from the life of the prophet Muhammad in the early seventh century CE through the collapse of the Abbasid Caliphate in 1258. It explores the development of the Islamic religion and the formation and institutionalization of Islamic political and social institutions. It also explores the philosophical, scientific, and economic flourishing of the Islamic world's "golden age" that began in Baghdad after 762. Also emphasized is the development of important regional centers of Islamic civilization across a vast territory stretching from Spain to the borders of China.

Credits 3

HIST 234 : The Modern Middle East

This course surveys the history of the Middle East from the fifteenth century to the beginning of the twenty-first century. It begins with the rise of the Ottoman and Safavid Empires and concludes with U.S.-led interventions of the early 2000s and the political upheavals of the Arab Spring.

Credits 3

HIST 290 : Women and Gender in the Modern Transatlantic World, 1700-1980

This course utilizes gender as a framework of analysis to uncover how conceptions of femininity and masculinity have shaped human experiences in Europe and the United States from 1700- 1980. Students will unpack how historians use gender norms to explore power dynamics, politics, education, and family life. Consideration will also be given to how gender intersects with other aspects of identity such as class and race. Students will learn how gender norms factor into traditional periods and themes within history like the Enlightenment, the French Revolution, the Industrial Revolution, the Victorian period, Colonialism, Slavery, Fascism, the World Wars, the Civil Rights Movement, and Women's Suffrage.

Credits 3

HIST 297 : Special Studies in History 2 or 3

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

HIST 311 : The Age of Transition: 1300-1600

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

Credits 3

HIST 312 : The Age of Absolutism: 1600-1789

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

Credits 3

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

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

Credits 3

HIST 314 : The Age of Uncertainty: 1914-Present

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

Credits 3

HIST 317 : Modern Europe, 1789-Present

This course surveys the history of Europe from the French Revolution to the present. It is topically and chronologically organized and emphasizes common themes and problems in European civilization as a whole rather than specific national histories. The first half of the course traces Europe's ascent to global dominance across the nineteenth century through the development and spread of industrial capitalism and colonial empires. The second half of the course follows the history of Europe through the two World Wars and the resultant collapse of empires and the Cold-War division of Europe. The course concludes with an examination of the fall of Communism, the rise of the EU, and the renewed forces of nationalism that have resisted European unification. In addition to following these broad political developments, this course also focuses on social and economic changes, cultural movements, and the lived experience of Europeans during this period of deep and rapid transformation.

HIST 324 : Russia Under the Tsars: 1500-1918

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

Credits 3

HIST 325 : Post Tsarist Russia: From Lenin to Putin

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

Credits 3

HIST 327 : British History

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

Credits 3

HIST 328 : History of Mexico

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

Credits 3

HIST 329 : Islamic Civilization

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

Credits 3

HIST 330 : Modern China

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

Credits 3

HIST 331 : Modern Japan

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

Credits 3

HIST 332 : Japanese History and Culture in Film

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

Credits 3

HIST 340 : History Wars: Struggles for Control of the Past

This course examines bitter controversies and debates surrounding the stories about the past that shape people's identities and sense of belonging. It focuses on the relationship between political and cultural struggles of the present and public discourses on the past. We examine case studies from the United States and around the world of conflicting interpretations of the past and their political reverberations.

Credits 3

HIST 351 : The Early Republic, 1789-1848

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

Credits 3

HIST 352 : The Crisis of the Republic, 1848-1877

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

Credits 3

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

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

Credits 3

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

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

Credits 3

HIST 377 : Theory and Practice of History

This course is a study of the major works of the ancient, medieval, and modern European and American historians with emphasis on the various schools and methods of interpretation. The student also receives an introduction to the nature and methods of history as an intellectual discipline. Emphasis is on the techniques of historical research in preparation for the Senior Project.

Credits 3

HIST 400-409 : Seminar in American History

These seminars provide the opportunity for advanced study of a topic, period, or issue in American History. (Topics change regularly.)

Credits 2

-4

Prerequisites

Previous study of the topic in a survey course or permission of the instructor

HIST 401 : Constitutional Law

Case studies and moot cases examine the historical development of important constitutional issues before the United States Supreme Court. Students become familiar with the basic structure and functions of the federal court system. (This course may be taken for credit as POLS 323.)

Credits 3

HIST 410 : Weapons and Warfare

This course is an examination of the science and art of warfare throughout the history of civilization. Particular emphasis is on the technology of war and the methods developed to employ that technology against opponents on the battlefield or against an opponent's entire society.

Credits 4

HIST 410-419 : Seminar in European History

These seminars provide an opportunity for advanced study of a topic, period, or issue in European History. (Topics change regularly.)

Credits 2

-4

Prerequisites

Previous study of the topic in a survey course or permission of the instructor

HIST 420-429 : Seminar in Non-Western History

These seminars provide the opportunity for advanced study of a topic, period, or issue in non-Western History. (Topics change regularly.)

Credits 2

-4

Prerequisites

Previous study of the topic in a survey course or permission of the instructor

HIST 470 : History Internship

This internship is a faculty supervised off-campus experience that relates to history. The off-campus experience 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. After completing the internship, students submit reflective essays regarding the quality of the internship experience and its connections to history. The student is evaluated by the faculty supervisor who may take into consideration the evaluation of the mentor. (The course is taken as credit or no credit.)

Credits 1

-8

Prerequisites

Permission of the instructor.

HIST 487-488 : Independent Study

Credits 2

-4

HIST 490 : Senior Project

The student plans and pursues an independent research project in History.

Credits 2

-4

HIST 495 : Comprehensive Exams

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

Honors Program

HSEM 101 : First-Year Honors Seminar

Through challenging readings, presentations, exercises, demonstrations, writing, and experiential projects, students approach the topic of Appalachia from multiple epistemologies. An inter-divisional team of faculty will provide instruction. The course satisfies requirements for BFYE, WI, and GAC.

Credits 4

HSEM 102 : First-Year Honors Seminar

Students complete a project that integrates the learning they completed in the fall—through campus service, a community project, an artistic endeavor, or the like. An additional focus is on personal development—identifying academic interests and strengths; designing a challenging course plan and major, further developing study skills, setting academic goals for the Bethany experience.

Credits 1

HSEM 201 : Sophomore Honors Seminar

Through challenging readings, presentations, exercises, demonstrations, writing, and experiential projects, students approach a topic of their choosing that explores the nature and functioning of formal and/or informal institutions in contemporary society). An inter-divisional team of faculty will provide instruction. The course satisfies requirements for WI and LI.

Credits 4

HSEM 202 : Sophomore Honors Seminar

Honors students take their place as campus academic leaders by completing an integrative/reflective experience that builds on their fall seminar knowledge. The professional development component will focus on: resume writing, grant writing, internships

Credits 1

HSEM 301 : Junior Honors Seminar

Through challenging readings, writing, demonstrations, exercises, presentations, and other activities, students approach a topic of their choosing. The topic frames a study of the contemporary world by exploring the interrelationships of several countries or by comparing two or more countries outside of the United States. An inter-divisional team of faculty will provide instruction. The course satisfies requirements for WI and GAI.

Credits 4

HSEM 302 : Junior Honors Seminar

Honors students begin to move beyond their campus experiences by integrating and reflecting on their fall experiences. The personal development component focuses on networking—planning for time beyond Bethany—graduate school, job applications, resume building. An optional spring break trip abroad is offered.

Credits 1

HSEM 489 : Senior Honors Seminar

Working with both their major thesis advisor and an honors thesis advisor, students will complete a two-credit course where they review the honors modalities and components of an honors intensive senior project articulated by the National Collegiate Honors Council and design their senior project

Credits 2

HSEM 490 : Senior Honors Seminar

Students complete the honors senior project and present it to a professional audience. Notes: The intent is for students to take [HSEM 489](#) and HSEM 490 at the same time they are taking 489 and 490 in their major department. Students may in some cases take 489 and/or 490 as juniors or take the two courses simultaneously. Students can graduate early if they have fulfilled all the honors program requirements. Honors students can take up to 19 hours a semester without having to pay extra fees.

Credits 2

KALN 100 : Kalon Scholars Program

The Kalon Scholars Program meets biweekly to report on the student progress of the three pillars of the program: leadership, scholarship, and service. During these meetings, executive officers may report out individual initiatives, there may be guest speakers, and the organization plans for Kalon events including the Pinning Ceremony, Kalon Ball, and service projects.

Credits 0

Individual and Team Athletic Activity

PHED 100-183 : Physical Education Performance Courses

These courses examine the following: skills in performance; knowledge of strategies, rules, equipment, and methods; participation in forms of sport. PHED 101-140 may not be repeated for credit. PHED 150-166 may be repeated for credit. (Activity courses: CR/NCR only.)

PHED 102 Introduction to Lifelong Fitness

PHED 104 Fly Fishing

PHED 105 Steelhead 2.0

PHED 110 Advanced Aquatics I (Lifeguarding)

PHED 111 Introduction to Riding

PHED 120 Team Activities

PHED 121 Leisure Sports Activities

PHED 123 Dance Activities

PHED 124 Dance for Fitness

PHED 132 Basic Aquatics Activities

PHED 134 Racquet Activities

PHED 137 Aerobic Conditioning

PHED 138 Strength Conditioning

PHED 139 Physical Fitness

PHED 140 Yoga and Meditation

PHED 148 Varsity Wrestling (Men and Women)

PHED 149 Acrobatics and Tumbling

PHED 150 Varsity Baseball

PHED 151 Varsity Basketball (Men)

PHED 152 Varsity Basketball (Women)

PHED 153 Varsity Cross Country (Men and Women)

PHED 154 Varsity Lacrosse

PHED 155 Varsity Football

PHED 156 Varsity Golf (Men and Women)

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 (Men and Women)

PHED 163 Varsity Softball

PHED 164 Varsity Soccer (Women)

PHED 166 Varsity Women's Lacrosse

Credits 1

PHED 102 : Introduction to Lifetime and Sports Fitness

This course provides experiences in a variety of activities that are related to Lifetime and Sports Fitness delivered in segments that become incrementally more intense through the semester. Activities include for Lifetime Fitness: Tai Chi; Yoga; Pilates; Tae Bo; Aerobics; Circuit Training; and various resistance, training techniques, including Isometric and Nautilus principles. Sports Fitness activities are meant to improve sports related fitness in the areas of flexibility, agility, muscular strength, and muscular endurance. (Accommodation will be made available for students with document disabilities.)

Credits 1

PHED 109 : Lab Analysis: Lifelong Wellness

This course provides experiences in a variety of activities that are related to Lifelong Wellness. Activities will be delivered in segments based on athletic department and intramural schedules. Activities include but not limited to: walking, running, stationary bikes, yoga; Pilates; circuit training; and various resistance training techniques, including Isometric and Nautilus principles. Sports Fitness activities are meant to improve sport related fitness in flexibility, agility, muscular strength and endurance. (Accommodations will be made available for students with documented disabilities.)

Credits 1

PHED 110 : Advanced Aquatics I (Lifeguarding)

Credits 3

Interdisciplinary

INTD 111 : Introduction to Women's and Gender Studies

This course offers an introduction to Women's and Gender Studies, an interdisciplinary academic field that interrogates the meaning and consequences of gender identity from a variety of academic perspectives. It will be taught on a rotating basis with instructors from across the campus. In this course, students will be introduced to ideas regarding gender from a variety of texts and methodologies that will help students understand their world through multiple gendered lenses.

