



 *Bethel University*

2016-2017 CATALOG

College of Arts and Sciences

School of Education



Please see the School of Education's web site (www.bethelsoe.net/) for the most recent information regarding Bethel University's teacher licensure program. For more information, contact Mr. Michael Poore at [731-352-6351](tel:731-352-6351) or Dr. Robin Salyers at [731-352-6722](tel:731-352-6722).

THE CATALOG OF THE
BETHEL
UNIVERSITY
COLLEGE OF
ARTS AND
SCIENCES
AND
SCHOOL OF
EDUCATION
2016 -2017

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Published August, 2016

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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. Martha (Missy) DeBerry, Campbell Hall, Bethel University, 325 Cherry Avenue, McKenzie, TN 38201 (731-352-4298), 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). The Nursing program is accredited by the Commission on Collegiate Nursing Education (CONE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

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, Nashville, and Paris, Tennessee.

Each of these campuses offers classes for the university's nontraditional Success Program (business). In addition, the Bachelor of Science in Organizational Leadership and the Master of Business Administration are offered online. Courses toward the Master of Arts in Education are offered at Memphis, Nashville and Jackson. These programs are offered entirely online. Each satellite facility includes both classroom and office space.

ACADEMIC CALENDAR 2016-2017

FALL SEMESTER, 2016

| | |
|----------------------|---|
| August 22 | Classes Begin |
| August 26 | Last Day to Register or Add Classes |
| August 30 | Convocation |
| September 5..... | Labor Day Holiday |
| September 30..... | Applications for December Graduation Due |
| October 7 | Mid-Point of Semester |
| October 13-16..... | Fall Break |
| November 4 | Last Day to Drop A Class |
| November 24-27 | Thanksgiving Holidays |
| December 2..... | Last Day of Classes |
| December 5-9 | Final Examinations |
| December 10..... | Commencement |

SPRING SEMESTER, 2017

| | |
|-------------------|--|
| January 9..... | Classes Begin |
| January 13..... | Last Day to Register or Add Classes |
| January 16 | Martin Luther King Jr. Holiday |
| February 18 | Applications for May Graduation Due |
| March 3..... | Mid-Point of Semester |
| March 6-10..... | Spring Break |
| March 24 | Last Day to Drop a Class |
| April 14 | Easter Holiday |
| April 28 | Last Day of Classes |
| May 1-5..... | Final Examinations |
| May 6..... | Commencement |

SUMMER SESSIONS, 2017

| | |
|----------------|--|
| June 5 | First Session Registration & Classes Begin |
| June 7 | Last day to register or add classes (First term); Last day to drop class at 100% tuition refund; No tuition refund after this date |
| June 6 | Applications for August Graduation Due |
| June 8 | “W” grades begin for First Term classes dropped |
| June 18 | Last day to drop a class (First Term) |
| June 30 | Last day to remove “I” grade for Spring Semester and First Session Ends |
| July 10 | Second Session Registration & Classes Begin |
| July 12 | 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 13 | “W” grades begin for Second Term classes dropped |
| July 21 | Last day to drop a class (Second Term) |
| August 4 | Second Session Ends |
| August 5 | 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 students' needs.

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

opportunities 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. Martha (Missy) DeBerry, Campbell Hall, Bethel University, 325 Cherry Avenue, McKenzie, TN 38201 (731-352-4298), 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. 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-rated refund applies to the student who is asked to leave during the first term of enrollment.
2. The responsibility for notifying the instructor of anticipated absences and reasons for emergency absences, and for fulfilling all assignments, rests entirely on the student. The final determination of true emergency will be at the discretion of the instructor of the course.
3. Class absences due to mandatory participation in or mandatory attendance at events that are sanctioned by the University/College will not result in penalty to the student through attendance, testing and/or grading. Absences beyond mandatory participation in University functions may result in an adjustment of grade or an automatic failure according to the course syllabus. Guidelines for submitting missed assignments or taking make-up exams are determined by each individual faculty member as published in the course syllabus.
4. 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.

GRADES

(see also “Attendance 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), Division Chair, Academic Dean. 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, including DEP 050 Academic Success Skills. 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 September 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.

10. A student who has applied for graduation in the current semester and who is registered in the current semester for all courses required for graduation but who fails to achieve the grades required in 6 hours or less may participate in the graduation ceremony but will not have the degree conferred or diploma awarded until all course work has satisfactory grades either through attendance at Bethel University or approved transfer course credit. It is the responsibility of the student to notify the Registrar of the completion of required courses and to provide an official transcript of transfer credits. NOTE: Students not satisfactorily completing courses in excess of 6 hours will not be allowed to participate in the graduation ceremony.

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.

Graduation Requirements (Associate Degrees)

1. Complete a minimum of 60 semester hours credit with an academic average of 2.00.
2. Complete the requirements of the core curriculum for either an Associate of Arts or Associate of Science.
3. A minimum of 15 hours must be earned through Bethel University.
4. Complete at least 15 hours of the final 24 semester hours through Bethel University.
5. Meet the graduation requirements as listed above in numbers 6 through 10.
6. Any student completing the Associate of Arts or Associate of Science degree who chooses to continue their education for the Bachelor of Arts or Bachelor of Science degree must meet all graduation/course requirements for that degree.

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 the B.A., or B.S., or B.S.N., or B.S.A.T. 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 additional

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 Department 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 off-campus 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.

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.

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 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, DVDs, and other resources. Currently, the BLC houses 26,000 books, a large number of leisure magazines and best-selling fiction books, over 150,000 electronic periodicals, and a significant number of audiovisual materials and microform documents.

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 learners. 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. Exemption: Transfer students who were full time at post-secondary institutions and earned at least 12 hours of college credit are not required to complete College Orientation Experience (COE 102).

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 during the first week of classes. 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. NOTE: Incoming students must take possession of their laptops in their first semester. Failure to do so will result in forfeiture of the Bethel laptop.

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, pro-

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, the University reserves 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 an 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://iwantmytranscript.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™. 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.

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 of all students **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 before the age of 16, a booster shot will be needed. 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 \$1,682 for the 2016-2017 academic school year. The last day to opt out of the insurance purchase is August 26, 2016. 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 2016-2017 academic school year is \$1,682. 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 3.6 on the ITEP 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. However, all entering freshmen and transfer students who are natives of non-English speaking countries are required to take an in-house assessment no later than the first day of classes to evaluate reading and writing competency. Students who do not pass the exam are required to enroll in ENG 015. 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.

NOTE: Any student admitted who does not meet the Regular Admission requirements must register for DEP 050 Academic Success Skills in their first semester and must utilize the Bethel University tutoring program in order to aid in the achievement of a successful academic program of study.

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 academically 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 non-degree seeking program which allows eligible high school students to enroll in college classes concurrently with high school classes. Classes are taught either on line or at the high school, and students may receive both high school and college credit if applicable.

Dual Enrollment Eligibility Information

Eligible students are in the 11th or 12th grade and have a 3.0 GPA in their completed high school courses. They must have the written approval of the high school principal, school counselor, and their parents/legal guardians.

Cost of Attendance

Bethel's dual enrollment tuition cost for the 2016-2017 calendar is \$498 per 3 hour course before any grants or scholarships are applied. If students are enrolled in an online dual enrollment course, there is no additional charge for text. If a student is enrolled in a face to face class, the student is responsible for the cost of the text book for the class and any other fees associated with the class.

Dual Enrollment Grant

Students who reside in the state of Tennessee may choose to apply for the dual enrollment grant. This grant is worth \$1200 (\$500, \$500, and \$200) 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. The deadline to apply for the grant is September 15th for the fall semester and February 1st for the spring semester. Students may apply for both fall and spring dates in the fall semester.

- Students must be a resident of Tennessee for a minimum of 1 year to be eligible.
- A student may use only two grants per semester. Home school students who choose to utilize two grants in the same semester must also have a 21 on the ACT and provide OFFICIAL ACT scores to Bethel University.
- Students MUST maintain a college cumulative grade point average (GPA) of 2.75 or higher to remain grant eligible. If a student's GPA falls below 2.75, the student loses grant eligibility, and it cannot be regained. The student or parents/legal guardians would then have to pay cash for all remaining classes.

Tuition owed must be paid by the date specified by Bethel University or the student will be administratively withdrawn from the class(es). Students and parents may contact our business office at 731-352-6904 to arrange payment.

Application Process

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 sent to Bethel University. If a student has taken courses at other universities or colleges or TCAT schools and are applying to use the dual enrollment grant at Bethel University, these official transcripts must be sent to Bethel. These transcripts will determine grant eligibility.

Dual Enrollment Drop Policy

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 a full refund of tuition. 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 731-352-6329).

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. Students/parents/legal guardians will be responsible for the class tuition and will also be assessed a \$25 drop charge for dropping a class.

Transferring Classes

Although Bethel University representatives may assist in answering questions about the transferability of classes taken, it is the responsibility of the student and/or parents/legal guardian to determine if any classes taken through Bethel University will transfer to the college or university the student wishes to attend in the future.

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 (less any pro-rated amount as explained in the Agreement) will be charged to the student's account. If the student withdraws during the first week of his or her initial term of enrollment AND the student has received a computer, the student may petition the Director of IT for permission to return the laptop. If the Director of IT grants permission to return the laptop to the IT Help Desk, the Laptop Agreement will be terminated upon return of the laptop.

If a student:

- applies for readmission to Bethel University AND
- returned his/her laptop to the I.T. Desk when he/she left AND
- is a freshman, sophomore, or junior who can be continuously enrolled for 18 semester hours

the student may receive a new laptop. Only one laptop will be issued per student. For example: a student leaves Bethel as a freshman and keeps the laptop. The student's account is charged for the laptop according to the Laptop Agreement. If the student 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.

Student On-Campus Housing

All full-time undergraduate students attending Bethel University must reside in campus housing. Exceptions to this rule are granted to students who are married, have dependents, living with their parents, living within a 50 mile radius, or who have achieved senior standing. Students with health problems which prohibit them from living in a communal environment may live off campus with appropriate medical documentation and upon the approval of the Director of Housing. During full occupancy, junior status students may also be given permission to live off campus as decided by the Board of Trustees (October, 2001). Changing one's address on the FAFSA does not justify one for off-campus status.

