The Catalog of the
Bethel
University
College of
Education
2011-2012

325 Cherry Avenue
McKenzie, Tennessee 38201
Telephone: (731) 352-4000
Fax: (731) 241-0010
Email: www.bethelmade.net
Website: http://www.bethelu.edu

Published August, 2011
The conditions, requirements, and policies set forth in this catalog have binding effect upon the University and students for the academic year in which it is in force. The University reserves the right to make necessary changes and corrections. The institution reserves the right to change any provision or requirement at any time within the student’s term of attendance. When changes are made in the curriculum that affect graduation requirements, the University accepts a moral obligation to provide students the curricular options effective the year of their most recent continuous enrollment or an alternative that would not additionally delay graduation. Otherwise, all other requirements and policies are effective and in force upon publication of changes. This online catalog is to be considered the official catalog of the University and therefore printed versions are unofficial.

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

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

Overview ................................................................................................................................. 6

Academic Calendar ................................................................................................................... 12

Student Life .............................................................................................................................. 14

Academic Policies .................................................................................................................... 17

Admissions
  - Undergraduate .................................................................................................................. 31
  - Graduate ............................................................................................................................ 70

Financial Information .............................................................................................................. 36

Financial Aid ............................................................................................................................ 40

Curriculum Organization
  - Undergraduate ................................................................................................................ 54
    - Licensure Tracks ............................................................................................................. 82
  - Graduate .......................................................................................................................... 67
    - Track Options ................................................................................................................. 88

Academic Programs ............................................................................................................... 67

Faculty
  - Dept. of Education ............................................................................................................ 53
  - Non-departmental ............................................................................................................ 94
  - Emeriti ............................................................................................................................. 109

Course Descriptions .............................................................................................................. 89

Non-Departmental Programs ................................................................................................. 100

Board of Trustees .................................................................................................................. 110
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 lifelong 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.
and the Dickey Fine Arts Building. In 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 the 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. Bethel University’s Bachelor of Science in Nursing degree program has been awarded full approval by the Tennessee Board of Nursing. An on-site evaluation was hosted spring 2010 for the Commission on Collegiate Nursing Education (CCNE) as part of the application process for accreditation by CCNE with review and decision on the application by CCNE Board scheduled for fall 2010. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 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 TN Board of Education as a teacher preparation institution for the State of TN. Bethel University’s Bachelor of Science in Nursing degree program has been awarded conditional approval by the TN 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 univer-
sity’s Master of Science in Physician Assistant Studies program.
• The Nursing Building, which holds classroom, campus laboratory, 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.
SEMESTER CALENDAR, FALL 2011

5 August  
18 August  
21 August  
22-26 August  
22 August  
26 August  
29 August - 4 November  
30 August  
6 September  
5 September  
7 October  
13-16 October  
31 October - 11 November  
4 November  
7-11 November  
24-27 November  
2 December  
5-9 December  
9 December  
11 December  

EXAMINATION SCHEDULE, FALL 2011

<table>
<thead>
<tr>
<th>CLASS TIME</th>
<th>EXAM DAY</th>
<th>EXAM DATE &amp; TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>MWF/MW/W/F 12:00, 12:30</td>
<td>Monday 12/6</td>
<td>9:00am – 11:00am</td>
</tr>
<tr>
<td>M/MWF/MW/W/WF/F 9:00</td>
<td>Monday 12/6</td>
<td>12:30pm – 2:30pm</td>
</tr>
<tr>
<td>T/TTH/TH 9:15, 9:30</td>
<td>Monday 12/6</td>
<td>3:30pm – 5:30pm</td>
</tr>
<tr>
<td>MWF/MW/WF/M 11:00</td>
<td>Tuesday 12/7</td>
<td>9:00am – 11:00am</td>
</tr>
<tr>
<td>T/TTH/TH 2:15, 2:30, 3:00</td>
<td>Tuesday 12/7</td>
<td>12:30pm – 2:30pm</td>
</tr>
<tr>
<td>T/TTH/TH 1:00, 1:30</td>
<td>Tuesday 12/7</td>
<td>3:30pm – 5:30pm</td>
</tr>
<tr>
<td>MWF/M-F/M/MWF/WF/WF 8:00</td>
<td>Wednesday 12/8</td>
<td>9:00am – 11:00am</td>
</tr>
<tr>
<td>M-F/M/MWF/WF/MW 10:00</td>
<td>Wednesday 12/8</td>
<td>12:30pm – 2:30pm</td>
</tr>
<tr>
<td>M/T/WTHF/MW/W 4:00, 4:15, 5:00, 5:30</td>
<td>Wednesday 12/8</td>
<td>3:30pm – 5:30pm</td>
</tr>
<tr>
<td>M/W/MWF/MWF/WF/F 1:00</td>
<td>Thursday 12/9</td>
<td>9:00am – 11:00am</td>
</tr>
<tr>
<td>TTH/TH/T 8:00</td>
<td>Thursday 12/9</td>
<td>12:30pm – 2:30pm</td>
</tr>
<tr>
<td>M/MW/W/MWF/F 2:00, 2:30, 3:00</td>
<td>Thursday 12/9</td>
<td>3:30pm – 5:30pm</td>
</tr>
<tr>
<td>T/TTH/TH 12:00, 12:30</td>
<td>Friday 12/10</td>
<td>9:00am – 11:00am</td>
</tr>
</tbody>
</table>

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 December 5 - 9.

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.
SEMESTER CALENDAR, SPRING 2012

8 January  Freshman Orientation Begins & Residences Halls Open
9 - 13 January Drop/Add Period & Late Registration
9 January  Classes Begin
13 January  Last day to add a course to class list
            & Spring Semester registration closes
16 January  Martin Luther King, Jr. Holiday
17 January-23 March Courses dropped receive “W” grade
18 February Applications for May Graduation due
2 March    Mid-Point of Semester
5-9 March  Spring Break
23 March   Last day to drop a course
26 March-9 April Summer & Fall Semesters Registration
6 April    Easter Holiday – Good Friday
9 - 13 April Student Evaluation of Instruction
27 April   Last Day of Classes
April 30 - May 4 Final Examinations
4 May      Spring Semester 2011 ends
5 May      Commencement

EXAMINATION SCHEDULE, SPRING 2012

<table>
<thead>
<tr>
<th>CLASS TIME</th>
<th>EXAM DAY</th>
<th>EXAM DATE &amp; TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>MWF/MW/W/F 12:00, 12:30</td>
<td>Monday 05/02</td>
<td>9:00am – 11:00am</td>
</tr>
<tr>
<td>M/MWF/MW/W/WF/F 9:00</td>
<td>Monday 05/02</td>
<td>12:30pm – 2:30pm</td>
</tr>
<tr>
<td>T/TTH/TH 9:15, 9:30</td>
<td>Monday 05/02</td>
<td>3:30pm – 5:30pm</td>
</tr>
<tr>
<td>MWF/MW/WF/M 11:00</td>
<td>Tuesday</td>
<td>05/03 9:00am – 11:00am</td>
</tr>
<tr>
<td>T/TTH/TH 2:15, 2:30, 3:00</td>
<td>Tuesday</td>
<td>05/03 12:30pm – 2:30pm</td>
</tr>
<tr>
<td>T/TTH/TH 1:00, 1:30</td>
<td>Tuesday</td>
<td>05/03 3:30pm – 5:30pm</td>
</tr>
<tr>
<td>MWF/M-F/M/MW/WF/W/F 8:00</td>
<td>Wednesday</td>
<td>05/04 9:00am – 11:00am</td>
</tr>
<tr>
<td>M-F/M/MWF/W/WF/MW 10:00</td>
<td>Wednesday</td>
<td>05/04 12:30pm – 2:30pm</td>
</tr>
<tr>
<td>M/T/WTHF/MW/W 4:00, 4:15, 5:00, 5:30 Wed</td>
<td>05/04 3:30pm – 5:30pm</td>
<td></td>
</tr>
<tr>
<td>M/W/MW/MWF/WF/F 1:00</td>
<td>Thursday</td>
<td>05/05 9:00am – 11:00am</td>
</tr>
<tr>
<td>TTH/TH/T 8:00</td>
<td>Thursday</td>
<td>05/05 12:30pm – 2:30pm</td>
</tr>
<tr>
<td>M/MW/W/MWF/F 2:00, 2:30, 3:00</td>
<td>Thursday</td>
<td>05/05 3:30pm – 5:30pm</td>
</tr>
<tr>
<td>T/TTH/TH 12:00, 12:30</td>
<td>Friday</td>
<td>05/06 9:00am – 11:00am</td>
</tr>
</tbody>
</table>