Credits 3

INTD 120 : Writing in APA Style

This course will provide students with basic writing skills related to grammar, punctuation, sentence and paragraph structure, plagiarism (attribution), and citations using APA form. The course will be taught workshop style so students have the opportunity to practice using APA style.

Credits 2

INTD 175 : Nonprofit Management Fundamentals

This course provides the foundation content and theoretical basis for nonprofit management through a comprehensive picture of current issues in managing nonprofit organizations. Topics include: principles of strategic and long-range planning; program development and evaluation; recruiting, organizing, motivating, and retaining volunteers/staff; development of financial assets and fundraising; developing recruiting, and working with a board of directors; and effective proposal writing.

Credits 3

INTD 202 : World Energy Resources

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.

Credits 3

INTD 203 : International Terrorism

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 major classes of the major developed nations turn to violence. Not open to First-Year Students.

Credits 3

INTD 204 : Human Sexuality

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.

Credits 3

INTD 205 : Peer Mentoring I

Peer Mentoring is a one-year student leadership development opportunity. Mentors will develop skills in leadership, student development, academic development, and community building. Upper class mentors will be paired with first year mentees and be required to meet with one-on-one with their mentees weekly throughout the academic year. The on-campus commitment consists of consecutive fall and spring semesters. Mentors must complete an application and be accepted as a Peer Mentor to enroll in the course. Students must commit to enrolling in INTD 206 for one credit in the spring semester.

Credits 2

INTD 206 : Peer Mentoring II

Peer Mentoring II is a continuation of Peer Mentoring I. Peer Mentoring is a one-year student leadership development opportunity. Mentors will develop skills in leadership, student development, academic development, and community building. Upper class mentors will be paired with first year mentees and be required to meet with one-on-one with their mentees weekly throughout the academic year. The on-campus commitment consists of consecutive fall and spring semesters. Mentors must complete an application and be accepted as a Peer Mentor to enroll in the course.

Credits 2

INTD 210 : The Art and Science of Peace

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.

Credits 3

INTD 211 : Women of the World

This course is an international study of women's issues, focusing on women in the global economy, reproductive rights, domestic abuse, civic duties, HIV/AIDS, genital mutilation, and Sharia law. Contemporary issues pertaining to women in such countries as China, Japan, South Africa, Nigeria, Afghanistan, and Mexico are compared to promote understanding of and broaden perspectives on the lives of women outside the United States. (This course can be taken as [POLS 211](#).)

Credits 3

INTD 223 : Unplugged: Practicing Screen-Free Leisure

How can we relax without screens, and why might doing so be a valuable practice? This course challenges students to try a variety of relaxing leisure activities and to forgo electronic devices while doing so. Students learn about potential hobbies, work together on hands-on projects, and reflect on their own technology and leisure habits. (Grading is pass/fail.)

Credits 1

INTD 241 : Introduction to Social Justice

In this interdisciplinary course, multiple lenses are employed to examine issues of social justice, including factors which either promote or interfere with the creation of communities that value inclusion, diversity, and peace. Aiming to foster a concern for social justice, the course provides theoretical and practical tools to challenge injustice, including opportunities to think and work alongside local advocacy organizations.

Credits 3

INTD 251 : Origins of Western Thought I: The Ancient World

This course is an examination of intellectual life in the civilizations of Ancient Greece and Rome. It explores characteristic cultural themes and values by focusing on differing perceptions of the hero and on the manifestations of those perceptions in representative written and visual forms. This course is one of a series of three courses examining the development of thought in the Western world. Each course is offered every third semester. Not open to First-Year Students.

Credits 3

INTD 252 : Origins of Western Thought II: The Middle Ages and Renaissance

This course is an examination of thought in Europe during the Middle Ages and Renaissance. It explores characteristic cultural themes and values by focusing on differing perceptions of the relationship between the sacred and the profane and on the manifestations of those perceptions in representative written and visual forms. This course is one of a series of three courses examining the development of thought in the Western world. Each course is offered every third semester. Not open to First-Year Students.

Credits 3

INTD 253 : Origins of Western Thought III: The Modern Age

This course is an examination of modern thought as it has developed in the Western world from the 17th century to the present. It explores characteristic cultural themes and values by focusing on the emergence of a rationalist vision and of reactions to that vision by exploring representative written and visual examples. This course is one of a series of three courses examining the development of thought in the Western world. Each course is offered every third semester. Not open to First-Year Students.

Credits 3

INTD 306 : International Development

This course is interdisciplinary in structure and examines the economic, political, and social development of Lesser Developed Countries. A major focus of the course is the environment and "sustainable development." When taught as a travel course, it consists of classes and meetings with political, IGO, and NGO officials and staff. Students gain knowledge of development at the local level by traveling to villages and talking with citizens and local leaders. Students participate in environmental research and conservation activities.

Credits 3

INTD 310 : Professional Internship

The Professional Internship in Interdisciplinary Studies is aimed at enriching the student's experience in practicing and using professional skills in an interdisciplinary field, either on campus or off campus, in a domestic or international setting, and in face-to-face mode or remotely. The student documents the experience in a manner to be determined by the supervisor. The supervisor determines the student's required skill levels for the experience, supervises the internship, records the number of hours completed by the student, and evaluates the internship documentation. The internship may be repeated for credit. Fifty hours of work is required for each one credit. (This course is a credit/no credit course.)

Credits 1

-4

INTD 320 : Nonprofit Field Study

In this course, students have the opportunity to apply skills learned in the classroom and solidify their interest in nonprofit management. This experience also provides an opportunity for development of a professional identity and possible contacts for the future.

Credits 3

INTD 470 : Internship in Interdisciplinary Studies

Internships provide students with off-campus exposure to the life and work in a professional field. All internships must have the approval of the Interdisciplinary Studies Department faculty and are supervised and evaluated by a supervisor and by a professional in the field. A journal and a written summary of the student's experiences and their relationship to pertinent theories and practices of the chosen field are required.

Credits 1

Prerequisites

Declared Interdisciplinary Studies; junior standing or the permission of the instructor.

INTD 477 : Senior Seminar in Interdisciplinary Studies

This course is an introduction to professional opportunities in interdisciplinary fields and an exploration of value and ethical considerations. Guidance on the senior project and senior comprehensive examinations is also provided during this course.

Credits 1

Prerequisites

Declared Interdisciplinary Studies major; junior standing or the permission of the instructor.

INTD 487-488 : Independent Study

Credits 2

-4

INTD 490 : Senior Project

Credits 2

-4

INTD 495 : Comprehensive Exams

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

Italian Language & Cultures

ITAL 110 : Italian Language & Cultures I

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.

Credits 3

ITAL 120 : Italian Language & Cultures II

This is the second of three courses: See [ITAL 110](#).

Credits 3

Prerequisites

ITAL 110 or equivalent.

ITAL 130 : Italian Language & Cultures III

This is the third of three courses: See [ITAL 110](#).

Credits 3

Prerequisites

ITAL 120 or equivalent.

ITAL 180 : Civilization of Italy

The course acquaints the student with the history, culture, and people of Italy. The course is conducted in English.

Credits 3

ITAL 310 : Professional Internship

The Professional Internship in Italian Language and Cultures is aimed at enriching the student's experience in practicing and using Italian in a professional context, either on campus or off campus, in a domestic or international setting, and in face-to-face mode or remotely. The student documents the experience in a manner to be determined by the supervisor. The supervisor determines the student's required language proficiency for the experience, supervises the internship, records the number of hours completed by the student, and evaluates the internship documentation. The internship may be repeated for credit. Fifty hours of work is required for each one credit. (This course is a credit/no credit course.)

Credits 1

-4

Japanese Language & Cultures

JAPN 110 : Japanese Language & Cultures I

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.

Credits 3

JAPN 120 : Japanese Language & Cultures II

This is the second of three courses: See [JAPN 110](#).

Credits 3

Prerequisites

JAPN 110 or equivalent.

JAPN 130 : Japanese Language & Cultures III

This is the third of three courses: See [JAPN 110](#).

Credits 3

Prerequisites

JAPN 120 or equivalent.

JAPN 180 : Japanese Culture

This course, taught in English, provides an introduction to modern Japanese culture and society through the study and practice of cultural activities. Students learn Japanese greetings and norms of social interaction and study the features of Japanese culture through the creation of artifacts and products associated with Japanese life and culture. Hands-on activities include Japanese calligraphy; origami (paper art); Ikebana (flower arranging); the production of Japanese cuisine such as sushi and yakisoba; the traditional tea ceremony; folk dancing; and the use of drums.

Credits 3

JAPN 181 : Modern Japan

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](#).)

Credits 3

Mathematics

MATH 170 : Connections in Mathematical Understanding

This course examines the connections between mathematics and other liberal arts disciplines. Topics for discussion include mathematics in language, philosophy, art of symmetry, perspective, mathematics in movies and literature, daily applications of mathematics, the application of statistics, and practical uses of geometry.

Credits 3

MATH 180 : Introduction to Statistical Methods

This course is an introduction to statistics and probability. The methods of description, measures of center and variation, basic experimental design, sampling distributions, normal distributions, confidence intervals, significance tests for one population, and simple linear regression will be covered. Applications to a variety of fields will be used. *Not open to students with credit for MATH 383.*

Credits 3

MATH 190 : Precalculus Mathematics - Algebraic and Transcendental Functions

The course provides an introduction to functions, their behavior, solution, analysis, and application. Algebraic, graphical, numerical, and modeling approaches to analysis of functions, along with appropriate mathematical language, notation, and symbolic manipulation skills, are studied. Functional families studied in this course include polynomial, rational, exponential, radical, logarithmic, trigonometric, and piecewise defined functions. *This course is specifically recommended for students who plan to proceed to study calculus. (The course includes five class sessions each week.)*

Credits 4

MATH 201 : Calculus I

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.)

Credits 4

Prerequisites

Level IV mathematics placement; successful completion of a Level III mathematics course or equivalent; or permission of the instructor

MATH 202 : Calculus II

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'Hopital's rule, sequences, and series.

Credits 4

Prerequisites

MATH 201 or the equivalent.

MATH 203 : Calculus III

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.

Credits 4

Prerequisite Courses

[MATH 202](#)

MATH 230 : History of Mathematics

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.

Credits 3

MATH 280 : Intermediate Statistical Methods for Data Analysis

The second survey course builds on the statistical foundations from the introductory course. The course covers analysis of variance, multivariate regression, categorical data analysis, non-parametric methods, and time series. Statistical modeling will be conducted using a statistical package.

Credits 3

Prerequisite Courses

[MATH 180](#)

MATH 341 : Differential Equations

This course is a study of the methods of solution of ordinary and partial differential equations and of applications of differential equations.

Credits 3

Prerequisite Courses

[MATH 202](#)

MATH 354 : Linear Algebra

This course is a study of geometric vectors, matrices and linear equations, real vector spaces, linear transformations and matrices, and inner product spaces.

Credits 3

Prerequisites

MATH 202 or equivalent.

MATH 383 : Mathematical Statistics I

This course is an introduction to probability, basic distribution theory, mathematical expectations, probability densities, and random variables.

Credits 3

Prerequisites

MATH 202 or permission of the instructor.

MATH 384 : Mathematical Statistics II

This course is a study of sampling distributions, point and interval estimation, tests of hypotheses, regression and correlation, and analysis of variance.

Credits 3

Prerequisite Courses

[MATH 383](#)

MATH 390 : Numerical Analysis

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](#).)

