Catalog

Bethel University
College of Liberal Arts

2009-2010
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.

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

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

During the Civil War, Bethel College was a Union army fort. The army confiscated a telescope that was purchased by Bethel in 1852 and returned it after the war. The telescope still remains on the second floor of the science building.

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 for the chaplain and a religion teacher.

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. This move allowed Bethel to focus on its undergraduate students, many of whom would continue their studies at the seminary in Memphis upon graduation. It also gave Bethel the opportunity to increase its science programs through conversion of the seminary building to the Odom Science Building.

During the enrollment boom of the 1960s and 1970s major expansion of facilities was completed which included three new dormitories, a library, the Baker Physical Education Center
1967, the Burroughs Learning Center was completed, opening a new library and classrooms. The building was named after Dr. Raymond Burroughs, who served Bethel over thirty years as academic dean, executive vice-president and president. The library has recently renovated its children’s reading section, known as the Reading Castle. It has become a comfortable place for children to come expand their knowledge through reading. The Marrs-Stockton Student Center was opened in 1969. Additionally, in 1980, the Gaines Pool was named for Ben and Ludie Gaines in honor of their great contributions to Bethel and its students. The facility made Bethel one of the first schools of its size with an indoor aquatic facility.

In 1981 the Laughlin Gazebo was added in the center of campus as a memorial for Mr. John T. Laughlin. Donations for the construction of the gazebo were given by the city of McKenzie and by the graduating class of 1981. The gazebo is used for weddings and receptions, and is a popular gathering place for students.

In 2001, the Alumni Garden was completed outside the Log Cabin. It was established as a permanent garden to honor and memorialize Bethel alumni and friends. The founder established five purposes for the Garden: (1) To serve as a point of identification for persons whose lives have been significantly shaped by Bethel; (2) To provide a legacy of history for future generations of students and faculty; (3) To provide ongoing funding for the mission of the college; (4) To serve as a setting for various activities for the college and community; and (5) to provide an opportunity for individual names and memories to be permanently preserved in stone. The Alumni Garden was designed to give the friends of the college a chance to show their love and commitment to the school. The Bethel College Seal is prominently displayed in the center of the garden. This seal once resided on the front of the former site of the Bethel Gymnasium. It was moved to its current spot at the opening of the Alumni Garden.

2003 proved to be a great year for Bethel’s expansion through satellite campuses across the state of Tennessee. In that year, campuses were opened in Clarksville, Jackson, Memphis and Nashville to allow students across the state the opportunity to benefit from Bethel’s progressive programming.

The newest dormitory, Prosser Hall, was completed in 2004 and named for the current university president, Dr. Robert Prosser, and his wife, Toni. The facility added living space for 96 students to allow for further expansion of the already-growing student body. Also, in 2004 the Daily Grind opened on campus to provide Starbucks coffee for students, staff and guests. During that same year, Jack’s Place was started by the student organization Students in Free Enterprise, or SIFE. This on-campus pizza restaurant was named for Jack Shewmaker,
former president of Wal-Mart who provided seed money for the start of Bethel’s award-winning SIFE team.

2005 brought renovations to numerous buildings on campus including the Wildcat Cove Apartments and the new Bethel Performing Arts Center, located in the old Cumberland Presbyterian Church in downtown McKenzie. Bethel’s Physician Assistant Building opened making Bethel one of only four schools in the state to offer physician assistant coursework. Bethel also started a new nursing program in 2005 and purchased its technologically advanced nursing building during the 2005-2006 school year. Further expansion was provided by the opening of a satellite campus in Chattanooga. This was followed by the expansion of the Jackson Satellite Campus in 2006.

Wildcat Stadium opened in September 2006. It offers first class facilities for Bethel Wildcat football players including state-of-the-art artificial turf designed to reduce injuries and seating for 3,000 Wildcat fans. At the time of its completion, the stadium was the best in the NAIA conference.

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 chartered by the State of Tennessee. The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and master’s 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 offers Master of Arts, Master of Science, Master of Business Administration, Bachelor of Arts, Bachelor of Science and Bachelor of Science in Nursing degrees through a variety of academic programs. Bethel University is approved by the Tennessee Board of Education as a teacher preparation institution for the State of Tennessee. Bethel University’s Bachelor of Science in Nursing degree program has been awarded conditional approval by the Tennessee Board of Nursing and is advancing toward accreditation by the Commission on Collegiate Nursing Education (expected achievement, Spring 2010). Bethel’s Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

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

**Campus Descriptions**

Bethel University operates a main campus located in McKenzie, Tennessee, and five satellite campuses throughout the state. The main campus houses all traditional undergraduate programs, the master’s programs in Teaching, Education, and Physician Assistant Studies. The campus boasts excellent facilities, including the following:

- Campbell Hall, the main administrative building, which holds the offices of the Academic Dean, Admissions, the Business Office, Development, Educational Outreach, Financial Aid, Information Technology, and the Registrar, along with offices for many of the faculty members in the education division and the Chapel.
- Burroughs Learning Center, the campus library, which in addition to both print and vast electronic resources, holds the offices of several faculty members and some classrooms.
- Dickey Fine Arts Building, which, in addition to classrooms and offices, holds the Bouldin Auditorium and Waddle Recital Hall.
- Odom Science Building, which holds classrooms and laboratories, as well as offices for faculty members.
- Marrs-Stockton Student Center, which holds the cafeteria, the Oasis and Bryson meeting rooms, the campus bookstore, the Grill and Jack’s Place, the post office, and the offices of the student life staff including the Dean of Students, Director of Housing, Security, Director of Student Activities, Director of Counseling and Tutoring, and Director of Career Development.
- Baker Fieldhouse, which includes the Dishman Gymnasium basketball gym, the Gaines Indoor Pool, coaches’ and faculty members’ offices, classrooms, and weightlifting facilities.
- Dormitories, including Prosser Hall, McDonald Hall, Morris Hall, West Hall, and Wildcat Cove Apartments.
- The Log Cabin, built to model the cabin where the Cumberland Presbyterian Church was formed, which houses the Office of the Chaplain and the office of a faculty member.
- The PA Building, which holds classroom and office space for the university’s Master of Science in Physician Assistant Studies program.
- The Nursing Building, which holds classroom and office space for the university’s Bachelor of Science in Nursing program.
- The Renaissance House, which
holds the offices of the staff of the Renaissance performing arts program.

- The Bethel University Performing Arts Center, which offers performance space in the refurbished historic McKenzie Cumberland Presbyterian Church.

Satellite Campuses are located in Clarksville, Chattanooga, Jackson, Memphis, and Nashville, Tennessee. Each of these campuses offers classes for the University’s nontraditional Success Program. Additionally, some coursework for the Master of Business Administration degree is offered at the Jackson and Nashville sites. Each satellite facility includes both classroom and office space.
Academic Calendar, 2009-2010

Fall Semester, 2009
July 31 Fall Sport Athletes Arrive
August 16 Residence Halls Open
August 17 Classes Begin
August 21 Last Day to Register or Add Classes
August 25 Convocation
September 7 Labor Day Holiday
September 30 Applications for December Graduation Due
October 2 Mid-Point of Semester
October 8-11 Fall Break
October 30 Last Day to Drop a Class
November 25 Last Day of Classes
November 26-29 Thanksgiving Holidays
November 30-December 4 Final Examinations
December 6 Commencement

Spring Semester, 2010
January 10 Residence Halls Open
January 11 Classes Begin
January 15 Last Day to Register or Add Classes
January 18 Martin Luther King Jr. Holiday
February 18 Applications for May Graduation Due
March 5 Mid-Point of Semester
March 8-12 Spring Break
March 26 Last Day to Drop a Class
April 2-4 Easter Holiday
April 30 Last Day of Classes
May 3-May 7 Final Examinations
May 8 Commencement

Summer Sessions, 2010
June 7 Applications for August Graduation Due
June 7 First Session Registration & Classes Begin
July 2 First Session Ends
July 12 Second Session Registration & Classes Begin
August 6 Second Session Ends
August 7 Commencement
Semester Calendars

Fall Semester, 2009

13 August, 6:30 p.m.  Freshman Orientation Begins
17-21 August  Drop/Add Period & Late Registration
17 August, 8:00 a.m.  Classes Begin
21 August, 4:30 p.m.  Last day to add a course to class list
(Registrar’s Office)
24 August-30 October  Courses dropped receive “W” grade
(Registrar’s Office)
24 August  Office Schedules & Course Syllabi due
(Academic Dean’s Office)
25 August, 11:00 a.m. Opening Convocation (168th Year)
28 August  Faculty Load Reports due
(Academic Dean’s Office)
4 September  3-Week At-Risk Reports Due
7 September  Labor Day Holiday
8 September  Spring & Summer Semester Schedule
Recommendations Due (Registrar’s Office)
11 September, 4:30 p.m. Last day to remove “I” grades from Spring &
Summer Semesters
25 September  6-Week At-Risk Reports Due
29 September  Spring & Summer Semester Schedules Finalized
30 September  Applications for December Graduation due
(Registrar’s Office)
2 October  Mid-Point of Semester
8-11 October  Fall Break
16 October  9-Week At-Risk Reports Due
26 October-6 November  Spring & Summer Semesters Early Registration
30 October, 4:30 p.m. Last day to drop a course
(Registrar’s Office)
2-6 November  Student Evaluation of Instruction
25 November  Last Day of Classes
26-29 November  Thanksgiving Holidays
30 November-4 December  Final Examinations
4 December  Fall Semester 2009 Ends
6 December  Commencement

Spring Semester, 2010

10 January, 3:00 p.m.  Freshman Orientation Begins
11-15 January  Drop/Add Period & Late Registration
11 January, 8:00 a.m.  Classes Begin
15 January, 4:30 p.m.  Last day to add a course to class list
(Registrar’s Office)
15 January, 4:30 p.m. Spring Semester Registration Closes
18 January-26 March Courses dropped receive “W” grade (Registrar’s Office)
18 January Martin Luther King, Jr. Holiday
19 January Office Schedules & Course Syllabi due (Academic Dean’s Office)
22 January Faculty Load Reports due (Academic Dean’s Office)
29 January 3-Week At-Risk Reports Due
1 February Fall & Summer Semester Schedule Recommendations Due (Registrar’s Office)
5 February, 4:30 p.m. Last day to remove “I” grades from Fall Semester (Registrar’s Office)
18 February Applications for May Graduation due (Registrar’s Office)
19 February 6-Week At-Risk Reports Due
23 February Summer/Fall Semester Schedules Finalized
5 March Mid-Point of Semester
5 March 9-Week At-Risk Reports Due Spring Break
8-12 March Last day to drop a course (Registrar’s Office)
26 March, 4:30 p.m. 8:00
29 March-9 April Summer & Fall Semesters Early Registration
2 April Easter Holiday – Good Friday
5-9 April Student Evaluation of Instruction
30 April Last Day of Classes
7 May Final Examinations
8 May, 7:00 p.m. Spring Semester 2010 Ends

Examination Schedule
Fall Semester, 2009

CLASS TIME            DAY & DATE            TIME
MWF/MW/W/F 12:00, 12:30  Monday, 11/30  9 – 11 a.m.
M/MWF/MW/W/WF/F 9:00    Monday, 11/30  12:30 – 2:30 p.m.
T/TTH/TH 9:15, 9:30    Monday, 11/30  3:30 – 5:30 p.m.
MWF/MW/WF/M 11:00      Tuesday, 12/01  9 – 11 a.m.
T/TTH/TH 2:15, 2:30, 3:00 Tuesday, 12/01  12:30 – 2:30 p.m.
T/TTH/TH 1:00, 1:30    Tuesday, 12/01  3:30 – 5:30 p.m.
MWF/M-F/M/MW/WF/W/F 8:00 Wednesday, 12/02  9 – 11 a.m.
M-F/M/MWF/W/WF/MW 10:00 Wednesday, 12/02  12:30 – 2:30 p.m.
M/T/WTHF/MW/W 4:00,4:15,5:00,5:30 Wednesday, 12/02  3:30 – 5:30 p.m.
CLASS TIME    DAY & DATE  TIME
M/W/MW/MWF/WF/F 1:00 Thursday, 12/03  9 – 11 a.m.
TTH/TH/T 8:00 Thursday, 12/03  12:30 – 2:30 p.m.
M/MW/W/MWF/F 2:00, 2:30, 3:00 Thursday, 12/03  3:30 – 5:30 p.m.
T/TTH/TH 12:00, 12:30 Friday, 12/04  9 – 11 a.m.

Note: Final examinations for all evening classes not listed above will be held on the day and time for each class during the week of November 30-December 4.

While an individual student may reschedule a specific exam time with his/her professor, no faculty member may reschedule an ENTIRE class exam time without PRIOR clearance from the Academic Dean.

Spring Semester, 2010
CLASS TIME   DAY & DATE  TIME
MWF/MW/W/F 12:00, 12:30 Monday, 05/03  9 – 11 a.m.
M/MWF/MW/W/WF/F 9:00 Monday, 05/03  12:30 – 2:30 p.m.
T/TTH/TH 9:15, 9:30 Monday, 05/03  3:30 – 5:30 p.m.
MWF/MW/WF/M 11:00 Tuesday, 05/04  9 – 11 a.m.
T/TTH/TH 2:15, 2:30, 3:00 Tuesday, 05/04  12:30 – 2:30 p.m.
T/TTH/TH 1:00, 1:30 Tuesday, 05/04  3:30 – 5:30 p.m.
MWF/M-F/M/MW/WF/W/F 8:00 Wednesday, 05/05  9 – 11 a.m.
M-F/M/MWF/W/WMW 10:00 Wednesday, 05/05  12:30 – 2:30 p.m.
M/T/WTHF/MW/W 4:00,4:15,5:00,5:30 Wednesday, 05/05  3:30 – 5:30 p.m.
M/W/MW/MWF/WF/F 1:00 Thursday, 05/06  9 – 11 a.m.
TTH/TH/T 8:00 Thursday, 05/06  12:30 – 2:30 p.m.
M/MW/W/MWF/F 2:00, 2:30, 3:00 Thursday, 05/06  3:30 – 5:30 p.m.
T/TTH/TH 12:00, 12:30 Friday, 05/07  9 – 11 a.m.

Note: Final examinations for all evening classes not listed above will be held on the day and time for each class during the week of May 3-7.

While an individual student may reschedule a specific exam time with his/her professor, no faculty member may reschedule an ENTIRE class exam time without PRIOR clearance from the Academic Dean.
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 and to the University’s Board of Trustees.

**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 Arete, the university’s social sciences organization, Students in Free Enterprise (SIFE), and Student Tennessee Education Association (STEA), allow students the opportunity to practice classroom learning in a real-world environment. Many of the majors at Bethel University offer a student organization tailored to the field.

**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, cheerleading, cross-country, football, golf, shooting, soccer, tennis, track and triathlon. The women’s program has teams in basketball, bass fishing, bowling, cheerleading, cross country, golf, softball, soccer, shooting, 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**
Campus spiritual life activities are coordinated by the campus Chaplain. These activities include weekly Chapel services and Communion services, the annual Convocation service, and special services throughout the year. Through guest speakers in Chapel, students are exposed to the views of a variety of Christian denominations, in addition to the doctrine of the Cumberland Presbyterian Church. Bethel University also has Christian social organizations, such as Campus Crusade for Christ, that are active on campus. The Chaplain is available to students for spiritual counseling and leadership.

Bethel works closely with Cumberland Presbyterian churches. The University supports musical presentations in churches and student involvement with specific church needs, and provides facilities for continuing education opportunities for the denomination. Additionally, Bethel works cooperatively with many other denominations to meet students’ needs while on campus.

**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.
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, date and place of birth, E-mail address, class schedule/roster, 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.

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, or activities on the basis of race, color, national or ethnic origin, sex, age, disability, or military service. Bethel Univer-
sity 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.

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

1. The final determination of true emergency will be at the discretion of the instructor of the course.
2. All faculty will report in writing to the Office of the Academic Dean all students who have two consecutive unapproved absences.
3. 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 prorated according to the length of time (in weeks) that the student has had meals in the cafeteria, except in the case of withdrawal due to disciplinary action. Note: A separate pro-rata refund applies to the student who is asked to leave during the first term of enrollment.
4. The responsibility for notifying the instructor of anticipated absences and reasons for emergency absences, and for fulfilling all assignments, rests entirely on the student.
5. The faculty are not expected to give make-up exams for unapproved absences.
6. A student cannot request to withdraw from any class in which a grade of F has been received for violation of the attendance policy as published in the course syllabus.

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

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

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

Grades
(see also “Attendance Policy,” “Academic Forgiveness Policy” and “Academic Integrity”)

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

A: Excellent, 4 points
B: Very Good, 3 points
C: Good, 2 points
D: Passing, 1 point*
F: Failure, 0 points
E: Final Exam Pending, 0 points
I: Assigned Work Incomplete, 0 points
P: Pass, 0 points
W: Withdrew, 0 points
WP: Withdrew Passing, 0 points
WF: Withdrew Failing, 0 points

In extenuating circumstances, students must file an application for an I or E grade. The student must be passing the course to request either grade. I and E grades must be removed within the first four weeks of the next regular term. Failure to remove the I and E grades results in an automatic grade of F. In Success classes, I grades must be removed before the completion of the next module, not to exceed five weeks; failure to remove an I grade results in an automatic grade of F.

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.

*Note: The Department of Nursing uses a modified grading system to
meet national standards. A grade of “D” is not considered passing in NUR courses. Students enrolled in NUR courses must earn a grade of C or higher to continue progression in the nursing curriculum.

**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 Chair (where applicable), Department Chair, Academic Dean, and the Academic Policy Committee. All appeals must be in writing and given to the appropriate person no later than five days after the decision being appealed is made. The appeal must state on what grounds the appeal is being made and why the student believes an appeal is warranted. Between the time the decision being appealed is made and the time of the appeal hearing the decision being appealed stands and must be obeyed by the student.

**Academic Probation and Suspension**
Students are placed on academic probation at the end of the semester in which the cumulative GPA falls below the required minimum for their class standing:
- Freshman (0-27 hours completed): 1.5 GPA
- Sophomore (28-59 hours completed): 1.8 GPA
- Junior (60-95 hours completed): 2.0 GPA
- Senior (96 or more hours completed): 2.0 GPA

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

A one-semester academic suspension is given to any student who obtains a GPA of 0.0 in any semester, or who fails to obtain a semester GPA of 2.0 while on academic probation.
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. All suspended students are required to apply for re-admission to the University. A letter of appeal must be sent to the Academic Dean before registration and should state the reasons for requesting re-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.

Bethel will 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.

**Honors Recognition**
Each year, Bethel University nominates students to Who’s Who in American Colleges and Universities. Students are nominated by the faculty 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

Senior Scholars awards are given to senior students with the highest GPA in traditional and Success undergraduate programs each year.

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 will be discouraged by advisors and incur additional fees. A student must register for a minimum of 12 hours to be considered a full-time student. 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 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 (B.A.) or Bachelor of Science (B.S.)
4. Complete a minimum of 39 semester hours numbered 300 and above.
5. Meet the University residence requirements as follows:
a. Complete at least 32 hours of the final 38 semester hours through Bethel University.
b. Complete at least 18 semester hours in a major field and at least nine semester hours in a minor field through Bethel University, or
c. 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 credits 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.

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.

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

Transfer Credit
Bethel University welcomes transfer students. Students transferring from two-year institutions must complete at least 48 hours of coursework at Bethel University. Students may transfer up to 80 hours of credit. Residency and all other Bethel University degree requirements must be met. Any student with an Associate of Arts or an Associate of Science degree designed for transfer to a four-year college or university, such as a university parallel program, is presumed to have completed all common core requirements for Bethel University except Religion 111 and 112. Students transferring without an associate degree, whether from two-year or four-year institutions, must complete all Bethel University core requirements not met by transferred equivalent courses. The residency requirements of Bethel must be satisfied despite the number of hours transferred.

Students who have completed coursework at college-level, degree granting institutions that are not accredited by a regional accrediting agency but are listed in the current “Accredited Institutions of Postsecondary Education” as an accredited degree-granting institution and whose accrediting agency is recognized by the Council for Higher Education Accreditation (CHEA) may petition the Registrar to have these courses accepted toward their degree requirements at Bethel University. The student must submit an official transcript from any such institution. Credit determination is made by the Registrar on a course-by-course basis dependent upon course content and other documentation which the student may be required to provide from the institution involved. The Registrar may consult with the Division Chairs, the faculty, and/or the Academic Dean in regard to the credit to be granted.

Transfer hours attempted, hours earned, grade points, and GPAs earned at other colleges and universities will be included in the Bethel University academic record. (See “Transfer Admissions” in the Admissions section for more 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, the student’s advisor, and the Division Chair of the division offering the course. 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 DANTES examinations are offered. Students who fail a CLEP or DANTES 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 Defense Activity for Nontraditional Education Support (DANTES) 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 DANTES. ACE educational credit by examination, including credit transcripted 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, DANTES, military and portfolio credit. However, a student may earn no more than 30 hours of ACE credit, which includes CLEP and DANTES credit, and no more than 30 hours of portfolio credit. Grades and quality points are not given for advanced standing credit. It is also important to note that students will not be allowed to duplicate credit in any of the sections or transfer credit.

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

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

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

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

**Correspondence Coursework**
Bethel University will accept a maximum of nine semester hours of correspondence course credit when offered by a regionally accredited institution of higher education. All proposed correspondence work must be approved by the Registrar in advance to guarantee acceptance of transfer credit.
**Portfolio Program**
In recognition of a student’s previous learning, Bethel University has established a portfolio process which should relate to a Bethel academic division and must be equivalent to a college level learning outcome. This process provides the student with an opportunity to demonstrate and document learning equivalent to that which could be obtained in the college classroom. If proper and sufficient documentation of this prior learning can be obtained, the student can request that academic credit be awarded. The student may be required to supplement the documentation by a demonstration of the knowledge for which credit is requested. Up to 30 semester hours of portfolio credit toward the bachelor’s degree can be requested, distributed in any of the three degree plan areas: the core curriculum, the major/minor fields, or electives. The first step in initiating the portfolio process is a conference with the Portfolio Advisor in the Division of Educational Outreach. The Portfolio Handbook contains the steps necessary to complete the process. Copies of this handbook are available in the Office of Educational Outreach, and a copy is on file in the Office of the Academic Dean. All portfolio assessment documents are due by October 1 for those students planning to graduate in December, by March 1 for those students planning to graduate in May, and by June 1 for those students planning to graduate in August.