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

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

PAYMENT OPTIONS

All tuition and fees must be paid in full either by financial aid and/or out of pocket before the start of classes for a semester. In addition, there are two choices of payment plans as listed below. (Note: insurance and book charges cannot be included in a payment plan.)

Easy Payment Option A: College of Arts and Sciences undergraduate students can apply for an interest-free monthly payment plan with Tuition Management Systems (TMS). There is a semester fee for this plan which is payable at sign-up. This option allows the student to spread the semester tuition costs over a four month span with four equal monthly payments (August 15 – November 15) to TMS. A late fee of \$30.00 will be assessed if a payment is received after the 15th of the month. For more information, contact the Bethel University Business Office.

Easy Payment Option B: College of Arts and Sciences undergraduate students can apply for a payment plan which has a \$49.00 finance fee which will be assessed to the student's account. Half of the total semester tuition and fees are required to be paid at sign-up prior to the start of classes (August for the Fall Semester and January for the Spring Semester). One-half of the remaining balance must be paid the following month (September for the Fall Semester and February for the Spring Semester) with the final balance due the third month (October for the Fall Semester and March for the Spring Semester). Payments for this option can be made on line at www.bethelu.edu, by phone, or by mail, but the payment must be received on or before the last business day of each month. A late payment fee of \$25.00 will be assessed if payment is received after the due date. For more information, contact the Bethel University Business Office. Normal Business Office hours are Monday – Friday from 8:00 A.M. to 4:30 P.M.

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, 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 2016-2017 Academic Year

Traditional Undergraduate Program:

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

| <u>Total Tuition, Room, Meals, Fee</u> | <u>Per Semester</u> | <u>Per Year</u> |
|--|----------------------------|------------------------|
| Commuter (Full-Time) | \$7,882 | \$15,764 |
| On Campus Private Room (West, McDonald, Wildcat Cove) | \$13,177 | \$26,354 |
| On Campus Private Room (Prosser, University, Heritage) | \$13,315 | \$26,630 |
| On Campus Double Room (Prosser, University, Heritage) | \$12,369 | \$24,738 |
| On Campus Double Room (Prosser, University, Heritage) | \$12,481 | \$24,962 |

**Private rooms must be paid in full by financial aid or out of pocket prior to moving in.

Breakdown:

| | | |
|------------------------------|----------------|-----------------|
| Tuition (12-17 hours) | \$7,282 | \$14,564 |
| Incidental Fee: | \$600 | \$1,200 |

(Incidental Fee is mandatory Fee for all full time students: Activities, Technology, & Health Services Fee)

Room Rates

| | | |
|--|----------------|----------------|
| Single Room (West, McDonald, Wildcat Cove) | \$3,603 | \$7,206 |
|--|----------------|----------------|

| | | |
|---|----------------|----------------|
| Single Room (Prosser, University, Heritage) | \$3,603 | \$7,482 |
| Double Room (West, McDonald, Wildcat Cove) | \$2,795 | \$5,590 |
| Double Room (Prosser, University, Heritage) | \$2,907 | \$5,814 |
| Meal Plan (mandatory if in dorm) | \$1,692 | \$3,384 |

Insurance Fee Domestic: \$1,682 Domestic students who cannot provide satisfactory proof of insurance will be charged an annual insurance fee. Student **MUST OPT OUT ONLINE** at www.summitamerica-ins.com/bethel to avoid this charge. Print out conformation page! Proof of insurance alone will not void this charge.

International Insurance: \$1,682

Insurance Fee must be paid in full by Financial Aid or out of pocket prior to class start or Athletic/Renaissance participation, whichever starts first.

Part-Time Undergraduate Tuition

| | |
|-------------------------------|------------------------------|
| Tuition: 1 – 11 credit hours: | \$440 per credit hour |
| Incidental Fee: | \$50 per credit hour |
| TOTAL Tuition Cost: | \$490 per credit hour |

| | |
|---|-------|
| Drop/Add Fee: | \$25 |
| Graduation Fee: | \$50 |
| Audit a Class: | \$220 |
| <i>(per credit hour; FREE if over 65)</i> | |
| Challenge Exam Credit: | \$80 |
| Overload Hour Charge: | \$440 |
| <i>(per credit hour for every hour over 17)</i> | |

*Exemptions from Overload Charges: MUP courses, PAR courses, Theater Practicum, Bethel Beacon, Seminar in Entrepreneurship, REL 210, REL 310, REL 410, ESL Skills Workshop, MUS 380, MUS 381, MUS 480, MUS 481, COE 250

| | |
|-----------------------------|-------------------------------|
| Summer Tuition 2016: | \$227 per credit hour |
| Summer Housing 2016: | \$450 Single Room per session |
| | \$400 Double Room per session |

(must be enrolled for summer classes – meals not included)

Summer Session 1: June 5, 2017 - June 30, 2017
 Summer Session 2: July 10, 2017 - August 4, 2017

Dual Enrollment: \$498 per class **No Application Fee**

Masters in Education (face to face): \$465 per credit hour

Masters in Education (online): \$465 per credit hour

Each has a \$50 application fee, a \$70 graduation fee and a \$25 drop fee

Physician Assistant Program: \$10,800 per semester

\$75 application fee, \$1000 deposit, a \$70 graduation fee and a \$25 drop fee

RN to BSN: \$349 per credit hour

\$30 application fee, a \$50 graduation fee and a \$25 drop fee

Special Fees for the 2016-2017 Academic Year:

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

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

Class Fees:

- COE 102 (College Orientation Experience): \$75
- HEA 312 (First Aid): \$38
- HEA 330 (Prevention Care of Athletic Injuries): \$25
- HSC 230 Emergency Care in Sports: \$35
- PED 100 (Martial Arts): \$50
- Insurance Fee (Domestic Student Health Insurance): \$1,682
(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) then a check will be processed.

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. 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.

Teach Grant

The TEACH Grant is for students who plan to teach or are currently teaching in high need subject areas. If a student receives the grant but does not fulfill the stringent requirements of the program, the grant amount received becomes a loan with accrued interest compounded from the time of initial disbursement of the grant.

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 by all first time Direct Loan borrowers. 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 \$23,000 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 \$20,500 may be subsidized. (Graduate student aggregate limit includes their undergraduate and graduate amounts.)

There is a limit on the maximum period of time (measured in academic years) that a student can receive direct Subsidized loans if the student is a first-time borrower on or after July 1, 2013. In general, a student may not receive Direct Subsidized Loans for more than 150% of the published length of their program of study. This is also called the “maximum eligibility period.”

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.

**Effective 3/29/15 Plus borrowers who are denied with an adverse credit history but are determined eligible by appeal because of satisfactorily meeting the extenuating circumstances provision or by obtaining an endorser are REQUIRED to complete special PLUS loan counseling.

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 for all first time borrowers. 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. This program will end on September 30, 2017.

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. The Tennessee Promise Scholarship is available for the Associates Program only. 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:

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

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

Associate Program Students - up to the cost of tuition and incidental fees

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.

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 recipient's CUM GPA is checked yearly at the end of spring term to determine renewal eligibility. If an Academic scholarship is lost, the student will be considered for a lesser Academic scholarship if their cumulative GPA is at least a 2.75. A student who has lost their academic scholarship, but later achieves the required renewal GPA can request reconsideration for the lost scholarship at the end of the spring term. The student must submit a written request to the Associate Financial Aid Director of the College of Arts and Sciences. 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 the Director of Theatre for further information. This scholarship only combines with the Cumberland Presbyterian Grant, Contiguous County Grant, and Academic Honor Scholarship.

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 Promise Scholarship (Associates Program only)

This is a very limited scholarship available to Associates Program students who qualify for the Tennessee Promise Scholarship. It combines with no other Bethel 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.

Bethel University Servant Leader Scholarship

The Bethel University Servant Leader Scholarship is for qualifying dependents of Walmart associates. The scholarship varies in amount up to \$10,000. It combines with no other Bethel 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.

Friendship Scholarship

One full tuition scholarship awarded each year to a Cumberland Presbyterian student who graduates from any Cumberland Presbyterian sponsored high school outside the bounds of the United States and who meets the

entrance requirements of Bethel University. This scholarship is renewable for the following three years of the student's full time attendance at Bethel University provided the student maintains a 2.50 or above cumulative grade point average. The student must reside in campus housing.

Community Engagement Scholarship (CES)

This service scholarship varies in amounts and is determined by the program director. 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. 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 Sponsored High School Grant

Any student who graduates from a Cumberland Presbyterian sponsored high school outside the bounds of the United States and who meets the entrance requirements of Bethel University can receive \$4,000 grant. This grant is renewable for the following three years of the student's full time attendance at Bethel University provided the student maintains a 2.50 or above cumulative grade point average. The student must reside in campus housing.

Cumberland Presbyterian Ministerial Scholarship

Cumberland Presbyterian Ministerial Scholarships vary in amount up to full tuition and fees. This scholarship is for Cumberland Presbyterian students entering the ministry. 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 website.

Division of Music Vocal/Instrumental Scholarship

Division of Music Scholarships vary in amount. This scholarship only combines with the Cumberland Presbyterian Grant, Contiguous County Grant, and Academic Honor Scholarships.

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.

Dual Enrollment Scholarships

Dual Enrollment Scholarships vary in amount. This scholarship only combines with Cumberland Presbyterian Grant, Contiguous County Grant, and Academic Honor Scholarships. Contact Craig Lunn for further information.

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. 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. 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.

Multimedia Scholarship

Multimedia Scholarships vary in amount. This scholarship only combines with the Cumberland Presbyterian Grant, Contiguous County Grant, and Ac-

ademic 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. The Prime Scholarship does not combine with any other Bethel scholarships.

Renaissance Participation Scholarship

Renaissance Participation 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 the Renaissance Office for further information.

Resident Assistant Scholarship

Resident Assistant Scholarships vary in amounts up to \$3720. See the Director of Housing for further information.