Credits 3

Prerequisites

MATH 202 or equivalent; CPSC 151.

MATH 420 : Professional Internship

This course is a professionally supervised experience with off-campus mathematicians, computer scientists, or applied scientists using modern research and/or analytical techniques. Settings may vary from purely academic summer programs to private or public scientific institutions. The number of credits awarded depends on the number of imbedded hours in the internship experience. A minimum of 50 imbedded hours is expected per credit with the maximum number of credit earned is eight.

Credits 1

-8

Prerequisites

Students must have a cumulative 2.0 GPA and junior/senior standing.

MATH 487-488 : Independent Study

Credits 2

-4

MATH 490 : Senior Project

Credits 2

-4

MATH 495 : Comprehensive Exams

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

Music

MUSI 100 : Applied Lessons in a Group Setting

This series of courses provides instruction through group lessons for students with little or no background in the instrument to be studied. Appropriate techniques in performance, sight reading and introductory repertoire are studied.

SEC AA Voice Class

SEC BB Piano Class

SEC CC Guitar Class

Credits 1

MUSI 101 : Music Literacy

This course instructs the student in reading conventional music notation. The repertoire used as examples will be drawn from a variety of sources that include popular, folk, and classical music.

Credits 2

MUSI 102 : MIDI and Musical Notation Software

Instruction will be provided in the application of Musical Instrument Digital Interface (MIDI) between electronic musical instruments, digital audio workstations, and recording and notation software.

Credits 3

Prerequisites

MUSI 101 or MUSI 171.

MUSI 103 : Introduction to Music

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.

Credits 3

MUSI 104 : Out of the Blues and Into Rock

This course focuses on the development of the African American genre of music known as blues and its impact on popular music as it developed in North America and Britain during the 1960s, 1970s, and beyond. The student is expected to acquire a comfortable familiarity with the course content. Activities include lectures, readings, watching DVDs, listening to CDs, live in-class performances, and writing.

Credits 3

MUSI 105 : College Choir

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.

Credits 1

MUSI 106 : College Wind Ensemble

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.

Credits 1

Prerequisites

an audition is required.

MUSI 107 : Rock Ensemble

The Rock Ensemble composes, records, performs, and promotes original music in popular idioms. Members attend frequent rehearsals and recording sessions. The group presents live performances on and off campus and produces audio recordings (CDs) for distribution. In addition to composers and musicians, students interested in the technical and promotional aspects of the project are also encouraged to enroll. Active student leadership is strongly encouraged.

Credits 1

Prerequisites

An audition and/or interview is required.

MUSI 109 : Guitar Ensemble

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.

Credits 1

MUSI 110 : Digital Audio Production for Music

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

Credits 3

MUSI 111-112 : Applied Lessons, Individual

This series of courses provides individualized instruction in applied music technique and repertoire focusing on the student's experience, ability, and needs. In addition to lessons, students meet periodically with the instructor and other students in a performance seminar. An additional fee is required for this course.

SEC 01 Voice

SEC 02 Piano/Organ

SEC 03 Guitar/Bass/Folk Strings

SEC 04 Winds/Brass/Percussion

SEC 05 Orchestral Strings

Credits 1

Prerequisites

Permission of Instructor

MUSI 114 : Live Sound for Music

Instruction will be provided in live sound applications for music. This includes sound reinforcement, recording of live performances, and the use of pre-recorded or MIDI materials in live performances.

Credits 2

MUSI 171 : Music Theory I / Ear Training I

This course provides an introduction to the stylistic practices of music from the 17th and 18th centuries, and also considers more recent and vernacular music. It begins with a review of music fundamentals including scales, intervals, and notational practices. The course continues with an examination of several melodic, harmonic, rhythmic, and formal structures found in the music under consideration. The ear training component parallels the concepts presented in the music theory portion of the course as is appropriate.

Credits 4

Prerequisites

MUSI 101 or Score of 95% on the Bethany College Music Literacy Placement Examination.

MUSI 172 : Music Theory II / Ear Training II

This course continues the study of the harmonic, melodic, and contrapuntal practices of music from the 17th and 18th centuries, but may include study of more recent literature as well. The course begins with a review of topics from the previous semester and continues with an examination of concepts that will lead to a solid understanding of diatonic modulation and basic forms by the end of the semester. The ear training component parallels the concepts presented in the music theory portion of the course as is appropriate.

Credits 4

Prerequisite Courses

[MUSI 171](#)

MUSI 210 : Editing, Mixing, and Mastering Digital Audio for Music

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

Credits 3

Prerequisites

COMM/MUSI 110

MUSI 211-212 : Applied Lessons, Individual

This series of courses provides individualized instruction in applied music technique and repertoire focusing on the student's experience, ability, and needs. In addition to lessons, students meet periodically with the instructor and other students in a performance seminar. An additional fee is required for this course.

SEC 01 Voice

SEC 02 Piano/Organ

SEC 03 Guitar/Bass/Folk Strings

SEC 04 Winds/Brass/Percussion

SEC 05 Orchestral Strings

Credits 1

Prerequisites

Permission of Instructor

MUSI 230 : Conducting I

This course is a study of basic conducting technique and ensemble repertoire. Students work with and without a baton in exploring the art of communication by gesture. (This course may be taken for credit as [FINA 230](#).)

Credits 3

Prerequisites

Permission of the instructor

MUSI 250 : Music History: Medieval-Classical

This course is a detailed, chronologically-organized study of the development of western art music. Students are introduced to the research materials, repertoire, composers, and styles representative of each era. Attention is given to concurrent philosophical, religious, historical, and artistic events and movements. Emphasis is on the development of listening skills.

Credits 3

MUSI 251 : Music History: 18th-20th Centuries

This course is a detailed, chronologically-organized study of the development of western art music from the 18th century to the present. Students are introduced to the research materials, repertoire, composers, and styles representative of each era. Attention is given to concurrent philosophical, religious, historical, and artistic events and movements. Emphasis is on the development of listening skills.

Credits 3

MUSI 271 : Music Theory III / Ear Training III

Music Theory III provides an introduction to the stylistic practices of music from the 19th century and also considers more recent and vernacular music. It begins with a review of topics covered in Music Theory I and II and continues with the examination of advanced melodic, harmonic, rhythmic, and formal structures such as chromatic harmony, extended tertian harmonies, and enharmonic modulation found in the music under consideration. The ear training component parallels the concepts presented in the music theory portion of the course as is appropriate.

Credits 4

Prerequisite Courses

[MUSI 172](#)

MUSI 272 : Music Theory IV / Ear Training IV

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.

Credits 4

Prerequisite Courses

MUSI 271

MUSI 309 : Audio Recording Portfolio

Instruction will be provided in live sound applications for music. This includes sound reinforcement, recording of live performances, and the use of pre-recorded or MIDI materials in live performances. (This course may be taken for credit as MUSI 309.)

Credits 3

Prerequisites

COMM/MUSI 110, COMM/MUSI 210, and all MUSI courses required for the Music Technology major.

MUSI 311-312 : Applied Lessons, Individual

This series of courses provides individualized instruction in applied music technique and repertoire focusing on the student's experience, ability, and needs. In addition to lessons, students meet periodically with the instructor and other students in a performance seminar. An additional fee is required for this course.

SEC 01 Voice

SEC 02 Piano/Organ

SEC 03 Guitar/Bass/Folk Strings

SEC 04 Winds/Brass/Percussion

SEC 05 Orchestral Strings

Credits 1

Prerequisites

Permission of Instructor

MUSI 411 : Applied Lessons, Individual

This series of courses provides individualized instruction in applied music technique and repertoire focusing on the student's experience, ability, and needs. In addition to lessons, students meet periodically with the instructor and other students in a performance seminar. An additional fee is required for this course.

SEC 01 Voice

SEC 02 Piano/Organ

SEC 03 Guitar/Bass/Folk Strings

SEC 04 Winds/Brass/Percussion

SEC 05 Orchestral Strings

Credits 1

Prerequisites

Permission of Instructor

MUSI 470 : Internship

The internship is a faculty supervised on or off-campus experience that is related to music. The experience must be approved by the department chair prior to the beginning of the internship. When completed off-campus, the work is supervised jointly by a faculty supervisor and a designated off-campus supervisor. After completing the internship, students submit reflective essays regarding the quality of the internship experience and its connection to music. The student is evaluated by the faculty supervisor who may take into consideration the evaluation of the mentor. Fifty hours of work is required for each one credit. (This course is a credit/no credit course.)

Credits 1

MUSI 477 : Senior Seminar

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.

Credits 1

MUSI 487-488 : Independent Study

Credits 2

-4

MUSI 490 : Senior Project

Credits 2

-4

MUSI 495 : Comprehensive Exams

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

Philosophy

PHIL 100 : Introduction to Philosophy

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."

Credits 3

PHIL 123 : Introduction to Logic

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).

Credits 3

PHIL 124 : Introduction to Ethics

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.

Credits 3

PHIL 252 : Philosophy of Mysticism

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.

Credits 3

PHIL 254 : Contemporary Ethical Issues

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.

Credits 3

PHIL 333 : History of Philosophy: Ancient through Modern

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.

Credits 3

PHIL 334 : Existential Philosophy

This course involves a study of works of certain predecessors of existentialism, the influences of Kierkegaard and Nietzsche, and themes and issues portrayed in selected works of Sartre, Camus, and others that may be taken as typical of that amorphous movement in the history of philosophy known as Existentialism.

Credits 3

PHIL 336 : Twentieth-Century Philosophy

The focus of this course is on selected works of several Continental and Anglo-American thinkers who have stimulated the “intellectuals” of the 20th century. Some have achieved a status equivalent to the “canonical” in philosophy; others have not as yet, but may be on their way.

Credits 3

PHIL 353 : History and Philosophy of Science

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

Credits 3

PHIL 355 : Philosophy of Religion

The major aspects of religion are examined from a philosophical perspective. Topics studied are the religious experience, the meaning and significance of faith, belief and criteria, knowledge, proof, evidence, and certainty, the concept of deity, and the impact of religion on human life. (This course may be taken for credit as [RELS 355](#).)

Credits 3

PHIL 358 : Aesthetics, the Arts, and Philosophy

This study is an examination of the nature of aesthetic experience, its relation to other kinds of experience, and its place in art production, appreciation, and creativity; the notion of a work of art; language used in description, interpretation, and evaluation of art; and differing interpretations of aesthetics. Opportunities are provided for giving special attention to particular art areas as well as to “the Arts.”

Credits 3

PHIL 361 : Ancient and Medieval Political Thought

This course provides an introduction to ancient and medieval political thought. Fundamental questions examined include: What is the relationship between ethics and politics?; What is a good regime?; What is a good citizen?; What is the relationship between law and ethics?; What is the relationship between theology and political thought? Students are guided in a close reading of important political works, including Plato's Apology and Republic, Aristotle's Nicomachean Ethics and Politics, and Augustine's City of God. (This course can be taken as [POLS 361](#).)

Credits 3

PHIL 362 : Modern Political Thought

As an introduction to modern and post-modern political thought, students examine the writings of important political thinkers of the past 500 years. Emphasis is on the development of political theories regarding issues such as democracy, citizenship, justice, equality, race, gender, sexuality, and the environment. (This course can be taken as [POLS 362](#).)

Credits 3

PHIL 451 : Advanced Ethical Theory

This course is a study of one or more modern ethical theorists and their challenges to (or defenses or reformulations of) classical ethical thinking. The course may be taught in a variety of ways, including focusing on a single theoretical issue and its practical ramifications or a single practical problem and its theoretical responses, a single philosopher or even single work. A major research project and presentation are required components.

