

THE CATALOG OF THE
BETHEL
UNIVERSITY
COLLEGE OF
ARTS AND
SCIENCES
AND
SCHOOL OF
EDUCATION
2014 -2015

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Published August, 2014

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The conditions, requirements, and policies set forth in this catalog have binding effect upon the University and students for the academic year in which it is in force. The University reserves the right to make necessary changes and corrections. The institution reserves the right to change any provision or requirement at any time within the student's term of attendance. When changes are made in the curriculum that affect graduation requirements, the University accepts a moral obligation to provide students the curricular options effective the year of their most recent continuous enrollment or an alternative that would not additionally delay graduation. Otherwise, all other requirements and policies are effective and in force upon publication of changes. This online catalog is to be considered the official catalog of the University and therefore printed versions are unofficial.

Bethel University does not discriminate, either in the admission of students or in the administration of any of its educational policies, programs, activities, or employment on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, age, disability, or military service. Bethel University complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias Regulation, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Dr. Phyllis Campbell, Campbell Hall, Bethel University, 325 Cherry Avenue, McKenzie, TN 38201 (731-352-4002), is the person responsible for coordinating the University's efforts to comply with these laws.

Students are responsible for being informed of all policies and procedures required for continued attendance at Bethel University. Policies and procedures are generally found in this catalog and in the Student Log. The university's regulations will not be waived because a student pleads ignorance of established policies and procedures. A student who is unsure of any policy or procedure should seek clarification.

Bethel University Student Grievance Policy

Policy: Bethel University is committed to fair treatment of its students. If a student believes that Bethel University or its personnel have acted in an unfair manner, the student shall have the right to a review of the situation within six (6) months of the event(s). For the purposes of this policy, a student is defined as a person who currently enrolled at the institution or has been enrolled during the six month period prior to the complaint. Applicants for admission are excluded from this policy as are persons not enrolled during the prior six (6) month period.

Procedure: The student shall file a written complaint with the Vice-President of the College of Arts and Sciences. If the complaint involves the Vice-President, the student may appeal to the President, who may defer the

matter to the University's legal counsel.

The Vice-President shall conduct an investigation, if appropriate, with the University's legal counsel, into the matter. The Vice-President shall have access to any information in the possession of the University and may request additional information of the complainant.

The Vice-President shall notify the President and the complainant of the outcome of the investigation. The complainant shall not have the right to review the specific evidence gathered in the investigation. A response to the complaint will be made within 30 days. The University reserves the right to continue the investigation beyond that time; however, the complainant shall receive notification of continuation and an estimate of the timeline for final disposition of the complaint.

The President shall review the complaint and confirm or reverse the decision. The President shall have 30 days to consider the matter. The President's decision is final.

OVERVIEW

Mission

The mission of Bethel University is to create opportunities for members of the learning community to develop to their highest potential as whole persons - intellectually, spiritually, socially, and physically - in a Christian environment.

Definitions

By the words, "create opportunities," the University offers the means for persons to have choices and options opened before them and to develop the confidence and maturity to choose appropriately.

By the term, "learning community," the University extends its mission to all persons who seek development of the whole person and who would choose to pursue this aspiration through Bethel University. The learning community of Bethel University includes undergraduate students in traditional and non-traditional programs, graduate students, faculty, staff, the local community, and the Cumberland Presbyterian Church.

By the term, "whole persons," the University intends that, in the true spirit of the liberal arts education, the undergraduate education encompass all dimensions of the human being, which are in reality inseparable.

Intellectual development focuses on the cognitive aspect of the human; cognitive development incorporates analysis, critical reflection, and synthesis of knowledge of multiple disciplines.

Social development focuses on the affective and behavioral aspects of the human; social development incorporates the ability to interact and communicate with other humans with civility and tolerance.

Physical development focuses on the corporeal aspect of the human; physical development incorporates respect for the body as integral to the cognitive, social, and spiritual dimension of the human experience.

Spiritual development focuses on the metaphysical aspect of the human; spiritual development incorporates the ideas of faith, morality, and practice.

By the term, “Christian environment,” the University draws upon the thought of St. Ignatius that the collegiate environment should facilitate knowledge and contemplation such that actions are based on unbiased reason and reasonable faith.

Core Values

Bethel University creates a learning community which:

- Accepts individuals from a wide variety of backgrounds, experiences, and beliefs;
- Offers opportunities for individuals to contribute to the University and to other communities in a variety of ways;
- Emphasizes human dignity and ethics consistent with the Christian tradition;
- Encourages inquiry and the examination of values, self, and society;
- Prepares individuals for the life-long pursuit of knowledge in a complex and constantly changing world.

History of the Institution

Since its founding in McMoresville, Tenn., in 1842, Bethel University has grown and changed in ways its founders could have never imagined.

Chartered by the State of Tennessee in 1847, Bethel began as a seminary for the Cumberland Presbyterian Church with the purpose of training young male pastors for the growing denomination. It was not until the college moved to McKenzie in 1872 that it first began to admit women as students.

The oldest existing building on Bethel’s campus is Campbell Hall, built in 1923. It was given to the college, along with 11 acres of land, by the city of McKenzie. At that time it offered every facility the college needed in a single building including classrooms, offices, laboratories, a prayer room and an auditorium. It was named for Richard and Alice Campbell in 1983, and it now contains offices and the Lavinia Cole Chapel. Additionally, it boasts the Hall of Presidents, which displays a picture of every president of the college

since its inception in 1842.

The Log Cabin was constructed outside Campbell Hall by the freshman class in 1925. The purpose of the building was to show the humble beginnings of the Cumberland Presbyterian Church, and to remind each student, staff and faculty member that the school was built “On the Faith of Our Fathers.” When building the cabin each log cost \$35, and whoever donated the money to buy a log would have his or her name engraved on the metal plate on that log. Today, the Log Cabin is used for offices.

Bethel’s Theological Department, which had become the Cumberland Presbyterian Theological Seminary, moved to Memphis and changed its name to Memphis Theological Seminary in 1964.

In 2009, Bethel College was renamed Bethel University.

Affiliation

Bethel University is joined in a covenant relationship with the Cumberland Presbyterian Church. Bethel is proud of its heritage as a Cumberland Presbyterian university and of the service it provides to the church in the form of education for current and future leaders.

Accreditation

Bethel University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bethel University.

Bethel University is approved by the TN Board of Education as a teacher preparation institution for the State of TN. Bethel’s Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

Assessment and Institutional Effectiveness

Bethel University performs a variety of assessment activities to determine and improve the effectiveness and quality of the educational programs and support services. These assessment activities are broad-based and include the entire University. Students, faculty, and staff have important roles in the institutional effectiveness process. All majors require students to complete some form of exit assessment prior to graduation. Students will have many other opportunities to participate in assessment through their time at Bethel. Additional information about assessment at Bethel University may be obtained through the Office of the Academic Dean.

Campus Descriptions

Bethel University operates a main campus located in McKenzie, Tennessee, and five satellite campuses throughout the state. The main campus houses all traditional undergraduate programs, as well as coursework for the non-traditional degree completion programs. Satellite Campuses are located in Clarksville, Chattanooga, Jackson, Memphis, and Nashville, Tennessee.

Each of these campuses offers classes for the university's nontraditional Success Program (business). Additionally, coursework for the Master of Arts in Education degrees are offered at the Jackson, Memphis, and Nashville sites. The College of Criminal Justice offers both an undergraduate Bachelor of Science and a Master of Science degree. These programs are offered entirely online. The Master of Arts in Conflict Resolution is offered in Nashville and Memphis. Each satellite facility includes both classroom and office space.

ACADEMIC CALENDAR 2014-2015

FALL SEMESTER, 2014

August 18	Classes Begin
August 22	Last Day to Register or Add Classes
August 26	Convocation
September 1.....	Labor Day Holiday
September 30.....	Applications for December Graduation Due
October 3	Mid-Point of Semester
October 9-12.....	Fall Break
October 31	Last Day to Drop A Class
November 27-30.....	Thanksgiving Holidays
November 26	Last Day of Classes
December 1-5	Final Examinations
December 6.....	Commencement

SPRING SEMESTER, 2015

January 12	Classes Begin
January 16	Last Day to Register or Add Classes
January 19	Martin Luther King Jr. Holiday
February 18	Applications for May Graduation Due
March 6.....	Mid-Point of Semester
March 9-13.....	Spring Break
March 27	Last Day to Drop a Class
April 3	Easter Holiday
May 1	Last Day of Classes
May 4-8.....	Final Examinations
May 9.....	Commencement

SUMMER SESSIONS, 2015

May 25.....	Memorial Day Holiday
May 26	First Session Registration & Classes Begin
May 28.....	Last day to register or add classes (First term); Last day to drop class at 100% tuition refund; No tuition refund after this date
May 29.....	“W” grades begin for First Term classes dropped
June 5.....	Applications for August Graduation Due
June 8.....	Last day to drop a class (First Term)
June 22	Last day to remove “I” grade for Spring Semester
June 22	First Session Ends
June 29	Second Session Registration & Classes Begin
July 1	Last day to register or add classes (Second Term); Last day to drop class at 100% tuition refund; No tuition refund after this date
July 2	“W” grades begin for Second Term classes dropped
July 13.....	Last day to drop a class (Second Term)
July 31.....	Second Session Ends
August 1.....	Commencement

STUDENT LIFE

The following is a brief description of student life at Bethel University. For more details about the unique offerings, campus rules, and regulations at Bethel University, please see the college's student handbook, *The Log*.

STUDENT ORGANIZATIONS

Student Government

Each year, the student body elects representatives to serve as part of the Student Government Association. This group gives voice to student concerns on various faculty and staff committees.

Honors Societies

Gamma Beta Phi, a national honor society, recognizes superior scholastic achievement and is composed of membership by invitation only to the top 20% of each class. The group participates in service projects and attends national conventions each year.

Greek Organizations

Bethel University offers multiple Greek sororities and fraternities. These groups participate in various community service projects and campus events throughout the year.

Academic/Social Organizations

Bethel University's many organizations that blend academic knowledge and social activities, such as the Student Members of the American Chemical Society, Beta Sigma Phi, Criminal Justice Honors Society, and Student Tennessee Education Association (STEA) allow students the opportunity to practice classroom learning in a real-world environment. In addition, there are several service and special interest groups available such as Circle K, Rotaract, and the Reading Club.

STUDENT ACTIVITIES AT BETHEL

Each semester, multiple student activities are scheduled by the Office of Student Life. In the past these activities have included: exercise night, old time photos, craft night, karaoke night, movie night, Xbox night, game shows, dances, laser tag, spades tournaments, caricature portraits, Sundae Monday

study breaks, and self defense seminars. Students are invited to become a part of the Student Activities Board to help plan these and other activities each month.

ATHLETIC ACTIVITIES

Intercollegiate Athletics

Intercollegiate Athletics have become an important and exciting aspect of life for the many students, alumni, and community friends of the University who support Bethel's teams. As members of the National Association of Intercollegiate Athletics (NAIA), the Wildcats and the Lady Wildcats regularly compete against many top-rated teams. The men's program has teams in basketball, baseball, bass fishing, bowling, cheer dance, cross-country, football, golf, in-line hockey, shooting, soccer, swimming, tennis, track and triathlon. The women's program has teams in basketball, bass fishing, bowling, cheer dance, cross country, golf, softball, soccer, shooting, swimming, tennis, track, triathlon and volleyball.

Intramural Athletics

Intramural sports offer a variety of competition for the enjoyment of Bethel students, faculty, and staff. The program promotes enthusiasm, leadership, and good sportsmanship. The use of student directors, captains, coaches, and game officials creates a uniquely student-oriented program. Regulations for participation may be found in The Log.

Exercise and Fitness

Students are invited to exercise daily at the Wildcat Health and Fitness Complex, which features state-of-the-art cardio and strength training equipment, and at the Gaines Indoor Pool.

CHRISTIAN LIFE

We strive to glorify and enjoy the Lord in every aspect of life. The campus Chaplains strive to lead the campus community in living out this belief in many ways. This includes weekly chapel and communion services. In the chapel services, ministers and speakers from different denominations are invited to preach. Bethel University works cooperatively with many different Christian denominations to meet student's needs.

Bethel works closely with the Cumberland Presbyterian denomination. The University supports Christian musical and dramatic presentations that are preformed in individual churches and encourages student involvement with specific churches. We also provide facilities for continuing education op-

portunities within the denomination.

Other organizations represented on campus include: Cumberland Presbyterian Ministry, Baptist Collegiate Ministry (BCM), Bethel Wesley Fellowship, Christian Medical and Dental Association Student Chapter (CMDA), and Fellowship Christian Athletes (FCA). All students are welcomed and encouraged to participate in these organizations.

CAMPUS SECURITY

Security is very important on the Bethel campus. The city of McKenzie has a very low incidence of crime. The rural setting lends itself to a secure environment that the community and students enjoy. A well-lit campus, 24-hour campus security, and good communications with local law enforcement officials create a comfortable and safe environment. Copies of the Bethel University annual security report are available in the Office of Student Development.

CAMPUS REGULATIONS

Each student at Bethel is provided with a handbook that identifies and explains all campus activities, facilities, student organizations, and policies. All Bethel students are expected to behave according to accepted norms that ensure a climate wherein all can exercise their right to learn. Such norms are set forth in the student handbook, *The Log*. All students should read and understand the handbook. No faculty member will tolerate classroom behavior that violates these norms. Such behavior will be grounds for withdrawal from the class, judicial proceedings, or failure of the course. If warranted, students engaging in such behavior will be removed from class by security personnel and may be required to undergo counseling.

EMERGENCY CLOSURES POLICY

Bethel University takes appropriate steps to maintain a safe and secure environment for its students, faculty and staff. Infrequently, weather or other emergency situations may require alterations in the normally scheduled operations of the institution. This may include closure of the institution for brief periods of time including the cancellation of classes or closure of campus facilities. In these events, all students, faculty, and staff are required to follow instructions from Bethel University's Security Department or civil authorities. This may include relocation or suspension of classes. Announcements of closure will be through the university's web site(s) and through local media channels.

If the university cancels classes (either in McKenzie or at a satellite campus), it is the responsibility of the instructor to determine whether alternative assignments, additional sessions, or make-up work are appropriate. Course outcomes will not be altered because of a class cancellation. Instructors will make themselves available through alternative means (phone, e-mail, video conferencing) to students to cover the course content.

ACADEMIC POLICIES

ACADEMIC INTEGRITY

Students are expected to uphold the University's values. Cheating of any kind, plagiarism, and other forms of academic dishonesty are prohibited. Punishment for an act of academic dishonesty involves imposing failing or zero grades by the following process: For a first offense, the student receives a zero on the assignment. A second offense results in an F in the course. Upon committing a third offense, the student will be expelled from the University. The faculty member presents notice of each offense to the Academic Dean, who keeps a record of students' offenses from all courses. Refer to The Log for additional information regarding violations of academic honesty. Students may appeal the decision of the faculty member to the Academic Dean.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

This act provides for confidentiality of student records; however, it also provides for basic identification of people at Bethel without the consent of the individual. Release of information to third parties includes name, address, telephone number, place of birth, E-mail address, classification, photograph, major/minor, dates of attendance, degree, university honors/awards, the most recent previous educational agency or institution attended, participation in school activities and sports and weight and height of members of athletic teams. The institution may release other information on students without written permission of the students if the release can be justified under one of the exceptions to written permission found in FERPA. The student has the right of access to his or her educational records and the right to challenge any inaccurate, misleading, or inappropriate information in those records. Bethel University will release information to comply with the Solomon Amendment.

Public notice of categories to be contained in a directory is hereby given and a period of one week is provided at the beginning of each semester during which time a student may request that such information not be released. Bethel University applies an "all or nothing" policy to the release of directory information.

In accordance with the Student Information in Higher Education Act of 2005, a student may execute a consent form authorizing Bethel to release confidential education records, as defined by federal law, to a designated

parent, upon request.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal-or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize in receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

STATEMENT OF NON-DISCRIMINATION

Bethel does not discriminate, either in the admission of students or in the administration of any of its educational policies, programs, activities or employment on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, age, disability, or military service. Bethel University complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias Regulation, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Dr. Phyllis Campbell, Campbell Hall, Bethel University, 325 Cherry Avenue, McKenzie, TN 38201 (731-352-4002), is the person responsible for coordinating the University's efforts to comply with these laws.

ATTENDANCE POLICY

Bethel University considers regular class attendance to be essential to the teaching and learning process. Any unnecessary absence decreases the contribution by and to the students and faculty. For those reasons, the following guidelines will be honored by faculty and students:

1. The final determination of true emergency will be at the discretion of the instructor of the course.
2. All faculty will report in writing to the Office of the Registrar all students whose total absences exceed the limit published in the class syllabus. The Registrar will record an automatic grade of F. This report is due when the limit has been exceeded. If any time after the fifth week of classes a student obtains automatic F's in all classes due to non-attendance, that student will be asked to leave the Bethel University campus within 48 hours after notification. There is no tuition refund after the fifth week of classes, but board charges will be pro-rated according to the length of time (in weeks) that the student has had meals in the cafeteria, except in the case of withdrawal due to disciplinary action. Note: A separate pro-rata refund applies to the student who is asked to leave during the first term of enrollment.
3. The responsibility for notifying the instructor of anticipated absences and reasons for emergency absences, and for fulfilling all assignments, rests entirely on the student.
4. The faculty are not expected to give make-up exams for unapproved absences.
5. A student cannot request to withdraw from any class in which a grade of F has been received for violation of the attendance policy as published in the course syllabus.

ACADEMIC FORGIVENESS POLICY

Undergraduate students who have not attended any college or university for four consecutive calendar years prior to enrollment or re-enrollment will be eligible to apply in writing to the Office of the Registrar for the Academic Forgiveness Policy. This policy means that any coursework completed prior to enrollment or re-enrollment with a grade less than C will not be counted in the cumulative grade point average, and credit for the courses will be disallowed for graduation purposes. However, previous work (if not repeated) will be included in the grade point average in calculating honors for graduation.

This application must be made during the first year of re-enrollment for returning students and the first year of enrollment for transfer students. The

application will be approved only after the student demonstrates academic success by completing 12 semester hours in the first term of re-enrollment at Bethel with a minimum GPA of 2.5 with no grade below C. Part-time students will have a period of two semesters to complete the 12 semester hours with a minimum GPA of 2.5 with no grade below C.

The student's permanent record will remain a record of all coursework attempted and all grades earned, but a note will be included on the transcript to indicate the application of the Academic Forgiveness Policy. The student must meet all graduation requirements as stated in the Catalog. The student cannot graduate under the catalog requirements of any year before the year that the Academic Forgiveness Policy was granted. This policy may be granted only one time for each student, and once granted, it cannot be voided. The student who is readmitted or is a transfer student to Bethel must also understand that this policy may not be acceptable at other institutions.

GRADES

(see also "Attendance Policy," "Academic Forgiveness Policy" and "Academic Integrity")

Grading System

The level of academic performance of each student is described in terms of the grade point average (GPA). The grade point average is determined by dividing the total grade points earned by the total hours attempted. The letter grades awarded, the interpretation of their meaning, and the grade points for each hour of credit are as follows:

- A: Excellent, 4 points
- B: Very Good, 3 points
- C: Good, 2 points
- D: Passing, 1 point
- F: Failure, 0 points
- E: Final Exam Pending, 0 points
- I: Assigned Work Incomplete, 0 points
- P: Pass, 0 points
- W: Withdrew, 0 points
- FA: Failure due to violation of class attendance policy, 0 points
(Effective January 1, 2013)

In extenuating circumstances, students must arrange with a professor to

receive an I (Incomplete) grade. The student must be passing the course to request the I grade, and the professor of the course will make the determination of whether or not the circumstance warrants an Incomplete. I grades must be removed within the first four weeks of the beginning of the next term (including summer). Failure to remove the I grade will result in an automatic grade of F for the course.

Pass/Fail grades are given for all internship and activity courses. Juniors and seniors may take one elective course per semester on a Pass/Fail basis with advisor approval. The decision to take the elective on the Pass/Fail basis must be made at the time of registration. All course requirements must be completed in order to qualify for the P grade. No grade points are given with the P grade; the hours attempted are computed for the grade of F.

Receipt of Grades

Grades are not mailed each semester. Students may view or print a student copy of their grades through the student E-Portal or submit a written request for their grades to the Office of the Registrar. If a student has an account balance, he or she will be unable to access his or her grades. In this case, the student will need to contact the Bethel University Business Office to clear the account before the grades will be made accessible.

Repeating Courses

Only courses in which a student earns a grade of D or F may be repeated for purposes of replacing the lower grade. The last grade earned will be used to compute grade point average. Any course in which a grade of D and/or F is earned three times at Bethel University may not be repeated at Bethel.

Appeals

Any student who wishes to appeal a course grade must follow the process of appeal to the faculty member, Program Director (where applicable), Department Chair, Academic Dean, and the Curriculum and Academic Policy Committee. All appeals must be in writing and given to the appropriate person no later than five days after the decision being appealed is made. The appeal must state on what grounds the appeal is being made and why the student believes an appeal is warranted. Between the time the decision being appealed is made and the time of the appeal hearing the decision being appealed stands and must be obeyed by the student.

Academic Probation and Suspension

Students are placed on academic probation at the end of the semester in which the cumulative GPA falls below the required minimum for their class standing:

- Freshman (0-27 hours completed): 1.5 GPA
- Sophomore (28-59 hours completed): 1.8 GPA
- Junior (60-95 hours completed): 2.0 GPA
- Senior (96 or more hours completed): 2.0 GPA

The period of academic probation will continue as long as the GPA fails to meet the minimum GPA requirement. Students on academic probation must limit their academic load to 15 semester hours. Any student who fails to make a C average (2.0) for the term on probation is automatically suspended for one semester. All students placed on academic probation must enroll in DEP 050. Exemption for this course is by written appeal to the Academic Dean.

A one-semester academic suspension is given to any student who obtains a GPA of 0.0 in any semester, or who fails to obtain a semester GPA of 2.0 while on academic probation. After the second one-semester suspension, any student subject to suspension will be given a one-year academic suspension. The summer term may be used by students on probation or suspension to raise the GPA to the level required for good standing. Readmission to the University after a term of suspension is not automatic. Upon receipt of a suspension notice, the student may send a letter of appeal to the Academic Dean. The Academic Dean will notify the student when a decision has been made regarding enrollment in the following fall or spring semester. Likewise, a student who withdrew during a semester and wishes to return the following semester must submit a letter of appeal to the Academic Dean. However, any student who once attended Bethel University and did not return the following semester for whatever reason must file an Application for Readmission with the Office of Admission. (See "Readmission" in the Admissions section.) Note: Students are urged to refer to the Financial Aid webpage and to the Satisfactory Academic Progress form published by the Office of Financial Aid regarding Financial Aid Probation/Suspension since it may differ from the Academic Probation/Suspension policy.

Currently enrolled students may transfer credits from other regionally accredited institutions of higher learning provided the following criteria are met: the courses to be taken at other institutions have prior approval of the advisor and the registrar, and the courses to be taken will not violate the residency requirement, exceed transfer allowances in the major or minor field, or exceed the hour limit on courses completed at a junior or community college and the course grade must be a C or above.

Honors Recognition

Each year, Bethel University nominates students to Who's Who Among Students in American Colleges and Universities.

Students are nominated by the faculty Curriculum and Academic Policy Committee from a list of eligible students. To be eligible, a student must be a senior enrolled full-time with at least two previous full-time semesters of residence and must have a GPA of 3.25 or above.

Traditional semester students who earn a GPA of 3.70 to 4.00 while enrolled in 12 or more hours of coursework in a given semester with no grade below C are named to the Bethel University Honor Roll. Traditional semester students enrolled in 12 or more hours of coursework in a given semester with no grade below C and a GPA of 3.50 to 3.69 are named to the Bethel University Dean's List.

Students with high GPAs at the time of graduation earn the following honors:

- 3.85 or higher: Summa Cum Laude
- 3.70 to 3.84: Magna Cum Laude
- 3.50 to 3.69: Cum Laude

The designation of "Student Marshal" is awarded to two rising seniors in the traditional undergraduate program who are campus leaders with high academic and leadership skills.

Honors Program Scholars are students who have earned a 3.00 GPA in the required Honors courses and who have earned a minimum cumulative GPA of 3.00. These students graduate from the Bethel Honors Program, a distinction which is noted on the students' transcripts and diplomas.

CREDIT

Bethel University defines the unit of credit as the semester hour. This unit of measure designates one hour in class or one laboratory period per week for approximately 15 weeks of study. The student load is the number of semester hours taken for credit each semester.

Normal Student Load

The normal student load is 16 semester hours per term. Schedules range from 14 to 18 hours for most students. Course loads more than 17 hours may incur additional fees. A student must register for a minimum of 12 hours to be considered a full-time student. Students may not enroll for 21 or more hours in a semester unless they have a cumulative grade point average of 3.00 or above and the approval of their Advisor and the Academic Dean. Students taking 11 hours or less are designated part-time students and may or may not be degree candidates.

Student Classification

Students are classified according to the number of semester hours earned previous to the current term.

- Freshman: 0-27 hours
- Sophomore: 28-59 hours
- Junior: 60-95 hours
- Senior: 96 or more hours.

Requirements for Graduation

To participate in graduation exercises and graduate with a Baccalaureate degree from Bethel University, each student must fulfill the following requirements:

1. Complete a minimum of 128 college-credit semester hours with an academic average of C (2.0 GPA).
2. Complete a major concentration of courses with no grade below C and a minor concentration (if required) with an average of C (2.0). Students who complete two majors are not required to complete a minor.
3. Complete the requirements of the Core Curriculum for either a Bachelor of Arts or Bachelor of Science
4. Complete a minimum of 39 semester hours numbered 300 and above.
5. Meet the University residence requirements as follows:
 - Complete at least 32 hours of the final 38 semester hours through Bethel University.
 - Complete at least 18 semester hours in a major field and at least nine semester hours in a minor field through Bethel University, or
 - Complete at least 40 semester hours in an adult educational outreach major through Bethel University. If a minor is desired, the student must complete all courses required for the minor with at least nine semester hours in a minor field through Bethel University.
6. Meet the credit requirements for a degree. The credits of a candidate for a degree must conform to the requirements for graduation as stated in the catalog published for the year of his/her most recent matriculation, or any subsequent one, except that in no case may a candidate graduate under a catalog published more than six years before the date of graduation.
7. File an application for graduation in the Office of the Registrar by Sep-

tember 30 for fall graduation, by February 18 for spring graduation, and by June 7 for August graduation.

8. Participate in graduation exercises. Permission to graduate in absentia must be secured from the Academic Dean at least 10 days before Commencement.
9. Complete all required assessment procedures related to the major field and/or the common core no later than the last day of classes for the term in which graduation occurs.

All students are encouraged to file the "Plan of Study" with the Registrar no later than the end of the junior year. Failure to do so can result in a serious delay of graduation.

NOTE: The University reserves the right to change the rules regulating admission to the University and any other regulations affecting the granting of degrees. Any student who submits fraudulent admission documents/information may be subject to denial of admission, dismissal from the University, and/or revocation of any degree granted.

Requirements for a Second Degree

A student who has received either the B.A., or B.S., or B.S.N. may receive a second bachelor's degree provided all the specific requirements for the second degree are met and the student completes at least 32 semester hours through Bethel University.

Transfer of Credit

Bethel University welcomes transfer students. Students may transfer up to 80 hours of credit. However, despite the number of hours transferred, students must meet all graduation requirements, including the residency requirements to graduate (see Requirements for Graduation Section).

Transferring students having earned an Associate of Arts or an Associate of Science degree awarded by an accredited institution are presumed to have completed all Bethel University common core requirements except the Religion/Philosophy core requirement. (NOTE: Any liberal arts core course will need to be completed if it is a pre-requisite for any course required in the Program Core or Major/Minor Fields.)

Students transferring without an Associate of Arts or Associate of Science degree, whether from two year or four-year institutions, must complete all Bethel University core requirements not met by transferred equivalent courses. Course work, at college-level, degree-granting institutions not accredited by a regional accrediting agency but are accredited as degree-granting institutions by an accrediting agency recognized by the Depart-

ment of Education, will be reviewed for transfer on a course by course basis. Credit determination is dependent upon course content and other documentation which the student may be required to provide. The Registrar may consult with the University Registrar and/or faculty as to the application of credit. However, effective January 1, 2013, no grade below a "C" or equivalent will be accepted as transfer credit.

Grade points from hours accepted as transfer credit are not included in the Bethel University academic record. It is also important to note that students will not be allowed to duplicate credit.

In accordance with the policy adopted by the Board of Trustees and effective January 1, 2013, 1) no grade below a "C" or equivalent will be accepted as transfer credit, and 2) grade points from hours accepted as transfer credit are not included in the Bethel University academic record. However, a student may petition to be granted an exception to these policies and have their credits and grade points considered. In that case, all credits and grades accepted by the Registrar's evaluation of transfer credits from an accredited school will be accepted. Once a petition has been granted, the petition cannot be revoked.

Transfer students who have completed less than 12 semester hours at an accredited institution must submit high school transcripts or GED scores, and unless otherwise exempt, SAT or ACT scores. (See "Transfer Students" in the Admissions section for additional information.)

Credit by Examination

Challenge Examinations are available to students enrolled at Bethel. Students may be awarded course credit based on results. All applications for departmental Challenge Examinations must be approved by the course instructor, and the student's advisor. A department may adopt a standardized examination or develop a departmental exam which may be oral, written, or both. There may also be some courses in which the department does not offer a challenge exam. (Students desiring to receive credit by Challenge Exam must start the procedure in the Office of the Registrar. All tuition costs connected with a particular exam must be met by the student prior to the testing date.) Applications for such credit a particular course may be initiated only once. Challenge credit may not be used as a repeat of a course taken earlier. Credit will be awarded on a "Pass" basis only. A "Pass" is considered a level of work earning a C grade or higher. A failure on an exam will be recorded as an F on the transcript for that course. A maximum of 12 semester hours in 100- and/or 200-level courses may be earned through Challenge Examinations. No upper division courses are available for Challenge Examinations. (Challenge Examinations are not available for any courses in which CLEP or DSST examinations are offered. Students who fail a CLEP or DSST

examination cannot take a Challenge Examination in that subject.)

Students may qualify for advanced standing (maximum of 30 hours) by submitting acceptable scores as recommended by the American Council on Education (ACE) on the College Level Examination Program (CLEP) and the Dantes Subject Standardized Tests (DSST) academic subjects or by submitting acceptable scores (minimum of 3) on the College Board's Advance Placement Program (AP). Note: No science lab credit is available through CLEP or DSST. ACE educational credit by examination, including credit transcripts by regionally accredited community colleges and ACE credit for training programs are also included in this area. Military personnel/veterans may qualify for advanced standing due to course work taken in the Armed Forces. Bethel University accepts up to 60 hours of CLEP, DSST, military and portfolio credit. However, a student may earn no more than 30 hours of ACE credit, which includes CLEP and DSST credit, and no more than 30 hours of portfolio credit. Grades and quality points are not given for advanced standing credit. As a result, a passing examination score will not act as a repeat of a previous grade in any class. It is also important to note that students will not be allowed to duplicate credit in any of the sections or transfer credit.

Internships

The Bethel internship program is designed to help all students bridge the gap between the classroom and the world of experience. Internships open students to possibilities for career development and personal growth and challenge them to creative participation in their own learning. Students may select two internships, but the maximum credit toward graduation is 12 semester hours (excluding state requirements for teacher education). Internship work is calculated at a rate of 45 clock hours of internship work per semester-hour of credit. Internship applications and guidelines are available in the Office of the Registrar.

Students intending to participate in the internship program should register for internship credit in the appropriate department prior to beginning the internship. If a student undertakes an internship without prior registration, a maximum of three hours of individual study credit may be granted if the academic advisor and individual study advisor agree that the experience met the requirements for an internship and includes an additional paper or project. In no case will individual study credit or internship credit be granted for a non-classroom based participatory learning experience begun more than six months prior to application for credit. Individual studies credit may not be used to substitute for an internship in those majors where an internship is required.

Correspondence Coursework

Bethel University will accept a maximum of nine semester hours of correspondence course credit when offered by a regionally accredited institution of higher education. All proposed correspondence work must be approved by the Registrar in advance to guarantee acceptance of transfer credit.

Independent Study and Directed Study

Under extenuating circumstances, some Bethel courses can be completed outside the traditional classroom setting through a directed study arrangement between the faculty member and the student. Students are required to be enrolled at Bethel University, register for the directed study course(s), complete the Request for Directed Study form, secure the required textbooks and materials, schedule meetings with the faculty instructor, complete all assignments on time, take the required exams, and complete the faculty evaluation form for each directed study course. Faculty instructors will require regular meetings with the student, give the student regular feedback regarding assignments and exams, and assign a final grade appropriate to the accomplishment of the goals and objectives of the course. Requests for directed study will be monitored by the Academic Dean. No course in which a grade of F was obtained may be repeated by Directed Study, and the student must be in good academic standing in order to participate in Directed Study.

Individual study is available in most subject areas and is an opportunity to pursue in depth subjects of interest beyond available courses for academic credit. Individual, independent study credit must be approved in advance by the Academic Dean.

Portfolio Program

In recognition of a student's previous learning, Bethel University has established a portfolio process which should relate to a Bethel academic department and must be equivalent to a college level learning outcome. This process provides the student with an opportunity to demonstrate and document learning equivalent to that which could be obtained in the college classroom. If proper and sufficient documentation of this prior learning can be obtained, the student can request that academic credit be awarded. The student may be required to supplement the documentation by a demonstration of the knowledge for which is requested. Up to 30 semester hours of portfolio credit toward the bachelor's degree can be requested, distributed in any of the three degree plan areas: the core curriculum, the major/minor fields, or electives. The first step in initiating the portfolio process is a conference with the Portfolio Advisor. The Portfolio Handbook contains the steps necessary to complete the process. All portfolio assessment documents are due by October 1 for those students planning to graduate in

December, by March 1 for those planning to graduate in May, and by June 1 for those students planning to graduate in August.

Auditing Classes

Any class may be audited with the approval of the faculty member teaching the course. No transcript record is maintained for audited courses. Audited classes must be registered with the Registrar. (See "Special Fees for the 2013-2014 Academic Year" in the Financial Information section.)

Developmental Education

On the basis of the results of ACT tests and other information, such as transcripts, some students will be placed in developmental courses to remedy deficiencies which would otherwise prevent success in the university curriculum. Students failing to obtain a grade of C or better in any developmental course after three attempts will receive an automatic suspension. Credit in developmental courses will not be counted toward graduation requirements.

ASSISTANCE AND STUDENT SERVICES

Library

The Burroughs Learning Center, which houses the library, offers a variety of information services to students, staff, faculty and the community. These include access to a collection of books, periodicals, videotapes, DVDs, audiotapes, microfilm, and other resources. Currently, the BLC houses 43,000 books, 48 print periodicals, over 100,000 electronic periodicals, and a significant number of audiovisual materials and microform documents. The BLC's heritage room contains a collection of rare and historical books and other items.

The Burroughs Learning Center is committed to providing information services which include electronic access to the global information network. Information tools provide access to electronic searching capability, information networking, and on-line full text resources.

Additionally, the center offers a number of full-time professional librarians and staff members to assist patrons in locating necessary sources of information. The Burroughs Learning Center strives to inspire Bethel students and all members of the learning community to become independent researchers and lifelong library users. Students are encouraged to seek help from both professional and student staff members.

Tutoring

Tutoring assistance is available to Bethel students who feel they need additional help to complement their classroom work and instructor counseling. Students may contact the Director of Tutoring for information and scheduling.

Counseling

Bethel provides many ongoing opportunities for students to counsel with University faculty and staff, including the University Chaplain. Dependent on need, students may schedule counseling sessions with professional counselors in Student Development or the Clinical Services Office. Evaluation of the situation will be made by the counselors and appropriate alternatives considered.

Academic Advising

Each Bethel University student is assigned a qualified academic advisor. The role of the advisor is to guide students through the academic program of the University by recommending appropriate courses and assisting students in the registration process. The student is responsible for ensuring that he or she meets all graduation requirements.

COE

The courses “College Orientation Experience” and “Career Opportunity Experience” are required of all undergraduate students in the freshman and senior years, respectively. These courses are designed to assist students in the transition from high school to university, and from university to post-graduate employment.

Career Services

Bethel University provides an educational preparation for a productive career or a place in graduate or professional school. During the university experience, faculty advisors encourage students to select courses that enrich the career objectives of the student. Internships provide experiences that strengthen classroom learning.

Bethel employs a full-time Career Development Counselor, who provides job placement assistance for students, including resume writing and job interview skills. The library contains an assortment of materials related to the job search and catalogs from various graduate schools. Available jobs are posted for review.

Disability Services

Bethel University is committed to making its programs and services accessible to all students regardless of disability. Self-advocacy and independence are encouraged through student knowledge and the use of appropriate accommodations. Students who have a documented disability and need assistance with classes or who would like further information about disability services at Bethel University should contact the Director of Counseling and Tutoring in the Office of Student Development. Applicants with special needs who desire accommodation in the application process should make their needs known to their admission counselors.

Testing Services

A variety of tests are used in admissions processing, student evaluation, career skill identification, and other areas. Students may contact student services at any time for assistance and more information.

Laptop Program

Bethel University requires all incoming full-time undergraduate students to participate in its Laptop Program. Students are provided with a laptop upon registration. Through this program, students will have onsite support through the Bethel IT Helpdesk and access to technology in the classroom. Students are required to meet the terms and conditions of the Laptop Computing Program Agreement. Please refer to the Laptop Computing Program Agreement for more details.

Honors Program

The Bethel University Honors Program is designed to challenge academically gifted students to develop their capacities for analysis, composition, research, and critical thinking in order to increase their preparation for the duties incumbent upon education and achievement. For more information about the Honors Program, see the Non-Departmental Programs section of this catalog.

Information Technology Services

The purpose of the Information Technology Center is to provide technical support and training to all users of computing systems at Bethel University and to provide technology-enriched learning by offering educational services adequate to allow students and faculty to achieve their educational goals.

ACCEPTABLE USE OF TECHNOLOGY

I. Summary/Purpose

The purpose of the Bethel University network is to provide faculty, staff, and students with an electronic means of transmitting, receiving, and reviewing information necessary for academic pursuits as well as conducting daily business operations of the University. The Acceptable Use Policy covers all devices that comprise the Bethel University network. This includes, but is not limited to, all laptops, desktop systems, handheld computers, lab facilities, servers, classroom technology, the wired and wireless campus networks, and all software licensed to the University.

II. Rights and Responsibilities

The Bethel University network is provided and maintained by Bethel's IT department for the use of faculty, staff, and students. Accounts are created and given to all users for the purpose of academics, daily business and administrative operations, transmitting and receiving electronic mail and messages, and other authorized activities. Anyone using the Bethel network is responsible for:

- recognizing and honoring the intellectual property rights of others, making attribution as appropriate
- refraining from any illegal and improper intrusions into the accounts of others or into any Bethel University network resources or systems
- taking all reasonable steps to insure the accuracy and the security of information compiled, accessed, or provided
- being ethical and respectful of the rights of others and of the diversity of the University community, including the rights to privacy and all other legal requirements and restrictions regarding access to and the use of information
- refraining from acts that waste resources and prevent others from having broad access to Bethel's IT resources
- abiding by all other applicable University policies and standards relating to information technology resources.

These policies and standards include, but are not limited to: software, wireless, remote access and e-mail. Users are responsible for all activities to and from their network accounts. Users must take every precaution to protect logins and passwords. Under no circumstances should a user allow someone else to share a network or e-mail account.

III. Consent to Monitor

Bethel's computers and networks are shared resources, for use by all faculty, staff, and students. Any activity that inhibits or interferes with the use of these resources by others is not permitted. Although the University does not seek to monitor the communication of its faculty, staff, or students, Bethel's IT staff may access or examine files or accounts that are suspected of unauthorized use or misuse, that have been corrupted or damaged, or that may threaten the integrity of Bethel's computer systems. In addition, files, e-mail, access logs, and any other electronic records may be subject to search under court order.