Wildcat Booster Scholarship

Wildcat Booster Scholarships vary in amount and are awarded at the discretion of the Dean of Enrollment Services. The scholarship only combines with the Cumberland Presbyterian Grant, Contiguous County Grant, and Academic Honor Scholarships.

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 Liberal Arts 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 and Division Chairpersons.

THE UNIVERSITY PARALLEL GENERAL EDUCATION PROGRAM

Bethel University believes the General Education Program is the foundation of a liberal arts education. It supports the mission of the University by providing breadth of knowledge and placing the multiple disciplines in perspective. The General Education Program promotes critical thinking and reflection which support the depth of knowledge offered in the majors while providing students with shared learning experiences.

University Parallel/General Education Program

Total of 33 semester hours of University Parallel/General Education Required Courses.

| | |
|--|--------------------------------|
| 3 semester hrs. (specified for 2 semester hours for CAS) | College Orientation Experience |
| 6 semester hrs. | English Composition |
| 6 semester hrs. (specified for some majors) | Humanities/Fine Arts |
| 6 semester hrs. (specified 1 semester hr. science lab for CAS) | Mathematics/Science |
| 6 semester hrs. (specified for some majors) | Social Science |
| 6 semester hrs. (specified for some majors) | Religion or Philosophy |

University Parallel/General Education Outcomes

1. Students will develop effective written communication skills.
2. Students will be able to identify the basic principles of scientific methodology.
3. Students will be able to identify the basic principles of quantitative reasoning.
4. Students will be able to demonstrate an understanding of the scholarly dimensions of religious studies.

5. Students will be able to demonstrate and appreciation of the arts.
6. Students will be able to demonstrate effective critical thinking skills.
7. Students will be able to demonstrate an understanding of the human experience.

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

Liberal Arts Core (33 Hours) - College of Arts and Sciences

| | |
|-----------------------------|---|
| 2 Hours College Orientation | COE 102 |
| 6 Hours English Composition | ENG 101, 111 |
| 6 Hours Humanities | ENG 201, 202 |
| 7 Hours Mathematics/Science | MTH 111 (or higher content level) or 112 or 113 and 4 Hours Lab Science |
| 6 Hours Social Science | 6 Hours HIS 200 Level |
| 6 Hours Religion | 6 Hours from REL 111, 112, 113 |

Progress toward meeting the outcomes of the Liberal Arts 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, 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 (Emphasis: Pre-Ministerial Preparation)
- Christian Studies (Emphasis: Support Ministry Preparation)
- Criminal Justice Studies
- English
- Exceptional Learning and Development
- Fitness and Wellness Promotion
- History
- Human Services
- Interdisciplinary Studies
- Mathematics
- Music (Emphasis: Applied Music)
- Music (Emphasis: Church Music)
- Music Education
- Music Industry Studies (Emphasis: Music Business)
- Music Industry Studies (Emphasis: Music Production & Recording Arts)
- Physical Education
- Pre-Pharmacy (3 + 1 Program)
- Psychology
- Sociology

- Student Initiated Major
- Theatre

Note:

The College of Professional Studies 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 in Athletic Training 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
- 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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B. Program Core (35 hours)

- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)
- PHI 211
- SPA 111, 112, 211, 212
- PSY 111, PSY 211
- SOC 111
- SAT 110 or 201
- COE 401

C. Art Major (36 hours)

- ART 111, 112, 113, 213 or 214 (not taken in core), 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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- CHE 111, 111L
- HIS - 6 hours 200 level

B1. Program Core (Emphasis: Field/Environmental Biology) (37 hours)

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

B2. Program Core (Emphasis: Pre-Professional Health) (36 hours)

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

B3. Program Core (Emphasis: Biology Education) (30 hours)

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

- PSY 211

B4. Program Core (Emphasis: General Biology) (17 hours)

- 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)
- 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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B. Program Core (36-37 hours)

- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)
- 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: To become a CPA in Tennessee, candidates must obtain a minimum of 150 semester hours and a baccalaureate degree from an accredited university. The degree must include 30 semester hours in accounting (24 of which must be in upper division courses) and 24 semester hours in business courses. The candidate must then pass the Uniform CPA Examination, pass an ethics examination given by the American Institute of Certified Public Accountants (AICPA) with a score of 90% or better, and complete one year of experience in accounting acceptable to the Tennessee State Board of Accountancy (TNSBA).

The Major in Business Administration (Computer Information Systems Emphasis)

Bachelor of Science Degree

A. Liberal Arts Core (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B. Program Core (36-37 hours)

- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)
- 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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B. Program Core (36-37 hours)

- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)
- 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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- CHE 111, 111L
- HIS - 6 hours 200 level

B1. Program Core for Chemistry Major (25-26 hours)

- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- BIO 111, 111L, 112, 112L
- MTH 200 OR 230 AND 202
- PED Activity (2 hours)

B2. Program Core for Students Seeking Teacher Licensure in Chemistry (17-22) (29-30 hours)

- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- MTH 200 or 230
- SCI 111, 111L
- SAT 110
- SOC 111
- PSY 211
- HEA 312
- PED activity (2 hours)
- EDU 445 (Separate Student Teaching Semester)

B3. Program Core for Students Planning to Pursue Graduate Study in Chemistry (20 hours)

- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201

- MTH 123, 230, 231
- PHY 218, 218L, 219, 219L
- PED activity (2 hour)

C1. Chemistry Major General (44 hours)

- CHE 112, 112L, 311, 311L, 312, 312L, 320, 320L, 330, 340, 412, 422, 430, 440
- 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 (39 hours)

- BIO 111, 111L
- CHE 112, 112L, 311, 311L, 312, 312L, 320, 320L, 330, 340, 412, 430, 440
- PHY 211, 211L, 212, 212L

C3. Chemistry Major for Students Planning to Pursue Graduate Study in Chemistry (44 hours)

- CHE 112, 112L, 311, 311L, 312, 312L, 320, 320L, 330, 340, 412, 422, 430, 440
- 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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B. Program Core (41 hours)

- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)
- 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 (51-52 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 410

D. Minor Not Required

E. Elective Courses

The Major in Christian Studies

(Support Ministry Preparation Emphasis)

Bachelor of Arts Degree

A. Liberal Arts Core (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B. Program Core (41 hours)

- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)
- 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 (48-49 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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B1. Program Core (Bachelor of Arts) (29 hours)

- SOC 111
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)
- SPA 111, 112, 211, 212
- COE 401
- PSY 111, 313

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

- SOC 111
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)
- 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)

- CJS 210, 313, 320, 350, 389, 391, 392, 400, 410, 411, 432
- 15 hours from any of the following: Any additional CJS courses numbered 300 level and above, BUS 310, MUS 440, PSY 413 or SOC 414, HUS/SOC 213 or 320, ACT/BUS 368 or CIS/CJS 370, ENG/BUS 330

D. Minor Not Required

E. Elective Courses

The Major in English

Bachelor of Arts Degree

A. Liberal Arts Core (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B1. Program Core for Students not Seeking Teacher Licensure (35 hours)

- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)
- PHI 211
- SPA 111, 112, 211, 212
- 3 hours from ART 213, 214; MUS 201; PHI 311, 312, 313, 411, 412 (in addition to above listing)
- PSY 111
- SOC 111
- COE 401

B2. Program Core for Students Seeking Teacher Licensure in English (17-22) (37 hours)

- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)
- SPA 111, 112, 211, 212
- ART 213 or 214 or MUS 201 or PHI 211 (in addition to above listing)
- PSY 211
- SOC 111
- 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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- BIO 100, 100L
- HIS - 6 hours 200 level

B. Program Core (26 hours)

- 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
- MTH 202
- HEA 312, 320, 330
- PED 108, 123 plus 3 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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B.1. Program Core (for students seeking a Bachelor of Arts degree) (32 hours)

- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)
- 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) (29 hours)

- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)
- 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) (25 hours)

- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)
- 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)
- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS

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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B1. Program Core (for Bachelor of Arts degree) (31 hours)

- SOC 111
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)
- SAT 110 or 201
- SPA 111, 112, 211, 212
- PSY 111
- MTH 202 or PSY 313

B2. Program Core (for Bachelor of Science degree) (27-28 hours)

- SOC 111
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)
- SAT 110 or 201
- CIS 255
- Additional laboratory Science Course or 3 hours from CIS courses numbered 200 or above (in addition to CIS 255)
- HEA 312
- PSY 111
- MTH 202 or PSY 313

C. Human Services Major (48 hours)

- ENG 330
- HUS 203, 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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B1. Program Core (for Bachelor of Arts degree) (30 hours)

- SPA 111, 112, 211, 212
- SAT 110
- COE 401
- HEA 201
- 6 hours from: ART 213, 214; MUS 201, 331
- 3 hours from BUS 111 or any SOC, PSY, or HUS
- PED Activity (1 hour)

B2. Program Core (for Bachelor of Science degree) (28 hours)

- Laboratory Science Course
- 3 hours from MTH 200 or higher level; CIS 200 or higher level; PSY 313
- SAT 110
- CIS 255
- COE 401
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- 6 hours from BUS 111 or any additional SOC, PSY, or HUS
- 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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- PHY 218, 218L
- HIS - 6 hours 200 level

B1. Program Core for students not seeking teacher licensure in Mathematics (31 hours)

- SAT 110
- PHY 219, 219L
- MTH 202 or 350
- CSC 203 or 242 or 256 or 341
- Two courses from SOC 111, PSY 111, PHI 211
- COE 401
- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)

B2. Program Core for students seeking teacher licensure in Mathematics (17-22) (29-30 hours)

- SAT 110
- PHY 219, 219L
- MTH 202 or 350
- PSY 211
- SOC 111
- HEA 312
- COE 401 or EDU 445 (Separate Student Teaching Semester)
- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)

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 (34 hours)

- MTH 230, 231, 232, 311, 320, 321, 335, 341, 342, 411

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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B. Program Core (32 hours)

- HEA 201
- PED Activity (1 hour)
- ART 111 or 213 or 214 (option not selected)
- COE 401
- SPA 111, 112, 211, 212
- SOC 111 or SAT 110 or 201 or PHI 211
- PSY 111 or EDU 210
- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201

C1. Music (Church Music) Major (58 hours)

- MUS 010 (8 semesters with a grade of P), 121, 121L, 122, 122L, 221, 230, 301, 302, 303, 304, 305B, 321, 380, 409, 425
- 8 hours from MUP 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 (55 hours)

- MUS 010 (8 semesters with a grade of P), 121, 121L, 122, 122L, 221, 235, 301, 302, 303, 304, 380, 435, 480
- 8 hours from MUP 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

E. Elective Courses

*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: This major is available only to students seeking a Professional Education Minor or an Education Studies Minor.