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 April 30 - May 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.
SUMMER SESSIONS, 2012

29 May                  First Session Registration & Classes Begin
7 June                  Applications for August Graduation Due
25 June                 First Session Ends
2 July                  Second Session Registration & Classes Begin
4 July                  Fourth of July Holiday
30 July                 Second Session Ends
August 4               Commencement

Student Life

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

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

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

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

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

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

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.

Class Attendance
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: Withdrawn, 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. 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 Director (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. After the second one-semester suspension, any student subject to suspension will be given a one-year academic suspension.
The summer term may be used by students on probation or suspension to raise the GPA to the level required for good standing. Readmission to the University after a term of suspension is not automatic. 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

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 or Bachelor of Science.
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 course work at college-level, degree-granting institutions that are not accredited by a regional accrediting agency but which are accredited as degree-granting institutions by an accrediting agency that is recognized by the Department of Education may petition the University Registrar to have these courses toward their degree at Bethel University. The student must submit an official transcript from any such institution. Credit determination is made by the University 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 faculty in regard to the credit to be granted.

Transfer hours attempted, hours earned, grades, grade points, and GPA’s earned at other colleges and universities will be included in the Bethel University academic transcript record. A Bethel University student enrolled in the College of Professional Studies who applies for admission to the College of Liberal Arts will have all prior transfer hours attempted, hours earned, grades, grade points, and GPA’s earned at other colleges and universities included in the Bethel University academic transcript record. (See “Transfer Admissions” in the Admissions section for more information.)

Credit by Examination
Challenge Examinations are available to students enrolled at Bethel. Stu-
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. As a result, a passing examination score will not act as a repeat of a previous grade in any class. It is also important to note that students will not be allowed to duplicate credit in any of the sections or transfer credit.

**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. Administratiive 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, we reserve the right to withhold the release of a transcript of that record if the student has an obligation to the university. Bethel will accept a faxed request as a written request.
Admissions - Undergraduate
(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, two letters of recommendation from the following: guidance counselor, teacher, coach, youth director, pastor, previous employer, and/or local business owner on official letterhead. At least one letter of recommendation must be from an academic source. 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 University but withdrew during a semester, did not return following a semester of enrollment, or was academically or socially suspended must file an Application for Readmission with the Office of Admission (no fee required). 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.

Any student who officially withdraws from Bethel University must return the laptop to the IT Help Desk if the required semester hours as listed in the laptop Computer Program Agreement have not been completed. If the student withdraws or leaves Bethel University before the required semester hours in the Laptop Agreement are completed, then the purchase price of the laptop computer will be charged to the student’s account. If a student withdraws during the first week of the student’s initial term of enrollment and the student has received a computer, the student may, with the approval of the Director of I.T., return the computer to the I.T. Help Desk which will terminate the Laptop Agreement.

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

**Transient Admission**

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

**Transfer Admission**

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

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

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

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. To better assist you, we now offer the online payment option which you can access at the Bethel University website: www.bethelu.edu. Click on the purple tab across the top which states Students/Faculty/Staff and then click on Student Online Payment. Follow the prompts. The online payment option does not accept VISA credit cards. 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 Reim-
bursement 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 ac-
cepted provided the student is the authorized signer:
American Express, Discover, Visa
(Note: The online Payment option does not accept VISA credit cards), and Master Card
In some situations, the parents can give permission for their credit card to be used by the student.

**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 coincide 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 2011-2012 academic year:
Full Time (12-17 semester hours): $6451
Hours above 17 semester hours: $398 per credit hour
Part Time (11 semester hours or less): $398 per credit hour
Summer 2012: $199 per credit hour

Credits for participation courses, private music lessons, Renaissance, Theatre Practicum, Intercollegiate Athletics, Writing and Consulting, Seminar in Entrepreneurship, Music Ensembles, Log Cabin, Bethel University Singers, The Christian Ministry, and ESL Skills Workshop are exempt from overload status.

Room and Board (per semester) for the 2011-2012 academic year:
Meals and room per student:
(single-private room): $4496
(double occupancy): $3891
(triple occupancy-when available): $3596

Special Fees for the 2011-2012 Academic Year:
Student Activity Fee*
Full-Time Students: $165 per semester
Part-Time Students: $15 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: $199 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

**HEA 312, HEA 330, & PED 201 Class Fee:** $20
**COE 101 Class Fee:** $50
**EDU 210 Task Stream Class fee:** $91

*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, admission to sporting events and plays, use of the swimming pool and the health and fitness complex, and intrac-
mural activities. Some courses and/or programs may have additional fees. See the Academic Programs section for more details.

Refund Policies
A snapshot of enrollment is made each term at the end of the official registration period as published by the University. No adjustments are made to tuition or financial aid after this date in the case of a student processing a drop form changing the enrollment hours unless the student officially withdraws or ceases to attend all classes. Any refund due after financial aid has been applied to a student’s account will be paid through an electronic ACH deposit directly to a savings or checking account.

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 percent of tuition and institutional aid withdrawn.
After the Fifth Week of Class—No tuition or institutional aid will be withdrawn.

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

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

Student financial assistance is based on the premise that parents have the primary obligation to provide for the education of dependent children. Additional responsibility rests with the student to contribute to his or her own education from personal assets, earnings, and appropriate borrowing. Merit and need are the basic principles of financial aid eligibility. Merit includes good citizenship, performance and leadership ability, and satisfactory academic progress. Need is the difference between what it costs to attend Bethel University and what the family is reasonably expected to pay toward these costs. Need is demonstrated through the information requested on the Free Application for Federal Student Aid (FAFSA). A report, generated by the FAFSA is used by the Financial Aid Office to determine eligibility for federal loans, federal work-study, and federal and state grants. Students are encouraged to complete the FAFSA online at www.fafsa.ed.gov as soon as possible after January 1st each year. This is especially true for Tennessee residents as the TSAC Grant (state grant) was out of funds February 13th this past year.

Information concerning Policies Governing Student Financial Aid and Bethel University Satisfactory Academic Progress for Continued Financial Assistance can be found on the Bethel University website @ www.bethelu.edu and click on the Financial Aid link. Printouts of these two documents are available upon request to the Financial Aid Office.

Federal Aid

**Federal Pell Grant** ($5,550 maximum award)-The Federal Pell Grant provides a foundation for financial assistance. Eligibility is determined through the FAFSA need analysis process. Award amount is determined by the number of credit hours taken each semester.