IV. E-Mail Usage

Bethel University recognizes the utilization of electronic communications as an efficient and necessary method of conducting business and advancing its mission of education. Electronic mail (e-mail) should be used with the same care and discretion as any other type of official University communication. The Bethel's e-mail system is not a private secure communications medium. As such, e-mail users cannot expect privacy. By using Bethel's e-mail system, each user acknowledges:

The use of electronic mail is a privilege, not a right. E-mail is for University communication, research, or campus business. Transmitting certain types of communications is expressly forbidden. This includes messages containing chain letters, pyramids, urban legends, and alarming hoaxes; vulgar, obscene or sexually explicit language; threatening or offensive content; derogatory, defamatory, sexual, or other harassment; and discriminatory communication of any kind. As with other information technology resources, the use of e-mail for commercial or political purposes are strictly prohibited.

Under the US Electronic Communications Privacy Act, tampering with e-mail, interfering with the delivery of e-mail, and using e-mail for criminal purposes may be felony offenses, requiring the disclosure of messages to law enforcement or other third parties without notification.

E-mail messages should be transmitted only to those individuals who have a need to receive them. Distribution lists should be constructed and used carefully. E-mail distribution lists should be kept current and updated regularly. Inappropriate mass mailing is forbidden. This includes multiple mailings to newsgroups, mailing lists, or individuals (e.g. "spamming," "flooding," or "bombing").

All users of Bethel's e-mail system waive any right to privacy in e-mail messages and consent to the access and disclosure of e-mail messages by authorized University personnel. Accordingly, the University reserves the right to access and disclose the contents of e-mail messages on a need-to-know

basis. Users should recognize that under some circumstances, as a result of investigations, subpoenas, or lawsuits, the University might be required by law to disclose the contents of e-mail communications.

V. Bethel University Confidentiality Agreement

The information transmitted in this electronic mail is intended only for the person or entity to which it is addressed and may contain confidential, proprietary, and/or privileged material. Any review, retransmission, dissemination or other use of, or taking of any action in reliance upon, this information by persons or entities other than the intended recipient is prohibited. If you received this in error, please contact the sender and delete the material from all computers. Although Bethel has taken reasonable precautions to ensure that no viruses are present in this message, Bethel cannot accept responsibility for any loss or damage arising from the use of this message.

VI. Privacy

Bethel provides computers, computer, e-mail, e-portal, and network accounts to faculty members, staff and students for the purpose of furthering the University's academic mission and conducting business. While incidental and occasional personal use of such systems is permissible, personal communications and files transmitted over or stored on Bethel systems are not treated differently from business communications; there can be no guarantee that personal communications will remain private or confidential. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. Messages relating to or in support of illegal activities will be reported to the appropriate authorities. Properly authorized individuals including the Director of Information Technology, Bethel IT staff, or Security may access e-mail, voice mail or computer accounts without the consent of the assigned user when there is a reasonable basis to believe that such action:

- is necessary to comply with legal requirements or process
- may yield information necessary for the investigation of a suspected violation of law or regulations, or of a suspected serious infraction of policy (for example alleged misconduct or harassment)
- is needed to maintain the integrity of Bethel's computing systems
- may yield information needed to deal with an emergency
- in the case of staff, will yield information that is needed for the ordinary business of the University to continue

This policy is intended to be fully consistent with the State of Tennessee Internet Acceptable Use Policy and the State of Tennessee Electronic Mail Acceptable Use Policy, as they exist or as they may be amended in the future, as well as with any other applicable policies regarding information technology systems which may be promulgated in the future by the State of Tennessee. To the extent that a discrepancy exists between this policy and State policy, State policy shall take precedence.

VII. Electronic Signatures

This policy identifies Bethel University (hereafter “the University”) requirements for the use of electronic signatures (hereafter “e-signatures”), electronic transactions (hereafter “e-transactions”), in conducting the University’s business operations in support of the institutional administration of the University’s teaching and service operations (“University transactions”). Under this policy, the University may require that members of the University community use e-signatures to conduct certain University transactions that previously required handwritten signatures and approvals on paper documents. This includes all documents pertaining to application, payment, or any other contractual obligation between the student and the University. By enrolling at the University, members of the University community agree that e-signatures are valid and binding.

CHANGING CLASS SCHEDULES

Dropping or Adding a Class

Class schedules are changed by officially adding or dropping a class. Merely attending a class does not constitute official registration. Merely failing to attend a class does not constitute an official dropping of a class. Classes may be added to a schedule only during the first week of a term. Classes may be dropped during the first 11 weeks of a term. Any class schedule change may have consequences for financial aid. Check first with the Office of Financial Aid before changing class schedules.

In order to drop or add a course, students must first secure a Drop/Add Form from the Registrar’s Office in Campbell Hall. Students must complete the form and secure the signature of their faculty advisor, and then must deliver the completed form to the Registrar’s Office. The date of the drop or add is determined when the form is received by the Registrar. A delay at this point can have expensive and severe academic consequences. A \$25 fee is charged for each Drop/Add Form processed. Students dropping or adding courses should check with the Office of Financial Aid prior to submitting the Drop/Add form. Each student must carry 12 credit hours to maintain a full time course load and remain qualified for financial aid.

Grades for Dropped Courses

If a student drops a class in the first week of the term, no grade will be recorded for the class. If the student drops a class in the second through the eleventh week of the term, a grade of W will be recorded. After the eleventh week of the term, no class can be dropped unless the student can prove that one of the following conditions exists: serious illness or injury of the student as documented by a physician, serious family problems as documented by a physician or minister, or change in work schedule as documented by the employer. All documentations must be submitted to the Registrar. Non-attendance of classes will result in F grades. Note: No student can withdraw from any class in which a grade of F has been received for violation of the attendance policy.

Withdrawal Procedure

Some personal or family emergencies require a student to withdraw from school. Permission to withdraw is not automatic and may be denied or discouraged. Students who transfer, withdraw, or do not return within a semester must complete the following formal withdrawal process to avoid unwarranted failing grades and unwanted financial obligation:

- Discuss the situation with a faculty advisor.
- Secure a withdrawal form from the Registrar's Office and fill in all appropriate spaces.
- Secure all required signatures.
- Deliver the completed form to the Registrar's Office. Failure to complete this step may result in failing grades and heavy financial obligations.
- There is a \$25 fee for withdrawal.

Voluntary withdrawal does not guarantee permission to be readmitted to the University.

Grades for Withdrawal

If a student withdraws from classes during the first week of the term, no grades will be recorded. If the student withdraws from classes in the second through eleventh week of the term, a grade of W will be recorded. Note: No student can withdraw from any class in which a grade of F has been received for violation of the attendance policy.

Administrative Withdrawal Policy

Faculty will report in writing to the Registrar any student on the class roster who has not attended class for a period of two weeks (consecutive class days) during a traditional semester without notifying the faculty member.

This student may be administratively withdrawn from the class. Any student who is administratively withdrawn from all classes will not be allowed to stay on campus. Administrative withdrawal from a class may affect the student's financial aid, full-time or part-time status, and participation in sports or other extracurricular activities and does not guarantee permission to be readmitted to the University.

TRANSCRIPTS

Transcript Policies

A transcript will not be issued unless the student's financial account is clear with all offices of the University. Transcripts will be released at the written request of the student and in conformity with existing state and federal statutes pertaining to the release of student academic records. The official academic record is the property of the University. Therefore, we reserve the right to withhold the release of a transcript of that record if the student has an obligation to the university. Bethel will accept a faxed request as a written request.

Procedure to Request a Transcript

Students who need transcripts of their college record must file a online request (including signature) with the Registrar. Bethel University uses Transcripts on Demand™ by Scrip-Safe International as its agent for processing online transcript requests. This process is completely secure. To access the Transcripts on Demand™ service, complete the following steps:

- Go to www.bethelu.edu
- Click on "Academics"
- Click on "University Registrar"
- Under General Information, click on "Request a Transcript"
- Under the picture in the center of the page is a link to <https://iwantmy-transcript.com/bethelu>. Click on the link.
- The first thing you have to select is your school. You must choose "Bethel University – McKenzie". There are two Bethel Universities.
- A transcript can be emailed or mailed depending on the requirements of the receiver. You MUST sign and send the release form back to Transcripts on Demand™. This is part of the instructions.
- Payment for the transcript MUST be made as part of the process. All transcripts sent are official. Unofficial transcripts are no longer provided by the registrar's office.

- It is Bethel University policy that a transcript can only be sent for students who have a clear balance and no holds from any department.

The first time you use this service, you will set up your account with Transcripts on Demand TM. You will provide your current/former names, address, student ID, and other information. You will be able to log in to your account and update your information whenever you need.

The Family Educational Rights and Privacy Act requires your signature in order to release your academic records. You will be required to complete a Consent Form and send it to Scrip-Safe by fax, mail or image upload. This Consent Form is created as part of the account set-up process and your signed copy will remain on file with Scrip-Safe to cover your future Bethel University - McKenzie transcript requests through Transcripts on Demand TM.

You may pay for your transcript via credit card (Visa, Master Card or Discover). Transcripts on DemandTM uses the most current security available to protect your credit card and personal information. The fee for a transcript is \$10.00.

You may check the status of your transcript request at any time by logging on to Transcripts on DemandTM and clicking on the "Review Past Orders" tab. You will also receive email notification of your order status.

A transcript will not be issued unless the student's financial account is clear with all offices of the University. Transcripts will be released at the written request of the student and in conformity with existing state and federal statutes pertaining to the release of student academic records. The official academic record is the property of the University. Therefore, the University reserves the right to withhold the release of a transcript of that record if the student has an obligation to the university.

ADMISSIONS

Note: Some academic programs may have additional admission requirements for the major that are not noted below. Please see the Academic Programs section for more information about admission to each major.

All applicants for the traditional program will be reviewed at the discretion of the Dean of Enrollment Services and Bethel University reserves the right to deny admission or readmission to any applicant/student. The University reserves the right to change the rules regulating admission to the University and any other regulations affecting the granting of degrees. Any student who submits fraudulent admission documents/information may be subject to denial of admission, dismissal from the University, and/or revocation of any degree granted.

GENERAL ADMISSION REQUIREMENTS

Required Documentation

Students applying for admission to Bethel University must submit the following:

- 1. Application and application fee:** All students must submit an application for admission and the \$30 application fee. Applicant must be at least 16 years of age unless written approval is granted by Admissions Committee.
- 2. Official transcripts:** Students must submit an official high school transcript and official college transcripts from each college attended. Any transfer student who has earned fewer than 12 semester hours credit must also submit an official high school transcript. A high school equivalency diploma (GED) may be accepted in lieu of a high school diploma. A passing GED score is considered to be a 2.0 GPA. A special education diploma or high school certificate is not acceptable. Students may be accepted on a partial high school transcript, but a complete high school transcript validating graduation must be on file before registration. Graduates from a non-accredited high school must meet one of the following:
 - 20 ACT/940 SAT and 2.0 cumulative GPA
 - 19 ACT/900 SAT and 2.5 cumulative GPA
 - 18 ACT/860 SAT and 3.0 cumulative GPA

Applicants not meeting any of the above standards will be reviewed by the Dean of Enrollment Services who may grant special admission after considering test scores, grades, rank in class, school and community activities, and recommendations in its review. The Registrar will evaluate official college transcripts for determination of transfer credit to be accepted. Transfer course work must have been completed at an institution accredited as degree-granting by a regional accrediting body for higher education. Any exceptions to this policy will be made by the Registrar or the Academic Dean.

3. **ACT or SAT scores:** Each applicant should submit an official copy of ACT or SAT scores. These scores are not required for students who have been out of high school for three years or more.
4. **High School Units:** Each student admitted to Bethel University must have earned the minimum high school units as follows, or submit a passing score on the GED:
 - English—4 units (Journalism, speech, or business communications may not be substituted.)
 - Mathematics—2 units (Preferably algebra I and II. Pre-algebra, arithmetic, applied mathematics, business mathematics, computer technology, or accounting I and II may not be substituted.)
 - Natural/Physical Science—2 units (One unit must be a laboratory science. Computer science may not be substituted.)
 - Social Science—2 units (Foreign language is not required; however, it is highly recommended.)
5. **Immunization and Health Insurance Records:** As required by Bethel University and the State of Tennessee, the following immunizations are required **prior** to registration. A Tetanus/Diphtheria/Pertussis (Tdap) shot that must be within the last ten years, two doses of the Measles, Mumps, and Rubella (MMR) shots, two doses of the varicella vaccine given at least 28 days apart or documentation from a health care provider of a history of chicken pox, and Meningococcal (Meningitis) vaccine. Please note if the first dose was administered at 16 years or older a booster shot will be needed. Any Meningitis vaccine given before age 16 requires a booster shot. Due to the vast array of classroom and extra-curricular activities associated with the McKenzie campuses, it is Bethel University's policy that **ALL** full-time undergraduate students attending the College of Arts and Sciences and/or College of Health Sciences must have valid health insurance. Insurance coverage must be documented by providing a valid copy of the current insurance card to the Student Insurance Coordinator **AND COMPLETING THE ELECTRONIC OPT OUT PROCESS**. Students will not be allowed to register;

attend classes, or participate in activities without valid insurance. Insurance can be purchased through Bethel University for \$1,300 for the 2014-2015 academic school year. The last day to opt out of the insurance purchase is August 22, 2014. An online waiver to opt out of the insurance can be found at www.summitamerica-ins.bethel. International health insurance must be purchased from Bethel University. The charge for international insurance for the 2014-2015 academic school year is \$866.00. The student must pay this charge prior to arriving on campus. Students are automatically enrolled when they arrive on campus. No international student will be allowed to participate in any intercollegiate athletic program until the insurance charge is added to their account.

Additional Requirements for International Students

In addition to the above requirements, international students applying for admission to Bethel University must also submit the following documentation:

1. Proof of equivalence of high school graduation (international students only): International students must submit proof of equivalent high school graduation and/or college attendance through official transcripts. If the transcripts are not in English, or if the student has attended an international college, the student is responsible for obtaining a translation or evaluation through an approved evaluation service. All foreign students must meet admission requirements for entering freshmen or transfer students. International students should contact the Enrollment Services for information regarding I-20 forms.
2. Proof of adequate English language skills: Students whose native language is not English must meet one of the following, and in addition must provide scores on the SAT or ACT:
 - Score of 513 on the TOEFL paper-based exam
 - Score of 183 on the TOEFL computer-based exam
 - Score of 65 on the TOEFL internet-based exam
 - Score of 17 on the ACT English subtest
 - Score of 415 on the SAT critical reading subtest
 - Score of 5 overall and 5 in each exam area on the International English Language Test
3. TOEFL scores are valid for two years from the date of the exam. Scores on the SAT or ACT and TOEFL are required. Any student who obtains a TOEFL internet-based score below 99 and/or an ACT English score of

17 or below will be required to take ENG 015 and ENG 016. If a student obtains a grade of A or B in ENG 015, then ENG 016 will not be required.

TYPES OF ADMISSION

Regular Admission

Freshmen may be admitted on regular admission if they have earned the minimum required high school credits and meet two of the three following requirements:

1. A high school grade point average of 2.25 or above.
2. An Enhanced ACT composite score of 18 or above or an SAT combined critical reading and math score of 860 or above.
3. Class rank in the top half of their high school graduating class.

Probationary Admission

Freshmen who do not meet two or more of the three criteria for regular admission may be admitted on academic probation. The student must submit, with the application, two letters of recommendation from the following: guidance counselor, teacher, coach, youth director, pastor, previous employer, and/or local business owner on official letterhead. At least one letter of recommendation must be from an academic source. If the student is accepted on probationary admission, he or she is restricted to a maximum of 13 hours in the first semester of attendance, must register for DEP 050, and obtain a cumulative 2.0 GPA at the end of the first semester. A student admitted on probationary admission who does not earn a 2.0 for the first semester of enrollment will be subject to suspension from the University. The student may appeal the suspension by applying in writing to the Academic Dean for readmission to the University. However, readmission may or may not be granted.

Provisional Admissions Status

With limited exceptions, provisional students are enrolled as degree-seeking students. These students do not have immediate access to official documents in order to fully be admitted. Any credit taken while in this status will not be transferred as regular matriculated credit until the status has officially been changed. Students will be required to submit all outstanding items to complete admissions for the provisional status to be changed.

Early Admission

For talented students who wish to enter college at the end of their junior

year of high school, Bethel offers an early admission program. The student may take courses during the summer and return to high school as a senior, or skip the senior year (pending high school graduation and meeting Bethel University admission requirements) and enter Bethel University as a freshman or take courses concurrently at Bethel and at the high school during the senior year. The basic requirements for a student to enter under the program are:

1. Complete the junior year in high school with a GPA of 3.0 on all work taken during grades 9, 10, and 11.
2. A minimum of 14 high school units.
3. A minimum ACT composite score of 21 or a minimum SAT composite score of 980.
4. Favorable recommendations from high school officials and parental approval.

Personal interviews are recommended. High school officials need to specify whether college credits earned at Bethel may be applied toward the high school diploma.

Dual Enrollment Program

Bethel University's Dual Enrollment Program is a program which allows eligible high school students to enroll in college classes concurrently with high school classes, either online or at the high school, and to receive both high school and college credit. Eligible students are in the 11th or 12th grade and have a 3.00 gpa in their completed high school courses. They must have the written approval of both the high school principal and school counselor. To apply, students may go to www.bethelu.edu/dualenrollment and click the **APPLY NOW** icon. Students will need to have official high school transcripts and official transcripts from any other colleges attended sent to Bethel University.

Bethel's dual enrollment tuition cost for the 2014-2015 academic calendar year is \$375.00 per 3 semester hour course with a onetime, nonrefundable application fee of \$25.00. If students are enrolled in an online dual enrollment course, there is no additional charge for textbooks. If a student is enrolled in a face to face class, the student is responsible for the cost of the textbook for the class. Students who reside in the state of Tennessee may choose to apply for the dual enrollment grant. This grant is worth \$1,200.00 over four semesters and can be applied to the cost of tuition. For more information and eligibility, please go to http://www.tn.gov/collegepays/mon_college/grants.htm.

Dual enrollment students may drop a class during the first ten "school" days in a semester. During this ten day "drop" period, a student will receive the

full refund of tuition. Refunds will only be issued via direct deposit. It is the responsibility of the student to provide Bethel's Business Office with the necessary information to process a refund through direct deposit. After the first ten days, refunds will not be given. Students who wish to drop a course must notify their guidance counselor who will in turn notify the Director of Dual Enrollment, Craig Lunn (lunnnc@bethelu.edu or 1-844-497-0265). Dual enrollment classes may NOT be dropped after the first ten days. Withdrawal from a dual enrollment course requires the permission of the Director of Dual Enrollment and will be decided on a case by case basis. After the first ten days of the semester, no refunds are issued if a student is allowed to withdraw from a class.

Readmission

Any student who once attended Bethel University and did not return the following semester for whatever reason must file an Application for Readmission with the Enrollment Services (no fee required). The student must request that an official transcript be sent to Bethel University from any institution attended since leaving Bethel. Any financial obligations at Bethel University must be cleared before re-enrollment. Bethel University reserves the right to deny readmission to any student.

If the student withdraws or leaves Bethel University before the required semester hours in the Laptop Agreement are completed, then the purchase price of the laptop computer will be charged to the student's account. If a student withdraws during the first week of the student's initial term of enrollment and the student has received a computer, the student may, with the approval of the Director of I.T., return the computer to the I.T. Help Desk which will terminate the Laptop Agreement.

If a student applies for readmission to Bethel University and if the student returned his/her laptop to the I.T. Desk when he/she left and if the student is a freshman, sophomore, or junior who can be continuously enrolled for 18 semester hours, then the student may receive a new laptop. Only one laptop will be issued per student. For example: If a student leaves Bethel as a freshman and keeps the laptop and then applies for readmission, the student will NOT receive another laptop.

Transient Admission

Admission as a transient student is granted on the basis of a statement of good standing from the university or college most recently attended or an official transcript indicating good standing. The student must also file an application for admission.

Transfer Admission

Transfer students who have completed less than 12 semester hours at an accredited institution must submit high school transcripts or GED scores, and unless otherwise exempt, SAT or ACT scores. All students transferring to Bethel must submit the \$30 application fee and official transcripts from any college/university previously attended. (See Transfer Credit in the Academic Policies section for more information)

Students wishing to transfer to Bethel must be eligible to return to their previous college to be admitted to Bethel University.

Any education or special education courses required for teacher certification or completion of a teacher certification major or minor field at Bethel University and which have been completed ten years or more prior to admission or readmission must be repeated for credit. The repeated course grade must meet any grade point and/or grade point average requirement by the Department of Education for that course.

Special Student Status

Students who wish to enroll in less than a full time load of classes and are not college degree-seeking are placed in a special student status category until such time that they wish to apply to the University for full admission degree-seeking status.

Residency Requirement

Every full-time student is required to live on campus. A student may request and document exceptions to be considered by the Dean of Students. A student who lives with parents or relatives and commutes daily within a 50-mile radius of campus or is a fifth-year senior may request an exception. In case of full dormitory occupancy, juniors may be considered for an exception on an individual basis.

Required Disclosure of Felony Conviction And/Or Status As A Registered Sex Offender

While Bethel University maintains an “open door” admission policy, Bethel University is committed to maintaining a safe learning environment for its students and staff. As part of this commitment Bethel University requires all applicants who have been convicted of a felony and/or applicants who are registered sex offenders to disclose this information to Bethel University.

If an applicant has been convicted of a felony and/or is a registered sex offender, he or she is required to provide a letter of explanation with his or her application along with certified copies of documentation from the

Court where he or she was convicted. Further, the applicant must provide information regarding the conditions of parole, probation and/or supervised release if any exist. This documentation must be provided to the University before any admission decision is made. **Applicants will not be denied admission solely on their disclosure of a conviction or status as a registered sex offender. However, failure to disclose a conviction or status as a registered sex offender will result in denial of admission or revocation of admission.**

Once the applicant has provided the relevant information required regarding his or her conviction and or status as a registered sex offender, the admissions committee will review all of the pertinent information and make a decision on the suitability of an applicant's enrollment and any conditions that may apply to that decision.

Students already enrolled in the University who are subsequently convicted and or charged with a felony and or given status as a registered sex offender are required to notify the University immediately.

FINANCIAL INFORMATION

FEDERAL/STATE LOANS OR GRANTS

The financial aid plan requires the student to complete all documentation required for the respective Federal or State program by the due date in order to qualify for tuition deferment. In the event 100% of the tuition and fees are not covered under this plan, the student must make arrangements for the payment of the balance due by one of the other financial options listed above. Such arrangements must be complete by the due date. Acceptable financial aid plans are: Federal Pell Grant; Tennessee State Assistance Corporation Grant; Hope Lottery Scholarship; Subsidized Federal Stafford Loan; Unsubsidized Federal Stafford Loan; Federal Parent Plus Loan Program; Bethel University Scholarships; external scholarships; Work-Study.

Since students must reapply for funding each academic year or term, reapplication must be fully completed on or before the appropriate due date. In the event a student fails to timely reapply, qualification for tuition deferment will be terminated and the student will be required to comply with the terms and conditions of the cash plan. The following documentation is required to be filed by the due date for the Federal/State Loans or Grants:

- Student Financial Agreement Form
- Free Application for Federal Student Aid (FAFSA)
- Completed Admissions Application

TUITION REIMBURSEMENT PLAN

Tuition reimbursement from an employer is an acceptable financial option. However, it is subject to the following conditions:

1. The student must make acceptable arrangements through one of the other financial options to pay all tuition and fees during the initial deferral period. Thereafter, tuition reimbursement proceeds will be applied to future enrollment periods.
2. Complete documentation of terms and conditions of the employer's reimbursement plan.
3. A completed Tuition Reimbursement Certificate and Authorization Form which allows Bethel to automatically charge the student's credit

card in the event full reimbursement is not paid by the employer. Students must be advised that terms and conditions are not contingent upon the completion of a course or the receipt of a grade and that the credit card will be charged for any amount necessary to repay Bethel 100% of the amount due. A declined credit card will cause the account to be assessed a \$50 late fee which is immediately due and payable. A second declined credit card will terminate this financial option and the student will be required to comply with the terms and conditions of the cash plan.

The following documentation is required to be filed by the due date for the Tuition Reimbursement Plan:

- Student Financial Agreement Form
- Tuition Reimbursement Certificate and Authorization Form
- Credit Card Authorization to Charge Form
- Copy of Employer's Tuition Reimbursement Plan
- Completed Admissions Application

THIRD PARTY BILLING PLAN

Third party billing plans are available for students of employers approved for direct billing, active duty military personnel, civilian government contract employees, and students' eligible benefits pursuant to the Veterans Affairs Vocational Rehabilitation and Employment Program. Students will be required to comply with the terms and conditions of the cash plan if employment ceases or the employer ceases to remit payments as agreed.

The following documentation is required to be filed by the due date for the third party billing plan:

- Student Financial Agreement Form
- Employer's voucher approved by Bethel OR Authorized military or government assistance vouchers
- Completed Admissions Application

PRIVATE LOAN PLAN

Students may prefer a private loan arrangement with a lender based on credit worthiness. Failure to pay under this plan will revert the student to the cash plan. The following documentation is required to be filed by the due date for the private loan plan:

- Student Financial Agreement Form
- Completed Loan Application
- Signed Promissory Note
- Loan Approval from Lender
- Completed Admissions Application

TUITION MANAGEMENT SYSTEMS

For a semester or yearly fee, all students qualify for an interest-free monthly payment plan. This option allows the student to spread the tuition costs over a longer period of time.

DUE DATES

In order to provide for an orderly enrollment process, thorough documentation of the student's academic history, and sufficient time to process financial options paperwork, due dates for the submission of required documentation shall be five business days prior to the first class for each term.

In the event admissions or financial aid personnel believe this requirement will impose undue hardship on a prospective student a waiver may be requested. The requested waiver will be in writing, stating in sufficient detail the justification for the waiver, and the potential impact on the student's ability to comply with Bethel's tuition and fee repayment policies. The waiver will be filed with the Business Office.

CHANGING FINANCE OPTIONS

Students may change finance options provided they are in compliance with their current finance option. In order to change plans a student must contact his or her appropriate financial office and complete all required documentation on or prior to the due date.

CREDIT CARDS

The following credit cards are accepted provided the student is the authorized signer:

American Express, Discover, Visa (Note: The online Payment option does not accept VISA credit cards), and Master Card. In some situations, the parents can give permission for their credit card to be used by the student.

UNDERGRADUATE TUITION AND FEES

For the 2014-2015 Academic Year

Traditional Undergraduate Program:

Application Fee: \$30 Room Deposit: \$175 Graduation Fee: \$50

<u>Full-Time Tuition and Fees</u>	<u>Semester</u>	<u>Year</u>
Full Time: 12-17 credit hours:	\$7,282	\$14,564
Incidental Fee:	\$575	\$ 1,150
(Per semester: Activities Fee - \$265, Technology Fee - \$160, Health Services Fee - \$150)		

Room / Meals Rates

Single Room (private)	\$3,464	\$6,928
Double Room	\$2,795	\$5,590
Meal Plan (mandatory if in dorm)	\$1,596	\$3,192

TOTAL TUITION, ROOM, MEALS, FEES

Commuter (Full-Time)	\$7,857	\$15,714
On Campus (Double Rom)	\$12,248	\$24,496

Meals Cafeteria Only (optional for commuters)

Meals Only Plan	\$1,596
Meal Ticker (10 meals on punch card)	\$55

Insurance Fee Domestic: \$1,300 Domestic students who cannot provide satisfactory proof of insurance will be charged an annual insurance fee. Student MUST OPT OUT to avoid this charge. Proof of insurance alone will not void this charge.

International Insurance: \$866

Part-Time Undergraduate Tuition

Tuition: 1 – 11 credit hours	\$440 per credit hour
Activity Fee:	\$20 per credit hour
TOTAL Tuition Cost:	\$460 per credit hour

Technology Fee: \$90

Drop/Add Fee:	\$25
Graduation Fee:	\$50
Audit a Class:	\$220
<i>(per credit hour; FREE if over 65)</i>	
Overload Hour Charge:	\$440
<i>(per credit hour for every hour over 17)</i>	

*Exemptions from Overload Charges: PAR courses, Private Music Lessons, Log Cabin, Bethel Chorale, Theater Practicum, Intercollegiate Athletics, Seminar in Entrepreneurship, The Christian Ministry, ESL Skills Workshop, Chamber Ensemble, Bethel University Singers, Concert, and Symphonic Band, Jr. & Sr., Music Projects and Recitals

Summer Tuition 2015: \$227 per credit hour
Summer Housing 2015: \$400 Single Room per session
\$350 Double Room per session
(must be enrolled for summer classes – meals not included)

Summer Session 1: May 26, 2015 - June 22, 2015
Summer Session 2: June 29, 2015 - July 31, 2015

Dual Enrollment: \$375 per course **Application Fee:** \$25
Masters in Education (face to face): \$465 per credit hour
Masters in Education (online): \$465 per credit hour
Roane State: \$350 per credit hour
Each has a \$50 application fee and a \$70 graduation fee

Special Fees for the 2014-2015 Academic Year:

Applied Music Fees (MUP Applied courses aka Private Music Lessons):

- \$135 for 1 credit hour course
- \$270 for 2 credit hour courses

Class Fees:

- COE 102 (College Orientation Experience): \$75
- HEA 312 (First Aid): \$38
- HEA/PED 330 (Prevention Care of Athletic Injuries): \$25
- HSC 230 Emergency Care in Sports: \$35
- PED 100 (Martial Arts): \$50
- PED 201 (Lifeguard): \$20
- Insurance Fee (Domestic Student Health Insurance): \$1,300
(All students are automatically enrolled. Students who are US citizens and have comparable health insurance coverage through parents or elsewhere will not be required to buy the college sponsored plan, but

you MUST OPT OUT online and print out the confirmation page or save it for your records. Your student account will be credited when the waiver list is sent to the Business Office from the Insurance team.)

- Additional Fees/Course Fees for Health Sciences (Physician Assistant, Nursing, Athletic Training, RN to BSN) are located on the College of Health Sciences website.

* All undergraduate students enrolled in classes on campus are assessed a student activity fee. The fee includes events sponsored by Student Life and related administrative costs, admittance to sporting events and plays, use of the swimming pool and the health and fitness complex, and intramural activities. Some courses and/or programs may have additional fees. See the Academic Programs section for more details.

REFUND POLICIES

A snapshot of enrollment is made each term at the end of the official registration period as published by the University. No adjustments are made to tuition or financial aid after this date in the case of a student processing a drop form changing the enrollment hours unless the student officially withdraws or ceases to attend all classes. Any refund due after financial aid has been applied to a student's account will be paid through an electronic ACH deposit directly to a savings or checking account. If an ACH Authorization Form has not been filled out in a timely manner (two weeks prior to refund being issued) a pre-paid debit card will be automatically issued to the student and a \$2 charge for the card will be deducted from the refund amount. Each time a refund is loaded on the pre-paid debit card an additional \$1 load fee will be deducted from the refund amount. Standard pre-paid debit card fees could occur.

Students who enroll and formally withdraw are subject to a recalculation of any federal, state, or institutional aid that was received during the term. Federal regulations mandate a recalculation of Title IV funding (Federal Pell, SEOG, Federal Stafford/Parent Plus/Grad Plus/Perkins Loans) based on the number of days in the term versus the number of days the student attended classes (as determined by the date of withdrawal). This calculation gives a percentage, and if the percentage is greater than 60% no Title IV funds must be returned. If the percentage is equal to or less than 60%, then a recalculation of Title IV fund eligibility must be completed based on the time the student did attend classes with a set policy on what funds are returned first.

Students who fail to formally withdraw and/or cease attending classes (unofficial withdrawal) may have 50% of federal funds returned per federal regulations. Students who receive all "FA" grades (failure for non-attendance) could also have financial aid funds returned.

Bethel University institutionally funded aid is also pro-rated when a student formally withdraws by the following policy in conjunction with the tuition refund policy:

- First Week of Class—All tuition dropped and all institutional aid withdrawn.
- Second Week of Class—80 percent of tuition and institutional aid withdrawn.
- Third Week of Class—60 percent of tuition and institutional aid withdrawn.
- Fourth or Fifth Week of Class—50% of tuition and institutional aid withdrawn.
- After the Fifth Week of Class—No tuition or institutional aid will be withdrawn.

No discounts will be made for dorm rooms if a student withdraws, but meals will be pro-rated for the unexpired time, except in the case of a withdrawal due to disciplinary action.

NOTE: Due to the length of summer terms, drop rates are pro-rated differently. Please see the Office of Financial Aid for details.

FINANCIAL AID INFORMATION

APPLYING FOR FINANCIAL AID

Student financial assistance at Bethel University is provided through scholarships, grants, loans, and student employment. The information that follows represents current University practices. Regulations and funding for federal, state, and University programs are subject to change, as Bethel University administers programs accordingly.

Student financial assistance is based on the premise that parents have the primary obligation to provide for the education of dependent children. Additional responsibility rests with the student to contribute to his or her own education from personal assets, earnings, and appropriate borrowing.

Merit and need are the basic principles of financial aid eligibility. Merit includes good citizenship, performance and leadership ability, and satisfactory academic progress. Need is the difference between what it costs to attend Bethel University and what the family is reasonably expected to pay toward these costs. Need is demonstrated through the information requested on the Free Application for Federal Student Aid (FAFSA). A report generated by the FAFSA is used by the Financial Aid Office to determine eligibility for federal loans, federal work study, and federal and state grants. Students are encouraged to complete the FAFSA at www.fafsa.gov as soon after January 1 as possible each year. This is especially true for Tennessee residents as the Tennessee Grant usually runs out of funds in early February.

Bethel University's Policies Governing Financial Aid and Satisfactory Academic Progress Policy can be found on the Bethel University website (www.bethelu.edu/admission/financial_aid). Please make sure you read and understand these two important documents. Should you have any questions, contact the Financial Aid Office. A printed copy of the policies is available upon request.

FEDERAL FINANCIAL AID

Federal Pell Grant

The Federal Pell Grant provides a foundation for financial assistance. Eligibility is determined through the FAFSA need analysis process. Award amounts are determined by the EFC calculated on the FAFSA and number of credit hours taken each semester. The maximum award for 2014-15 is \$5730. Pell Grants are limited to twelve semesters or its equivalent.

SEOG (Federal Supplemental Educational Opportunity Grant)

The Federal SEOG Grant is based on need and is awarded to students who demonstrate the greatest financial need. Students who receive SEOG must also be Federal Pell Grant recipients. The maximum yearly award is \$4000.

Federal Work Study

Federal Work Study is not a scholarship or grant, but rather an opportunity to work and earn funds for educational expenses. It is awarded based on federal need per the FAFSA. The average work assignments are ten hours per week.

Federal Direct Subsidized and Unsubsidized Loans

A Direct Subsidized Loan is awarded based on financial need. The government pays the interest on these loans while the borrower is in school at least half-time. A Direct Unsubsidized Loan is not awarded based on financial need. Interest accrues from the date of disbursement until the final payment. Repayment on both types of loans begins six months after the student ceases to be enrolled at least half-time. A Master Promissory Note (MPN) and Entrance Counseling must be completed. Dependent undergraduate students can borrow yearly up to \$5500 as a freshman, \$6500 as a sophomore, and \$7500 as a junior or senior if their Cost of Attendance budget allows. Should a dependent student's parent apply for and be denied a Direct Parent Plus Loan, the student can request additional unsubsidized funds based on their grade level and Cost of Attendance budget. Independent undergraduate students can borrow yearly up to \$9500 as a freshman, \$10,500 as a sophomore, and \$12,500 as a junior and senior if their cost of Attendance budget allows. Aggregate loan limits are: \$31,000 for Undergraduate Dependent students and \$57,500 for Undergraduate Independent Students. No more than \$23,00 may be subsidized. Graduate students can borrow up to \$20,000 Direct Unsubsidized Loan yearly if their Cost of Attendance budget allows. Graduate aggregate loan limit is \$138,500 of which no more than \$65,500 may be subsidized. (Graduate student aggregate limit includes their undergraduate and graduate amounts.)

Federal Direct Parent Plus Loan

This is a loan to the parent, not the student. A credit check is required each year. Repayment begins 60 days after the loan is fully disbursed unless the parent requests a deferment. A Master Promissory Note (MPN) is required. The parent must reapply each academic year. Should the Parent Plus loan be denied, the student can request additional Unsubsidized loan based on their grade level and Cost of Attendance budget.

Federal Direct Grad Plus Loan

Direct Grad Plus loans are for Graduate students. A credit check is required each year. Repayment begins 60 days after the loan is fully disbursed unless

the student requests a deferment. A Master Promissory Note (MPN) and Entrance Counseling are required. The student must reapply each academic year.

Federal Perkins Loan

Perkins loans are low interest loans awarded to needy students per the FAFSA. No interest accrues and no payment is required as long as the student is enrolled at least half-time. Repayment begins nine months after the student ceases to be enrolled at least half-time. A Master Promissory Note (MPN) and Entrance Counseling must be completed.

For more information on Federal Student Aid, please visit www.studentaid.ed.gov

STATE FINANCIAL AID

Tennessee offers several grants and scholarships. Grants include the Tennessee Student Assistance Award Program, Helping Heroes Grant, Tennessee Hope Foster Child Tuition Grant, and Dual Enrollment Grant. Scholarships include the Tennessee Education Lottery Scholarship Program, Ned McWherter Scholarship, Dependent Children Scholarship, and the Christa McAuliffe Scholarship. Tennessee also offers several loan forgiveness programs such as the Minority Teaching Fellows Program and Tennessee Teaching Scholars Program. For more information on any of the grants, scholarships, or loan forgiveness programs, visit the state website at www.tn.gov/collegepays.

INSTITUTIONAL FINANCIAL AID

Bethel University reserves the right to limit the combining of institutional funded aid with federal and state aid or restricted outside scholarships received by a student to the following:

Commuter Student - up to the cost of tuition and incidental fees.

Dorm Student - up to the cost of tuition, incidental fees, double room and meals.

Bethel Institutional Scholarships are only awarded to full time students during fall and spring semesters. They are available for up to ten semesters for a student's first undergraduate degree. Bethel reserves the right to limit the combining of some institutional scholarships. See each scholarship listed below for details. Bethel aid that has renewal criteria will be checked once

a year at the end of spring term. Students must be meeting the renewal criteria for continuation of the award - no exceptions. Students should report any scholarship they will receive from any source other than Bethel funded aid to the Financial Aid Office. Outside Scholarship forms to report this aid can be found on Bethel's website.

Academic Honor Scholarships

Academic Scholarships are awarded to new incoming students. New freshmen must have an 18/860 ACT/SAT and at least a 2.5 high school GPA to be considered for an Academic Scholarship. New transfer students who have never attended Bethel University must have been full time at their previous college to be considered for the scholarship. Continuing Bethel students who did not receive the scholarship upon entering Bethel are not eligible for an Academic Scholarship at any time. Scholarship recipients' CUM GPA is checked yearly at the end of spring term to determine renewal eligibility. If an Academic scholarship is lost, it can never be regained at that level. However, the student will be considered for a lesser Academic scholarship if their cumulative GPA is at least a 2.75. The four Academic Scholarships are:

Bethel Honor Scholarship

Varying amounts up to \$1000. Incoming freshmen must meet criteria above and have a 20-22/940-1050 ACT/SAT or have a 3.0 to 3.24 high school CUM GPA. New transfer students must have a 3.0 CUM GPA from the previous college. Renewal: 2.75 or higher CUM GPA

Deans Honor Scholarship

Varying amounts up to \$2000. Incoming freshmen must meet criteria above and have a 23-24/1060-1120 ACT/SAT or have a 3.25 to 3.49 high school CUM GPA. New transfer students must have a 3.2 CUM GPA from the previous college. Renewal: 3.0 or higher CUM GPA

Trustee Honor Scholarship

Varying amounts up to \$4000. Incoming freshmen must meet criteria above and have a 25-26/1130-1200 ACT/SAT or have a 3.5 to 3.74 high school CUM GPA. New transfer students must have a 3.3 CUM GPA from the previous college. Renewal: 3.3 or higher CUM GPA

Presidential Honor Scholarship

Varying amounts up to \$6000. Incoming freshmen must meet criteria above and have a 27/1210 ACT/SAT or have a 3.75 high school CUM GPA. New transfer students must have a 3.4 CUM GPA from the previous college. Renewal: 3.6 or higher CUM GPA

Academic Theatre Scholarships

Academic Theatre Scholarships vary in amount and are determined by the Director of Theatre. The student must declare a Theatre major and complete an audition and interview process. Contact Marion Graham for further information. This scholarship only combines with the Cumberland Presbyterian Grant, Contiguous County Grant, and Academic Honor Scholarships.