Credits 3

PHIL 487-488 : Independent Study

Credits 2

-4

Physics

PHYS 103 : Everyday Physics

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.

Credits 4

PHYS 151 : Astronomy

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.

Credits 4

PHYS 160 : Physics for the Life Sciences I

Physics for the Life Sciences is a two-semester algebra-based introduction to physics with applications to living organisms, particularly the human body. The first semester focuses on motion, forces, torques, work, energy, and fluids. The second semester covers thermodynamics, optics, and electricity and magnetism. The course includes three hours of lecture and two hours of laboratory each week.

Credits 4

PHYS 161 : Physics for the Life Sciences II

Physics for the Life Sciences is a two-semester algebra-based introduction to physics with applications to living organisms, particularly the human body. The first semester focuses on motion, forces, torques, work, energy, and fluids. The second semester covers thermodynamics, optics, and electricity and magnetism. The course includes three hours of lecture and two hours of laboratory each week.

Credits 4

PHYS 201 : General Physics I

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.

Credits 4

PHYS 202 : General Physics II

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.

Credits 4

PHYS 222 : Electronics

The student is presented with the fundamentals of digital and analog circuit analysis. Among topics originally specific to analog circuits are DC circuit analysis using Kirchoff's laws, mesh equations, transformations, the use of multimeters and oscilloscopes, AC circuit analysis using complex impedances, capacitors, and inductors, resonance, step function analysis, and transitions. Among the topics originally specific to digital analysis are simple logic gates, IC chips, Boolean algebra, adders, flip-flops, shift registers, and counters. After the fundamentals are covered, the emphasis shifts to circuit analysis involving knowledge of both perspectives. This course includes three hours of lecture and two hours of laboratory each week. (This course may be taken for credit as [CPSC 222](#).)

Credits 4

Prerequisites

PHYS 201,202 or equivalent or permission of the Chair of the Department.

PHYS 241 : Mathematical Methods in the Physical Sciences

This course is primarily intended for students with one year of calculus who want to develop, in a short time, a basic competence in each of the many areas of mathematics needed in junior to senior courses in physics and chemistry. Thus, it is intended to be accessible to sophomores (or freshmen with AP calculus from high school). Topics include ordinary and partial differential equations, vector analysis, Fourier series, complex numbers, eigenvalue problems, and orthogonal functions. (This course may be taken for credit as [MATH 241](#).)

Credits 3

Prerequisites

MATH 201, 202 or permission of the Instructor.

PHYS 251 : Mechanics

This course is a study of particle mechanics, central force motions, free oscillations, rotations about an axis, moving coordinates systems, conservation theorems, Lagrange's equations, and Hamilton's equations.

Credits 3

Prerequisites

PHYS 201-202.

PHYS 261 : Electricity and Magnetism

Topics in this course include electrostatics, magnetostatics, scalar and vector fields, Poynting's vector, Laplace's equation, and boundary value problems.

Credits 3

Prerequisites

PHYS 201-202.

PHYS 300 : Modern Physics

This course uses mathematical and physical reasoning to present the foundations of modern physics. It emphasizes the subjects of special relativity, kinetic theory, atomic theory, and introductory quantum mechanics on the level of the Schrodinger equation. The course is intended for chemistry, mathematics, physics, or pre-engineering majors.

Credits 3

Prerequisites

PHYS 201-202 or permission of the Chair of the Department.

PHYS 301 : Nonlinear Dynamics and Chaotic Systems

This course explores the latest developments in the analysis of nonlinear systems using computer enhanced analysis and novel mathematical approaches to these systems. Emphasis is placed on the special case of nonlinear dynamics known as chaotic systems.

Credits 3

Prerequisite Courses

[PHYS 201](#)

[PHYS 202](#)

[MATH 201](#)

[MATH 202](#)

PHYS 302 : Thermodynamics

This course is a study of the physics of thermodynamic systems. Most of the course is devoted to the macroscopic properties of systems, including the first and second laws of thermodynamics, heat, entropy, imposed and natural constraints, equations of state, and applications. Statistical mechanics is briefly introduced to derive the large scale properties of systems from the microscopic behavior of their elements.

Credits 3

Prerequisites

PHYS 201-202 or permission of the Chair of the Department.

PHYS 303 : Plasma Physics

This course examines the properties of plasmas, a collection of charged particles that exhibit collective behavior, and which are much more common than the other phases of matter (solids, liquids, and gases) when the entire known universe is considered, and which are becoming increasingly common in modern technologies.

Credits 3

Prerequisite Courses

[PHYS 201](#)

[PHYS 202](#)

[PHYS 241](#)

[MATH 201](#)

[MATH 202](#)

PHYS 318 : Advanced Physics Laboratory

This course is designed to build on students' previous laboratory experience by acquainting them with more advanced experimental equipment and techniques. Students are taught to think like an experimentalist: to analyze and reduce error; to understand statistical inference; to interpret results; to write clear, thorough laboratory reports. Experiments in modern physics, optics, nuclear, and solid state physics are emphasized.

Credits 2

Prerequisites

PHYS 300 or permission of the Chair of the Department.

PHYS 401 : Introduction to Quantum Mechanics

This course is a continuation of the study of classical quantum mechanics begun in [PHYS 300](#). Topics include the three-dimensional Schrodinger equation, selection rules, addition of angular momentum, fine structure in hydrogen, exchange symmetry, the Zeeman effect, and stimulated emission.

Credits 3

Prerequisites

PHYS 300 or permission of the Chair of the Department.

PHYS 487-488 : Independent Study

Credits 2

-4

PHYS 490 : Senior Project

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.

Credits 2

-4

PHYS 495 : Comprehensive Exams

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

Political Science

POLS 110 : American Politics

This course is an introduction to the formal and informal structures, institutions, and processes which comprise the American political system at the national level.

Credits 3

POLS 111 : Comparative Politics

This course is a study of the basic theories and issues in the subfield of comparative politics. Topics covered will include comparative methodology, economic development, regime type, political institutions, and comparative social issues such as revolution, ethnicity, and nationalism. Students who successfully complete this course will understand basic comparative political methodology, comparisons of political institutions and governmental systems, and how public policies affect populations.

Credits 3

POLS 112 : International Relations

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.

Credits 3

POLS 120 : Model United Nations

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.

Credits 1

POLS 211 : Women of the World

This course is an international study of women's issues, focusing on women in the global economy, reproductive rights, domestic abuse, civic duties, HIV/AIDS, genital mutilation, and Sharia law. Contemporary issues pertaining to women in such countries as China, Japan, South Africa, Nigeria, Afghanistan, and Mexico are compared to promote understanding of and broaden perspectives on the lives of women outside the United States. (This course can be taken as INTD 211.)

Credits 3

POLS 212 : Dystopian Politics

What makes a story "dystopian," and what does this have to do with politics? What does it mean when we describe current events as "dystopian"? How can individuals - fictitious or real - challenge the oppressive worlds in which they find themselves? In this course, students explore the connections between dystopian fiction and authoritarian reality.

Credits 3

POLS 220 : So You Want to Go to Law School

This course will help students gain an understanding of the law school process, beginning with the law school search and application for admission processes. This course will also provide students with an introduction to first-year law student coursework and a glimpse into the lives of newly practicing attorneys from the surrounding area. By the end of this course, students will be able to make informed decisions on whether to attend law school once they graduate from Bethany.

Credits 2

POLS 222 : Black Politics

In this course, students approach an understanding of “Black Identity Politics” and “The Black Experience” through the lens of Black Politics. In simple terms, “Black Politics” is the effort of Blacks to improve their condition. Thus, this course focuses upon the evolution, nature, and role of African American politics within the American Political System as well as what the history of America has meant and still means to the Black experience. What occurs today for Blacks can be better understood by knowing how history and institutions shape Black lives throughout their time in America.

Credits 3

POLS 223 : Voting and Political Participation

In this course, we strive to comprehend the logic of voting and political participation in America. This is an intensive study of various means and mechanisms of participation in the American political system with special focus on grassroots movements, interest groups, and voting. The importance of public opinion and mass political behavior in the American political process will be examined while taking issues of gender, race, social class and other elements of identity in the American electorate into account.

Credits 3

POLS 253 : Nature and International Society

This course is an examination of the political, economic, ethical/philosophical, and international security dimensions of the relationship between the environment and society. Special focus is on the role of political institutions and the market in resolving the ecological challenges of the 21st century.

Credits 3

POLS 320 : Legislative Process

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.

Credits 3

Prerequisite Courses

[POLS 110](#)

POLS 321 : Executive Leadership

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.

Credits 3

Prerequisite Courses

[POLS 110](#)

POLS 322 : Judicial Behavior

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.

Credits 3

Prerequisite Courses

[POLS 110](#)

POLS 323 : Constitutional Law

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](#).)

Credits 3

POLS 325 : Political Economy

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.

Credits 3

Prerequisite Courses

[POLS 112](#)

POLS 337 : Campaigns and Elections

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.

Credits 3

POLS 341 : United States Foreign Policy

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.

Credits 3

POLS 342 : International Organizations

This course broadly focuses on the idea of international cooperation while examining more specifically the roles of international organizations (IOs), both inter-governmental and non-governmental, in international politics. Emphasis is on topics such as the relationships between major international relations theories and IOs, the evolution of international law, the structure and function of IOs, and the issue areas addressed by IOs.

Credits 3

POLS 361 : Ancient and Medieval Political Thought

This course provides an introduction to ancient and medieval political thought. Fundamental questions examined include: What is the relationship between ethics and politics?; What is a good regime?; What is a good citizen?; What is the relationship between law and ethics?; What is the relationship between theology and political thought? Students are guided in a close reading of important political works, including Plato's *Apology* and *Republic*, Aristotle's *Nicomachean Ethics* and *Politics*, and Augustine's *City of God*. (This course can be taken as PHIL 361.)

Credits 3

POLS 362 : Modern Political Thought

As an introduction to modern and post-modern political thought, students examine the writings of important political thinkers of the past 500 years. Emphasis is on the development of political theories regarding issues such as democracy, citizenship, justice, equality, race, gender, sexuality, and the environment. (This course can be taken as PHIL 362.)

Credits 3

POLS 363 : American Political Thought

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.

Credits 3

POLS 370 : Research Methods in Political Science

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.

Credits 4

Prerequisites

PSYC 205 or MATH 281.

POLS 371-379 : Selected Topics in Political Science

This is a series of upper level courses in Political Science. The content of specific courses varies.

Credits 2

-4

Prerequisites

Permission of the instructor

POLS 400 : Post-Grad Politics

How does what we learn in the political science classroom connect to life after college? This course explores many potential opportunities for carrying political knowledge and skills forward with you after graduation. Students connect with professionals in fields of interest, prepare resumes, and practice professional skills such as interviewing. Additional focus is given to making connections between the political science curriculum and life skills such as critical consumption of news media and political organizing.

Credits 1

POLS 470 : Internship in Political Science

This internship is a faculty supervised off-campus experience that relates to political science. The off-campus experience 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. After completing the internship, students submit reflective essays regarding the quality of the internship experience and its connections to political science. The student is evaluated by the faculty supervisor who may take into consideration the evaluation of the mentor.

Credits 1

-8

POLS 477 : Senior Seminar in Political Science

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.