**Federal Supplemental Educational Opportunity Grant Federal or SEOG** ($4,000 maximum award)-The Federal SEOG Grant is based on need and is awarded to students who demonstrate the greatest financial need and are Federal Pell Grant recipients.

Federal Work Study Program
This program is funded by the Department of Education and assigned to students based on their federal need per the filling of the FAFSA. This is not a grant or scholarship but rather an opportunity to work and earn funds for their educational expenses. The average work assignment is eight to ten hours per week with the minimum hourly wage at current minimum wage standards. Once a student accepts a work-study offer they work with the coordinator for this program in the Business Office.

Educational Loans
It is the policy of Bethel University to
package federal student loans up to the institutions direct cost plus books. Students can then request additional loan assistance if necessary. The following is a description of the loan programs available to students and their parents.

**Federal Direct Subsidized and Unsubsidized Loans** - A Subsidized Direct Loan is awarded based on financial need and the federal government pays the interest on these loans while the borrower is in school at least half-time. An Unsubsidized Direct Loan is not awarded based on financial need and interest accrues from the date of disbursement until the final payment. Repayment begins six months after the student ceases to be enrolled at least half-time. Minimum monthly payment is $50, but may be more depending on the total amount borrowed. A Master Promissory Note (MPN) and Entrance Counseling are required. Dependent Students can borrow up to: $5500 as a freshman, $6500 as a sophomore and $7500 at the junior and senior grade levels if their Cost of Attendance Budget allows. Should a dependent student’s parent apply for and be denied a Federal Parent Plus Loan the student can request additional unsubsidized funds based on their grade level and Cost of Attendance Budget. Independent Students can borrow up to $9500 as a freshman, $10,500 as a sophomore and $12,500 at the junior and senior levels if their Cost of Attendance Budget allows. Aggregate Loan limits are: Undergraduate Dependent Students $31,000 and Undergraduate Independent Students $57,500 of which no more than $23,000 can be subsidized.

**Federal Perkins Loan** - Awarded to students with federal need. No interest accrues and no payments are required as long as the student is enrolled at least half-time. Repayment begins nine months after the student ceases to be enrolled at least half-time. Minimum monthly payment is $40, but may be more depending on the total amount borrowed. Annual interest rate is fixed. A Master Promissory Note (MPN) and Entrance Counseling are required.

**Federal Direct Parent Loan for Undergraduate Students (PLUS)** - This is a loan to the parent not the student and a credit check is required. Interest accrues and repayment begins 60 days after the loan if fully disbursed. Minimum monthly payment is $50 but may be more depending on the total amount borrowed. A Master Promissory Note (MPN) is required and the parent must reapply each academic year. Should the PLUS loan be denied then the student can apply for up to $4,000 in an unsubsidized loan. A letter of denial must be in the students file before this additional loan can be certified.

The maximum length of time to repay loans is 10 years, although it may be extended for consolidated loans. Deferment of repayment of loans may be granted for certain types of conditions/activities. ALL LOANS MAY BE REPAID AT ANYTIME WITH NO PENALTY OR EXTRA FEES IMPOSED.
State Financial Aid
Please visit the Tennessee Student Assistance Corporation website at www.CollegeforTN.org or www.TN.gov/collegepays or call 1-800-342-1663 for a complete summary of all programs administered by this state agency—two of the most commonly known are:

**Tennessee Hope Scholarship Program**  
($5,500 maximum award)- FAFSA must be on file each year.

**Tennessee Student Assistance Award**  
(TSAC) maximum award $4000. File FAFSA by February 1st for consideration.

Or visit the Bethel Website and click on Financial Aid for more information.

Institutional Financial Aid
Bethel University reserves the right to limit the combining of “institutional funded aid” with federal and state aid (scholarships, grants) OR “Restricted outside scholarships” received by a student to the following: Commuter student - up to the cost of tuition, incentive and technology fees. Dorm student - up to the cost of tuition, incentive and technology fees, double room and meals. We ask that students report any scholarships they are to receive from any source(s) other than Bethel funded aid to the Financial Aid Office as soon as they are made aware of this resource. A reporting form for outside scholarship can be found on the Bethel webpage under Financial Aid forms.

Bethel also reserves the right to limit the combining of some institutional scholarships. Athletic and Renaisssance Scholarships combine only with and academic scholarship or CP Membership Scholarship and RA Scholarships. Bethel Honors Program combines only with CP Membership and RA scholarships. The Community Engagement Program Scholarship combines with academic, CP Membership and RA Scholarships if the student is eligible.

Bethel aid that has a renewal criteria will be checked after spring term each year for continuation in those programs. Students must be meeting the listed renewal criteria at that time - no exceptions.

**Academic Scholarships**  
Academic scholarships are awarded only at the incoming Freshman level and requires an 18/860 ACT/SAT and a 2.50 or better high school GPA. Academic Scholarships are “locked in” at the entering award amount until the student either ceases to meet the renewal criteria, graduates, or has attended 10 semesters. Once the scholarship is lost it can never be regained, however, the student will be considered for a lesser academic scholarship based on their Cumulative GPA.

**Athletic Scholarships**  
Athletic scholarships are available to student in all sports programs offered at Bethel University. Recipients of these awards are determined by the head coach in each sports program and the Athletic Director with contracts written for and academic year.
Renewal is at the discretion of the coach and director.

**Bethel University Singers** - Awarded in varying amounts at the discretion of the Director.

**Bethel University Grant** - Awarded in varying amount at the discretion of the Director of Financial Aid. This scholarship does not combine with Athletic, Renaissance, Honors Program, Ministerial or the Community Engagement Scholarship Program.

**Bethel University Honor Scholarship** - Varies up to $1,000. Awarded to incoming freshmen who have met the academic scholarship criteria listed above and who achieved a 20-22/940-1050 ACT/SAT OR a 3.0-3.24 high school CUM GPA. Renewal requires a 3.0 or higher Cumulative GPA. This scholarship will show as Renaissance Academic or Athletic Academic for students in those programs.

**Community Engagement Scholarship** - Varies amounts based on the discretion of the directors of the program. Contact either Kristi Corbin or Stacie Freeman, co-directors for this program for further information. Renewal will be based on maintaining a 3.0 CUM GPA and evaluation of performance.

**Contiguous County Scholarship** - Varies amounts up to $1,000. This scholarship is awarded at the discretion of the Financial Aid Director to students who reside in Carroll County or one of the seven contiguous counties. This scholarship does not combine with Renaissance, Athletics, Ministerial, Honors or Community Engagement Scholarship Programs.

**Cumberland Presbyterian Grant** - Varies up to $1,000. Awarded to students who are members of the Cumberland Presbyterian Church and who provide the Financial Aid Office with a completed grant application. Application is on the Bethel website under Financial Aid forms.

**Cumberland Presbyterian Ministerial Scholarship** - Varies in amounts up to full tuition for Cumberland Presbyterian students entering the ministry. Application for the grant must be approved by the student’s Presbytery and Bethel’s Chaplain. The application is online at the Bethel website under Financial Aid forms.

**Deans Honor Scholarship** - Varies up to $2,000. Awarded to incoming freshmen who have met the academic scholarship criteria listed above and who achieved a 23-24/1060-1120 ACT/SAT OR a 3.25-3.49 high school CUM GPA. Or a transfer student who enters with a 3.2 Cumulative GPA. Renewal requires a Cumulative GPA of a 3.0 or higher. This scholarship will show as Renaissance Academic or Athletic Academic for students in those programs.