Athletic Scholarships

Athletic scholarships are available for all sports programs offered at Bethel University including Cheerleading and Dance. Scholarship amounts vary in amount and are determined by the head coach of each sports program. A contract must be received each year. Renewal is at the discretion of the coach and athletic director. This scholarship only combines with the Cumberland Presbyterian Grant, Contiguous County Grant, and Academic Honor Scholarships.

Bethel Service Scholarship

Bethel Service Scholarships vary in amount up to \$2500. The student must complete twenty hours of community service each term under the direction of the program director. This scholarship only combines with the Cumberland Presbyterian Grant, Contiguous County Grant, and Academic Honor Scholarships.

Bethel University Grant

Bethel University Grants vary in amount at the discretion of the Director of Financial Aid. This scholarship is being phased out and is only available to current recipients. This scholarship only combines with the Cumberland Presbyterian Grant, Contiguous County Grant, and Academic Honor Scholarships.

Colegio Americano Friendship Scholarship

One full tuition scholarship awarded each year to a graduate of the Colegio Americano, a Cumberland Presbyterian school in Cali, Colombia, South America. The scholarship can be received for four years. Renewal requires a 2.5 CUM GPA. Contact David Lancaster for further information.

Community Engagement Scholarship (CES)

This service scholarship varies in amounts and is determined by the program director. Renewal requires a 3.0 CUM GPA and performance evaluation. Contact Stacie Freeman for further information. This scholarship only combines with the Cumberland Presbyterian Grant, Contiguous County Grant, and Academic Honor Scholarships.

Contiguous County Scholarship

Contiguous County Grants vary in amount up to \$1000. The grant is awarded to students whose permanent address per the FAFSA is in Carroll County or one of the seven contiguous counties (Benton, Decatur, Gibson, Henderson, Henry, Madison, or Weakley).

Cumberland Presbyterian Grant

Cumberland Presbyterian Grants vary in amount up to \$4,000. This scholarship is for Cumberland Presbyterian students entering the ministry. The scholarship is awarded to active members of the Cumberland Presbyterian Church. An application documenting membership for at least one year must be submitted.

Cumberland Presbyterian Ministerial Scholarship

Cumberland Presbyterian Ministerial Scholarships vary in amount up to full tuition and fees. A completed application documenting approval by the student's Presbytery and the Bethel University Chaplain must be submitted each year. Applications are available on the Bethel's website.

Division of Music Instrumental Scholarship

Divisions of Music Instrumental Scholarships vary in amount. This scholarship only combines with the Cumberland Presbyterian Grant, Contiguous County Grant, and Academic Honor Scholarships. Contact Keith Herris for further information.

Division of Music Vocal Scholarship

Divisions of Vocal Scholarships vary in amount. This scholarship only combines with the Cumberland Presbyterian Grant, Contiguous County Grant, and Academic Honor Scholarships. Contact Keith Herris for further information.

Dollar General Scholarship

Dollar General Scholarships are available to employees of Dollar General or employee's immediate family. A completed application and proof of employment must be submitted to receive this tuition discount.

Endowed Scholarships

Bethel University offers several endowed scholarships with varying amounts and award criteria. Contact the Financial Aid Office for further information.

Hendrix Scholarship

Hendrix Scholarship competition is held each February for new incoming freshmen. The first place winner receives a full tuition, fees, double room and meal scholarship. The second place winner receives a tuition and fees scholarship. Renewal requires a 3.6 CUM GPA.

Heritage Scholarship

To be considered for the Heritage scholarship a first time freshman must have a 3.75 high school GPA and at least a 27 ACT. This scholarship only combines with the Cumberland Presbyterian grant and Contiguous County grant. Renewal requires a 3.6 CUM GPA.

Honors Program Scholarship

Honors Program Scholarships are for academically gifted students and vary in amounts up to \$10,000. Two international scholarships may be given each year for full tuition, fees, double room and meal. Incoming freshmen must have a 3.25 high school GPA and at least a 24 English and Reading ACT. Applications must be submitted to the program director. Contact Dan Dalrymple for further information. This scholarship (except International) only combines with the Cumberland Presbyterian Grant and Contiguous County Grant. Renewal requires a 3.0 CUM GPA and a 3.0 GPA in all Honor courses.

Legacy Scholarship

Legacy Scholarships vary in amount for this character portrayal program. This scholarship only combines with the Cumberland Presbyterian Grant, Contiguous County Grant, and Academic Honor Scholarships. Contact Aubrey Doyle for further information.

Multimedia Scholarship

Multimedia Scholarships vary in amount. This scholarship only combines with the Cumberland Presbyterian Grant, Contiguous County Grant, and Academic Honor Scholarships. Contact Jennifer Glass for further information.

Phi Theta Kappa Scholarship

Phi Theta Kappa Scholarships are awarded to transfer students who are members of Phi Theta Kappa. The amounts vary up to \$1000. Renewal requires a 3.5 CUM GPA.

Prime Scholarship

Prime Scholarships are available for employees of Prime Trucking or employee's immediate family. A completed application and proof of employment must be submitted to receive this tuition discount.

Renaissance Scholarships

Renaissance Scholarships vary in amounts and auditions are required. Scholarships are available for vocal, theatre, and instrumental talent. This scholarship only combines with the Cumberland Presbyterian Grant, Contiguous County Grant, and Academic Honor Scholarships. Contact Travis McLeese for further information.

Renaissance Scholar Award

Renaissance Scholar Awards vary in amounts. Incoming freshmen must have a 3.25 GPA and at least a 24 English and Reading ACT. An application and audition are required. This scholarship only combines with the Cumberland Presbyterian Grant and Contiguous County Grant. Contact Travis McLeese for further information.

FINANCIAL AID DISCLAIMERS

Commitment of federal or state funds is tentative and contingent upon subsequent congressional and/or state appropriation and actual receipt of the funds by Bethel University.

The Financial Aid Office has the right to review, modify, or cancel an award at any time because of changes in financial, enrollment, residential, or academic status or changes in academic program.

CURRICULUM ORGANIZATION

The undergraduate curriculum at Bethel is organized into four parts: the common core, the program core, the majors, and the minors. Each of these elements is described below. Administrative responsibility for oversight and instruction for the College of Arts and Sciences is given to academic departments.

THE COMMON CORE

Bethel University believes the Common Core is the foundation of a liberal arts education. The Common Core is the general education portion of the Bethel University curriculum, and it supports the mission of the University by providing breadth of knowledge and placing the multiple disciplines in perspective. The Common Core promotes critical thinking and reflection which support the depth of knowledge offered in the majors while providing students with shared learning experiences.

Educational outcomes of the Bethel Common Core are as follows:

1. Students will develop adequate oral communication skills.
2. Students will develop adequate written communication skills.
3. Students will be able to utilize the basic principles of scientific methodology.
4. Students will demonstrate the basic principles of quantitative reasoning.
5. Students will demonstrate an understanding of the historic dimensions of the human experience.
6. Students will articulate an appreciation of the arts.
7. Students will demonstrate an understanding of the scholarly dimension of religious studies.
8. Students will show an understanding of health issues.
9. Students will demonstrate effective critical thinking skills.
10. Students will show proficiency in using information technology.

In order to realize these outcomes, undergraduate students at Bethel University College of Arts and Sciences are required to take the following Common Core courses:

- College Orientation Experience 102
- English 101, 111, 201, and 202
- 6 hours from REL 111, 112, 113
- Math 111 or higher (note: some majors also require Math 112 or higher)
- One laboratory science course (note: the course may be specified for some majors)
- 3 hours from : Business 111 or any Sociology, Psychology or Human Services
- History - 6 hours 200 level
- One physical education participation course chosen from PED 105-129
- Health 201
- 3 hours from: Art 213, 214; Music 201, 331; Speech & Theatre 110, 201
- Physical Education Activity (1 hour)

Progress toward meeting the outcomes of the Common Core is measured in a number of ways, through standardized, nationally-normed tests, internally generated tests, class activities, and survey data.

THE PROGRAM CORE

As part of Bethel University's effort to simplify and clarify its curriculum, the College has incorporated a program design that features a program core. The program core is the next logical step for a student to take as he/she moves from the core curriculum and wishes to explore coursework that pertains to a major field before completely committing to a major. This intermediate step allows for greater flexibility in course selection and major exploration.

THE MAJOR AND THE MINOR

Students must select a major field of study in their pursuit of a bachelor's degree at Bethel University. Depending on the major, a student will work toward a Bachelor of Science, a Bachelor of Science in Nursing, or a Bachelor of Arts degree. Some majors also require the student to select a minor.

MAJORS (PROGRAMS OF STUDY)

- Art
- Biology (Emphasis: Field / Environmental Biology)
- Biology (Emphasis: Pre-Professional Health)
- Biology (Emphasis: Biology Education)
- Biology (Emphasis: General Biology)
- Business of Administration (Emphasis: Accounting)
- Business of Administration (Emphasis: Computer Information Systems)
- Business of Administration (Emphasis: Management)
- Chemistry
- Child Learning and Development
- Christian Studies (Pre-Ministerial Preparation Emphasis)
- Christian Studies (Support Ministry Preparation Emphasis)
- Criminal Justice Studies
- English
- Exceptional Learning and Development
- Fitness and Wellness Promotion
- History
- Human Services
- Interdisciplinary Studies
- Mathematics
- Music (Applied or Church Music)
- Music Education
- Music Industry Studies (Business or Production & Technology)
- Physical Education
- Pre-Pharmacy (3 + 1 Program)
- Psychology
- Sociology
- Student Initiated Major
- Theatre

Note:

The College of Public Service offers a major in Criminal Justice on-line.

The College of Health Sciences offers a major in Nursing with a Bachelor of Science in Nursing degree and a major in Athletic Training with a Bachelor of Science degree.

MINORS

- Accounting
- Art
- Biology
- Business of Administration
- Chemistry
- Computer Information Systems
- Computer Science
- Criminal Justice Studies
- English
- Environmental Studies
- Health
- History
- Human Services
- Mathematics
- Music
- Music Industry Studies
- Physical Education
- Physics
- Pre-Engineering
- Pre-Professional Health Studies
- Psychology
- Religion
- Sociology
- Spanish
- Student Initiated Major
- Theatre

The Major in Art

Bachelor of Arts Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B. Program Core (25 hours)

- PHI 211
- SPA 111, 112, 211, 212
- PSY 111
- SOC 111
- SAT 110 or 201
- COE 401

C. Art Major (36 hours)

- ART 111, 112, 113, 213 or 214, 416
- Plus 21 hours (at least 12 hours from 300-400 level courses) from ART 201, 206, 210, 213 or 214 (option not chosen above), 300, 301, 309, 320, 340, 350, 360, 401, 410, 299, 399, 499, 490

D. Minor Required

E. Electives

The Major in Biology

Bachelor of Science

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- CHE 111, 111L
- HIS - 6 hours 200 level
- PSY 111 (Education minors complete SOC 111)
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B1. Program Core (Emphasis: Field/Environmental Biology) (27 hours)

- MTH 123, 202
- BUS 308
- CHE 112, 112L, 215, 215L
- SCI 115, 115L, 300, 415

B2. Program Core (Emphasis: Pre-Professional Health) (26 hours)

- MTH 200, 202
- CHE 112, 112L
- HEA 211, 312
- PHY 211, 211L, 212, 212L
- PSY 211

B3. Program Core (Emphasis: Biology Education) (20 hours)

- MTH 123
- CHE 112, 112L
- HEA 312
- PHY 105, 105L or PHY 211, 211L
- SCI 111, 111L

B4. Program Core (Emphasis: General Biology) (7 hours)

- MTH 123
- CHE 112, 112L

C1. Biology Major (Emphasis: Field/Environmental Biology) 42 hours)

- BIO 111, 111L, 112, 112L, 302, 302L, 304, 304L, 305, 305L, 311, 311L, 312, 312L,
- BIO 401, 401L, 419, 419L, 421, 421L, 497

C2. Biology Major (Emphasis: Pre-Professional Health) (50 hours)

- BIO 111, 111L, 112, 112L, 304, 304L, 308, 316, 309, 309L, 310, 310L, 311, 311L,
- BIO 419, 419L, 423, 430, 497
- CHE 311, 311L, 312, 312L

C3. Biology Major (Emphasis: Biology Education) (26 hours)

- BIO 111, 111L, 112, 112L, 200, 200L, 304, 304L, 305, 305L, 311, 311L, 497

C4. Biology Major (Emphasis: General Biology) (38 hours)

- BIO 111, 111L, 112, 112L, 304, 304L, 311, 311L, 497
- BIO 302, 302L, 312, 312L or BIO 309, 309L, 310, 310L
- Plus 12 additional hours BIO numbered 300 or above

D1. Minor not required (Emphasis in Field/Environmental Biology)

D2. Minor not required (Emphasis in Pre-Professional Health)

D3. Minor required in Professional Education (Secondary) or Education Studies (Secondary) for (Emphasis in Biology Education)

D4. Minor required (Emphasis in General Biology)

E. Elective Courses

The Major in Business Administration (Accounting Emphasis)

Bachelor of Science Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B. Program Core (26-27 hours)

- ACT 201, 202, 203
- CIS 255
- ECO 211, 212
- COE 401
- MTH 202
- MTH 200 or 230
- SAT 110 or 201

C. Business Administration (Accounting) Major (45 hours)

- ACT 301, 302, 311, 401, 411, 421
- Plus 6 hours ACT numbered 300 or above (cannot include ACT 321)
- BUS 301, 302, 304, 307, 310, 413, 418

D. Minor Not Required

E. Elective Courses

Note: A minimum of 150 cumulative semester hours are required to sit for the CPA exam in Tennessee.

The Major in Business Administration (Computer Information Systems Emphasis)

Bachelor of Science Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B. Program Core (26-27 hours)

- ACT 201, 202, 203
- CIS 255
- ECO 211, 212
- COE 401
- MTH 202
- MTH 200 or 230
- SAT 110 or 201

C. Business Administration (Computer Information Systems) Major (42 hours)

- CIS 245, 256, 356, 382, 462, 475, 477
- BUS 301, 302, 304, 307, 310, 413, 418

D. Minor Not Required

E. Elective Courses

The Major in Business Administration (Management Emphasis)

Bachelor of Science Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B. Program Core (26-27 hours)

- ACT 201, 202, 203
- CIS 255
- ECO 211, 212
- COE 401
- MTH 202
- MTH 200 or 230
- SAT 110 or 201

C. Business Administration (Management) Major (39 hours)

- BUS 301, 302, 304, 307, 310, 313, 316, 317, 321, 412, 413, 417, 418

D. Minor Not Required

E. Elective Courses

The Major in Chemistry

Bachelor of Science Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- CHE 111, 111L
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B1. Program Core for Chemistry Major (16-17 hours)

- BIO 111, 111L, 112, 112L
- MTH 200 OR 230 AND 202
- PED Activity (1 hr.)
- COE 401

B2. Program Core for Students Seeking Teacher Licensure in Chemistry (7-12) (20-21 hours)

- MTH 200 or 230
- SCI 111, 111L
- SAT 110
- SOC 111
- PSY 211
- HEA 312
- PED activity (1 hour)
- COE 401 or EDU 445 (Separate Student Teaching Semester)

B3. Program Core for Students Planning to Pursue Graduate Study in Chemistry (21 hours)

- MTH 123, 230, 231
- PHY 218, 218L, 219, 219L
- PED activity (1 hour)
- COE 401

C1. Chemistry Major General (42 hours)

- CHE 112, 112L, 311, 311L, 312, 312L, 320, 320L, 330, 412, 422, 430
- Six additional Chemistry hours from CHE 291 and/or Chemistry courses numbered 300 or above
- PHY 211, 211L, 212, 212L

C2. Chemistry Major with Licensure (37 hours)

- BIO 111, 111L
- CHE 112, 112L, 311, 311L, 312, 312L, 320, 320L, 330, 412, 430
- PHY 211, 211L, 212, 212L

C3. Chemistry Major for Students Planning to Pursue Graduate Study in Chemistry (42 hours)

- CHE 112, 112L, 311, 311L, 312, 312L, 320, 320L, 330, 412, 422, 430
- Six hours of courses from CHE 291 or Chemistry courses numbered 300 or above
- MTH 232, 341

D. Minor required.

- Note: All students seeking licensure in Chemistry (7-12) must minor in Professional Education (Subject Areas).

E. Elective Courses

The Major in Christian Studies

(Pre-Ministerial Preparation Emphasis)

Bachelor of Arts Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B. Program Core (31 hours)

- COE 401
- MUS 230 or EDU 323 or HUS 216
- PHI 211
- PSY 111
- SOC 111, 213, 214
- SPA 111, 112, 211, 212

C. Christian Studies (Pre-Ministerial Preparation) Major (54-55 hours)

- PHI 311, 313, 411
- REL 224, 225, 326
- 4 hours from REL 210-410
- REL 311 or 323, 313 or 314, 318, 320, 321, 413, 460 (3-4 hours), 398, 498
- 6 hours from PHI 312, PHI 412, REL 409, REL 401

D. Minor Not Required

E. Elective Courses

The Major in Christian Studies

(Support Ministry Preparation Emphasis)

Bachelor of Arts Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B. Program Core (31 hours)

- COE 401
- MUS 230 or EDU 323 or HUS 216
- PHI 211
- PSY 111
- SOC 111, 213, 214
- SPA 111, 112, 211, 212

C. Christian Studies (Support Ministry Preparation) Major (54-55 hours)

- PHI 313
- REL 224, 225, 326
- PSY 420 or MUS 401 or PHI 412
- 4 hours from REL 210-410
- REL 301, 302, 303 or 304 or 395, 313, 314, 323, 409, 413, 460 (3-4 hours), 398, 498

D. Minor Not Required

E. Elective Courses

The Major in Criminal Justice Studies

Bachelor of Arts or Bachelor of Science Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- SOC 111
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B1. Program Core (Bachelor of Arts) (19 hours)

- SPA 111, 112, 211, 212
- COE 401
- PSY 11, 313

B2. Program Core (Bachelor of Science) (16-17 hours)

- Laboratory Science Course or 3 hours from CIS numbered 200 or above in addition to CIS 255
- CIS 255
- COE 401
- PSY 316 or HEA 310
- PSY 111, 313

C. Criminal Justice Studies Major (48 hours)

- CIS 210, 310, 320, 350, 389, 390, 392, 400, 410, 412, 430
- 15 hours from the followig: CJS 370, 372, 411, 420, 428, 440, 460 (Maximum 6 hours), 490, BUS 310, ACT/BUS 368, ENG/BUS 330, HUS/SOC 213, 320, MUS 440, PSY 413, SOC 414

D. Minor Not Required

E. Elective Courses

The Major in English

Bachelor of Arts Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B1. Program Core for Students not Seeking Teacher Licensure (28 hours)

- PHI 211
- SPA 111, 112, 211, 212
- 6 hours from ART 213, 214; MUS 201; PHI 311, 312, 313, 411, 412
- PSY 111
- SOC 111
- COE 401

B2. Program Core for Students Seeking Teacher Licensure in English (7-12) (30 hours)

- SPA 111, 112, 211, 212
- ART 213 or 214 or MUS 201 or PHI 211
- PSY 211
- SOC 111
- EDU 414
- SAT 110
- HEA 312
- COE 401 or EDU 445 (Separate Student Teaching Semester)

C. English Major (36 hours)

- ENG 301, 311 or 312 or 313, 321, 334
- 3 hours from ENG 322, ENG 324, SAT 301
- 9 hours from ENG 421, 422, 423, 424, 490*
- 12 hours from any other ENG courses numbered 300 or above**

D. Minor Required

- Note: All students seeking licensure in English (7-12) must minor in Professional Education (Subject Area).

E. Elective Courses

- * ENG 490 is not an option for licensure students
- ** Teacher Licensure students must take ENG 305 as 3 hours of the 12 hours.

The Major in Fitness and Wellness Promotion

Bachelor of Science Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- BIO 100, 100L
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B. Program Core (16 hours)

- MTH 202
- HEA 312, 320, 330
- PED 108, 123 plus 2 additional hours PED Activity
- COE 401

C. Fitness and Wellness Promotion Major (35 hours)

- PED 211, 321, 322, 331, 221, 341, 413, 423, 425, 460 (1 hour)
- HEA 211
- ATR 330
- HSC 421

D. Minor Required

E. Elective Courses

The Major in History

Bachelor of Arts or Bachelor of Science Degree

Note: All students seeking licensure in History (7-12) must complete this major.

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B.1. Program Core (for students seeking a Bachelor of Arts degree) (22 hours)

- 6 hours from PHI and/or ENG courses at 300 level or above
- SAT 110 or 201
- SPA 111,112,211,212
- COE 401

B.2. Program Core (for students seeking a Bachelor of Science degree without teacher licensure) (19 hours)

- COE 401
- ECO 211 or 212
- MTH 202 or PSY 313
- PSY 111 or SOC 111
- SAT 110
- 6 hours SOC and/or PSY courses at 300 level or above

B.3. Program Core (for students seeking a Bachelor of Science degree with teacher licensure) (15 hours)

- HEA 312
- 3 hours ECO numbered 200 level or above
- PSY 211
- SAT 110
- PSY 111 or SOC 111

- COE 401 or EDU 445 (Separate Professional Student Teaching semester)

C. History Major (33 hours)

- HIS 201 plus 3 additional hours HIS numbered 200 level
- HIS 300, 498 plus 21 additional hours HIS numbered 300 level or above
- (Maximum 6 hours in HIS 460)

D. Minor Required

- Note: All students seeking licensure in History (7-12) must minor in Professional Education (Subject Area).

E. Elective Courses

The Major in Human Services

Bachelor of Arts or Bachelor of Science Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B1. Program Core (for Bachelor of Arts degree) (24 hours)

- SAT 110 or 201
- SOC 111
- SPA 111, 112, 211, 212
- PSY 111
- MTH 202 or PSY 313

B2. Program Core (for Bachelor of Science degree) (26-27 hours)

- SAT 110 or 201
- SOC 111
- CIS 255
- Laboratory Science Course or 3 hours from CIS courses numbered 200 or above (in addition to CIS 255)
- ECO 211 or 212
- HEA 113, 312
- PSY 111
- MTH 202 or PSY 313

C. Human Services Major (45 hours)

- ENG 330
- HUS 213, 216, 323, 330, 331, 418, 420, 424 or 490, 426 or 490, 460 (3 hours); Note: only 3 hours from HUS 490 allowed
- PSY 211 plus PSY 316 or HEA 310
- SOC 320 and 304 or 315 or 324 or HUS 428

D. Minor Not Required

E. Elective Courses

The Major in Interdisciplinary Studies

Bachelor of Arts or Bachelor of Science Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- 3 hours from BUS 111 or any SOC, PSY, or HUS
- PED Activity (1 hour)

B1. Program Core (for Bachelor of Arts degree) (20 hours)

- SPA 111, 112, 211, 212
- 3 hours from ART 213, 214; MUS 201, 331; SAT 110, 201 (option not taken in core)
- SAT 110
- COE 401
- PED Activity (1 hour)

B2. Program Core (for Bachelor of Science degree) (18 hours)

- Laboratory Science Course
- 3 hours from BUS 111 or any SOC, PSY, or HUS (option not taken in core)
- 3 hours from MTH 200 or higher level; CIS 200 or higher level; PSY 313
- SAT 110
- CIS 255
- COE 401
- PED Activity (1 hour)

C. Interdisciplinary Studies Major (65-67 hours)

- 26-28 hours of 200 or higher level courses in two or more distinct academic disciplines
- 39 hours of 300 or 400 level courses in two or more distinct academic disciplines

D. Minor Not Required

The Major in Mathematics

Bachelor of Science Degree

Note: All students seeking teacher licensure in Mathematics (7-12) must complete this major.

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- PHY 218, 218L
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B1. Program Core for students not seeking teacher licensure in Mathematics (21 hours)

- SAT 110
- PHY 219, 219L
- MTH 202 or 350
- CSC 203 or 242 or 341
- Two courses from SOC 111, PSY 111, PHI 211
- PED activity (1 hour)
- COE 401

B2. Program Core for students seeking teacher licensure in Mathematics (7-12) (19-20 hours)

- SAT 110
- PHY 219, 219L
- MTH 202 or 350
- PSY 211
- SOC 111
- HEA 312
- PED activity (1 hour)
- COE 401 or EDU 445 (Separate Student Teaching Semester)

C1. Mathematics Major General (37 hours)

- MTH 230, 231, 232, 320, 321, 341, 342
- MTH 335 or 421
- MTH 350, 351 or 311, 411
- 3 hours of Mathematics courses numbered 300 or above

C2. Mathematics Major with Licensure (37 hours)

- MTH 230, 231, 232, 320, 321, 335, 341, 342, 311, 411
- 3 hours of Mathematics courses numbered 300 or above

D. Minor Required

- Note: All students seeking licensure in Mathematics (7-12) must minor in Professional Education (Subject Area).

E. Elective Courses

The Major in Music

(Church Music or Applied Music Emphasis)

Bachelor of Arts Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B. Program Core (22 hours)

- ART 111 or 213, or 214
- COE 401
- SPA 111, 112, 211, 212
- SOC 111 or SAT 110 or 201 or PHI 211
- PSY 111 or EDU 212

C1. Music (Church Music) Major (57 hours)

- MUS 010 (8 semesters with a grade of P), 121, 121L, 122, 122L, 211, 230, 301, 302, 303, 304B, 305B, 321, 380, 409, 425 (8 semesters with grade of P)
- 8 hours from MUS 106-406, 108-408, 110-410, 111-411, 113-413, 119-419, 123-423
- 12 hours required in one applied music area

C2. Music (Applied Music) Major (56 hours)

- MUS 010 (8 semesters with a grade of P), 121, 121L, 122, 221, 235, 301, 302, 303, 304B, 305B, 380, 435, 480 (8 semesters with grade of P)
- 8 hours from MUS 106-406, 108-408, 110-410, 111-411, 113-413, 119-419, 123-423
- 14 hours required in one applied music area
- 2 hours required in other applied music courses

D. Minor Not Required

E1. Elective Courses (Church Music Emphasis) (5-6 hours)

- Suggested Electives: MUS 119-419, 123-423, 151-252*, 339, 420, 430, 435, other applied music for up to two hours, SAT 116, 216

E2. Elective Courses (Applied Music Emphasis) (6-7 hours)

- Suggested Electives: MUS 102, 119-419, 123-423, 151-252*, 307, 399, 429, 430, 460, 499, other applied music for up to two hours, SAT 116, 216

*All music majors are required to pass a piano proficiency examination or enroll in applied piano until the examination is passed. Up to two hours of applied piano may be applied toward elective credit.

The Major in Music Education

Bachelor of Science Degree

Note: All students seeking teacher licensure in Music (Vocal/Gen K-12 and/or Instrumental/Gen K-12) must complete this major.

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B. Program Core (10-13 hours)*

- COE 401 or EDU 446 (Separate Student Teaching Semester)
- SOC 111
- PSY 211
- Laboratory Science Course or 3 hours of math above MTH 111 in addition to MTH hours completed in the Common Core

C. Music Education Major (35 hours)**

- MUS 010 (7 semesters with a grade of P)
- MUS 121, 121L, 122, 122L, 221, 226, 227, 228, 229, 301, 302, 303, 304B, 305B, 346, 380, 436

D1. Emphasis in Vocal/General K-12 (22 hours)

- MUS 435
- Ensembles totaling seven hours with at least four hours from vocal ensembles
- Eight hours of applied voice, piano, or guitar
- Four hours in one other applied music area or class piano (If the principle applied instrument is not piano, these hours must be applied piano or class piano.)

D2. Instrumental/General K-12 (23 hours)

- MUS 325
- 1 hour from MUP 111-411 or MUP 116-416 or MUS 161

- Ensembles totaling seven hours with at least three hours from MUP 112A-412A
- Eight hours of applied brass, woodwinds or percussion
- Four hours of applied piano or class piano

3. Minor Required

- Note: All students seeking licensure in Music Education must minor in Professional Education (Subject Areas). Music Education majors will complete their methods courses as a part of the major field.

E. Elective Courses

- *All students seeking teacher licensure must complete a course in First Aid/CPR.

**All music majors are required to pass a piano proficiency examination or to enroll in applied/class piano until the examination is passed.

The Major in Music Industry Studies (Music Business or Production and Technology Emphasis)

Bachelor of Science Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B1. Program Core (Music Business Emphasis) (23 hours)

- ACT 201, 202, 203
- CIS 245, 255
- ECO 211, 212
- SAT 110
- COE 401

B2. Program Core (Music Production and Technology Emphasis) (15 hours)

- CIS 245, 255
- PED activity (1 hour)
- PHY 107, 107L
- SAT 110
- COE 401

C1. Music Industry Studies (Music Business) Major (41-43 hours)

- BUS 302, 307
- ECO 305 or BUS 412
- MUS 010 (6 semesters with P grade), 101, 121, 121L, 238, 240, 330, 331, 332, 335, 440, 460 (4-6 hours)

C2. Music Industry Studies (Music Production and Technology) Major
(56-58 hours)

- MUS 010 (6 semesters with P grade), 101, 121, 121L, 238, 240, 241, 242, 243, 330, 331, 332, 333, 334, 336, 337, 381, 440, 460 (4-6 hours), 481
- 4 hours of Ensemble (Technical)

D. Minor Not Required

E. Elective Courses

The Major in Physical Education

Bachelor of Science Degree

Note: All students seeking teacher licensure in Physical Education (K-12) must complete this major.

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101,111,201,202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher)
- BIO 100, 100L
- HIS – 6 hrs. 200 level
- 3 hrs. from BUS 111 or any SOC, PSY or HUS
- HEA 201
- 3 hrs. from ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B. Program Core (23-24 hours)

- MTH 202
- PSY 211
- PED 108,123,213
- PED activity (2 hours)
- HEA 312, 314
- COE 401 or EDU 446 (Separate Student Teaching Semester)
- PED 320
- HEA 330

C. Physical Education Major (37 hours)

- PED 211, 321, 322, 331, 332, 333, 343, 345, 413, 415
- PED 311 or 312 or 314
- PED 401 or 402
- PED 408

D. Minor Required

- Note: All students seeking licensure in Physical Education (K-12) must minor in Professional Education (Secondary).

E. Elective Courses

The Major in Pre-Pharmacy ***(3+1 program)***

This program is designed to help students to complete required prerequisites for pharmacy graduate programs. Admission to a graduate program is not guaranteed. Any student admitted to a graduate program in pharmacy after completion of this program will receive a Bachelor of Science degree from Bethel University upon successful completion of the first year of a graduate program. It is the responsibility of the student to request that the appropriate graduate transcripts be mailed to Bethel after the completion of the first year of a graduate program and to apply for graduation with Bethel University.

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- BIO 111, 111L
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B. Program Core (14 hours)

- MTH 200, 202
- CHE 111, 111L, 112, 112L

C. Pre-Pharmacy Major (42 hours)

- BIO 112, 112L, 309, 309L, 310, 310L, 311, 311L, 422
- CHE 311, 311L, 312, 312L, 412, 422
- SAT 110 or 201
- SOC 111
- PSY 111

D. Minor Not Required

E. Elective Courses

The Major in Psychology

Bachelor of Arts or Bachelor of Science Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B1. Program Core (for students seeking a Bachelor of Arts degree) (21 hours)

- 6 hours from BUS 111, 316, 317; ECO 211, 212; SOC 111, 213, 304, 320, 414; PHI 211
- SAT 110 or 201
- SPA 111, 112, 211, 212

B2. Program Core (for students seeking a Bachelor of Science degree) (20 hours)

- 8 hours additional laboratory science courses
- 9 hours from BUS 111, 316, 317; ECO 211, 212; SOC 111, 213, 320, 304, 414 with at least one course from Sociology
- SAT 110 or 201

C. Major (42 hours)

- Psy 111, 210, 211, 303, 313, 314 or 414, 322, 330, 413, 415
- 12 hours from PSY 316, 320, 411 or 490, 412, 420, 433, 399/499, 460, 495,
- HUS 331, 424 or 426, SOC 306 or 412

D. Minor Not Required

E. Elective Courses

The Major in Sociology

Bachelor of Arts or Bachelor of Science Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B1. Program Core (for students seeking a Bachelor of Arts degree) (25 hours)

- SAT 110 or 201
- PSY 111
- SPA 111, 112, 211, 212
- PHI 211
- SOC 111
- COE 401

B2. Program Core (for students seeking a Bachelor of Science degree) (23 hours)

- SAT 110 or 201
- PSY 211
- Laboratory Science Course
- ECO 211 or 212
- COE 401
- HEA 113
- CIS 255
- SOC 111

C. Sociology Major (45 hours)

- SOC 213, 321
- PSY 313

- HUS 330
- 33 hours of 300 and 400 level Sociology courses not listed above
- Maximum of 3 credit hours for SOC 490

D. Minor Not Required

E. Elective Courses

The Major - Student Initiated Major

Bachelor of Arts Degree or Bachelor of Science Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B. Program Core

- Determined by faculty advisor and student

C. Student Initiated Major (45-60 hours)

- Determined by faculty advisor and student.
- Must involve two or more distinct disciplines.

D. Minor Not Required

E. Elective Courses

The Major in Theatre

Bachelor of Arts Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B. Program Core (25 hours)

- PHI 211
- SPA 111, 112, 211, 212
- 3 hours from ART 213, 214, MUS 201
- PSY 111
- SOC 111
- COE 401

C. Theatre Major (39 hours)

- SAT 116, 201, 203, 210, 211, 301, 304, 401
- 6 hours from SAT 150-450, 180-480
- 9 hours from ENG 321, SAT 310, 311, 312, 315, 321, 399, 490, 499

D. Minor Required

E. Elective Courses

MINORS

The Minor in Accounting

(28 hours)

- ACT 201, 202, 203, 301, 302, 411
- 6 hours of Accounting courses numbered 300 or higher
- Collateral Requirements: ECO 211, 212

The Minor in Art

(15 hours)

- ART 111, 112, 201, 401
- ART 213 or 214
- The following courses are recommended:
- ART 202
- ART 211

The Minor in Biology

(24 hours)

- BIO 111, 111L, 112, 112L
- 16 hours from any other Biology courses numbered 300 or above.

The Minor in Business Administration

(24 hours)

- ACT 201, 202
- BUS 301, 302, 307, 310
- Collateral Requirements: ECO 211, 212

The Minor in Chemistry

(24 hours)

- CHE 111, 111L, 112, 112L,
- 16 hours from any other Chemistry courses numbered 300 or above except 391, 399, 460, 491, 495, or 499

The Minor in Computer Information Systems

(18 hours)

- CIS 307, 349, 475, 477
- 6 hours of programming language

The Minor in Computer Science

(18 hours)

- CSC 242 and 343 OR CSC/CIS 256 and 356
- CSC 360 and CIS/CSC 462 plus 3 hours from CIS 472, CSC 490, 499
- Plus 3 hours additional CSC course

The Minor in Criminal Justice Studies

(30 hours)

- CJS 210, 310, 320, 350, 392, 400
- 12 hours from the following: CJS 370, 372, 389, 390, 410, 411, 412, 420, 428, 430, 440, 460 (Maximum 6 hours), 490, BUS 310, ACT/BUS 368, ENG/BUS 330, HUS/SOC 213, 320, MUS 440, PSY 413, SOC 414

The Minor in English

(18 hours)

- ENG 311 or 312,
- ENG 321, 334
- 9 hours from any other English courses numbered 300 or above

The Minor in Environmental Studies

(21 hours)

- BIO 421
- BUS 306
- CHE 215, 215L
- PHI 313
- SCI 115, 115L, 415

The Minor in Health

(21 hours)

- HEA 113, 211, 310, 312, 316, 320
- PSY 111
- PED 108

The Minor in History

(24 hours)

- HIS 205, 210, 215 Plus 15 hours History numbered 300-400 level

The Minor in Human Services

(24 hours)

- HUS 216, 331, 420
- HUS 213 or 304 or 320
- HUS 323 or 418
- HUS 424 or 426 or 490
- PSY 111
- SOC 111

The Minor in Mathematics

(25 hours)

- MTH 230, 231, 232, 320, 321, 341
- 3 hours of Mathematics courses numbered 300 or above

The Minor in Music

(25 hours)

- MUS 121, 121L, 122, 122L, 301, 302
- 4 hours of applied music in one discipline area
- 4 hours of ensemble
- 3 hours from MUS 303, 304, 401, 407

The Minor in Music Industry Studies

(21 hours)

- MUS 101, 238, 240, 330
- 9 hours of Music electives (maximum of 3 hours credit for MUS 490)

The Minor in Physical Education

(24 hours)

- PED 107, 108, 211, 221, 312, 331, 333, 341, 413
- PED 401 or 402
- 2 hours (beyond the Core) from Physical Education courses numbered 100-128

The Minor in Physics

(22 hours)

- PHY 218, 218L, 219, 219L, 223, 224, 225, 226

The Minor in Pre-Engineering

(26-27 hours)

- ECO 211
- GRA 112
- MTH 230, 231, 232
- PHY 224, 225, 226 OR CHE 311, 311L, 312, 312L

The Minor in Pre-Professional Health Studies

Sequence I (open to non-chemistry majors)

(25 hours)

- CHE 311, 311L, 312, 312L
- PHY 211, 211L or 218, 218L
- PHY 212, 212L or 219, 219L
- PSY 111
- SAT 110
- SOC 111

Sequence II (open to non-biology majors)

(25 hours)

- BIO 309, 309L, 310, 310L, 311, 311L
- MTH 230
- PSY 111
- SAT 110
- SOC 111

The Minor in Psychology

(21 hours)

- PSY 111, 210, 211
- 12 additional hours of Psychology courses

The Minor in Religion

(18 hours)

- PHI 313
- REL 224 or 225 or 326
- REL 311, 313, 314, 323

The Minor in Sociology

(21 hours)

- SOC 111, 213, 321
- HUS 330
- 6 hours - 300 level courses
- 3 hours - 400 level course

The Minor in Spanish

(18 hours)

- SPA 211, 212, 311, 312, 401, 421

The Student Initiated Minor

(21-30 hours)

Determined by faculty advisor and student.

The Minor in Theatre

(24 hours)

- SAT 116, 201, 301, 401
- 6 hours from SAT 150-450, 180-480
- 6 hours from ENG 321, SAT 203, 210, 211, 304, 310, 311, 312, 315, 321, 399, 490, 499

NON-DEPARTMENTAL PROGRAMS

The SIM is an interdisciplinary approach that must intertwine two or more disciplines. The purpose of the Student Initiated Major/Minor (SIM) is not merely to avoid existing majors and minors, nor is it to create a major or minor in the absence of an existing field of study. In certain rare cases students may desire to pursue a program of study not specifically offered by the university though the university may offer course work which would in fact support such a program of study. In such cases a student may petition the Academic Policy Committee of the university with a proposal for a student initiated major or minor as outlined below. The advantage to the student who completes the SIM is that the integration of learning and the research involved are prized assets of a liberal arts education.