Credits 3

POLS 487-488 : Independent Study

Credits 2

-4

POLS 490 : Senior Project

The student plans and pursues an independent project in Political Science.

Credits 2

-4

POLS 495 : Comprehensive Exams

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

Psychology

PSYC 100 : General Psychology

This survey course in psychology covers numerous theoretical and applied areas of the field. Specific content domains covered in this course include: sensation and perception, memory, learning, abnormal behavior and therapy, personality theories, motivation and emotion, gender, and social psychology. An emphasis on experimental procedures and associated ethical principles is stressed throughout the course. In addition, students are exposed to both historical and contemporary figures whose contributions have shaped the development of this broad field of study.

Credits 4

PSYC 101 : Lab Experience

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.

Credits 1

PSYC 188 : Psychology of Death and Dying

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.

Credits 3

PSYC 200 : Psychology Service Experience

Under the supervision of departmental faculty, students complete service to others on campus through the application of psychological principles from the fields of learning, motivation, communication, persuasion, and developmental. Students can enrolled in two sections of the course during a semester and earn up to a total of four credits. Permission of the instructor is required for enrolling in the course.

Credits 1

-2

PSYC 205 : Statistics in Psychology I

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.

Credits 3

PSYC 207 : Statistics in Psychology II

A continuation of [PSYC 205](#), this course covers advanced ANOVA models, nonparametric statistical techniques, and data analysis using SPSS.

Credits 3

Prerequisite Courses

[PSYC 205](#)

PSYC 210 : Psychology of Women

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.

Credits 3

PSYC 215 : Behavior Modification

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.

Credits 3

PSYC 220 : Health Psychology

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.

Credits 3

PSYC 222 : Personality Psychology

This course provides students with an in-depth presentation of the major theories of personality. The chronology/historical development of the theories is emphasized in this course. As such, students will be challenged to compare and contrast the uniqueness and insights of each theoretical approach and how it explains normal and abnormal personality functioning. In addition, the research methods used by those in this field and the commonly used personality assessment methods are presented/discussed, and evaluated.

Credits 3

PSYC 225 : Abnormal Psychology

This course will introduce students to the major mental disorders as classified by the American Psychiatric Association. Additionally, the etiology, assessment, and treatment of mental disorders will be presented from an integrated approach that comprises biological, social, and psychological influences. Moreover, students will be exposed to advanced psychological terminology as well as the ethical issues associated with psychiatric labels and intervention.

Credits 3

PSYC 226 : Social Psychology

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.

Credits 3

PSYC 228 : Interpersonal Aspects of Psychotherapy and Counseling

This course is a study of the interpersonal characteristics and personality traits that are essential for successful counselors and psychotherapists. Communication skills are emphasized and practiced throughout the course. This course would be important for anyone who will be working in the helping professions, but would also be useful for anyone who is interested in improving interpersonal communication skills

Credits 3

PSYC 230 : Developmental Psychology

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.

Credits 3

PSYC 232 : Adolescence and Emerging Adulthood

This course will help students examine the dynamic age period through the lens of the world's diverse cultures. Adolescence is the period of the life course between the time puberty begins and the time adult status, roles, and responsibilities within a culture are undertaken (roughly ages 10 to 18). Emerging adulthood is a period between ages 18-25 years, after adolescence and before young adulthood. It is a period of identity exploration, instability, self-focus, in-betweenness, and possibilities between adolescence and adulthood.

Credits 3

PSYC 245 : Forensic Psychology

This course provides students with a comprehensive overview of the field of Forensic Psychology, a discipline in which empirically validated psychological research findings are used to inform court decision-making. Some of the specific topic areas to be covered include: the history and evolution of the field, false memory, eyewitness testimony, psychopathy, child custody decisions, violence risk assessment, competency to stand trial, and civil commitment.

Credits 3

PSYC 250 : Multicultural Psychology

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.

Credits 3

PSYC 306 : Research Methodology

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 [PSYC 207](#) course.

Credits 3

Prerequisite Courses

[PSYC 100](#)

[PSYC 207](#)

Prerequisites

At least junior status or higher

Co-Requisite Courses

[PSYC 308](#)

PSYC 308 : Writing Papers in Psychology

This course prepares students to write a major research paper, adhering to APA guidelines. Students will learn to use appropriate references by writing an annotated bibliography. Using this as a starting point, students will then write an APA style research paper, including (at a minimum) an introductory literature review, a method section detailing the proposed design and procedures for gathering empirical data, and a reference list.

Credits 3

Prerequisite Courses

[PSYC 100](#)

[PSYC 207](#)

[INTD 120](#)

Prerequisites

Junior status or higher

Co-Requisite Courses

[PSYC 306](#)

PSYC 316 : Cognitive Psychology

This course focuses on the study of perception, cognition, and social processes.

Credits 3

Prerequisite Courses

[PSYC 100](#)

PSYC 317 : Learning Theories

This advanced course provides students with an in-depth study of the major theories of learning, their historical and contemporary proponents, as well as their applications to both human and animal behavior. In addition, students will be encouraged to critique /evaluate each theoretical perspective and their associated research methodologies, and will be challenged to develop their psychological vocabularies relative to this specific subdiscipline of the field.

Credits 3

Prerequisite Courses

[PSYC 100](#)

PSYC 318 : Biopsychology

This course focuses on the study of the nervous and endocrine systems and on their roles in influencing behaviors.

Credits 3

Prerequisite Courses

[PSYC 100](#)

PSYC 350 : History of Psychology

This upper-level course provides students with a broad overview of the development of the field of scientific psychology. A review of the philosophical and physiological roots of the discipline is provided as is a detailed presentation of how modern psychology evolved via its numerous theoretical and methodological approaches.

Credits 3

Prerequisites

Junior or Senior Level Psychology Student

PSYC 377 : Junior Seminar

This seminar prepares students for graduate school and employment opportunities after graduation as well as preparing for the senior year. Topics include preparing for aptitude tests, researching graduate schools, and beginning the application process. Students also gain more experience with reading research articles and begin preparation for the senior project.

Credits 1

PSYC 411 : Psychological Assessments

This course introduces the student to the theory and practice of psychological assessment procedures. The course includes intelligence testing, personality testing, neuropsychological assessments, career testing, behavioral assessment procedures, statistics, research methods, legal and ethical considerations interviewing, and interpretation.

Credits 3

Prerequisite Courses

[PSYC 100](#)

[PSYC 205](#)

[PSYC 207](#)

[PSYC 306](#)

[PSYC 225](#)

PSYC 429 : Theories of Psychotherapy and Counseling

This course provides students with a basic knowledge of the varied theories and techniques used in professional psychotherapy and counseling. Both academic and experiential learning are included. This course should be particularly useful to students interested in careers in one of the helping professions. Enrollment is limited to 12 students.

Credits 3

Prerequisite Courses

[PSYC 215](#)

[PSYC 228](#)

PSYC 430 : Special Topics

Special Topics courses provide students with the opportunity for in-depth study of new areas of research within psychology. Each course focuses on a different theme or topic. Courses may include psychology and social issues, psychology and public health, psychology and spirituality, positive psychology, and the psychology of addiction. The specific topic and any additional prerequisites are listed in each semester's schedule. May be repeated for credit when the content varies.

Credits 3

PSYC 470 : Internship in Psychology

Internships provide students with off-campus exposure to the life and work of professional psychologists. All internships must have the approval of the Psychology Department faculty and are supervised and evaluated by the departmental internship coordinator and by a psychologist in the field. A journal and a written summary of the student's experiences and their relationship to pertinent theories and practices of psychology is required.

Credits 2

-4

Prerequisites

Declared Psychology or Psychology and Education Interdisciplinary major; junior or senior standing or permission of the instructor.

PSYC 477 : Senior Seminar

This course is an introduction to professional opportunities in psychology and related fields and an exploration of value and ethical consideration. Continued guidance on senior project and senior comprehensive examinations also is provided during this course.

Credits 1

PSYC 487-488 : Independent Study

Credits 2

-4

PSYC 490 : Senior Project

This course is a self-directed research project on a selected topic. The course is designed to assist students in the application of research skills. (The option for 4 credits is only available with instructor and chair approval based on a rigorous research proposal.)

Credits 2

-4

PSYC 495 : Comprehensive Exams

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

Religious Studies and Philosophy

RELS 100 : Introduction to Religion: Texts, Contexts, Practices

This course introduces students to the critical study of religions and to the character of religious traditions as living, dynamic communities of interpretation with textual, ritual, moral, philosophical and practical dimensions. The course considers three different religious traditions through the lens of a topic or problem with which religions are concerned or through which they can be usefully analyzed. The topic and the traditions vary with the expertise and interest of the professor teaching the course, but one eastern tradition and one biblical tradition are always included. Attention is given to the nature and definition of religion and to methodologies in the critical study of religion.

Credits 3

RELS 205 : Religion and Food

This course addresses the multitude of roles that food plays in so many religious traditions and the ways people use food to make sense of the world. Topics such as fasting, sacrifice, medicine, food laws, rituals and magic are addressed. This course introduces students to the study of religion, using food as an entry point. Through readings, lectures, slides, videos, and in-class discussion, the course investigates case studies from numerous countries and cultures, ancient and modern. Foodways such as cooking, farming, sacrifice, aesthetics, and display as they relate to myth, magic, ritual, healing, ethics, and doctrine will be explored throughout the semester. This class challenges participants to move beyond easy notions of culture, religious authority, identity and doctrine.

Credits 3

RELS 210 : Yoga and Meditation

Through a concentrated study of yoga asanas (postures), mantras (chants), pranayama (breath work), meditation techniques, and religious and philosophical scriptures, students have the opportunity to learn the history, philosophy, and techniques of several styles of yoga.

Credits 3

RELS 215 : Religion and Literature

This course explores religious ideas and practices in works of literature from different cultures. The focus is on modernity, since it is the last several centuries that have presented the greatest challenges to traditional religious systems. In the course, students will study a wide range of literature written by persons of different genders, races, and ethnicities.

Credits 3

RELS 220 : Introduction to World Religions

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.

Credits 3

RELS 224 : Religion and Culture

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.

Credits 3

RELS 229 : Christianity

This course explores the myriad Christian beliefs and practices around historical doctrines, such as God, the person of Jesus, creation, sin, salvation, the Holy Spirit, the resurrection, and life after death. Multiple academic and faith perspectives will be utilized, and emphasis will be given to Christianity's relationship to other religious traditions

Credits 3

RELS 231 : Judaism

This course will explore the origins of an ancient faith through a close examination of the early traditions and laws presented in the Hebrew Bible as well as the various cultural contexts of the ancient Near East that influenced them. The course utilizes the Hebrew Bible, portions of the Babylonian Talmud, and the Zohar to trace the development of these ancient traditions and practices into the various branches of modern Judaism and the foremost concerns and challenges faced by the modern Jewish communities.

Credits 3

RELS 235 : Sex, the Body, and Religion

This course examines the origins of attitudes and beliefs in the Judeo-Christian traditions concerning human sexuality and the human body. Focus is on the contribution of such beliefs in the evolving relationship between the individual and society. The course begins with an exploration of Levantine fertility cults and traces their influence on early Judaism. Moving toward the emergence and eventual spread of Christianity, discussion centers on the continued influence of Near Eastern fertility traditions on gender differentiation, the “fall” of humanity, and procreation. Topics such as marriage and divorce, birth control and abortion, asceticism and celibacy, and death and resurrection of the body will be discussed within the context of Judeo-Christian texts and traditions.