A. Liberal Arts Core (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS 210 and 3 additional hours HIS 200 level

B. Program Core (11 hours)*

- SOC 111
- HEA 201
- SAT 110
- PED Activity (1 hour)
- COE 401 or EDU 446 (Separate Student Teaching Semester)

C. Music Education Major (33 hours)**

- MUS 010 (7 semesters with a grade of P)
- MUS 121, 121L, 122, 122L, 221, 226, 227, 229, 301, 302, 303, 304, 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 or piano or guitar or harp
- Four hours from applied piano and/or class piano (If the principle applied instrument is not piano, these hours must be applied piano or class piano.)

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

- MUS 326
- 1 hour from MUP 111-411 or MUP 116-416 or MUS 161
- Ensembles totaling seven hours with at least four hours from instrumental ensembles

- Eight hours of applied brass or woodwinds or percussion
- Four hours from applied piano and/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 Music Production and Recording Arts Emphasis)

Bachelor of Science Degree

A. Liberal Arts Core (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B1. Program Core (Music Business Emphasis) (33 hours)

- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)
- ACT 201, 202, 203
- CIS 245, 255
- ECO 211, 212
- SAT 110
- COE 401

B2. Program Core (Music Production and Technology Emphasis) (25 hours)

- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (2 hours)
- CIS 245, 255
- PHY 107, 107L
- SAT 110
- COE 401

C1. Music Industry Studies (Music Business) Major (40-42 hours)

- BUS 302, 307

- ECO 305 or BUS 412
- MUS 010 (6 semesters with P grade), 101, 121, 121L, 238, 261, 330, 331, 332, 335, 440, 460 (4-6 hours)

C2. Music Industry Studies (Music Production and Technology) Major
(61-63 hours)

- MUS 010 (6 semesters with P grade), 101, 121, 121L, 238, 242, 261, 262, 264, 330, 331, 332, 333, 334, 335, 337, 350, 352, 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 (33 hours)

- COE 102
- ENG 101,111,201,202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- BIO 100, 100L
- HIS – 6 hrs. 200 level

B. Program Core (33-34 hours)

- 3 hrs. from BUS 111 or any additional SOC, PSY or HUS
- HEA 201
- 3 hrs. from ART 213, 214; MUS 201, 331; SAT 110, 201
- MTH 202
- PSY 211
- PED 108,123,213
- PED activity (3 additional 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, 425
- 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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- PHY 211, 211L
- HIS - 6 hours 200 level

B. Program Core (24 hours)

- SOC 111
- HEA 201
- SAT 110
- PED Activity (1 hour)
- MTH 200, 202
- CHE 111, 111L, 112, 112L

C. Pre-Pharmacy Major (43 hours)

- BIO 111, 111L, 112, 112L, 309, 309L, 310, 310L, 311, 311L, 422, 422L
- CHE 311, 311L, 312, 312L, CHE 340, 412, 422, 440
- 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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B1. Program Core (for students seeking a Bachelor of Arts degree) (31 hours)

- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)
- 6 hours from BUS 111, 316, 317; ECO 211, 212
111,213,304,320,414;PHI 211
- SAT 110 or 201
- SPA 111,112,211,212
- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS

B2. Program Core (for students seeking a Bachelor of Science degree) (30 hours)

- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)
- 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
- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS

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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B1. Program Core (for students seeking a Bachelor of Arts degree) (35 hours)

- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)
- 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) (33 hours)

- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331
- PED Activity (1 hour)
- SAT 110 or 201
- PSY 211
- Additional 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 from SOC 214 and/or 300-400 level SOC 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 (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B. Program Core (10-? Hours)

- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)
- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- Remainder 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

Refer to Non-Departmental Programs for further information regarding the policies and procedures to declare an SIM.

The Major in Theatre

Bachelor of Arts Degree

A. Liberal Arts Core (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level) or MTH 112 or MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B. Program Core (35 hours)

- 3 hours from: BUS 111 or any additional SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201, 331; SAT 110, 201
- PED Activity (1 hour)
- PHI 211
- SPA 111, 112, 211, 212
- 3 additional 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

(21 hours)

- ART 111, 113, 115, 201
- 3 hours from ART 213, 214, 340, 360
- 3 hours from ART 210, 301, 320, 401
- 3 hours from ART 206, 351, 410, 490

* At least 6 hours credit must be numbered 300 or higher

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, 382, 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 or 313
- ENG 321, 334
- 9 hours from any other English courses numbered 300 or above

The Minor in Environmental Studies

(21 hours)

- BIO 421
- BUS 308
- 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, 260, 330
- 10 hours of Music electives (maximum of 3 hours credit for MUS 490)

The Minor in Physics

(23 hours)

- PHY 218, 218L, 219, 219L, 224, 225, 226, 425, 426

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

(21 hours)

- REL 224 or 313 or 409
- REL 316 or 320 or 323
- 15 hours from PHI 313 and/or any additional REL courses numbered 300 or above

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)

Remainder determined by faculty advisor and student. Refer to Non-Departmental Programs for further information regarding the policies and procedures to declare an SIM.

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

ASSOCIATE DEGREES

Associate of Arts In General Studies (60 hours)

A. Liberal Arts Core (33 hours)

- COE 102
- ENG 101, 111
- ENG 201, 202
- MTH 111 (or higher content level) or MTH 112 or MTH 113 AND 4 hours Lab/Science Course
- HIS - 6 hours 200 level
- 6 hours from REL 111, 112, 113

B. Program Core (19 hours)

- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201; SAT 110, 201
- PED Activity (1 hour)
- SPA 111, 112

C. Elective Courses (8 hours)

Associate of Science In General Studies (60 hours)

A. Liberal Arts Core (33 hours)

- COE 102
- ENG 101, 111
- ENG 201, 202
- MTH 111 (or higher content level) or MTH 112 or MTH 113 AND 4 hours Lab/Science Course
- HIS - 6 hours 200 level
- 6 hours from REL 111, 112, 113

B. Program Core (14 hours)

- 3 hours from: BUS 111 or any SOC, PSY, or HUS
- HEA 201
- 3 hours from: ART 213, 214; MUS 201; SAT 110, 201
- PED Activity (1 hour)
- 4 additional hours Science Lab Course

C. Elective Courses (13 hours)

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 Dean and the College of Arts and Sciences Registrar 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.

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 which must combine more than one discipline. The student, with the help of a panel of three or more faculty members, integrates the courses of study from the various disciplines so that the goals set forth in the written proposal by the student can be met. The requirements of the SIM are as follows:

1. All work toward the proposal should begin with a discussion of the SIM with the student's academic advisor.
2. Must involve two or more distinct disciplines.
3. Must incorporate three or more faculty (at least one of whom holds a terminal degree) who will constitute the SIM faculty advisory committee.
4. Must include a proposal prepared by the student which must defend the Disciplines and provide a rationale for the SIM request.
5. After obtaining the approval signatures of the three or more faculty members, the proposal must be presented to and be approved by the Academic Dean and the Registrar.
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 as an integrated capstone course (XXX-499) must be included which will incorporate the knowledge of the major or minor.
8. The semester hour total for the proposal is 45 to 60 hours for the SIM major which does not require a minor and 21 to 30 hours for the SIM minor.

9. Any student choosing an SIM must have a cumulative GPA of 3.0 or above at the time the proposal is submitted and must have earned a minimum of 30 semester hours. A transfer student must have completed at least one full time semester at Bethel University prior to submitting the SIM request and must meet all additional SIM requirements.
10. 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.
11. All graduation requirements apply to the SIM major and the SIM minor.

STUDENT INITIATED MAJOR

Bachelor of Arts or Bachelor of Science Degree

A. Liberal Arts Core (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 or MTH 112 OR MTH 113
- 4 hours from BIO, CHE, PHY, or SCI lecture and lab numbered 100/100L or higher
- HIS - 6 hours 200 level

B. Program Core (10-? hours)

- 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)
- Additional hours determined by faculty advisory committee and student

C. Student Initiated Major (45-60 hours)

- To be determined by faculty advisory committee and student and approved by the Academic Dean and Registrar. 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 advisory committee and student and approved by the Academic Dean and the Registrar.

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, the Division Chair, and the Academic Dean.

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 Division Chair and the Academic Dean 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 Division Chair and the Academic Dean.
3. The Division Chair and the Academic Dean 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 Division Chair and the Academic Dean 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 the Division Chair and to the Academic Dean, each, no later than midterm of

1. the following semester.
2. 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.

STUDY ABROAD

Bethel University has a Study Abroad agreement with IES. IES Abroad is headquartered in Chicago and provides 120+ study abroad programs in more than 30 global locations worldwide. Students may receive academic credit through programs which Bethel University approves. Bethel University students must complete an application process with the Bethel Study Abroad Faculty Advisor and with IES. For further information regarding IES, visit their web site at www.IESabroad.org.

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 involvement 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 303 Computerized Accounting Using QuickBooks (3 hours)

This course covers small business accounting using QuickBooks software. Topics include creating a chart of accounts, recording customer and vendor transactions, processing payroll, and printing reports. In addition, setting up a new company is covered as well as advanced topics such as exporting to Excel software and using the QuickBooks audit trail.

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.