1. Upon completing 30 or more semester hours of course work a student with a cumulative grade point average of 3.00 or above may choose to design a course of study that combines more than one discipline. The student, with the help of a panel of faculty members, integrates the courses of study from the various disciplines so that the goals set forth by the student can be met. The requirements of the SIM are as follows:
2. Must involve two or more distinct disciplines.
3. Must incorporate three or more faculty (one of whom holds a terminal degree) who will constitute the SIM committee.
4. Must include a proposal prepared by the student which must defend the disciplines.
5. The proposal must be presented to and be approved by the Curriculum and Academic Policy Committee.
6. All courses selected must be Bethel University catalog courses (or transfer equivalent) and must be listed in the proposal. Courses previously completed may be included.
7. At least one Individual Study must be included which will integrate the knowledge of the entire major or minor.
8. All work toward the proposal should begin with a discussion of the SIM with the student's academic advisor.
9. The semester hour total for the proposal is 45 to 60 hours for the major which does not require a minor and 21 to 30 hours for the minor.

10. Any student choosing an SIM must have a cumulative GPA of 3.0 or above upon completion of a minimum of 30 semester hours.
11. All required assessment procedures related to the major field must be completed no later than the last day of classes for the term in which graduation occurs.

STUDENT INITIATED MAJOR

Bachelor of Arts or Bachelor of Science Degree

A. Liberal Arts Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or higher level
- Laboratory Science Course
- HIS - 6 hours 200 level
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)

B. Program Core

- Determined by faculty advisor and student

C. Student Initiated Major (45-60 hours)

- To be determined by faculty advisor and student. The major must involve two or more distinct disciplines.

D. Minor Not Required

E. Elective Courses

Student Initiated Minor (21-30 hours)

Determined by faculty advisor and student

HONORS PROGRAM

The mission of the Honors Program at Bethel is to challenge academically gifted students to develop their capacities for analysis, composition, research, and critical thinking in order to increase their preparation for the duties incumbent upon education and achievement. The course of study embraced by the Honors Program both deepens the appreciation of all things human and promotes an interdisciplinary understanding of the contemporary world. As such, the Honors Program is a perfect complement to

the Bethel University mission of helping students reach their full potential.

To be admitted to the Honors Program, incoming freshmen should have minimum English and reading ACT scores of 24 and a minimum high school GPA of 3.25. Interested students should submit applications to the Director of the Honors Program, who will, in consultation with other Honors Program faculty members, begin making decisions in March. Applications are available from the Office of Admissions and from the Director of the Honors Program.

Freshmen may apply for admission to the Honors Program after their first semester. Applicants should have a minimum college GPA of 3.4 and the recommendation of one college professor. All applications from returning students must be submitted no later than May 30. Qualified students are encouraged to inquire.

Continued participation in the Honors Program is contingent upon maintenance of a 3.0 GPA in Honors Program courses and a cumulative GPA of at least 3.0. Any student earning a grade of D or F in HON 101 or HON 102 may repeat the course one time. Students who fall below the 3.0 minimum GPA in Honors courses may register for additional Honors courses only with the approval of the Honors Program Director. Students who fall below the cumulative GPA requirement will have a one-semester probationary period in which to raise their cumulative GPA to the minimum level.

Students in the Honors Program must take the 16-hour Honors Colloquia sequence during their first two years in the program (HON 101, 102, 201, and 202). In the case of students admitted after their first or second semester this may be reduced, depending on courses taken before admission to the Honors Program. Students who do not complete the four Honors courses will be required to satisfy the traditional Common Core requirements in English and history.

In their junior and senior years, students must complete at least two one-hour Honors courses (HON 490, HON 399, HON 499, or HON 391) as well as the Honors research project preparation seminar (HON 395) which must be taken in the spring semester of the junior year. In their senior year, students must complete a Senior Honors Project (**495) for three or four hours. This project must be supervised by a member of the faculty and should be approved by the Honors Program Director during the preceding semester.

Students who have earned at least a GPA of 3.0 in the required Honors courses and who have earned at least a cumulative GPA of 3.0 will graduate from the Bethel Honors Program. This distinction will be duly noted on the transcript and diploma.

- HON 101 may be replaced with HIS 201/211
- HON 102 may be replaced with HIS 202/212
- HON 201 may be replaced with ENG 201
- HON 202 may be replaced with ENG 202

Senior Honors Project

If, at the end of the junior year, a student has a GPA of 3.5 or more, an honors project may be undertaken during the senior year. The project consists of a special research program in the major or minor field. The project is designed by the student with the approval of the faculty advisor and the Academic Policy Committee.

Guidelines for the project are as follows:

1. With the approval of a faculty supervisor in the appropriate discipline and of the Honors Program Director, the student will enroll in ***495 Honors Project.
2. The student's proposal must be submitted to the Curriculum and Academic Policy Committee no later than the first month of the semester for which the student is enrolled in ***495 Honors Project. The student and the project advisor should be available to address any questions or concerns of the Committee.
3. The Curriculum and Academic Policy Committee must approve the project proposal as well as all subsequent changes to the original proposal.
4. The student will make a midterm progress report (written or oral) to the Curriculum and Academic Policy Committee during the semester in which the student is enrolled in ***Senior Honor Project.
5. A copy of the completed and graded project will be submitted to each member of the Curriculum and Academic Policy Committee no later than midterm of the following semester.
6. The student will provide two copies (50% rag content) of the final approved project narrative to the Burroughs Learning Center and one copy to the project supervisor.

DEVELOPMENTAL EDUCATION

On the basis of the results of ACT tests and other information, such as transcripts, some students will be placed in developmental courses to remedy deficiencies which would otherwise prevent success in the college curriculum. Students failing to obtain a grade of C or better in any developmental course after three attempts will receive an automatic suspension. Credit in developmental courses will not be counted toward graduation requirements.

UNDERGRADUATE COURSE DESCRIPTIONS

ACCOUNTING

ACT 201 Principles of Accounting I (3 hours)

The meaning and purpose of accounting principles; the accounting cycle including journal entries, posting, trial balances, adjusting and closing procedures; special journals, receivables, payables, inventories; an introduction to partnership accounting.

ACT 202 Principles of Accounting II (3 hours)

Corporation accounting including capital formation, retained earnings, and dividends; long-term liabilities, accounting for income taxes, and elementary cost accounting systems; financial statement analysis. Prerequisite: ACT 201 with a grade of C or better.

ACT 203 Integrated Accounting Software (1 hour)

Hands-on experience with an accounting software package with programs on general ledger, inventory control, accounts payable, accounts receivable, and business payrolls. Course should be taken concurrently with ACT 202. Prerequisite: ACT 201 with a grade of C or better.

ACT 301 Intermediate Accounting I (3 hours)

Theory and practice of generally accepted accounting principles including the evolution and development of such principles; a detailed study of cash, receivables, inventories, and plant assets. Prerequisite: ACT 202 with a grade of C or better.

ACT 302 Intermediate Accounting II (3 hours)

Continuation of 301; current and long-term liabilities: corporate equity theory; corrections and adjustments; financial ratios and inter period income tax allocation. Prerequisite: ACT 301 with a grade of C or better.

ACT 311 Cost Accounting I (3 hours)

An introduction to manufacturing cost accountability; job order and process cost accounting systems; manufacturing overhead including variance analysis; predetermined overhead rates; joint and by-product cost allocation methods. Prerequisite: ACT 202.

ACT 312 Cost Accounting II (3 hours)

Accounting for materials and labor costs; standard costing systems; budgeting and capital expenditures. Prerequisite: ACT 311.

ACT 321 Managerial Accounting (3 hours)

Accounting from the professional manager's perspective; the use of management accounting as a control tool for management decisions; budgets, profit planning, cost controls, variable costing, and capital investment techniques; cash flow analyses. Prerequisites: BUS 301 and ACT 202 with a grade of C or better. Same as BUS 321.

ACT 322 Governmental Accounting (3 hours)

Accounting theory and practice as it applies to federal, state, and local government agencies; not-for-profit organization accounting techniques; budgetary and other compliance requirements; the Single-Audit of 1984; classification of funds including enterprise funds, financial statements, and other reports. Prerequisite: ACT 202 with a grade of C or better.

ACT 368 Fraud Examination (3 hours)

This course is designed to provide students with an in-depth look at fraud detection, prevention, investigation, management, and resolution in business environments. Same as BUS 368.

ACT 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisites: Junior standing, approval of advisor and Academic Dean.

ACT 401 Advanced Accounting (3 hours)

A study of financial accounting theory and practice relating to accounting for long-term investments, business combination under the purchase and pooling methods, and consolidated financial statements. Segment and interim reporting standards, corporate insolvency, and partnership accounting are also examined. Prerequisite: ACT 302 with a grade of C or better.

ACT 411 Federal Income Tax (3 hours)

Study of the basic concepts of federal income taxation as they apply to individuals and businesses. Topics include gross income, exclusions, allowable deductions, and basis for gain or loss on the disposition of property. Prerequisite: ACT 202 with a grade of C or better.

ACT 412 Advanced Federal Income Tax (3 hours)

A study of federal taxes imposed on business entities with emphasis on corporations, partnerships, and S corporations. Also includes overview of tax research techniques. Prerequisite: ACT 411 with a grade of C or better.

ACT 421 Auditing (3 hours)

Theory and practice of professional independent auditing; generally accepted auditing standards and procedures; professional ethics and internal accounting control; audit programs for specific accounts; legal responsibilities of professional auditors including third-party reliance; working papers and audit reports. Prerequisite: ACT 302 with a grade of C or better.

ACT 422 Advanced Auditing (3 hours)

An in-depth analysis of advanced topics within professional independent auditing with special attention to professional standards, the impact of SEC on auditing, the objectives in planning an audit, EDP considerations, and current topics in auditing. Prerequisite: ACT 421 with a grade of C or better.

ACT 425 Internal Auditing (3 hours)

An introduction to internal auditing processes, professional standards, internal control systems, and audit evidence embracing sampling and quantitative methods. Includes the discussion of various types of audit applications, including operational, performance, compliance, financial, EDP, and fraud auditing. Prerequisite: ACT 202 with a grade of C or better.

ACT 440 CPA Problems (3 hours)

The analysis and review of accounting principles and practices as developed and illustrated in complex selected problems. Discussion of selected problems and theory. Laboratory practice in the solution of typical problems encountered in the CPA examination. Grading will be pass/fail only and not part of elective semester hours in accounting. Prerequisite: Consent of instructor.

ACT 441 CMA Problems (3 hours)

The analysis and review of accounting principles and practices as developed and illustrated in complex managerial accounting problems. Discussion of selected problems and theory. Practice in the solution of typical problems encountered in the CMA examination. Grading will be pass/fail only and not part of elective semester hours in accounting. Prerequisite: Consent of instructor.

ACT 460 Internship (1-12 hours)

Approved work experience in an accounting environment. Prerequisites: Consent of advisor; senior standing, major in Business Management with Accounting emphasis with at least a B average in accounting courses.

ACT 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic

Dean.

ACT 495 Honors Project (4 hours)

Open to seniors by invitation only.

ART

ART 111 Introduction to Drawing (3 hours)

Hands-on experience in media and techniques for the beginning art student. Equal emphasis on basic drawing and figure drawing. Opportunities given for development of perception, drawing skills, and the application of the elements and principles of design.

ART 113 3D Design (3 hours)

Will consist of a series of projects which will introduce the verbal and visual concepts of 3D Design, Mass, Space, Texture, Space, Scale, Context Line, Plane, Volume and Time will all be addressed. Evaluation of work through individual critique and group discussion will also take place.

ART 115 2D Design (3 hours)

Elements of design used to control, organize, and integrate composition. Equal emphasis on two and three dimensional design. Prerequisite: ART 111.

ART 201 Introduction to Painting (3 hours)

Experience in a variety of materials and techniques stressing individual approach to creative expression and development of aesthetic judgment. Prerequisite: ART 112.

ART 206 Introduction to Computer Art (3 hours)

Introductory course in the application of computer software to the arts. The student will have hands-on experience in free-hand drawing, digitizing, graphics and animation.

ART 210 Drawing II (3 hours)

Continues and expands upon the information and skills acquired in Introduction to Drawing with an emphasis on value as the chief conveyer of form. There will be a greater stress on composition as a way of heightening aesthetic interest and conveying information and meaning.

ART 213 History of the Visual Arts I (3 hours)

An introduction to the aesthetic principles of visual arts as exemplified in selected masterpieces from the ancient world to the 15th century.

ART 214 History of the Visual Arts II (3 hours)

An introduction to the aesthetic principles of visual arts as exemplified in selected masterpieces from the 16th century to the present period.

ART 299 Individual Study (1-3 hours)

Selected media and/or genre for intensive study. Prerequisite: Approval of instructor, advisor, and Academic Dean.

ART 300 Introduction to Sculpture (3 hours)

Emphasizes the understanding and manipulation of three-dimensional space using form and scale. Students will explore sculpture using various processes, materials, techniques, tools, and studio safety.

ART 301 Painting II (3 hours)

Further investigates thought and expression, critique and review within the language of painting. Students will explore various techniques, as well as fine tune their language and understanding of themselves and their relationship within the world, through the painting process.

ART 309 Introduction to Ceramics (3 hours)

Methods of structuring clay objects including hand-build and wheel-throwing techniques, glazing and firing methods.

ART 320 Figure Drawing (3 hours)

Drawing from live human models and drapery in charcoal, pencil and other materials. Prerequisite: ART 111.

ART 340 Women in Visual Art (3 hours)

The development of the visual arts with an emphasis on the female artist. Prerequisite: ART 213.

ART 351 Digital Photography (3 hours)

An introductory course in the application of the use of the digital cameras in basic fundamentals, composition, and application of programs. Prerequisite: ART 111 and 206.

ART 360 Non-Western Art History (3 hours)

The development of the visual arts in non-western cultures from Paleolithic to modern times.

ART 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisite: Junior standing; approval of advisor and Academic Dean.

ART 401 Art for Life: Elements and Activities (3 hours)

Basic fundamentals of art history, criticism, aesthetics, media, and techniques. Philosophies and objectives of art for all ages, recreational and aesthetic. Student-led class activities to demonstrate personal knowledge and leadership in a group experience.

ART 410 Concepts, Process, and Criticism (3 hours)

An interdisciplinary course that emphasizes concepts, context and narrative in the production of art. Students will focus on formulating an individualized process for expressing personal meaning in art, writing and responding to art criticism, and developing professional practices and habits.

ART 416 Senior Thesis Exhibition (3 hours)

Students will present a portfolio of works during their senior year for jury by the faculty and a public exhibition.

ART 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

ATHLETIC TRAINING

(COLLEGE OF HEALTH SCIENCES)

ATR 330 General Medicine and Pharmacology in Athletic Training (4 hours)

In this course, the student will gain cognitive and psychomotor skills needed for recognition, referral and appropriate treatment of general medical conditions and disabilities of individuals involved in sport and physical activity. The student will also learn the appropriate pharmacological interventions used to treat athletic injuries and illnesses. Prerequisites: HEA/PED 320 or BIO 309, 310, and 316

BIOLOGY

BIO 100/100L/100D Essentials of Biology (3, 1 hours)

Integrated view of life with emphasis on four core areas: cells, genes, evolution, and ecology. Designed for students who are not majoring in Biology, Chemistry, Pre-Pharmacy, Pre-Physician Assistant Studies, or Nursing or minoring in Biology or Pre-Professional Health Sciences. Laboratory.

BIO 111, 111L Introduction to Biology I (3, 1 hours)

Introduction to the science of biology with focus on biological chemistry, cell biology, genetics, and evolution. Designed for students who are majoring in Biology, Chemistry, Pre-Pharmacy, Pre-Physician Assistant Studies, or Nursing, as well as those minoring in Biology or Pre-Professional Health Sciences. Laboratory. Prerequisite: Appropriate program of study or permission of the instructor. No student may be enrolled in BIO 111 while enrolled in any course below the 100 level.

BIO 112, 112L Introduction to Biology II (3, 1 hours)

Continued investigation of the science of biology with focus on biological diversity, plant biology, animal biology, and ecology. Laboratory. Prerequisite: BIO 111 with a grade of "C" or higher.

BIO 200, 200L Human Biology (3, 1 hours)

Introduction to human anatomy and physiology. Topics include an introduction to the structure and function of the human organ systems and their integration. Laboratory.

BIO 300 Environmental Ethics (3 hours)

A study of the various ethical issues arising as humans interact with the environment. The class will examine classic cases in environmental ethics, survey local environmental issues, and develop an environmental ethic in the context of environmental policy issues. Same as SCI 300. Prerequisites: BIO 112 or SCI 115

BIO 302, 302L Comp Chordate Morphology (3, 1 hours)

Study of the morphology of the Cordate in order to develop and understanding of the evolutionary relationships, adaptations, form, and function of the group. Laboratory. Prerequisite: BIO 111 with a grade of "C" or higher.

BIO 304, 304L Genetics (3, 1 hours)

Principles of Mendelian and modern genetics and biochemical basis of inheritance. Laboratory. Prerequisite: BIO 111 with a grade of "C" or higher.

BIO 305, 305L Population Biology and Evolution (3, 1 hours)

Biology of animals and plants at the population level; organization and structure related to speciation and evolution. Laboratory. Prerequisite: BIO 304.

BIO 308 Computer Applications in Statistics and Research (3 hours)

Introduction to the use of computer software in statistical analysis; data-

base applications, biological models, and simulations. Introduction to scientific writing. Prerequisite: BIO 111 with a grade of "C" or higher.

BIO 309, 309L Human Anatomy and Physiology I (3, 1 hours)

Designed for pre-nursing and other programs in allied health fields. Topics include cell structure and biochemistry, histology, and anatomy and physiology of skeletal, muscular, sensory, and nervous systems. Laboratory. Prerequisite: BIO 111 with a grade of "C" or higher.

BIO 310, 310L Human Anatomy and Physiology II (3, 1 hours)

Continuation of BIO 309. Topics include the anatomy and physiology of circulatory, respiratory, endocrine, digestive, excretory, and reproductive systems. Aspects of metabolism, body fluids, electrolytes, and acid-base balance are covered. Laboratory. Prerequisite: BIO 309.

BIO 311, 311L Introduction to Microbiology (3, 1 hours)

Bacteria, protozoa, fungi, and viruses studied from the point of view of health sciences. Laboratory. Prerequisite: BIO 111 with a grade of "C" or higher.

BIO 312, 312L Environmental Phys of Animals (3, 1 hours)

How animals cope with particular kinds of environment, considering the biochemical, physiological, behavioral, and ecological adaptations that allow animals to survive in those environments. Laboratory. Prerequisite: BIO 111 with a grade of "C" or higher.

BIO 314, 314L Botany (3, 1 hours)

Classification, diversity, morphology, physiology, evolution, and ecology of plants and fungi. Laboratory. Prerequisite: BIO 112.

BIO 316 Medical Terminology (3 hours)

Using learner-oriented, self-study, and programmed text, students gain skill in recognizing roots, definitions, pronunciation, spelling, and classification by body and organ system used in medical terminology.

BIO 398, 498 Seminar in Biology (1 hour)

An in-depth examination of current topics of interest in biology. Format will include discussion groups, readings of current literature, and speakers from outside the Bethel campus. Prerequisite: Approval of advisor.

BIO 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisites: Junior standing, approval of advisor and Academic Dean.

BIO 401, 401L Ecology (3, 1 hours)

Intraspecific and interspecific interactions between organisms and their environment. Topics include biogeochemical cycles, ecological energetic, population dynamics, and community and ecosystems ecology. Laboratory. Prerequisites: BIO 111, 112.

BIO 413, 413L Topics in Biochemistry and Physiology (2-6 hours)

Intensive introduction to various interrelated sub-disciplines of biochemistry and physiology. Choice of topics includes medicinal chemistry, chemistry-nutrition and health food products, pesticides and the environment. May include laboratory. Prerequisite: CHE 201 or 312. Same as CHE 413.

BIO 415 Mammalogy (4 hours)

Mammalian morphology, classification, distribution, life histories, evolution, and ecology. Techniques of field study, methods of collection and preservation of mammals. World mammals with emphasis on mammals of North America. Laboratory. Prerequisites: BIO 111, 112.

BIO 416 Ichthyology (4 hours)

Fish morphology, physiology, development, behavior, evolution, and ecology. World fishes with emphasis on freshwater fish of the Mid-South. Laboratory. Prerequisites: BIO 111, 112.

BIO 417 Herpetology (4 hours)

Classification, distribution, life histories, techniques of field study, methods of collection and preservation of amphibians and reptiles. World reptiles and amphibians with emphasis on those found in the Southeastern United States. Laboratory. Prerequisites: BIO 111, 112.

BIO 418 Ornithology (4 hours)

Classification, distribution, life histories, techniques of field study, methods of collection and preservation of birds. World birds with emphasis on birds of Tennessee, including waterfowl and Neotropical migrants. Laboratory. Prerequisites: BIO 111, 112.

BIO 419, 419L Cell Biology (3, 1 hours)

Introduction to the major features of cells and the methods by which they are studied. Included will be structural and functional aspects of organelles, the diversity of cell types, and the major mechanisms by which cells reproduce, develop, and evolve. Laboratory. Prerequisites: BIO 304, 311.

BIO 421 Conservation Biology (4 hours)

Principles and techniques of ecological research in conservation of biological diversity at genetic, population, community, and ecosystem level. Includes discussion of public policy and individual advocacy. Laboratory. Prerequisite: BIO 112 or SCI 115.

BIO 422 Immunology and Infectious Diseases (3 hours)

Studies include innate and adaptive immune responses and their applications, immune disorders, host/pathogen interactions, epidemiology, and treatments. Infectious diseases of specific body systems are covered from the point of view of health sciences. Prerequisite: BIO 311.

BIO 423 Cell Biology II (3 hours)

A continuation of the study of a cell with an emphasis on cellular membranes (structure and transport), intracellular compartments, cytoskeleton, cell signaling. Included is an introduction to the concepts of cancer biology. Prerequisite: BIO 419.

BIO 429 Developmental Biology (3 hours)

Designed for students in the biological and allied health fields to introduce the field of Developmental Biology. Topics include Principles of Development, Early Embryonic Development, Later Embryonic Development, and Ramifications of Developmental Biology. These topics range from Evolution of Developmental Patterns, Fertilization, and Differential Gene expression to Postembryonic Development. Prerequisite: BIO 304.

BIO 430 Medical Ethics and Legal Issues (3 hours)

Medical legal ethics studies, explores and examines in detail the history of ethics, the development of a personal ethical framework, the major ethical theorists, critical analysis techniques, current legal issues, science and ethics, privacy, and the electronic medium. Prerequisite: Senior status or instructor's permission. Prerequisites: BIO 310 or 312 or permission of instructor.

BIO 460 Internship (1-12 hours)

Approved work experience in a science-oriented environment. Prerequisite: Approval of advisor and Academic Dean.

BIO 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

BIO 495 Honors Project (4 hours)

Open to seniors by invitation only.

BIO 497 Biology Capstone (2 hours)

The capstone course emphasizes integration of skills and knowledge from all program tracts of the Biology Major providing the graduating Biology student with a unifying summation of concepts from across the biology major. Other areas to be emphasized in the biology capstone are development of critical thinking skills and professional mentoring of students. Prerequisites: open only to Biology majors and must be taken in the last semester of academic work prior to graduation. Students who complete this course are exempt from COE 401.

BUSINESS

BUS 111 Introduction to Business (3 hours)

Survey of business disciplines including economics, management, finance, accounting, marketing, and business law. Does not fulfill requirements for a major in Business Administration.

BUS 112 Personal Finance (3 hours)

An introduction course designed to enable the student to consider the factors that are involved in managing personal resources. Topics include budgeting, checking accounts, borrowing money, buying real and personal property, buying health and life insurance, and consumer information.

BUS 255 Microcomputer Applications (3 hours)

A course designed to introduce students to the world of microcomputer applications as it applies to the world of business. The concentration will be on familiarizing students with the different types of applications for businesses, both off the shelf and specialized. Same as CIS 255.

BUS 269 Financial Planning (3 hours)

Financial planning process and its applications.

BUS 301 Principles of Management (3 hours)

Introduction to fundamentals of business management. Includes organizational behavior, operations management, human resource management, and control systems in management. Topics include TQM and quality-based management. better.

BUS 302 Principles of Marketing (3 hours)

Marketing fundamentals for business and non-profit organizations. Includes product development, promotional activities, distribution, and pricing.

BUS 304 Business Finance (3 hours)

Long-term markets, securities, financial leverage, cost of capital, and topics related to financing a business enterprise. Prerequisites: BUS 301, 302, 310 and ACT 202 with a grade of C or better.

BUS 305 Labor Economics (3 hours)

Economic factors in social organizations, economic institutions, problems of labor and industry. Unions and social and economic institutions. Problems of management and worker. Same as ECO 305.

BUS 307 Management Information Systems (3 hours)

Organization and structure of management information systems: design and implementation of management information systems, evaluation of hardware and software requirements, and development of management information system policies.

BUS 308 Environmental Economics (3 hours)

An introduction to the economic analysis of environmental issues with consideration given to the particular "mode of production." Topics include the influence of politics and technology, the examination of environmental quality, and sustainable systems. A critique of political economy as it relates to environmental concerns will be formulated. Same as ECO 308.

BUS 310 Business Law I (3 hours)

Survey of the legal environment of business. The course includes constitutional law and the structure of the U.S. legal system; tort, criminal, contract, and administrative law. Topics in anti-trust law, international legal issues, consumer protection, and employment law.

BUS 311 Business Law II (3 hours)

The course includes coverage of the Uniform Commercial Code, business organizations, secured transactions, and negotiable instruments. Topics include international commercial transactions, legal obligations of corporate officers, rights of shareholders, and security interests.

BUS 313 International Business (3 hours)

Overview of the international environment of business including cultural, economic, political, and financial issues in the functional areas of business management, marketing, finance, accounting, etc. Examination of large and small businesses engaged in international business activities.

BUS 315 Consumer Behavior (3 hours)

Applications of contemporary behavioral sciences to problems of the consumer in the marketplace. Emphasis is placed on analyzing the decision-making process of the consumer as the ultimate buyer of products and services. Prerequisite: BUS 302 or permission of the instructor.

BUS 316 Organization Theory (3 hours)

An introduction to organization theory as it relates to structure, process, and change. The actual use of organizational design is introduced through case studies as well as reading and lecture. .

BUS 317 Organizational Behavior (3 hours)

This course provides conceptual understanding of various principles of management and organizational processes and the opportunity for skill-building in the areas of individual, interpersonal, and inter-group organizational behaviors. Topics covered include perception, group behavior, decision-making, motivation, leadership, and organizational design and change.

BUS 321 Managerial Accounting (3 hours)

Accounting from the professional manager's perspective; the use of management accounting as a control tool for management decisions; budgets, profit planning, cost controls, variable costing, and capital investment techniques; cash flow analyses. Prerequisites: BUS 301 and ACT 202 with a grade of C or better. Same as ACT 321.

BUS 325 Knowledge Management (3 hours)

Exploration and application of knowledge management concepts and principles. Same as CIS 325.

BUS 330 Business and Technical Writing (3 hours)

Basic writing skills applicable to business situations including proposals, feasibility studies, progress reports, statistical and research reports, technical descriptions, and manuals. Same as ENG 330. Students who earn a grade of C or better in this course are exempt from COE 401. Prerequisite: ENG 201.

BUS 339 Seminar in Entrepreneurship (3 hours)

This course provides structure for an applied entrepreneurial experience through Students in Free Enterprise (SIFE). Students apply concepts of business structure and operations to an outreach project. May be repeated for credit.

BUS 368 Fraud Examination (3 hours)

This course is designed to provide students with an in-depth look at fraud detection, prevention, investigation, management, and resolution in business environments. Same as ACT 368.

BUS 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisites: Junior standing, approval of advisor and Academic Dean.

BUS 411 Investments (3 hours)

Investment objectives, corporate securities, securities markets, market analysis, and portfolio theory. Prerequisites: ACT 202 and ECO 211.

BUS 412 Human Resource Management (3 hours)

Advanced course in the management of human resources. Includes human resource planning, job analysis and design, legal aspects of human resource management, compensation, selection, training and development, and safety. Prerequisite: BUS 301 with a grade of C or better.

BUS 413 Business Policy and Strategy (3 hours)

Capstone course for the Business Administration major; application of material from previous courses and additional focus on strategy. Prerequisites: BUS 301, 302, 304, 307, ACT 202. Senior standing is required.

BUS 416 Marketing Research (3 hours)

An introduction to the major areas of research in marketing. Attention given to problem definition, research design, information gathering, and data analysis to assist management with the decision-making process. Prerequisite: BUS 302.

BUS 417 Business Ethics and Society (3 hours)

An introduction to basic types of ethical theories and applications to decision-making. The course identifies moral issues involved in the management of specific problem areas of business. Examines the interactions between business and the larger social/political system in which it operates. Acquaints students with the social responsibilities of business activity.

BUS 418 Production and Operations Management (3 hours)

Linear programming, queuing theory, PERT/CPM, advanced control methods, and decision theory. Prerequisite: BUS 301 with a grade of C or better.

BUS 419 Advertising and Promotion (3 hours)

Advanced concepts in advertising and promotion management. Focus on

the development of the advertising campaign and its integration into the promotional effort. Prerequisite: BUS 302 with a grade of C or better.

BUS 460 Internship (1-12 hours)

Approved work experience in a business environment. Prerequisites: Consent of advisor, senior standing, major in Business Administration.

BUS 490 Special Topics (1-3 hours)

Selected topics from business will be explored in greater depths and from alternate perspectives as demanded by student/instructor interest or by changing business practices. Specific topics will vary by semester. Course may be repeated for credit. Prerequisite: Junior standing or consent of instructor.

BUS 495 Honors Project (4 hours)

Open to seniors by invitation only.

CHEMISTRY

CHE 100, 100L Concepts in Chemistry (3, 1 hours)

Concepts of chemistry including principles of scientific investigation, the states of matter, atomic structure and bonding, shapes of molecules, and an overview of chemical reactions. Additional selected topics of current interest. Does not count toward a major in chemistry. Laboratory. Does not count towards a major in chemistry. Laboratory and class must be taken concurrently unless one has been successfully completed.

CHE 106 Introduction to Chemistry (3 hours)

Introductory chemistry. Basic principles of chemistry with applications including physical and chemical properties, structure, and reactions of matter for beginners. Grade of C or above in CHE 106 required for admission to CHE 111.

CHE 111, 111L General Chemistry I (3, 1 hours)

Fundamental principles underlying various fields of chemistry including formulas and equations, thermochemistry, atomic and molecular structure. Laboratory and class must be taken concurrently unless one has been successfully completed. Prerequisite: CHE 106 with a grade of C or above or one year of high school chemistry with a minimum ACT Mathematics score of 18 or a minimum ACT score of 25 for students with no previous introduction to chemistry. Permission of the instructor may be granted in exceptional circumstances. Co-requisite: MTH 111 or exemption from MTH 111.

CHE 112, 112L General Chemistry II (3, 1, 1 hours)

Continuation of CHE 111. Topics include solutions, equilibrium, thermodynamics, kinetics, acids and bases, oxidation-reduction, and electrochemistry. Laboratory and class must be taken concurrently unless one has been successfully completed. Prerequisite: CHE 111. Only students who are repeating CHE 112 having previously earned a D or F and students who earned a D in CHE 111 are required to enroll concurrently in a 1-hour pass/fail recitation class (CHE 112D)

CHE 121, 121L Principles of Chemistry I (3, 1 hours)

Fundamental laws of chemistry including topics such as atomic and molecular structure, stoichiometry, chemical bonding, reaction equilibria, acids and bases, kinetics and nuclear chemistry. Laboratory and class must be taken concurrently unless one has been successfully completed. Prerequisite or Co-requisite: MTH 111 or above. CHE 121 does not fulfill prerequisite requirements for any upper division chemistry courses.

CHE 122, 122L Principles of Chemistry II (3, 1 hours)

Basics of organic and biological chemistry including topics such as the study of functional groups, amino acids, lipids, carbohydrates, nucleic acids, enzymes and biochemical pathways. Laboratory and class must be taken concurrently unless one has been successfully completed. Experimental techniques in organic and biochemistry comprise the lab component. Prerequisite: CHE 111 or 121. CHE 122 does not fulfill prerequisite requirements for any upper division chemistry courses.

CHE 215, 215L Environmental Chemistry (3, 1 hours)

General knowledge of biochemical and geochemical environmental cycles and the fate of chemicals in the environment. Laboratory and class must be taken concurrently unless one has been successfully completed. Prerequisite: CHE 106, 106L or a higher level chemistry.

CHE 291 Introduction to Chemical Research (2-8 hours)

Laboratory-based investigation with faculty guidance to afford learning experiences beyond the curriculum. Formal laboratory notebook, laboratory reports, and weekly research group meetings and discussion with chemistry faculty. Prerequisite: CHE 111, 111L and approval of instructor. May be repeated.

CHE 311, 311L Organic Chemistry I (3, 1 hours)

Introduction to the organic chemistry of aliphatic and aromatic compounds, correlating structural theory and reactivity using a mechanistic approach. Laboratory and class must be taken concurrently unless one has been successfully completed. Prerequisites: Grade of C or above in CHE 112, 112L

CHE 312, 312L Organic Chemistry II (3, 1 hours)

Continuation of CHE 311. Laboratory and class must be taken concurrently unless one has been successfully completed. Prerequisite: CHE 311.

CHE 320, 320L Analytical Chemistry (3, 1 hours)

Principles of gravimetric and volumetric analysis, techniques, and procedures. Physical methods of characterization and separation. Theory and practice of spectroscopic and chromatographic methods of chemical analysis. Laboratory is required and must be taken concurrently with the lecture. Prerequisites: Completion of CHE 111, 111L, 112, 112L with a grade of C or above.

CHE 330 Survey of Physical Chemistry (3 hours)

Principles of thermodynamics, kinetics, and quantum mechanics. Prerequisites: MTH 200 or 230, CHE 112.

CHE 391, 491 Research in Chemistry (1-2 hours)

A laboratory-based investigation of selected, original research problem, aiming toward presentation of the findings at some recognized scientific meeting or in some recognized scientific publication. Weekly research group meetings and discussions with the chemistry faculty. One to two hours each semester with a cumulative total towards the major not to exceed four hours. Laboratory. Prerequisite: 18 semester hours in chemistry, department approval.

CHE 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisite: Junior standing, approval of advisor and Academic Dean.

CHE 401 Survey of Pharmacology (3 hours)

Basic understanding of the principles of pharmacology to include knowledge of the general history and nature of drugs; absorption, distribution, metabolism, and elimination of drugs in the body; mechanisms of drug action; major drug categories and characteristics of prototypical drugs. Prerequisite: CHE 412 or permission of instructor.

CHE 412 Biochemistry (3 hours)

Fundamental study of the unifying biomolecules and features of living organisms including levels of organization, energy use, acid-base chemistry, amino acids and proteins, lipids, nucleic acids and genetic code. Prerequisite: CHE 311

**CHE 413, 413L Topics in Biochemistry and Physiology
(2-6 hours)**

Intensive introduction to various interrelated sub-disciplines of biochemistry and physiology. Choice of topics includes medicinal chemistry, chemistry-nutrition and health food products, pesticides and the environment. May include laboratory. Prerequisites: CHE 312. Same as BIO 413.

CHE 414 Topics in Analytical Chemistry (1-3 hours)

Advanced knowledge of a current area of chemistry and demonstrated ability to apply knowledge critically. Prerequisite: Grade of C or better in CHE 320.

CHE 422 Biochemistry II (3 hours)

Continuation of CHE 412 with more comprehensive study of metabolic and information pathways. Prerequisite: CHE 412.

CHE 430 Advanced Inorganic Chemistry (3 hours)

Advanced knowledge of atomic and molecular structure and bonding theories; descriptive chemistry of the elements; mechanism of inorganic reactions; application of modern techniques for characterization; and coordination and organometallic chemistry. Prerequisite: Grade of C or better in CHE 312, 312L.

CHE 431 Advanced Organic Chemistry (3 hours)

A review and extension of the facts and theories of organic chemistry with emphasis on mechanisms of reactions and stereochemistry. Prerequisite: CHE 312

CHE 460 Internship (1-12 hours)

Approved work experience in a science-oriented environment. Prerequisite: Approval of advisor and Academic Dean.

CHE 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond the courses in the curriculum. Topics for the course require approval of the Academic Dean.

CHE 495 Honors Project (4 hours)

Open to seniors by invitation only.

COLLEGE ORIENTATION EXPERIENCE

COE 102 College Orientation Experience (2 hours)

Opportunity for first-year liberal arts students to learn about themselves and adjust to college life. This course sets the groundwork for meeting educational goals in academic, social, physical, emotional, and spiritual dimensions. Topics include study skills, financial aid, library orientation, college catalog and curriculum, registration overview, campus life, and social issues. Training on computers and computer software. Pass/Fail Grade.

COE 250 S.T.A.R. Leadership (1 hour)

To provide leadership techniques for upper classmen as they assist entering freshmen with making the transition from high school to college. Pass/Fail grade. May be repeated for credit.

COE 401 Career Opportunity Experience (1 hour)

Opportunity to participate in actual interview processes for job/graduate school placement assistance and career contacts. Participation in seminars, workshops, and job fairs. Students who earn a grade of C or higher in BIO 497, BUS/ENG 330, or PSY 322 are exempt from COE 401. Students who major in Nursing or who minor in Professional Education are not required to complete this course. Prerequisite: Junior or Senior classification.

COMPUTER INFORMATION SYSTEMS

CIS 100 Introduction to Computers (3 hours)

Designed for students who wish to gain knowledge of computer uses, concepts, and terminology. The role of computers in business, education, and society is highlighted. Other topics include professional ethics, standards, hardware, software, and computer occupations.

CIS 101 Introduction to Operating Systems (3 hours)

Introduction to Windows Vista operating system. Introduction to the Windows/Vista operating environment. Topics include navigating the Vista interface, file organization and management, use of the Control Panel, OneNote, and Explorer. Back-up and system restoration procedures and installation of updates and service packs are also included.

CIS 245 Web I – Intro to Web Development (3 hours)

Designed to introduce students to the process of designing and developing basic web pages using current development language and platform.

CIS 255 Microcomputer Applications (3 hours)

A course designed to introduce students to the world of microcomputer applications as it applies to the world of business. The concentration will be on familiarizing students with the different types of applications for businesses, both off the shelf and specialized. Same as BUS 255.

CIS 256 Computer Programming I (3 hours)

A modern programming language is used to introduce students to the fundamentals of computer programming. Students will analyze computing problems, design and implement solutions for these problems. Topics include language syntax and semantics, program logic and methodologies. Prerequisite: MTH 111 or higher with a grade of "C" or above. Same as CSC 256.

CIS 307 Management Information Systems (3 hours)

Organization and structure of management information systems: design and implementation of management information systems, evaluation of hardware and software requirements, and development of management information system policies. Same as BUS 307.

CIS 325 Knowledge Management (3 hours)

Exploration and application of knowledge management concepts and principles. Same as BUS 325.

CIS 326 Information Technology (3 hours)

Study of technology integration in today's work environment. This course is designed to develop a solid foundation of computer knowledge and skills in word processing, spreadsheets, multiple presentation technologies, screen recordings, interactive white board, and simple Web design.

CIS 345 Web II – Developing Web-Based Applications (3 hours)

This course will provide students with the skills to design and develop database-enabled web applications. Prerequisites: CIS 245, junior standing.

CIS 349 Computer Hardware and Small Computer Systems (3 hours)

A course designed to introduce CIS students to the world of hardware as it applies to the world of business with concentration on defining user needs, procurement, life cycle, current and future technologies for business.

CIS 356 Computer Programming II (3 hours)

A continuation of CIS 256. Practice in using object oriented and event

driven programming models. Introduction to GUI programming. Prerequisite: CIS 256. Same as CSC 356.

CIS 370 Introduction to Computer Forensics (3 hours)

Introductory course to computer forensics. Topics will include various methods of gathering, processing, interpreting, and using digital evidence to provide a conclusive description of cyber crime activities suitable for inclusion in a criminal investigation. Same as CJS 370. Prerequisite: CIS 255 or permission of instructor.