**Auditing Classes**
Any class may be audited with the approval of the faculty member teaching the course. No transcript record is maintained for audited courses. Audited classes must be registered with the Registrar. (See “Special Fees for the 2009-2010 Academic Year” in the Financial Information section.)

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

**Assistance and Student Services**

**Library**
The Burroughs Learning Center, which houses the library, offers a variety of information services to students, staff, faculty and the community. These include access to a collection of books, periodicals, videotapes, DVDs, audiotapes, microfilm, and other resources. Currently, the BLC houses 43,000 books, 48 print periodicals, over 100,000 electronic periodicals, and a significant number of audiovisual materials and microform documents. The BLC’s heritage room contains a collection of rare and historical books and other items.
The Burroughs Learning Center is committed to providing information services which include electronic access to the global information network. Information tools provide access to electronic searching capability, information networking, and on-line full text resources.

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

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

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

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

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

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

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

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

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

**At Risk Program**
Bethel University administers an At Risk Program through the Admission and Retention Committee. This program was created to identify and help students who are at academic risk because of poor class attendance, academic work below the C grade level, inadequate class participation and assignment completion, and/or inappropriate classroom, campus, or dorm behavior.

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

**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**
According to the school’s Computer and Electronic Files Policy, all computer and electronic files should be free from access by any but the authorized users of those files. Exceptions to this basic principle shall be kept to a minimum and made only where essential to protect the integrity, rights, and properties of the institution. Circumstances under which exceptions will be made to monitor the network or devices attached to it include, but are not limited to: security, network maintenance, regulatory compliance, contractual obligations, and investigation of violations of law or policy.
Bethel may authorize a third party to perform the monitoring service.

**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-Divisional Programs section of this catalog.

**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 follow-
ing formal withdrawal process to avoid unwarranted failing grades and unwanted financial obligation:
1. Discuss the situation with a faculty advisor.
2. Secure a withdrawal form from the Registrar’s Office and fill in all appropriate spaces.
3. Secure all required signatures.
4. Deliver the completed form to the Registrar’s Office. Failure to complete this step may result in failing grades and heavy financial obligations.
5. 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.

**Transcript Policies**
Students who need transcripts of their college record must file a written request (including signature) with the Registrar. The first transcript is free of charge, but after the first copy a $5 per copy fee will be charged. A transcript will not be issued unless the student’s financial account is clear with all offices of the University. In addition, students who withdraw during a semester must complete the following formal withdrawal process before they can receive a transcript:
1. Obtain a request for withdrawal form from the Office of the Registrar.
2. Obtain the signatures of the faculty advisor, Academic Dean, Director of Financial Aid, Director of COE, and Director of Business Affairs.
3. Return the form with all signatures to the Office of the Registrar.

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 University will accept a faxed
request for a transcript as a written request for a transcript.
(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 Enrollment Director.

**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.

2. Official transcripts: Students must submit an official high school transcript and college transcripts from each college attended. Bethel University will accept faxed transcripts from other colleges or universities as unofficial transcripts that must be followed by an official transcript through regular mail or overnight delivery service. 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 Director of Admissions 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 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.

**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.)

International students must provide documentation (official transcript/exit exam) of completion of the following units:

• English – 1 unit
• Mathematics – 1 unit
• Natural/Physical Science – 1 unit
• Social Science – 1 unit

Immunization and Health Insurance Records
As required by the State of Tennessee, proof of two doses of the MMR (measles, mumps, rubella) vaccine are required of all full-time students (students enrolled in 12 or more credit hours). The federal government requires all college students to have the Meningococcal vaccine or to sign a waiver refusing the vaccine. Furthermore, Bethel requires an up-to-date Tetanus vaccination. This proof may come in the form of a doctor’s statement verifying the dates of immunization or a health department shot record. Additional immunizations may be required for some of Bethel’s academic programs. Please see the Academic Programs section for more information about additional immunization requirements for each major.

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 Office of Admissions for information regarding I-20 forms.

2. Proof of adequate English language skills: Students whose native language is not English must meet one of the following, and in addition must provide scores on the SAT or ACT:
   • Score of 513 on the TOEFL paper-based exam
   • Score of 183 on the TOEFL computer-based exam
   • Score of 65 on the TOEFL internet-based exam
   • Score of 17 on the ACT English subtest
• Score of 415 on the SAT critical reading subtest
• Score of 5 overall and 5 in each exam area on the International English Language Test

TOEFL scores are valid for two years from the date of the exam. Scores on the SAT or ACT and TOEFL are required. Any student who obtains a TOEFL internet-based score below 99 and/or an ACT English score of 17 or below will be required to take ENG 015 and ENG 016. If a student obtains a grade of A or B in ENG 015, then ENG 016 will not be required.

Types of Admission

Regular Admission
Freshmen may be admitted on regular admission if they have earned the minimum required high school credits and meet two of the three following requirements:
1. A high school grade point average of 2.25 or above.
2. An Enhanced ACT composite score of 18 or above or an SAT combined critical reading and math score of 860 or above.
3. Class rank in the top half of their high school graduating class.

Probationary Admission
Freshmen who do not meet two or more of the three criteria for regular admission may be admitted on academic probation. The student must submit, with the application, recommendations from school, church, and/or community members. The Admission and Retention Committee may be involved in the probationary admission process on an individual student basis. If the student is accepted on probationary admission, he or she is restricted to a maximum of 13 hours in the first semester of attendance, must register for DEP 050, and obtain a cumulative 2.0 GPA at the end of the first semester. A student admitted on probationary admission who does not earn a 2.0 for the first semester of enrollment will be subject to dismissal from the University and will be ineligible for readmission until a full year has passed. After one year, the student may apply in writing to the Academic Dean for readmission to the University. However, readmission is not automatic.

Early Admission
For talented students who wish to enter college at the end of their junior year of high school, Bethel offers an early admission program. The student may take courses during the summer and return to high school as a senior, or skip the senior year (pending high school graduation and meeting Bethel University admission requirements) and enter Bethel University as a freshman or take courses concurrently at Bethel and at the high school during the senior year. The basic requirements for a student to enter under the program are:
1. Complete the junior year in high school with a GPA of 3.0 on all work taken during grades 9, 10, and 11.
2. A minimum of 14 high school units.
3. A minimum ACT composite score of 21 or a minimum SAT composite score of 980.
4. Favorable recommendations from high school officials and parental approval.
Personal interviews are recommended. High school officials need to specify whether college credits earned at Bethel may be applied toward the high school diploma.

Readmission
Any student who once attended Bethel but has not attended in one or more semesters must file an Application for Readmission in the Office of Admission. There is no fee required for this application. If the student was academically or socially suspended from Bethel University, he or she also will be required to submit a written request for readmission to the Academic Dean. 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.

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 in any one term must submit high school transcripts and ACT or SAT scores. All students transferring to Bethel must submit the $30 application fee and official transcripts from any college previously attended. Bethel University will accept faxed transcripts from other colleges or universities as unofficial transcripts that must be followed by an official transcript through regular mail or overnight delivery service. Failure to disclose attendance at other institutions is sufficient cause for dismissal from the University. Students wishing to transfer to Bethel must be eligible to return to their previous college to be admitted to Bethel University. Transfer students must meet the following cumulative GPAs based on their classification:

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

Transfer students who do not meet the minimum cumulative GPA for their classification but are eligible to return to their previous college may be admitted on academic probation. (See also “Academic Forgiveness Policy” in the Academic Policies section.)

An international student from a non-English speaking country who transfers from a regionally accredited college within the United States will be required to provide an official TOEFL score report (scores valid for two years) which documents the required entrance scores unless the student has completed the equivalent of ENG 101 Expository Writing with a grade of “C” or above. Transfer students from non-English speaking countries who have attended college outside the United States or colleges within the United States which do not have
regional accreditation will be required to provide an official TOEFL score (scores valid for two years) which documents the required entrance scores and an official ACT/SAT score report.

NOTE: Required TOEFL scores – 513 TOEFL paper-based exam; 183 TOEFL computer-based exam; 65 TOEFL internet-based exam.

**Special Student Status**

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

**Residency Requirement**

Every full-time student is required to live on campus. All financial aid is calculated based on campus residency. A student may request and document exceptions to be considered by the Dean of Students. A student who lives with parents or relatives and commutes daily within a 50-mile radius of campus or is a fifth-year senior may request an exception. In case of full dormitory occupancy, juniors may be considered for an exception on an individual basis.
Student Accounts
Students are required to pay all tuition and fees at the beginning of each term, and registration is not complete until all fees are paid. In addition, students are responsible for any damages to University property. Students living in University housing will forfeit their room deposit amount when such damages occur and may also be responsible for any additional monetary assessment. Students may not re-enroll for another term, graduate, or receive a transcript until all amounts owed to the University have been paid.

Delinquent accounts are subject to late fees and external collection agency involvement. If external collection efforts are utilized, the student is responsible for all collection costs, attorney fees, and any other charges necessary for the collection of any amount not paid when due.

Payment Policy
In order to provide sound fiscal policy and stewardship for Bethel University the administration and staff are charged with the duty of ensuring that all student accounts are fully and timely collected. It is the responsibility of each student to have suitable financial arrangements in place well before enrollment to fully pay all sums owed Bethel. Likewise, it is the responsibility of the administration and staff to communicate the school’s requirements, provide assistance to prospective students in procuring financing, and faithfully enforce the school’s policies and procedures.

Accordingly, the following procedures and guidelines will be followed in arranging for the payment and collection of student accounts:
1. Cash Plan
2. Federal/State Loans or Grants
3. Tuition Reimbursement Plan
4. Third Party Billing Plan
5. Private Loans
6. Tuition Management Systems

Cash Plan
The Cash Plan requires 100% of tuition and fees paid by the due date. (The due date for all options is defined hereafter.) Under this plan, students may pay by check or automatically charge the tuition and fees to their credit card. Automatic payments will be charged on the due date for each successive term. The following documentation is required for the cash plan:
1. Student Financial Agreement Form
2. Student Credit Card Authorization to Charge Form
3. Completed Admissions Application

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:
1. Student Financial Agreement Form
2. Free Application for Federal Student Aid (FAFSA)
3. Completed Admissions Application

**Tuition Reimbursement Plan**
Tuition reimbursement from an employer is an acceptable financial option. However, it is subject to the following conditions:
1. The student must make acceptable arrangements through one of the other financial options to pay all tuition and fees during the initial deferral period. Thereafter, tuition reimbursement proceeds will be applied to future enrollment periods.
2. Complete documentation of terms and conditions of the employer’s reimbursement plan.
3. A completed Tuition Reimbursement Certificate and Authorization Form which allows Bethel to automatically charge the student’s credit card in the event full reimbursement is not paid by the employer. Students must be advised that terms and conditions are not contingent upon the completion of a course or the receipt of a grade and that the credit card will be charged for any amount necessary to repay Bethel 100% of the amount due. A declined credit card will cause the account to be assessed a $50 late fee which is immediately due and payable. A second declined credit card will terminate this financial option and the student will be required to comply with the terms and conditions of the cash plan.

The following documentation is required to be filed by the due date for the Tuition Reimbursement Plan:
1. Student Financial Agreement Form
2. Tuition Reimbursement Certificate and Authorization Form
3. Credit Card Authorization to Charge Form
4. Copy of Employer’s Tuition Reimbursement Plan
5. 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:
1. Student Financial Agreement Form
2. Employer’s voucher approved by Bethel OR Authorized military or government assistance vouchers
3. 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:
1. Student Financial Agreement Form
2. Completed Loan Application
3. Signed Promissory Note
4. Loan Approval from Lender
5. Completed Admissions Application

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

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

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

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, Master Card
In some situations, the parents can give permission for their credit card to be used by the student.

Students with Delinquent Balances
Strict enforcement of these procedures will, in the future, reduce delinquencies and ultimately charge-
offs. In order to avoid undue hardship on the student, the repayment plan to collect the delinquent balance may be amortized over a period so as to co-incide with the student’s graduation date, i.e., four periods to graduation would require the recapture of 25% of the delinquency each term.

**Undergraduate Tuition and Fees**

Tuition and Fees (per semester) for the 2009-2010 academic year:
- Full Time (12-17 semester hours): $5796
- Hours Above 17 Semester Hours: $358 per credit hour
- Part Time (11 semester hours or less): $358 per credit hour
- Summer 2010: $179 per credit hour
- Nursing Classes Summer 2010 (11 semester hours or less): $341 per credit hour
- Nursing Classes Summer 2010 (12-17 semester hours): $5796

Credits for participation courses (private music lessons, Renaissance, Theatre Practicum, Intercollegiate Athletics, Writing and Consulting, Seminar in Entrepreneurship, Music Ensembles, and Technology for Teaching) are exempt from overload status.

Room and Board (per semester) for the 2009-2010 academic year:
- Meals and Room per Student (double occupancy): $3463
- Room and board charges are inseparable.

Special Fees for the 2009-2010 Academic Year
- Student Activity Fee*:
  - Full-Time Students: $165 per semester
  - Part-Time Students: $13 per credit hour
- Technology Fee
  - Full-Time Students: $160 per semester
  - Part-Time Students: $80 per semester
- Undergraduate Graduation Fee (assessed each time an application is filed): $50
- Charge for Auditing Courses: $170.50 per hour
- Charge for Course Change after Registration (Drop/Add): $25
- Transcript Copying Charge (after first copy): $5
- Private Music Lessons
  - One Weekly Lesson: $135 per semester
  - Two Weekly Lessons: $270 per semester
- COE 101 Class Fee: $50
- Nursing Class Lab Fee: $70
- HEA 312, HEA 330, & PED 201 Class Fee: $20
- Online Course Fee: $100

*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.

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, ACG/Smart Grants, 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 all classes (unofficial withdrawal) will have 50% of federal funds received returned per federal regulations. Students who receive all F grades during a semester could also have funding returned if the University cannot determine that at least one F grade was earned and not received because the student ceased to attend classes. 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 un-expired 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.

Applying for Financial Aid
Students must complete the following steps to apply for financial aid at Bethel University:
1. Apply and be accepted for admission to Bethel University.
2. File the Free Application for Federal Student Aid (FAFSA). The FAFSA should be completed each year after January 1 but no later than February 15 to ensure consideration for all federal and state grants. Tennessee residents need to be especially mindful of this date as the Tennessee Grant (TSAC) has been out of funding by March 1 for the past several years.
To complete the FAFSA, each student must first secured a PIN for the student and one parent (unless the student is independent) by going to www.pin.ed.gov. After obtaining the PINs, the student should complete the correct year’s application at www.fafsa.ed.gov. The student should list the Bethel University school code 003480 as the first school of choice. The PIN numbers are used as electronic signatures to finalize the application. Filing electronically provides the quickest means of processing the information on the form. However, paper FAFSA forms are available by calling 1-800-4-FED-AID. For more details, contact the Office of Financial Aid at 731-352-6418. Please note that only natural parents’, stepparents’, or adoptive parents’ information is to be used on this application for dependent students. In the case of divorced parents, the student should use the financial and family information for the parent/stepparent with whom he or she resides. Grandparent or guardian information is not allowed. Note that the first Tennessee school listed on the FAFSA will be assigned any Lottery or TSAC funds for which the student may be eligible. Students can request a transfer of funds if they decide to attend a different school within the state of Tennessee.

3. Financial aid award packets will be offered only after all requested documents and paperwork have been received and reviewed by the university. Student files are selected at random by the Department of Education’s federal processing center or by Bethel University for a review called verification. A student whose files are selected are notified on the Federal Student Aid Report they receive after filing the FAFSA and also by the University. The Office of Financial Aid will send an Institutional Verification Worksheet (IVF) and a letter detailing what documents are to be submitted. If the student provided no income/asset information for himself or herself or for a parent on the FASFA, a Verification of Living Expense and Income form will be sent as financial aid offices now must be able to document the family was not required to file a federal tax return. Also note that married parents who both file as head of household will be required to re-file a tax return filing jointly if they wish their student to receive federal or state aid, unless the head of household meets IRS tax codes.

The student is responsible for submitting all documents requested within 30 days of receipt of the verification request letter. Failure to submit this data will result in the forfeiture of all federal and state aid. Exceptions to this deadline may be made provided the student contacts the Office of Financial Aid explaining the reason for delay and a projected date of receipt. By signing and submitting the IVF a student also gives permission for the Office of Financial aid to make electronic corrections resulting from verification. The student will then receive a summary of any corrections from the federal processing center. The final deadline for a financial aid year will be August 31, or no later than 90
days after the last day of enrollment, whichever is earlier.

The student will give Bethel University permission to make electronic corrections resulting from the verification process by signing the back of the IVF. The IVF will be mailed to the student with the Verification Request Letter. The student will receive a one-page summary of the corrections from the CPS.

**Bethel University Loan Policy**

Students who have defaulted on prior loans, either through the Federal Perkins Loan or Federal Stafford Loan programs, will be considered for additional federal loans at Bethel University only upon written appeal to the Student Retention and Appeals Committee. This policy applies to students who have or will rehabilitate the defaulted loan(s) as well. Students wishing to appeal should contact the Office of Financial Aid for further information.

**Scholarships and Aid**

**Federal and State Financial Aid Programs**

Bethel University participates in federal and state grants, loans, and Work-Study programs. Students must file a Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA each academic year for consideration in these programs. (See Applying for Financial Aid.)

**Federal Pell Grants**

Federal Pell Grants are awarded to students with financial need as determined by the filing of the FAFSA and the federal needs formula. If eligible, the amount of a Federal Pell Grant depends on enrollment status (full-time or part-time) and whether attendance is for a full academic year or less. Awards range from $400 to $4731.

**Federal Supplemental Education Opportunity Grant (SEOG)**

The SEOG is awarded to students who are Federal Pell Grant eligible and who have exceptional financial need as determined by the FAFSA. Awards range from $200 to $2000.

**Academic Competitiveness Grant (ACG)**

This grant is for full-time undergraduate students enrolled as degree seeking students who receive Federal Pell Grants, are U.S. citizens, and have completed a rigorous secondary school program of study. First academic year undergraduate students must have graduated from high school after January 1, 2006 and will be eligible for a $750 grant. The second academic year undergraduate students must have maintained a 3.0 cumulative GPA for the first academic year and meet the above criteria. This award is for $1300.

**National Science and Mathematic Access to Retain Talent Grant (SMART)**

The SMART Grant program is for full-time undergraduate students enrolled in their third or fourth academic year who receive Federal Pell Grants and who are U.S. citizens. Students must have declared an eligible major in physical, life, or computer sciences,
engineering, technology, mathematics, or a critical-need foreign language and have a 3.0 cumulative GPA. This award is $4000 per year.

**Federal Stafford Loan Programs**
Federal Stafford Loans are fixed rate loans with a current interest rate of six percent for Subsidized Federal Stafford Loans at the undergraduate level of study and 6.8 percent for all Unsubsidized Federal Stafford Loans at the undergraduate and graduate level. Principal and interest payments on the need based Subsidized Stafford Loans are deferred until the student graduates, drops below half time enrollment, or withdraws from the University. Only the principal is deferred on the non-need based Federal Unsubsidized Stafford Loans with interest payments made while in college. Loan amounts vary based on academic status, enrollment status, and whether the student is “dependent” or “independent” per the Department of Education policy. Current loan limits are as follows:

<table>
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<tr>
<th>Dependent Students (except students whose parents can borrow Plus)</th>
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<tbody>
<tr>
<td><strong>Base Amounts</strong></td>
</tr>
<tr>
<td>Freshman: $3500</td>
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<tr>
<td>Sophomore: $4500</td>
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<tr>
<td>Junior and Senior: $5500</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Additional Unsubsidized Loan Amounts (if Parent Plus loan is denied)</th>
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</thead>
<tbody>
<tr>
<td>Freshman: $2000 or $6000</td>
</tr>
<tr>
<td>Sophomore: $2000 or $6000</td>
</tr>
<tr>
<td>Junior and Senior: $2000 or $7000</td>
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<thead>
<tr>
<th>Independent Students</th>
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</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Aggregate Loan Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Dependent Students: $31000, of which no more than $23000 can be subsidized</td>
</tr>
<tr>
<td>Undergraduate Independent Students: $57500, of which no more than $23000 can be subsidized</td>
</tr>
<tr>
<td>Graduate or Professional Students: $138,500 (currently) of which no more than $65000 can be subsidized</td>
</tr>
</tbody>
</table>

**Federal Parent Plus Loan**
Under this loan program, parents who are credit worthy may borrow up to the cost of attendance budget minus any financial aid a student receives. The interest rate is a fixed rate of 8.5 percent. Unlike the student loan programs, this loan goes into repayment with the receipt of the second disbursement of the loan for the year. The minimum monthly payment starts at $50 and increases depending on the amount borrowed. Repayment can be spread out over a ten year period.

**Federal Perkins Loan**
Bethel University has a limited amount of Perkins funds, and these
are awarded to students who have demonstrated financial need with consideration given first to nursing or education majors. Award amounts vary to a maximum of $4000 per year.

**Vocational Rehabilitation Grants**
These grants are made through the Department of Human Services for students who have some type of disability. Contact your local office of the Department of Human Services for more details.

**Federal College Work-Study**
Work-Study awards are assigned by the Office of Financial Aid to students who have federal need as determined by the FAFSA. Work-Study recipients are assigned an on-campus part-time job and are assigned a number of hours per week to work each semester. The pay scale for these jobs starts at minimum wage, and students are paid every two weeks. This is not a scholarship nor a grant, and students must work the assigned hours at the assigned job to benefit from this program.