Credits 3

RELS 244 : Hinduism and Buddhism

Students in the course encounter, understand, and appreciate Hindu and Buddhist religious life, as manifested in multiple Asian cultures as well as in twenty-first century life in the United States. Course priorities include the study of the primary practices, texts, and themes of Hinduism and Buddhism and experiential encounters with Hindus and Buddhists.

Credits 3

RELS 251 : Death and the Afterlife

Death and the Afterlife is a critical examination of literature from the ancient Near East including the Bible, that deals with death, dying, and the “next life,” an examination of the ways Western culture has attempted to address and understand these issues, and a comparative analysis of similar themes in a variety of non-Western traditions. The course examines ways in which various constructions of “heaven” and “hell” reflect the influence of ancient religious thought and literature on modern social structures, social values, and notions of justice.

Credits 3

RELS 259 : Special Topics in Religious Studies

From time to time, topics will be offered under this designation to address issues of particular currency, pursue topics of interest to students, or to make faculty research projects available for student learning.

Credits 3

RELS 301 : Poetry, Prophecy, and (Poly)theism: A Critical Analysis of the Hebrew Bible

This course is an historical-critical analysis of the books of the Hebrew Bible that emphasizes the historical, social, and ideological dynamics of various authorial traditions within this corpus. Additionally, these texts are analyzed within modern interpretive frameworks in order to recognize the ways in which themes from the Hebrew Bible continue to play a role in the construction of Western thought and culture.

Credits 3

RELS 305 : Archaeology of the Ancient Near East

This course is an introduction to the archaeology of the ancient Near East as it pertains to the Hebrew Bible. The initial phase of this course will explore basic archaeological field methods, terminology, and chronologies, and will offer a brief history of “biblical archaeology.” The second phase of the course examines a variety of major excavations throughout the Middle East and presents an overview of the archaeological data from these sites, ranging (in most cases) from the Late Bronze Age through Iron Age II.

Credits 3

RELS 310 : Professional Internship

The internship is a faculty supervised on or off-campus experience that is related to religious studies. The off-campus experience must be approved by the department chair prior to the beginning of the internship. Off-campus work is supervised jointly by a faculty supervisor and a designated off-campus supervisor. After completing the internship, students submit reflective essays regarding the quality of the internship experience and its connection to religious studies. The student is evaluated by the faculty supervisor who may take into consideration the evaluation of the mentor. Fifty hours of work is required for each one credit. (This course is a credit/no credit course.)

Credits 1

-3

RELS 311 : Studies in the Gospels

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.

Credits 3

RELS 352 : Islamic Civilization

This course is a survey of the emergence of Islam during late Roman antiquity and the middle ages, highlighting the life of the prophet Mohammed and the development of Islamic religion, philosophy, and literature in the early Islamic empires. Also considered is the development of Islamic fundamentalism in the modern world and institutional, operational, and environmental factors which demonstrate differences between the Islamic and the Western worlds. (This course may be taken for credit as [HIST 329](#).)

Credits 3

RELS 355 : Philosophy of Religion

The major aspects of religion are examined from a philosophical perspective. Topics studied are the religious experience, the meaning and significance of faith, belief and criteria, knowledge, proof, evidence, and certainty, the concept of deity, and the impact of religion on human life. (This course may be taken for credit as PHIL 355.)

Credits 3

RELS 487-488 : Independent Study

Credits 3

RELS 490 : Senior Project

Credits 2

-4

RELS 495 : Comprehensive Exams

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

Social Science

SOSC 100 : Service Learning

This course is an experiential learning activity supervised by a professional. Students select settings on campus or in the community, according to their interests. To earn credit for the course, students must complete 50 hours of activity and/or observation in the selected setting. Students will complete a service-learning packet to document the experience. The packet includes a timesheet, reflection paper, and an evaluation form to be completed by the supervisor evaluation form. (CR/NCR only)

Credits 1

SOSC 340 : Professional Transitions

This course prepares students for professional employment opportunities or graduate school. The aim of this course is to introduce the student to the professional world he or she is about to enter with an emphasis on practical strategies and techniques for success. It is intended mainly for juniors and seniors.

Credits 3

Prerequisites

Permission of the instructor

SOSC 470 : Internship in Human Services

Internships provide students with off-campus exposure to life and work in a professional education field of student, nonteaching certification. All internships must have the approval of the department faculty and are supervised and evaluated by the faculty of record and by a professional in the field. A journal, timesheet, and a written summary of the student's experiences and relationship to pertinent theories and practices of the chosen field is required.

Credits 1

SOSC 477 : Senior Seminar

This course is an introduction to professional opportunities in the human services and related fields and an exploration of value and ethical consideration. Guidance and direction on the senior project and senior comprehensive examinations is provided during this course.

Credits 1

SOSC 490 : Senior Project

This course is a self-directed research project that assists students with integrating the professional value, skill, and knowledge base necessary for work in human services.

Credits 2

SOSC 495 : Comprehensive Examination

Social Work

SOWO 120 : Introduction to Social Welfare and Social Work

This course is an examination of the origin and development of social welfare as an institution in the United States. Examination of the role of the social worker and the place of the profession in society is the focus of the study.

Credits 3

SOWO 125 : Family and Child Welfare

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.

Credits 2

SOWO 130 : Addiction and Recovery

This course provides education on addiction to students interested in an enhanced understanding of the effects of addiction on individuals, families, and the community at large. Topics covered in the course include the effects of substances on the body, the relationship between addiction and mental illnesses, family issues resulting from addiction, the role of peer pressure, and identification, prevention, and treatment of addiction.

Credits 2

SOWO 135 : Working With the Aged

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.

Credits 2

SOWO 145 : Women's Issues Across the Life Span

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.)

Credits 3

SOWO 150 : Social Problems

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.)

Credits 3

SOWO 151-159

Courses in this series are activity courses which may be taken only on a credit/no-credit basis.

Credits 1

SOWO 160 : Field Observation

This is a 50-hour observational experience in a social welfare agency of the student's choice. The purpose of the field observation is to increase the student's knowledge of the role of the social worker in an agency and assist in the support of social work as an appropriate career choice. May be taken in conjunction with [SOWO 120](#) and completed before enrolling in SOWO 350.

Credits 1

SOWO 210 : Human Diversity

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.)

Credits 3

SOWO 215 : Equine Assisted Interventions

This course emphasizes the therapeutic use of horses. The course focuses on methods to determine and meet the needs of individuals with physical, psychological, or cognitive limitations or issues. Students will participate in therapeutic riding classes and EAGALA (Equine Assisted Psychotherapy and Equine Assisted Learning) sessions. This course may be repeated for credit.

Credits 2

SOWO 230 : Supportive Counseling

This course is designed to help students develop helping, listening, and counseling skills. In particular, students will demonstrate an understanding of the therapeutic relationship, including the skills of active listening, empathy and positive regard, and the issues of resistance, transference, and defense mechanisms. Students will identify the effect of body language and environment on the counseling process. Students will identify and practice the skills needed to provide individual and small group counseling in a social service setting.

Credits 3

SOWO 240 : Deep Dive into Issues of Diversity

The course explores the nature and functioning of contemporary society and institutions through a diversity, equity, and inclusion lens. The course provides more in depth focus on specific targeted populations, including groups of people who experience high levels of discrimination and oppression in the United States and around the globe. In a spirit of both celebration and critical investigation, the course considers historical events and figures of particular significance to the population of focus, examines current socio-political and economic events and developments of particular salience for that population, and investigates best practice with regard to engagement and work with that population from a Social Work perspective. The course highlight issues of social justice and intersectionality as they pertain to the population under discussion, and will provide students with the opportunity to develop a deeper appreciation for, and understanding of, the rich diversity of human experience.

Credits 3

SOWO 260 : Field Experience I

Social Work Advanced Track Requirement

This is a 50-hour field experience in a social welfare agency as approved by the Coordinator of Field Placements. The purpose of this field experience is to apply theory and models presented in the classroom to agency practice. This experience is open only for those admitted to the honors track.

Credits 1

Prerequisites

SOWO 120. May be taken in conjunction with SOWO 350 and completed before enrolling in SOWO 352.

SOWO 310 : Human Behavior and the Social Environment

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.

Credits 3

Prerequisites

EDUC 203 or PSYC 230

SOWO 320 : Social Welfare Policies and Services

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.

Credits 3

Prerequisite Courses

[SOWO 120](#)

SOWO 340 : Research Methods and Statistics

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.)

Credits 3

Prerequisite Courses

[SOWO 120](#)

SOWO 350 : Social Work Practice I

This course is the first course in knowledge, skill, and value development for generalist practice. Basic theories and concepts and the skills for professional social work practice with individuals are presented. The study focuses on professional values, social work roles, and social work client relationships. Skills in interviewing, data collection, problem solving, planning, case recording, and evaluation are explored and practiced. Social work practice is explored within the context of current programs and practice methods. Instructor permission is also required.

Credits 3

Prerequisite Courses

[SOWO 120](#)

[SOWO 160](#)

SOWO 352 : Social Work Practice II

This course is the second course in knowledge, skill, and value development for generalist practice. Basic theories and concepts and the skills for professional social work practice with families and small groups are presented. The study focuses on professional values, social work roles, and social work client relationships. Skills in interviewing, data collection, problem solving, planning, case recording, and evaluation are explored and practiced. Social work practice is explored within the context of current programs and practice methods. A field placement is required for this course.

Credits 3

Prerequisites

SOWO 120, 160, 260 and 350.

SOWO 360 : Field Experience II

This is a 50-hour field experience in a social welfare agency as approved by the Coordinator of Field Placements. The purpose of this field experience is to apply theory and models presented in the classroom to agency practice. This experience is open only for those admitted to the honors track.

Credits 1

Prerequisites

SOWO 120. May be taken in conjunction with SOWO 352 and completed before enrolling in SOWO 470.

SOWO 377 : Junior Seminar

The purpose of this course is to prepare junior social work majors to enter the senior field placement experience. Students will identify the process to apply for field placement and current opportunities available for the senior placement, develop resumes, set up interviews, and submit choices for placement. The course will also prepare students for the graduate school application process, field placement and job interviews, and appropriate dress and behavior in the workplace.

Credits 1

Prerequisite Courses

[SOWO 120](#)

SOWO 455 : Social Work Practice III

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.

Credits 3

Prerequisites

SOWO 120, 160, 260, 350, 352 and 360.

SOWO 470 : Field Placement

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 the completion of 500 hours at a host agency 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.

Credits 10

Prerequisites

SOWO 120, 150, 160, 210, 230, 260, 310, 320, 340, 350, 352 and 360.

SOWO 472 : Field Placement Seminar

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.)

Credits 2

Prerequisite Courses

[SOWO 120](#)

SOWO 487-488 : Independent Study

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

Credits 1

-4

SOWO 490 : Senior Project

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.

Credits 2

-4

SOWO 495 : Comprehensive Exams

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

Sociology

SOCI 150 : Social Problems

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](#).)

Credits 3

SOCI 210 : Human Diversity

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](#).)

Credits 3

SOCI 487-488 : Independent Study

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

Credits 1

-4

Spanish Language & Cultures

SPAN 110 : Spanish Language & Cultures I

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.

Credits 3

SPAN 120 : Spanish Language & Cultures II

This is the second of three courses. See [SPAN 110](#).

Credits 3

Prerequisites

SPAN 110 or equivalent.