CIS 382 Introduction to Systems Analysis (3 hours)

This course will introduce information systems students to the concepts and techniques used in structured systems analysis and design. This course provides a methodical approach to developing computer systems including systems planning, analysis, design, testing, implementation, and software maintenance.

CIS 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisites: Junior standing, approval of advisor and Academic Dean.

CIS 462 Database Design and Application Development (3 hours)

This course is designed to give the student experience in designing and developing database applications suitable for business environment. The course will focus on the microcomputer environment utilizing software such as Microsoft Access. Prerequisites: CIS 255. Same as CSC 462.

CIS 475 Management of Telecommunications (3 hours)

A course designed to introduce CIS students to the world of telecommunications as it applies to the world of business. The concentration will be on defining user needs, procurement, life cycle, current and future technologies for business.

CIS 477 Management of End User Computing (3 hours)

Capstone course for the CIS Major; application of material from previous courses and additional focus on the management of end user computing. A course designed to introduce CIS students to the principles involved in managing all components involved with End User Computing including software development and maintenance. Prerequisites: CIS 245, 307, 382, 462, 475, 6 hours programming language, and 3 hours CIS course numbered 300 or above.

CIS 479 Electronic Commerce (3 hours)

This course will address electronic commerce technology and strategies and the impact e-commerce will have on the fields of information systems and organizational strategies.

CIS 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for course require approval of Academic Dean.

COMPUTER SCIENCE

CSC 112 Engineering Graphics (3 hours)

Introductory engineering graphics using T-squares, triangles, etc. The course moves quickly into a CAD package. Topics include orthographic projections, section drawings, auxiliary projections, dimensioning, isometric drawings and assembly drawings. Class and lab meet weekly for a total of six hours. Laboratory. Same as GRA 112.

CSC 203 PASCAL (3 hours)

Primer programming course using PASCAL. NO prior computer experience required. Laboratory.

CSC 211 Computer Assisted Design (3 hours)

This course is a continuation and amplification of CSC/GRA 112. It includes topics in descriptive geometry involving points, lines, and planes by use of the auxiliary view method. The class and lab meet weekly for a total of four hours. Laboratory. Prerequisite: CSC/GRA 112. Same as GRA 211.

CSC 242 Programming in C (3 hours)

Introduction to programming in C++. This is a course in problem solving and algorithms using the computer language C++. It emphasizes good programming habits and building abstractions with C++ functions. Use of files and printing will also be included. Laboratory.

CSC 256 Computer Programming I (3 hours)

A modern programming language is used to introduce students to the fundamentals of computer programming. Students will analyze computing problems, design and implement solutions for these problems. Topics include language syntax and semantics, program logic and methodologies. Prerequisite: MTH 111 or higher with a grade of "C" or above. Same as CIS 256.

CSC 341 FORTRAN (3 hours)

Introductory course in the computer language FORTRAN, which is the computer language for mathematics. Topics include problem solving, variable types, decisions, and loops. Laboratory. Prerequisites: CSC 203, MTH 123.

CSC 342 Numerical Methods (3 hours)

Computer solutions to mathematical problems in areas of calculus, theory of equations, and matrices. Laboratory. Prerequisites: CSC 341, MTH 321. Same as MTH 342.

CSC 343 Applications in C (3 hours)

This is a continuation of CSC 242. Emphasis will be placed on designing applications programs in C++. Topics will include creating application shells and dialog layouts using dialog boxes, static text, and radio buttons. The course includes integrating mouse controls and adding graphics to the application. Laboratory. Recommended prerequisite: CSC 242.

CSC 356 Computer Programming II (3 hours)

A continuation of CIS 256. Practice in using object oriented and event driven programming models. Introduction to GUI programming. Prerequisite: CSC 256. Same as CIS 356.

CSC 360 Data Structures and Algorithms (3 hours)

Survey of advanced data structures (including lists, trees, and networks) and the design and analysis of algorithms used with such structures. Prerequisite: CSC 343 or CIS/CSC 356 or equivalent.

CSC 462 Database Design and Application Development (3 hours)

This course is designed to give the student experience in designing and developing database applications suitable for business environment. The course will focus on the microcomputer environment utilizing software such as Microsoft Access. Prerequisites: CIS 255. Same as CIS 462.

CSC 472 Computer Hardware (3 hours)

Digital electronics and robotics including bread boarding, digital circuits, truth tables, gating, decade counters, terminology, motors, algorithms, and applications. Laboratory. Prerequisite: CSC 204.

CSC 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

CSC 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum.
Prerequisite: Junior standing, approval of advisor and Academic Dean.

CRIMINAL JUSTICE STUDIES

CJS 210 Introduction to Criminal Justice Studies (3 hours)

This course is designed to provide students with an introductory experience in the study of criminal justice. The course will provide a survey of related topics to include: the nature of crime, law and criminal justice, policing and law enforcement, the courts, and corrections.

CJS 313 Ethics in Criminal Justice (3 hours)

Identifies and explores ethics and values in the criminal justice system, paying special attention to issues of social inequality. Discusses remedial strategies and behavior relating to unethical behavior from an individual and group perspective.

CJS 320 Introductions to Corrections (3 hours)

The history, current practices, and future directions of corrections.

CJS 350 Introduction to Law Enforcement (3 hours)

The development of U.S. policing, stressing the relationship of police to local politics and the effects of civil service, reform movements, and technological change.

CJS 370 Introduction to Computer Forensics (3 hours)

Introductory course to computer forensics. Topics will include various methods of gathering, processing, interpreting, and using digital evidence to provide a conclusive description of cyber crime activities suitable for inclusion in a criminal investigation. Same as CIS 370. Prerequisite: CIS 255 or permission of instructor.

CJS 372 Police Administration (3 hours)

An organizational management and systems approach to the study of police administration. Emphasizes the administration of various police functions, organizational structures, resources management, operational techniques, professional ethics, and leadership principles and their implications for generalized and specialized units.

CJS 389 Criminal Procedure I (3 hours)

Constitutional aspects of criminal procedures, including investigations, arrests, search and seizures, and pre-trial processes.

CJS 391 Criminal Procedure II (3 hours)

Constitutional aspects of criminal procedures, including trial rights, sentencing, and appeals (a continuation of Criminal Procedure I).

CJS 392 Criminal Investigations (3 hours)

Overview of general principles of forensic science, techniques, equipment, and methodologies as used in crime laboratories. Focus on finger print and firearm identification, trace evidence (hair, fiber, paint, glass), blood DNA evidence, forensic document examination, crime scene kits, and forensic microscopy.

CJS 400 Criminal Law (3 hours)

Theories and principles of the body of substantive criminal law. Covers the elements of the range of criminal offenses from violations to capital felonies. Prerequisites: CJS 210, junior class standing.

CJS 410 Criminal Evidence (3 hours)

Study of the presentation of proof in criminal trials. Designed to develop an understanding of the admissibility of testimonial, scientific, and demonstrative evidence in criminal trials including coverage of the Federal Rules of Evidence. Prerequisite: CJS 210, junior class standing.

CJS 411 Drugs and Crime (3 hours)

Explores the topic of drug use and abuse in contemporary life from a sociological and psychological perspective, with particular attention to the implications of drug taking behavior on society in general and the criminal justice system in particular.

CJS 412 Criminological Theory (3 hours)

The major theoretical explanations for crime and delinquency.

CJS420 Comparative Justice (3 hours)

A Survey of contemporary foreign criminal justice and differences emerging from various political, cultural and legal systems.

CJS 428 Victimology(3 hours)

Theories and history shaping the bio-psycho-social and environmental characteristics of crime and violent victimization are examined with em-

phasis on their intersection with issues of race, gender, class, ethnicity, and sexual orientation. Same as HUS 428.

CJS 432 Juvenile Justice (3 hours)

Theoretical foundations of delinquency causation. Historical tracing of the American juvenile justice system including the juvenile court and its jurisdiction. Police interaction with juveniles; treatment and correctional strategies for young offenders. Examination of prevention and treatment approaches.

CJS 440 Community Corrections (3 hours)

Focus is on probation, parole and other intermediate sanctions and community treatment options. Each is examined from both punishment and treatment model perspectives.

CJS 460 Internship (1-12 hours)

Approved work experience in a criminal justice environment. Prerequisites: Consent of Advisor, Instructor, Division Chair, and Academic Dean.

DEVELOPMENTAL

DEP 020 Pre-Algebra (3 hours)

Elementary mathematics concepts including whole numbers, fractions, mixed numbers, decimals, and percentages; algebraic concepts including polynomials, exponents, and irrational numbers; operations and application of these topics. Hours completed do not count toward graduation requirements. Grade of C or better is required before proceeding to MTH 021.

DEP 030 Reading Basics (3 hours)

Pre-threshold course in reading. Assessment of individual reading skills with a specific individual program to enhance reading level. Study of techniques for skimming, speed reading, developing accurate comprehension, and individualized time reading processes. A grade of C or better is required before proceeding to ENG 111. Hours completed do not count toward graduation requirement.

DEP 050 Academic Success Skills (1 hour)

Required of all students on Academic Probation. Pass/fail grade only. Hour completed does not count toward graduation requirement.

ECONOMICS

ECO 211 Principles of Macroeconomics (3 hours)

Macroeconomics; national income, gross national product, economic growth, consumption, savings, investments, cycles, and current problems.

ECO 212 Principles of Microeconomics (3 hours)

Microeconomics; market system, price theory costs, marginal theory, and the market mechanism.

ECO 305 Labor Economics (3 hours)

Economic factors in social organizations, economic institutions, problems of labor and industry. Unions as social and economic institutions. Problems of management and worker. Same as BUS 305.

ECO 308 Environmental Economics (3 hours)

An introduction to the economic analysis of environmental issues with consideration given to the particular "mode of production." Topics include the influence of politics and technology, the examination of environmental quality, and sustainable systems. A critique of political economy as it relates to environmental concerns will be formulated. Same as BUS 308.

ECO 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

ECO 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisite: Junior standing, approval of advisor and Academic Dean.

ENGLISH

ENG 010 Writing Basics (3 hours)

Pre-threshold course in writing. Basics of sentence structure and paragraph composition with emphasis on skill development. Focus on writing sentences and personal experience paragraphs. A grade of C or better is required before proceeding to ENG 101. Hours completed do not count toward graduation requirement.

ENG 015/016 ESL Skills Workshop I, II (3 hours)

Provides instruction on the basic ESL skills of reading, writing, speaking, and listening. Vocabulary building and cultural issues also are addressed. Prerequisite: TOEFL score of 99 or below on file or permission of instructor. ENG 016 is not required for students obtaining a grade of A or B in ENG 015.

ENG 101 Expository Writing (3 hours)

Threshold course in writing. Pre-writing, writing, and revising paragraphs, essays, and documented papers. Reading, discussing, and analyzing rhetorical models. A grade of C or better is required before proceeding to ENG 111. Prerequisites: A grade of C or better in ENG 010 or a minimum ACT sub score of 18 in English or permission of the instructor.

ENG 111 Writing about Literature (3 hours)

Reading, analyzing, and writing about a variety of literary genres including poetry, drama, the short story, and the novel. Research paper required. Prerequisite: ENG 101 with a grade of C or better or exemption.

ENG 131A-431A Bethel Beacon (1 hour)

Reporting, writing, editing, and layout work for the "Bethel Beacon" newspaper. May be repeated for credit. Pass/Fail grade only. Class standing at enrollment determines level.

ENG 201 Western Literature and the Arts I (3 hours)

Team-taught introduction to the elements of literature, painting, and music through lectures and workshops, followed by a survey of these arts in the Classical and Medieval periods of Western history, with attention to the philosophical climate of each period. Prerequisite: ENG 111.

ENG 202 Western Literature and the Arts II (3 hours)

Team-taught historic survey of arts of the Renaissance, Baroque, Neoclassic, Romantic, Realistic, and Modern periods, including literature, painting, sculpture, music, and film, presented as interrelated manifestations of human creativity. Prerequisite: ENG 111.

ENG 301 The English Language (3 hours)

Origin, development, and current status of the English language, including phonology, morphology, etymology, semantics, and structural & transformational grammar. Emphasis upon the history of the language, dialects, sentence structure, and standard usage. Prerequisite: HON 201 or ENG 201 or ENG 202.

ENG 305 Child and Adolescent Literature (3 hours)

Survey and analysis of nursery rhymes, contemporary children's books, adolescent literature, and cross-cultural works. Study of oral interpretation and illustration. Prerequisite: HON 201 or ENG 201 or ENG 202.

ENG 311 American Literature I (3 hours)

Analysis of the major literary movements, authors, and genres that shaped American literature from its beginnings to 1865. Includes Colonial, Revolutionary, and Romantic periods. Prerequisite: HON 201 or ENG 201 or Eng 202.

ENG 312 American Literature II (3 hours)

Analysis of the major literary movements, authors, and genres that shaped American literature from 1865 to 1945. Includes Realist, Naturalist, Regionalist, and Modernist periods. Prerequisite: HON 201 or ENG 201 or ENG 202.

ENG 313 American Literature III (3 hours)

Analysis of the major literary movements, authors, and genres that shaped American literature from 1945 to the present. Includes the study of post-modernist, contemporary, and ethnic literature. Prerequisite: HON 201 or ENG 201 or ENG 202.

ENG 315 Playwriting (3 hours)

Instruction in storytelling skills for writers using script format. Topics include various script forms, the basic components of scripts, and their implementation into dramatic format. Prerequisites: SAT 116, ENG 101, ENG 111. Same as SAT 315.

ENG 321 Shakespeare (3 hours)

Major tragedies, comedies, and histories, as well as selected narrative poetry and sonnets. Prerequisite: HON 201 or ENG 201 or ENG 202.

ENG 322 Introduction to Poetry (3 hours)

Study of poetry as a literary genre with special attention to forms, techniques, and examples from the ancient to the contemporary. Prerequisite: ENG 201 or 202.

ENG 324 Introduction to Fiction (3 hours)

Study of prose fiction as a literary genre with special attention to forms, techniques, and examples from the classic to the contemporary. Prerequisite: ENG 201 or 202.

ENG 330 Business and Technical Writing (3 hours)

Basic writing skills applicable to business situations including proposals, feasibility studies, progress reports, statistical and research reports; technical descriptions, and manuals. Students who earn a grade of "C" or higher are exempt from COE 401. Prerequisite: HON 201 or ENG 201 or ENG 202. Same as BUS 330.

ENG 334 Writing Non-Fiction (3 hours)

Emphasizes revision and editing of non-fiction, especially in the personal essay, journalistic forms, and the book review. Freelance submission encouraged. Extensive use of computers both for editing and to facilitate peer response. Prerequisite: HON 201 or ENG 201 or ENG 202.

ENG 337 Writing Fiction (3 hours)

Writing instruction in the short story, using various models for generating, drafting, and revising prose fiction. Prerequisite: ENG 111 or permission of instructor.

ENG 338 Writing Poetry (3 hours)

Writing instruction in poetry using various models for generating, drafting, and revising original poems. Prerequisite: ENG 111 or permission of instructor.

ENG 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum.

ENG 421 British Literature to 1700 (3 hours)

Works of outstanding British writers before the eighteenth century. Chaucer, Spenser, Milton included. Prerequisite: HON 201 or ENG 201 or ENG 202.

ENG 422 British Literature 1700-1830 (3 hours)

Surveys Neo-Classical and Romantic periods including works by Pope, Swift, and the major Romantic poets. Prerequisite: HON 201 or ENG 201 or ENG 202.

ENG 423 British Literature 1830-1901 (3 hours)

Survey of the fiction, non-fiction, and poetry of the period with emphasis on major figures such as Dickens, Elliot, Hardy, Tennyson, Browning, and Carlyle. Prerequisite: HON 201 or ENG 201 or ENG 202.

ENG 424 British Literature 1901 to Present (3 hours)

Survey of the fiction, poetry, and drama of the period with emphasis on major figures such as Yeats, Woolf, Joyce, Thomas, and Beckett. Prerequisite: HON 201 or ENG 201 or ENG 202.

ENG 460 Internship (1-12 hours)

Approved work experience requiring good use of the English language.

Prerequisites: 15 hours of English/writing courses, advisor approval, and junior standing. Group liability insurance required.

ENG 490 Special Topics (3 hours)

Possible topics include film study, the novel, journalism or other advanced writing, ethnic/regional literature, foreign literatures in translation. Prerequisite: HON 201 or ENG 201 or ENG 202.

ENG 495 Honors Project (4 hours)

Open to seniors by invitation only.

ENG 498 Senior Thesis (3 hours)

Writing a thesis on a topic related to the major or minor. Must be approved by both the academic advisor and the major or minor professor who supervises the thesis. Prerequisites: the student must be a senior English major with at least a 3.0 GPA in the major (and minor if thesis is on a topic in the minor); approval of both the academic advisor and supervising professor.

GRAPHICS

GRA 112 Engineering Graphics (3 hours)

Introductory engineering graphics using T-squares, triangles, etc. The course moves quickly into a CAD package. Topics include orthographic projections, section drawings, auxiliary projections, dimensioning, isometric drawings and assembly drawings. Class and lab meet weekly for a total of six hours. Laboratory. Same as CSC 112.

GRA 211 Computer Assisted Design (3 hours)

This course is a continuation and amplification of CSC/GRA 112. It includes topics in descriptive geometry involving points, lines, and planes by use of the auxiliary view method. The class and lab meet weekly for a total of four hours. Laboratory. Prerequisite: CSC/GRA 112. Same as CSC 211.

HEALTH

HEA 113 Drug Education (3 hours)

Physiochemical effects of drugs and alcohol on the nervous system; use and abuse; habilitation and addiction. Social, economic, and legal aspects of drug

and alcohol use are compared and contrasted. This course may substitute for HUS 203 but may not be taken for credit in addition to HUS 203.

HEA 201 Personal Health (3 hours)

Modern knowledge and developments in personal health which reflect fundamental biological facts and the psychological aspects of human behavior as they affect the health conduct of the individual. Emphasis is placed on one's self-responsibility for wellness in regard to areas such as stress, disease, sexuality, alcohol, and drugs.

HEA 211 Nutrition (3 hours)

Basic foundation concerning the combination of processes involved in food intake and utilization in relation to functional maintenance, growth, and renewal of body functions and exercise.

HEA 310 Stress Management (3 hours)

A study of stress and other related health topics and their effects upon human behavior. Examines stress, its effects, and how to deal with it from a conceptual and application basis. Related topics include job-related stress and burnout, smoking, obesity, hypertension, headaches, insomnia, type-A behavior, gastrointestinal disorders, cancer, and diabetes.

HEA 312 First Aid, Responding to Emergencies (2 hours)

Provides the citizen responder with the knowledge and skills necessary to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until professional help arrives. Meets the requirements for American Red Cross Certification and Adult CPR.

HEA 314 The School Health Program (3 hours)

School health curriculum. Health agencies, service standards, regulations, trends, and issues which influence school health policies. Recognizing and dealing with emotional distress, physical and sexual abuse, communicable diseases, and substance abuse. Appropriate health appraisal procedures and referrals. Safety in disaster and medical procedures for students who are medically fragile. Pupil, parent, teacher, and administrative responsibilities in making student health need a cooperative enterprise.

HEA 316 Positive Psychology (3 hours)

A scientific study of the promotion of psychological well-being. Topics will include: happiness, strengths and virtues, coping, resilience, intrinsic motivation, flow, spirituality and religiosity, interventions for well-being, psychoneuroimmunology, optimism, creativity, wisdom, and authenticity. Personal application exercises are required. Same as PSY 316. Prerequisite: PSY 111.

HEA 320 Human Anatomy (3 hours)

This course will focus on the structure of the systems of the human body, emphasizing those systems with direct and major roles in exercise performance, namely the muscular, skeletal, nervous, endocrine, cardiovascular, and respiratory systems. Same as PED 320. Prerequisite: BIO 200.

HEA 330 Prevention and Care of Athletic Injuries (3 hours)

Development of a basic understanding of the prevention, immediate care, treatment, and rehabilitation of athletic injuries. Taping lab included. Prerequisite: HEA 312 or BIO 309.

HEA 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisite: Junior standing, approval of advisor and Academic Dean.

HEA 460 Internship (1-12 hours)

Approved work experience in a health environment. Prerequisite: Consent of advisor and Academic Dean. Group health insurance required.

HEA 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

HEA 495 Honors Project (4 hours)

Open to seniors by invitation only.

HEALTH SCIENCE**(COLLEGE OF HEALTH SCIENCES)****HSC 421 Exercise Testing and Prescription (3 hours)**

This course consists of lecture and lab-based instruction where various techniques are taught and utilized to evaluate an individual's fitness level. Emphasis will be placed on exercise safety precautions for developing lifetime health and fitness habits, proper lifting techniques, and the scientific basis of recommending exercise programs. Concepts of exercise testing and prescription will follow the guidelines of the National Council of Strength & Fitness (NCSF), and upon successful completion of this course, students should be prepared to take the NCSF personal trainer certification exam. Prerequisite: HEA 211, PED 321, 322, and HEA/PED 320 or BIO 309, 310.

HISTORY

HIS 201 Human Culture I (3 hours)

World societies to 1500; nature of culture, origins of civilization, development and decline of civilizations, origins of the modern world.

HIS 205 Africa and the Americas (3 hours)

This course investigates Africa pre-contact, the development of slavery in the Caribbean, United States, South America, and Central America as well as its lasting impact into the 20th century on both Africa and the places where enslaved Africans were transplanted.

HIS 210 The United States Experience (3 hours)

This course is a comprehensive examination of American history from colonial settlements through the present day. Within this broad spectrum, students will learn the historical context for the Revolution and Constitution, the rise of market and middle-class culture, the background of the Civil War, the industrial era, war and depression in the 20th century, the Cold War, and American social and cultural changes from the 1950's to the 1970's.

HIS 211 History of the United States I (3 hours)

Survey of United States history to 1860; Colonial origins, colonial development, independence and revolution, evolution of American democracy and the seeds of disunion. Dual Enrollment Students Only.

HIS 212 History of the United States II (3 hours)

Survey of United States history since 1860; Civil War and Reconstruction, emergence of the United States as a world power, the quest for social and economic justice, economic growth and problems, the dilemma of leadership. Dual Enrollment Students Only.

HIS 215 Europe and the World (3 hours)

This course offers a survey of important themes and events in European and world history since the eighteenth century including: the modernization of Europe, the growth of European hegemony, patterns of uneven modernization in the non-Western world, the causes and impact of the First and Second World Wars, the Cold War in both Europe and the non-Western world, problems and developments in contemporary Europe, problems and developments in the contemporary non-Western world.

HIS 300 Historical Methods and Theory (3 hours)

This course introduces students to the study of history. The course focuses on analyzing sources, interpretive reading, the historical research process, and the study of historiography.

HIS 315 America in the Gilded Age and Progressive Era

(3 hours)

This course explores the Gilded Age and Progressive Era in American history from around 1880-1920. The course addresses American immigration, industrialism, the development of the West, race relations, and America's new international presence.

HIS 330 America in the 1960's: The Age of Rebellion (3 hours)

This course is a comprehensive look at the 1960's as the decade of rebellion against mainstream American culture and the social exclusion of people based on class, race, and gender. Topics will include: the Civil Rights Movement, the women's movement, political turmoil, forms of rebellion against middle-class norms, and the upheaval created by the American involvement in Vietnam. Prerequisite: One 200 level history course with a grade of "C" or above.

HIS 331 Vietnam: America's Longest War (3 hours)

This course is a comprehensive look at the Vietnam conflict. The class will evaluate the context and justification for American involvement in Vietnam and, more importantly, investigate how the war became both a Cold War stalemate and domestic controversy. Topics within the class will include: the erosion of American support, the growth of the anti-war movement, the military experience of soldiers, the civilian hardships of the war, and the American withdrawal.

HIS 351 Old South and Sectionalism (3 hours)

This course is a comprehensive look at the Old South as a distinctive region and the sectional controversy between North and South. Within these general topics, more focused topics will include: the establishment of planter elites; the growth of slavery as a labor system and its social and cultural nuances within the Old South context; the growth and ideology of the anti-slavery and abolitionism communities; and the arguments for and eventual secession.

HIS 355 The Civil War and Reconstruction (3 hours)

This class will analyze the process of secession which culminated in the nation's bloodiest war and end with the mingling of home and hatred during Reconstruction. Within these subjects, more focused attention is given to the various aspects of the Civil War: death on a mass scale; the soldier and civilian experience; the reality of war; the horrors of prison camps; and the eventual Southern surrender. In similar fashion, various aspects of the Reconstruction era will be examined; the politics of Reconstruction with Lincoln's death and the Radical's seizure of authority; and the social experiences in the New South with the Redeemers and the establishment and

solidarity behind Jim Crow. Prerequisite: 3 hours HIS 200 or above with a grade of C or higher.

HIS 370 African American History Survey (3 hours)

This course introduces students to the narrative of African American history beginning with the African slave trade and tracing the African American experience to the present day. The class deals with such topics as the making of American slavery, African American resistance, African American participation in American armed conflicts, and African American art and culture.

Prerequisite: One 200-level history course with a grade of "C" or above.

HIS 380 Caribbean History Survey (3 hours)

This course introduces students to the historical narrative of the Caribbean. The course explores the British Caribbean, Spanish Caribbean, and French Caribbean as well as relations between colonial powers and the Caribs that made these islands their homes before European arrival. The course spans from European contact through the twentieth century. Prerequisite: One 200-level history course with a grade of "C" or above.

HIS 385 Gender and Genocide in the 20th Century (3 hours)

This course employs gender as a tool of analysis to explore the processes, lived experiences, implications of, and responses to genocide in Europe, Asia, and Africa in the twentieth century.

HIS 392 War and Conflict in 20th Century Europe (3 hours)

This course examines major European armed conflicts in the 20th century to gain a greater understanding of their causes and worldwide implications.

HIS 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum.

Prerequisite: Junior standing, approval of advisor and Academic Dean.

HIS 422 Early American Republic 1790-1850 (3 hours)

This course examines the history of America from approximately 1790 to 1850. Early republic topics will include: the ideology of the American political systems and cultures; the Age of Jefferson and the Age of Jackson in political terms; the rise of the market revolution; western expansion; the emergence of a "middle" and "working" class culture; and the origins of the sectional debate. Prerequisite: HIS 210 with a grade of C or higher.

HIS 435 History of the American City (3 hours)

This course explores the history of the American city by utilizing one city per course offering as a case study. Students will examine the historical events of the city, examine its perception from both an insider and outsid-

er's perspective, become familiar with its geography, and produce a project engaging with the history of the case study. Prerequisite: 3 hours 200 level HIS with a grade of C or higher.

HIS 442 Women and Gender in America (3 hours)

This course explores how women and men have constructed their identities, work, politics, and personal relationships around time and place based notions about femininity and masculinity. Students will also examine how established and shifting gender identities and definitions have worked to help shape attitudes, ideas, and actions in America's past.

HIS 452 American Environmental History (3 hours)

This course is an introduction to the study of environmental history. Environmental history studies the changing relationship between the natural world and human culture across time. The course will examine the varied ways Americans have interacted with their natural environment in various locales and times throughout history. It will also explore how the natural world has affected the patterns of human society, hindering or enabling settlement, development, and expansion. Themes include: the interconnectedness of people and nature, ecological and social health of communities and the nation, and how humans have found ways to understand the physical world through cultural expressions.

HIS 460 Internship (1-12 hours)

Approved work experience in an environment which uses skills and knowledge of a liberal arts education. Prerequisites: Consent of advisor, senior standing.

HIS 470 Africa in the 20th Century (3 hours)

This course explores the history of Africa in the 20th century focusing on Africa's role in the world, the impact of European colonization, and popular portrayals of Africa in the media. Students will read widely on the region and explore primary source materials throughout the course. Prerequisite: 3 hours 200 level History with a grade of C or above.

HIS 480 History of the European Home Front in the 20th Century (3 hours)

This course focuses on the European experiences of World Wars I and II by investigating the ways that the wars shaped, altered, and impacted the lives of those who did not fight.

**HIS 485 Ethnic Minorities in 19th and 20th Centuries Europe
(3 hours)**

This course addresses what it means to be a minority in Europe. Focusing on the nineteenth and twentieth centuries, this course examines themes of citizenship, religious and ethnic rights, movements toward legal equality, racism, ethnic cleansing, immigration policies, and the ideas of secularism, diversity, and multiculturalism.

HIS 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

HIS 495 Honors Project (4 hours)

Open to seniors by invitation only.

HIS 497 Senior Thesis Research Seminar (3 hours)

This course aids in laying the foundation for the Senior Thesis by requiring students to choose a historical topic, produce a proposal, and master a field of secondary literature related to their Senior Thesis. Students will also examine readings related to the joys and challenges of historical research along the way. Prerequisite: A minimum of 12 hours HIS numbered 300 or above with a C average or above.

HIS 498 Senior Thesis (3 hours)

The student will investigate and report a topic emphasizing the use of original sources. Prerequisite: HIS 497, Senior standing, History major student.

HONORS

HON 101 Honors Colloquium I (4 hours)

Students will be introduced to Western and non-Western Civilization through the study of history, literature, philosophy, religion, and art. This course is the first in the four-semester sequence of Honors Colloquia designed to satisfy the history and English components of the Common Core. This course specifically satisfies the Common Core requirement of COE 101 and HIS 215. Any student earning a grade of "D" or "F" in HON 101 may repeat the course one time.

HON 102 Honors Colloquium II (4 hours)

Students will be introduced to the history, literature, religion, and philosophy of the United States of America through the study of primary and

secondary sources. This course is the second in the four-semester sequence of Honors Colloquia designed to satisfy the history and English components of the Common Core. This course specifically satisfies the Common Core requirement of HIS 210. Any student earning a "D" or "F" in HON 102 may repeat the course one time. Prerequisite: HON 101.

HON 201 Honors Colloquium III (4 hours)

Honor students will continue their humanistic studies with a topical course in various themes and modes of Literature. This course is the third in the four-semester sequence of Honors Colloquia designed to satisfy the history and English components of the Common Core. Prerequisite: HON 102.

HON 202 Honors Colloquium IV (4 hours)

Honor students will conclude their colloquia with the study of a variety of forms of individual and collective expression. This course is the fourth in the four-semester sequence of Honors Colloquia designed to satisfy the history and English components of the Common Core. Prerequisite: HON 201.

HON 391 Honors Mentoring Project (1 hour)

The goal of this course is to create a service learning project for Honors Program students which will increase community engagement and provide avenues for personal development. A service learning project is designed to meet a community need while also providing an opportunity for a significant learning experience to occur. Credit is awarded on a pass/fail basis. May not be repeated for credit. Prerequisites: HON 102 and permission of the Honors Program Director. Orientation and background screening may also be required.

HON 395 Honors Research Prep Seminar (1 hour)

This course prepares Honors Program students for their Honors Research Project by requiring each student to submit a research proposal that will be undertaken during the senior year. Honors program students must take this course in the spring semester of their junior year. Prerequisite: HON 202.

HON 399, 499 Individual Study (1 hour)

The Honors Program Individual Study is designed to enrich the content of a junior or senior level course in which the student is enrolled. Each Individual Study will satisfy one Honors Program Special Topics requirement. Using a standard contract available from the Honors Program Director, the student and the faculty member will agree upon additional work worth one credit hour that supplements the course in which the student is enrolled. All contracts must be completed within the first week of classes and are subject to approval by the Honors Program Director. May be repeated for credit. Prerequisites: HON 101, 102.

HON 490 Honors Special Topics (1 hour)

Honors seminars will expose students to topics in a variety of disciplines. With the instruction of specialized faculty, students will be encouraged to use their analytical skills to solve problems in the natural and social sciences, business, and the humanities. May be repeated for credit. Prerequisite: HON 202.

HON 495 Honors Project (4 hours)

Students must have the approval of the faculty advisor in the appropriate discipline and the Honors Program Director before enrollment in this course. Prerequisite: HON 395.

HUMAN SERVICES**HUS 203 Alcohol, Drugs and Society (3 hours)**

This course is designed to explore various aspects of alcohol and other drug use and abuse including: individual and societal interventions, social, familial, and individual influences and consequences, interfaces of use and criminal justice system, and basic mechanisms of substance action. This course may substitute for HEA 113 but may not be taken for credit in addition to HEA 113. Prerequisite: PSY 111 or SOC 111 or permission of instructor.

HUS 213 Social Issues in the Community and World (3 hours)

An opportunity to critically examine a variety of current social issues facing the individual, the community, and the world. Causes, development, and particular emphasis on alternative/policy solutions. Same as SOC 213.

HUS 216 Introduction to Human Services (3 hours)

Preparing future professional service providers and managers with the philosophy, values, languages, history, problems, and broad scope of the human service field. Exposure to various human service agencies and current policies presented to provide an understanding of human behavior and the social environment, community resources, and process of human services. Prerequisite: SOC 111.

HUS 320 Race/Ethnic Relations (3 hours)

Sociological study featuring ethnological characteristics and intergroup relationships of the dominant and subordinate ethnic groups that form American communities. Urban and rural communities examined as social systems with specific functions and interaction dynamics. Prerequisite: SOC 111. Same as SOC 320.

HUS 323 Legal and Ethical Issues (3 hours)

This course is designed to prepare students for the application of ethical and legal practice to the human services field. It will provide the learner with the opportunity to explore their personal values in relation to ethical and legal expectations, thoroughly understand ethical and legal standards of the profession, and apply their knowledge to presented ethical dilemmas.

HUS 330 Research Methods (3 hours)

Introduction and examination of the strategies and methods of social science inquiry. Presented will be: problem formation and hypothesis research design, data collection, basic analysis and interpretation, reporting, and utilization of research and ethics. Experience in designing and conducting research projects. Prerequisites/Co-requisites: PSY 111, MTH 111, and MTH 202 or PSY 313.

HUS 331 Practice Intervention (3 hours)

Exposure to various human service professionals, agencies, and client populations through experiential field learning opportunities. Presents knowledge base of the roles, tasks, and methods of human service professionals. Included will be assessing, planning, interviewing, and recording techniques. Explores worker-client relationships, the helping process, and allows students to develop practical methods of application for administration and direct client care. Prerequisites: HUS 216, junior class standing.

HUS 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisite: Junior standing, approval of advisor and Academic Dean.

HUS 418 Administration, Policy, and Advocacy (3 hours)

This course is designed to prepare the learner with fundamental knowledge and competencies to be successful in managerial and administrative roles in the human service profession. Additionally, topics and skills related to program and policy development and community and individual advocacy will be explored and developed.

HUS 420 Human Behavior in Social Environment (3 hours)

Exploration of how individuals are influenced by the social environment. The formation of behavior of individuals, interpersonal relationships, and groups observed for the purpose of developing the ability to explain and analyze social systems. Opportunity to integrate and apply knowledge to the human service practices. Topics to include: social perception, interaction, influence, and application. Prerequisites: SOC 111, PSY 111, 211. Same as PSY 420.

HUS 424 Interventions with Children and Families (3 hours)

This course is designed to prepare students to understand, assess, and assist children and families. This course will provide students with an in-depth analysis of families, family dynamics, the family life cycle, and particularly, the roles and development of children within the family system. Specific interventions to address and enhance family and family member functioning will be addressed along with methods that help ameliorate the special challenges that families may encounter.

HUS 426 Delivery to Targeted Populations (3 hours)

This course is designed to prepare students to understand, assess, and provide services to a variety of client populations including individuals with substance use/abuse/dependence and/or major mental illness. It will focus on various methods of assessment, intervention, and access to appropriate support systems and resources to assist targeted client populations.

HUS 428 Victimology (3 hours)

Theories and history shaping the bio-psycho-social environmental characteristics of crime and violent victimization are examined with emphasis on their intersection with issues of race, gender, class, ethnicity, and sexual orientation. Same as CJS 428.

HUS 460 Internship (1-12 hours)

The capstone experience for human service majors in which student is placed in an agency, company, organization, or legislative setting which provides an opportunity to assume a professional role to build skills and expand expertise.

HUS 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

HUS 495 Honors Project (3 hours)

Open to seniors by invitation only. In-depth study of a subject of interest beyond courses in the curriculum. Prerequisites: Junior standing, approval of advisor and Academic Dean.

HUS 299, 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Requires approval of the instructor, advisor, and Academic Dean.

MATHEMATICS

MTH 021 Elementary Algebra (3 hours)

Real numbers, algebraic concepts, linear equations and inequalities, factoring, operations on polynomials, rational expressions and equations, graphing linear functions, simple roots, and quadratic equations. Hours completed do not count toward graduation requirement. A grade of C or better is required before proceeding to MTH 105.

MTH 105 Basic College Algebra (3 hours)

A course to prepare students for MTH 111 or MTH 112. Real numbers, polynomials, rational expressions, exponents and radicals, linear equations and in equations, absolute values, complex numbers, rational equations, solution of quadratic equations by factoring and the quadratic formula, and linear functions, systems of linear equations, simple graphing techniques. Hours completed may be used only as elective credits toward graduation. A grade of C or better is required before proceeding to MTH 111 or MTH 112. Prerequisite: ACT mathematics score of at least 16 or MTH 021 with a grade of C or better or permission of instructor.

MTH 111 College Algebra (3 hours)

The function concept, factoring, rational equations, inequalities and equations, mathematical induction, the binomial theorem, sequences, exponential and logarithmic functions, complex numbers, and theory of equations. Prerequisite: A score of 20 or more on the ACT in Mathematics or MTH 105 with a grade of C or better, or exemption.

MTH 112 Finite Mathematics (3 hours)

Quantitative methods used in business management, topics in algebra including exponential and logarithmic functions, elementary mathematics of finance, systems of linear equations, matrices, linear programming. Will not count toward a Math major or minor. Prerequisite: A score of 20 or more on the ACT in Mathematics, MTH 105 with a grade of C or better, or exemption.

MTH 113 Mathematics For Humanities (3 hours)

A survey of mathematics for non-science majors. Topics include basic set theory and logic, applications of algebra and geometry, the mathematics of personal finance. Will not count towards a mathematics major or minor. Credit cannot be given for both MTH 112 and MTH 113.

MTH 120 College Algebra with Precalculus (3 hours)

Algebra course designed for students who plan to take calculus covering linear, quadratic, polynomial, radical, and exponential equations, graphing and

evaluating various functions. Introduction to the polar coordinate system, right triangle trigonometry, base trigonometric functions and their graphs, fundamental trigonometric identities, and the Laws of Sines and Cosines. Prerequisites: minimum of MTH 105 with a grade C or above or a minimum score of 20 on the ACT.

MTH 123 Pre-Calculus (3 hours)

Elementary functions including polynomial, rational, exponential, logarithmic, and trigonometric. Inverse functions, composite functions, complex numbers, vectors, and applications. Prerequisite: A score of 23 or more on the ACT in Mathematics or MTH 111 with a grade of C or better or exemption.

MTH 200 Applied Calculus (3 hours)

Elementary differential and integral calculus with applications in management and biological science; not open to students with credits in MTH 230 or 231. Prerequisite: A score of 23 or more on the ACT in Mathematics or MTH 111 or MTH 112 with a grade of C or better or exemption.

MTH 202 Introduction to Statistics (3 hours)

Frequency distributions, probability, elementary statistical techniques, analysis and interpretation of data. May not be taken for major or minor mathematics credit. Prerequisite: MTH 111 or MTH 112 with a grade of C or better, or exemption.

MTH 230 Calculus I (4 hours)

Review of equations and inequalities. Elementary functions, their graphs, and their derivatives. Inverse functions, Limits derivatives, applications of derivatives, continuity. Prerequisites: MTH 123, or two years of high school algebra and a semester of trigonometry.

MTH 231 Calculus II (4 hours)

The integral, integration techniques, integration of the elementary functions including exponential, logarithms, trigonometric and inverse trigonometric; differentials, improper integrals, and series. Prerequisite: MTH 230.

MTH 232 Calculus III (4 hours)

Vectors, vector valued functions, functions of several variables, gradients, multiple integrals, line, and surface integrals. Prerequisite: MTH 231.

MTH 301 Multivariate Calculus (3 hours)

A study of vector-valued functions, function of several variables, differentials, gradients, multiple integrals, line and surface integrals, Stokes Theorem, and Green's Theorem. Prerequisite: MTH 232.