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 conveyor 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; database 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, 422L Immunology and Infectious Diseases (3,1 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. Laboratory. 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, 429L Developmental Biology (3,1 hours)

Introduction to the practice of developmental biology. Topics include the important events of embryonic development, molecular and cellular mechanisms in multicellular pattern formation and morphogenesis, and methods in experimental manipulation and analysis of development. Laboratory. 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.

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, 106L Introduction to Chemistry (3, 1 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 340 Chemical Literature and Seminar I (1 hour)

A course for chemistry and pre-pharmacy majors to introduce prospective chemists to the chemical literature. Prerequisite: open only to chemistry and pre-pharmacy majors and to be taken in the spring of the sophomore or junior year.

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, 412L Biochemistry (3, 1 hours)

Structure and function of bio-molecules, properties of enzymes, enzyme kinetics, energy transformations, intermediary metabolism, biosynthesis of macromolecules and the regulation of cellular processes and functions. Prerequisite: Grade of C or above in CHE 312.

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 emphasis on metabolism and energetics of carbohydrates, lipids, and nitrogen-containing biomolecules. 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 440 Chemical Literature and Seminar II (1 hour)

A course for chemistry and pre-pharmacy majors to introduce prospective chemists to the chemical literature and literature searching techniques. Students will also learn to prepare various technical manuscripts and will gain experience in giving diverse types of oral presentations. Prerequisites: open only to chemistry and pre-pharmacy majors and to be taken in the spring in the last academic year prior to graduation. Students completing this course are exempt from COE 401.

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. Exemption: Transfer students who were full time at post-secondary institutions and earned at least 12 hours of college credit are not required to complete College Orientation Experience (COE 102).

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

This course will provide students with the skills to design and develop data-base-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 380 Networking (3 hours)

This computer networking course has been organized around the needs of introductory networking students and assumes no previous knowledge. Throughout the course, the student will gain an appreciation of how basic computer networks and related hardware are interconnected to form a network. This involves an understanding of twisted pair cable, fiber optics, interconnecting LANs, configuring TCP/IP, subnet masking, basic routing configuration, switch configuration and management, wireless networking, and network security.

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: MTH 321. Same as MTH 342. Previous programming experience is recommended.

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.

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 Introduction 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 374 Homeland Security (3 hours)

A survey of the principal sources of threat to the homeland. Special emphasis on modern day terrorism methods from weapons of mass destruction to hostage-taking and mass casualty attacks.

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 393 Advanced Criminal Investigations (3 hours)

This course focuses on the field investigation of crimes against people, crimes against property, and crimes against the state. Emphasis on crime scene processing, evidence collection and preservation, preparation for trial, and selection of evidence for court presentation. Prerequisite: CJS 392.

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.

CJS 414 The Appellate Process (3 hours)

This course focuses on the process of appeals in the American judicial system. From the record that is created in the trial court to the judgment and opinion rendered by the appellate court, it examines the various stages of an appeal from the lower court's decision.

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.

CJS 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.

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 and any students admitted

who do not meet the Regular Admission requirements. Hour completed does not count toward graduation requirement.

ECONOMICS

ECO 211 Principles of Macroeconomics (3 hours)

Macroeconomics; national income, gross domestic 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 economics 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; habituation and addiction. Social, economic, and legal aspects of drug and alcohol use are compared and contrasted.

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 moti

vation, 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 100.

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 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 Radicals seizure of authority; and the social experiences in the New South with the Redeemers and 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 American 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

outsider'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 American'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 ad 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 20h 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 Theses 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 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 biopsychosocial aspects of alcohol and other drug use, abuse, and dependence including: individual, family, and societal interventions; social, familial, and individual influences; and consequences; as well as interfaces of use and the criminal justice system. The core emphasis of the course is on the development of maladaptive patterns of substance use, social services assessment and intervention techniques.

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 polices 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. Prerequisite: A score of 20 or more on the ACT in Mathematics, MTH 105 with a grade of C or better, or exemption.

MTH 120 College Algebra with Precalculus (4 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 or MTH 113 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 and improper integrals. Prerequisite: MTH 230.

MTH 232 Calculus III (4 hours)

Infinite series, conic sections, parametric equations, polar coordinates and equations, vectors and the geometry of space. 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. Pre-Requisite: MTH 321. Previous programming experience is recommended.

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 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. Prerequisites: MUS 121, 121L, 122, 122L

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 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 261

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 261 Introduction to Music Production (2 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 262 Introduction to Pro Tools (3 hours)

An introduction to the advanced principles of sound and how audio can be captured and manipulated utilizing the current recording technology standard - Pro Tools. Theory will be discussed as it pertains to the understanding of what makes a good recording. The course will provide an in depth study of Pro Tools software including session structure, Window configurations, recording and importing audio, basic MIDI, navigation tools, audio processing using AAX Native plug-ins, and bounce to track/disk functions. The student will be able to navigate and work with music and post-production projects demonstrating a solid knowledge of Pro Tools. Co-requisite: MUS 261

MUS 264 Pro Tools Production I (3 hours)

This course expands upon the basic principles taught in Introduction to Pro Tools and introduces the core concepts and skills students need to operate a Pro Tools system running large sessions with high track counts. The course focuses on working with expanded hardware and software configurations, developing multifaceted tools for manipulating and editing both audio and MIDI data, and implementing various techniques to facilitate more complex recording and mixing scenarios. Prerequisite: MUS 262.

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 304 Conducting (3 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 326 Marching Band Techniques (3 hours)

A course designed to introduce students to the fundamental principles of effective instruction with respect to the contemporary marching band and to provide students with the opportunities to practice applying these skills in learning how to prepare, organize, teach, and rehearse this type of ensemble. Prerequisite: MUS 121.

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 264.

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 264.

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 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 264.

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 350 Advanced Music Production (3 hours)

Students study and learn how to play and utilize virtual instruments and other MIDI instruments in an advanced production environment. Students will study each parameter within the virtual instruments and the effect the parameters have on the resulting sound and how to design sounds based on those parameters. Students will also learn how to be more creative with effects and MIDI/virtual instruments and how to improve the overall sound of musical productions. Prerequisite: MUS 264.

MUS 352 Critical Listening and Music Production Analysis (3 hours)

This course provides students with a better sense of the mixing process, and develops the ability to hear and identify the key features of a well balanced, artful and professional-sounding mix. Students will gain a heightened level of music listening and awareness while expanding their production palette and vocabulary. Students will learn to hear and identify width and depth, frequency range, dynamic processing, panning, time-based and modulation effects, and various instrument styles/makes/models. Prerequisite: MUS 264.

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 153 Renaissance Technical 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.

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.

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 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 knowl

edge 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 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 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 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 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. Prerequisites: (HEA/PED 320 and PED 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 racket 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 addresses 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 318, 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. In-

cludes 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 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 425 Modern Physics I (3 hours)

A calculus based course in physics principles discovered since 1900 AD. Topics will include relativity, nature of matter and light, and atomic structure. Prerequisite: PHY 219/219L.

PHY 426 Modern Physics II (3 hours)

A calculus based course in physics principles discovered since 1900 AD. Topics will include nuclear structure and reactions, elementary particles, and nuclear radiation. Prerequisites: PHY 219/219L and PHY 425.

PHY 460 Internship (1-12 Hours)

Approved work experience in a science-oriented environment. Approval of Advisor and Academic Dean required.

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 discussed. 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 in-

clude 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 science-oriented environment. Approval of Advisor and Academic Dean required. 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.

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 313 The Gospels (3 hours)

Interpretations of Jesus and His ministry found in Matthew, Mark, Luke, and John. Prerequisite: REL 112.

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 342 Global Sociology (3 hours)

This course examines social issues around the world and their relationship to globalization. Specifically, the course illuminates how systems of global production tie us, as consumers, to issues of labor rights, social justice, and environmental sustainability in other parts of the world. The global garment industry is used to illustrate course concepts and connect the individual to the global. 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

Daniel Cantey (2012)

Associate 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

Catherine C. Clark (2011)
Assistant Professor of History
B.S., Bethel University
M.A., Murray State University

Brad A. Cliff (2012)
Division Chair of Health and Physical Education
Associate Professor of Health, 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

Thomas Crawford (2014)
Assistant Professor of Psychology
B.S., Georgia College and State University
Ph.D., Arizona State University

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

D.J. Culp, Jr. (2016)
Instructor of Music
B.M., M.M.E., Murray State University

Daniel A. Dalrymple (2009)
Associate 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;

Joseph Alex Debonis (2009)

Associate Professor of English
B.A., Indiana University;
M.A., Illinois State University;
Ph.D., University of Cincinnati

Ronald Lynn Deming (1996)

Professor of Computer Information
A.A., University of New York;
B.S., Southern Illinois University;
M.A., Webster University;
Ph.D., Capella University

Lindsay D. Elliott (2007)

Associate Professor of Health and Physical Education
B.S., Belmont University;
M.A., Tennessee Technological University

Andrew Evans (2014)

Assistant Professor of Chemistry
B.S., Bradley University;
M.S., Purdue University
Ph.D., Arizona State 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

Audrey Hamilton-Shelton (2016)

Assistant Professor of Speech and Theatre
B.F.A., Mississippi University for Women;
M.A.T., The University of West Alabama;
M.F.A., The University of Alabama

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
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 Administration
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;

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)

Assistant Professor of C.I.S. 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;

Sarah Keller (2015)

Instructor of Biology
B.S., M.A.Ed., Bethel University
Graduate Study, Clemson University

Sarah Kidd (2003)

Professor of History
B.A., M.A., University of Alabama-Huntsville;
Ph.D., University of Missouri

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Assistant Professor of Chemistry
B.S., Nebraska Wesleyan University
Ph.D., University of Missouri Kansas City

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)
Professor of Biology
B.A., University of Massachusetts at Amherst;
M.A., M.Phil., Ph.D., University of Kansas

Charles F. McConnell (2009)
Associate Professor of Psychology
A.S., Dyersburg State Community College;
B.A., M.S., Ph.D., The University of Memphis

Sara M. McIntosh (2012)
Assistant Professor 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)

Associate Professor of Chemistry
B.S., 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)

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

Todd A. Rose (2009)