SPAN 130 : Spanish Language & Cultures III

This is the third of three courses. See [SPAN 110](#).

Credits 3

Prerequisites

SPAN 120 or equivalent.

SPAN 180 : Civilization of Spain

This course acquaints the student with the history, culture, and people of Spain. The course is conducted in English.

Credits 3

SPAN 181 : Civilization of Latin America

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.

Credits 3

SPAN 210 : Special Topics

This course is intended to provide specialized Spanish language skills for various professional fields and for field placement experiences. Various topics such as Spanish for Business, Spanish for Legal Professions, Spanish for Medical Professions, and short term study abroad may be offered.

Credits 3

Prerequisites

SPAN 130 or permission of the instructor.

SPAN 220 : Conversation and Composition: Spain

Issues of contemporary life in Spain are explored through discussions and writing activities designed to improve the student's communication skills in Spanish.

Credits 3

Prerequisites

SPAN 130 or equivalent.

SPAN 221 : Conversation and Composition: Latin America

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.

Credits 3

Prerequisites

SPAN 130 or equivalent.

SPAN 310 : Professional Internship

The Professional Internship in Spanish and Cultures is aimed at enriching the student's experience in practicing and using Italian in a professional context, either on campus or off campus, in a domestic or international setting, and in face-to-face mode or remotely. The student documents the experience in a manner to be determined by the supervisor. The supervisor determines the student's required language proficiency for the experience, supervises the internship, records the number of hours completed by the student, and evaluates the internship documentation. The internship may be repeated for credit. Fifty hours of work is required for each one credit. (This course is a credit/no credit course.)

Credits 1

-4

SPAN 330 : Advanced Composition and Translation

This course focuses on advanced Spanish composition that develops students' abilities in composition tasks thereby enhancing their writing skills. The course also provides students with basic skills in translation from Spanish to English and English to Spanish. This course is conducted in Spanish.

Credits 3

Prerequisites

SPAN 220 or 221 or equivalent.

SPAN 410 : Topics in Peninsular Spanish and Latin American Cultures and Literatures

This advanced seminar highlights major literary and cultural movements, genres, issues, and people from the Spanish-speaking world.

Credits 3

Prerequisites

SPAN 220 or 221 or permission of instructor.

SPAN 420 : Survey of Peninsular Spanish Literature I

This course provides a panoramic view of Spanish literature from the earliest periods to the end of the Golden Age. The course is conducted in Spanish.

Credits 3

Prerequisites

SPAN 220 or 221 or equivalent.

SPAN 421 : Survey of Latin American Literature I

This course provides a panoramic view of Latin American literature from the Colonial period to the end of Modernism. Hispanic literature of the United States is included. The course is conducted in Spanish.

Credits 3

Prerequisites

SPAN 220 or 221 or equivalent.

SPAN 422 : Survey of Peninsular Spanish Literature II

This course provides a panoramic view of Spanish literature from the Enlightenment period to the present. The course is conducted in Spanish.

Credits 3

Prerequisites

SPAN 220 or 221 or equivalent.

SPAN 423 : Survey of Latin American Literature II

This course provides a panoramic view of Latin American literature from the Postmodernist period to the present. Hispanic literature of the United States is included. The course is conducted in Spanish.

Credits 3

Prerequisites

SPAN 220 or 221 or equivalent.

SPAN 487-488 : Independent Study

Credits 2

-4

SPAN 490 : Senior Project**Credits 2**

-4

SPAN 495 : Comprehensive Exams

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

Sport Management

SPMT 601 : Sport Management Processes

This course offers an in-depth exploration of sport management principles and processes, focusing on strategic planning, organizing, leading, and evaluating within sport organizations. Students will apply foundational concepts to real-world settings, enhancing their ability to lead effectively in diverse sport environments. Emphasis is placed on critical thinking, decision-making, and ethical leadership, ensuring students are prepared for successful leadership roles in the industry.

Credits 3**SPMT 602 : Communication and Fundraising in Sport**

This course examines effective communication strategies and fundraising techniques crucial for success in the sports industry. Students will develop the ability to build relationships, create compelling sponsorships, and engage diverse stakeholders while considering ethical issues and emerging technologies in digital communication. This course refines collaborative and advocacy skills, ensuring students can secure financial support and foster inclusion within sport organizations.

Credits 3**SPMT 603 : Sport Finance: Budgeting and Planning**

This course focuses on financial principles essential for managing sport organizations, including budgeting, financial analysis, and revenue generation. Students will apply strategic financial planning to real-world scenarios, ensuring organizational sustainability. The course integrates ethical decision-making and technological competencies, equipping students with the skills needed to navigate financial challenges in the sports industry.

Credits 3**SPMT 604 : Leadership in Interscholastic Athletic Administration**

Designed for future leaders in interscholastic athletic administration, this course covers decision-making, governance, and team-building within educational settings. Students will evaluate leadership strategies, integrate ethical frameworks, and foster inclusive environments to enhance student-athlete experiences. Emphasis is placed on communication and compliance, preparing students to manage athletic programs effectively and ethically.

Credits 3**SPMT 605 : Sport Marketing**

This course explores marketing strategies within the sports industry, with a focus on fan engagement, brand management, and promotional campaigns. Students will analyze market trends, apply strategic marketing principles, and explore the use of emerging technologies to enhance visibility and revenue. Students will also develop skills in communication and collaboration to create lasting connections with diverse audiences.

Credits 3**SPMT 606 : Legal and Ethical Issues of Sport Management**

This course addresses legal and ethical challenges faced by sport managers, including contracts, liability, and risk management. Students will critically analyze contemporary legal issues and develop ethical decision-making skills. The course prepares students to navigate complex legal frameworks while upholding integrity and professionalism within sport organizations.

Credits 3

SPMT 607 : Facility Management and Planning

This course addresses legal and ethical challenges faced by sport managers, including contracts, liability, and risk management. Students will critically analyze contemporary legal issues and develop ethical decision-making skills. The course prepares students to navigate complex legal frameworks while upholding integrity and professionalism within sport organizations.

Credits 3

SPMT 608 : Sport Governance

This course explores governance structures, regulatory frameworks, and decision-making processes at local, national, and international levels. Students will evaluate governance models and leadership strategies to ensure compliance, accountability, and ethical conduct. Emphasis is placed on preparing students for leadership roles that promote diversity and organizational integrity.

Credits 3

SPMT 609 : Applied Sport Psychology

This course focuses on psychological principles that enhance athletic performance and team dynamics. Students will explore motivation, mental training, and coping strategies, developing their ability to support athletes and teams in reaching their full potential. Emphasis is placed on fostering ethical practices and integrating technological tools to improve athlete well-being and performance.

Credits 3

SPMT 610 : 21st Century Issues in Sport

This course examines contemporary challenges within the sports industry, including the shortage of officials, leadership diversity, and the impact of Name, Image, and Likeness (NIL) rights. Students will apply critical thinking to explore solutions, utilizing emerging technologies and ethical frameworks. The course emphasizes professional development through mentorship, networking, and advocacy for underrepresented groups in leadership roles.

Credits 3

Sport Studies

SPST 170 : Introduction to Sport Studies

This course will provide students with the opportunity to learn the basic insight into the multifaceted world of Sports Medicine, Sports Management, Recreation Administration, and instructing physical activities and the possible career paths each track would prepare students to enter. Content will include theories/principles of each track, the use of mathematics/economics, and other areas that will further the student's understanding of the management world in the current sports industry. Course work will include writing about key pedagogical issues that influence the teaching and learning process along with the basics of injury response.

Credits 3

SPST 178 : Introduction to Sport and Recreation Management

This course is an introduction to the field of sports management and recreation administration. The course will highlight career options, managerial/administrative content, general management theories/principles, the use of mathematics/economics and other areas that will further the students understanding of the management world of the current sports industry.

Credits 3

SPST 209 : Diversity, Equity, and Inclusion in Sport

The primary purpose of this course is to engage students in the study and understanding of important issues related to diversity, equity, and inclusion in the sport industry in particular and the broader society, more generally..

Credits 3

SPST 214 : Lab Analysis: Lifetime Sports (Golf & Tennis)

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.

Credits 2

SPST 215 : Lab Analysis: Lifelong Wellness Activities

This course provides experiences in a variety of activities that are related to Lifelong Wellness. Activities will be delivered in segments based on athletic department seasons and intramural offerings as to not over-tax students' time management while attempting to optimize participation through efficient activity scheduling. Activities include but are not limited to: walking, running, stair climbers, stationary bikes, yoga; Pilates; aerobics; circuit training; and various resistance training techniques including Isometric and Nautilus principles. Sports Fitness activities are meant to improve sports related fitness in the areas of flexibility, agility, muscular strength, and muscular endurance. (Accommodation will be made available for students with documented disabilities.)

Credits 2

SPST 216 : Lab Analysis: Fundamentals and Principles of Movement, Fitness, and Nutrition

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.

Credits 2

SPST 217 : Lab Analysis: Lawn Games

This course provides experiences in a variety of outdoor activities that are related to lifetime fitness and fun. Games will be delivered in segments throughout the semester based on athletic department seasons and intramural offerings, as to not over tax students' time management while also attempting to plan for the most participation. Activities will include and are not limited to: cornhole, ladder ball, bocce, kam jam, lawn darts, Frisbee. Activities will be tied to athletic management topics such as bracket and tournament creation, facilities management, effective communication, etc. (Accommodation will be made available for students with documented disabilities.)

Credits 1

SPST 221 : Skills and Strategies for Teaching Team Sports

This course is designed to prepare students to successfully teach specific sport activities in recreation and K-12 school settings, with the emphasis on the secondary age range. Students are exposed to rules, strategies, organization and skill development in a variety of team sports. Emphasis is placed on the teaching and learning process throughout the various grade levels, and on certain fundamental movement and tactical principles that apply to team sports.

Credits 3

SPST 243 : Sport, Exercise, and Performance Psychology

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.

Credits 3

SPST 244 : Philosophical-Historical Perspective of Physical Activities

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.

Credits 3

SPST 247 : The Olympic Games

This course will investigate the Olympic movement, including, but not limited to the historical, social, cultural, political, and economic aspects of the Games. It will also investigate the International Olympic Committee, the National Olympic Committee, and the individual sports structures.

Credits 3

SPST 300 : Officiating of Sports

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.

Credits 3

SPST 333 : Adapted and Therapeutic Physical Activities

This course examines motor behavior characteristics of physically challenged students in school and non-school settings. A 20-hour field placement is required. (This course may be taken in lieu of [SPED 208](#).)

Credits 3

Prerequisite Courses**SPST 335 : Legal Issues in Sports**

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.

Credits 3

SPST 336 : Athletic Facility Management and Planning

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.

Credits 3

SPST 337 : Organization and Administration of Physical Activities

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.

Credits 3

SPST 338 : Sport Marketing

This course is a study of the concepts and specialized strategies used in marketing sport and raising funds within sport organizations. Special emphasis is on public relations. (This course may be taken for credit as [BUSI 338](#).)

Credits 3

SPST 355 : Coaching Sport

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.

Credits 3

SPST 381 : Clinical Practicum in Sports Medicine II

This course is a continuation of Clinical Practicum in Sports Medicine I. This course is set in the Athletic Training Room and focuses on the practical application and evaluation of clinical skills and academic knowledge of sports medicine. This practicum requires a minimum of 50 hours in the Athletic Training Room. Requires admission to the Sports Medicine Program.