MTH 311 Abstract Algebra I (3 hours)

Mappings, equivalence relations, groups, rings, integral domains, number fields, and polynomials. Prerequisite: MTH 320.

MTH 320 Discrete Mathematics (3 hours)

Order relations, set algebra, Boolean algebra, functions as single value relation. Propositional logic and truth functions. Graphs and trees with applications in computer science. Prerequisite: MTH 231 or permission of instructor.

MTH 321 Linear Algebra (3 hours)

Vector spaces, matrices, determinants, systems of equations, linear transformations, eigen values and eigen vectors. Prerequisite: MTH 232.

MTH 335 Non-Euclidean Geometry (3 hours)

Review of Euclidean plane geometry with special emphasis given Euclid's fifth postulate; hyperbolic geometry, elliptic geometry. Prerequisites: MTH 232 and one year of high school geometry.

MTH 341 Differential Equations (4 hours)

Equations of first and second order, linear equations of higher order, operators, variation of parameters, Laplace transforms, applications. Prerequisite: MTH 232.

MTH 342 Numerical Methods (3 hours)

Computer solutions to mathematical problems in areas of calculus, theory of equations, and matrices. Laboratory. Prerequisite: CSC 341 and MTH 321. Same as CSC 342.

MTH 350 Probability and Statistics I (3 hours)

Discrete and continuous probability spaces, statistical independence, distributions, discrete and continuous random variables, expectations, and moment generating functions of probability distributions. Prerequisite: MTH 231.

MTH 351 Probability and Statistics II (3 hours)

Estimation of parameters, confidence intervals, hypothesis testing with applications, regression and correlation, Bayesian estimation. Prerequisite: MTH 350.

MTH 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisite: Junior standing, approval of advisor and Academic Dean.

MTH 411 Advanced Calculus I (3 hours)

Topics of an advanced nature selected from the differential and integral calculus. Real number system, sequences, continuity, uniform continuity, series and residues. Prerequisite: MTH 320.

MTH 412 Advanced Calculus II (3 hours)

Continuation of Math 411. Prerequisite: MTH 411.

MTH 421 Introduction to Topology (3 hours)

Topology of real line, metric spaces, continuous functions, homeomorphisms, topological invariants. Prerequisite: MTH 320.

MTH 460 Internship (1-12 hours)

Approved work experience requiring mathematics background. Prerequisites: Consent of advisor, senior standing.

MTH 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

MTH 495 Honors Project (4 hours)

Open to seniors by invitation only.

MUSIC

MUP 106-406 Guitar Ensemble (1 hour)

Small guitar groups organized for instruction in playing music for more than one guitar as well as for playing guitar duets and trios. Meets twice weekly.

MUP 108-408 Applied Brass (1-2 hours)

Private lessons: One-half hour lesson for 1 hour credit; 1 hour less for 2 hours credit. May be repeated for credit.

MUP 111-411 Bethel University Singers (1 hour)

Touring vocal ensemble with admittance by audition and permission of instructor. May be repeated for credit. Class standing at enrollment determines level.

MUP 112A-412A Marching Band (1 hour)

Admission by Audition. Weekly rehearsals culminate in public performances of selections from Marching Band repertoire. May be repeated for credit.

MUP 113A-413A Symphonic Band (1 hour)

Admission by Audition. Weekly rehearsals culminate in public performances of selections from Wind Band repertoire in a concert setting. May be repeated for credit.

MUP 113-413 Music Theatre Chorus (1 hour)

Choral ensemble for musicals and operettas. Open to all students and the community. May be repeated for credit. Class standing at enrollment determines level.

MUP 114-414 Applied Organ (1-2 hours)

Private lessons: One-half hour lesson for 1 hour credit; 1 hour less for 2 hours credit. May be repeated for credit. Class standing at enrollment determines level. Prerequisite: Piano proficiency equivalent to exit level for MUS 252.

MUP 115-415 Applied Piano/Harpsichord (1-2 hours)

Private lessons: half-hour lesson for 1 hour credit; 1 hour lesson for 2 hours credit. May be repeated for credit. Class standing at enrollment determines level. Prerequisite: Piano proficiency equivalent to exit level for MUS 252

MUP 116-416 Applied Voice (1-2 hours)

Private lessons: One-half hour lesson for 1 hour credit; 1 hour less for 2 hours credit. May be repeated for credit. Class standing at enrollment determines level. Prerequisite: MUS 161.

MUP 117-417 Applied Guitar (1-2 hours)

Private lessons: One-half hour lesson for 1 hour credit; 1 hour less for 2 hours credit. May be repeated for credit. Class standing at enrollment determines level. Prerequisite: MUS 161.

MUP 118-418 Applied Woodwinds (1-2 hours)

Private lessons: One-half hour lesson for 1 hour credit; 1 hour less for 2 hours credit. May be repeated for credit.

MUP 119-419 Chamber Ensemble (1 hour)

Performance of literature for various combinations of voices and/or instruments composed specifically for smaller groups. Meets twice weekly

MUP 123-423 Hand bell Choir (1 hour)

Admission by audition. The choir will ring literature for 3-5 octaves of English hand bells, learning and using various ringing and damping techniques as well as special effects. The Hand bell Choir will perform in churches, schools, and at least once per semester on campus. Rehearsals are held three times weekly.

MUP 124-424 Applied Percussion (1-2 hours)

Private lessons: One-half hour lesson for 1 hour credit; 1 hour less for 2 hours credit. May be repeated for credit.

MUP 133-433 Applied Strings (1-2 hours)

Private lessons: One-half hour lesson for 1 hour credit; 1 hour lesson for 2 hours credit. May be repeated for credit.

MUP 139-439 Wind Ensemble (1 hour)

Admission by audition. Weekly rehearsals culminate in public performances of selections from Wind Band repertoire in a concert setting. May be repeated for credit. Prerequisite: Successful audition and/or interview with instructor.

MUS 010 Recital Hour (0 hours)

Required for all music majors. Students must attend all student and faculty recitals and perform in recital hour at least once each semester when enrolled in applied music for credit.

MUS 101 Music Fundamentals (3 hours)

Basic introduction to the elements of music. Includes the staff, clefs, rhythms, key signatures, scales, and chords. Introduction to sight-singing, ear training, and keyboard skills. Designed for non-music majors and for music majors or minors with little or no background in music.

MUS 102 Singers' Diction (3 hours)

An introduction to international phonetic alphabet symbols as they apply to pronunciation for singing. An introduction to pronunciation and application rules for singing in Italian, French, German, and Church Latin.

MUS 121 Music Theory I (3 hours)

Survey of foundational concepts in music theory; melodic, rhythmic, and harmonic materials; musical structure and form; basic counterpoint and analysis. Prerequisite: MUS 101 or score of 60% or higher on proficiency exam administered first day of class. Proficiency exam includes note-reading, major and minor scales, rhythms, and triad recognition.

MUS 121L Music Theory I Lab (1 hour)

Practical application of MUS 121: sight-singing using solfege, recognizing and singing intervals, reading rhythms, recognizing triads. Usage of Practica Musica software.

MUS 122 Music Theory II (3 hours)

Continuation of MUS 121. Fundamental concepts in music theory examined in detail; melodic, rhythmic, and harmonic materials; musical structure and form; contrapuntal composition and analysis. Prerequisite: MUS 121, 121L.

MUS 122L Music Theory II Lab (1 hour)

Practical application of MUS 122: advanced sight-singing using solfege, melodic dictation, reading rhythms including syncopation, recognizing seventh chords. Use of Practica Musica software.

MUS 151 Class Piano I (1 hour)

Piano skills for beginners taught in a group setting.

MUS 152 Class Piano II (1 hour)

Continuation of MUS 151. Prerequisite: MUS 151 or exemption.

MUS 161 Class Voice (1 hour)

Basic principles of vocal technique, diction, preparation of vocal literature and public performance; taught in a group setting.

MUS 171 Class Guitar (1 hour)

Guitar skills for beginners taught in a group setting.

MUS 201 Music Appreciation (3 hours)

Listening skills, descriptive musical vocabulary, and selected works of the cultural tradition of the Western World.

MUS 221 Music Theory III (3 hours)

Advanced harmony and preliminary analysis.

MUS 226 Brass Methods (1 hour)

The course presents fundamentals of playing and teaching brass instruments. Course content focuses on cultivating students' proficiency with brass instruments as well as developing their ability to evaluate and teach basic principles of brass playing. Prerequisite: MUS 121.

MUS 227 Percussion Methods (1 hour)

The course presents fundamentals of playing and teaching percussion instruments. Course content focuses on cultivating students' proficiency with percussion instruments as well as developing their ability to evaluate and teach basic principles of percussion playing. Prerequisite: MUS 121.

MUS 228 String Methods (1 hour)

The course presents fundamentals of playing and teaching the violin, viola, cello, and bass. Course content focuses on cultivating students' proficiency with string instruments as well as developing their ability to evaluate and teach basic principles of string playing. Prerequisite: MUS 121.

MUS 229 Woodwind Methods (1 hour)

This course presents fundamentals of playing and teaching woodwind instruments. Course content focuses on cultivating students' proficiency with woodwind instruments as well as developing their ability to evaluate and teach basic principles of woodwind playing. Prerequisite: MUS 121.

MUS 230 Foundations in Church Music (3 hours)

An introduction to Biblical, theological, and philosophical foundations for music ministry, including studies in historical and contemporary Christian worship and such practical aspects as time management, staff relations, budgeting, and training of volunteer leaders in the church music program. Field observation (30 hours) in a local church music program will be required.

MUS 235 Survey of Music Literature (3 hours)

Introduction to the historical styles of music through listening and score-reading. The student will build a working knowledge of a basic music repertory through listening and score study. Attendance at and review of several music performances will be required. Prerequisite: MUS 122, 122L.

MUS 238 Survey of the Music Industry (3 hours)

The course will explore the history, procedures, structure, standard practices, ethical issues, and technologies involved with all facets of the business of music. Students will observe various careers within these facets of the industry.

MUS 240 Introduction to Recording Technologies I (3 hours)

An introduction to the basic principles of sound and how audio can be captured and manipulated utilizing current recording technology. Theory will be discussed, as it pertains to the understanding of what makes a good recording. Concepts include signal flow, microphone selection and placement, signal processing, and mixing. The student will be able to render a

multi-track recording employing all the above concepts to demonstrate a solid knowledge of basic recording fundamentals.

MUS 241 Introduction to Recording Technologies II (3 hours)

An introduction to advanced principles of sound and how audio can be captured and manipulated utilizing current recording technology. Theory will be discussed, as it pertains to the understanding of what makes a good recording. Concepts include signal flow, microphone selection and placement, signal processing, and mixing. The student will be able to render a multi-track recording, from concept to completion, employing all the above concepts to demonstrate a solid knowledge of recording fundamentals.

Prerequisite: MUS 240.

MUS 242 Live Sound Engineering (3 hours)

Basic principles of sound reinforcement and how audio can be manipulated utilizing current live sound technology. Theory will be discussed as it pertains to the understanding of what makes a good production. Concepts include signal flow, microphone selection and placement, signal processing, and mixing. The student will be able to render a multi-channel mix for live production, from concept to completion, employing all the above concepts to demonstrate a solid knowledge of sound reinforcement fundamentals.

Prerequisite: MUS 240.

MUS 243 Concert Stage and Lighting Design (3 hours)

Basic stage lighting design, moving from design concept to implementation. Understanding and using current stage and lighting technology used in the music industry.

MUS 251 Class Piano III (1 hour)

Piano skills for advanced beginners taught in a group setting. Prerequisite: MUS 152 or exemption.

MUS 252 Class Piano IV (1 hour)

Continuation of MUS 251. Prerequisite: MUS 251 or exemption.

MUS 301 Music History I (3 hours)

History of music from the ancient Greeks to the Baroque era. Prerequisites: MUS 122, 122L.

MUS 302 Music History II (3 hours)

History of music from the Classical era to the present. Prerequisite: MUS 301.

MUS 303 Musical Analysis (3 hours)

Principles of advanced harmony, counterpoint, and form as revealed in analysis of musical scores. Prerequisite: MUS 122, 122L.

MUS 304B Conducting (2 hours)

Physical conducting techniques, rehearsal procedures, programming, and fundamentals of choral and instrumental scores. Prerequisites: MUS 122, 122L.

MUS 305B Advanced Conducting (2 hours)

A continuation of MUS 304 with an emphasis on applying the grammar of conducting to a choral-instrumental setting, including methods for addressing fundamental vocal technique, diction, blend, balance, intonation, choral sight reading, musicianship and solving complex musical problems in the context of choral-orchestral rehearsal. The student will engage in extensive score analysis of choral and instrumental rehearsal techniques but will focus on gaining increasing proficiency in conducting skills necessary for clear communication with the choir and orchestra.

MUS 321 Music for Worship (3 hours)

Survey of the history and practice of both worship and music used in worship services. Emphasis will be given to all forms of worship and musical styles as well as effective worship planning using these various styles.

MUS 325 Orchestration (3 hours)

A study of the individual characteristics of the various instruments of the modern orchestra. The arrangement for orchestra and band of original or standard compositions and arrangements for ensemble groups. Preparation of orchestral, band, and choral ensemble scores. Calligraphy; music copy and layout; reproduction processes; copyright law. Prerequisites: MUS 122, 122L.

MUS 330 Music Publishing (3 hours)

This course provides a focused overview of the music publishing industry including: the history of music publishing, functions of music publishing, music publishing and sub publishing agreements, and how these components operate within the industry thorough various venues such as recorded music, print music, television, motion pictures, Broadway musical, internet, and new media outlets.

MUS 331 Popular Music History (3 hours)

Historical analysis of music industry trends and developments since 1890.

MUS 332 Touring and Merchandising (3 hours)

This course explores the development, organization, and execution of tours, shows, and live events. Students will identify the roles and responsibilities involved for a successful outcome of an event including the design and merchandising of tour-related merchandise. Students will observe various careers within touring and merchandising.

MUS 333 Principles of Mixing (3 hours)

An introduction to advanced principles of mixing. Theory will be discussed and practiced as it pertains to the understanding of what makes a good recording. Concepts include signal flow, microphone selection and placement, signal processing and mixing, and live recording. The student will be able to render a multi-track recording, from concept to completion, employing all the above concepts to demonstrate a solid knowledge of recording fundamentals with heavy emphasis on mixing. Prerequisites: MUS 241.

MUS 334 Principles of Mastering (3 hours)

The purpose of this course is to introduce advanced principles of mixing/mastering. Theory will be discussed and practiced as it pertains to the understanding of what makes a good recording. Concepts include signal processing and mixing/mastering. The student will be able to render a multi-track recording, from concept to completion, employing all the above concepts to demonstrate a solid knowledge of recording fundamentals with heavy emphasis on mixing/mastering and final CD ready for mass production. Prerequisite: MUS 333.

MUS 335 Leadership and Music Management (3 hours)

This course considers multiple facets of leadership. Students will explore the theories, characteristics, and styles of leadership. Additionally, students will examine the functions of management including developing, planning, implementing, and controlling using various decision-making skills. Students will employ critical thought and assessment of their leadership and management skills and characteristics. Students will create an action plan for personal development.

MUS 336 Introduction to Midi (3 hours)

Course introduces students to the Musical Instrument Digital Interface (MIDI) sequencing using computer software and keyboard synthesizers. Students learn concepts, basic theory and techniques, and the application of MIDI technology to the production of music. Hands-on projects are completed using MIDI keyboard synthesizers and sequencer software. Prerequisite: MUS 241.

MUS 337 Audio for Media (3 hours)

an introduction to the use of music and sound in different media applications. The student will be able to create, manipulate, and add sound effects and music tracks to a time-line presentation in various media types including film and radio. Prerequisite: MUS 336.

MUS 346 Elementary Music Methods (3 hours)

Music curriculum for the elementary school. Includes study of current methods and materials, planning for music instruction, and presentation of music lessons to elementary school children. Prerequisite: MUS 122, 122L.

MUS 380 Junior Recital (1 hour)

This major assignment is a presentation of music after concentrated preparation and is graded by music faculty.

MUS 381 Junior Project (1 hour)

Project topic will demonstrate junior-level competency. Projects require the preparation of a prospectus and approval from the student's major professor and a project committee. Prerequisite: Faculty approval.

MUS 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisites: Junior standing, approval of advisor and Academic Dean.

MUS 401 Church Music (3 hours)

Music in worship, Christian education, and the life of the church with particular emphasis on the hymn and the planning of worship services. Same as REL 401.

MUS 407 Music Skills and Activities for Life (3 hours)

Basic fundamentals of music: note reading, listening, singing, keyboard, instruments, movement, and conducting. Age-appropriate development of musical concepts and musicianship. Recreational and aesthetic aspects of music. Student-led class activities to demonstrate personal skills and leadership of group experiences in music.

MUS 409 Church Music Education (3 hours)

Methods and materials for teaching music in grades K-6. Includes demonstration and observation of teaching at this level. Designed primarily for the non-music major; this course involves study of a well-balanced program of singing, listening, rhythmic, creative, and instrumental activities.

MUS 425 Practice of Church Music (3 hours)

Organizing and leading the comprehensive church music ministry. Topics include pre-school/children's choir organization and leadership, instrumental music ministry, scheduling and promotion, and integrating the music ministry with other Christian educational programs in the church.

MUS 430 Special Studies in Music (3 hours)

Possible topics include song and opera literature, choral literature, keyboard literature. Prerequisite: MUS 122, 122L.

MUS 435 Pedagogy (3 hours)

A course of instruction for applied music in the area of voice, organ, piano, or guitar. Examines concepts of teaching, professional practice methods, resource materials, and ethical considerations for private instruction. Prerequisite: Junior standing in applied music or permission of instructor.

MUS 436 Teaching Music in Secondary School (3 hours)

Curriculum planning, teaching and evaluation practices for the teacher of choral/instrumental music in secondary schools; emphasis on characteristics and needs of all secondary students including diversity in race/ethnicity, language, and/or special needs through a variety of instructional techniques. Unit and lesson development using Tennessee and national standards. Micro-teaching.

MUS 440 Music Industry Law (3 hours)

An in-depth study of the legal aspects of the music industry will be covered, including: contracts, music licensing, copyrights, royalties, music publishing, and other legal agreements. In addition to lectures and text, the course will utilize various case studies to present course material.

MUS 460 Internship (1-12 hours)

Approved work experience requiring music background. Prerequisites: Consent of advisor; senior standing.

MUS 480 Senior Recital (1 hour)

Major requirement. Graded by music faculty.

MUS 481 Senior Project (1 hour)

Project topic will demonstrate senior-level competency. Projects require the preparation of a prospectus and approval from the student's major professor and a project committee. Prerequisite: Faculty approval.

MUS 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

PARTICIPATION

Note: Students must be members in good standing of an activity before registering for participation credit. In order to register for sports participation, students must meet NAIA eligibility regulations. One hour of credit of each sport participation per year is allowed, and credit is only given for a sport participation in the term in which it is offered on the academic schedule. Renaissance students must complete 24 hours per academic year and juniors and seniors must have a cumulative GPA 2.00 or above to register for any Renaissance course.

PAR 131 Basketball Participation (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 132 Baseball Participation (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 133 Golf Participation (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 134 Volleyball Participation (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 135 Softball Participation (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 136 Football Participation (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 137 Tennis Participation (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 138 Track Participation (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 139 Cheerleading Participation (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 140 Soccer Participation (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 141 Cross Country Participation (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 142 Bass Fishing (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 143 Bowling (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 144 Cheer Dance (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 145 In Line Hockey (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 146 Swimming (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 147 Shooting (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 149 Archery (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 150 Renaissance Choir Participation (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 151 Renaissance Band Participation (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 152 Renaissance Drama Participation (1 hour)

May be repeated for credit. Pass/fail grade only.

PAR 160 Legacy Character Interpretation Program Participation (1 hour) May be repeated for credit. Pass/fail grade only.

PHILOSOPHY

PHI 211 Introduction to Philosophy (3 hours)

Problems in ethics, metaphysics, and epistemology.

PHI 311 History of Philosophy I (3 hours)

Developments in philosophical thought from Thales through the Middle Ages. Prerequisite: PHI 211 or permission of instructor. Prerequisite: PHI 211 or permission of instructor.

PHI 312 History of Philosophy II (3 hours)

Developments in philosophical thought from the Renaissance to the present. Prerequisite: PHI 211 or permission of instructor. Prerequisite: PHI 211 or permission of instructor.

PHI 313 Ethics (3 hours)

Contrasting viewpoints concerning contemporary ethical issues such as war and peace, economic justice, and sexual morality.

PHI 411 Eastern Thought (3 hours)

Hinduism, Buddhism, Confucianism, Taoism, and Islam. Same as REL 411.

PHI 412 Social Philosophy (3 hours)

Values and norms which underline the social process. Impact of various philosophies on social organization. Topics include classical realism, positivism, liberalism, utilitarianism, idealism, communism, pragmatism, and existentialism. Same as SOC 412.

PHYSICAL EDUCATION

PED 100 Martial Arts I (1 hour)

This course emphasizes the beginning physical and mental skills utilized in the martial arts. Uniform fee.

PED 101 Martial Arts II (1 hour)

A continuation of PED 100. This course provides intermediate and advanced martial arts development. Prerequisite: PED 100 or equivalent skill.

PED 105 Aqua Aerobics (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic

skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 106 Weight Training and Management (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 108 Fitness for Health (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 109 Social Dance (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 110 Aerobic Dance (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 112 Beginning Tennis (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 113 Basketball (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 114 Volleyball (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 115 Softball (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 116 Golf (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 117 Aerobics (Walking/Running) (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 120 Intermediate Tennis (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical,

social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week. Prerequisite: PED 112 or equivalent skill.

PED 121 Advanced Tennis (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 122 Beginning Swimming (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 123 Intermediate Swimming (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week. Prerequisite: PED 122 or equivalent skill.

PED 124 Advanced Swimming (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week. Prerequisite: PED 123 or equivalent skill.

PED 128 Soccer (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 129 Body Sculpture (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 201 Lifeguard Training (3 hours)

Skills and knowledge required to assume the responsibilities of a lifeguard at a swimming pool or protected (non-surf) open-water beach. Meets the requirements for American Red Cross (ARC) Standard First Aid, ARD Adult CPR, and ARC Lifeguard Training certificates. Prerequisite: PED 123 and/or pass a swimming skills test.

PED 211 Foundations of Health and Physical Education (3 hours)

Introduction to fields of health and physical education designed to give an orientation to the historical background, objectives, and philosophical foundations and their relationships to education.

PED 213 Rhythms (1 hour)

Rhythmic activities involving locomotion, non-locomotion, and manipulation of objects. Relationships between body movements and rhythmic accompaniment. Connection between movement (physical activity) and overall wellness. Micro-teaching. Prerequisite: PED 211.

PED 216 Activity Block (Golf/Soccer) (1 hour)

This course is designed to provide an overview of effective teaching strategies for prospective physical educators. Students will be provided the necessary building blocks to support the Tennessee Curriculum Standards. Skill development will be expected. Only Physical Education major field students are allowed to take this course.

PED 217 Activity Block (Volleyball/Tennis) (1 hour)

This course is designed to provide an overview of effective teaching strategies for prospective physical educators. Students will be provided the necessary building blocks to support the Tennessee Curriculum Standards. Skill development will be expected. Only Physical Education major field students are allowed to take this course.

PED 221 Principles of Health and Fitness Instruction (2 hours)

This course will acquaint the student with methods of leading several modes of group exercise settings with apparently healthy individuals and

those with health challenges who are able to exercise independently to enhance quality of life, improve health-related physical fitness, manage health risks, and promote lasting health behavior changes. Topics covered will include leadership techniques, class organization choreography and music selection, use of equipment, environmental considerations, and safety for both land and water based group exercise classes. Leadership practice and demonstrations are required. Prerequisite: PED 211

PED 311 Fundamentals and Techniques of Football (3 hours)

Fundamentals and techniques of football, history, coaching theories of offense and defense, team organization, drills, conditioning, weight programs, and off-season duties.

PED 312 Fundamentals and Techniques of Basketball (3 hours)

Fundamentals and techniques of basketball, history, coaching and teaching methods, drills, conditioning, development of team offense and defense, team and class organization, off-season duties.

PED 313 Fundamentals and Techniques of Golf and Tennis (3 hours)

Fundamentals and techniques of teaching and coaching golf and tennis, history, coaching and teaching methods, team and class organization, drills, conditioning, types of tournaments, equipment, equalizing team and class competition.

PED 314 Fundamentals and Techniques of Baseball (3 hours)

Fundamentals, techniques, and history of coaching baseball. Coaching methods, team organization, drills, equipment, and conditioning.

PED 320 Human Anatomy (3 hours)

This course will focus on the structure of the systems of the human body, emphasizing those systems with direct and major roles in exercise performance, namely the muscular, skeletal, nervous, endocrine, cardiovascular, and respiratory systems. Same as HEA 320. Prerequisite: BIO 100.

PED 321 Kinesiology (3 hours)

Science of human motion with emphasis on analysis of motor skills. Preventative and rehabilitative exercise methods, application of physical laws, classes of levers, origins and insertions of muscles, and principles underlying movement in range of flexibility, strength, and endurance. Prerequisite: HEA/PED 320 or BIO 309, 310.

PED 322 Physiology of Exercise (3 hours)

Functions of the systems of the human body related to muscular activity.

Emphasis on cardio respiratory function, physical fitness testing, nutrition for athletes, effects of anabolic steroids and other substances, and activity in extremes of temperature and altitude. Prerequisite: HEA/PED 320, 321 or BIO 309, 310, and PED 321.

**PED 331 Tests and Measurements in Physical Education
(3 hours)**

Statistical techniques, motor ability tests, motor fitness tests, physical fitness tests, and skills tests applicable to physical education. Includes theory and practice of test administration and application of results obtained. Prerequisite/Co-requisite: MTH 122.

PED 332 Principles of Motor Development (3 hours)

Methods in teaching social, folk, and rhythmic games to students of all ages. Understanding of motor development in children. Utilization of rhythmic games to meet developmental and academic goals. Lesson planning. Micro-teaching.

PED 333 Adapted Physical Education (3 hours)

Current trend and laws in related to special education; study of specific handicaps. Participation in motor activities which benefit balance, hand-eye coordination, special concepts.

PED 341 Techniques of Strength and Conditioning (2 hours)

This course is designed to prepare students to assess, develop, implement and evaluate resistive exercise programs for persons from a variety of age groups. Content is presented regarding the National Strength and Conditioning Association's (NSCA) and/or the American College of Sports Medicine (ACSM) guidelines for developing muscular strength and endurance programs and the relationships of strength training to a total fitness program. Prerequisites: HEA 312, PED 211.

PED 343 Methods of Teaching Individual Sports (3 hours)

This course is an examination of the theory and practice of teaching individual sports. This course focuses primarily on pedagogical knowledge that addresses planning, instructional skills involved in teaching and coaching individual sports including golf, track and field, and racquet sports. Students will be provided with the necessary building blocks to support the Tennessee Curriculum Standards. Prerequisite: PED 211 and open only to Physical Education majors.

PED 345 Methods of Teaching Team Sports (3 hours)

This course is an examination of the theory and practice of teaching team sports. This course focuses primarily on pedagogical knowledge that ad-

dresses planning instructional skills involved in teaching and coaching team sports including basketball, volleyball, soccer, football, and softball/baseball. Students will be provided with the necessary building blocks to support the Tennessee Curriculum Standards. Prerequisite: PED 211 and open only to Physical Education majors.

PED 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisites: Junior standing, approval of advisor and Academic Dean.

PED 401, 402 Senior Tutorial in Physical Education (1 hours)

Learning experiences while assisting in organization of instruction of various physical education activities. Two periods required each week.

PED 408 Teaching Physical Education (K-12) (3 hours)

Curriculum planning, teaching, and evaluation practices for grades K-12 physical education; emphasis on characteristics and needs for all students including diversity in race/ethnicity, language, or special needs through a variety of instructional techniques including reading and mathematics skills in the content area. Unit and lesson development using Tennessee and national standards; micro-teaching. Prerequisites: EDU 335, TEP 1

PED 413 Organization and Administration of Health and Physical Education (3 hours)

Philosophy, objectives, and values of health and physical education program from elementary level through college. Types of administrators, administrative skills, budget making, staff selection, intramural and interscholastic athletic programs, legal liability, purchase and care of equipment, facilities, and curriculum design.

PED 415 Psychology of Coaching (3 hours)

Theory and practices of coaches; responses of athletes to various coaching methods. Development of personal philosophy of coaching, coaching styles, and personalities; adjusting coaching techniques to various age groups; styles of communication; preventing coaching burnout; ethics; and developing team cohesion.

PED 416 Sports Law (3 hours)

Sports, the law, and due process. Negligence, defenses, liability, and tort. Includes sports litigation, warnings, waivers, sports violence, athletes' rights, contractual agreements and disputes, agents and arbitration, drug testing in sports, product and facility design and liability, legal responsibilities in activity and fitness centers, high risk activities and other trends and issues.

PED 423 Gerontology (2 hours)

A survey on aging and its effects on participation in physical activities and recreational pursuits as well as the physiological, psychological and socio-economic issues affecting the fitness levels of older adults.

PED 425 Psychology of Sport and Exercise (3 hours)

This course provides a learner with a plethora of learning experiences in goals, concepts, research development, and career options in the field of sport and exercise psychology. The course further explores: the role of psychology in competitive and recreational sport/exercise participation; psychological techniques that aid performance of the athletes and recreational exercisers; the role of personality, motivation, and arousal in influencing the exercise patterns and choice of physical activity/sport; youth sport and especially the choice to participate in sport; longevity, burnout, early specialization, performance enhancing drugs, and the influence by the parents and coaches.

PED 460 Internship (1-12 hours)

Approved work experience in a physical education environment. Prerequisites: Consent of advisor and Academic Dean

PED 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

PED 495 Honors Project (4 hours)

Open to seniors by invitation only.

PHYSICS

PHY 105, 105L Concepts in Physics (3, 1 hours)

A one-semester survey of elementary physics for liberal arts and other non-science students with minimal background in mathematics. Emphasis is on an intuitive, discovery approach to both classical and modern physics. Discussion, demonstrations. Does not fulfill requirements for major in natural science disciplines. Laboratory. Prerequisite: MTH 111.

PHY 107, 107L Physics of Sound (3, 1 hours)

This course is designed for music majors or other non-science students with a minimal background in mathematics. Topics include: measurements and

units, mechanics, waves and wave motion, simple harmonic motion, musical scales, and electricity. Laboratory. Prerequisite: MTH 111.

PHY 211, 211L General Physics I (3, 1 hours)

Designed for liberal arts, biology, and health career students. Topics include mechanics, vector forces, conservation laws of momentum and energy, kinematics, & wave motion. Laboratory. Prerequisite: MTH 111 and Trigonometry or MTH 123.

PHY 212, 212L General Physics II (3, 1 hours)

Continuation of PHY 211. Topics include rotational motion, thermodynamics, electricity and magnetism, optics, and nuclear topics. Laboratory. Prerequisite: PHY 211.

PHY 215 Digital Electronics (3 hours)

A course designed to introduce the student to number systems, logic circuits, counters, registers, memory devices, combination logic circuits, Boolean. Prerequisite: PHY 211.

PHY 216 AC-DC Circuits (3 hours)

Designed to familiarize the student with advanced principles and theories associated with AC and DC circuits. Includes the study of electronic circuits, electrical laws and formulae, and the use of test equipment in performing analysis of electrical circuits. Prerequisite: PHY 211, 215.

PHY 218, 218L Physics with Calculus, Part I (3, 1 hours).

Calculus based course designed for mathematics and chemistry majors. Topics include motion: kinematics in one, two or three dimensions, vectors, dynamics, circular and rotational motion, conservation of energy and momentum, fluids, wave motion, sound, heat, and laws of thermodynamics. Problem solving requires the use of differential and integral calculus. Laboratory. Prerequisite: Trigonometry. Co-requisite: MTH 230.

PHY 219, 219L Physics with Calculus, Part II (3, 1 hours).

Continuation of PHY 218. Topics include: electricity, magnetism, electromagnetic induction and waves, light, special theory of relativity, and quantum mechanics. Problem solving requires the use of differential and integral calculus. Laboratory. Prerequisite: PHY 218. Co-requisite: MTH 231.

PHY 223 Modern Physics (3 hours)

Topics include special theory of relativity and quantum mechanics. Prerequisites: PHY 219/219L

PHY 224 Mechanics (Statics) (3 hours)

General study of force systems in two and three dimensions. Equilibrium principles developed. Vector algebra used on three dimensional systems. Centroids, second moments, and stress/strain relationships included. Prerequisites: MTH 231 and PHY 218/218L.

PHY 225 Mechanics (Dynamics) (3 hours)

Continuation of PHY 224. Topics include principles of kinematics and particle kinematics with attention to engineering applications. Vector methods used. Prerequisites: PHY 224 and MTH 231.

PHY 226 Strength of Materials (3 hours)

Concepts of stress and strain; stress-strain relations; applications including axially loaded members, torsion of circular shafts, bending of beams. Shear and moment diagrams, combined stress. Prerequisite: PHY 219 and PHY 224.

PHY 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

PHY 299, 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisites: Approval of advisor and Academic Dean.

PSYCHOLOGY**PSY 111 Introduction to Psychology I (3 hours)**

Introduction to the scientific study of human behavior with attention to learning, thinking, emotional life, and individual differences.

PSY 210 Introduction to Psychology II (3 hours)

Continuation of PSY 111. Includes perception, conditioning, cognitive processes, memory, language, therapy, and major theoretical approaches. Prerequisite: PSY 111.

PSY 211 Human Growth and Development (3 hours)

Focus on child, adolescent, and adult growth and development across a lifespan. Typical language, social, emotional, cognitive, and physical development will be emphasized. Common problems in these areas will be dis-

cussed. Prerequisite: PSY 111 (waived for education minors, but additional readings required).

PSY 303 Social Psychology (3 hours)

This course focuses on how social interactions and situations influence our thoughts, feelings, and behavior. Theories and research on such topics as attitude change, persuasion, conformity, prejudice, interpersonal attraction, altruism, and aggression will be addressed. Prerequisites: PSY 111 and 210 with a grade of C or higher.

PSY 313 Psychological Statistics (3 hours)

Descriptive statistics and inferential statistics. Application of statistical techniques to the analysis and interpretation of psychological data. Prerequisite: PSY 210 or 211 or junior standing.

PSY 314 Counseling Theories (3 hours)

Introduction to counseling theories and their implications for practice. Prerequisite: PSY 111.

PSY 316 Positive Psychology (3 hours)

A scientific study of the promotion of psychological well-being. Topics will include: happiness, strengths and virtues, coping, resilience, intrinsic motivation, flow, spirituality and religiosity, interventions for well-being, psychoneuroimmunology, optimism, creativity, wisdom, and authenticity. Personal application exercises are required. Same as HEA 316. Prerequisite: PSY 111.

PSY 320 Industrial/Organizational Psychology (3 hours)

This course takes a real world approach to the work environment. It examines the complexity of work, including a multicultural component and how the now global nature of organizations is affecting business practices. Performance appraisal and management are explored as restorative factors in the day-to-day life of organizational functioning. In addition, this course examines training from both employee and employer perspectives with transfer of skill acquisition and increased productivity as measures of success. Prerequisite: PSY 211 with a grade of C or higher.

PSY 322 Contemporary Issues in Psychology (3 hours)

Applying and interviewing for jobs and graduate school, professional development, APA ethics, prevention programming, current job market at bachelor's level, the problem solving process, and grant writing will be covered. Students will complete a project focused on applying psychology in the context of rural West Tennessee. Prerequisite: PSY 111, PSY 210. Students who earn a grade of C or higher are exempt from COE 401.

PSY 330 Research Methods (3 hours)

Introduction and examination of the strategies and methods of social science inquiry presented will be: problem formation and hypothesis research design, data collection, basic analysis and interpretation, reporting and utilization of research and ethics. Experience in designing and conducting research projects. Prerequisites/Co-requisites: PSY 111, MTH 111, and MTH 202 or PSY 313.

PSY 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisites: Junior standing, approval of advisor and Academic Dean.

PSY 411 Special Studies (3 hours)

Selected topics will be studied in a seminar setting. Topics may include the following: Autism, cultural psychology, emerging evidence-based intervention and prevention, biological psychology, psychology of religion, African American psychology, advanced psychopathology, and social psychology. Prerequisite: PSY 111, 211.

PSY 412 Psychological Measurements (3 hours)

Theory, application, and problems of testing in school and clinical settings. Student will administer selected tests. Prerequisite: PSY 313.

PSY 413 Abnormal Psychology (3 hours)

Historical and contemporary consideration of abnormality and pathology. Etiology, nosology, and symptomatology of maladjustment. Prerequisite: PSY 210 or 211.

PSY 414 Personality Theories (3 hours)

Theories in personality and psychotherapy of Freud, Adler, Jung, Sullivan, Skinner, Dollard, Rogers, Kelly, and others. Prerequisite: PSY 210 or junior standing.

PSY 415 Cognitive Psychology (3 hours)

An introduction to the study of mental processes. Topics to be covered include a variety of cognitive processes including, but not limited to, learning, memory, perception, language, attention, and problem solving. Prerequisite: PSY 330 with a grade of C or higher.

PSY 420 Human Behavior in Social Environment (3 hours)

Exploration of how individuals are influenced by the social environment. The formation of behavior of individuals, interpersonal relationships, and groups observed for the purpose of developing the ability to explain and

analyze social systems. Opportunity to integrate and apply knowledge to the human service practices. Topics to include: social perception, interaction, influence, and application. Prerequisites: SOC 111, PSY 111, 211. Same as HUS 420.

PSY 433 Research Practicum (3 hours)

Student initiated social science based research project culminating in a publication worthy research paper. Research topic must be approved by advisor, all psychology faculty, Social Science, Academic Policy Committee (acting as Research Review Board), and Academic Dean. May be repeated for credit. Prerequisite: PSY 313, 330.

PSY 460 Internship (1-12 hours)

Approved work experience in a psychologically-oriented environment. Prerequisite: Approval of advisor, all psychology faculty, Social Science, and Academic Dean.

PSY 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

PSY 495 Honors Project (4 hours)

Open to seniors by invitation only.

RELIGION

REL 111 Understanding the Old Testament (3 hours)

Content and interpretation of selected portions of the Old Testament.

REL 112 Understanding the New Testament (3 hours)

Content and interpretation of selected portions of the New Testament.

REL 113 Christian Worldview (3 hours)

An introduction to the Christian worldview and an examination of the philosophical and theological foundations for a Christian view of reality, knowledge, ethics, and culture. The course compares and contrasts the Christian worldview with other dominant worldviews in the modern era such as naturalism, humanism, Atheism, and transcendentalism. Prerequisite: REL 111 or 112.

REL 210-410 The Christian Ministry (1 hour)

Practical and theological basis for the practice of ministry in the local church with special emphasis on leading of worship, ministerial etiquette, parliamentary procedures, church policy, and preparation for ordination. May be repeated for credit. Pass/Fail grade only. Class standing at enrollment determines level.

REL 212 The Church's Ministry to Age Groups (3 hours)

Characteristics of persons at different stages of development; principles, methods, and materials for guiding religious growth.

REL 224 Christian Theology I (3 hours)

A study of the Christian Doctrines of Revelation, God and Creation/Providence in light of their development and ongoing significance. This course will survey the historical development and ongoing reflection of these doctrines within the Christian community as they have been rooted in the Bible, formulated by key theologians, and summarized in the Church's language and confessions. Prerequisites: REL 111 or 112 and REL 113.

REL 225 Christian Theology II (3 hours)

A study of the Christian doctrines of humanity and sin, Christology, Ecclesiology (the Church) in light of their development and ongoing significance. This course will survey the historical development and ongoing reflection of these doctrines within the Christian community as they have been rooted in the Bible, formulated by key theologians, and summarized in the Church's language and confessions.