Assistant Professor of Criminal Justice

B.S., Murray State University

J.D., Vanderbilt University

Joseph A. Sam (1991)

Division Chair of Natural Sciences & Mathematics

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

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)

Associate Professor of Mathematics
B.S., Bethel University;
M.A., Murray State University

Darryl S. Tukufu (2014)

Assistant Professor of Sociology
B.A., Youngstown State University
M.A., Ph.D., University of Akron

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
B.S., Lambuth University;
M.S., The University of Memphis

Mark Walton (2016)

Assistant Professor of Health and Physical Education
B.S., M.S., Arkansas State University
Ed.S., ABD, Middle Tennessee State University

Jeffrey A. Wilcox (2012)

Associate 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 UNIVERSITY

FACULTY EMERITI

Howard L. Freeman (1979) Professor of Biology
B.S., Fairleigh Dickinson University; M.A., University of Kansas;
Ph.D., Rutgers University

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

Deborah K. Thompson (1982-2001) (2002) Professor Health, Physical
Education
B.S.Ed., Kent State University; M.A., The Ohio State University;
Ed.D., University of Arkansas

BETHEL UNIVERSITY
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c/o New Prime, Inc.
2740 West Mayfair Avenue
Springfield, MO 65803

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Mountain Home, AR 72653

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Sturgis, KY 42459

Mr. Ben Surber

1145 Hico Road
McKenzie, TN 38201

Rev. Robert Truitt

1238 Old East Side Road
Burns, TN 37029

Rev. Robert Watkins

10950 West Union Hills Drive #1356

Sun City, AZ 85373

BETHEL UNIVERISTY
TRUSTEE EMERITUS

Dr. Vera Low (Deceased)

SCHOOL OF EDUCATION

CURRICULUM ORGANIZATION

BACHELOR OF SCIENCE IN EDUCATION PROGRAMS

The School of Education (SOE) offers undergraduate majors in Child Learning and Development, Exceptional Learning and Development, and Secondary Education with minor fields in Educational Studies (Non-Licensure) and Professional Education (Licensure).

The undergraduate curriculum at Bethel is organized into four parts: the Liberal Arts core, the program core, the majors, and the minors.

The Program Core

As part of Bethel University's effort to simplify and clarify its curriculum, the SOE 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.

Requirements for Admission to Teacher Education Program

Each applicant applying for admission to an initial undergraduate program completes a Teacher Education Program (TEP) Application during the semester prior to beginning the junior year of coursework. The criteria for admission to TEP are indicated on the form. Applications are reviewed by the SOE faculty at the end of each semester. Applicants who meet all requirements are approved. The SOE faculty reviews applications and recommends acceptance contingent upon completion of all requirements by an established deadline prior to the upcoming semester. The Committee admits only applicants who have met all admission requirements. In some cases, the status of provisional admission is given until all requirements are met. The Chair of the TEP Committee monitors completion of requirements and notifies candidates of program acceptance or denial.

STEA – Student Tennessee Education Association

BEAST – Bethel Education Association of Students for Teaching

Teacher Education Program (TEP) I

Sophomore Year:

- EDU 210: Foundations of Education
- Philosophy of Education Paper
- Join STEA/BEAST
- TBI background check
- 2.75 Cumulative GPA
- Pass CORE (take a minimum of 2x if not passed on first try) OR ACT 22/SAT 920
- Apply to TEP I; 2 recommendations with 2 dispositions (online format)
- EDU 341, begin electronic portfolio

Junior Year Semester I:

- EDU 318, EDU 334, & ELD 314
- Field Experience I
- Maintain membership in BEAST & Maintain/update Portfolio

TEP II

Junior Year Semester II:

- Field Experience II
- Maintain cum. GPA of 2.75 overall and 2.50 GPA in content area
- Membership in BEAST/STEA
- See Advisor and apply for Plan of Study at 60 hours
- Dispositional Review
- 1st TEP Interview; Portfolio mid-point evaluation
- Remediation if needed

TEP III

Senior Year Semester I:

- Apply to Student Teaching (Sept. 15 for Spring; Jan. 31 for Fall)
- 2nd TEP Interview; Reflective Portfolio Check with advisor
- Take Praxis II content area tests; take Praxis II (PLT) if desired
- Take EDU Methods courses
- Maintain cumulative GPA 2.75 and 2.50 in content area
- Membership in BEAST/STEA
- No grade lower than a C in Professional Education minor
- Provide documentation of CPR certification (HEA 312) & Update TBI if record is 2+ years old

TEP IV

Senior Year Semester II: Student Teaching Semester

- Suggested completion of other Praxis II
- Student teaching evaluations
- Cooperating teacher's evaluations
- Final portfolio review
- Exit exams and surveys

Courses that may be taken before admittance to the education program.

- EDU 210, 318, 341
- ELD 314, 323, 334

NOTE: No additional courses (including course by correspondence) or participation in sports, Renaissance, etc., may be taken concurrently with student teaching. In order to meet state licensure requirements, some courses may incur Praxis fees.

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)

Exceptional Learning and Development (Interventionist Grades K-8 or Interventionist Grades 6-12).

Licensure in subject area programs:

Secondary (Grades 7-12)

- Biology (7-12)
- Chemistry (7-12)
- English (7-12)
- History (7-12)
- Mathematics (7-12)

Kindergarten-Grade 12

- Music: Vocal/General (K-12) and/or Instrumental (K-12)
- Physical Education (K-12)

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):

- 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)
- Exceptional Learning and Development Interventionist K-8
- Exceptional Learning and Development Interventionist 6-12

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. Liberal Arts Core (33 hours)
 - COE 102
 - ENG 101, 111, 201, 202
 - 6 hours from REL 111, 112, 113
 - MTH 111 (or higher content level)
 - BIO 100 and BIO 100L or BIO 100D
 - HIS 210 and 3 additional hours at a 200 level

- B. Program Core (26-27 hours)
 - HEA 201
 - SAT 110
 - SOC 111
 - HEA 312
 - COE 401 or EDU 444 (Professional Student Teaching Semester – See E.)
 - ELD 314
 - PED activity (2 hour)
 - PSY 211
 - SCI 111 and 111L
 - EDU 323

- C. Child Learning and Development Major (26 hours)
 - ART 401
 - ENG 301, 305
 - EDU 215, 221, 321, 341
 - MUS 407
 - ELD 438
 - SOC 214

D. Minor Required (39 hours)

Note: All students seeking licensure in Elementary Education (K-6) must minor in Professional Education (Elementary)

- EDU 210, 318, 334, 337, 338, 339, 340
- ELD 427, 437
- EDU 444

E. 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: Interventionist (Grades K-8)

Bachelor of Science Degree

A. Liberal Arts Core (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level)
- BIO 100, 100L or BIO 100D
- HIS 210 and 3 hours 200 level

B. Program Core (23-24 hours)

- HEA 201
- SAT 110
- SOC 111
- BIO 200, 200L or BIO 200D
- COE 401 or ELD 443
- (Professional Student Teaching Semester - see E.)
- EDU 215
- PED activity (2 hour)
- PSY 211
- HEA 312

C. Exceptional Learning and Development: Interventionist, K-8 Major (32 hours)

ELD 221, 314, 321, 422 or 425, 423, 427, 428, 430, 431, 432, 434, 436

D. Minor Required (30 hours)

Note: All students seeking licensure in Interventionist must minor in Professional Education (Special Education)

- EDU 210, 318, 323, 334, 338, 339, 340, 341
- ELD 437, 438

- E. Professional Student Teaching Semester (12hrs)
ELD 443 (Must achieve a grade of "C" or better to be eligible for graduation/teacher licensure)

The Major in Exceptional Learning and Development: Interventionist (Grades 6-12)

Bachelor of Science Degree

A. Liberal Arts Core (33 hours)

- COE 102
- ENG 101, 111, 201, 202
- 6 hours from REL 111, 112, 113
- MTH 111 (or higher content level)
- BIO 100, 100L or BIO 100D
- HIS 210 and 3 hours 200 level

B. Program Core (23-24 hours)

- HEA 201
- SAT 110
- SOC 111
- BIO 200, 200L or BIO 200D
- COE 401 or ELD 443
- (Professional Student Teaching Semester - see E.)
- EDU 215
- PED activity (2 hour)
- PSY 211
- HEA 312

C. Exceptional Learning and Development: Interventionist, 6-12 Major (35 hours)

- ELD 221, 314, 321, 422 or 425, 423, 427, 428, 430, 431, 433, 434, 435, 490

D. Minor Required (27 hours)

Note: All students seeking licensure in Exceptional Learning and Development Interventionist (Grades K-8 or Grades 6-12) must minor in Professional Education (Special Education)

- EDU 210, 318, 323, 334, 341, 403 or 406, 450
- ELD 437, 438

E. 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 for Child Learning and Development (Licensure)

(39 hours)

- EDU 210, 318, 334, 337, 338, 339, 340, 444
- ELD 427, 437

*Open only to Child Learning and Development Majors (K-6 Licensure)

Minor in Education Studies for Child Learning and Development (Non-Licensure)

(27 hours)

- EDU 210, 318, 334, 337, 338, 339, 340
- ELD 427, 437

Minor in Professional Education for Exceptional Learning and Development Interventionist (Licensure) (K-8)

(42 hours)

- EDU 210, 318, 323, 334, 338, 339, 340, 341
- ELD 437, 438, 443*

*Open only to Exceptional Learning and Development Interventionist (K-8 Licensure)

Minor in Educational Studies for Exceptional Learning and Development Interventionist (Non-licensure) (K-8)

(30 hours)

- EDU 210, 318, 323, 334, 338, 339, 340, 341
- ELD 437, 438

Minor in Professional Education for Exceptional Learning and Development Interventionist (Licensure) (6-12)

(39 hours)

- EDU 210, 318, 323, 334, 341, 450, and EDU 403 or 406
- ELD 437, 438, 443*

*Open only to Exceptional Learning and Development Interventionist (6-12 Licensure)

Minor in Educational Studies for Exceptional Learning and Development Interventionist (Non-licensure) (6-12)

(27 hours)

- EDU 210, 318, 323, 334, 341, 450, and EDU 403 or 406

- ELD 438, 437

Minor in Professional Education for Subject Areas (Licensure) (47 hours)

NOTE: Music Education and Physical Education majors will complete their methods courses as a part of the major field.