**Endowed Scholarships** - Bethel offers several endowed scholarships with varying award criteria. Interested students may contact the Financial Aid office for more informa-
Hendrix Scholarship Competition- two awards assigned each year to entering Freshmen. First place winner receives a full tuition, fees, double room and meal scholarship. Second place winner receives tuition and fees scholarship. Renewal requires a 3.6 CUM GPA. This competition is held each February and administered by the Admissions Office at Bethel.

Honors Program Scholarship- $10,000 for entering freshmen starting Fall 2011, $7,500 for those already in the program. Awarded to entering freshmen with a 3.25 high school cumulative GPA, 24 English ACT and 24 Reading ACT and who have met the academic scholarship criteria listed above. Students must apply to Dr. Joshua Roberts and be accepted into this program. Renewal criteria requires a 3.0 GPA in Honors Program courses and a cumulative GPA of a 3.0. For the international student program this is a full tuition, double room, meals and fees scholarship with a limit of two awards assigned per year.

Presidential Honor Scholarship- varying up to $6,000. Awarded to incoming freshmen who have met the academic scholarship criteria listed above and who achieved a 27/1210 or above on the ACT/SAT OR a 3.75 high school CUM GPA. For renewal a student must maintain a 3.6 or higher Cumulative GPA at the close of spring term each year. This scholarship will show as Renaissance Academic or Athletic Academic for students in
those programs.

**Renaissance Scholarships**- varying amounts awarded by the director of the appropriate Renaissance Program - Choir, Theatre, Band. Auditions are required. Please call Deborah Nobles for an appointment.

**Trustee Honor Scholarship**- varying up to $4,000. Awarded to incoming freshmen who have met the academic scholarship criteria listed above and who achieved a 25-35/1060-1120 ACT/SAT OR a 3.4 to a 3.74 high school CUM GPA. Or a Transfer student who enters with a 3.3 or higher Cumulative GPA. Renewal requires a Cumulative GPA of a 3.3 or higher. This scholarship will show as Renaissance Academic or Athletic Academic for students in those programs.

**Yearbook Scholarship**- awarded in varying amounts at the discretion of the Yearbook Director. This scholarship does not combine with Athletic or Renaissance Scholarships, Honors Program, or Community Engagement Scholarship Program. Recipients will be required to work one on one with the Yearbook Director to put together the Bethel University Yearbook.

**WITHDRAWING FROM A MODULAR PROGRAM:**

**Federal & State Aid Return Policies**
When dropping a module that the student is currently attending or about to begin Bethel University must determine if the student is considered to be withdrawn. A student is considered withdrawn, for Title IV purposes, if the student ceases attendance at any point prior to completing the payment period or period of enrollment, unless the school obtains written confirmation from the student at the time of the withdrawal that he or she will attend a module that begins later in the same payment period or period
of enrollment. In order to prevent additional unearned aid from being returned, when a course is dropped the student must complete a Notice of Intent form. The Notice of Intent states that even though you are dropping a course you will continue attending future courses with Bethel University within the same payment period. This form can be found on your student website with instructions on where to email the form. It must be received by the Financial Aid Office within 7-days of the dropped course or the assumption will be that the student is withdrawing.

Federal law requires schools to calculate how much federal financial aid a student has earned if that student:

- Completely withdraws, or Stops attending before completing the semester, or
- Does not complete all modules (courses which are not scheduled for the entire semester) for which he/she has registered at the time those modules began.
- Does not complete a Notice of Intent form within 7 days of dropping a course and the student is not currently attending any courses.

The law specifies how Bethel University must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs) and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (Bethel University can define these for you and tell you which one applies), the amount of Title IV program assistance that you have earned up to
that point is determined by a specific formula. If you received (or Bethel University or your parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period that is not based on enrollment status of full-time, ¾ time, ½ time, less than half-time. Aid based on enrollment status such a Federal or State Grants will be adjusted accordingly.

If you did not receive all of the funds that you earned, you may be due a Post-withdrawal disbursement. If your Post-withdrawal disbursement includes loan funds, Bethel University must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don’t incur additional debt. Bethel University may automatically use all or a portion of your Post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the Post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or Bethel University or your parent receives on your behalf) excess Title IV program funds that must be returned, Bethel University must return a portion of the excess equal to the lesser of:

- your institutional charges multiplied by the unearned percentage of your funds, or
- the entire amount of excess funds.

The school must return this amount even if it didn’t keep this amount of
your Title IV program funds. If Bethel University is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds will be returned by Bethel University. The requirements for Title IV program funds when you withdraw are separate from any refund policy that Bethel University may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Bethel University may also charge you for any Title IV program funds that the school was required to return. If you don’t already know what Bethel University’s refund policy is, you can ask Bethel University for a copy. Bethel University can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Financial Aid that administers your program at Bethel University. For general information concerning Title IV program funds you can contact the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

SAP has three measurements that are required to ensure the student is making progress towards graduation; Cumulative Grade Point Average, Completion Ratio, and Maximum Time Limit.

**CUMULATIVE GRADE POINT AVERAGE (CGPA) (QUALITATIVE MEASURE)**
Students must be making academic progress toward graduation by maintaining the following CGPA:

<table>
<thead>
<tr>
<th>Undergraduate Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours Completed</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>0-27 hours</td>
</tr>
<tr>
<td>28-47 hours</td>
</tr>
<tr>
<td>48 and above hours</td>
</tr>
</tbody>
</table>

**Graduate Students**

Must maintain a cumulative grade point average of 3.0 throughout the program.

**COMPLETION RATIO (QUANTITATIVE MEASURE)**
Satisfactory completion of at least 66.67% of all coursework attempted. This means achieving a grade of “D” or above. Grades of “F”, “I”, “WF”, “WP” or “W” are not satisfactory.

**MAXIMUM TIME LIMIT MEASURE**
Students must be making cumulative progress toward graduation and must complete their requirements within 150% of the published length of their academic program.

**Example of formula—Undergraduate level must have 128 hours completed to graduate, 128 X 150% = 192 hours maximum. Graduate level 36 hours completed to graduate = 54 maximum hours**

Student’s academic records are evaluated by the Financial Aid Office at the end of each payment period.

**Students must be making Satisfactory Academic Progress (SAP) to be eligible for Financial Aid Assistance.**
There are four SAP statuses that can apply: In Good Academic Standing, Financial Aid Warning, Financial Aid Canceled, and Financial Aid Probation.

**IN GOOD ACADEMIC STANDING (IGAS)**
Student has met all three measurements of SAP.

**FINANCIAL AID WARNING (FAW)**
Students who fail to meet all three SAP measurements at the end of their current payment period will be placed on FAW for their next payment period. Students under this status may continue to receive Financial Aid assistance for one additional payment period. If the student is meeting all three SAP measurements at the end of the FAW period their status will change back to IGAS; if not, they will be placed on a Financial Aid Canceled (FAC) status.

Students who fail all courses during a payment period will result in a FAC status without a warning period.

**FINANCIAL AID CANCELED (FAC)**
If all three SAP measurements are not met during the FAW semester or a student fails all courses during a semester this will result in a FAC status. Students under the FAC status are no longer eligible for any Financial Aid assistance. Students should be prepared to pay for any charges incurred while on Financial Aid Canceled status. Students may appeal this status.