REL 301 Foundations of Christian Education (3 hours)

This course is an exciting and deep look at the historical foundation, development, and implications of Christian Education in America. Christian education is the foundation of evangelism, because it trains men and women to administer and lead people to Christ. You will be exposed to specialized ministries, such as counseling, Single Adult Ministries, Recovery Ministries, and Christian Camping Ministries for youth and adults. This course is a must for those who work in their church as a volunteer or paid employee. You will learn how to relate generationally to the Builder, Boomer, Busters, and Bridges as you work with children and adults of all ages.

REL 302 Christian Education Curriculum (3 hours)

Program development and materials for the church's total ministry of Christian education with special emphasis on work with adults and families.

REL 303 Christian Education with Children (3 hours)

The church's ministry of Christian education for children, birth through fifth

grade. Topics include: appropriate expectations; development of cognitive skills; individuation; socialization; appropriation of age-based content; effect of physical development. Prerequisites: REL 212 and 301.

REL 304 Christian Education with Youth (3 hours)

The church's ministry of Christian education for youth, ages 12-18. Topics include: early adolescence, late adolescence, individuation, development of critical analysis of beliefs and practices. Prerequisites: REL 212 and 301.

REL 305 Christian Education with Adults (3 hours)

The church's ministry of Christian education for adults. Topics include: generational challenges and issues; necessity of relevant and applicable approaches; shifting nature of family structures; expansion of service opportunities. Prerequisites: REL 212 and 301.

REL 311 Prophets of Israel (3 hours)

Prophetic literature of the Old Testament. Prerequisite: REL 111.

REL 314 New Testament Epistles (3 hours)

Selected letters of Paul and later New Testament writings. Prerequisite: REL 112.

REL 316 Leadership in Christian Ministries (3 hours)

Review and analysis of contemporary models of leadership within a Christian context with an emphasis upon means of discovering individual styles. Prerequisite: REL 111 and 112.

REL 318 Introduction to Homiletics (3 hours)

The examination of theologies and methods of preparing sermons from Biblical texts. Hermeneutical approaches, oral/aural skills, rhetorical strategies, narrative and cognitive logic. In class preaching required. Prerequisites: REL 111, 112, and SAT 110.

REL 320 History of Christianity I (3 hours)

Main events in history of Christianity from the first Christian century to 1500. Major trends, leaders and movements.

REL 321 History of Christianity II (3 hours)

Main events in history of Christianity from the Protestant Reformation to the present. Major trends, leaders, and ideas from Protestantism and Catholicism.

REL 323 Torah and Wisdom (3 hours)

This course introduces students to the Torah and the Wisdom literature of the Old Testament. It engages the philosophy of the ancient Israelites and the Biblical narrative of Israel's formation.

REL 326 Christian Theology III (3 hours)

A study of the Christian life, of the role of Christianity in relation to other world religions, and of the doctrine of eschatology (last things) in light of their development and ongoing significance. This course will survey the historical development and ongoing reflection of these doctrines within the Christian community as they have been rooted in the Bible, formulated by key theologians, and summarized in the Church's language and confessions. Prerequisites: REL 111 or 112; REL 113; REL 224 or 225

REL 398, 498 Seminar in Christian Studies (1 hour)

An in-depth examination of current topics of interest in Christian studies. Format will include discussion groups, readings of current literature, and occasional speakers from within or without the Bethel community. Prerequisite: approval of advisor.

REL 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisite: Junior standing and approval of advisor and Academic Dean.

REL 401 Church Music (3 hours)

Music in worship, Christian education, and the life of the church with particular emphasis on hymns and the planning of worship services. Same as MUS 401.

REL 409 Christian Worship (3 hours)

A study of the biblical, historical, and theological aspects of Christian worship with an emphasis on planning worship. Prerequisites: REL 111 and 112.

REL 411 Eastern Thought (3 hours)

Hinduism, Confucianism, Taoism, and Islam. Same as PHI 411.

REL 413 Sociology of Religion (3 hours)

Sociological processes and religion; civil religion, cult-church development, individual and corporate religion as social institutions. Religion as a social force. Same as SOC 413.

REL 460 Internship (1-12 hours)

Approved work experience drawing upon knowledge of religion/Christian education. Prerequisites: Consent of advisor and senior standing.

REL 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

REL 495 Honors Project (4 hours)

Open to seniors by invitation only.

SCIENCE

SCI 100, 100L Forensic Science (3, 1 hours)

Introduction to the role of science and the law through an exploration of actual cases. Focuses on the benefits and limitations of technologies on which police rely to apprehend criminal perpetrators and to link them to crime scenes. Emphasizes selected aspects such as ABO blood groups; DNA fingerprinting; crime scene preservation and testing for the presence of blood, explosives, and gunshot residue at the scene; forensic anthropology; and laboratory investigations of forensic aspects of physical and chemical evidence, questioned documents, poisons, and drugs of abuse.

SCI 101, 101L Science and Humanity (3, 1 hours)

Threshold course in science. Emphasizes selected milestones in history of science and technology and the philosophical foundations of the development of science. Examples will be drawn from astronomy, biology, chemistry, geology, mathematics, and physics. Laboratory.

SCI 111, 111L Earth and Space Science (3, 1 hours)

Topics include astronomy, space exploration, formation of the earth, general and historical geology, mineralogy, weather and climate, oceanography, and natural resource conservation. Laboratory experiences include computer simulations, field trips, and telescopic observations. Laboratory.

SCI 115 Environmental Science (3 hours)

Investigation of the interrelationships between the biotic and abiotic environments which form the natural world. Topics include structure and function of ecosystems, the causes and consequences of human population growth, environmental pollution, and the importance of balancing utilization and conservation of natural resources.

SCI 115L Environmental Science Lab (1 hour)

Practical learning activities examining local communities, developing awareness of human impacts on environment, and exploration of environmental concerns and solutions. Co-requisite: SCI 115.

SCI 300 Environmental Ethics (3 hours)

A study of the various ethical issues arising as humans interact with the environment. The class will examine classic cases in environmental ethics, survey local environmental issues, and develop an environmental ethic in the context of environmental policy issues. Same as BIO 300. Prerequisites: BIO 112 or SCI 115.

SCI 415 Issues in Environmental Studies (3 hours)

A detailed examination of the scientific dimensions of selected environmental issues with discussion of the economic, political, and ethical aspects of those issues. Prerequisites: SCI 115 and 16 hours BIO and CHE courses.

SCI 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

SCI 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisites: Junior standing, approval of advisor and Academic Dean.

SOCIOLOGY

SOC 111 Principles of Sociology (3 hours)

Analysis of the basic sociological perspectives, principles, and methods used in the systematic study of social behavior. Emphasis on social institutions, social class structure, culture, socialization, personality development, crime and deviance, and social control as each interrelates in traditional and industrial societies. Additional topics include the social institutions of family, religion, education, health care, criminal justice, governance, and economics.

SOC 213 Social Issues in the Community and World (3 hours)

An opportunity to critically examine a variety of current social issues facing the individual, the community, and the world. Causes, development, and particular emphasis on alternative/policy solutions. Same as HUS 213.

SOC 214 The Family (3 hours)

The contemporary American family as a social institution; the societal and cross-cultural characteristics and dynamics that influence families; the family's relationship to other institutions; how families reinforce or change the society in which it is located; how the family operates as a systemic social organization; analysis of family roles; the nature and dynamics of marriage partner selections. Major problems facing contemporary families: premarital dynamics, family violence, dual careers, and divorce.

SOC 304 Crime and Criminology (3 hours)

Basics of the criminal justice system to include criminals, courts, law enforcement, and corrections analyzed from the standpoint of major sociological theories. Topics include: crime causation, sociological aspects of types of offenders, techniques of measuring crime, treatment of criminals, crime prevention, social control, and the role of social movements in changing the normative boundaries of society. Prerequisite: SOC 111.

SOC 306 Anthropology (3 hours)

Survey of physical and cultural anthropology. Special attention to human origins, cultural universality, cultural relativity, ethnology, and archaeology.

SOC 315 Social Gerontology (3 hours)

Detailed introduction to the demographics of the aging population in the U.S. encompassing sociological, psychological, physiological, and social focuses. Prerequisite: SOC 111.

SOC 320 Race/Ethnic Relations (3 hours)

Sociological study featuring ethnological characteristics and intergroup relationships of the dominant and subordinate ethnic groups that form American communities. Urban and rural communities examined as social systems with specific functions and interaction dynamics. Prerequisite: SOC 111. Same as HUS 320.

SOC 321 Social Theories (3 hours)

An examination of the social salt of the predominant theoretical approaches, e.g., functionalism, conflict theory, symbolic interactionism, exchange and rational-choice theories, and how they shape the construction of social reality. Prerequisite: SOC 111.

SOC 322 Urban Sociology (3 hours)

An examination of the economic, cultural, and political importance of cities in modern societies. Students will be exposed to basic concepts and research in urban sociology as well as the historical development of cities and contemporary changes in urban life. Prerequisite: SOC 111.

SOC 323 Social Stratification (3 hours)

An examination of the economic, social, and political impact of inequality and social stratification. Students will be exposed to current theoretical and empirical research related to social inequality in the U.S. and beyond and how such inequitable distribution of social resources (and sometimes basic necessities) is legitimized. Prerequisite: SOC 111.

SOC 324 Gender Issues (3 hours)

An examination of the economic, social, and political consequences of sexism and gender inequality in the U.S. Students will be exposed to basic concepts and research in feminist/womanist sociology. Prerequisite: SOC 111.

SOC 399, 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond the courses in the curriculum. Prerequisites: Junior standing, approval of advisor and Academic Dean.

SOC 412 Social Philosophy (3 hours)

Values and norms which underlie the social process. Impact of various philosophies on social organization. Topics include classical realism, positivism, liberalism, utilitarianism, idealism, communism, pragmatism, and existentialism. Same as PHI 412. Prerequisite: SOC 111.

SOC 413 Sociology of Religion (3 hours)

Sociological processes and religion; civil religion, cult-church development, individual and corporate religion as social institutions. Religion as a social force. Same as REL 413. Prerequisite: SOC 111.

SOC 414 Sociology of Deviance (3 hours)

Sociological examination of deviant ("rule breaking") behavior; i.e., crime, juvenile delinquency, mental illness, drug use, and institutional deviance, with emphasis on the critical examination of theoretical perspectives that explain deviant behavior and social control. Prerequisite: SOC 111.

SOC 422 Work in Contemporary Society (3 hours)

The course will consist of an examination of the sociological, historical, and political aspects of work within the current and dominant mode of production. Included will be an introduction to, and critique of, political economy. A special emphasis will be placed on the (non) experience of class and class-consciousness. Globalism as an ideology and post-Fordism as a process will be analyzed within the socio-economic contexts of work and consumption related phenomena. Prerequisite: SOC 111.

SOC 425 Sociology of Education (3 hours)

An examination of access to and differential benefits from formal education in the U.S. Emphasis is on the education system as part of the institutional arrangements that create privileges for some and barriers for others, perpetuating the current system of stratification and inequality in the U.S. Prerequisite: SOC 111.

SOC 460 Internship (1-12 hours)

Capstone experience in which student is placed in an agency, company, organization, or legislative setting which provides an opportunity to assume a professional role to build skills and expand expertise. Prerequisites: approval of advisor, department chair, and Academic Dean.

SOC 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

SOC 495 Honors Project (4 hours)

Open to seniors by invitation only.

SPANISH**SPA 101 Spanish for Managers I (3 hours)**

Spanish for Managers begins with very basic conversational Spanish for everyday situations, then moves into vocabulary that is useful for Human Resource Managers.

SPA 102 Spanish for Managers II (3 hours)

Continuation of SPA 101. Open only to MOD and/or College Start students.

SPA 111 Spanish I (3 hours)

Basic skills of speaking, listening, reading and writing Spanish.

SPA 112 Spanish II (3 hours)

Continuation of SPA 111. Prerequisite: SPA 111

SPA 211 Intermediate Spanish I (3 hours)

A study of the grammar and vocabulary of spoken Spanish, introduction to short fiction, and further practice in the four basic skills: speaking, listening, reading, and writing. Prerequisite: Spanish 112 or demonstrated proficiency.

SPA 212 Intermediate Spanish (3 hours)

A continuation of SPA 211. Prerequisite: SPA 211.

SPA 311 Advanced Grammar (3 hours)

Intensive review of Spanish grammar. Students will develop an understanding of the deeper structures of the language and increase proficiency in four skills: listening, speaking, reading, and writing. Prerequisite: SPA 212 or permission of instructor.

SPA 312 Hispanic Culture (3 hours)

A study of Hispanic cultures and the relationship between culture and language. Prerequisite: SPA 311 or permission of instructor.

SPA 401 Hispanic Literature (3 hours)

A survey of Hispanic Literature, both American and Peninsular, to include essays, poetry, short fiction, and plays. Prerequisite: SPA 312 or permission of instructor.

SPA 421 Advanced Topics (3 hours)

Possible topics include Don Quijote de la Mancha, the Latin American Novel, Hispanic Film, Business Spanish, Teaching in a Bilingual Classroom, and Spanish/Latin American History. Prerequisite: SPA 401 or permission of instructor.

SPA 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

SPA 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisite: Junior standing and approval of advisor and Academic Dean.

SPEECH AND THEATRE

SAT 110 Public Speaking and Communication (3 hours)

Development of communication methods and survey of basic communication models. Emphasis on public speech preparation and presentation. Demographic identification, visual aids, research methods, composition strategies.

SAT 116 Introduction to Theatre (3 hours)

Study of dramatic literature, history, and performance with emphasis on contemporary theatre and the collaborative process. This course is designed for those students interested in pursuing theatre as a major or minor.

SAT 150-450 Tour Troupe (1 hour)

Touring performance troupe designed to represent Bethel University in functions and educational environments around the state and region. May be repeated for credit up to two hours. Class standing at enrollment determines level. Prerequisite: Audition and invitation of Director of Theatre.

SAT 180-480 Theatre Practicum (1-3 hours)

Practical experience in acting, stage craft, and associated theatre work. May be repeated for credit. Class standing at enrollment determines level. Prerequisites: Audition and invitation of Director of Theatre.

SAT 201 Acting (3 hours)

Basic body and voice training through improvisation, visual imagery and vocabulary, monologues, and scene study. Basic introduction of theatrical technology and acting techniques.

SAT 203 Stage Technology (3 hours)

Introduction to the basic elements of technical theatre: terminology of the stage, scenery and prop construction, and lighting technology. Predominantly a hands-on course, it provides a practical and authentic theatrical production experience. Each student will be required to sign up for shop hours toward work on productions.

SAT 210 Set and Light Design (3 hours)

Study of elements and processes of set design and light design for theatrical productions. Students will develop knowledge, vocabulary, and skills necessary to create set and light designs appropriate to particular theatrical literature and to design concepts articulated by a director. Prerequisite: SAT 203.

SAT 211 Costume and Make-Up Design (3 hours)

Study of elements and processes used in costume design and in make-up design for theatrical productions. Students develop knowledge, vocabulary, and skills necessary to create costume and make-up designs appropriate to particular theatrical literature and to design concepts articulated by a director.

SAT 301 Theatre History (3 hours)

Significant contributions to the world of theatre from the Greeks to present day. Prerequisite: SAT 116 or consent of instructor.

SAT 304 Voice and Diction/Movement (3 hours)

This course is designed for further exploration and development of the actor's instrument through a focused study and application of vocal production and movement. Students will learn relaxation, vocal production, characterization, observation, and improvisation, body positioning, staging techniques. Prerequisite: SAT 201

SAT 310 Special Topics in Theatre (Performance) (3 hours)

Opportunity for additional advanced work in theatre performance; mask production, improvisation, performance art, reader's theatre, narrative theatre, stage combat, children's theatre, music theatre performance. Prerequisites: SAT 116 and 201.

SAT 311 Special Topics in Theatre (Technology) (3 hours)

Opportunity for additional advanced work in theatre technology; scene design, costume design and history, lighting design, sound design, stage management. Prerequisites: SAT 116 and 302.

SAT 312 Special Topics in Theatre (Literature) (3 hours)

Opportunity for additional advanced work in theatre literature; works of a specific playwright, genre, period. Prerequisites: SAT 116 and 301.

SAT 315 Playwriting (3 hours)

Instruction in storytelling skills for writers using script format. Topics include various script forms, the basic components of scripts, and their implementation into dramatic format. Prerequisite: SAT 116, ENG 101, ENG 111. Same as 315.

SAT 321 Advanced Acting (3 hours)

Advanced training to further develop analytical, movement, vocal production, and performance skills for theatre majors and minors. Prerequisite: SAT 201

SAT 399-499 Individual Study (1-3 hours)

In-depth study of interest beyond courses in the curriculum. Prerequisites: Junior standing and approval of advisor, Academic Dean, and instructor.

SAT 401 Directing (3 hours)

Basic principles of stage directing, play selection, casting, and rehearsal;

direction and presentation of selected scenes in class. Prerequisite: SAT 116, 201 and 301.

SAT 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

COLLEGE OF ARTS AND SCIENCES

FACULTY

Kathleen Baczynski (2014)

Assistant Professor of Biology

A. S., Luzerne County Community College

B.S., College Misericordia

M.S., University of Maryland;

Ph.D., Bowling Green State University

Christopher T. Burket (2007)

Associate Professor of Biology

B.S., Manchester College;

M.S., Ball State University;

Ph.D., Worcester Polytechnic Institute

John M. Buteyn (2014)

Instructor of Music

B.A., B.S., Houghton College;

Master of Music, Georgia Southern University

Dan Cantey (2012)

Assistant Professor of Religion

B.A., Davidson College;

M.Div., Yale Divinity School;

Ph.D., Emory University

Jon T. Carlock (1993)

Professor of Religion and Philosophy

Hannibal Seagle Bible Chair

B.A., Bethel University;

M.Div., D. Min., Vanderbilt University;

A.B.D. University St. Andrews (Scotland)

John J. Caterina (2000)

Professor of Biology

B.A., Saint Anselm College;

Ph.D., University of Alabama at Birmingham

Brad A. Cliff (2012)

Assistant Professor of Physical Education
B.S., M.S.Ed., Ph.D., Middle Tennessee State University

Jason Cole (2011)

Assistant Professor of Art
B.A. Bethel University;
M.F.A. Memphis College of Art

Jessica Copous (2008)

Division Chair of Humanities
Associate Professor of English
B.A., Bethel University;
M.A., Southeast Missouri State University

Keith S. Cottrill (2014)

Instructor of Music
Bachelor of Music,
Masters in Music Education, Shenandoah Conservatory of
Shenandoah University

Thomas Crawford (2014)

Instructor of Psychology
B.S., Georgia College and State University
Ph.D., Arizona State University (ABD)

Alan Cross (1998)

Professor of Music
B.S., University of Houston;
M.C.M, Southwestern Baptist Theological Seminary;
M.M., D.M.A., University of Southern Mississippi

Daniel A. Dalrymple (2009)

Assistant Professor of History
Director of Honors Program
B.A., Ph.D., Michigan State University

Randolph O. Day (1993)

Associate Professor of Business Administration and Accounting
B.S., East Tennessee State University;
M.B.A., The University of Tennessee;
Certified Public Accountant (inactive)

Joseph Alex Debonis (2009)
Assistant Professor of English
B.A., Indiana University;
M.A., Illinois State University;
Ph.D., University of Cincinnati

Lindsay D. Elliott (2007)
Associate Professor of Health and Physical Education
B.S., Belmont University;
M.A., Tennessee Technological University

Carla S. Eribal (2014)
Assistant Professor of Chemistry
B.S., Otterbein College
Ph.D., Missouri University of Science and Technology

Andrew Evans (2014)
Instructor of Chemistry
B.S., Bradley University;
M.S., Purdue University
Ph.D., Arizona State University (ABD)

Howard L. Freeman (1979)
Professor of Biology
B.S., Fairleigh Dickinson University;
M.A., University of Kansas;
Ph.D., Rutgers University

Stacie D. Freeman (2005)
Associate Professor of Sociology
B.S., The University of Tennessee at Martin;
M.S.W., The University of Tennessee

Morgan Goulding (2014)
Assistant Professor of Biology
B.S., The Evergreen State College
Ph.D., The University of Texas at Austin

Marion Elaine Graham (2003)
Professor of Speech and Theatre
B.A., Geneva College;
M.F.A., Northern Illinois University

Stephen E. Haynes (2014)

Assistant Professor of Speech and Theatre
A.S., Columbia State Community College;
B.S., Austin Peay State University;
M.F.A., Louisiana State University

Keith Herris (2006)

Division Chair of Music and Religion
Associate Professor of Music
B.A., Goshen College;
M.M., University of Oklahoma;
D.M.A., Michigan State University

William Paul Hetrick (1998)

Associate Professor of Business and Social Science
B.S., M.B.A., Youngstown State University;
A.B.D., University of Kentucky

Robert Hicks (2004)

Associate Professor of Accounting
B.S., M.Ac., The University of Tennessee at Martin

Russell D. Holder (1989)

Associate Professor of Mathematics
B.S., M.A., Truman State University;
Certificate, The University of the South;
Continuing Education, University of Missouri-St. Louis;
St. George's College (Jerusalem)

J. Pratt Hubbard (1992)

Associate Professor of Speech
B.A., LaGrange College;
B.T.A., Pasadena Playhouse;
M.F.A., Ed.D., University of Georgia

Steve Isbell (2012)

Instructor of CIS and Business
B.S., Bethel University;
M.B.A., TUI University

James J. Johnson (2007)

Professor of Computer Science and Mathematics
B.S., Southeastern Louisiana State;
M.S., Northwestern State University;
Ph.D., Auburn University

Roger C. Johnson (1980)

Professor of Physics and Computer Science

A.B., Augustana College;

M.A., DePauw University;

Ph.D., University of Iowa;

Advanced Graduate Study, Central State University;

The University of Tennessee at Martin; The University of Memphis;

Middle Tennessee State University

Lewis R. Kanyiba (2012)

Assistant Professor of Physical Education

B.Ed., M.Sc., Kenyatta University;

Ph.D., Springfield College

Sarah Kidd (2003)

Professor of History

B.A., M.A., University of Alabama-Huntsville;

Ph.D., University of Missouri

Alex Klyuyenko (2011)

Assistant Professor of Physics and Mathematics

M.S., Kirovohrad, Ukraine Institute of Agricultural Machine Construction

Roy David Lancaster (2004)

Professor of Religion

B.A., Bethel University;

M.Div., Yale University Divinity School

Timothy W. Lindsey (2003)

Division Chair of Social Sciences

Professor of Human Services

B.S., Bethel University;

M.S.W., Louisiana State University (LCSW)

Sandra L. Loudon (1992)

Director of College Orientation

and Lecturer of COE

B.S., Murray State University;

M.A.Ed., Bethel University

Cindy Mallard (1999)

Associate Professor of English

B.A., Bethel University;

M.A., The University of Memphis

Jennifer Marlow (2014)

Assistant Professor of History

B.A., Saginaw Valley State University;

Ph.D., Michigan State University

James McAllister (2011)

Associate Professor of Biology

B.A., University of Massachusetts at Amherst;

M.A., M.Phil., Ph.D., University of Kansas

Charles F. McConnell (2009)

Assistant Professor of Psychology

A.S., Dyersburg State Community College;

B.A., M.S., Ph.D., The University of Memphis

Sara M. McIntosh (2012)

Instructor of English

B.A., The University of Tennessee at Martin;

M.A., Murray State University

Jaime McLean (2011)

Assistant Professor of History

B.A., University of Windsor;

Ph.D., Michigan State University

Alacia Mitchell (2011)

Assistant Professor of Business

B.S., Bethel University;

M.B.A., Lakeland College

Victoria Moeller (2010)

Assistant Professor of Chemistry

B.S., St. Louis University;

M.S., St. Louis University;

Ph.D., Ohio State University

Antija M. Moore (2013)

Assistant Professor of Psychology

B.A., Neumann College;

M.A., Pepperdine University

John P. Nelson (1992)

Professor of Biology
B.A., Lycoming College;
M.S., University of North Dakota;
Ph.D., The University of Memphis

James D. Pask (2013)

Assistant Professor of Biology
B.S., Lynchburg College;
Ph.D., Vanderbilt University

Brian E. Paulis (2012)

Assistant Professor of Music
B.M., Baldwin-Wallace College;
M.M., New England Conservatory of Music;
Ph.D., Kent State University

Jeremy R. Ricketts (2012)

Assistant Professor of English
B.A., University of Memphis;
M.A., University of Alabama;
M.Ed., University of South Florida;
Ph.D., University of New Mexico

J. R. Robles (2014)

Assistant Professor of English
B.A., Bethel University;
M.A.Ed., Middle Tennessee State University

Sara McKeehan Hakim Rognstad (2012)

Associate Professor of Mathematics
B.A., Gonzaga University; M.S.,
Ph.D., Washington State University

Teresa G. Rose (2004)

Associate Professor of English
B.S., M.A., Murray State University

Robin T. Salyers (2007)

Associate Professor of Computer Information Systems
B.S., M.A.Ed., Bethel University;
M.S.I.T.M., Touro University

Joseph A. Sam (1991)

Division Chair of Natural Sciences
Professor of Chemistry
B.A., University of Mississippi;
Ph.D., University of Mississippi Medical Center

Poppy Scarbrough (2012)

Assistant Professor of Art
B.A., University of Illinois, Springfield;
M.F.A., San Francisco Art Institute

James A. Scruton (1990),

Professor of English and Mary B. Holmes Professor of Literature
B.A., M.A., Eastern Illinois University;
Ph.D., The University of Tennessee

Sharon K. Scruton (1990)

Associate Professor of English
B.A., M.A., Eastern Illinois University

William J. Shelton, Jr. (1993)

Associate Professor of Spanish and English
B.A., M.A., Murray State University;
M.A., The University of Memphis

Irina Smith (2003)

Associate Professor of Mathematics
B.S., Moscow Regional Pedagogical University;
M.S., Murray State University;
M.B.A., Bethel University, 2009

Joshua D. Smith (2008)

Associate Professor of Music
B.M., University of Kentucky;
M.M., James Madison University;
D.M.A., University of North Texas

Tony L. Smith (2004)

Associate Professor of Music Business
B.A., Jackson College of Ministry;
M.A., Ed.D., Trevecca Nazarene University

Hector Tato (2013)

Assistant Professor Criminal Justice
A.A., Miami Dade College
B.A., Florida International University
Ph.D., Universidad del Norte (Columbia)

Christopher R. Terry (2009)

Assistant Professor of Mathematics
B.S., Bethel University;
M.A., Murray State University

Deborah K. Thompson (1982-2001) (2002)

Division Chair of Health and Physical Education
Professor of Health, Physical Education and Recreation
B.S.Ed., Kent State University;
M.A., The Ohio State University;
Ed.D., University of Arkansas

Darryl S. Tukufu (2014)

Assistant Professor of Sociology
B.A., Youngstown State University
M.A., Ph.D., University of Akron
D.Min., Jacksonville Theological Seminary

Jesse Jon Turner (2003)

Professor of Mathematics and Computer Information Systems
B.S., Boise State University;
M.S., M.A., Ph.D., University of Idaho

Malissa L. Vaughn (2000)

Associate Professor of Health, Physical Education, and Recreation
B.S., Lambuth University;
M.S., The University of Memphis

Jeffrey A. Wilcox (2012)

Assistant Professor of Religion
B.A., Calvin College; M.T.S., Calvin Theological Seminary;
Ph.D., Marquette University

Kathryn Wilwohl (2013)

Associate Professor of Biology
B.S., Saint Francis University;
Ph.D., Temple University

Randell Wolff (2005)

Associate Professor of English

B.A., Bethel University;

M.A., Murray State University

Berry K. Zeigler CPA (2007)

Professor of Business

B.S., M.S., Southern Illinois University;

Ph.D., University of Georgia

BETHEL UNIVERISTY

FACULTY EMERITI

David H. Lankford (1967) Associate Professor of Mathematics
B.S., Bethel University; M.S., University of Mississippi;
Graduate Study, The University of Mississippi and The University of Tennessee

Benjamin G. McClure (1989) Professor of Education
B.S., Middle Tennessee State University; M.Ed., University of Georgia;
Ed.D., George Peabody College for Teachers at Vanderbilt University

Linda Rains McClure (1989) Professor of Education
B.S., Cumberland College; M.A., Union College;
Ed.D., The University of Tennessee

Maribeth McGuire (1985) Associate Professor of English
B.A., Bethel University; M.A., The University of Memphis; Doctor of Letters,
Bethel University

Cornelia A. Arnold Owen (1980) Professor of Special Education
B.A., Bethel University; M.S.Ed., The University of Tennessee at Martin;
Ed.D., Vanderbilt University

Kathleen B. Sacks (1979) Associate Professor of Art
B.S., M.A.Ed., Bethel University;
Graduate Studies, Memphis College of the Arts, The University of Memphis
and The University of Tennessee at Martin

BETHEL UNIVERSITY
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Jackson, TN 38305

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Three Way, TN 38343

Rev. Elton Hall

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Hewitt, TX 76645

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Friendsville, TN 37737

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McKenzie, TN 37205

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Norcross, GA 30010

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721 Paris Street
McKenzie, TN 38201

Mr. Ben Surber

1145 Hico Road
McKenzie, TN 38201

Rev. Robert Truitt

1238 Old East Side Road
Burns, TN 37029

SCHOOL OF EDUCATION

CURRICULUM ORGANIZATION

BACHELOR OF SCIENCE IN EDUCATION PROGRAMS

The School of Education offers undergraduate majors in Child Learning and Development; Exceptional Learning and Development; and Secondary Education with minor fields in Education Studies and Professional Education.

The undergraduate curriculum at Bethel is organized into four parts: the common core, the program core, the majors, and the minors. Each of these elements is described below.

The Common Core

Bethel University believes the Common Core is the foundation of a liberal arts education. The Common Core is the general education portion of the Bethel University curriculum, and it supports the mission of the University by providing breadth of knowledge and placing the multiple disciplines in perspective. The Common Core promotes critical thinking and reflection which support the depth of knowledge offered in the majors while providing students with shared learning experiences.

Educational outcomes of the Bethel Common Core are as follows:

1. Students will develop adequate oral communication skills.
2. Students will develop adequate written communication skills.
3. Students will be able to utilize the basic principles of scientific methodology.
4. Students will demonstrate the basic principles of quantitative reasoning.
5. Students will demonstrate an understanding of the historic dimensions of the human experience.
6. Students will articulate an appreciation of the arts.
7. Students will demonstrate an understanding of the scholarly dimension of religious studies.
8. Students will show an understanding of health issues.

9. Students will demonstrate effective critical thinking skills.
10. Students will show proficiency in using information technology.

In order to realize these outcomes, undergraduate students at Bethel University are required to take the following Common Core courses:

- College Orientation Experience 102
- English 101, 111, 201, and 202
- 6 hours from Religion 111, 112, 113
- Math 111 or higher (note: some majors also require Math 112 or higher)
- SAT 110 Public Speaking and Communication
- Sociology 111
- History - 6 hours 200 level
- Health 201
- One physical education participation course chosen from PED 105-129
- One laboratory science course (note: the course may be specified for some majors)

Progress toward meeting the outcomes of the Common Core is measured in a number of ways, through standardized, nationally-normed tests, internally generated tests, class activities, and survey data.

The Program Core

As part of Bethel University's effort to simplify and clarify its curriculum, the School has incorporated a program design that features a program core. The program core is the next logical step for a student to take as he/she moves from the core curriculum and wishes to explore coursework that pertains to a major field before completely committing to a major. This intermediate step allows for greater flexibility in course selection and major exploration.

The Major and the Minor

Students must select a major field of study in their pursuit of a bachelor's degree at Bethel University. Some majors also require the student to select a minor. Programs of study offered by Bethel University are listed on the table below.

Requirements for Admission to Teacher Education Program (TEP I)

Applicants must meet the requirements in effect at the time of consideration for admission. Requirements are subject to change by the Teacher Education Committee effective on the first class day of any designated term.

1. Application form completed, signed, and on file.
2. Favorable recommendations on file from two Bethel University instructors (one education instructor and one instructor not in education.)
3. Acceptable essay on applicant's interest in teaching (See instructions on form TEP I).
4. Passing scores on the Core Academic Skills for Educators, effective July 15, 2014. (PRAXIS I Exam scores will be accepted if reported before July 15, 2014.) The CORE is waived for students who score 22 or higher on the ACT or 920 or higher on the SAT.
5. Cumulative grade point average of 2.50 or higher.
6. Completion of EDU 210.
7. Forty semester hours of college work completed, including 12 semesters hours at Bethel University.
8. All students as a part of the Teacher Education Program application, will be required to complete and pass a criminal background history using fingerprint analysis through the Tennessee Bureau of Investigation before they can receive admission and participate in a field experience or student teaching.
9. Any education or special education courses required for teacher certification or completion of a teacher certification major or minor field at Bethel University and which have been completed ten years or more prior to admission or readmission must be repeated for credit. The repeated course grade must meet any grade point and/or grade point average requirement by the Department of Education for that course.
10. Students will be required to begin portfolio; an artifact from each education course will be submitted to the portfolio.

*Appeal Process: Student who fail to pass all of the PRAXIS I after having taken it twice may appeal to the Teacher Education Committee for a review of application for admission. Students who present strong credentials/evidence on all other admission criteria will be reviewed by the Teacher Education Committee for a conditional admission to the TEP.

Requirements for Conditional Education Admission Status

1. Student must have achieved and maintained a cumulative GPA of 2.75.
2. Conditional admission status will be changed to full admission when:
 - a. Student successfully passes the PRAXIS I, or
 - b. Student is approved TEP II.
3. Conditional admission status will be changed to rejection status when:
 - a. Student's cumulative GPA falls below a 2.75, or
 - b. Student is placed on disciplinary probation.

Requirements for Admission to Student Teaching (TEP II)

Applicants must meet the requirements in effect at the time of consideration for admission. Requirements are subject to change by the Teacher Education Committee effective on the first class day of any designated term. Application for student teaching must be filed with the Director of Student Teaching by January 31 or September 15 one semester before the student teaching semester. Candidates must have successfully completed:

1. TEP I
2. Minimum cumulative GPA of 2.50
3. Minimum GPA of 2.75 in major field
4. Minimum GPA of 2.75 in Professional Education minor
5. Professional education sequence (must be in progress if not completed)
6. No grade lower than a C applied to Professional Education minor
7. Satisfactory interview by the Teacher Education Committee
8. Evidence of having successfully completed all required PRAXIS II Licensure Exams for Tennessee (Principles of Learning and Teaching and specialty tests). These documents must be on file in the Education Office before a student may begin Student Teaching.
9. Any education or special education courses required for teacher certification or completion of a teacher certification major or minor field at Bethel University and which have been completed ten years or more prior to admission or readmission must be repeated for credit. The repeated course grade must meet any grade point and/or grade point average requirement by the Department of Education for that course.

NOTE: No additional courses (including course by correspondence) or participation in sports, Renaissance, etc., may be taken concurrently with student teaching.

Liability Insurance Coverage

All students enrolled in any courses requiring interaction with children in the public schools must be a member of STEA in order to be covered by liability insurance or the student must provide proof of liability insurance coverage.

Licensure Areas

Bethel University offers the following areas of teacher licensure programs:

Child Learning and Development (Elementary Grades K-6)

Licensure in subject area programs:

- Biology (7-12)
- Chemistry (7-12)
- English (7-12)
- History (7-12)
- Mathematics (7-12)
- Music: Vocal/General (K-12) and Instrumental (K-12)
- Physical Education (K-12)
- Exceptional Learning and Development (K-12 Special Education Modified Licensure)

Additional Endorsement Programs

Bethel offers the following areas of add-on endorsements for teachers who already have an initial Tennessee teacher license in the Secondary area (7-12):

12):

- Biology (7-12)
- Chemistry (7-12)
- Elementary (K-6)
- English (7-12)
- History (7-12)
- Mathematics (7-12)
- Music (K-12)
- Physical Education (K-12)
- Special Education (Modified) (K-12)

EDUCATION MAJORS

The Major in Child Learning and Development

Bachelor of Science Degree

Note: All students seeking licensure in Elementary Education (K-6) must complete this major.

A. Common Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher)
- SAT 110
- SOC 111
- BIO 100D
- HIS 210 and 3 hours 200 level
- HEA 201
- PED activity (1 hour)

B. Program Core (16-17 hours)

- HEA 312
- COE 401 or EDU 444 (Professional Student Teaching Semester – See F)
- ELD 314
- PED activity (1 hour)
- PSY 211
- SCI 111 and 111L
- EDU 323

C. Child Learning and Development Major (32 hours)

- ART 401
- ENG 301, 305
- HEA 314
- EDU 215
- EDU 221
- EDU 321
- MUS 407
- PED 332

- ELD 438
- SOC 214
- CIS 326

D. Minor Required (36 hours)

Note: All students seeking licensure in Elementary Education (K-6) must minor in Professional Education (Elementary)

- EDU 210
- EDU 335
- EDU 412
- EDU 413
- EDU 414
- EDU 417
- EDU 421
- ELD 427
- EDU 444

E. Elective Hours - must have 3 hours

F. Professional Student Teaching Semester (12 hours)

- EDU 444 (Must achieve a grade of "C" or better to be eligible for graduation/teacher licensure)

The Major in Exceptional Learning and Development

Bachelor of Science Degree

Note: All students seeking licensure in Special Education (Modified K-12) must complete this major.

A. Common Core (43 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher)
- SAT 110
- SOC 111
- BIO 100, 100L
- HIS 210 and 3 hours 200 level
- HEA 201
- PED activity (1 hour)

B. Program Core (13-14 hours)

- BIO 200, 200L
- COE 401 or ELD 443
(Professional Student Teaching Semester - see F.)
- EDU 215
- PED activity (1 hour)
- PSY 211
- HEA 312

C. Exceptional Learning and Development Major (32 hours)

- PED 333
- EDU 323
- CIS 326
- ELD 221, 314, 321, 422, 423, 425, 428, 438

D. Minor Required (39 hours)

Note: All students seeking licensure in Special Education Modified (K-12) must minor in Professional Education (Special Education)

- EDU 210, 335, 412, 413, 414, 417, 403 or 406, 421, 443, ELD 427

E. Elective Hours - must have 3 hours

F. Professional Student Teaching Semester (12hrs)

ELD 443 (Must achieve a grade of "C" or better to be eligible for graduation/teacher licensure)

MINORS

Minor in Professional Education (Elementary)*

(36 hours)

- EDU 210
- EDU 335
- EDU 412
- EDU 413
- EDU 414
- EDU 417
- EDU 421
- ELD 427
- EDU 444

*Open only to Child Learning and Development Majors (K-6 Licensure)

Minor in Education Studies (Elementary)

(24 hours)

- EDU 210
- EDU 335
- EDU 412
- EDU 413
- EDU 414
- EDU 417
- EDU 421
- ELD 427

Minor in Professional Education (Special Education)*

(24 hours)

- EDU 210
- EDU 335
- EDU 412
- EDU 413
- EDU 414

- EDU 417
- EDU 403 or 406
- ELD 421
- ELD 427
- ELD 443*

*Open only to Exceptional Learning and Development majors

Minor in Education Studies (Special Education)

(27 hours)

- EDU 210
- EDU 335
- EDU 412
- EDU 413
- EDU 414
- EDU 417
- EDU 403 or 406
- EDU 421
- ELD 427

Minor in Professional Education (Subject Areas)*

(41 hours)

NOTE: Music Education majors will complete their methods courses as a part of the major field.

- EDU 210
- EDU 323
- EDU 335
- EDU 4XX
- CIS 326
- ELD 314
- EDU 221
- EDU 321
- ELD 438
- EDU 421
- ELD 427
- EDU 445 or 446*

*Open only to students majoring in a Secondary or K-12 Licensure Program

Minor in Education Studies (Subject Areas)*

(27 hours)

- EDU 210
- EDU 323
- EDU 335
- EDU 4XX
- CIS 326
- ELD 314
- ELD 438
- EDU 421
- ELD 427

*Restricted to licensure majors offered by Bethel University

MASTER OF ARTS IN EDUCATION PROGRAMS (M.A.ED.)