- EDU 210, 221, 318, 321, 323, 334, 341, 450
- EDU 400 or 403 or 405 or 406
- EDU 445 or 446*
- ELD 314, 427, 437, 438

*Open only to students majoring in a Secondary or K-12 Licensure Program

Minor in Educational Studies for Subject Areas (Non-licensure) (33 hours)

Note: Music Education and Physical Education majors will complete their Methods courses as part of the major field.

- EDU 210, 318, 323, 334, 341, 450
- EDU 400 or 403 or 405 or 406
- ELD 314, 427, 437, 438

*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 as follows:

- Elementary (K-6)
- Exceptional Learning and Development Interventionist K-8
- Exceptional Learning and Development Interventionist 6-12
- English (7-12)
- Mathematics (7-12)
- Biology (7-12)
- Chemistry (7-12)
- History (7-12)
- Music (Vocal or Instrumental) (K-12)
- Physical Education (K-12)

Graduate programs are as follows:

- 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, and/or online. .

The **Leadership Excellence** program is provided for teachers with three years of teaching experience who desire to further their career in an administration field such as principal, director of schools, or supervisor of instruction. This program leads to an Instructional Leadership License (ILL-B) with the State of Tennessee. This program is offered online with the exception of required seminars. 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.

Graduate Teacher Education Program (TEP) 1

TEP I : Application & Admissions Interview

TEP II: Plan of Study, Portfolio Mid-Point Review, Dispositional Review

TEP III: Application to Student Teaching, Interview, Portfolio Check & Praxis II (content area)

TEP IV: Student Teaching Semester, Final Portfolio Check

TEP I

- Join STEA/BEAST
- TBI background check
- 3.0 Cumulative GPA and 2.50 GPA in content area
- MAT or GRE
- Apply to TEP I; 2 recommendations with 2 attached dispositions
- 1st TEP Interview & Begin Portfolio
- Field Experience I

TEP II

- Field Experience II
- Maintain GPA 3.0
- Maintain membership in BEAST/STEA
- Dispositional Review
- Remediation if needed

TEP III

- Apply to Student Teach (Sept. 15 for Spring; Jan. 31 for Fall)
- 2nd TEP Interview ; Portfolio Check (reflective component) at

Interview

- Take Praxis II content area
- Take Methods courses
- Maintain cumulative GPA 3.0, 2.50 in content area, & membership in BEAST/STEA
- Provide documentation of CPR certification (HEA 312) & Update TBI if record is 2+ years old

TEP IV

Senior Year Semester II: Student Teaching Semester

- Student evaluations
- Cooperating teachers' evaluation
- Suggested completion of Praxis II
- Final Portfolio Review
- Exit exams and surveys

Masters of Art in Education - Elementary Education (Non-licensure) (36 hours)

Core Courses (18 hours)

COE 5000, 5051, 5052, 5053

EFT 5001, 5002, 5015, 5022, and 5034 or 5005

Program Core Courses (18 hours)

ECI 5103, 5104, 5137, 5138, 5139, 5140

Candidates Seeking Licensure Must Complete All of the Additional Courses: (11 hours)

ECI 5160 X 2

ECI 5163, 5164

Masters of Art in Education for Leadership Excellence, Instructional Leadership License (ILL-B) (36 hours)

Core Courses (18 hours)

COE 5000

EFT 5001, 5002, 5015, 5022, and

EFT 5005 or 5034

COE 5051, Seminar I

COE 5052, Seminar II

COE 5053, Seminar III

Leadership Excellence (18 hours)

ELA 5330, 5332, 5333, 5337, 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, Non-Licensure (36 hours)

Core Courses (18 hours)

COE 5000

EFT 5001, 5002, 5015, 5022, and 5005 or 5034

COE 5051, 5052, 5053

Program Core Courses (18 hours)

ECI 5103, 5104, 5149, 5248, 5501

ECI 5119-5124 (Subject Area)

ECI 5119, 5120, 5121, 5122, 5123, 5124

Candidates seeking licensure in a secondary content area must have a Bachelor's degree in the content area or a minimum of 24 hours in the approved content area and complete the following additional courses:

Required Courses (11hours)

ECI 5160 (X2)

ECI 5163, 5165

Masters of Art in Education - Teaching Excellence Non-Licensure (36 hours)

Core Courses (18 hours)

COE 5000

EFT 5001, 5002, 5015, 5022, and 5005 or 5034

COE 5051, 5052, 5053

Teaching Excellence (18 hours)

ECI 5103, 5104, 5142, 5149, 5248

COE 5054, 5055, 5056

Masters of Art in Education Exceptional Learning and Development Interventionist, K-8, Non-Licensure (36 hours)

Core Courses (18 hours)

COE 5000

EFT 5001, 5002, 5015, and

EFT 5022 or EEC 5002, and
EFT 5005 or 5034
EEC 5202 or ECI 5103

Program Core Courses (18 hours)

EEC 5226 or ECI 5138
ECI 5139, 5104
ECI 5248 or EEC 5206
EEC 5432, 5217

Candidates Seeking Licensure Must Complete the Following Additional Courses: (11 hours)

ECI 5160 (X2)
EEC 5263
EEC 5264

Masters of Art in Education Exceptional Learning and Development Interventionist, 6-12, Non-Licensure (36 hours)

Core Courses (18 hours)

COE 5000
EFT 5001, 5002, 5015, and
EFT 5022 or EEC 5002, and
EFT 5005 or 5034
EEC 5202 or ECI 5103

Program Core Courses (18 hours)

EEC 5133, 5217, 5222
ECI 5104, 5501, and
ECI 5248 or EEC 5206

Candidates Seeking Licensure Must Complete the Following Additional Courses: (11 hours)

ECI 5160 (X2)
EEC 5263, 5264

Non-Degree Graduate Programs

1. Practitioner Monitoring Program

The Practitioner Monitoring program is designed for teachers who are on the practitioner licensure (job-embedded) track and are teaching in the state of Tennessee. Courses in this track are required and will give new teachers without an education background the tools they need to be successful in the classroom. Both practitioner monitoring courses Education

Curriculum and Instruction (ECI) 5167 and ECI 5168 curricula use the state standards as the basis for the course content, assessments, and observations.

In addition to meeting the admission requirements for the graduate program at Bethel University, teachers who qualify for this track must meet the following guidelines:

1. Possess a bachelor's degree or master's degree from a regionally accredited university,
2. Have a major in the subject area in which they will teach or have passed the PRAXIS II test(s) in that content area, and
3. Have an undergraduate or graduate GPA of a 2.75 for full acceptance OR 2.5 GPA for conditional acceptance.

All classes in this program are graduate level courses, and candidates must maintain at least a 3.0 or higher to continue. Admission to the program also requires that the candidate be employed by a school or school district as the teacher of record in a classroom.

All of the three-hour courses in this program will receive letter grades, and the credit hours can be applied toward a Teacher Excellence Master of Arts in Education (MAED). (Other admission requirements may apply.) The one-hour ECI 5162 Practitioner Observations is a pass/fail class.

1st Semester

- ECI 5167 – Practitioner Monitoring Course - Orientation Component – 3 Hours (face-to-face class)
- ECI 5103 Classroom & Behavior Management – 3 Hours (online class)

2nd Semester

- ECI 5168 – Practitioner Monitoring Course - Professional Development Component – 3 Hours (face-to-face class)
- EFT 5015 Legal and Ethical Issues – 3 Hours (online class)

Subsequent Semesters*

- ECI 5162 – Practitioner Observations – 1 Hour (classroom observation)

*After the candidate completes the first year and has not completed all licensure requirements, ECI 5162 is required each fall/spring semester until all licensure requirements are completed.

2. Instructional Leadership License (ILL-B)

In addition to meeting the admission requirements for graduate school, candidates in this program must have a Master's degree and three years documented successful teaching experience.

Leadership Excellence (18 hours)

ELA 5330, 5332, 5333, 5337, 5355

COE 5054, 5055, 5056

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 who seek a solid foundation of knowledge, skills, and values.

Objectives of the Program

M.A.Ed. program students will

1. Demonstrate pedagogical skills, knowledge of content and values as they relate to major societal issues that face teachers today.
2. Demonstrate the ability to research solutions to solve educational problems that educators face.
3. Utilize opportunities available for licensure to compliment current license(s).
4. Will in some cases prepare students with non-education degrees to become licensed teachers.
5. 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 Education Degree. Some students may choose to seek the M.A.Ed. while they are completing their teacher licensure. Student applicants who 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. 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 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 other coursework, all requirements for full admission to graduate studies must be submitted. Note: Six semester hours maximum taken in this licensure renewal format and used to satisfy M.A.Ed. requirements.

Admission to the Master of Arts in Education Degree Program

The students who 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 equivalent), a writing sample, and a minimal undergraduate cumulative GPA of 2.75.
2. Two references in a written format are required to be submitted:
 - a. 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 must be from a supervisor who is familiar with the applicant's work in education.
 - b. 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 the 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 port- folio 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 who 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 2.75, or a 3.0 in the last 30 hours of undergraduate work, and having met all other requirements, may apply for conditional status.

After nine hours (with GPA of 3.5 or better) have been successfully accomplished at the graduate level, the student's status may be changed to full admission 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. Co-requisite: EDU 341.

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 210.

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, EDU 241, TEP I.

EDU 318. Strategies Teaching K-12 Curriculum (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: Microteaching with peers. Prerequisite: EDU 210, EDU 341 TEP I, Co-requisite: EDU 321

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: TEP I, Co-requisite: EDU 318.

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.

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 academic deficits. Simulation exercises in multidisciplinary team/planning, progress monitoring through RTI2. Introduction to a variety of assessment instruments Application in simulated case studies. Prerequisite: MTH 111, MTH 113 or EDU 215, TEP I.