**State Financial Aid Programs**
The State of Tennessee offers various types of scholarship and grant programs in which qualifying Bethel University students may participate.

**Tennessee Educational Lottery Scholarship (TELS or Hope)**
Consideration for TELS scholarships is based on the following:
1. Residency. Students must be a Tennessee resident for one year prior to the application deadline (September 1 for fall term or February 1 for spring and summer terms).
2. Traditional Enrollment. Students must be admitted and enrolled in six credit hours at a Hope-eligible postsecondary institution within 16 months of graduation from an eligible high school, home school, or GED program. This applies only to traditional students.
3. Nontraditional Student Credentials. Nontraditional students who are age 25 or older can earn their way into the lottery program. To qualify, the student cannot have attended a postsecondary institution within 24 months. The student must then attempt 12 credit hours and receiving a 2.75 cumulative GPA. Additionally, the student must have an adjusted gross income of $36000 or less to qualify.
4. Minimum ACT, SAT, or High School GPA. For all Hope Scholarships except the Hope Access Grant, a student must have a minimum ACT composite score of 21 or a minimum SAT composite score of 980 (math and critical reading only) on a national test date or a 3.0 final weighted cumulative high school GPA for entering freshmen graduating from eligible public or category 1, 2, or 3 private school. GED students must have the minimum ACT or SAT score state above and score a 525 on the GED test. Home schooled students and non-category 1, 2, or 3 private high school graduates must have a minimum ACT or SAT score and meet additional eligibility criteria. (Students in this group should contact TSAC for more details.) For the Access Grant, students must have ACT scores of 18, 19, or 20 or SAT (math
and critical reading) scores of 980 or above and a 2.75 to 2.99 final weighted high school GPA. For dependent students, the parents’ adjusted gross income must be $36000 or less, and for independent students, the students’ adjusted gross income must be $36000 or less.

All lottery scholarship recipients at Bethel University are required to read and sign a document outlining all the lottery policies and procedures. For complete eligibility and renewal criteria on all Tennessee Lottery Scholarships, go to www.CollegePaysTN.com. These scholarships range from $2750 to $5500.

Hope Scholarship continuation requirements (effective July 1, 2008) are as follows:
The Hope Scholarships use the following benchmark hours for determining whether or not each student meets renewal criteria: 24, 48, 72, 96, or any subsequent multiples of 24 thereafter. Students must have a 2.75 cumulative GPA at the end of 24 and 48 hours and a 3.0 cumulative GPA at the end of any subsequent benchmark semester in which continuation is reviewed. Students who fail to achieve a 3.0 cumulative GPA at the 72 hour benchmark or thereafter, but have at least a 2.75 cumulative GPA and a semester GPA of at least 3.0 will continue to receive the Hope Scholarship. The student is eligible on a semester-by-semester basis so long as the student maintains full-time enrollment. If the student achieves a cumulative GPA of at least 3.0 at any time when continuation is reviewed, then the student shall be reviewed at the next benchmark. If a student fails to achieve a 2.75 cumulative GPA at the 72 hour benchmark or thereafter and does not have a semester GPA of at least 3.0, the student will lose the award but may regain the HOPE one time only under the new regulations mentioned above at any succeeding benchmark in which continuation is measured. Students may repeat one course one time as described under the existing statute.

**Tennessee Hope Scholarships**
For traditional students, Tennessee Hope Scholarships are based on a 3.0 cumulative high school GPA or a 21 ACT (980 SAT) score. GED applicants must have an exam score of 525 and a 21 ACT (980 SAT) score.

For nontraditional students, Hope Scholarships are based on the following criteria: the student must be 25 years old or older as an entering freshman or not enrolled for at least two years after last attending any postsecondary institution. The student must attempt 12 semester hours at Bethel with at least a 2.75 GPA. If the student does not have at least a cumulative 2.75 GPA at 12 semester hours, the student may be eligible for Hope at 24 semester hours with at least a 2.75 cumulative GPA. If the student does not have at least a cumulative 2.75 GPA at 12, 24, or 48 semester hours, the student may be eligible for Hope if the student meets the minimum requirements at 72 semester hours and those at
subsequent semesters thereafter. (See Hope Scholarship continuation requirements above.) Once a recipient of the Hope Scholarship, the non-traditional students shall maintain the minimum continuation requirements for Hope like all other Hope recipients. Eligibility for the Hope scholarship ends if the student earns a baccalaureate degree, if the student receives Hope scholarships for five years, or if five years have passed since the student enrolled in an eligible institution as a non-traditional student. Non-traditional students are not eligible for Aspire or GAMS awards.

**General Assembly Merit Scholarship (GAMS)**

This is a supplement to the Tennessee Hope Lottery Scholarship for entering freshmen who have at least a 3.75 unweighted cumulative GPA and a 29 ACT or 1280 SAT score.

**Tennessee Aspire Scholarship**

This additional supplement is available to students who meet Tennessee Hope Lottery Scholarship requirements and whose parents’ adjusted gross income for dependent students or whose own adjusted gross income for dependent students (and their spouses) is $36,000 or less on the most recent IRS tax form. Renewal requires continued eligibility for the Tennessee Hope Lottery and an adjusted gross income of $36,000 or less.

**Tennessee Hope Access Grant**

This grant is awarded to students who have a 2.75 unweighted cumulative high school GPA, 18 ACT or 860 SAT score, and whose parents’ adjusted gross income (for dependent students) or whose own adjusted gross income (for independent students) is $36,000 or less on the most recent IRS tax form. The student may be eligible for Tennessee Hope Scholarship in the second year by meeting Hope renewal requirements. For more information, contact the Bethel University Office of Financial Aid or the Tennessee Student Assistance Corporation in Nashville, or visit www.CollegePaysTN.com.

**Bethel University Institutional Scholarships**

Bethel University offers a variety of scholarships and grants for students. All institutional awards are based on full-time enrollment status, 12 to 17 credit hours per term for the fall or spring semesters, and whether the student resides in campus housing or commutes. Bethel University does not change its institutional aid scholarships for the school year once the semester starts. Extracurricular scholarships are usually awarded for only one sport or activity. No institutional aid is offered during the summer semester; however, a student might qualify for federal grants or have loan eligibility to provide financial assistance for summer classes. Students packaged for living on campus who later decide to commute will have their institutional aid readjusted, as will students who sign up for participation in scholarshipped extracurricular programs and quit those programs after the academic year starts.
Consideration for the academic scholarships and programs requires an incoming freshman to have a high school GPA of 2.50 or better and an ACT score of 18 or SAT score of 860. Returning or transfer students must meet the published cumulative GPA renewal criteria for the scholarship they qualify to receive. Academic scholarships are “locked in” at the published dollar amount until the student either ceases to meet the renewal criteria, graduates, or has attended for four academic years. The scholarship could be pro-rated downward should it, in combination with other aid, exceed the policy listed below.

Bethel University reserves the right to limit the combining of institutional aid with federal/state scholarships or grants, or “outside” scholarships brought by the student to the cost of tuition, double occupancy room and board, and the activity fee for an on campus student. For a commuting student, the limit is the cost of tuition plus the activity fee.

**Hendrix Scholarship Competition**
Incoming freshmen with a high school cumulative GPA of 3.25 or above and at least a 24 ACT or 1090 SAT score are invited to attend this annual scholarship competition. The winner of the Hendrix Scholarship Competition is awarded full tuition, double occupancy room and board for four years. The runner-up is awarded full tuition for four years. This scholarship does not combine with any other institutionally funded scholarships.

**Bethel University Honors Program Scholarship**
Students with a 3.25 cumulative GPA and 24 English ACT score and 24 Reading ACT score are eligible for the Bethel University Honors Program Scholarship. Applications for this award are available through the Office of Admissions and the Director of the Honors Program. The scholarship may be renewed based on the following criteria: 3.5 cumulative college GPA and 3.0 cumulative GPA in all Honors courses. This scholarship does not combine with any other institutionally funded scholarships.

**Presidential Honor Scholarship**
This award is available to freshmen with a minimum 27 ACT score or 1210 SAT score or a 3.75 or above high school GPA. The award may be renewed for students who maintain a 3.6 or higher cumulative GPA. This scholarship is not available to transfer students. Amounts vary to a maximum of $6,000.

**Trustee Honor Scholarship**
This award is available to freshmen with a minimum 25 ACT score or 1130 SAT score or a 3.5 or above high school GPA. Transfer students must have a cumulative GPA of 3.3 or higher. The award may be renewed for students who maintain a 3.3 or higher cumulative GPA. Amounts vary to a maximum of $4,000.

**Dean’s Honor Scholarship**
This award is available to freshmen with a minimum 23 ACT score or 1060 SAT score or a 3.25 or above
high school GPA. Transfer students must have a cumulative GPA of 3.2 or higher. The award may be renewed for students who maintain a 3.0 or higher cumulative GPA. Amounts vary to a maximum of $2,000.

**Bethel University Honor Scholarship**
This award is available to freshmen with a minimum 20 ACT score or 940 SAT score or a 3.0 or above high school GPA. Transfer students must have a cumulative GPA of 3.0 or higher. The award may be renewed for students who maintain a 2.75 or higher cumulative GPA. Amounts vary to a maximum of $1,000.

**Bethel University Grant**
This scholarship is awarded in varying amounts at the discretion of the Director of Financial Aid. This scholarship does not combine with athletic or Renaissance scholarships.

**Contiguous County Scholarship**
This award is given to students from Benton, Carroll, Decatur, Gibson, Henderson, Henry, Madison, and Weakley counties. This scholarship is awarded at the discretion of the Director of Financial Aid and does not combine with athletic or Renaissance scholarships. Amounts vary to a maximum of $1,000.

**Cumberland Presbyterian Ministerial Scholarship**
This scholarship varies in amount up to full tuition for Cumberland Presbyterian students who are under the care of their presbytery and plan to enter the ministry. It is an “application only” scholarship and must be renewed annually. Interested students should see the Office of Admission or the Office of Financial aid for an application. This scholarship does not combine with any other institutionally funded scholarships.

**Cumberland Presbyterian Membership Grant**
This scholarship is awarded to students who are members of the Cumberland Presbyterian Church and who provide the Office of Financial Aid with a completed CP Grant application. Amounts vary to a maximum of $1000 per year.

**Bethel Chorale Scholarship**
This award is given by the Director of the Bethel Chorale and varies in award amount. This scholarship does not combine with Renaissance or athletic scholarships.

**Renaissance Scholarship**
Renaissance Scholarships are awarded for either band, choir, or theatre in varying amounts by the director of the appropriate division of Renaissance. Auditions are required. The scholarship combines only with the CP Membership Grant and academic scholarships.

**Athletic Scholarships**
Athletic scholarships are available in all sports offered at Bethel University. The head coach in each sports program selects the scholarship recipients and determines the scholarship amounts. Athletic scholarships combine only with the CP Membership
Grant and academic scholarships. Current sports programs include: men’s and women’s basketball, soccer, golf, track, cross country, tennis, bass fishing, bowling, shooting, triathlon and cheerleading; men’s baseball and football; and women’s softball and volleyball.

**Endowed Scholarships**
Bethel offers several endowed scholarships with varying award criteria. Interested students may contact the Office of Financial Aid for more information on these scholarships.

**Local Scholarships**

**The Ben and Ludie Gaines Scholarship**
This scholarship ranges up to $2,000 to local students with first priority to children of employees of New Generation Furniture Company or McKenzie High School students. Applications for this scholarship are available from the Guidance Counselor at McKenzie high School or from the Bethel University Office of Financial Aid. The award is renewable for students who maintain a 3.0 cumulative GPA.

**Contiguous County Scholarship**
See “Contiguous County Scholarship” in Institutional Aid.

**Satisfactory Academic Progress for Receiving Financial Aid**
To receive federal, state, or institutional funds (including loans) a student must meet all of the following criteria at the end of each semester:

1. Be making academic progress toward graduation by maintaining the following overall grade point averages:
   - 0 to 27 credit hours completed – 1.5 cumulative GPA
   - 28 to 59 credit hours completed – 1.8 cumulative GPA
   - 60 or more credit hours completed – 2.0 cumulative GPA

2. Be making cumulative progress toward graduation within the maximum allowable credit hours completed. The maximum credit hour formula is 1.5 times the required hours to graduate from the student’s program of study. For example, a student whose major requires 128 credit hours would have maximum credit hours set at 192.

3. Satisfactorily complete the number of credit hours based on the enrollment status at the close of registration. Satisfactory completion means achieving a grade of D or above. Grades of F, I, E, or W are not satisfactory.
   - 12 or more hours attempted – Must complete nine hours
   - 9 to 11 hours attempted – Must complete six hours
   - 6 to 8 hours attempted – Must complete four hours
   - 1 to 5 hours attempted – Must complete ALL hours

Students who fail to meet the requirements above will be placed on Financial Aid Probation for one semester. If the requirements are not met during the probationary semester, the student will be placed on Financial Aid Suspension until such time as he/she meets the requirements. A student
could possibly be on Financial Aid Probation or Suspension, but not be on Academic Probation or Suspension. Students placed on Financial Aid Probation or Financial Aid Suspension may appeal the status in writing to the Director of Financial Aid. Reasons for the appeal may include, but are not limited to:
1. Death in the family of the student
2. Illness of the student or immediate family member
3. Circumstances beyond the control of the student.
Reinstatement of admission and financial aid to students on suspension will be made only after review and approval of the student’s written appeal by the Academic Dean, the Dean of Students, and the Director of Financial Aid.

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

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

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

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

In order to realize these outcomes, undergraduate students at Bethel University are required to take the following Common Core courses:
- College Orientation Experience 101
- English 101, 111, 201, and 202
- Religion 111 and 112
- Math 111 or higher (note: some majors also require Math 112 or higher)
- History 201 and 202 or History 211 and 212
- Health 201
- One physical education participation course chosen from PED 105-129
- One laboratory science course (note: the course may be specified for some majors)

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

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

The Major and the Minor

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Emphases</th>
<th>Major</th>
<th>Minor</th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
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<td>Yes</td>
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<tr>
<td>Art</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Business Administration</td>
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<td>Christian Ministries</td>
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<tr>
<td>Computer Information Systems</td>
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<td>Education Studies</td>
<td>Elementary, Secondary, Special Ed.</td>
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<td>Music Industry Studies</td>
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<td>Pre-Physician Assistant Studies</td>
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</table>
Department of Art
(Note: Bethel University does not offer a major in art.)

Faculty
Kathleen B. Sacks (1979), Associate Professor of Art
B.S., M.A.Ed., Bethel College; Graduate Studies, Memphis College of the Arts, The University of Memphis, The University of Tennessee at Martin

The Minor in Art (15 hours)
ART 111, 112, 201, 401
ART 213 or 214
The following courses are recommended:
ART 202
ART 211

Art Course Descriptions
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 112. Design (3 hours) Elements of design used to control, organize, and integrate composition. Equal emphasis on two and three dimensional design. Prerequisite: ART 111.

ART 201. Introduction to Painting (3 hours) Experience in a variety of materials and techniques stressing individual approach to creative expression and development of aesthetic judgment. Prerequisite: ART 112.

ART 202. Arts and Crafts (3 hours) Fundamental craft techniques; nature and function of metals, fibers, and ceramics. Emphasizes the functional and aesthetic qualities of good design applied to educational, social, and recreational craft activities. Offered in the summer session only.

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. The Amiga Computer will be used in this course.

ART 211. Lettering and Display (3 hours) History and application of lettering; new techniques in lettering and display presented. Offered in the summer session only.

ART 212. Introduction to the Visual Arts (3 hours) Elements of art, functions of design, techniques, and aesthetics; survey of history of art of the Western World. Stylistic analysis used to consider major influences determining the character and purpose of art in history.

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, 399, 499. Individual Study (1-3 hours) Selected media and/or genre for intensive study. Prerequisite: Approval of instructor, 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 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 Division Chairperson.

ART 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.
Department of Biology, Environmental Science, Pre-Professional Health, and Pre-Physician Assistant Studies

Faculty
Chris Burket (2007), Assistant Professor of Biology
B.S., Manchester College; M.S., Ball State University; Ph.D., Worcester Polytechnic Institute

John J. Caterina (2000), Professor of Biology
B.A., Saint Anselm College; Ph.D., University of Alabama at Birmingham

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

John P. Nelson (1992), Professor of Biology
B.A., Lycoming College; M.S., University of North Dakota; Ph.D., The University of Memphis

Sarah Roberts (2004), Assistant Professor of Biology
B.S., Pacific Lutheran University; Ph.D., University of Arkansas

The Major in Biology

Bachelor of Science
A. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
BIO 111, 111L

HIS 201, 202 or 211, 212
HEA 201
PED activity (1 hour)
B1. Program Core for Students not Seeking Teacher Licensure (16 hours)
MTH 200, 202
CHE 111, 111L, 112, 112L
PED activity (1 hour)
COE 401

B2. Program Core for Students Seeking Teacher Licensure in Biology (7-12) (31 hours)
MTH 123, 202
CHE 111, 111L, 112, 112L
PHY 105, 105L or PHY 211, 211L
SAT 110
SOC 111
PSY 211
HEA 312
PED activity (1 hour)
COE 401 or EDU 439

C. Biology Major (32-40 hours)
BIO 112, 112L, 304, 304L, 311, 311L, 401, 401L
BIO 302, 302L, 312, 312L or BIO 309, 309L, 310, 310L
Licensure Students: BIO 200*, 200L*; SCI 111, 111L
Non-Licensure Students: BIO 419, 419L, and 12 hours of Biology courses numbered 300 or above.

*Not required if BIO 309 and 310 have been completed.

D. Minor Required
Note: All students seeking licensure in Biology (7-12) must minor in Professional Education (Subject Areas). (See Division IV.)
E. Elective Courses

The Major in Pre-Physician Assistant Studies
Bachelor of Science Degree

Note: Completion of this major does not guarantee acceptance into the Master of Science in Physician Assistant Studies (M.S.P.A.S.) program at Bethel University or any other institution.

A. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
BIO 111, 111L
HIS 201, 202 or 211, 212
HEA 201
PED activity (1 hour)

B. Program Core (16 hours)
CHE 111, 111L, 112, 112L
COE 401
MTH 200, 202
PED activity (1 hour)

C. Pre-Physician Assistant Studies
Major (53 hours)
BIO 112, 112L, 304, 304L, 308, 309,
309L, 310, 310L, 311, 311L, 419, 419L,
430
CHE 311, 311L, 312, 312L
HEA 211
PHY 211, 211L, 212, 212L
PSY 111

D. Minor Not Required

E. Elective Courses

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 Environmental Studies (21 hours)
BIO 421
BUS 306
CHE 215, 215L
PHI 313
SCI 115, 115L, 415

The Minor in Pre-Professional Health Sciences

Sequence I (open to non-chemistry majors)
25-27 hours
CHE 311, 311L, 312, 312L
PHY 211, 211L, 222, 222D, 222L
PHY 212, 212L, or 221, 221D, 221L
PSY 111
SAT 110
SOC 111

Sequence II (open to non-biology majors)
26 hours
BIO 309, 309L, 310, 310L, 311, 311L
MTH 230
PSY 111
SAT 110
SOC 111

Biology Course Descriptions
BIO 100, 100L. 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.

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 111/111L.

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. Prerequisite: BIO 100 or 111.

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, 112.

BIO 304, 304L. Genetics (3, 1 hours) Principles of Mendelian and modern genetics and biochemical basis of inheritance. Laboratory. Prerequisites: BIO 111 and MTH 202.

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. Prerequisites: BIO 111, 112; MTH 202.

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.

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.

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 302.

BIO 314, 314L. Botany (3, 1 hours) Classification, diversity, morphology, physiology, evolution, and ecology of plants and fungi. Laboratory. Prerequisite: BIO 302.

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 401, 401L. Ecology (3, 1 hours) Intraspecific and interspecific interactions between organisms and their environment. Topics include biogeochemical cycles, ecological energetics, population dynamics, and community and ecosystems ecology. Laboratory. Prerequisites: BIO 111, 112; CHE 112; MTH 202.

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 416. Ichthyology (4 hours) Fish morphology, physiology, development, behavior, evolution, and ecology. World fish with emphasis on freshwater fish of the Mid-South. Laboratory. Prerequisites: BIO 111, 112.

BIO 417. Herpetology (4 hours) Classification, distribution, life histories, techniques of field study, methods of collection and preservation of amphibians and reptiles. World reptiles and amphibians with emphasis on those found in the Southeastern United States. Laboratory. Prerequisites: BIO 111, 112.

BIO 418. Ornithology (4 hours) Classification, distribution, life histories, techniques of field study, methods of collection and preservation of birds. World birds with emphasis on birds of Tennessee, including waterfowl and Neotropical migrants. Laboratory. Prerequisites: BIO 111, 112.

BIO 419, 419L. Cell Biology (3, 1 hours) Introduction to the major features of cells and the methods by
which they are studied. Included will be structural and functional aspects of organelles, the diversity of cell types, and the major mechanisms by which cells reproduce, develop, and evolve. Laboratory. Prerequisites: BIO 304, 311.

BIO 421. Conservation Biology (4 hours) Principles and techniques of ecological research in conservation of biological diversity at genetic, population, community, and ecosystem level. Includes discussion of public policy and individual advocacy. Laboratory. Prerequisite: BIO 112 or SCI 115.

BIO 422. Immunology and Infectious Diseases (3 hours) Studies include innate and adaptive immune responses and their applications, immune disorders, host/pathogen interactions, epidemiology, and treatments. Infectious diseases of specific body systems are covered from the point of view of health sciences. Prerequisite: BIO 311.

BIO 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.

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 Division Chairperson.

BIO 495. Honors Project (4 hours) Open to seniors by invitation only.

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.

Science Course Descriptions
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 gun shot 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 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: 20 hours of natural science courses (MTH, BIO, CHE, PHY), or for Environmental Studies minors, all of the other courses in the minor.