Credits 1

SPST 388 : Electronic Media Skills for the Liberal Arts Student

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

Credits 1

Prerequisites

Permission of the instructor

SPST 440 : Issues in Physical Activities

This course examines current ethical, philosophical, and practical problems facing professionals in the area of physical activities.

Credits 3

SPST 471 : Internship in Sports Administration

This experience is a professionally supervised internship with a sports administration professional. The student must complete 50 hours of internship for each one credit received.

Credits 2

Prerequisites

A minimum of 60 hours is required with one on-campus sports administrative experiences and 30 hours of professional observation and conclusion paper submitted.

SPST 472 : Internship in Sports Medicine

This course is a professionally supervised experience working directly with a sports medicine professional. This internship requires 200 hours to be completed in a sports medicine experience.

Credits 4

Prerequisite Courses

[SPST 381](#)

SPST 487-488 : Independent Study

Credits 2

-4

SPST 490 : Senior Project

Credits 2

-4

SPST 495 : Comprehensive Exams

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

Theatre

THEA 103 : Introduction to Theatre

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 play writing, acting, design, the audience, and aesthetics. Ten hours of workshop participation is required. An additional course fee is required.

Credits 3

THEA 105 : Production: Performance

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.

Credits 1

Prerequisites

Permission of instructor. An audition is required.

THEA 106 : Production: Technical

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.

Credits 1

Prerequisites

Permission of instructor.

THEA 120 : Beginning Acting

This course is an introduction to actor preparation, scene analysis, and theatre games. Laboratory hours and auditioning for departmental productions are required.

Credits 3

THEA 151 : Stagecraft

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.

Credits 3

THEA 153 : Makeup Design

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.

Credits 2

THEA 210 : Playwriting

This course is a practical experience in dramatic construction and writing of plays.

Credits 3

THEA 220 : Intermediate Acting

This course continues preparation, analysis, and games with additional performance exploration of a range of dramatic genres. Auditioning for departmental productions is required.

Credits 3

THEA 225 : Dance and Movement

This course provides instruction in dance forms including ballet, jazz, tap, modern, interpretive, and improvisational and in one or more stage movement skills such as clowning, commedia, tumbling, mask work, mime, period stylization and gesturing, and unarmed combat.

Credits 2

THEA 226 : Stage Voice

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.

Credits 2

Prerequisite Courses

[THEA 120](#)

THEA 227 : Stage Movement

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.

Credits 2

Prerequisite Courses

[THEA 120](#)

THEA 230 : Theatre for Young Audiences

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.

Credits 3

THEA 250 : Stage Management

This course is an introduction to stage and business management for the theatre. The course focuses on the organizational and business aspects imperative to running a successful production, including, but not limited to; running rehearsals, business contracts, working with various performance unions, budgets, season selection, and production organization. Each student is expected to participate in the departmental productions as an assistant stage manager.

Credits 3

Prerequisites

THEA 151 or THEA 120 or permission of the instructor.

THEA 251 : Set Design and Construction

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.

Credits 3

Prerequisite Courses

[THEA 151](#)

THEA 252 : Lighting Design

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.

Credits 3

Prerequisite Courses

[THEA 151](#)

THEA 253 : AutoCAD I

Students will learn to use the software, AutoCAD, as a drafting and design tool. They will learn how to create a virtual workspace, to draft in that workspace and how to use this tool to communicate their designs. Concepts covered will include: drafting, layers, text, objects, and modifying properties, and inserting raster images. They will also learn how to plot and email their work, in order to share it with other sources. (Students are required to have access to a personal computer to which they can download the free software. Laptop computers are preferable, but not required. AutoCAD is not compatible with Macintosh computers, so a Windows based computer is necessary.)

Credits 3

THEA 254 : Costume Design and Construction

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.

Credits 3

THEA 270 : Women Playwrights

This course involves reading, analyzing and discussing the work of women playwrights through Western Theatre History beginning with Hrosvitha and moving to contemporary drama. This course will look at works from European, African-American, Hispanic, Asian-American and white playwrights and will also examine how the individual's culture also colors their perspective as a theatre artist.

Credits 3

THEA 274 : Scripts in Performance

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.

Credits 3

THEA 306 : Period Styles for the Theatre

This course is an exploration of the historical events that have shaped the decorative arts in different ages. Students study the craft, architecture, decor, clothing, mannerisms, politics, social attitudes, and economic conditions as sources for creating the visual/sensory world of a theatrical production in an appropriate historical context.

Credits 3

THEA 320 : Advanced Acting

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.

Credits 3

Prerequisites

THEA 120, 220, 374, 375.

THEA 330 : Directing I

This course is a study of basic techniques of stage direction and production. A minimum of 15 lab hours is required.

Credits 2

Prerequisites

THEA 103, 120, 151, 252, and at least 3 credits from THEA 105-106.

THEA 335 : American Theatre

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.

Credits 3

THEA 374 : Theatre History I

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.

Credits 3

THEA 375 : Theatre History II

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.

Credits 3

THEA 420 : Acting/Design Projects in Performance

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.

Credits 1

-3

Prerequisites

Permission of the instructor

THEA 430 : Directing II

In this course, students direct a one-act play under faculty supervision.

Credits 2

Prerequisites

THEA 330 and permission of the instructor

THEA 470 : Internship

The internship is a faculty supervised on or off-campus experience that is related to theatre. The experience must be approved by the department chair prior to the beginning of the internship. When completed off-campus, the work is supervised jointly by a faculty supervisor and a designated off-campus supervisor. After completing the internship, students submit reflective essays regarding the quality of the internship experience and its connection to theatre. The student is evaluated by the faculty supervisor who may take into consideration the evaluation of the mentor. Fifty hours of work is required for each one credit. (This course is a credit/no credit course.)

Credits 1

-4

THEA 477 : Senior Seminar

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.

Credits 2

THEA 487-488 : Independent Study

Credits 2

-4

THEA 490 : Senior Project

Credits 2

-4

THEA 495 : Comprehensive Exams

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

Visual Art

VISA 100 : Art History: Ancient through Medieval

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.

Credits 3

VISA 101 : Art History: Renaissance through Post-Modern

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.

Credits 3

VISA 103 : Women and Art

This course examines the sociopolitical, psychological, and economic issues that have affected women's participation in the visual arts, and it also examines how women are represented throughout the history of Western art. It considers women artists ranging from prehistory to the "old master" era through the proliferation of female produced art in the 20th century and the contemporary art world. Artists covered may include Hildegard, Artemisia Gentileschi, Mary Cassatt, Frida Kahlo, Georgia O'Keefe, Judy Chicago, Kara Walker, and Cindy Sherman.

Credits 3

VISA 201 : Drawing I

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.

Credits 3

VISA 202 : Art Fundamentals

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.

Credits 3

VISA 203 : Three-Dimensional Design

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.

Credits 3

VISA 211 : Painting I

This course is an introduction to the language and methods of painting in acrylics using opaque and transparent techniques. Working from still life, landscape, the human figure, and the imagination, students explore composition fundamentals as well as color theory. An additional course fee is required.

Credits 3

VISA 213 : Printmaking I

This course is an introduction to creating relief and intaglio prints using a variety of techniques including oil and watercolor monotypes. Students are expected to develop a working vocabulary of technical terms and processes. An additional course fee is required.

Credits 3

VISA 222 : Clay I: Wheel Thrown Pottery

This course emphasizes a concentrated study of the processes, various techniques, and history of ceramic art made on the potter's wheel. Emphasis is on clay construction using potter's wheel, decorating, firing, and glazing pottery. An additional course fee is required.

Credits 3

VISA 223 : Clay I: Hand Building

A fundamental course designed to introduce the student to basic techniques in clay making using hand building methods of construction, as well as glazing and firing processes.

Credits 3

VISA 231 : Sculpture I

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.

Credits 3

VISA 301 : Drawing II

This course provides advanced studio experience in drawing with emphasis on experimentation with various drawing media and techniques. An additional course fee is required.

Credits 3

Prerequisite Courses

[VISA 201](#)

VISA 311 : Painting II

This course provides advanced studio experience in painting, using acrylics, oils, or watercolors. An additional course fee is required.

Credits 3

VISA 313 : Printmaking II

This course is an advanced studio experience in relief, intaglio, or lithographic printmaking techniques. An additional course fee is required.

Credits 3

Prerequisite Courses

[VISA 213](#)

VISA 321 : Clay II

This course is a continued study and application of problems in wheel-throwing and handbuilding clay techniques. An additional course fee is required.

Credits 3

Prerequisites

VISA 221

VISA 331 : Sculpture II

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.

Credits 3

Prerequisite Courses

[VISA 231](#)

VISA 341 : Special Topics: Studio Art

This course is a series of studio experiences intended to address an array of congruous techniques and processes in the visual arts relevant to contemporary issues and trends. Course topics include such subjects as digital imaging, mural painting, papermaking, watercolor, fibers, batik, and other media. An additional course fee is required.

Credits 3

VISA 351 : Special Topics: Art History

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.

Credits 3

VISA 421 : Clay III

This course is a capstone experience designed to offer students the opportunity to focus on specific ceramic problems and demonstrate a high level of ability and initiative. An additional course fee is required.

Credits 3

Prerequisite Courses

[VISA 321](#)

VISA 431 : Sculpture III

This course is a capstone experience designed to offer students the opportunity to focus on specific sculptural problems and demonstrate a high level of ability and initiative. An additional course fee is required.

Credits 3

Prerequisite Courses

[VISA 331](#)

VISA 440 : Fine Art Self-Promotion

Utilizing new technology, this course takes advantage of the synthesis of media as a current and prevalent trend in the promotion and marketing of contemporary fine arts work.

Credits 3

VISA 470 : Internship

The internship is a faculty supervised on or off-campus experience that is related to visual art. The experience must be approved by the department chair prior to the beginning of the internship. When completed off-campus, the work is supervised jointly by a faculty supervisor and a designated off-campus supervisor. After completing the internship, students submit reflective essays regarding the quality of the internship experience and its connection to visual art. The student is evaluated by the faculty supervisor who may take into consideration the evaluation of the mentor. Fifty hours of work is required for each one credit. (This course is a credit/no credit course.)

Credits 1

-4

VISA 477 : Senior Seminar I

In this course academic and professional opportunities in the Visual Arts are explored. A concentrated effort is on portfolio and graduate school preparation. Guidance on the senior project is also provided.

Credits 1

VISA 478 : Senior Seminar II

This course is a review of material covered throughout the visual art curriculum with particular concern for the student's area of concentration. Preparation for Senior Comprehensive Examination is a major component of the course.

Credits 1

VISA 487-488 : Independent Study

Credits 2

-4

VISA 490 : Senior Project (Art Exhibit)

Credits 2

VISA 495 : Comprehensive Exams

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

World Languages & Cultures

WLAC 370 : Introduction to Linguistics

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](#).)

Credits 3

WLAC 470 : Professional Internship

The Professional Internship in World Language and Cultures is aimed at enriching the student's experience in practicing and using Italian in a professional context, either on campus or off campus, in a domestic or international setting, and in face-to-face mode or remotely. The student documents the experience in a manner to be determined by the supervisor. The supervisor determines the student's required language proficiency for the experience, supervises the internship, records the number of hours completed by the student, and evaluates the internship documentation. The internship may be repeated for credit. Fifty hours of work is required for each one credit. (This course is a credit/no credit course.)

Credits 1

-4

WLAC 487-488 : Independent Study in World Languages & Cultures

Credits 2

-4