EEDU 337. Teaching Science and Social Studies in Elementary Schools (3 hours)

This course will cover effective teaching strategies, materials, and content of science and social studies in the elementary schools, an integration of basic content and effective strategies across the curriculum, and knowledge of State standards. An emphasis is placed on cultural diversity, unit, lesson development and microteaching, and implementation of these two subjects.

EDU 338. Teaching Math in Elementary Schools (3 hours)

This course will cover effective teaching of research-based strategies, materials, and content of mathematics in the elementary schools, an integration of basic content and effective strategies across the curriculum, and knowledge of NCTM and TN standards. An emphasis is placed on cultural diversity, meeting the needs of the exceptional student, unit and lesson development, and microteaching.

EDU 339. Teaching Reading and Language Arts in Elementary Schools (3 hours)

Research-based instructional strategies aligned with 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 (ELL) Effective teaching strategies, content, and materials for teaching language arts and reading across the curriculum. The integration of language arts across subject areas. Interdisciplinary theme unit and micro-teaching applications required.

EDU 340. Reading Remediation (3 hours)

Development and application of techniques in diagnosing reading problems in students of all ages. Familiarity with appropriate assessment instruments, adaptive instructional methods, hands on application with children who manifest reading difficulties. Designing remediation plans based on progress monitoring.

EDU 341. Instructional Technology (3 hours)

This course explores the application of technologies that support learning in a K-12 setting. Content will include an examination of technology integration techniques using various application tools, instructional technologies, and productivity technologies. Co-requisite: EDU 210.

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 318.

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 318.

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 318.

EDU 406*. Teaching Math in Secondary Schools (3 hours)

Subject-specific curriculum planning, teaching, and evaluation practices for grades 7-12; awareness of characteristics and needs of secondary students; self-evaluative skills; peer relations. Emphasis on cultural diversity. Unit and lesson development; micro-teaching. Observation hours Required: 20

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 diversity. Unit and lesson development; micro-teaching. Prerequisites: TEP I, EDU 318.

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: TEP I, EDU 318.

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: TEP I, EDU 318. 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 318. Co-requisite: EDU 414.

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 III. (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. Prerequisite: TEP I, EDU 318.

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 Program 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 422. 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 423. Mild Disabilities (3 hours)

In depth study of the characteristics and needs of children with cognitive, emotional, behavioral and learning disorders, will address teaching in the content areas with strategies and techniques, and will cover comprehensive special education practices. Strong focus on dyslexia and evidence-based methodologies and programs to treat it. 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 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 428. Advanced Procedures (3hours)

This course is an in-depth study of the referral process into special education, instruction in the development of writing electronic IEP's, and the additional required documents that are a part of the special educator's repertoire. Entire referral to placement process, including conducting a case study. Prerequisite: ELD 314.

ELD 430. 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 multi-sensory teaching strategies based on Orton-Gillingham method.

ELD 431. 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.

ELD 432. Elementary Reading and Math Interventions (3 hours)

Instructional strategies and intervention techniques for working with elementary students with disabilities in inclusive classrooms and individualizing the general education curriculum. Focus on evidenced based practices. Prerequisites: EDL 314, EDU 318.

ELD 433. Secondary Reading and Math Interventions (3 hours)

Instructional strategies and intervention techniques for working with secondary students with disabilities in inclusive classrooms and individualizing the general education curriculum. Focus on evidenced based practices. Prerequisites: ELD 314, EDU 318.

ELD 434. Social and Behavioral Interventions (3 hours)

Study and practice in Functional Behavior Assessment and Behavioral Intervention Planning for individualized behavior problems in the PK-12 education setting using both a direct-service and consultation-collaboration model. Focus on assessment skills to produce data-driven environmental modifications, pro-social replacement behaviors, consequence strategies, and home-school interventions.

ELD 435. Secondary Methods for Exceptional Learners (3 hours)

Curriculum planning, teaching, and evaluation practices for grades 6-12; emphasis on characteristics and needs of all secondary students, including students diverse in race/ethnicity, language, or special needs, through a variety of instructional methods in reading and mathematics. Prerequisite:

ELD 314, EDU 318.

ELD 436. Elementary Methods for Exceptional Learners (3 hours)

Curriculum planning, teaching, and evaluation practices for grades K-8; emphasis on characteristics and needs of all elementary students, including students diverse in race/ethnicity, language, or special needs, through a variety of instructional methods in reading and mathematics. Prerequisite: ELD 314, EDU 318.

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 organizational accommodations for accessing and progressing in the general education curriculum, K-12. Effective consultation and collaboration. Use of assistive technologies and universal design. Prerequisites: ELD 314

ELD 439. Introduction to Sign Language

Introduction to sign language with an emphasis on American Sign Language. Different forms of sign used currently in the United States, exposure to basic ASL vocabulary, grammar, fingerspelling, numbers, terminology, and cultural information related to the deaf community. In-class discussions, demonstrations, videos, course readings and final production.

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 III. (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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

ECI 5137 Teaching Science and Social Studies in Elementary Schools (3 hours)

This course will cover effective teaching strategies, materials, and content of science and social studies in the elementary schools, and integration of basic content and effective strategies across the curriculum, and knowledge of State standards. An emphasis is placed on cultural diversity, unit, lesson development and microteaching, and implementation of these two subjects.

ECI 5138 Teaching Math in Elementary Schools (3 hours)

This course will cover effective teaching of research-based strategies, materials, and content of mathematics in the elementary schools, an integration of basic content and effective strategies across the curriculum, and knowledge of NCTM and TN standards. An emphasis is placed on cultural diversity, meeting the needs of the exceptional student, unit and lesson development, and microteaching.

ECI 5139 Teaching Reading and Language Arts in Elementary Schools (3 hours)

Research-based instructional strategies aligned with 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 (ELL) Effective teaching strategies, content, and materials for teaching language arts and reading across the curriculum. The integration of language arts across subject areas. Interdisciplinary theme unit and micro-teaching applications required.

ECI 5140 Reading Remediation (3 hours)

Development and application of techniques in diagnosing reading problems in students of all ages. Familiarity with appropriate assessment instruments, adaptive instructional methods, hands on application with children who manifest reading difficulties. Designing remediation plans based on progress monitoring

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 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 Licensed Teacher (1 hour)

The job-embedded practitioner licensed teacher will receive analysis, guidance, monitoring, mentor support, evaluation, and preparation for full teacher licensure. This course must be taken every fall and spring until all requirements for full licensure have been met. May be repeated for credit and is a Pass/Fail grade.

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 5167 Practitioner Teacher Monitoring Program I (3 hours)

The Practitioner Monitoring Program I will fulfill the Professional Education Core Competencies for the state of Tennessee job-embedded licensure requirements. This class is designed to address the core competencies for the orientation component of those requirements. Program delivery includes classroom instruction, monitoring, and in-class/on-site monitoring during the semester.

ECI 5168 Practitioner Teacher Monitoring Program II (3 hours)

The Practitioner Monitoring Program II will fulfill the Professional Education Core Competencies for the state of Tennessee job-embedded licensure requirements. This class is designed to address the core competencies for the orientation component of those requirements. The prerequisite for ECI 5168 Practitioner Monitoring Program II is the successful completion of ECI 5167 Practitioner Monitoring Program I. Program delivery includes, but is not limited to, a series of workshops and seminars that will cover the components and produce artifacts that will be used as evidence of the teacher's competency in the subject area.

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. Permission from the Director of the School of Education required.

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 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 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 5200 Survey of Children with Exceptionalities (3 hours)

Survey of educational issues related to serving individuals with disabilities as well as those considered to be gifted and talented; includes an introduction to the characteristics, etiology, classification, incidence, and learning potential of students with special needs.

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 5209 Social and Behavioral Interventions (3 hours)

Study and practice in Functional Behavioral Assessment and Behavioral Intervention Planning for individualized behavior problems in the PK-12 education setting using both a direct-service and consultation –collaboration method model. Focus on assessment skills to produce data-driven environmental modifications, pro-social replacement behaviors, consequence strategies, and home-school interventions.

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)

Introduction to sign language with an emphasis on American Sign Language. Different forms of sign used currently in the United States, exposure to basic ASL vocabulary, grammar, fingerspelling, numbers, terminology, and cultural information related to the deaf community. In-class discussions, demonstrations, videos, course readings and final production.

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 in-service 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 6-12; emphasis on characteristics and needs of all secondary students, including students diverse in race/ethnicity, language, or special needs, through a variety of instructional methods in reading and mathematics.

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 diagnostics and planning.

EEC 5226 Elementary Methods for Exceptional Learners (3 hours)

Curriculum planning, teaching, and evaluation practices for grades K-8; emphasis on characteristics and needs of all elementary students, including students diverse in race/ethnicity, language, or special needs, through a variety of instructional methods in reading and mathematics.

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.

EEC 5432. Elementary Reading and Math Interventions (3 hours)

Instructional strategies and intervention techniques for working with elementary students with disabilities in inclusive classrooms and individualizing the general education curriculum. Focus on evidenced based practices. Prerequisite: TEP I.

EEC 5433. Secondary Reading and Math Interventions (3 hours)

Instructional strategies and intervention techniques for working with secondary students with disabilities in inclusive classrooms and individualizing the general education curriculum. Focus on evidenced based practices. Prerequisite: TEP I.

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, re-validating 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' 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

Michelle Arant (2010)

Lecturer of Education

B.S., M.Ed., University of Tennessee at Martin;

Ed.D., University of Memphis

Rosetta Burford (2016)

Associate Professor of Special Education

B.S., University of Tennessee (Martin)

M.Ed., University of Tennessee (Martin)

Ed.D., University of Mississippi

Kathryn Clayton (2006)

Associate Professor of Education

B.A., University of Mississippi;

M.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;

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B.S.Ed., M.Ed., Memphis State University

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Assistant Professor of Education

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Associate 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)

Lecturer of Education
B.S., M.S., Brenau Professional College;
Ed.S., University of West Georgia;
Ed.D., Trevecca Nazarene University

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