**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 Division Chairperson.

**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.
Department of Business (Accounting)

Faculty
Randolph O. Day (1993), Associate Professor of Business Administration and Accounting
B.S., East Tennessee State University; M.B.A., The University of Tennessee; Certified Public Accountant (inactive)

Robert Hicks (2004), Assistant Professor of Accounting
B.S., M.Ac., The University of Tennessee at Martin

Berry K. Zeigler (2007), Professor of Business
B.S., M.S., Southern Illinois University; Ph.D., University of Georgia

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 Major in Business Administration (Accounting Emphasis)

Bachelor of Science Degree
A. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 or 112 (or higher)
Laboratory Science Course
HIS 201, 202 or 211, 212
HEA 201
PED activity (1 hour)

B. Program Core (26-27 hours)
ACT 201, 202, 203
CIS 255
ECO 211, 212
COE 401
MTH 202
MTH 200 or 230
SAT 110 or 201

C. Business Administration (Accounting) Major (48 hours)
ACT 301, 302, 321, 401, 411, 421
BUS 301, 310, 313, 413
9 hours from ACT 311, 312, 322, 412, 422, 425, 440
9 hours from BUS 302, 304, 306, 307, 311, 330, 411, 418, 422

D. Minor Not Required

E. Elective Courses

Accounting Course Descriptions
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. Prerequisite: MTH 111.

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 evolvement and development of such principles; a detailed study of cash, receivables, inventories, and plant assets. Prerequisite: ACT 202 with a grade of C or better.

ACT 302. Intermediate Accounting II (3 hours) Continuation of 301; current and long-term liabilities: corporate equity theory; corrections and adjustments; financial ratios and inter period income tax allocation. Prerequisite: ACT 301 with a grade of C or better.

ACT 311. Cost Accounting I (3 hours) An introduction to manufacturing cost accountability; job order and process cost accounting systems; manufacturing overhead including variance analysis; predetermined overhead rates; joint and by-product cost allocation methods. Prerequisite: ACT 202.

ACT 312. Cost Accounting II (3 hours) Accounting for materials and labor costs; standard costing systems; budgeting and capital expenditures. Prerequisite: ACT 311.

ACT 321. Managerial Accounting (3 hours) Accounting from the professional manager’s perspective; the use of management accounting as a control tool for management decisions; budgets, profit planning, cost controls, variable costing, and capital investment techniques; cash flow analyses. Prerequisites: BUS 301 and ACT 202 with a grade of C or better.

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. Prerequisite: Junior class standing.

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 302 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 Division Chairperson.

ACT 495. Honors Project (4 hours)  
Open to seniors by invitation only.

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.
The Department of Business (Computer Information Systems)

Faculty
Ronald Lynn Deming (1996), Professor of Computer Information Systems
A.A., University of New York; B.S., Southern Illinois University; M.A., Webster University; Ph.D., Capella University

Robin Salyers (2007), Lecturer of Computer Information Systems
B.S., M.A.Ed., Bethel College; M.S.I.T.M., Touro University

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

The Major in Business Administration (Computer Information Systems Emphasis)
Bachelor of Science Degree
A. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
Laboratory Science Course
HIS 201, 202 or 211, 212
HEA 201
PED activity (1 hour)

B. Program Core (26-28 hours)
ACT 201, 202, 203
CIS 255
ECO 211, 212

COE 401
MTH 202
MTH 200 or 230
SAT 110 or 201

C. Business Administration (Computer Information Systems) Major (45 hours)
CIS 307, 283, 462, 475, 477
6 hours from CIS 245 and courses numbered 300 or above
6 hours of programming language
BUS 301, 310, 413, 417
6 hours from BUS courses numbered 300 or above (maximum of 3 hours in BUS 460)

D. Minor Not Required

E. Elective Courses

The Minor in Computer Information Systems (18 hours)
CIS 307, 349, 475, 477
6 hours of programming language

Computer Information Systems Course Descriptions
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 in-
clude 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.

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. Prerequisite: ACT 203 with a grade of C or better. Same as BUS 307.

CIS 325. Knowledge Management (3 hours) Exploration and application of knowledge management concepts and principles. Same as CIS 325. Prerequisite: BUS/CIS 255.

CIS 345. Web II – Developing Web-Based Applications (3 hours) This course will provide students with the skills to design and develop database-enabled web applications. Prerequisites: CIS 245, junior standing.

CIS 349. Computer Hardware and Small Computer Systems (3 hours) A course designed to introduce CIS students to the world of hardware as it applies to the world of business with concentration on defining user needs, procurement, life cycle, current and future technologies for business.


CIS 370. Introduction to Computer Forensics (3 hours) Introductory course to computer forensics. Topics will include various methods of gathering, processing, interpreting, and using digital evidence to provide a conclusive description of cyber crime activities suitable for inclusion in a
criminal investigation. Same as CJS 370. Prerequisite: CIS 255 or permission of instructor.

CIS 382. Introduction to Systems Analysis (3 hours) This course will introduce information systems students to the concepts and techniques used in structured systems analysis and design. This course provides a methodical approach to developing computer systems including systems planning, analysis, design, testing, implementation, and software maintenance. Prerequisite: Junior standing.

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, 382, at least junior standing.

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. Prerequisite: Junior standing.

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 Division Chairperson.

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.
The Major in Business Administration (Management Emphasis)

Bachelor of Science Degree

A. Common Core (38 hours)
   COE 101
   ENG 101, 111, 201, 202
   REL 111, 112
   MTH 111 or 112 (or higher)
   Laboratory Science Course
   HIS 201, 202 or 211, 212
   HEA 201
   PED activity (1 hour)

B. Program Core (26-27 hours)
   ACT 201, 202, 203
   CIS 255
   ECO 211, 212
   COE 401
   MTH 202
   MTH 200 or 230
   SAT 110 or 201

C. Business Administration (Management) Major (45 hours)
   BUS 301, 302, 307, 310, 313, 316, 317, 412, 413, 417, 418
   12 hours in BUS courses numbered 300 or above (maximum of 3 hours in BUS 460)

D. Minor Not Required

E. Elective Courses

The Minor in Business Administration (24 hours)

ACT 201, 202
BUS 303, 302, 307, 310
Collateral Requirements: ECO 211, 212

**Business Administration Course Descriptions**

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. Prerequisite: ACT 201 with a grade of C or better.

BUS 302. Principles of Marketing (3 hours) Marketing fundamentals for business and non-profit organizations. Includes product development, promotional activities, distribution, and pricing.

BUS 304. Business Finance (3 hours) Long-term markets, securities, financial leverage, cost of capital, and topics related to financing a business enterprise. Prerequisites: BUS 301, 302, 310 and ACT 202 with a grade of C or better.

BUS 305. Labor Economics (3 hours) Economic factors in social organizations, economic institutions, problems of labor and industry. Unions and social and economic institutions. Problems of management and worker. Same as ECO 305.

BUS 306. Business and the Environment (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. Prerequisite: Consent of instructor.

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. Prerequisite: ACT 203 with a grade of C or better. Same as CIS 307.

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. Prerequisite: BUS 301.

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 325. Knowledge Management (3 hours) Exploration and application of knowledge management concepts and principles. Same as CIS 325. Prerequisite: BUS/CIS 255.

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. Prerequisite: Permission of instructor.

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. Prerequisite: Junior class standing.

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.

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. Prerequisites: BUS 301, senior standing.

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 422. Compensation (3 hours) Examination of employee compensation practices in both theoretical and applied contexts. Topics include job
analysis, compensation structures, external and internal equity, benefits, and incentive pay. Prerequisite: BUS 412 or permission of instructor.

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.

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.

**Economics Course Descriptions**

ECO 211. Principles of Macroeconomics (3 hours) Macroeconomics; national income, gross national product, economic growth, consumption, savings, investments, cycles, and current problems.

ECO 212. Principles of Microeconomics (3 hours) Microeconomics; market system, price theory costs, marginal theory, and the market mechanism.

ECO 301. Economic History and Theory (3 hours) Economic development of the Atlantic community from the 16th century. Commercial revolution, economic origins and consequences of colonization; Industrial Revolution; emphasis on Anglo-American development. Analysis of major economic theories that accompanied modern economic development. Same as HIS 301.

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 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 Division Chairperson.

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.
Department of Chemistry
and Pre-Pharmacy

Faculty
Jane Ann Hardin (1999), Professor of Chemistry
B.A., University of South Florida; B.S., University of Alabama at Birmingham; Ph.D., University of South Carolina

Joseph A. Sam (1991), Professor of Chemistry
B.A., University of Mississippi; Ph.D., University of Mississippi Medical Center

The Major in Chemistry
Bachelor of Science Degree

A. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
CHE 111, 111L
HIS 201, 202 or 211, 212
HEA 201
PED activity (1 hour)

B1. Program Core for Chemistry Major (16-17 hours)
MTH 200 or 230 and 202
PHY 222, 222D, 222L
PED activity (1 hour)
COE 401

B2. Program Core for Students Seeking Teacher Licensure in Chemistry (7-12) (20-21 hours)
MTH 200 or 230
SCI 111, 111L
SAT 110
SOC 111

PSY 211
HEA 312
PED activity (1 hour)
COE 401 or EDU 439

B3. Program Core for Students Planning to Pursue Graduate Study in Chemistry (21 hours)
MTH 123, 230, 231
PHY 221, 221L, 222, 222L
PED activity (1 hour)
COE 401

C1. Chemistry Major General (42 hours)
CHE 112, 112L, 311, 311L 312, 312L, 320, 320L, 330, 412, 422, 430
Six additional Chemistry hours from CHE 291 and/or Chemistry courses numbered 300 or above
PHY 211, 211L, 212, 212L

C2. Chemistry Major with Licensure (37 hours)
BIO 111, 111L
CHE 112, 112L, 311, 311L, 312, 312L, 320, 320L, 330, 412, 430
PHY 211, 211L, 212, 212L

C3. Chemistry Major for Students Planning to Pursue Graduate Study in Chemistry (43 hours)
CHE 112, 112L, 311, 311L, 312, 312L, 320, 320L, 330, 412, 430
Six hours of courses from CHE 291 or Chemistry courses numbered 300 or above
MTH 232, 341

D. Minor required.
Note: All students seeking licensure in Chemistry (7-12) must minor in Professional Education (Subject Areas).
E. Elective Courses

The Major in Pre-Pharmacy (3+1 program)
This program is designed to help students to complete required pre-requisites 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. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
PHY 105, 105L
HIS 201, 202 or 211, 212
HEA 0
PED activity (1 hour)

B. Program Core (18 hours)
MTH 200, 202
CHE 111, 111L, 112, 112L
BIO 111, 111L

C. Pre-Pharmacy Major (42 hours)
BIO 112, 112L, 309, 309L, 310, 310L, 311, 311L, 422
CHE 311, 311L, 312, 312L, 412, 422
SAT 110 or 201
SOC 111
PSY 111

D. Minor Not Required

E. Elective Courses

The Minor in Chemistry (23 hours)
CHE 111, 111L, 112, 112L, 311, 311L, 312, 312L, 320, 320L, 330

Chemistry Course Descriptions
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.

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, 106L required for admission to CHE 111. Laboratory.

CHE 111, 111L. General Chemistry I (3, 1 hours) Fundamental principles underlying various fields of chemistry including formulas and equations, atomic and molecular structure, solutions, equilibrium, thermochemistry, kinetics, acids and bases, oxidation-reduction, and electrochemistry. Laboratory. Prerequisite: Grade of C or above in CHE 106, 106L or one year of high school chemistry with a
minimum ACT composite score of 21 or a minimum ACT composite score of 25 for students with no previous introduction to chemistry. Permission of the instructor may be granted in exceptional circumstances. Co-requsite: MTH 111 or exemption from MTH 111.

CHE 112, 112L. General Chemistry II (3, 1 hours) Continuation of CHE 111. Laboratory. Prerequisite: CHE 111.

CHE 201, 201L. Introduction to Organic and Biological Chemistry (3, 1 hours) Introduction to organic and biochemical compounds and their reactions and synthesis; emphasis on topics related to health and modern society. Proteins, fats, carbohydrates, vitamins, and hormones included. Does not fulfill requirements for majors in natural science disciplines. Laboratory.

CHE 215, 215L. Environmental Chemistry (3, 1 hours) General knowledge of biochemical and geochemical environmental cycles and the fate of chemicals in the environment. 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) Theory and description of molecular structure; properties, reactions, and synthesis of organic compounds. Laboratory. Prerequisite: Grade of C or above in CHE 112, 112L.

CHE 312, 312L. Organic Chemistry II (3, 1 hours) Continuation of CHE 311 with the introduction of qualitative organic laboratory techniques and organic unknowns. Laboratory. 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 in instrumental methods of chemical analysis, including gas chromatography, infrared spectroscopy, nuclear magnetic resonance spectroscopy, ultraviolet spectroscopy, mass spectrometry, and Raman spectroscopy. Laboratory. Prerequisites: Completion of CHE 111, 111L, 112, 112L with a grade of C or above.


CHE 401. Survey of Pharmacology (3 hours) Basic understanding of the
principles of pharmacology to include knowledge of the general history and nature of drugs; absorption, distribution, metabolism, and elimination of drugs in the body; mechanisms of drug action; major drug categories and characteristics of prototypical drugs. Prerequisite: CHE 412 or permission of instructor.

CHE 412. Biochemistry (3 hours)
Survey of biochemistry including processes occurring in living organisms, their substrates, products, and energetics. Mechanisms and significance of biochemical processes are studied. Enzymology, intermediary metabolism, macromolecules, biosynthesis, bioenergetics, homeostasis, biologically active agents. Prerequisites: CHE 201 or 311.

CHE 413, 413L. Topics in Biochemistry and Physiology (2-6 hours) Intensive introduction to various interrelated sub-disciplines of biochemistry and physiology. Choice of topics includes medicinal chemistry, chemistry-nutrition and health food products, pesticides and the environment. May include laboratory. Prerequisites: CHE 201 or 312. Same as BIO 413.

CHE 414. Topics in Analytical Chemistry (1-3 hours) Advanced knowledge of a current area of chemistry and demonstrated ability to apply knowledge critically. Prerequisite: Grade of C or better in CHE 320.

CHE 422. Biochemistry II (3 hours)
Continuation of CHE 412 with more comprehensive study of metabolic and information pathways. Prerequisite: CHE 412.

CHE 430. Advanced Inorganic Chemistry (3 hours) Advanced knowledge of atomic and molecular structure and bonding theories; descriptive chemistry of the elements; mechanism of inorganic reactions; application of modern techniques for characterization; and coordination and organometallic chemistry. Prerequisite: Grade of C or better in CHE 312, 312L.

CHE 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 Division Chairperson.

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 495. Honors Project (4 hours) Open to seniors by invitation only.
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.
Department of College and Career Orientation
(Note: Bethel University does not offer a major or a minor in college or career orientation.)

Faculty
Sandra L. Louden (1992), Lecturer of COE
B.S., Murray State University; M.A.Ed., Bethel College

Heather Stone (2008), Lecturer of COE
A.S., Jackson State Community College; B.S., M.S.Ed., The University of Tennessee at Martin

College/Career Orientation
Experience Course Descriptions
COE 101. College Orientation Experience (3 hours) Opportunity for first-year students to learn about themselves and adjust to college life. 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.

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 BUS/ENG 330 are exempt from COE 401.
Department of Education

Faculty

Trudy Abel (2008), Assistant Professor of Special Education
B.S., Mississippi State University; M.Ed., Ph.D., University of Southern Mississippi

Jeff Britt (2000), Instructor of Physical Education
B.A., Brescia College; M.A.Ed., Western Kentucky University

Cornelia A. Arnold Owen (1980), Professor of Special Education
B.A., Bethel College; M.S.Ed., The University of Tennessee at Martin; Ed.D., Vanderbilt University

Mary Kathryn Clayton (2007), Assistant Professor of Education
B.A., M.S., M.A.Ed., Ph.D., University of Mississippi

Shannon Godwin (2007), Assistant Professor of Education
B.S., Florida State University; M.Ed., Trevecca Nazarene University; Ed.S., Ed.D., Union University

Lindsay D. Hailey (2007), Instructor of Health and Physical Education
B.S., Belmont University; M.A., Tennessee Technological University

Janet Reid (2003), Assistant Professor of Education
B.A., M.A., Ph.D., Mississippi State University

Misty Schmitz-Aird (2000), Lecturer of Health and Physical Education
B.S., Oklahoma Wesleyan University; M.A.Ed., Bethel College

B.S.Ed., Kent State University; M.A., The Ohio State University; Ed.D., University of Arkansas

Malissa Vaughn (2000), Associate Professor of Health, Physical Education, and Recreation
B.S., Lambuth University; M.S., The University of Memphis

Jerry Hale Wilcoxson (1967), Professor of Health, Physical Education, and Recreation
B.S., M.Ed., Graduate Study, North Texas State University; D.A., Middle Tennessee State University

Kathy N. Winchester (1995), Associate Professor of Education
B.S., M.A., The University of Alabama

Requirements for Admission to Teacher Education Program (TEP I)

Applicants must meet the requirements in effect at the time of consideration for admission. Requirements are subject to change by the Teacher Education Committee effective on the first class day of any designated term.

1. Application form completed, signed, and on file.
2. Favorable recommendations on file from two Bethel University instructors (one education instructor and one instructor not in education).
3. Acceptable essay on applicant’s interest in teaching (See instructions on form TEP I).
4. Passing scores on the PRAXIS I exam*. The PRAXIS I is waived for students who score 22 or higher on the ACT or 920 or higher on the SAT.
5. Cumulative grade point average of 2.50 or higher.
6. Completion of EDU 212
7. Forty semester hours of college work completed, including 12 semesters hours at Bethel University.
8. All students as a part of the Teacher Education Program application, will be required to complete and pass a criminal background history using fingerprint analysis through the Tennessee Bureau of Investigation before they can receive admission and participate in a field experience or student teaching.

*Appeals Process: Students who fail to pass all of the PRAXIS I after having taken it twice may appeal to the Teacher Education Committee for a review of application for admission. Students who present strong credentials/evidence on all other admission criteria will be reviewed by the Teacher Education Committee for a conditional admission to the TEP.

Requirements for Admission to Student Teaching (TEP II)
Applicants must meet the requirements in effect at the time of consideration for admission. Requirements are subject to change by the Teacher Education Committee effective on the first class day of any designated term.

Application for student teaching must be filed with the Director of Student Teaching by January 31 or September 15 one semester before the student teaching semester. Candidates must have successfully completed:
1. TEP I
2. Minimum cumulative GPA of 2.50
3. Minimum GPA of 2.75 in the major field
4. Minimum GPA of 2.75 in Professional Education minor
5. Professional education sequence (must be in progress if not completed)
6. No grade lower than a C applied to Professional Education minor
7. Satisfactory interview by the Teacher Education Committee
8. Evidence of having successfully completed all required PRAXIS II Licensure Exams for Tennessee (Principles of Learning and Teaching and specialty tests). These documents must be on file in the Education Office before a student may begin Student Teaching.

3. Conditional admission status will be changed to rejection status when:
   a. Student’s cumulative GPA falls below 2.75, or
   b. Student is placed on disciplinary probation.
Note: No additional courses (including course by correspondence) or participation in sports, Renaissance, etc., may be taken concurrently with student teaching.

**Liability Insurance Coverage**
All students enrolled in any courses requiring interaction with children in the public schools must be a member of STEA in order to be covered by liability insurance or the student must provide proof of liability insurance coverage.

**Licensure Areas**
Bethel University offers the following areas of teacher licensure programs:
1. Child Learning and Development (Elementary Grades K-8)
2. Licensure in subject area programs:
   a. Biology (7-12)
   b. Chemistry (7-12)
   c. English (7-12)
   d. History (7-12)
   e. Mathematics (7-12)
   f. Music: Vocal/General (K-12) and Instrumental (K-12) (pending approval by the Tennessee State Department of Education)
   g. Physical Education (K-12)
3. Exceptional Learning and Development (K-12 Special Education Modified Licensure)

**Additional Endorsement Programs**
Bethel offers the following areas of add-on endorsements for teachers who already have an initial Tennessee teacher license:
1. Biology (7-12)
2. Chemistry (7-12)
3. Elementary (K-8)
4. English (7-12)
5. History (7-12)
6. Mathematics (7-12)
7. Music (K-12)
8. Physical Education (K-12)
9. Special Education (Modified) (K-12)

**Teacher Licensure Exam Pass Rates**
In accordance with federal reauthorization of Title II of the Higher Education Act, the Bethel University Teacher Education Program reports the pass rate on the PRAXIS II teacher licensure exams for the 2002-2003 program completers. Aggregate pass rates were:

- Professional Knowledge: 100% (3 years: 100%) (statewide 99%)
- Academic Content: 100% (3 years: 100%) (statewide 99%)
- Summary Total Pass Rate: 100% (3 year: 100%) (statewide 99%)

Performance on Praxis II exams is only one predictor of readiness to teach.

**The Major in Child Learning and Development**
*Bachelor of Science Degree*
Note: All students seeking licensure in Elementary Education (K-6) must complete this major.

A. Common Core (38 hours)
   COE 101
   ENG 101, 111, 201, 202
   REL 111, 112
   MTH 111 (or higher)
   BIO 100 and 100L
   HIS 211, 212
HEA 201  
PED activity (1 hour)  
B. Program Core (18 hours)  
GEO 211  
COE 401 or EDU 439  
PED activity (1 hour)  
PSY 211  
SAT 110  
SCI 111 and 111L  
SOC 111  

C. Child Learning and Development Major (31 hours)  
ART 401  
ENG 301, 305  
HEA 312, 314  
EDU 215  
MUS 407  
PED 332  
PSY 213  
SED 314  
SOC 214  

D. Minor Required  
Note: All students seeking licensure in Elementary Education (K-6) must minor in Professional Education (Elementary)  
E. Elective Courses  

**Minor in Education Studies (Elementary)** (26 hours)  
EDU 212, 221, 313, 318, 321, 326, 334, 409, 410, 411, 417

**Minor in Education Studies (Subject Areas)** (23 hours)  
EDU 212, 221, 313, 318, 321, 326, 334  
One course from EDU 400-408 (Methods Course)  
PSY 212  
SED 314  

*Restricted to licensure majors offered by Bethel University*  

**Minor in Education Studies (Special Education)** (26 hours)  
SED 322  
EDU 212, 221, 313, 318, 326, 334, 409, 410, 411, 417  

**The Major in Exceptional Learning and Development Bachelor of Science Degree**  
Note: All students seeking licensure in Special Education (Modified K-12) must complete this major.  