**FINANCIAL AID PROBATION (FAP)**
Students on a FAC status due to not meeting all three SAP measurements may be eligible to appeal for reinstatement. If the appeal is approved the student will be placed on FINANCIAL AID PROBATION. Reasons that may be acceptable for an appeal are:
1. Serious illness or accident on the part of the student
2. Death, accident, or serious illness in the immediate family
3. Other documented circumstances beyond the control of the student

After FAP has been approved the student must be meeting all SAP measurements at the end of the probationary payment period or be successfully following an academic plan designed for the individual student to achieve SAP at a determined reasonable period of time. If they do not they will be placed on the FAC status again.

**STUDENTS WHOSE FINANCIAL AID WAS CANCELED DUE TO NOT MEETING ALL THREE MEASUREMENTS OF SAP MAY BE ELIGIBLE TO APPEAL FOR REINSTATEMENT.**

**THE PURPOSE OF THE SAP APPEAL**
The purpose of the SAP Appeal is to allow a student to explain the circumstances that interfered with their ability to meet SAP standards during the most recent payment period.

**STEPS FOR APPEALING**
1. Complete the Bethel University Satisfactory Academic Progress Appeal Form.
2. Attach a formal letter, describing in detail the extenuating circumstances that prevented the student from maintaining SAP, and what has changed that would support maintaining SAP in the future.
3. Submit the SAP Form, formal letter, and required documentation to the Bethel University Financial Aid Office that administers the student’s program.
4. Acceptable documentation is listed on the SAP appeal form. Appeals submitted without the required official documentation will be denied. If the Financial Aid office that administers the student’s program requires further
information or clarification from a student, then it will request additional documentation via the student’s Bethel e-mail address. All documentation submitted is confidential to the extent permitted or required by law.

**DURING THE APPEAL PROCESS**
Students requesting an appeal are ineligible to receive Financial Aid funding or deferment of payment until the appeal has been processed and approved. An appeal may be denied. If the student registers for classes during the appeal process they should make payment arrangements other than financial aid funding in advance in the event that their appeal is denied.

**APPEAL APPROVAL**
Not all appeals are approved. Approval is dependent on factors that include but are not exclusive of: prior academic progress, ability to document unusual circumstances during the time of failure to achieve SAP, ability to prove that circumstances have changed to ensure future success, and reasonable ability to achieve SAP prior to graduation. If the appeal is approved the student must be meeting all three SAP measurements at the end of the probationary payment period or be successfully following an academic plan designed for the individual student to achieve SAP at a determined reasonable period of time.

**ACADEMIC PLAN**
If a student is unable to meet all three SAP measurements within one payment period they will be placed on an academic plan. The student will need to meet with their advisor to develop a plan of study. The plan of study will detail the exact courses and hours needed for the student to graduate. The student must adhere to the plan of study, attempt and satisfactorily complete 12 or more credit hours per payment period, and maintain a minimum 2.5 GPA for the payment period. Based on these requirements a deadline will be set based on each individual student’s academic plan of when the student can reasonably begin meeting all three SAP measurements and will be removed from the probationary status.

**APPEAL DENIED - MAKING UP DEFICIENT CREDIT HOURS WITHOUT AID**
In the event that the student does not qualify for an appeal, they may be eligible to have financial aid reinstated by the following actions:
1. Attend Bethel University or another school at their own expense until they are again meeting all of Bethel University’s SAP requirements. The student would be reinstated under the Financial Aid Warning status.
2. Notify the Financial Aid Office administering aid for their program when they have met all SAP measurements and provide supporting documentation.

**ADDITIONAL INFORMATION CONCERNING SATISFACTORY ACADEMIC PROGRESS**

**TRANSFER STUDENTS**
Transfer students will be governed by the same rules as other students. All transfer credit hours accepted by Bethel University will count towards attempted hours.

**REPEAT, PRE-THRESHOLD, AND THRESHOLD COURSES**
Repeated, Pre-threshold, and Threshold courses are included in the completion ratio and the maximum time limit measure. If a course is repeated only the
repeat grade counts toward graduation requirements and cumulative grade point averages.

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

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

Director:
J. Randolph Cromwell, Ph.D

Education Faculty:

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

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

Sheila O’Briant (2010), Assistant Professor of Education
B.S. Memphis State University; M.Ed. Bethel University; Ed.S., Ed.D. Union University

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

Dianna Meade (2011), Assistant Professor of Education

Lynne Green (2011), Assistant Professor of Education

OnLine Faculty:

Charles Beamon

Michele Arant,

Kathryn Clayton (2006), Associate Professor of Education
B.A., University of Mississippi; M.S.S., Mississippi College; M.Ed., M.A.Ed., University of Mississippi; Ph.D., Mississippi State University

Dale Henry (2009), Assistant Professor of Education
B.A., Vanderbilt University; Ed.D., Tennessee State University

Charles Smith (2009), Assistant Professor of Education
M.A., Middle Tennessee State University; Post Graduate Study, Vanderbilt University; J.D., Nashville School of Law; Ed.D., University of Tennessee

Callie Dollar (2011), Assistant Professor of Education
CURRICULUM ORGANIZATION

The undergraduate curriculum at Bethel is organized into four parts: the common core, the program core, the majors, and the minors. Each of these elements is described below. Administrative responsibility for oversight and instruction for the College of 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 - 6 hours 200 level
- Health 201
- One physical education participation course chosen from PED 105-129
- One laboratory science course (note: the course may be specified for some majors)

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

The Program Core
As part of Bethel University’s effort to simplify and clarify its curriculum, the 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>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Accounting,</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Management,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Child Learning &amp; Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Ministries</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Education Studies</td>
<td>Elementary,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Exceptional Learning</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>&amp; Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Human Services</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Human Services</td>
<td>Criminal Justice Studies</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Music</td>
<td>Applied,</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Church</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Education</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Program</td>
<td>Emphases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Industry Studies</td>
<td>Business,</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Production &amp; Technology</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>
Undergraduate - Education

The College of Education offers undergraduate majors in Child Learning and Development and Exceptional Learning and Development with minor fields in Education Studies (Elementary or Secondary or Special Education) and Professional Education (Elementary or Secondary or Special Education).

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.
7. Forty semester hours of college work completed, including 12 semesters hours at Bethel University.
8. All students as a part of the Teacher Education Program application, will be required to complete and pass a criminal background history using fingerprint analysis through the Tennessee Bureau of Investigation before they can receive admission and participate in a field experience or student teaching.
9. Any education or special education courses required for teacher certification or completion of a teacher certification major or minor field at Bethel University and which have been completed seven years or more prior to admission or readmission must be repeated for credit. The repeated course grade must meet any grade point and/or grade point average requirement by the Department of Education for that course.

*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 Conditional Education Admission Status

1. Student must have achieved and maintain a cumulative GPA of 2.75.
2. Conditional admission status will be changed to full admission when:
   a. Student successfully passes the PRAXIS I, or
   b. Student is approved for TEP II.
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.

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.
9. Any education or special education courses required for teacher certification or completion of a teacher certification major or minor field at Bethel University and which have been completed seven years or more prior to admission or readmission must be repeated for credit. The repeated course grade must meet any grade point and/or grade point average requirement by the Department of Education for that course.
Note: No additional courses (including course by correspondence) or participation in sports, Renaissance, etc., may be taken concurrently with student teaching.