Bethel University offers the Master of Arts in Education (M.A.Ed.) graduate degree through face-to-face, online, and blended instruction.

Graduate licensure programs are:

- Elementary
- Special Education
- Secondary Education
 - English
 - Mathematics
 - Music (Vocal or Instrumental)
 - Physical Education
 - Science
 - Social Studies

Advanced Graduate programs are:

- Teaching Excellence (non-licensure)
- Leadership Excellence (non-licensure or licensure)

The **Teaching Excellence** program is designed to build on the educator's current teaching philosophy and to enhance classroom skills to form a better understanding of the latest technology and instructional methods. Participants are able to choose elective courses that apply to their current teaching interests and focus. This program is offered face-to-face, online, and blended.

The **Leadership Excellence** program is provided for teachers with three years of teaching experience that desire to further their career in an administration field such as principal, director of schools or supervisor of instruction. This program leads to an administrative endorsement with the State of Tennessee. This program is offered solely online.

Online Cohort based programs offer courses in 8 week modules. The program provides current technology to students in order to facilitate the learning process. Candidates complete 18 hours of core courses, 15 hours of their chosen track and 3 hours of elective credit.

**Masters of Art in Education - Elementary Education
(40-47 hours)**

Core Courses (18 hours)

COE 5000
EFT 5022
EFT 5015
EFT 5001
EFT 5034 or 5005
EFT 5002
COE 5051
COE 5052
COE 5053

Program Core Courses (18 hours)

ECI 5126
ECI 5127
ECI 5125
ECI 5128
ECI 5103
ECI 5104

Other Required Courses (2 hours)

ECI 5160 (30 hours)
ECI 5160 (30 hours)

**Candidates Seeking Licensure Must Complete one of the Following
Tracks:**

Traditional License (9 hours)

ECI 5163
ECI 5164

Transitional License (2 Non-Credit hours)

ECI 5162 (Sem 1)
ECI 5162 (Sem 2)

**Masters of Art in Education - Leadership Excellence -
ILL-B Licensure (36 hours)**

Core Courses (18 hours)

COE 5000
EFT 5022
EFT 5015
EFT 5002
EFT 5034 or 5005
EFT 5001
COE 5051, Seminar I
COE 5052, Seminar II
COE 5053, Seminar III

Leadership Excellence (18 hours)

ELA 5332
ELA 5337
ELA 5330
ELA 5333
ELA 5355
COE 5054, Seminar IV
COE 5055, Seminar V
COE 5056, Seminar VI

Seminars are worth one (1) graduate credit hour each. Three seminars are required to complete the program and are offered periodically at alternating campuses. Registration for seminars can be completed via email as speaker dates are confirmed. Tuition charges for seminars are deducted at the time of registration.

**Masters of Art in Education - Secondary Education 7-12
(38-47 hours)**

Core Courses (18 hours)

COE 5000
EFT 5015
EFT 5002
EFT 5034 or 5005
EFT 5001
EFT 5022
COE 5001
COE 5002
COE 5003

Program Core Courses (18 hours)

ECI 5103
ECI 5501
ECI 5248
ECI 5104
ECI 5149
ECI 5119-5124 (Subject Area)
ECI 5119, ECI 5120, ECI 5121, ECI 5122, ECI 5123, ECI 5124

Candidates seeking a secondary content area must have a Bachelor's degree or 24 hours in the approved content area.

Other Required Courses (2 hours)

ECI 5160 (30 hours)
ECI 5160 (30 hours)

Candidates Seeking Licensure Must Complete One of the Following Tracks:

Traditional License (9 hours)

ECI 5163
ECI 5165

Transitional License (2 hours)

ECI 5162 (Sem 1)
ECI 5162 (Sem 2)

**Masters of Art in Education - Teaching Excellence Non-Licensure
(36 hours)**

Core Courses (18 hours)

COE 5000
EFT 5022
EFT 5015
EFT 5002
EFT 5002
EFT 5034 or EFT 5005
EFT 5001
COE 5051
COE 5052
COE 5053

Teaching Excellence (18 hours)

ECI 5104
ECI 5142
ECI 5103
ECI 5248
ECI 5149
COE 5054
COE 5055
COE 5056

**Masters of Art in Education - Licensure Special Education K-12
(46 hours)**

Core Courses (18 hours)

COE 5000
EFT 5001
EFT 5022
EFT 5015
EFT 5034 or 5005
EFT 5002
COE 5051
COE 5052
COE 5053

Program Core Courses (18 hours)

EEC 5226 or 5127
EEC 5125
EEC 5222 or 5501
ECI 5103
ECI 5149
EEC 5104

Other Required Courses (2 hours)

ECI 5160 (30 hours)
ECI 5160 (30 hours)

**Candidates Seeking Licensure Must Complete One of the Following
Tracks:**

Traditional License (47 hours)

EEC 5263
EEC 5264

Transitional License (38 hours)

ECI 5162 (Sem 1)
ECI 5162 (Sem 2)

SCHOOL OF EDUCATION

ADMISSIONS

MASTER OF ARTS IN EDUCATION ADMISSIONS REQUIREMENTS

Program Purpose

Bethel University's Master of Arts in Education program has a long standing tradition of developing exceptional teachers. In continuing this tradition the M.A.Ed. program is dedicated to providing quality, current coursework for educators that seek a solid foundation of knowledge, skills, and values.

Objectives of the Program

M.A.Ed. program students will:

1. Effective students will demonstrate pedagogical skills, knowledge of content and values as they relate to major societal issues that face teachers today.
2. Demonstate the ability to research solutions to solve educational problems that educators face.
3. Utilize opportunities available for licensure to compliment current license(s).
4. Students with non-education degrees will in some cases prepare to become licensed teachers.
5. M.A.Ed. students will behave and exemplify the Christian principles in their communities and be of service to their communities whenever possible.

Admission to Graduate Coursework

Every graduate student, either degree-seeking or non-degree seeking, who would like to take graduate level courses in education at Bethel University must meet the criteria for admission. After admission, the student may take courses for personal and or professional growth, seek teacher licensure, or pursue the Master of Arts in Edu-

cation Degree. Some students may choose to seek the M.A.Ed. while they are completing their teacher licensure. Student applicants that want to take graduate courses in education should submit the following to the School of Education:

1. Completed Graduate Studies in Education Application.
2. Application processing fee of \$50.
3. Provide official transcript(s) showing all coursework, completion of baccalaureate degree(s), and all graduate credit previously attempted from regionally accredited institutions.
4. Student's official transcript(s) must indicate a minimum grade point average (GPA) of 2.75 on a 4.0 scale of all undergraduate and post-baccalaureate coursework combined.
5. Provide a writing sample to the Director of the School of Education.
6. Students will provide a completed "Certificate of Immunization." In short courses that are primarily for license renewal, the following admission criteria will be necessary. Students should submit an Application for admission to the School of Education, a \$50 application fee, a copy of their teaching license and an official transcript showing completion of a baccalaureate degree. If the student decides to seek the M.A.Ed. or take coursework other than the short courses, all requirements for full admission to graduate studies must be submitted. Note: Six semester hours maximum may be taken in this short-course format may be used to satisfy M.A.Ed. requirements.

Admission to the Master of Arts in Education Degree Program

The Students that would like to attend M.A.Ed. graduate courses must submit the following in addition to the graduate admissions requirements. This information should be submitted to Director of the School of Education at Bethel University.

1. An official test report showing an acceptable score on the MAT (365) or GRE (1000), a writing sample, and a minimal undergraduate cumulative GPA of 2.75.
2. Two references in a written format are required to be submitted:
 - The reference should be from persons that are familiar with the applicant's academic and professional abilities. If the applicant is currently teaching, one of the recommendations should be from a superior that is familiar with the applicant's work in education.
 - Recommendation forms are available in the School of Education. The forms for students seeking teacher licensure are available in the office of the School of Education in the Dickey Fine Arts Building.
3. If a student seeks initial teacher licensure, an acceptable PRAXIS II score

must be submitted in their intended endorsement area before beginning student teaching. Praxis tutorials will be offered to those students who have not passed the test.

4. All students will be required to complete and pass a criminal background history using fingerprint analysis through the Tennessee Bureau of Investigation before they can receive admission.

5. Prior to acceptance into the Teacher Education Program, candidates seeking licensure will be required to participate in an interview and a portfolio review.

Academic Probation and Suspension

Satisfactory academic standing is determined by completion of six graduate semester hours. Candidates with two or more grades of "C" and candidates with a GPA that falls below 3.0 during a term of enrollment will be placed on academic probation. Only one course with a grade of "C" will be allowed. Any additional courses with "C" grades must be repeated. Candidates on academic probation must earn a 3.0 GPA during the subsequent term of enrollment. Candidates who do not earn a 3.0 GPA for the subsequent term will be placed on suspension.

Any candidates receiving a grade "D" or "F" in a course will automatically be placed on academic probation regardless of the GPA. Any candidate receiving a grade of D or F in a graduate course must meet with their advisor prior to enrolling in any other courses. Candidates may be required to repeat the course(s), take other courses, or complete additional work. Any candidate receiving more than one D or F in the master's program will automatically be suspended for one full semester. To be considered for readmission to the Graduate Program after suspension, the candidate may request a hearing.

Grades of I are given by instructors in extreme cases which involve illnesses, and other matters that are beyond the control of the candidate. The candidate has four weeks after the beginning of the next term/semester to complete their assigned work. If the I grade is not removed within the allowed time frame, the I will become an F.

Master of Arts in Education Graduation Requirements

- Complete the 36 hours of the Master of Arts in Education curriculum.
- All graduates must maintain a grade point average of 3.0 with no more than one course completed with a grade of C, (D and F grades are not accepted).
- Completion of a School of Education portfolio with an evaluation of proficient or distinguished

- Completion of all coursework within six years of the date of initial enrollment
- Submission of graduation application prior to application deadline
- All tuition and fees paid in full

Conditional Admission to the Master of Arts in Education Degree Program

Students that do not meet the full admission requirements of test scores and or maintained a sufficient GPA for full admissions into the Master of Arts in Education degree program may be a candidate for conditional admission. Candidates with a GRE score of 800, or MAT score of 330, a cumulative GPA of 2.5, or a 3.0 in the last 30 hours of undergraduate work, and having met all other requirements, may apply for conditional status. After three courses (with GPA of 3.0 or better) have been successfully accomplished at the graduate level, the student's status may be changed to full admissions to the Master of Arts in Education program.

NOTE: The University reserves the right to change the rules regulating admission to the University and any other regulations affecting the granting of degrees. Any Student who submits fraudulent admission documents/information may be subject to denial of admission, dismissal from the University, and/or revocation of any degree granted.

UNDERGRADUATE COURSE DESCRIPTIONS

EDUCATION

EDU 210. Foundations of Education (3 hours)

Historical, philosophical and societal foundations of American education. Exploration of the nature of schooling in a democratic society and the relationship of the school with non-school educational agencies. Special emphasis on Multicultural Education and cultural foundations to develop knowledge, self-awareness, and skills/competencies for effective teaching in a pluralistic society.

EDU 215. Problem Solving in Elementary Math (3 hours)

Estimation, basic facts and algorithms, algebraic and trigonometric concepts, measurement, geometry, probability and statistics, patterns and functions. Investigations, connections to other subjects, and technology utilization that promote age-appropriate conceptual understanding and mathematical reasoning. Math content taught in this course will be consistent with the Content and Process Standards of the National Council of Teachers of Mathematics and Tennessee State Curriculum Standards for Grades K-6. Prerequisite: EDU 212.

EDU 221. Field Experience I (1 hour)

Observation and limited classroom activities in an assigned K-12 setting. Examination of various foundational influences in practice. Thirty clock hours of documented observation, journal, and seminars. Prerequisite: EDU 210 with a grade of C or above.

EDU 313. Classroom Management (3 hours)

A study of skills and techniques for effective classroom management. Emphasis on theory, professionalism, ethics, and student rapport. Includes a twenty clock hour practicum of documented observations in an assigned K-12 setting in the discipline of the major. Prerequisites: EDU 210 with a grade of "C" or above and acceptance to the Teacher Education Program I.

EDU 321. Field Experience II (1 hour)

Observation and limited classroom activities in an assigned K-12 setting. Examination of various foundational influences in practice. Thirty clock hours of documented observation, journal, and seminars. Prerequisite: Admission to the Teacher Education Program (TEP). Co-requisite: EDU 335.

EDU 323. Educational Psychology (3 hours)

This course is an introduction to the psychology of learning, and of motivational and social development. Focus is on the development of learning theory, the physiological and environmental factors that influence learning and the validity of various learning paradigms. This course is designed for future teachers to make application of psychology to learning processes and theories. During this course students will review individual differences, measurement, motivation, emotions, intelligence, attitudes, problem solving, thinking and communicating in educational settings. Other topics of interest will include: psychological problems involved in the education and the practical application of psychological principles of teaching. Special emphasis is on measurement, the nature of learning, and the environmental influences of behavior will be given. Prerequisite: Admission to the Teacher Education Program I.

EDU 334. Assessment (3 hours)

Study of the design, administration, scoring, interpretation, and statistical analysis of teacher-made, norm-based, criterion-referenced, curriculum-based, and authentic performance-based assessment. Tennessee Value Added Assessment System (TVAAS) data analysis. Developmental and academic screening, assessment, diagnosis, and planning for students with specific instructional and psycho linguistic deficits. Simulation exercises in multidisciplinary team/planning, writing, and developing individual education plans, testing accommodations and modifications. Introduction to a variety of assessment instruments. Application in simulated case studies. Prerequisite: MTH 111 or EDU 215, TEP I.

EDU 335. Curriculum, Instruction and Assessment (3 hours)

Lesson and unit planning aligned with Tennessee Curriculum Framework and Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. Techniques and methods of teaching: Micro-teaching with peers. Study of teacher-made, norm-based, criterion-referenced, curriculum-based, and authentic performance-based assessment, K-12 curriculum patterns. Study of current topics in curriculum, instruction, and assessment including students with exceptionalities and students who are English language learners and includes observation and limited classroom activities in an assigned K-12 setting. Instruction and practice in writing behavioral descriptions. Twenty clock hours of documented observation, journal, and seminars. Prerequisite: EDU 210.

EDU 336 Reading Across the Content Areas (3 hours)

Major factors influencing ability of secondary students in reading across content areas explored in depth. Study of theories, philosophies, and application of teaching methods and materials designed for secondary teachers.

Emphasis on at-risk students, cultural diversity, lesson planning, and Micro-teaching. Pre-requisite: TEP 1.

EDU 400*. Teaching Science in Secondary Schools (3 hours)

Curriculum planning, teaching and evaluation practices for grades 7-12 science; emphasis on characteristics and needs of all secondary students, including students diverse in race/ethnicity, language, or special needs, through a variety of instructional techniques, including reading and mathematics skills in the content area. Unit and lesson development using Tennessee and national standards; micro-teaching. Prerequisites: TEP I, EDU 335.

EDU 403*. Teaching English in Secondary Schools (3 hours)

Curriculum planning, teaching and evaluation practices for grades 7-12 English; emphasis on characteristics and needs of all secondary students, including students diverse in race/ethnicity, language, or special needs, through a variety of instructional techniques, including reading and mathematics skills in the content area. Unit and lesson development using Tennessee and national standards; micro-teaching. Prerequisites: TEP I, EDU 335.

EDU 405*. Teaching Social Studies in Secondary Schools (3 hours)

Curriculum planning, teaching and evaluation practices for grades 7-12 social studies; emphasis on characteristics and needs of all secondary students, including students diverse in race/ethnicity, language, or special needs, through a variety of instructional techniques, including reading and mathematics skills in the content area. Unit and lesson development using Tennessee and national standards; micro-teaching. Prerequisites: TEP I, EDU 335.

EDU 408*. Teaching Physical Education (K-12) (3 hours)

Curriculum planning, teaching, and evaluation practices for grades K-12 physical education; emphasis on characteristics and needs for all students, including diversity in race/ethnicity, language, or special needs, through a variety of instructional techniques, including reading and mathematics skills in the content area. Unit and lesson development using Tennessee and national standards; micro-teaching. Prerequisite: TEP I, EDU 335.

EDU 412. Teaching Language Arts and Social Studies in Elementary Schools (3 hours)

Effective teaching strategies, content, and materials for teaching language arts and social studies in elementary school. Integration of language arts and social studies content across subject areas. Emphasis on cultural diver-

sity. Unit and lesson development; micro-teaching. Prerequisites: EDU 335 and acceptance to the Teacher Education Program I.

EDU 413. Teaching Math and Science in Elementary Schools (3 hours)

Effective teaching strategies, materials, and content of mathematics and science in elementary schools. Integration of basic content and effective strategies across the curriculum. Knowledge of NCTM standards. Emphasis on cultural diversity. Unit and less development; microteaching. Prerequisites: EDU 335 and acceptance to the Teacher Education Program I.

EDU 414. Teaching Reading in Elementary Schools (3 hours)

Research-based instructional strategies aligned with the Tennessee Curriculum Framework, International Reading Association (IRA) Standards and INTASC Standards. In-depth study of hierarchy of reading skills, including phonemic, syntactic, semantic and contextual analysis. Emphasis on teaching students with ethnic, cultural, and language diversity, students with exceptionalities, and students who are English Language Learners. Reading across the curriculum. Interdisciplinary theme unit and micro-teaching applications required. Prerequisites: EDU 335 and acceptance to the Teacher Education Program I. Co-requisite: EDU 417

EDU 417* Reading Diagnosis and Remediation (3 hours)

Development and application of techniques in diagnosis and remediating reading problems in students of all ages. Familiarity with appropriate assessment instruments. Differentiated instructional strategies. Strategies for teaching students who are English language learners. Clinical practice with children who demonstrate deficiencies in reading skills. Prerequisite: TEP I, EDU 335. Co-requisite: EDU 414.

EDU 421 Legal & Ethical Issues (3 hours)

This course is designed to increase the understanding of the various legal and ethical requirements for prospective educators. Students will learn about issues that include due process, discrimination, teachers' rights, students' rights and privacy, parental rights, teacher contracts, religious freedom, freedom of association, academic freedom, copyright laws, legal framework, child abuse, liability and slander issues. Prerequisites: EDU 335 and acceptance to the Teacher Education Program I.

EDU 444 Professional Student Teaching Semester (Elementary) (12 Hours)

**EDU 445 Professional Student Teaching Semester (Secondary)
(12 Hours)**

**EDU 446 Professional Student Teaching Semester (K-12)
(12 Hours)**

Review and application of planning, effective teaching strategies, and evaluation techniques in student teaching practice. Processing of experiences and observations. Emphasis on media usage, K-12 curricular patterns, multicultural consideration, current issues. Minimum of 15 weeks in full-day classroom teaching in off-campus centers. No other course may be taken during the student teaching semester. Journal, documentary log, lesson plans, teaching materials, State of Tennessee Comprehensive Assessment. To be taken by candidates seeking licensure in K-6, 7-12, or K-12 programs. Prerequisite: Acceptance to the Teacher Education Program II. (Must achieve a grade of "C" or better to be eligible for graduation/teacher licensure.)

EDU 450 Reading in the Secondary Content Area (3 hours)

This course is designed to help prospective secondary educators in all content areas increase and enhance students' learning from text. It is also designed to help secondary teachers recognize and compensate for the variety of reading levels in the classroom. Methods of intervention and assessment of reading for grades 6-12 will be explored and researched. Emphasis will be placed on the major content areas of math, science, social studies, English, and the related arts. The course will provide opportunity for students to analyze secondary textbooks as well as themed literature related to content areas. The major emphasis of the course will be on the practical application of reading in the classroom setting and because of the link between reading and writing attention will be paid to writing in the content area.

EDU 490* Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Director of the College of Education.

EDU 495* Honors Project (4 hours)

Open to seniors who have passed TEP I by invitation only.

EDU 399, 499* Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisites: Junior standing, approval of advisor and Director of the College of Education, TEP I.

** Most Education courses numbered 400 or higher require approval of the Teacher Education Committee before admission to the curriculum. Consult advisor for exceptions.*

EXCEPTIONAL LEARNING & DEVELOPMENT

ELD 314. Survey of Children with Exceptionalities (3 hours)

An introductory study of emotional, learning, and behavioral characteristics of children with exceptionalities, including programs, services, legal requirements, and instructional techniques.

ELD 424. Characteristics and Needs of Giftedness (3 hours)

In depth study of the characteristics and needs of children with exceptional talents and abilities. Twice exceptional students. Identification process. Trends and issues. Prerequisite: ELD 314

ELD 425. Curriculum and Instruction for Giftedness (3 hours)

Designing effective curriculum and instruction across a variety of educational environments for students with exceptional abilities. In depth study of creativity. Prerequisite: ELD 314

ELD 426. Characteristics and Needs of Children with Exceptionalities (3 hours)

In depth study of the characteristics and needs of children with cognitive, emotional, behavioral and learning disorders. Prerequisite: ELD 314

ELD 427. Positive Behavior Intervention (3 hours)

Systems for identifying behaviors that interfere with successful education. Referral, assessment, development and implementation of intervention plans. Social skills instruction, applied behavior analysis, family supports and medical referrals. Prerequisite: ELD 314

ELD 437. Procedural Law (3 hours)

Historical development of special education in the United States through legislation and litigation. Emphasis placed on implementation of key legislative aspects in public school settings, teacher responsibilities to students/parents. Development of skills in writing IEPs and other required documents for special educators. Referral to placement process. Individual assessments. Prerequisite: ELD 314

ELD 438. Differentiated Instruction (3 hours)

Curriculum and performance modification with environmental and orga-

nizational accommodations for accessing and progressing in the general education curriculum, K-12. Effective consultation and collaboration. Use of assistive technologies and universal design. Prereq: ELD 314

**ELD 443. Professional Student Teaching Semester (K-12)
(12 hours)**

Review and application of planning, effective teaching strategies, and evaluation techniques in student teaching practice. Processing of experiences and observations. Emphasis on media usage, K-12 curricular patterns, multicultural consideration, current issues. Minimum of 15 weeks in full-day classroom teaching in off-campus centers. No other course may be taken during the student teaching semester. Journal, documentary log, lesson plans, teaching materials, State of Tennessee Comprehensive Assessment. To be taken by candidates seeking licensure in K-12 programs. Prerequisite: Acceptance to the Teacher Education Program II. (Must achieve a grade of "C" or better to be eligible for graduation/teacher licensure.)

ELD 490. Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Director of the College of Education.

ELD 499. Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisites: Junior standing, approval of advisor and Director of College of Education.

GRADUATE LEVEL COURSE DESCRIPTIONS

COLLEGE ORIENTATION EXPERIENCE

COE 5000 Orientation to Graduate Education

(non-credit required class).

This course reviews course expectations and grading, program requirements, plan of study, graduation requirements, support services and staff, licensure requirements, etc. This requirement must be met within the first two semesters of the candidate's program.

COE 5051 Seminar I (1 hour)

Face-to-face lecture experience with a subject matter expert. Topics vary.

COE 5052 Seminar II (1 hour)

Face-to-face lecture experience with a subject matter expert. Topics vary.

COE 5053 Seminar III (1 hour)

Face-to-face lecture experience with a subject matter expert. Topics vary.

COE 5054 Seminar IV (1 hour)

Face-to-face lecture experience with a subject matter expert. Topics vary.

COE 5055 Seminar V (1 hour)

Face-to-face lecture experience with a subject matter expert. Topics vary.

COE 5056 Seminar VI (1 hour)

Face-to-face lecture experience with a subject matter expert. Topics vary.

CURRICULUM AND INSTRUCTION

ECI 5103 Effective Classroom and Behavior Management

(3 hours)

The course is designed to enable the teacher to perform as a manager within the restrictions of the classroom. The areas of concentration will be grouping, presentation of material relevant to the area of specialization, discipline, learning styles, teaching styles, creativity, and climate.

ECI 5104 Assessments for Diverse Learners (3 hours) Emphasis on methods of assessment that reinforce understanding of the various disciplines; including, but not limited to, performance assessments, assessment of students projects and papers, traditional exams, and observational exams.

ECI 5119 Methodology for Teaching Music Education K-12

(3 hours)

A study of principles, practices, techniques, and materials for teaching music (instrumental and vocal) in the K-12 setting. Prerequisite: Admission to TEP.

ECI 5120 Methodology for Teaching Secondary Education-Science (3 hours)

A study of principles, practices, techniques, and materials for teaching biology or chemistry in the (7-12) secondary school with emphasis on current research in the field. Prerequisite: Admission to TEP.

ECI 5121 Methodology for Teaching Secondary Education-English (3 hours)

A study of principles, best practices, techniques, and materials for teaching English in the (7-12) secondary school with emphasis on current research in the field. Prerequisite: Admission to TEP.

ECI 5122 Methodology for Teaching Secondary Education-Social Studies (3 hours)

A study of principles, best practices, techniques, and materials for teaching Social Studies in the (7-12) secondary school with emphasis on current research in the field. Prerequisite: Admission to TEP.

ECI 5123 Methodology for Teaching Secondary Education-Mathematics (3 hours)

A study of principles, best practices, techniques, and materials for teaching Mathematics in the (7-12) secondary school with emphasis on current research in the field. Prerequisite: Admission to TEP.

ECI 5124 Methodology for Teaching Secondary Education-Physical Education (3 hours)

A study of principles, best practices, techniques, and materials for teaching Physical Education in the (7-12) secondary school with emphasis on current research in the field. Prerequisite: Admission to TEP.

ECI 5125 Methodology for Teaching Elementary Reading Methods (3 hours)

A general study of strategies used in building and reinforcing reading skills in content areas of secondary grades. Prerequisite: Admission to TEP.

ECI 5126 Methodology for Teaching Elementary Language Arts and Social Studies (3 hours)

This study will include lesson planning and unit planning in both language arts and social studies in the elementary (K-6) classroom with emphasis on current research in the field. Prerequisite: Admission to TEP.

ECI 5127 Methodology for Teaching Elementary Math and Science (3 hours)

This study will focus on the design and implementation of instruction of mathematics and science in the elementary (K-6) classroom with emphasis on current research in the field. Prerequisite: Admission to TEP.

ECI 5128 Reading Diagnosis and Remediation (3 hours)

Focuses on principles of measurement and evaluation in reading. Stresses formal and informal techniques used by the classroom teaching in assessing a child's reading potential. Prerequisite: Admission to TEP.

ECI 5142 Current Events that Effect the Learning Process (3 hours)

Examines current issues concerning education that could affect teaching, curriculum, families, students, teachers, administrators, school policy and school law. Emphasis placed on exploring, interpreting, and evaluating educational experiences. Participants will create new learning experiences and a knowledge base that will enable them to resolve educational and diversity issues.

ECI 5248 Special Populations(3 hours)

Provides an overview of the needs and issues that impact at-risk students. Participants will gain differentiated skills necessary in teaching students with disabilities, students of poverty, students learning beyond grade level, and English language learners.

ECI 5149 Cooperative Teaching (3 hours)

An advanced study of effective co-teaching models. Explores the components that form the definition of a co-teaching model, defines what a co-teaching model looks like in the classroom, examines scheduling and planning issues, and investigates the challenges of being a part of a co-teaching team.

ECI 5160 Field Experience (1 hour)

School site or school district based experience to practice and reinforce knowledge and skills in instructional leadership, teaching and learning, and curriculum and instruction in appropriate areas of school or school district operation with consideration to the individual student's career goals. A minimum of 30 hours of observation in a partnering school; this course is designed for candidates who do not have experience in the classrooms, and must be taken twice for an accumulative 60 hours.

ECI 5162 Monitoring for the Transitional Licensured Teacher (1 hour)

The Transitional licensed teacher will receive analysis, guidance, monitoring, mentor support, evaluation, and preparation for full teacher licensure. This must be taken every fall and spring while teaching on a transitional license. Credit may not be counted toward a master's degree.

ECI 5163/EEC 5263 Reflective Professional Student Teaching Seminar (2 hours)

The seminar provides the opportunities for candidates to discuss their transition from university setting into the public school classroom setting. Students will be expected to develop skills and resources that will help them secure professional employment. Co-requisite: ECI 5164 or ECI 5165 or EEC 5254.

ECI 5164 Enhanced Student Teaching/Clinical Experience Elementary (7 hours)

This course will give the prospective teacher sustained experience in the public school classroom. In addition to teaching, the student is expected to assume other professional responsibilities that are assigned to him/her by the cooperating teacher and/or principal. The student will return to Bethel

University for scheduled classes or seminars with Bethel University staff.
Co-requisite: ECI 5163 OR EEC 5263.

**ECI 5165 Enhanced Student Teaching/ Clinical Experience-
Secondary (7 hours)**

This course will give the prospective teacher sustained experience in the public school classroom. In addition to teaching, the student is expected to assume other professional responsibilities that are assigned to him/her by the cooperating teacher and/or principal. The student will return to Bethel University for scheduled classes or seminars with Bethel University staff.
Co-requisite: ECI 5163 OR EEC 5263.

ECI 5190 Special Topics (1-3 hours)

A special course designed to afford learning experiences beyond courses in the curriculum. Topic of course is approved by the director of the program and identified in the published class schedule (Prerequisite –permission of the Director of the School of Education.

ECI 5193 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Topic of course is approved by the Director of the School of Education.

ECI 5501 Reading in the Secondary Content Area (3 hours)

This course is designed to help prospective secondary educators in all content areas increase and enhance students' learning from text. It is also designed to help secondary teachers recognize and compensate for the variety of reading levels in the classroom. Methods of intervention and assessment of reading for grades 6-12 will be explored and researched. Emphasis will be placed on the major content areas of math, science, social studies, English, and the related arts. The course will provide opportunity for students to analyze secondary textbooks as well as themed literature related to content areas. The major emphasis of the course will be on the practical application of reading in the classroom setting and because of the link between reading and writing attention will be paid to writing in the content area.

EXCEPTIONAL CHILDREN

EEC 5201 Giftedness (3 hours)

This course includes surveys of the history of the field, basic terminology and definitions, major models and theories, and effective program prototypes for gifted students. Students review characteristics of the gifted and talented and overview identification and assessment procedures for gifted students. Attention is given to analyzing traits of effective teachers and counselors and to developing models for interaction with gifted students.

EEC 5202 Positive Behavior Intervention (3 hours)

Systems for identifying behaviors that interfere with successful education. Referral, assessment, development and implementation of intervention plans. Social skills instruction, applied behavior analysis, family supports and medical referrals.

EEC 5203 Emotional and Behavioral Disorders (3 hours)

Characteristics of an array of emotional and behavioral disorders; identification procedures; family supports and medical/therapeutic referrals for students with aberrant behavioral and/or emotional patterns.

EEC 5207 Curriculum & Instruction for the Gifted (3 hours)

This course examines the differentiated affective characteristics and needs of the gifted, including a review of general counseling theories, effective communication skills with the gifted, and the assessment of affective needs. Students will develop strategies for assisting the gifted and developing social and interpersonal skills. Teaching methods and materials for gifted children will be introduced; identifying characteristics and special needs of gifted children; federal and state laws, rights, and responsibilities of special needs children.

EEC 5208 Dyslexia (3 hours)

This course will present an overview of dyslexia, identification process and instruments, and multiple interventions. Analysis of published programs and curricula will culminate with instruction in multisensory teaching strategies based on Orton-Gillingham method.

EEC 5210 Autism (3 hours)

This course presents a comprehensive overview of how to teach students with autism spectrum disorders (ASD). The focus of this course includes understanding the characteristics of specific disorders, including autistic disorder, childhood disintegrative disorder, RETT syndrome, pervasive developmental disorder-not otherwise specified, and Asperger's syndrome.

Additionally, challenges that today's educators face in reaching students with ASD and intervention strategies for implementing effective educational programs for them are addressed.

EEC 5211 Introduction to Sign Language (3 hours)

This course is an introduction to sign language with an emphasis on American Sign Language. Students will learn about the different forms of signs used currently in the United States, will be exposed to basic ASL vocabulary, grammar, finger spelling, numbers, terminology, and cultural information related to the Deaf Community.

EEC 5212 Mild to Moderate Disabilities (3 hours)

In depth study of the characteristics and needs of children with cognitive, emotional, behavioral and learning disorders.

EEC 5213 Action Research in Special Education (3 hours)

This study will focus on qualitative and quantitative educational research methods. In depth study will include topic selection, data analysis, literature review, and presentation.

EEC 5214 Teacher as Reflective Practitioner (3 hours)

This course is designed to promote reflection as a component of instructional planning and assessment to bridge the connections between planning, performance standards, and professional standards.

EEC 5215 Trends and Issues in Special Education (3 hours)

Current trends and issues in special education will be addressed through the study of court decisions, legislations, administrative decisions, and professional activities. The course will use case studies, research analysis, and Socratic discussions.

EEC 5217 Advanced Procedures (3 hours)

Development of skills in writing IEPs and other required documents for special educators. Entire referral to placement process. Instruction in EasyIEP.

EEC 5218 Communication and Assistive Technology (3 hours)

This course is designed to introduce educators to speech, language, and hearing disorders, and the effects of these disorders on communication and the ability to learn in the traditional classroom. Additionally, the use of different forms of assistive, communicative technology will be introduced.

EEC 5219 Collaboration/Consulting (3 hours)

This course is designed to assist teacher candidates and inservice teachers in developing a research-based framework for understanding the dynamics of school, family, and community relations while exploring conditions that influence family-school-community interactions. Professional communication, collaboration, and shared responsibility will be the emphasis of this course.

EEC 5221 Procedural Law (3 hours)

Historical development of special education in the United States through legislation and litigation. Emphasis placed on the implementation of key legislative aspects in public school settings, teacher responsibilities to students/parents.

EEC 5222 Secondary Methods for Exceptional Learners (3 hours)

Curriculum planning, teaching, and evaluation practices for grades 7-12; emphasis on characteristics and needs of all secondary students, including students diverse in race/ethnicity, language, or special needs, through a variety of instructional techniques, including reading and mathematic skills in the content area. Unit and lesson development using Tennessee and National standards.

EEC 5225 Tests and Measurements (3 hours)

Candidates will be involved in the study of current psycho-educational assessment practices and issues. Candidates will become familiar with educational and psychological tests especially those used in special education for special education for diagnostics and planning.

EEC 5226 Elementary Methods for Exceptional Learners (3 hours)

Instructional strategies and techniques for working with students with disabilities in inclusive classrooms (grades K-6) and individualizing the general education curriculum; fieldwork project included in which they assess students with disabilities, develop individualized education programs, and demonstrate the program's effectiveness with performance-based assessment information. Field experience required.

EEC 5249 Cooperative Teaching (3 hours)

This course focuses on learning how to successfully co-teach in the classroom and understand co-teaching practices that lead to successful collaboration including developing meaningful and appropriate lesson plans

that help enhance and implement an effective co-teaching experience. The course will review the main concepts of co-teaching with reference to technology as a means of facilitating the co-teaching process.

EEC 5263 Reflective Professional Student Teaching Seminar

(2 hours)

This seminar provides the opportunities for candidates to discuss their transition from the Bethel University setting into the public school classroom. Candidates will be expected to develop skills and resources that will help them secure professional employment.

EEC 5264 Enhanced Student Teaching/Clinical Experience K-12

(7 hours)

This course will provide the prospective teacher sustained experience in the public school classroom. In addition to teaching, the student is expected to assume other professional responsibilities that are assigned to him/her by the cooperating teacher and/or principal.

FOUNDATIONS OF TEACHING

EFT 5001 Advanced Educational Psychology (3 hours)

An advanced study of the physical, emotional, social, and cognitive characteristics of children within grades K-12.

EFT 5002 Computer and Modern Technology for Educators (3 hours)

A projects-based course in instructional technology which provides learners with the opportunity to enhance their skills and understanding of the use of varied media to present, record, and share information.

EFT 5005 Methodology of Educational Research (3 hours)

A study of procedures used to locate sources of information. Use of various research methods to collect, organize, analyze, and interpret data and apply results.

EFT 5015 Legal and Ethical Issues in Education (3 hours)

A study of the laws, court decisions, codes of ethics, and ethical issues has direct implications on the school's teacher, counselor and administrator in the professional setting.

EFT 5022 Alternative Strategies in Learning (3 hours)

Educators will develop and articulate their own theories of learning after examining carefully and critically, the prevalently existing and competing theories of learning. The study of motivation and its effect on learning, including the use of teaming, understanding of the brain's functions, different and alternative strategies in learning and teaching, and classroom management will be covered.

EFT 5034 Organizational Development in the Educational Setting (3 hours)

This course explores a working understanding of facilitating a successful structure and system analysis of a school's organization that will yield improvement and performance.

LEADERSHIP AND ADMINISTRATION

ELA 5330 Leadership Strategies (3 hours)

A study of content, topics and competencies required for instructional leaders toward fostering a culture of high expectations.**

ELA 5332 Instructional Leadership and Program Improvement (3 hours)

A study of content, topics, and competencies required for instructional leaders to enhance student achievement and school success and foster a culture of high expectations for all stakeholders.

ELA 5333 Budgeting, Accounting, Facilities Management (3 hours)

Provides the philosophical basis and practical applications of school finance along with the planning, design, revalidating and construction of new educational facilities and/or the rehabilitation, remodeling or modernization of existing facilities. Topics covered include accounting, information systems, personnel funding, budgeting, plant maintenance, risk management, strategic planning and operation and maintenance programs.**

ELA 5337 Education Ethics (3 hour)

A study of decision-making within an ethical context that protects the rights and responsibilities of all school constituents in today's diverse society.

ELA 5355 Field Experience in Administration & Supervision (3 hour)

School site or school district based experience to practice and reinforce knowledge and skills in instructional leadership, administration, or supervision in appropriate areas of school or school district operation with consideration to the individual student's career goals.

SCHOOL OF EDUCATION FACULTY

FULL-TIME FACULTY

Trudy Abel (2008)

Assistant Professor of Special Education
B.S., Mississippi State University;
M.Ed., Ph.D., University of Southern Mississippi

Michelle Arant (2010)

Assistant Professor of Education
B.S., M.Ed., University of Tennessee at Martin;
Ed.D., University of Memphis

Kathryn Clayton (2006)

Associate Professor of Education
B.A., University of Mississippi; M.S.S., Mississippi College;
M.Ed., M.A.Ed., University of Mississippi;
Ph.D., Mississippi State University

Paul Doyle (2014)

Assistant Professor of Education
B.S., Belmont College;
M.Ed., Middle Tennessee University;
Ed.S., Middle Tennessee University;
Ed.D., Peabody/Vanderbilt University;

Shannon Godwin (2007)

Associate Professor of Education
B.S., Florida State University;
M.Ed., Trevecca Nazarene University,
Ed.S., Ed.D., Union University

Dale Henry (2009)

Instructor of Education
B.S. M.A.Ed., University of Tennessee Knoxville;
Ph.D., University of Southern Mississippi

Dianna Meade (2011)

Assistant Professor of Education
B.S., Montevalla University;
M.A.Ed., Bethel University;
Ed.D., Walden University

William “Bo” Miller (2014)

Associate Professor of Education
B.S.Ed., M.Ed., Memphis State University
Ph.D., George Peabody at Vanderbilt University

Mitzi Nelson (2013)

Instructor of Education
B.S., University of Memphis;
M.A.E.D., Bethel University

Sheila O’Briant (2010)

Director of Education
B.S. Memphis State University;
M.Ed. Bethel University;
Ed.S., Ed.D. Union University

Paula Pendergrass (2011)

Instructor of Education
B.S., Vanderbilt University;
M.S., University of Knoxville;
Ed.D., Tennessee State University

Janet Reid (2003)

Associate Professor of Education
B.A., M.A., Ph.D., Mississippi State University

Charles Smith (2009)

Assistant Professor of Education
M.A., Middle Tennessee State University;
Post Graduate Study, Vanderbilt University;
J.D., Nashville School of Law; Ed.D., University of Tennessee

Leigh Anne Smith (2005)

Assistant Professor of Education
B.S., M.S., Brenau Professional College;
Ed.S., University of West Georgia;
Ed.D., Trevecca Nazarene University

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