A. Common Core (38 hours)  
COE 101  
ENG 101, 111, 201, 202  
REL 111, 112  
MTH 111 (or higher)  
BIO 100 and 100L  
HIS 201, 202 or 211, 212  
HEA 201  
PED activity (1 hour)  

B. Program Core (18 hours)  
BIO 200, 200L  
COE 401 or SED 439  
MTH 202 or EDU 215  
PED activity (1 hour)  
PSY 211  
SAT 110  
SOC 111  

C. Exceptional Learning and Development Major (31 hours)  
HEA 312, 314  
PED 332 or SED 430  
PED 333  
PSY 213  
SED 314, 423, 425, 426, 427, 428  

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D. Minor Required
Note: All students seeking licensure in Special Education (Modified K-12) must minor in Professional Education (Special Education)

E. Elective Courses

**Minor in Health** (22 hours)
HEA 113, 211, 310, 312, 316
PSY 111
BIO 200, 200L
PED 108

The Major in Physical Education
*Bachelor of Science Degree*

A. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
BIO 111, 111L
HIS 201, 202 or 211, 212
HEA 201
PED activity (1 hour)

B. Program Core (27 hours)
MTH 202
BIO 200, 200L
PSY 211
SOC 111
PED 108, 123, 213
PED activity (2 hours)
HEA 312, 314*
SAT 110
COE 401 or EDU 439

C. Physical Education Major (36 hours)
HEA 330**
PED 211, 212, 313, 321, 322, 331, 332*, 333, 413, 415, 416**
PED 311 or 312 or 314
PED 401 or 402

D. Minor Required
Note: All students seeking licensure in Physical Education (K-12) must minor in Professional Education (Subject Areas)

E. Elective Courses

*Required for students seeking licensure in Physical Education (K-12)
**Required for students not seeking teacher licensure.

The Minor in Physical Education (23 hours)
PED 107, 108, 211, 312, 313, 331, 333, 413
PED 401 or 402
2 hours (beyond the Core) from Physical Education courses numbered 111-124

The Minor in Professional Education (Elementary)* (38 hours)
EDU 212, 221, 313, 318, 321, 326, 334, 409, 410, 411, 417, 439, 441
*Open only to Child Learning and Development Majors (K-8 Licensure)

The Minor in Professional Education (Subject Areas)* (35 hours)
EDU 212, 221, 313, 318, 321, 326, 334, 439, 440
One course from EDU 400-408 (Methods course)
PSY 213
SED 314
*Open only to students majoring in a Secondary or K-12 Licensure Program

The Minor in Professional Edu-
cation (Special Education)* (38 hours)
SED 322, 334, 439, 443
EDU 212, 221, 313, 318, 326, 409, 410, 411, 417
*Open only to Exceptional Learning and Development majors

Education Course Descriptions

EDU 213. Learning Theories (2 hours) Presentation of human memory and learning theories. Memory topics will include perception and sensory memory, memory processes, types of memory, memory disorders, childhood developmental changes in memory and cognition, and memory issues that influence learning and academic skills in children. Learning topics include classical conditioning, operant conditioning, social learning theory, and ways to utilize learning theories in the classroom. Same as PSY 213.

EDU 215. Problem Solving in Elementary Math (3 hours) Estimation, basic facts and algorithms, algebraic and trigonometric concepts, measurement, geometry, probability and statistics, patterns and functions. Investigations, connections to other subjects, and technology utilization that promote age-appropriate conceptual understanding and mathematical reasoning. Math content taught in this course will be consistent with the Content and Process Standards of the National Council of Teachers of Mathematics and Tennessee State Curriculum Standards for Grades K-6. Prerequisite: EDU 212.

EDU 221. Field Experience I (1 hour) Observation and limited classroom activities in an assigned K-12 setting. Examination of various foundational influences in practice. Twenty clock hours of documented observation, journal, and seminars. Prerequisite: EDU 212 with a grade of C or above.


EDU 318. Strategies of Teaching in the 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: micro-teaching with peers. Teacher-made tests and other evaluation techniques. K-12 curriculum patterns. Considerations in teaching, evaluation, and curriculum including ethnic, cultural and language diversity, students with exceptionalities, and students who are English language learners. Prerequisite: EDU 212, TEP I. Co-requisite: EDU 321 or SED 322.
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. Twenty clock hours of documented observation, journal, and seminars. Prerequisite: Admission to the Teacher Education Program (TEP). Co-requisite: EDU 318.

EDU 326. Technology for Teaching (2 hours) Operating systems and desktop managers; pointing devices; file management; integrated word processor, database, and spreadsheet; transferring data across software packages; CD-ROMs; presentation software; virus protection; scanners and laser disks; software copyrights and legal usage; networks, email, and internet; audio and video capture; peripheral connectivity and troubleshooting. Restricted to Education students.

EDU 334. Assessment (3 hours) Study of the design, administration, scoring, interpretation, and statistical analysis of teacher-made, norm-based, criterion-referenced, curriculum-based, and authentic performance-based assessment. Tennessee Value Added Assessment System (TVAAS) data analysis. Developmental and academic screening, assessment, diagnosis, and planning for students with specific instructional and psycho-linguistic deficits. Simulation exercises in multidisciplinary team/planning, writing, and developing individual education plans, testing accommodations and modifications. Introduction to a variety of assessment instruments. Application in simulated case studies. Prerequisite: MTH 111 or EDU 215, TEP I. Same as SED 334.

EDU 400*. Teaching Science in Secondary Schools (4 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 (4 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 (4 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 (4 hours) Curriculum planning, teaching and evaluation practices for grades 7-12 mathematics; 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 408*. Teaching Physical Education (K-12) (4 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: TEP I, EDU 318.

EDU 409*. Elementary Reading Methods (3 hours) Research-based instructional strategies aligned with the Tennessee Curriculum Framework, International Reading Association (IRA) Standards, and INTASC Standards. In-depth study of the 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.

EDU 410*. Elementary Language Arts and Social Studies Methods (3 hours) Content, methods, 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 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 demon-
strate deficiencies in reading skills. Prerequisite: TEP I, EDU 318. Co-requisite: EDU 409.


EDU 440*. Teaching Experience in Secondary Education (9 hours) Application of theory, methods, curriculum, and materials to classroom teaching in the licensure areas at both 7-8 and 9-12 grade levels. Minimum 15 weeks in full-day classroom teaching. No other courses may be taken during the student teaching semester. Journal, documentary log, lesson plans, teaching materials. Prerequisite: TEP II. Co-requisite: EDU 439.

EDU 441*. Teaching Experience in Elementary Education (9 hours) Application of theory, methods, curriculum, and materials to classroom teaching in two elementary school grade levels. Minimum 15 weeks in full-day classroom teaching. No other courses may be taken during the student teaching semester. Journal, documentary log, lesson plans, teaching materials. Prerequisite: TEP II. Co-requisite: EDU 439.

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 from the Division Chairperson.

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 Academic Dean, TEP I.

*Most Education courses numbered 400 or higher require approval of the Teacher Education Committee before admission to the curriculum. Consult advisor for exceptions.

Health Course Descriptions
HEA 113. Drug Education (3 hours) Physiochemical effects of drugs and alcohol on the nervous system; use and abuse; habilitation and addiction. Social, economic, and legal aspects of drug and alcohol use are compared and contrasted.

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 needs a cooperative enterprise.

HEA 316. Positive Psychology (3 hours) A scientific study of the promotion of psychological well-being. Topics will include: happiness, strengths and virtues, coping, resilience, intrinsic motivation, flow, spirituality and religiosity, interventions for well-being, psychoneuroimmunology, optimism, creativity, wisdom, and authenticity. Personal application exercises are required. Same as PSY 316. Prerequisite: PSY 111.

HEA 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. Prerequisites: HEA 312 and 320, or BIO 309.

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 Division Chairperson.

HEA 495. Honors Project (4 hours) Open to seniors by invitation only.

HEA 399, 499. Individual Study (1-3 hours) In-depth study of a subject of interest beyond courses in the cur-
curriculum. Prerequisite: Junior standing, approval of advisor and Academic Dean.

**Physical Education Course Descriptions**

PED 105. Aqua Aerobics (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 106. Weight Training and Management (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 108. Fitness for Health (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 109. Social Dance (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 110. Aerobic Dance (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 112. Beginning Tennis (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 113. Basketball (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.
PED 114. Volleyball (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 115. Softball (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 116. Golf (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 117. Aerobics (Walking/Running) (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 120. Intermediate Tennis (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week. Prerequisite: PED 112 or equivalent skill.

PED 121. Advanced Tennis (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.
PED 122. Beginning Swimming (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 123. Intermediate Swimming (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week. Prerequisite: PED 122 or equivalent skill.

PED 124. Advanced Swimming (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week. Prerequisite: PED 123 or equivalent skill.

PED 126. Camping and Hiking (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 128. Soccer (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 129. Body Sculpture (1 hour) Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 201. Lifeguard Training (3 hours) Skills and knowledge required to assume the responsibilities of a lifeguard at a swimming pool or protected (non-surf) open-water beach. Meets the requirements for American Red Cross (ARC) Standard First Aid,
ARD Adult CPR, and ARC Lifeguard Training certificates. Prerequisite: PED 123 and/or pass a swimming skills test.

PED 211. Foundations of Health and Physical Education (3 hours) Introduction to fields of health and physical education designed to give an orientation to the historical background, objectives, and philosophical foundations and their relationships to education.

PED 212. Sport and Society (2 hours) The nature, function, and relationship of leisure, play, and recreation to sport and society. Physical activity, theory, and technique are included.

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 311. Fundamentals and Techniques of Football (3 hours) Fundamentals and techniques of football, history, coaching theories of offense and defense, team organization, drills, conditioning, weight programs, and off-season duties.

PED 312. Fundamentals and Techniques of Basketball (3 hours) Fundamentals and techniques of basketball, history, coaching and teaching methods, drills, conditioning, development of team offense and defense, team and class organization, off-season duties.

PED 313. Fundamentals and Techniques of Golf and Tennis (3 hours) Fundamentals and techniques of teaching and coaching golf and tennis, history, coaching and teaching methods, team and class organization, drills, conditioning, types of tournaments, equipment, equalizing team and class competition.


PED 321. Kinesiology (3 hours) Science of human motion with emphasis on analysis of motor skills. Preventative and rehabilitatory 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: BIO 200.

PED 322. Physiology of Exercise (3 hours) Functions of the systems of the human body related to muscular activity. Emphasis on cardiorespiratory function, physical fitness testing, nutrition for athletes, effects of anabolic steroids and other substances, and activity in extremes of temperature and altitude. Prerequisites: BIO 200.

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 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 401, 402. Senior Tutorial in Physical Education (1 hour) Learning experiences while assisting in organization of instruction of various physical education activities. Two periods required each week.

PED 413. Organization and Administration of Health and Physical Education (3 hours) Philosophy, objectives, and values of health and physical education program from elementary level through college. Types of administrators, administrative skills, budget making, staff selection, intramural and interscholastic athletic programs, legal liability, purchase and care of equipment, facilities, and curriculum design.

PED 415. Psychology of Coaching (3 hours) Theory and practices of coaches; responses of athletes to various coaching methods. Development of personal philosophy of coaching, coaching styles, and personalities; adjusting coaching techniques to various age groups; styles of communication; preventing coaching burnout; ethics; and developing team cohesion.

PED 416. Sports Law (3 hours) Sports, the law, and due process. Negligence, defenses, liability, and tort. Includes sports litigation, warnings, waivers, sports violence, athletes’ rights, contractual agreements and disputes, agents and arbitration, drug testing in sports, product and facility design and liability, legal responsibilities in activity and fitness centers, high risk activities and other trends and issues. Prerequisite: BUS 310.

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 Division Chairperson.

PED 495. Honors Project (4 hours) Open to seniors by invitation only.
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.

**Special Education Course Descriptions**


SED 322. Field Experience in Special Education (1 hour) Observation of teacher planning and evaluation in an assigned Special Education setting. Limited teaching practice under the cooperating teacher. Twenty clock hours of documented observation, journal, and seminars. Prerequisite: Admission to the Teacher Education Program (TEP). Co-requisite: EDU 318.

SED 334. Assessment (3 hours) Study of the design, administration, scoring, interpretation, and statistical analysis of teacher-made, norm-based, criterion-referenced, curriculum-based, and authentic performance-based assessment. Tennessee Value Added Assessment System (TVAAS) data analysis. Developmental and academic screening, assessment, diagnosis, and planning for students with specific instructional and psycho-linguistic deficits. Simulation exercises in multidisciplinary team/planning, writing, and developing individual education plans, testing accommodations and modifications. Introduction to a variety of assessment instruments. Application in simulated case studies. Prerequisite: MTH 111 or EDU 215, TEP I. Same as EDU 334.


SED 425. Teaching Children with Exceptional Talents (3 hours) Teaching methods and materials for gifted children. Characteristics and special needs of gifted children. Federal and state laws; rights and responsibilities. Survey of present and planned future programs for the gifted. Lesson and project planning; micro-teaching.

SED 427. Teaching Children with Behavior Disorders and Disturbances (3 hours) Strategies for identifying behaviors that interfere with the education of special education students and/or their peers. Referral, functional assessment, development of behavior intervention plans and implementation of positive behavior interventions and supports. Applied behavior interventions and social skill instruction strategies. Family supports and medical/therapeutic referrals for students with aberrant behavioral and/or emotional patterns.

SED 430. Motor, Medical, and Self-Care (3 hours) Typical and atypical motor development. Multi-disciplinary and/or trans-disciplinary models for providing related services and appropriate instruction for students with motor, sensorimotor and orthopedic disabilities in school settings. Team approaches to medical needs/procedures, assistive technologies, educationally relevant therapies, self-care, and extraordinary eating/feeding needs of students with multiple disabilities.

SED 431. Communication: Actions, Symbols, and/or Words (3 hours) Creating opportunities for all students to communicate effectively using nonsymbolic and symbolic modes of communication. Augmentative and alternative communication. Development of typical and atypical communicative forms and assisting students in developing socially valid and effective modes of communication. Enabling all students to build skills essential for choice-making and self-determination.

SED 438. Differentiated Instruction (3 hours) Methodological, curricular, and performance modifications and environmental or organizational accommodations for accessing and progressing in the general education curriculum, K-12. Developing, implementing, and monitoring the individual education plan (IEP) for students ages 3-21 in the least restrictive educational setting. Effective consultation and collaboration. Use of assistive technologies.


SED 443. Teaching Experience in Special Education (9 hours) Application of theory, methods, and materials in classroom teaching in special education. Minimum fifteen weeks in full-day classroom teaching. No other courses may be taken during the student teaching semester. Journal, documentary log, lesson plans, teaching materials. Prerequisite: TEP II. Co-requisite: SED 439.

SED 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 Division Chairperson.

SED 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.
Department of History and Geography
(Note: Bethel University does not offer a major or a minor in Geography.)

Faculty
Daniel Dalrymple (2009), Assistant Professor of History
B.A., Ph.D., Michigan State University

Sarah Kidd (2003), Assistant Professor of History
B.A., M.A., University of Alabama-Huntsville; Ph.D., University of Missouri

Joshua Roberts (2005), Assistant Professor of History
B.A., University of Kentucky; M.A., Ph.D., Vanderbilt University

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. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
Laboratory Science Course
HIS 201, 202 or 211, 212
HEA 201
PED activity (1 hour)

B1. Program Core (for students seeking a Bachelor of Arts degree) (22 hours)
ART 213 or 214 or MUS 201

B1. Program Core (for students seeking a Bachelor of Science degree without teacher licensure) (15-19 hours)
COE 401
ECO 211 or 212
MTH 202 or PSY 313
SOC 111
6 hours of SOC and/or PSY courses numbered 300 or above
SAT 110

B3. Program Core (for students seeking a Bachelor of Science degree with teacher licensure) (18 hours)
COE 401 or EDU 439
HEA 312
GEO 211
PSY 211
SAT 110
SOC 111

C1. History Major (for non-licensure students) (33 hours)
HIS 201, 202 or 211, 212 (whichever option was not completed in the common core. Students who take HON 101, 102, 201 and 202 as part of the Common Core must take HIS 202, 211, and 212)
HIS 498
24 hours from HIS 301, 302, 311 or 312, 330, 340, 350, 401, 402, 403, 410, 411, 420, 460 (maximum of six hours, 490

C2. History Major (for licensure students) (39 hours)
ECO 211, 212, 301, 305
HIS 201, 201 or 211, 212 (whichever option was not completed in the common core. Students who take HON 101, 102, 201 and 202 as part of the Common Core must take HIS 202, 211, and 212)

HIS 498
15 hours from HIS 302, 330, 340, 350, 401, 402, 403, 410, 411, 420, 490

D. Minor Required
Note: All students seeking licensure in History (7-12) must minor in Professional Education (Subject Areas) (See Division IV.)

E. Elective Courses

The Minor in History (18 hours)
HIS 201, 202 or 211, 212 (option not completed in the Common Core)
6 hours of American History from HIS 330, 403, 410, 411, 490, 498
6 hours of Non-American History from HIS 340, 402, 420, 490, 498

History Course Descriptions

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 202. Human Culture II (3 hours) World societies since 1500; cultural change in the modern world, the hegemony of Europe, modern vs. traditional cultures, current world problems.

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, the seeds of disunion.

HIS 212. History of the United States II (3 hours) Survey of United States history since 1860: Civil War and Reconstruction, emergence of the U.S. as a world power, the quest for social and economic justice, economic growth and problems, the dilemma of leadership.

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 301. Economic History and Theory (3 hours) Economic development of the Atlantic community from the 16th century. Commercial revolution, economic origins and consequences of colonization; Industrial Revolution; emphasis on Anglo-American development. Analysis of major economic theories that accompanied modern economic development. Same as ECO 301.

HIS 302. American Parties and Politics (3 hours) Nature of politics, structure and function of political parties, history of party politics in the U.S. Same as POL 302.

HIS 311. History of Philosophy I (3 hours) Developments in philosophical thought from Thales through the Middle Ages. Same as PHI 311.

HIS 312. History of Philosophy II (3 hours) Developments in philosophical thought from the Renaissance to the present. Same as PHI 312.

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: HIS 212 with a grade of C or higher.

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 340. World War II and the Holocaust (3 hours) This course takes a close look at the world historical events of 1939-1945 by examining the causes, course, and consequences of World War II and the Holocaust. The focus is not only on battlefield events and the path to the Allied victory but also on the racial and ideological thinking of the World War II era. The class will also encourage students to consider the moral and ethical decisions made in times of war. Prerequisite: HIS 202 or 212.

HIS 350. Old South, Sectionalism, Civil War (3 hours) This course is a compre-
hensive look at the Old South as a distinctive region, the sectional controversy, and the nation’s bloodiest war. Within these general topics, more focused topics will include: the establishment of planter elites, slavery as both an economic and social system, the culture and social structure within the slave community, the growth of abolitionism, the path to secession, and the major battle campaigns and human experience of the Civil War. Prerequisite: HIS 211 with a grade of C or higher.

HIS 360. History of Crimes/Criminality (3 hours) The criminal justice system employed by contemporary Western nations is the product of more than three centuries of uneven change and development. This course traces the emergence of modern notions of criminality and punishment by examining some of the most scandalous and sensational criminal events from the past three hundred years. Students will study political crimes, violent crimes, and so-called victimless crimes to understand the interplay of legal tradition, morality, and public perception on defining and punishing criminal behavior. Same as CJS 360. Prerequisite: HIS 202 or 212.

HIS 401. Modern Europe I (3 hours) European development from 1400 to 1789; rise of modern states, expansion of European culture, scientific revolution, the Enlightenment, absolutism, and constitutionalism.

HIS 402. Modern Europe II (3 hours) European history since 1789, rise and decline of Europe’s world hegemony, political and industrial revolution, liberalism, nationalism, the world wars, the division of Europe.

HIS 403. History of the South (3 hours) The American South as a distinct region, significance of Southern history, the Civil War, Reconstruction, the successive New South, assimilation of the South.

HIS 410. America in the Nineteenth Century: Coming of Age (3 hours) The central theme will be the market revolution as a catalyst to the development of a culture of self-interest in the early 1800’s. Subsequent topics will include: class development, sectionalism, the Civil War and Reconstruction, and the conflicts of industrial America between capital and labor, and middle and working classes. Prerequisites: HIS 211, 212 with a grade of C or higher.

HIS 411. America in the Twentieth Century: Great Dreams Age (3 hours) This course is a comprehensive look at American culture, society, and politics in the 20th century. Special attention will be given to the dominant theme of consumerism and development of the American way of life. Other topics will include: The challenge of the Great Depression, American society and culture during World War II, the growth of suburbia and middle-class idealism in the 1950’s, the Cold War and foreign policy, the protests of the 1960’s, and America’s responsibility as a world power. Prerequisite: HIS 212 with a grade of C or higher.
HIS 420. Modern Imperialism (3 hours) This course takes an in-depth look at the imperialism adventures of Great Britain, Japan, and the United States in order to understand the causes and effects of modern imperialism. The class will examine economic, cultural, and geopolitical motives for territorial expansion, effects of imperialism on both the colonized and the colonizer, decolonization, and the neo-imperialistic legacies that shape our contemporary world. Prerequisite: HIS 202 or HIS 212 or HIS 402.

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 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 Division Chairperson.

HIS 495. Honors Project (4 hours) Open to seniors by invitation only.

HIS 498. Senior Thesis (3 hours) The student will investigate and report a topic emphasizing the use of original sources. Prerequisite: Senior standing, social science major with emphasis in History.

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.