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

Licensure Areas
Bethel University offers the following areas of teacher licensure programs:
1. Child Learning and Development (Elementary Grades K-6)
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)
   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-6)
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 210 and 3 hours 200 level
   HEA 201
   PED activity (1 hour)

B. Program Core (22-23 hours)
   HEA 312
   COE 401 or EDU 444 (Professional Student Teaching Semester – See F.)
   ELD 314
   PED activity (1 hour)
   PSY 211
   SAT 110
   SCI 111 and 111L
   SOC 111
   EDU 323

C. Child Learning and Development Major (30 hours)
   ART 401
   ENG 301, 305
   HEA 314
   EDU 215
   MUS 407
   PED 332
   ELD 438
   SOC 214
   CIS 326

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

E. Elective Hours
F. Professional Student Teaching Semester (12 hours)
EDU 444 (Must achieve a grade of “C” or better to be eligible for graduation/teacher licensure)

The Minor in Professional Education (Elementary)* (24 hours)
EDU 210, 313, 335
EDU 412, 413, 414, 417, 421
*Separate Professional Student Teaching Semester EDU 444 (12 hrs.)
*Open only to Child Learning and Development Majors (K-6 Licensure)

Minor in Education Studies (Elementary) (24 hours)
EDU 210, 313, 335
EDU 412, 413, 414, 417, 421

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 (19-20 hours)
BIO 200, 200L
COE 401 or ELD 443 (Professional Student Teaching Semester – See F.)

EDU 215
PED activity (1 hour)
PSY 211
SAT 110
SOC 111
HEA 312

C. Exceptional Learning and Development
Major (36 hours)
HEA 314
PED 332, 333
EDU 323
CIS 326
ELD 314, 422, 423, 425, 427, 437, 438

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

E. Elective Hours

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

The Minor in Professional Education (Special Education)*
(24 hours)
EDU 210, 313, 335
EDU 403 or 406, 412, 413, 414, 417
*Separate Professional Student Teaching Semester ELD 443(12 hrs.)
*Open only to Exceptional Learning and Development majors

Minor in Education Studies (Special Education) (24-27 hours)
EDU 210, 313, 335
EDU 403 or 406, 412, 413, 414, 417
CIS 32 or 406, 412, 4136 (if not completed in major field)

The Minor in Professional Education (Subject Areas)*
(24 hours)
EDU 210, 313, 323, 335, 421
One course from EDU 400-408 (Effective Instruction course)
NOTE: Music Education majors will complete their methods courses as a part of the major field.
CIS 326
ELD 314
*Separate Professional Student Teaching Semester EDU 445 or 446 (12 hrs.)
*Open only to students majoring in a Secondary or K-12 Licensure Program

Minor in Education Studies (Subject Areas)*
(24 hours)
EDU 210, 313, 323, 335, 421
One course from EDU 400-408 (Effective Instruction course)
ELD 314
CIS 326
*Restricted to licensure majors offered by Bethel University

Education Course Descriptions


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 210 with a grade of C or above.

EDU 313C. Classroom Management (3 hours) A study of skills and techniques for effective classroom management. Emphasis on theory, professionalism, ethics, and student rapport. Includes a twenty clock hour practicum of documented observations in an assigned K-12 setting in the discipline of the major. Prerequisites: EDU 210 with a grade of “C” or above and acceptance to the Teacher Education Program I.
EDU 321. Field Experience II (1 hour) Observation and limited classroom activities in an assigned K-12 setting. Examination of various foundational influences in practice. Twenty clock hours of documented observation, journal, and seminars. Prerequisite: Admission to the Teacher Education Program (TEP). Co-requisite: EDU 335.

EDU 323. Educational Psychology (3 hours) This course is an introduction to the psychology of learning, and of motivational and social development. Focus is on the development of learning theory, the physiological and environmental factors that influence learning and the validity of various learning paradigms. This course is designed for future teachers to make application of psychology to learning processes and theories. During this course students will review individual differences, measurement, motivation, emotions, intelligence, attitudes, problem solving, thinking and communicating in educational settings. Other topics of interest will include: psychological problems involved in the education and the practical application of psychological principles of teaching. Special emphasis is on measurement, the nature of learning, and the environmental influences of behavior will be given. Prerequisite: Admission to the Teacher Education Program I.

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

EDU 335. Curriculum, Instruction and Assessment (3 hours) Lesson and unit planning aligned with Tennessee Curriculum Framework and Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. Techniques and methods of teaching: Micro-teaching with peers. Study of teacher-made, norm-based, criterion-referenced, curriculum-based, and authentic performance-based assessment, K-12 curriculum patterns. Study of current topics in curriculum, instruction, and assessment including students with exceptionalities and students who are English language learners and includes observation and limited classroom activities in an assigned K-12 setting. Instruction and practice in writing behavioral descriptions. Twenty clock hours of documented observation, journal, and seminars. Prerequisite: EDU 210, TEP I.
EDU 400*. Teaching Science in Secondary Schools (3 hours) Curriculum planning, teaching and evaluation practices for grades 7-12 science; emphasis on characteristics and needs of all secondary students, including students diverse in race/ethnicity, language, or special needs, through a variety of instructional techniques, including reading and mathematics skills in the content area. Unit and lesson development using Tennessee and national standards; micro-teaching. Prerequisites: TEP I, EDU 335.

EDU 403*. Teaching English in Secondary Schools (3 hours) Curriculum planning, teaching and evaluation practices for grades 7-12 English; emphasis on characteristics and needs of all secondary students, including students diverse in race/ethnicity, language, or special needs, through a variety of instructional techniques, including reading and mathematics skills in the content area. Unit and lesson development using Tennessee and national standards; micro-teaching. Prerequisites: TEP I, EDU 335.

EDU 405*. Teaching Social Studies in Secondary Schools (3 hours) Curriculum planning, teaching and evaluation practices for grades 7-12 social studies; emphasis on characteristics and needs of all secondary students, including students diverse in race/ethnicity, language, or special needs, through a variety of instructional techniques, including reading and mathematics skills in the content area. Unit and lesson development using Tennessee and national standards; micro-teaching. Prerequisites: TEP I, EDU 335.

EDU 406*. Teaching Math in Secondary Schools (3 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 335.

EDU 408*. Teaching Physical Education (K-12) (3 hours) Curriculum planning, teaching, and evaluation practices for grades K-12 physical education; emphasis on characteristics and needs for all students, including diversity in race/ethnicity, language, or special needs, through a variety of instructional techniques, including reading and mathematics skills in the content area. Unit and lesson development using Tennessee and national standards; micro-teaching. Prerequisites: TEP I, EDU 335.

EDU 412. Teaching Language Arts and Social Studies in Elementary Schools (3 hours) Effective teaching strategies, content, and materials for teaching language arts and social studies in elementary school. Integration of language arts and social studies content across subject areas. Emphasis on cultural diversity. Unit and lesson development; micro-teaching. Prerequisites: EDU 335 and ac-
ceptance to the Teacher Education Program I.

EDU 413. Teaching Math and Science in Elementary Schools (3 hours) Effective teaching strategies, materials, and content of mathematics and science in elementary schools. Integration of basic content and effective strategies across the curriculum. Knowledge of NCTM standards. Emphasis on cultural diversity. Unit and less development; microteaching. Prerequisites: EDU 335 and acceptance to the Teacher Education Program I.

EDU 414. Teaching Reading in Elementary Schools (3 hours) Research-based instructional strategies aligned with the Tennessee Curriculum Framework, International Reading Association (IRA) Standards and INTASC Standards. In-depth study of hierarchy of reading skills, including phonemic, syntactic, semantic and contextual analysis. Emphasis on teaching students with ethnic, cultural, and language diversity, students with exceptionalities, and students who are English Language Learners. Reading across the curriculum. Interdisciplinary theme unit and microteaching applications required. Prerequisites: EDU 335 and acceptance to the Teacher Education Program I. Co-requisite: EDU 417


EDU 421. Legal & Ethical Issues (3 hours) This course is designed to increase the understanding of the various legal and ethical requirements for prospective educators. Students will learn about issues that include due process, discrimination, teachers’ rights, students’ rights and privacy, parental rights, teacher contracts, religious freedom, freedom of association, academic freedom, copyright laws, legal framework, child abuse, liability and slander issues. Prerequisites: EDU 335 and acceptance to the Teacher Education Program I.

EDU 444. Professional Student Teaching Semester (Elementary) (12 Hours)

EDU 445. Professional Student Teaching Semester (Secondary) (12 Hours)

EDU 446. Professional Student Teaching Semester (K-12) (12 Hours) Review and application of planning, effective teaching strategies, and evaluation techniques in student teaching practice. Processing of experiences and observations. Emphasis on media usage, K-12 curricular patterns, multicultural consideration, current issues. Minimum of 15 weeks in full-day classroom teaching in off-campus centers. No other course may
be taken during the student teaching semester. Journal, documentary log, lesson plans, teaching materials, State of Tennessee Comprehensive Assessment. To be taken by candidates seeking licensure in K-6, 7-12, or K-12 programs. Prerequisite: Acceptance to the Teacher Education Program II. (Must achieve a grade of “C” or better to be eligible for graduation/teacher licensure.)

EDU 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.

Exceptional Learning and Development Course Descriptions

EDL 314. Survey of Children with Exceptionalities (3 hours) An introductory study of emotional, learning, and behavioral characteristics of children with exceptionalities, including pro-
grams, services, legal requirements, and instructional techniques.

EDL 424. Characteristics and Needs of Giftedness (3 hours) In depth study of the characteristics and needs of children with exceptional talents and abilities. Twice exceptional students. Identification process. Trends and issues. Prerequisite: ELD 314

EDL 425. Curriculum and Instruction for Giftedness (3 hours) Designing effective curriculum and instruction across a variety of educational environments for students with exceptional abilities. In depth study of creativity. Prerequisite: ELD 314

EDL 426. Characteristics and Needs of Children with Exceptionalities (3 hours) In depth study of the characteristics and needs of children with cognitive, emotional, behavioral and learning disorders. Prerequisite: ELD 314

EDL 427. Positive Behavior Intervention (3 hours) Systems for identifying behaviors that interfere with successful education. Referral, assessment, development and implementation of intervention plans. Social skills instruction, applied behavior analysis, family supports and medical referrals. Prerequisite: ELD 314

EDL 437. Procedural Law (3 hours) Historical development of special education in the United States through legislation and litigation. Emphasis placed on implementation of key legislative aspects in public school settings, teacher responsibilities to
students/parents. Development of skills in writing IEPs and other required documents for special educators. Referral to placement process. Individual assessments. Prerequisite: ELD 314


ELD 443. Professional Student Teaching Semester (K-12) (12 hours) Review and application of planning, effective teaching strategies, and evaluation techniques in student teaching practice. Processing of experiences and observations. Emphasis on media usage, K-12 curricular patterns, multicultural consideration, current issues. Minimum of 15 weeks in full-day classroom teaching in off-campus centers. No other course may be taken during the student teaching semester. Journal, documentary log, lesson plans, teaching materials, State of Tennessee Comprehensive Assessment. To be taken by candidates seeking licensure in K-12 programs. Prerequisite: Acceptance to the Teacher Education Program II. (Must achieve a grade of “C” or better to be eligible for graduation/teacher licensure.)

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

ELD 499. Individual Study (1-3 hours) In-depth study of a subject of interest beyond courses in the curriculum. Prerequisites: Junior standing, approval of advisor and Director of College of Education.

Dual Enrollment
Bethel University offers dual enrollment courses. Guidance counselors will have details regarding course offerings at your high school through Bethel University.

PSY 220 - Psychology
This course focuses on the scientific study of human behavior with attention given to learning, learning styles, cognitive development, emotional intelligence as well as individual differences. The course will examine conditioning, cognitive processes, memory, therapies, theorists, and theoretical approaches. There will be a focus on how these concepts impact education and learning.
MASTERS OF ARTS
IN EDUCATION
PROGRAMS-
Bethel University offers the Master of Arts in Education (M.A.Ed.) graduate degree through face-to-face, online, and blended instruction.

Online M.A.Ed.
Format-
The M.A.Ed. online program is a 36-hour program with two tracks: Leadership Excellence (administrative) and Teaching Excellence (professional educators).

The Leadership Excellence track targets with at least three years of K-12 teaching experience who has an established career goal in an administration field such as principal, director of schools or supervisor of instruction. This track provides the path to an administrative endorsement with the State of Tennessee.

The Teaching Excellence is designed to build on the educator’s current teaching philosophy, and to enhance classroom skills to form a better understanding of the latest technology and instructional methods for student enrichment.

This cohort-based program is offered through the online V-Camp which includes the reading assignments for each unit, a presentation developed by the faculty member responsible for the course either in PowerPoint or video, written assignments, and discussion board. Courses are sequential extending over an eight-week period with two courses and one seminar in each term.

The program provides current technology to students in order to facilitate the learning process.

Candidates complete 18 hours of core courses and 3 hours of elective credit in addition to 15 hours in their chosen track option.

Core Courses
EFT 5022- Alternative Strategies in Learning
EFT 5034- Organizational Development
EFT 5002- Computer & Modern Technologies for K-12 Educators
EFT 5015- Legal & Ethical Issues in K-12 Education
EFT 5001- Advanced Educational Psychology
COE 5051- Seminar I
COE 5052- Seminar II
COE 5053- Seminar III

Teaching Excellence Track Choice
(Non-Licensure)
ECI 5103- Effective Classroom & Behavior Management
ECI 5104- Classroom Assessment for Diverse Learners
ECI 5142- Current Events that Effect the Learning Process
ECI 5149- Cooperative Teaching
ECI 5248- Special Populations

**Administrative and Supervision Track Choice**
Practicing teachers must have at least 3 years of teaching experience and provide a letter of support from their Principal or Director of Schools.

ELA 5333- Budgeting, Accounting & Facilities Management
ELA 5330- Leadership Strategies
ELA 5332- Instructional Leadership & Program Improvement
ELA 5333- Budgeting, Accounting, & Facilities Management
ELA 5337- Educational Ethics
ELA 5355- Administrative Field Experience*

**Electives**
COE 5054- Seminar IV
COE 5055- Seminar V
COE 5056- Seminar VI
Any course in the track not chosen by the candidate can be substituted for elective seminars.

*Course is only open to candidates who qualify for the State of Tennessee Administrative Endorsement.

**FACE-TO-FACE M.A.Ed. Format**
Programs offered in the face-to-face setting allow practicing teachers the opportunity to earn a M.A.Ed. in five different tracks.

Teaching Excellence in initial elementary and secondary licensure*, and non-licensure tracks. Also offered is a concentration in Special Education initial licensure* and non-licensure tracks.

Regardless of which track is chosen for face-to-face (with the exception of Special Education track), all candidates will complete 18 hours of core courses. Depending upon which track a candidate chooses, the number of credit hours for required courses will vary.

*Requires 9 hours of student teaching. Includes two 8-week field placements in area of licensure concentration.