**Geography Course Description**

GEO 211. Introduction to Geography (3 hours) Basic elements of physical geography; geography and man; analytical study of selected regions with emphasis on economic development.
Department of Human Services

Faculty
Timothy W. Lindsey (2003), Assistant Professor of Human Services
B.S., Bethel College; M.S.W., Louisiana State University (LCSW)

Audrey K. Sistler (2007), Professor of Human Services and Psychology
B.S., University of Illinois; M.S., University of Wisconsin; M.A., Ph.D., Louisiana State University

The Major in Human Services

Bachelor of Arts or Bachelor of Science Degree

A. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
Laboratory Science Course
HIS 201, 202 or 211, 212
HEA 201
PED activity (1 hour)

B1. Program Core (for students seeking a Bachelor of Arts degree) (22 hours)
SAT 110 or 201
SOC 111
SPA 111, 112, 211, 212
Psy 111
COE 401

B2. Program Core (for students seeking a Bachelor of Science degree) (21-22 hours)
SAT 110 or 201
SOC 111

CIS 255
Laboratory Science Course or 3 hours from CIS courses numbered 200 or above (in addition to CIS 255)
ECO 211
HEA 113, 312
COE 401
PSY 111

C. Human Services Major (48 hours)
ENG 330
HUS 213, 216, 323, 330, 331, 418, 420, 424 or 490, 426 or 490, 460 (3 hours); Note: only 3 hours from HUS 490 allowed
MTH 202 or PSY 313
PSY 211 and 316 or HEA 310
SOC 320 and 306 or 323 or 304 or 315

D. Minor Not Required

E. Elective Courses

The Major in Human Services
(Criminal Justice Studies Emphasis)
Bachelor of Arts or Bachelor of Science Degree

A. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
Laboratory Science Course
HIS 201, 202 or 211, 212
HEA 201
PED activity (1 hour)

B1. Program Core (for students seeking a Bachelor of Arts degree) (25 hours)
SAT 110 or 201
SOC 111

B2. Program Core (for students seeking a Bachelor of Science degree) (21-22 hours)
SAT 110 or 201
SOC 111
SPA 111, 112, 211, 212  
PHI 211  
COE 401  
MTH 202 or PSY 313  

B2. Program Core (for students seeking a Bachelor of Science degree)  
(22-23 hours)  
SAT 110 or 201  
SOC 111  
CIS 255  
Laboratory Science Course or 3 hours from CIS courses numbered 200 or above (in addition to CIS 255)  
ECO 211 or 212  
COE 401  
PSY 316 or 413 or BUS 317  

C. Human Services (Criminal Justice Studies) Major (48 hours)  
HUS/SOC 213, 320  
SOC 304, 414  
SCI 100, 100L  
HEA 113, 310, 312  
PSY 111  
ACT/BUS 368  
CJS 210, 360, 370, 380, 400, 410  
3 hours from ENG 330, HUS 460, 490  

D. Minor Not Required  

E. Elective Courses  

**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  

**Descriptions**  
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 360. History of Crimes/Criminality (3 hours) The criminal justice system employed by contemporary Western nations is the product of more than three centuries of uneven change and development. This course traces the emergence of modern notions of criminality and punishment by examining some of the most scandalous and sensational criminal events from the past three hundred years. Students will study political crimes, violent crimes, and so-called victimless crimes to understand the interplay of legal tradition, morality, and public perception on defining and punishing criminal behavior. Same as HIS 360. Prerequisite: HIS 202 or 212.  

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.  

**Criminal Justice Studies Course**
CJS 380. Criminal Procedure (3 hours)
The development of Constitutional and procedural controls on the administration of justice. A study of criminal due process rights from commission of a crime to post-conviction relief with emphasis on controlling Supreme Court decisions. Prerequisites: CJS 210, junior class standing.

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 110, 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 110, junior class standing.

Human Services Course Descriptions
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 inter-group 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:
SOC 111, MTH 111. Same as PSY 330.

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 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 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 Division Chairperson.

HUS 495. Honors Project (3 hours) Open to seniors by invitation only.

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.
Department of Languages

Faculty
Alex Debonis (2009), Assistant Professor of English
B.A., Indiana University; M.A., Illinois State University; Ph.D., University of Cincinnati

Teresa Rose (2004), Assistant Professor of English
B.S., M.A., Murray State University

James A. Scruton (1990), Division Chair
Professor of English and Mary B. Holmes Professor of Literature
B.A., M.A., Eastern Illinois University; Ph.D., The University of Tennessee

Sharon 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

Randell Wolff (2005), Assistant Professor of English
B.A., Bethel College; M.A., Murray State University

The Major in English

Bachelor of Arts Degree
A. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
Laboratory Science Course
HIS 201, 202 or 211, 212

HEA 201
PED activity (1 hour)

B1. Program Core for Students not Seeking Teacher Licensure (29 hours)
PHI 211
SPA 111, 112, 211, 212
6 hours from ART 213, 214; MUS 201; PHI 311, 312, 313, 411, 412
PSY 111
SOC 111
COE 401
PED activity (1 hour)

B2. Program Core for Students Seeking Teacher Licensure in English (7-12) (30 hours)
SPA 111, 112, 211, 212
ART 213 or 214 or MUS 201 or PHI 211
PSY 211
SOC 111
EDU 409
SAT 110
HEA 312
COE 401 or EDU 439

C. English Major (33 hours)
ENG 301, 311, 312, 321, 334
9 hours from ENG 421, 422, 423, 424, 490*
9 hours from any other English courses numbered 300 or above**

D. Minor Required
Note: All students seeking licensure in English 7-12 must minor in Professional Education. (See Division IV.)

E. Elective Courses

*ENG 490 is not an option for licensure students
**Licensure students must take ENG
305 as part of these 9 hours

**The Minor in English** (18 hours)
ENG 311 or 312, ENG 321, 334
9 hours from any other English courses numbered 300 or above

**The Minor in Spanish** (18 hours)
SPA 211, 212, 311, 312, 401, 421

**English Course Descriptions**

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 subscore 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 or exemption.

ENG 136A-436A. Log Cabin (1 hour)
Copywriting, photography, layouts, proofreading, and editing for the Log Cabin yearbook. 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 201.

ENG 301. The English Language (3 hours) Origin, development, and current status of the English language, including phonology, morphology, etymology, semantics, and structural

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: ENG 201.

ENG 311. American Literature I (3 hours) Prose and poetry of representative colonial, revolutionary, and romantic writers including Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman. Prerequisite: Junior standing.

ENG 312. American Literature II (3 hours) Representative prose and poetry from the periods of literary Realism and Naturalism to the present time. Prerequisite: Junior standing.

ENG 321. Shakespeare (3 hours) Major tragedies, comedies, and histories, as well as selected narrative poetry and sonnets. Prerequisite: ENG 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. Same as BUS 330. Students who earn a grade of “C” or higher are exempt from COE 401. Prerequisite: ENG 201.

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: ENG 201.

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 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: 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: 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: ENG 202 or permission of instructor.

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.

ENG 399, 499. Individual Study (1-3 hours) In-depth study of a subject of interest beyond courses in the curriculum.

Spanish Course Descriptions
SPA 101. Spanish for Managers I (3 hours) Conversational Spanish for MOD and College Start students. Grammar, vocabulary, and pronunciation of basic spoken Spanish with emphasis on vocabulary useful to human resource managers. Open only to MOD and/or College Start students.

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 II (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 Division Chairperson.

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.
Department of Mathematics

Faculty
Russell D. Holder (1989), Associate Professor of Mathematics
B.S., M.A., Truman State University; Certificate, The University of the South; Continuing Education, University of Missouri-St. Louis; St. George’s College (Jerusalem)

David H. Lankford (1967), Associate Professor of Mathematics
B.S., Bethel College; M.S., University of Mississippi; Graduate Study, University of Mississippi; The University of Tennessee

Irina Smith (2003), Instructor of Mathematics
B.S., Moscow Regional Pedagogical University; M.S., Murray State University

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

The Major in Mathematics

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

A. Common Core (39 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
PHY 221, 221D, 221L
HIS 201, 202 or 211, 212

HEA 201
PED activity (1 hour)

B1. Program Core for students not seeking teacher licensure in Mathematics (20-22 hours)
SAT 110
PHY 222, 222D, 222L
MTH 202 or 350
CSC 203 or 205 or 242 or 341
Two courses from SOC 111, PSY 111, PHI 211
PED activity (1 hour)
COE 401

B2. Program Core for students seeking teacher licensure in Mathematics (7-12) (20-22 hours)
SAT 110
PHY 222, 222D, 222L
MTH 202 or 350
PSY 211
SOC 111
HEA 312
PED activity (1 hour)
COE 401 or EDU 439

C1. Mathematics Major General (37 hours)
MTH 230, 231, 232, 320, 321, 341
MTH 335 or 421
MTH 311 or 342
MTH 350, 351 or 411, 412
3 hours of Mathematics courses numbered 300 or above

C2. Mathematics Major with License
sure (37 hours)
MTH 230, 231, 232, 320, 321, 335, 341, 342, 411, 412
3 hours of Mathematics courses numbered 300 or above

D. Minor Required
Note: All students seeking licensure in Mathematics (7-12) must minor in Professional Education (Subject Areas). (See Division IV.)

E. Elective Courses

The Minor in Mathematics (25 hours)
MTHE 230, 231, 232, 320, 321, 341
3 hours of Mathematics courses numbered 300 or above

Mathematics Course Descriptions
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 inequalities, factorization, 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 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: MTH 105 with a grade of C or above 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: MTH 105 with a grade of C or higher.

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: MTH 111.

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: MTH 111 or 112 or two years of high school algebra and a score of 23 or more on the ACT in mathematics.
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.

MTH 230. Calculus I (4 hours) Review of equations and inequalities. Elementary functions, their graphs, and their derivatives. Inverse functions, limits derivatives, applications of derivatives, continuity. Prerequisites: MTH 123, or two years of high school algebra and a semester of trigonometry.

MTH 231. Calculus II (4 hours) The integral, integration techniques, integration of the elementary functions including exponential, logarithms, trigonometric and inverse trigonometric; differentials, improper integrals, and series. Prerequisite: MTH 230.

MTH 232. Calculus III (4 hours) Vectors, vector valued functions, functions of several variables, gradients, multiple integrals, line, and surface integrals. Prerequisite: MTH 231.

MTH 301. Multivariate Calculus (3 hours) A study of vector-valued functions, function of several variables, differentials, gradients, multiple integrals, line and surface integrals, Stokes Theorem, and Green’s Theorem. Prerequisite: MTH 232.

MTH 311. Abstract Algebra I (3 hours) Mappings, equivalence relations, groups, rings, integral domains, number fields, and polynomials. Prerequisite: MTH 212.

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 111.

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 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 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 341.

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 232.

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 Division Chairperson.

MTH 495. Honors Project (4 hours) Open to seniors by invitation only.

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.
Department of Music

Faculty
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

Beth Everett (2006), Assistant Professor of Music
B. Mus., Palm Beach Atlantic University; M.M., Southern Methodist University; D.M.A., University of Southern Mississippi

Keith Herris (2006), Assistant Professor of Music
B.A., Goshen College; M.M., University of Oklahoma; D.M.A., Michigan State University

Thomas Oakley (2005), Lecturer of Music
B.A., Lambuth University; M.Ed., The University of Memphis

Joshua Smith (2008), Assistant Professor of Music
B.M., University of Kentucky; M.M., James Madison University; D.M.A., University of North Texas

Tony Smith (2004), Assistant Professor of Music Business
B.A., Jackson College of Ministry; M.A., Ed.D., Trevecca Nazarene University

Major in Music
Bachelor of Arts Degree
A. Common Core (38 hours)

Major in Music
Bachelor of Arts Degree
A. Common Core (38 hours)

COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
Laboratory Science Course
HIS 201, 202 or 211, 212
HEA 201
PED activity (1 hour)

B1. Program Core (24-25 hours)
ART 111, 213, or 214
COE 401
SPA 111, 112, 211, 212
SOC 111 or SAT 110 or 201 or PHI 211
PSY 111 or EDU 212

C1. Music (Church Music) Major (59 hours)
MUS 010, 121, 121L, 122, 122L, 211, 230, 301, 302, 303, 304, 305, 321, 380, 409, 425
8 hours from MUS 106-406, 108-408, 110-410, 111-411, 113-413, 119-419, 123-423
12 hours required in one applied music area

C2. Music (Applied Music) Major (58 hours)
MUS 010, 121, 121L, 122, 221, 235, 301, 302, 303, 304, 305, 380, 435, 480
8 hours from MUS 106-406, 108-408, 110-410, 111-411, 113-413, 119-419, 123-423
14 hours required in one applied music area
2 hours required in other applied music courses

D. Minor Not Required

E1. Elective Courses (Church Music Emphasis) (5-6 hours)
Suggested Electives: MUS 119-419, 123-423, 151-252*, 339, 420, 430, 435, other applied music for up to two hours, SAT 112, 116, 216

E2. Elective Courses (Applied Music Emphasis) (6-7 hours)
Suggested Electives: MUS 102, 119-419, 123-423, 151-252*, 307, 399, 429, 430, 460, 499, other applied music for up to two hours, SAT 112, 116, 216

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

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

Major in Music Education*
Bachelor of Science Degree
Note: All students seeking teacher licensure in Music (Vocal/Gen K-12 and/or Instrumental K-12) must complete this major. Note: Instrumental K-12 licensure pending approval by the Tennessee Department of Education.

A. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
Laboratory Science Course
HIS 201, 202 or 211, 212

HEA 201
PED activity (1 hour)

B1. Program Core (10-13 hours**)
COE 401 or EDU 439
SOC 111
PSY 211
Laboratory Science Course or 3 hours of math above MTH 111 in addition to MTH hours completed in the Common Core

C. Music Education Major (34 hours)
MUS 010 (7 semesters with a grade of P)
MUS 121, 121L, 122, 122L, 221, 226, 227, 228, 229, 301, 302, 303, 304, 346, 380, 436

D1. Emphasis in Vocal/General K-12 (22 hours)
MUS 435
Ensembles totalling seven hours with at least four hours from vocal ensembles
Eight hours of applied voice, piano, or guitar
Four hours in one other applied music area or class piano (If the principle applied instrument is not piano, these hours must be applied piano or class piano.)

D2. Instrumental K-12 (22 hours)
MUS 325
Ensembles totalling seven hours with at least four hours from instrumental ensembles
Eight hours of applied brass, woodwinds or percussion
Four hours of applied piano or class piano

121
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 music majors are required to pass a piano proficiency examination or to enroll in applied/class piano until the examination is passed.

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

**Major in Music Industry Studies **Bachelor of Science Degree**

A. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
Laboratory Science Course
HIS 201, 202 or 211, 212
HEA 201
PED activity (1 hour)

B1. Program Core (Music Business Emphasis) (23 hours)
ACT 201, 202, 203
CIS 245, 255
ECO 211, 212
SAT 110
COE 401

B2. Program Core (Music Production and Technology Emphasis) (15 hours)
CIS 245, 255

PED activity (1 hour)
PHY 107, 107L
SAT 110
COE 401

C1. Music Industry Studies (Music Business) Major (41-43 hours)
BUS 302, 307
ECO 305
MUS 010 (6 semesters with P grade), 101, 121, 121L, 238, 240, 330, 331, 332, 335, 440, 460 (4-6 hours)

C2. Music Industry Studies (Music Production and Technology) Major (56-58 hours)
MUS 010 (6 semesters with P grade), 101, 121, 121L, 238, 240, 241, 242, 243, 330, 331, 332, 333, 334, 336, 337, 381, 440, 460 (4-6 hours), 481
4 hours of Ensemble (Technical)

D. Minor Not Required

E. Elective Courses

Minor in Music Industry Studies (21 hours)
MUS 101, 238, 240, 330
9 hours of Music electives (maximum of 3 hours credit for MUS 490)

Music Course Descriptions
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 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.

MUS 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.

MUS 110-410. Bethel University Community Chorus (1 hour) Touring vocal ensemble with admittance by audition and permission of instructor. May be repeated for credit. Class standing at enrollment determines level.

MUS 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.

MUS 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.

MUS 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.

MUS 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.

MUS 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.

MUS 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.

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. Prerequisites: 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 123-423. Handbell Choir (1 hour) Admission by audition. The choir will ring literature for 3-5 octaves of English handbells, learning and using various ringing and damping techniques as well as special effects. The Handbell Choir will perform in churches, schools, and at least once per semester on campus. Rehearsals are held three times weekly.

MUS 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.

MUS 151. Class Piano I (1 hour) Piano skills for beginners taught in a group setting.

MUS 152. Class Piano II (1 hour) Continuation of MUS 151. Prerequisite: MUS 151 or exemption.

MUS 161. Class Voice (1 hour) Basic principles of vocal technique, diction, preparation of vocal literature and public performance; taught in a group setting.

MUS 171. Class Guitar (1 hour) Guitar skills for beginners taught in a group setting.

MUS 201. Music Appreciation (3 hours) Listening skills, descriptive musical vocabulary, and selected works of the cultural tradition of the Western World.

MUS 221. Music Theory III (3 hours) Advanced harmony and preliminary analysis.

MUS 226. Brass Methods (1 hour) The course presents fundamentals of playing and teaching brass instruments. Course content focuses on cultivating students’ proficiency with brass instruments as well as developing their ability to evaluate and teach basic principles of brass playing. Prerequisite: MUS 121.

MUS 227. Percussion Methods (1 hour) The course presents fundamen-
tals of playing and teaching percussion instruments. Course content focuses on cultivating students’ proficiency with percussion instruments as well as developing their ability to evaluate and teach basic principles of percussion playing. Prerequisite: MUS 121.

MUS 228. String Methods (1 hour) The course presents fundamentals of playing and teaching the violin, viola, cello, and bass. Course content focuses on cultivating students’ proficiency with string instruments as well as developing their ability to evaluate and teach basic principles of string playing. Prerequisite: MUS 121.

MUS 229. Woodwind Methods (1 hour) This course presents fundamentals of playing and teaching woodwind instruments. Course content focuses on cultivating students’ proficiency with woodwind instruments as well as developing their ability to evaluate and teach basic principles of woodwind playing. Prerequisite: MUS 121.

MUS 230. Foundations in Church Music (3 hours) An introduction to Biblical, theological, and philosophical foundations for music ministry, including studies in historical and contemporary Christian worship and such practical aspects as time management, staff relations, budgeting, and training of volunteer leaders in the church music program. Field observation (30 hours) in a local church music program will be required.

MUS 235. Survey of Music Literature (3 hours) Introduction to the historical styles of music through listening and score-reading. The student will build a working knowledge of a basic music repertory through listening and score study. Attendance at and review of several music performances will be required. Prerequisite: MUS 122, 122L.

MUS 238. Survey of the Music Industry (3 hours) The course will explore the history, procedures, structure, standard practices, ethical issues, and technologies involved with all facets of the business of music. Students will observe various careers within these facets of the industry.

MUS 240. Introduction to Recording Technologies I (3 hours) An introduction to the basic principles of sound and how audio can be captured and manipulated utilizing current recording technology. Theory will be discussed, as it pertains to the understanding of what makes a good recording. Concepts include signal flow, microphone selection and placement, signal processing, and mixing. The student will be able to render a multi-track recording employing all the above concepts to demonstrate a solid knowledge of basic recording fundamentals.

MUS 241. Introduction to Recording Technologies II (3 hours) An introduction to advanced principles of sound and how audio can be captured and manipulated utilizing current recording technology. Theory will be discussed, as it pertains to the un-
nderstanding of what makes a good recording. Concepts include signal flow, microphone selection and placement, signal processing, and mixing. The student will be able to render a multi-track recording, from concept to completion, employing all the above concepts to demonstrate a solid knowledge of recording fundamentals. Prerequisite: MUS 240.

MUS 242. Live Sound Engineering (3 hours) Basic principles of sound reinforcement and how audio can be manipulated utilizing current live sound technology. Theory will be discussed as it pertains to the understanding of what makes a good production. Concepts include signal flow, microphone selection and placement, signal processing, and mixing. The student will be able to render a multi-channel mix for live production, from concept to completion, employing all the above concepts to demonstrate a solid knowledge of sound reinforcement fundamentals.

MUS 243. Concert Stage and Lighting Design (3 hours) Basic stage lighting design, moving from design concept to implementation. Understanding and using current stage and lighting technology used in the music industry.

MUS 251. Class Piano III (1 hour) Piano skills for advanced beginners taught in a group setting. Prerequisite: MUS 152 or exemption.

MUS 252. Class Piano IV (1 hour) Continuation of MUS 251. Prerequisite: MUS 251 or exemption.

MUS 301. Music History I (3 hours) History of music from the ancient Greeks to the Baroque era. Prerequisites: MUS 122, 122L.

MUS 302. Music History II (3 hours) History of music from the Classical era to the present. Prerequisite: MUS 301.

MUS 303. Musical Analysis (3 hours) Principles of advanced harmony, counterpoint, and form as revealed in analysis of musical scores. Prerequisite: MUS 122, 122L.

MUS 304. Conducting (3 hours) Physical conducting techniques, rehearsal procedures, programming, and fundamentals of choral and instrumental scores. Prerequisites: MUS 122, 122L.

MUS 305. Advanced Conducting (3 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 320. Hymnology (3 hours) Analysis and appreciation of the great hymns of the church. A study of their
sources, development, and use in services today.

MUS 325. Orchestration (3 hours) A study of the individual characteristics of the various instruments of the modern orchestra. The arrangement for orchestra and band of original or standard compositions and arrangements for ensemble groups. Preparation of orchestral, band, and choral ensemble scores. Calligraphy; music copy and layout; reproduction processes; copyright law. Prerequisites: MUS 122, 122L.

MUS 330. Music Publishing (3 hours) This course provides a focused overview of the music publishing industry including: the history of music publishing, functions of music publishing, music publishing and sub publishing agreements, and how these components operate within the industry thorough various venues such as recorded music, print music, television, motion pictures, Broadway musical, internet, and new media outlets.

MUS 331. Popular Music History (3 hours) Historical analysis of music industry trends and developments since 1890.

MUS 332. Touring and Merchandising (3 hours) This course explores the development, organization, and execution of tours, shows, and live events. Students will identify the roles and responsibilities involved for a successful outcome of an event including the design and merchandising of tour-related merchandise. Students will observe various careers within touring and merchandising.

MUS 333. Principles of Mixing (3 hours) An introduction to advanced principles of mixing. Theory will be discussed and practiced as it pertains to the understanding of what makes a good recording. Concepts include signal flow, microphone selection and placement, signal processing and mixing, and live recording. The student will be able to render a multi-track recording, from concept to completion, employing all the above concepts to demonstrate a solid knowledge of recording fundamentals with heavy emphasis on mixing. Prerequisites: MUS 240, 241.

MUS 334. Principles of Mastering (3 hours) The purpose of this course is to introduce advanced principles of mixing/mastering. Theory will be discussed and practiced as it pertains to the understanding of what makes a good recording. Concepts include signal processing and mixing/mastering. The student will be able to render a multi-track recording, from concept to completion, employing all the above concepts to demonstrate a solid knowledge of recording fundamentals with heavy emphasis on mixing/mastering and final CD ready for mass production. Prerequisite: MUS 241.

MUS 335. Leadership and Music Management (3 hours) This course considers multiple facets of leadership. Students will explore the theories, characteristics, and styles of leadership. Additionally, students
will examine the functions of management including developing, planning, implementing, and controlling using various decision-making skills. Students will employ critical thought and assessment of their leadership and management skills and characteristics. Students will create an action plan for personal development.

MUS 336. Introduction to Midi (3 hours) Course introduces students to the Musical Instrument Digital Interface (MIDI) sequencing using computer software and keyboard synthesizers. Students learn concepts, basic theory and techniques, and the application of MIDI technology to the production of music. Hands-on projects are completed using MIDI keyboard synthesizers and sequencer software.

MUS 337. Audio for Media (3 hours) an introduction to the use of music and sound in different media applications. The student will be able to create, manipulate, and add sound effects and music tracks to a time-line presentation in various media types including film and radio. Prerequisite: MUS 336.

MUS 346. Elementary Music Methods (3 hours) Music curriculum for the elementary school. Includes study of current methods and materials, planning for music instruction, and presentation of music lessons to elementary school children. Prerequisite: MUS 122, 122L.

MUS 380. Junior Recital (1 hour) This major assignment is a presentation of music after concentrated preparation and is graded by music faculty.

MUS 381. Junior Project (1 hour) Project topic will demonstrate junior-level competency. Projects require the preparation of a prospectus and approval from the student’s major professor and a project committee. Prerequisite: Faculty approval.

MUS 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 musing 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 listening, 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 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 Division Chairperson.

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.
Department of Nursing

Faculty
Edna Billingsley (2007), Instructor of Nursing
B.S.N., The University of Tennes-see Center for the Health Sciences; M.S.N., Vanderbilt University

Tamera Carter (2005), Assistant Professor of Nursing
A.A., The University of Tennessee at Martin; B.S., University of the State of New York; M.S.N., Murray State University

Mary Bess Griffith (2007), Director of the Nursing Program and Assistant Professor of Nursing
B.S.N., M.S.N., The University of Tennessee for Health Sciences

Edna Pauline Hisiro (2005), Assistant Professor of Nursing
B.S.N., Old Dominion University; M.S.N., Radford University

Mary Ann Williams (2007), Instructor of Nursing
B.S., M.S.N., Murray State University

The Major in Nursing

Bachelor of Science in Nursing Degree

The mission of the Bethel Department of Nursing is to provide our students with the opportunities, education, experiences, environment, mentoring and leadership necessary for them to develop to their highest potential as professional nurses. Highest potential is defined as each student being prepared to positively impact health care within the communities served while recognizing that excellence is an expectation, competency is demonstrated by the highest quality of care created by participation in life-long learning and advanced education, and evidence-based practice is the standard of that care.

Program Outcomes

The Bethel Department of Nursing, as a result of implementation of the curriculum, seeks to achieve the following outcomes:

1. Provide a broad foundation in a liberal arts education that supports assumption of the role of a contributing citizen within society and development to the highest potential as a professional nurse.
2. Educate a generalist practitioner of professional nursing who is competent to provide the highest quality of care that positively impacts complex health care needs of the communities served.
3. Develop a professional nurse whose standards of care reflect integration of evidenced-based practice and critical thinking.
4. Promote evolution of a nurse that
exhibits the values, behaviors, ethics and excellence expected of the professional nurse.

5. Create a graduate that supports and participates in life-long learning and advanced education as an expectation of the professional nurse.

**Application Requirements and Procedure**

Bethel Department of Nursing seeks individuals who will bring the qualities of scholarship, motivation, commitment and excellence to the profession of nursing. A nursing class is admitted in the fall semester of each year. Each student must apply for full-time enrollment in the nursing program and be admitted to be considered an enrolled student in the nursing program. Selection of students for admission is on a competitive basis with equal opportunity for all qualified individuals. The Committee on Admissions carefully examines each applicant’s scholastic record and TEAS admission examination scores to determine eligibility and rank for admission.

To be considered for admission into the Bethel Department of Nursing, the student must meet the following criteria:

- Acceptance for admission or current enrollment in Bethel University
- A cumulative GPA of 2.75 or above on all completed college courses
- Completion of the ATI TEAS admission examination
- Completion of all pre-requisite courses with a grade of C or above
- Completion of all pre-requisite courses except for 9 credit hours (see below for further information)
- Submission of an application for admission to the Department of Nursing and Office of Admissions prior to March 1 in the year that the student seeks admission to the fall semester nursing class
- Submission of all college transcripts to the Registrar’s Office prior to March 1 in the year that the student seeks admission to the fall semester nursing class
- Submission of a $25 nursing application fee to the Bethel University Business Office

An application may be requested from the Office of Admissions or the Department of Nursing or may be downloaded from the Bethel University Nursing Program website.

The ATI TEAS admission examination will be administered by the Department of Nursing in January and February each year. Contact the Department of Nursing at 731-352-6757 for information regarding scheduled dates for the ATI TEAS examination administration. A study manual for the ATI TEAS is available to assist with preparation for the examination from www.atitesting.com.

The student is responsible for ensuring that all required documents are received by Bethel University and in the Department of Nursing by March 1. No consideration will be made for admission to the fall class if all documents are not present in the student’s file when the Committee
Students may be accepted for admission into the Fall nursing class pending completion of all pre-requisite courses prior to entry into nursing courses in the Fall Semester. All pre-requisite courses must be completed prior to enrolling in nursing courses except 9 credit hours which may only come from the following courses: REL 111, REL 112, HIS 201, HIS 202, HIS 211, HIS 212, PED Elective.

Nursing Progression and Graduation Policies

Course Progression Policies
Students may repeat one nursing course if less than a C grade is earned. Students are ineligible to continue in the nursing program at Bethel University if grades of D and/or F are earned in two or more nursing courses. Students who transfer from another nursing program with a D or F in a nursing course on the transcript will be ineligible to continue in the Bethel Nursing Program if grades of D and/or F are earned in one or more nursing courses. Each NUR course is offered only once a year; therefore, the student should expect not to continue in the nursing curriculum until the course in which he or she earned the “D” or “F” is offered again. The student may enroll in non-clinical NUR courses at the discretion of the nursing faculty while he or she waits to retake the NUR course in which he or she was unsuccessful.

Students will be required to take nationally-normed tests throughout the nursing curriculum specific to the

Nursing Prerequisites
The following courses must be completed with a grade of C or higher before enrolling in the nursing program:
BIO 111, 111L, Introduction to Biology
BIO 309, 309L, Human Anatomy and Physiology I
BIO 310, 310L, Human Anatomy and Physiology II
BIO 311, 311L, Introduction to Microbiology
CHE 111, 111L, General Chemistry I
CHE 112, 112L, General Chemistry II
COE 101, College Orientation Experience
ENG 101, Expository Writing
ENG 111, Writing About Literature
ENG 201, 202, Western Literature and the Arts I, II
HIS 201, 202, Human Culture I, II or HIS 211, 212, History of the United States I, II
MTH 111, College Algebra
MTH 202, Introduction to Statistics
PED Elective
PSY 111, Introduction to Psychology I
PSY 211, Human Growth and Development
REL 111, Understanding the Old Testament
REL 112, Understanding the New Testament

on Admissions meets after March 1 to admit students to the fall class. No exceptions will be made. The number of students admitted is dependent upon educational resources available to support the program. Students will be notified of admission status after March 31 of the year in which admission is requested.
content studied, with the expectation that a pre-set benchmark proficiency level or above be obtained. Remediation and re-testing may be required prior to receiving a grade in the nursing course content for which the test is administered. All students are required to take a nationally-normed comprehensive examination during the capstone nursing course and are expected to score at a pre-set benchmark probability level or higher. Remediation and retesting may be required. If the student does not achieve the pre-set benchmark probability level, a grade of D will be assigned in the capstone nursing course.

**Clinical Progression Policies**
The safety of patients may necessitate removal of a student from a clinical experience. Faculty members are responsible for recommending this action to the Director of the Department of Nursing when indicated.

If the clinical agency recommends the removal of a student from a clinical facility, the student will be removed from the facility and may be removed from the Department of Nursing for failure to meet the objectives of a specific nursing course. When, in the opinion of the instructor, a student is not prepared for the educational activity or is in violation of Standards of Conduct as outlined in the Nursing Student Handbook, the student will be dismissed from the clinical experience for the day by the instructor. The student will fail to meet the critical behaviors for the clinical experience on the day of removal form the clinical experience. The instructor may recommend further action to the Director of the Department of Nursing.

Attendance at all scheduled clinical and laboratory experiences is required. Penalties for a missed experience will be determined by the clinical faculty responsible for the experience. Opportunity for completion of the missed experience will be determined on a case-by-case basis and will take into consideration faculty availability, availability of facility resources, and student history of reliability and responsibility, as well as reason for absence.

Failure to complete required clinical experiences successfully may result in failure of the nursing course even if a grade of C or better is obtained in the didactic portion of the course. Specific information regarding clinical experience requirements is available in the Nursing Student Handbook and in each course syllabus.

**Medication Calculation Policies**
Policies exist to ensure medication dosage calculation competence necessary for safe nursing practice. All clinical students who have successfully completed Pharmacology in Nursing I are required to pass a dosage calculation examination by the end of the first week of each semester that has a patient care experience requiring medication administration. The student is provided two attempts to pass the examination; the passing score is 90% or above. If the student
does not pass the examination with a score of 90%, the student will be required to immediately administratively withdraw from all nursing courses at Bethel University, and the tuition refund policy of Bethel University will be applied.

Standards of Conduct Policies
All students enrolled in the Bethel Nursing Program must exhibit professional behavior. Bethel University Department of Nursing defines professional behavior as the integrated pattern of personal, academic, and occupational behaviors which indicates that an individual is able to consistently exhibit conduct which follows the rules and regulations for licensure of the Tennessee Board of Nursing. Failure to exhibit professional behavior in academic settings, clinical laboratory experiences, or personal performances may result in removal from the Bethel Nursing Program. (See Nursing Student Handbook for specific guidelines.)

Transfer Coursework
After admission to the Bethel University Department of Nursing, and prior to taking courses at other institutions, students must receive written permission from the student’s advisor and the Registrar to enroll in any course at another institution. Students should not base their progression or graduation on permission being granted to take coursework off campus. Students must notify their advisor when courses are not taken as scheduled, are dropped or are failed, and should subsequently contact their advisor or the Director of the Department of Nursing to receive authorization to alter the originally agreed-upon permission form. Students who fail to adhere to this policy may not receive credit. Courses taken at other colleges and universities may alter the Bethel University GPA. Students are responsible for having official transcripts for all authorized work taken at other colleges and universities forwarded to the Bethel University Registrar’s Office for proper recording within one month of completion.

The student is responsible for ensuring that completion of coursework at other institutions is in compliance with Bethel University’s requirements for eligibility to receive a degree from the school. It is the student’s responsibility to determine that the transfer courses have been recorded in the Bethel University Registrar’s Office.

Community Service
Two hours per semester of community service is required of each student. This activity is NOT GRADED, but documentation must be received by the Department of Nursing Administrative Assistant if the student is to pass each clinical course. It is the intent of this requirement that the student volunteer with a health-related community service.

Drug Test and Criminal Background Check
Drug testing and criminal background checks are required by the Department of Nursing. Clinical facilities require drug testing and criminal
background checks for each student prior to the time the student would have contact with the facility’s patients or employees. At the time of any drug testing or criminal background check, the student is required to pay the cost. The drug testing is required yearly.

Background checks are required at the time of the student’s first clinical experience and at the time of application to take the National Council Licensing Examination. Background checks may be required at other times based on clinical facility policies. (See Nursing Student Handbook for approximate costs.)

**Health Insurance Portability and Accountability Act (HIPPA)**
All students must sign a confidentiality statement prior to accessing patient files in any agency used for clinical education. Any documents submitted to faculty should contain no protected health information (PHI) or the information should be de-identified. If protected health information is re-identified for any reason, it is deemed to be protected health information and is subject to the applicable privacy protections. The student is responsible for maintaining the security of the re-identified information.

**Nursing Student Costs**
In addition to Bethel University tuition and fees, nursing students have the following approximate costs:
1. Uniform expense: $100-200
2. Clinical/lab fees: $70/course/semester
3. Nursing stethoscope: $30-50
4. Liability insurance: $17/year
5. Student Nurse Association Membership: $15/year
6. Standardized exams: $145/semester
7. Background/drug screens: $70/year
8. Nursing licensure examination: $375
9. Bethel University Department of Nursing pin (to be awarded to graduating seniors during graduation activities): $21
10. Transportation to and from clinical experiences (Memphis, Nashville, and Jackson, as well as local health care facilities)

**Immunization, Current CPR Card, and Health Insurance**
Up-to-date immunization status, as well as current Health Care Provider CPR training, is required of all students by the facilities in which the Department of Nursing schedules clinical experiences. Required immunizations include:
1. Tetanus/Diphtheria (TD) within the past 10 years
2. Measles, Mumps, Rubella (MMR and titer)
3. Hepatitis B and titer
4. Initial 2-step Tuberculosis Skin Test (nonreactive) or 1-step if student has been tested annually consistently over the past few years or chest X-ray is clear
5. Varicella (chickenpox) and titer

Titers are blood tests that prove immunity has developed as a result of receiving the immunization vaccine.
The student is responsible for identifying health care providers who will offer access to both the vaccine and blood test for titer determination. Documentation of receipt of vaccine, results of titer and Healthcare Provider CPR training card are required to be presented prior to or on the day of the scheduled orientation to the nursing program prior to fall semester of enrollment in the nursing program.

Only copies are accepted and should be presented to the Administrative Assistant, Department of Nursing, Bethel University, 325 Cherry Avenue, McKenzie, Tennessee 38201. If annual renewals are necessary, copies of the renewals are also accepted prior to the first day of classes each semester. Bethel Department of Nursing students enrolled in clinical nursing courses must also provide proof of health insurance on or before the first day of class.

A. Common Core (35 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
BIO 111, 111L
HIS 201, 202 or 211, 212
HEA 201*
PED activity (1 hour)

B. Program Core (29 hours)
BIO 309, 309L, 310, 310L, 311, 311L
CHE 111, 111L, 112, 112L
MTH 202
PSY 111, 211

C. Nursing Major (66 hours)
NUR 300*, 311, 317, 318, 321, 322, 323, 326, 334, 341, 410, 414, 418, 422, 424, 430, 450

D. Minor Not Required

E. Elective Courses - None Required

*Successful completion of NUR 300 waives the core requirement of HEA 201.

Note: All courses in the Common Core and the Program Core must be completed with a grade of C or higher. Entrance to the nursing major requires admission to the nursing program which is a selective process, and a limited number of applicants are accepted each year. Completed applications and copies of transcripts of all college courses must be submitted by March 1 for consideration for a position in the class beginning in the fall semester of the junior year.

Nursing Course Descriptions
NUR 300. Health Assessment of Adults (4 hours) This course introduces the student to normal and abnormal findings noted during physical assessment found in persons age 13 and up. The focus of the course will be on the assessment phase of the nursing process and the development of skills needed to perform physical assessment while considering psychosocial and cultural backgrounds. The topics of interviewing, utilizing therapeutic communication, and teaching health promotion behaviors will be discussed and practiced.

NUR 311. Foundations in Nursing (5
This course focuses on the foundations of professional nursing practice. The nursing process and evidenced-based practice will be explored and applied. Study of the factors that impact health, essential nursing interventions and the promotion of physiological functioning by the nurse will guide development of an understanding of the role of the nurse as provider of care. Beginning skills will be taught in a laboratory component of the course and implemented in the clinical component to prepare the student to function in the beginning role of provider of care. (3 hours class and 6 hours clinical per week)

NUR 317. Pharmacology in Nursing I (2 hours) This course is the first half of a year long course in pharmacology in nursing. The courses together will focus on pharmacological therapy and the role of the nurse in drug management, with consideration of social, economic, and technological changes in administering medications safely. Emphasis will be placed on developing critical thinking abilities necessary to care for persons receiving medication therapy.

NUR 318. Pharmacology in Nursing II (2 hours) This course is the second half of a year long course in pharmacology in nursing. The courses together will focus on pharmacological therapy and the role of the nurse in drug management, with consideration of social, economic, and technological changes in administering medications safely. Emphasis will be placed on developing critical thinking abilities necessary to care for persons receiving medication therapy.

NUR 319. Trends in Professional Nursing (2 hours) This course focuses on values, roles, ethics, and image of the profession of nursing. Nursing theory, nursing models of practice, teaching/learning, and the health care delivery system will be introduced. The history of nursing, political factors of nursing, global health care, and Nursing Code of Ethics will be discussed, as well as their influence on current and future practice issues. The concept of cultural diversity, altruism, autonomy, dignity, and integrity will be introduced.

NUR 321. Concepts in Nursing (2 hours) This course focuses on the values, roles, ethics and image of the professional nurse. Nursing theory, nursing models of practice, teaching/learning and the health care delivery systems will be introduced. The history of nursing, nursing education, political factors affecting nursing, global health care, and the Nursing Code of Ethics will be discussed as well as their influence on current and future practice issues. The concepts of cultural diversity, altruism, autonomy, dignity, and integrity will also be introduced.

NUR 322. Nursing Care of Clients with Psychosocial Disorders (4 hours) This course emphasizes the process of psychosocial adaptation in persons with acute and chronic mental disorders. The course also contains a clinical component that focuses on nursing
care of clients in the psychosocial setting. The importance of critical thinking and developing evidence-based practice in the psychosocial setting will be emphasized. (2 hour class and 6 hours clinical per week.)

NUR 323. Pathophysiology in Nursing (3 hours) This course will explore the pathological alterations of normal physiological function and the resulting disease processes along with their clinical manifestations.

NUR 326. Nursing Care of Adults I (6 hours) This course is the first semester of a two semester series that examines theoretical and scientific knowledge necessary to care for culturally diverse adults. The physiologic pathology of selected diseases of adults, adaptation to stressors, and the dysfunction of systems will be discussed. This course also includes a clinical component that focuses on nursing strategies utilized to promote restoration of health during illness of adults. Critical thinking and the development of evidence based practice will be emphasized. (3 hours class and 6 hours clinical per week.)

NUR 334. Nursing Care of Children and Adolescents (5 hours) This course examines theoretical and scientific knowledge necessary to care for culturally diverse children and adolescents. The physiologic pathology of selected diseases of children and adolescents, adaptation to stressors, and the dysfunction of systems will be discussed. This course also includes a clinical component that focuses on nursing strategies utilized to promote restoration of health during illness of children and adolescents. Critical thinking and the development of evidence based practice will be emphasized. (3 hours class and 6 hours clinical per week.)

NUR 341. Nursing Research (3 hours) This course introduces the student to the history of nursing research, research methodologies, and techniques of utilizing research findings to establish evidence-based practice. Quantitative and qualitative research designs will be reviewed to prepare the students to become knowledgeable consumers of research and in critiquing research. Prerequisite: MTH 202.

NUR 410. Nursing Care of the Community (4 hours) This course prepares the student as a generalist for entry level practice in community health nursing. Students will identify methods of delivering culturally competent health care to community groups while developing basic skills in epidemiological investigation, and community health assessment and health promotion. In addition, this course includes a clinical component that focuses on health promotion in areas such as public health, primary care, occupational health, correctional health, and hospice. Student will serve in roles as health educators, coordinators, and care providers in a community health setting. (2 hours class and 6 hours clinical per week.)

NUR 414. Nursing Care of Women
and Neonates (5 hours) This course examines theoretical and scientific knowledge required to provide nursing care to culturally diverse women and childbearing families. Women’s health issues, including pathology of diseases specific to women, maternity care, and newborn care will be discussed. Health promotion, risk reduction, and disease prevention will be emphasized. The clinical component of this course focuses on nursing care of female clients. Students will gain experience in a variety of gynecologic and obstetric settings. Critical thinking and evidence-based practice will be emphasized. (3 hours class and 6 hours clinical per week.)

NUR 418. Nursing Care of Adults II (6 hours) This course is the second semester of a two semester series that examines theoretical and scientific knowledge necessary to care for culturally diverse adults. The physiologic pathology of selected diseases of adults, adaption to stressors, and the dysfunction of systems will be discussed. This course also includes a clinical component that focuses on nursing strategies utilized to promote restoration of health during illness of adults. Critical thinking and the development of evidence-based practice will be emphasized. (3 hours class and 9 hours clinical per week.)

Core content areas include nursing care for pathological conditions of the respiratory, cardiovascular, gastrointestinal, renal, endocrine, neurological, hematological, and immunological systems. Trauma, emergencies, and critical care practice issues such as palliative care, end of life care, and organ donation will also be discussed. The clinical component will provide the student with experiences in the critical care area. (2 hours class and 6 hours clinical per week.)

NUR 422. Nursing Care of Critically Ill Adults (4 hours) This course is designed to introduce undergraduate nursing students to the Adult Acute Care/Critical Care practice setting across the health care continuum. Core content areas include nursing care for pathological conditions of the respiratory, cardiovascular, gastrointestinal, renal, endocrine, neurological, hematological, and immunological systems. Trauma, emergencies, and critical care practice issues such as palliative care, end of life care, and organ donation will also be discussed. The clinical component will provide the student with experiences in the critical care area. (2 hours class and 6 hours clinical per week.)

NUR 424. Capstone Practicum in Nursing (6 hours) This course provides the last semester nursing student with the opportunity to synthesize and apply nursing concepts. This course also contains a clinical practicum component based on the application of clinical decision-making in order to provide comprehensive nursing care to persons in inpatient or community settings. Students choose an area of interest and obtain clinical experience under the supervision of a preceptor. (2 hours class and 12 hours clinical per week.)

NUR 430. Leadership and Management in Nursing (4 hours) This course examines the leadership styles utilized in nursing practice. Theories and skills in leading and managing including prioritization and delegation, organizational structures, and legal and ethical issues will be examined. The impact of economics, regulations and political influences on nursing will be explored. Investigation of the effect of interdisciplinary relationships on the outcomes of nursing care will be facili-
tated. The clinical component of this course focuses on nursing management roles in a variety of settings—allowing students to begin incorporation of knowledge obtained in this course into their practice. (2 hours class and 6 hours clinical per week)

NUR 450. Issues in Health Care (1 hour) This course will focus on professional role development as well as beginning professional socialization. Current social, political, and economic issues and trends that influence health care will be considered. Exploration of the nurse’s role within the current health care environment with regards to these evolving health care trends and issues will be facilitated.

NUR 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 Division Chairperson.

NUR 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.
Department of Physics and Computer Science
(Note: Bethel University does not offer a major in computer science or physics.)

Faculty
James J. Johnson (2007), Professor of Computer Science and Mathematics
B.S., Southeastern Louisiana State; M.S., Northwestern State University; Ph.D., Auburn University

Roger C. Johnson (1980), Professor of Physics and Computer Science
A.B., Augustana College; M.A., DePauw University; Ph.D., University of Iowa; Advanced Graduate Study, Central State University; The University of Tennessee at Martin; The University of Memphis

The Minor in Computer Science
(18 hours)
CSC 203, 242, 341, 343, 472
The following courses are recommended:
PHY 211, 211L, 212, 212L

The Minor in Physics
(22 hours)
PHY 221, 221D, 221L, 222, 222D, 222L, 223, 224, 225
CHE 330

Computer Science Course Descriptions
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 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.

Laboratory. Prerequisites: CSC 341, MTH 321. Same as MTH 342.

CSC 343. Applications in C (3 hours) This is a continuation of CSC 242. Emphasis will be placed on designing applications programs in C++. Topics will include creating application shells and dialog layouts using dialog boxes, static text, and radio buttons. The course includes integrating mouse controls and adding graphics to the application. Laboratory. Recommended prerequisite: CSC 242.

CSC 472. Computer Hardware (3 hours) Digital electronics and robotics including bread boarding, digital circuits, truth tables, gating, decade counters, terminology, motors, algorithms, and applications. Laboratory. Prerequisite: CSC 204.

CSC 490. Special Topics (1-3 hours) A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Division Chairperson.

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.

Graphics Course Descriptions
(Note: Neither a major nor a minor is offered in this field)
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.

Physics Course Descriptions
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, 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, electoral laws and formulae, and the use of test equipment in performing analysis of electrical circuits. Prerequisite: PHY 211, 215.

PHY 221, 221D, 221L. Fundamentals of Physics I (3, 1, 1 hours) Designed for mathematics and chemistry majors. Topics include mechanics, vector forces, conservation laws of momentum and energy, kinematics, and wave motion. Derivations and problems requiring the use of differential and integral calculus will be taught in 221D (Discussion). Laboratory. Prerequisites: Trigonometry and MTH 230.

PHY 222, 222D, 222L. Fundamentals of Physics (3, 1, 1 hours) Continuation of PHY 221. Topics include rotational motion, thermodynamics, electricity and magnetism, optics and nuclear topics. Derivations and problems requiring the use of differential and integral calculus will be taught in 222D (Discussion). Laboratory. Prerequisites: PHY 221 and MTH 231.

PHY 223. Modern Physics (3 hours) Continuation of PHY 222. Topics include special theory of relativity and quantum mechanics. Prerequisite: PHY 222.

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 222.

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 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 Division Chairperson.
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.
Department of Psychology

Faculty
Kristi G. Corbin (2004), Assistant Professor of Psychology
B.A., M.A., Ed.S., The University of Memphis

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

Audrey K. Sistler (2007), Professor of Human Services and Psychology
B.S., University of Illinois; M.S., University of Wisconsin; M.A., Ph.D., Louisiana State University

The Major in Psychology

Bachelor of Arts or Bachelor of Science Degree

A. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
Laboratory Science Course
HIS 201, 202 or 211, 212
HEA 201
PED activity (1 hour)

B1. Program Core (for students seeking a Bachelor of Arts degree) (25 hours)
6 hours from BUS 111, 316, 317; ECO 211, 212; SOC 111, 213, 304, 320, 414
SAT 110 or 201
SPA 111, 112, 211, 212
PHI 211
COE 401

B2. Program Core (for students seeking a Bachelor of Science degree) (24 hours)
MTH 112 or 202 or 215
8 hours of 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
COE 401

C. Major (42 hours)
PSY 111, 112, 211, 303, 313, 314, 414, 322, 330, 413, 415
12 hours from PSY 316, 320, 411, or 490, 412, 420, 433, 399/499, 460, 495; HUS 331, 424, 426; SOC 306, 412

D. Minor Not Required

E. Elective Courses

Minor in Psychology (21 hours)
PSY 111, 112, 211
12 additional hours of Psychology courses

Psychology Course Descriptions

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 112. 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 213. Learning Theories (2 hours) Presentation of human memory and learning theories. Memory topics will include perception and sensory memory, memory processes, types of memory, memory disorders in childhood developmental changes in memory and cognition, and memory issues that influence learning and academic skills in children. Learning topics include classical conditioning, operant conditioning, and social learning theory and ways to utilize learning theories in the classroom. Same as EDU 213.

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 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. Same as BUS 320. 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. 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. Same as HUS 330

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.

PSY 415. Cognitive Psychology (3 hours) An introduction to the study of mental processes. Topics to be covered include a variety of cognitive processes including, but not limited to, learning, memory, perception, language, attention, and problem solving. Prerequisite: PSY 330 with a grade of C or higher.

PSY 420. Human Behavior in Social Environment (3 hours) Exploration of how individuals are influenced by the social environment. The formation of behavior of individuals, interpersonal relationships, and groups observed for the purpose of developing the ability to explain and analyze social systems. Opportunity to integrate and apply knowledge to the human service practices. Topics to include: social perception, interaction, influence, and application. Prerequisites: SOC 111, PSY 111, 211. Same as HUS 420.

PSY 433. Research Practicum (3 hours) Student initiated social science based research project culminating in a publication worthy research paper. Research topic must be approved by advisor, all psychology faculty, Social Science Division Chairperson, 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) Ap-
proved work experience in a psychologically-oriented environment. Prerequisite: Approval of advisor, all psychology faculty, Social Science Division Chairperson, 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 Division Chairperson.

PSY 495. Honors Project (4 hours) Open to seniors by invitation only.

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.
Department of Religion
(Note: Bethel University does not offer a major in religion.)

Faculty
Jon T. Carlock (1993), Professor of Religion
B.A., Bethel College; M.Div., D. Min., Vanderbilt University; Graduate Studies, University St. Andrews (Scotland)

David Lancaster (2004), Assistant Professor of Religion
B.A., Bethel College, M.Div., Yale University Divinity School

The Minor in Religion (18 hours)
REL 311, 312, 313, 314, 315
PHI 313

Philo

osophy Course Descriptions
(Note: Bethel University does not offer a major or a minor in Philosophy.)

Philosophy Course Descriptions

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. Same as HIS 311.

PHI 312. History of Philosophy II (3 hours) Developments in philosophical thought from the Renaissance to the present. Same as HIS 312.

PHI 313. Ethics (3 hours) Contrasting viewpoints concerning contemporary ethical issues such as war and peace, economic justice, and sexual morality.

REL 111. Understanding the Old Testament (3 hours) Content and interpretation of selected portions of the Old Testament.


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 301. Foundations of Christian

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 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 SOC 412.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 302</td>
<td>Christian Education Curriculum (3 hours)</td>
<td>Program development and materials for the church’s total ministry of Christian education with special emphasis on work with adults and families.</td>
</tr>
<tr>
<td>REL 311</td>
<td>Prophets of Israel (3 hours)</td>
<td>Prophetic literature of the Old Testament. Prerequisite: REL 111.</td>
</tr>
<tr>
<td>REL 312</td>
<td>Post-Exilic Literature (3 hours)</td>
<td>Psalms, Wisdom Literature, and later Old Testament writings, with a brief survey of the Apocrypha. Prerequisite: REL 111.</td>
</tr>
<tr>
<td>REL 313</td>
<td>The Gospels (3 hours)</td>
<td>Interpretations of Jesus and his ministry found in Matthew, Mark, Luke, and John. Prerequisite: REL 112.</td>
</tr>
<tr>
<td>REL 315</td>
<td>Basic Christian Beliefs (3 hours)</td>
<td>Major doctrines of the Christian faith and their various interpretations. Prerequisite: REL 111 and 112.</td>
</tr>
<tr>
<td>REL 316</td>
<td>Leadership in Christian Ministries (3 hours)</td>
<td>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.</td>
</tr>
<tr>
<td>REL 320</td>
<td>History of Christianity I (3 hours)</td>
<td>Main events in history of Christianity from the first Christian century to 1500. Major trends, leaders and movements.</td>
</tr>
<tr>
<td>REL 321</td>
<td>History of Christianity II (3 hours)</td>
<td>Main events in history of Christianity from the Protestant Reformation to the present. Major trends, leaders, and ideas from Protestantism and Catholicism.</td>
</tr>
<tr>
<td>REL 401</td>
<td>Church Music (3 hours)</td>
<td>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.</td>
</tr>
<tr>
<td>REL 409</td>
<td>Christian Worship (3 hours)</td>
<td>A study of the biblical, historical, and theological aspects of Christian worship with an emphasis on planning worship. Prerequisites: REL 111 and 112.</td>
</tr>
<tr>
<td>REL 411</td>
<td>Eastern Thought (3 hours)</td>
<td>Hinduism, Confucianism, Taoism, and Islam. Same as PHI 411.</td>
</tr>
<tr>
<td>REL 413</td>
<td>Sociology of Religion (3 hours)</td>
<td>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.</td>
</tr>
<tr>
<td>REL 460</td>
<td>Internship (1-12 hours)</td>
<td>Approved work experience drawing upon knowledge of religion/Christian</td>
</tr>
</tbody>
</table>
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 Division Chairperson.

REL 495. Honors Project (4 hours)
Open to seniors by invitation only.

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
Department of Sociology and Political Science
(Note: Bethel University does not offer a major or minor in political science.)

Faculty
Stacie Freeman (2005), Instructor of Sociology
B.S., The University of Tennessee at Martin; M.S.W., The University of Tennessee

Cheng-chih Wang (2008), Assistant Professor of Sociology
B.A., National Chengchi University; M.A., Ph.D., Purdue University

The Major in Sociology
Bachelor of Arts or Bachelor of Science Degree

A. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
Laboratory Science Course
HIS 201, 202 or 211, 212
HEA 201
PED activity (1 hour)

B1. Program Core (for students seeking a Bachelor of Arts degree) (25 hours)
SAT 110 or 201
PSY 111
SPA 111, 112, 211, 212
PHI 211
SOC 111
COE 401

B2. Program Core (for students seeking a Bachelor of Science degree) (23 hours)
SAT 110 or 201
PSY 211
Laboratory Science Course
ECO 211 or 212
COE 401
HEA 113
CIS 255
SOC 111

C. Sociology Major (45 hours)
SOC 213, 321
PSY 313
HUS 330
21 hours from any 300 level Sociology course not listed above
12 hours from any 400 level Sociology course not listed above
Maximum of 3 credit hours for SOC 490

D. Minor Not Required

E. Elective Courses

Minor in Sociology (21 hours)
SOC 111, 213, 321
HUS 330
2 additional 300 level courses
1 additional 400 level course

Sociology Course Descriptions
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 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 Division Chairperson.

SOC 495. Honors Project (4 hours)
Open to seniors by invitation only.

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.

Political Science Course Descriptions


POL 302. American Parties and Politics (3 hours) Nature of politics, structure and function of political parties, history of political parties in the U.S. Same as HIS 302.
Department of Theatre

Faculty
Marion Elaine Graham (2003), Associate Professor of Speech and Theatre
B.A., Geneva College; M.F.A., Northern Illinois University

J. Pratt Hubbard (1992), Assistant Professor of Speech
B.A., LaGrange College; B.T.A., Pasadena Playhouse; M.F.A., Ed.D., University of Georgia

The Major in Theatre
Bachelor of Arts Degree
A. Common Core (38 hours)
COE 101
ENG 101, 111, 201, 202
REL 111, 112
MTH 111 (or higher)
Laboratory Science Course
HIS 201, 202 or 211, 212
HEA 0
PED activity (1 hour)

B. Program Core (29 hours)
PHI 211
SPA 111, 112, 211, 212
6 hours from ART 213, 214; MUS 201;
PHI 311, 312, 313, 411, 412
PSY 111
SOC 111
COE 401
PED activity (1 hour)

C. Theatre Major (36 hours)
SAT 116, 201, 211, 301, 302, 401
6 hours from SAT 150-450, 180-480
9 hours from ENG 321, SAT 302, 310, 311, 312, 399, 499

D. Minor Required

E. Elective Courses

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 302, 310, 311, 312, 399, 499

Speech and Theatre Course Descriptions
(Note: Bethel University does not offer a major or a minor in Speech.)
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 112. Understanding Theatre (3 hours) Study of the world of theatre via dramatic literature; introduction of significant historic movements; discussion of live performances plus applied analysis and collaborative projects.

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 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.

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 112 or consent of instructor.


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 112 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 112 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 112 and 301.

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 112, 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 Division Chairperson.

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

Upon completing 30 or more semester hours of course work a student with a cumulative grade point average of 3.00 or above may choose to design a course of study that combines more than one discipline. The student, with the help of a panel of faculty members, integrates the courses of study from the various disciplines so that the goals set forth by the student can be met. The requirements of the SIM are as follows:

1. Must involve two or more distinct disciplines.
2. Must incorporate three or more faculty (one of whom holds a terminal degree) who will constitute the SIM committee.
3. Must include a proposal prepared by the student which must defend the disciplines.
4. The proposal must be presented to and be approved by the Academic Policy Committee.
5. 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.
6. At least one Individual Study must be included which will integrate the knowledge of the entire major or minor.
7. All work toward the proposal should begin with a discussion of the SIM with the student’s academic advisor.
8. The semester hour total for the proposal is 45 to 60 hours for the major which does not require a minor and 21 to 30 hours for the major which does require a minor.
9. Any student choosing an SIM must have a cumulative GPA of 3.0 or above upon completion of a minimum of 30 semester hours.
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.

**Student Initiated Major**

**Bachelor of Arts or Bachelor of Science Degree**

A. Common Core (38 hours)
- COE 101
- ENG 101, 111, 201, 202
- REL 111, 112
- MTH 111 (or higher)
- Laboratory Science Course
- HIS 201, 202 or 211, 212
- HEA 201
- PED activity (1 hour)

B. Program Core
- Determined by faculty advisor and student

C. Student Initiated Major (45-60 hours)
- Determined by faculty advisor and student.
- Must involve two or more distinct disciplines.

D. Minor Not Required

E. Elective Courses

**Student Initiated Minor (21-30 hours)**
- Determined by faculty advisor and student

**Honors Program**

The mission of the Honors Program at Bethel is to challenge academically gifted students to develop their capacities for analysis, composition, research, and critical thinking in order to increase their preparation for the duties incumbent upon education and achievement. The course of study embraced by the Honors Program both deepens the appreciation of all things human and promotes an interdisciplinary understanding of the contemporary world. As such, the Honors Program is a perfect complement to the Bethel University mission of helping students reach their full potential. To be admitted to the Honors Program, incoming freshmen should
have minimum English and reading ACT scores of 24 and a minimum high school GPA of 3.25. Interested students should submit applications to the Director of the Honors Program, who will, in consultation with other Honors Program faculty members, begin making decisions in March. Applications are available from the Office of Admissions and from the Director of the Honors Program.

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

Continued participation in the Honors Program is contingent upon maintenance of a 3.0 GPA in Honors Program courses and a cumulative GPA of at least 3.0. Any Honors Program student who receives a grade of D or F in an Honors course will not be allowed to register for additional Honors courses. 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 seminars (HON 490), 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 four hours. This project must be supervised by a member of the faculty and should be approved by the Honors Program Director by September 15.

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

HON 101 may be replaced with HIS 201/211
HON 102 may be replaced with HIS 202/212
HON 201 may be replaced with ENG 201
HON 202 may be replaced with ENG 202
Senior Honors Project
If, at the end of the junior year, a student has a GPA of 3.5 or more, an honors project may be undertaken during the senior year. The project consists of a special research program in the major or minor field. The project is designed by the student with the approval of the faculty advisor and the Academic Policy Committee.

Guidelines for the project are as follows:
a.) Honors program students, with the approval of a faculty supervisor in the appropriate discipline as well as the Honors Program Director, will enroll in *** 495 Honors Project. For non-Honors Program students, initial enrollment is in *** 499 Individual Study for three credit hours.
b.) Upon invitation, a request and proposal may be submitted to the Academic Policy Committee within the first month of the semester for consideration as a ***495 Honors Project.
c.) Once approved, any subsequent changes from the original proposal also must be approved by the Academic Policy Committee.
d.) A midterm progress report (written or oral) will be required the first semester.
e.) A copy of the completed and graded project will be submitted to each member of the Academic Policy Committee no later than midterm of the second semester.
f.) No grades below A will be considered as honors work.
g.) The final decision to accept or reject the individual study project as an honors project will be made by the Academic Policy Committee. The student or students and project advisor should be available to answer any student questions at this meeting.
h.) If the project is accepted as honors work, credit will be granted for *** 495 in lieu of *** 499, and the student will have the option of three or four hours of course credit.
i.) The student will provide two copies (50% rag content) of the final approved project narrative to the library and one copy to the project advisor.

Honors Program Course Descriptions
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 (HIS 201, 202 or 211, 212 and ENG 101, 111, 201, 202) of the Common Core. This course also satisfies the Common Core requirement of COE 101. Prerequisite: Admission to the Honors Program.

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 (HIS 201, 202 or 211, 212 and ENG 101, 111, 201, 202) of the Common Core requirement of COE 101. Prerequisite: Admission to the Honors Program.
mon Core. 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 (HIS 201, 202 or 211, 212 and ENG 101, 111, 201, 202) 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 (HIS 201, 202 or 211, 212 and ENG 101, 111, 201, 202) of the Common Core. Prerequisite: HON 201.

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. 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. Honors students must take this course in the spring semester of the junior year. May be repeated for credit. Prerequisite: HON 202.

HON 495. Honors Project (3 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.

**Activity Participation Course Descriptions**

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. Women’s tennis is offered in the fall, and men’s tennis is offered in the spring.

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 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.

Developmental Education Course Descriptions

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.

DEP 020. Pre-Algebra (3 hours) Elementary mathematics concepts including whole numbers, fractions, mixed numbers, decimals, and percentages; algebraic concepts including
polynomials, exponents, and irrational numbers; operations and application of these topics. Hours completed do not count toward graduation requirements. Grade of C or better is required before proceeding to MTH 021.

DEP 030. Reading Basics (3 hours) Pre-threshold course in reading. Assessment of individual reading skills with a specific individual program to enhance reading level. Study of techniques for skimming, speed reading, developing accurate comprehension, and individualized time reading processes. A grade of C or better is required before proceeding to ENG 111. Hours completed do not count toward graduation requirement.

DEP 050. Academic Success Skills (1 hour) Required of all students on Academic Probation. Pass/fail grade only. Hour completed does not count toward graduation requirement.
Bethel University
Faculty Emeriti

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 Ten-
nessee

Maribeth McGuire (1985)
Associate Professor of English
B.A., Bethel College; M.A., The Uni-
versity of Memphis; Doctor of Letters,
Bethel College
<table>
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<tr>
<th>Name</th>
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<tr>
<td>Ms. Julie K. Buckman</td>
<td>Kansas City, Kansas</td>
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<td>Mr. Michael Cary</td>
<td>Huntingdon, Tennessee</td>
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<td>Dr. Clarence (Ed) Herring</td>
<td>Scottsboro, Alabama</td>
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<td>Ms. Charlene P. Jones</td>
<td>McKenzie, Tennessee</td>
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<td>Dr. Vera Low</td>
<td>Springfield, Missouri</td>
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<td>Ms. Nancy M. Bean</td>
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<td>Mr. Lawrence (Ladd) Daniel</td>
<td>Houston, Texas</td>
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<td>Dr. James (Jimmy) M. Latimer</td>
<td>Memphis, Tennessee</td>
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<td>Mr. Clarence Norman</td>
<td>Huntingdon, Tennessee</td>
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<td>Mr. Steve Perryman</td>
<td>Ozark, Missouri</td>
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<td>Mr. Dwight Reasons</td>
<td>Humboldt, Tennessee</td>
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<td>Rev. Perryn Rice</td>
<td>Cookeville, Tennessee</td>
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<td>Mr. Ben T. Surber</td>
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<td>Kingston, Tennessee</td>
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<td>Rev. Linda H. Glenn</td>
<td>Humboldt, Tennessee</td>
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<td>McKenzie, Tennessee</td>
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<td>Franklin, Tennessee</td>
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<td>Rev. Robert (Rob) D. Truitt</td>
<td>Burns, Tennessee</td>
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