**Core Courses**
EFT 5000- Historical Foundations
EFT 5001- Advanced Educ. Psychology
EFT 5002- Computer Technologies
EFT 5005- Educational Research
EFT 5015- Legal & Ethical Issues
EEC 5200- Survey of Children

**Initial Elementary Licensure**
This is a 49 credit hour program.

ECI 5103- Classroom & Behavior Management
ECI 5104- Effective Classroom Assessments for Diverse Learners
ECI 5107- Effective Instruction
ECI 5126- Instructional Methodology for Teaching Language Arts & Social Studies
ECI 5127- Instructional Methodology for Teaching Elementary

68
Math & Science
ECI 5125- Instructional Methodology in Reading
ECI 5128- Reading Diagnosis & Remediation
ECI 5160- Field Experience

**Initial Secondary Licensure***
This is a 49 credit hour program.

ECI 5103 - Classroom & Behavior Management
ECI 5104 - Effective Classroom Assessment for Diverse Learners
ECI 5106 - Differentiated Instruction
ECI 5109 - Advanced Curriculum Design
ECI 5125 - Instructional Methodology for Reading
ECI 5128 - Reading Diagnosis & Remediation
ECI 5160 - Field Experience
ECI 5119-5124 Instructional Methodology for Teaching Secondary*

*Secondary Emphasis:
  Music
  Science
  English
  Social Studies
  Mathematics
  Physical Education

**Educational Excellence in History Non-Licensure**
ECI 5400- U.S. Historiography to 1865
ECI 5401- U.S. Historiography since 1865
ECI 5402- Europe in the Long Nineteenth Century
ECI 5403- The Atlantic World
ECI 5404- Early American Republic*
ECI 5405- Women and Gender in the U.S.- Colonial to Present*
ECI 5406- The Era of World War II*
ECI 5407- African American Historiography 1619 to Present*

*Choose two electives to complete the required hours

**M.A.Ed. Special Education Concentration-Initial Licensure Program**
This program is designed for special education concentration for licensure. 9 hours of student teaching is required. Total program hours = 48.

**Core Courses**
EFT 5000- Historical Education
EEC 5206- Differentiated Instruction
EEC 5213- Action Research
EEC 5200- Survey of Children with Exceptionalities
**Required Courses**
EEC 5202- Positive Behavior Interv.
EEC 5212- Mild to Moderate Disabilities
EEC 5217- Collaboration/Consulting
EEC 5218- Communication and Assistive Technology
EEC 5221- Procedural Law
EEC 5222- Secondary Methods for Exceptional Learners
EEC 5225- Test & Measurements
EEC 5226- Elementary Methods for Exceptional Learners

**Electives**
Choose one course below to complete required hours:

EEC 5201- Giftedness
EEC 5207- Curriculum & Instruction for the Gifted
EEC 5208- Dyslexia
EEC 5210- Autism
EEC 5211- Introduction to Sign Language

**Non-Licensure Concentration Program**

**Core Courses**
EEC 5213- Action Research
EEC 5214- Teacher as Reflective Practitioner
EEC 5215- Trends & Issues in Special Education

**Required Courses**
EEC 5202- Positive Behavior Intervention

EEC 5212- Mild to Moderate Disabilities
EEC 5217- Collaboration/Consulting
EEC 5218- Communication & Assistive Technology
EEC 5221- Procedural Law
EEC 5225- Test & Measurements
EEC 5249- Cooperative Teaching
EEC 5332- Instructional Leadership & Program Development in Special Education

**Admission to the M.A.Ed. Program**
Admission to the Masters of Arts in Education program is competitive and is evaluated independent from admission into all other University programs, graduate and undergraduate. Applicants to the M.A.Ed. program must submit the following documentation:

- Completed application online at www.bethelmaed.net.
- Application fee of $50.00 (non-refundable).
- Official transcripts from a regionally accredited academic institution indicated a baccalaureate degree has been conferred.
- Must have one of the following: Teaching license, Praxis test scores, Graduate Record Examination (GRE), or Millers Analogies Test (MAT) score.
- Two professional references’ contact information, including email addresses. The enroll-
The M.A.Ed. Academic Review Committee evaluates all completed applications and may:
• Grant full admission
• Grant conditional admission
• Deny admission

Admission decisions are final and are not based on any one element in the admissions file. Applicants who are denied admission have the opportunity to re-apply.

• **Full Admission:** All criteria are met with no restrictions.
• **Conditional Admission:** Candidates who are conditionally admitted must maintain a 3.0 GPA during the first term/semester of enrollment or may be dismissed from the program. After completing the conditional admission requirement, a candidate will be granted full admission.
• **Transient Status:** A special status which allows a student to take a maximum of six hours without being admitted to the graduate program. This is normally granted to a non-degree seeking candidate desiring to take hours for transfer or re-licensure purposes.

**Enrollment, Re-Enrollment, and Advisor**
Candidates will be appointed an advisor after admission into the program. The advisor will assist the candidates with course and/or seminar registrations, course calendar questions, course acceleration options, if applicable, transfer credit requests, academic standing, and other related issues. Candidates leaving the program through withdrawal or academic suspension may request re-admission by writing a letter to the director.

**Candidates Responsibility**
The University’s expectations commence when the University initially accepts a candidate. Expectations apply to the candidate’s conduct wherever the student may be, on or off campus, and when the candidate is engaged in University-related activities or non-related activities.

The University expects its’ candidates to enjoy and nurture this academic community whose purpose is to be
an institution of higher learning. It is the University’s goal that all members of the community adhere to a set of ethical and behavioral standards that are reflected by the rules which apply to the candidates. Candidates are thus expected to be honest, respectful of others, helpful to the University’s pursuit of its’ purpose, and law abiding.

Candidates are expected to attend classes regularly; both in the face-to-face program and through the Virtual Campus login while in the online program.

**Financial Aid Eligibility** Bethel University operates pre-pay programs of study. M.A.Ed. candidates are responsible for securing funding and providing payment in advance of each term/semester registration.

For a graduate candidate to be eligible for Federal Financial Aid in the form of student loans at Bethel University, he/she must:

- Be a U.S. citizen or eligible non-citizen with a valid social security number (non-U.S. citizens may not enroll for more than three (3) credit hours of online coursework in a term/semester),
- Hold a bachelor’s degree,
- Register for a least six (6) consecutive hours each term/semester,
- Seek a master’s degree,
- Not be in default status on any prior student loans,
- Be in academic good standing,
- Not receive financial aid funds from another college or university while enrolled at Bethel University.

The U.S. Department of Education requires that candidates be registered for a minimum of six consecutive hours per term to receive student loans. The course calendar is designed to help ensure that student loan funds are available for those who qualify. If a candidate deviates from the course calendar, be aware that loan funds may not be available if the candidate is unable to register for at least six consecutive hours of coursework. If a candidate chooses to take more than six hours in a term, additional loan funds can be processed by the financial aid office for the cost of the additional courses (if those additional funds are available).

**Applying for Financial Aid**

Candidates must complete the Free Application for Federal Student Assistance (FAFSA) by:

- Applying online at www.studentloans.gov or completing a hard-copy FAFSA and mailing it to Bethel University. Hard-copies of the FAFSA are available from Bethel University, your local public library, or by calling 1-800-4-FED-AID.

Enter Bethel University’s school code: 003480.

Candidates must file a FAFSA for every year they are attending classes. A new FAFSA can be completed after January 1st of each year. It is recommended the candidates complete
their tax return before filing the FAFSA. If the candidate chooses to complete the FAFSA before completing their tax return, the candidate will have to make corrections to the FAFSA after the tax return has been submitted.

**Refund Requests**
Student loan funds that remain in the candidate’s financial aid account after tuition charges for registered courses have been deducted can be requested in the form of a refund. All refund requests are processed through the University billing office. The candidate must first establish a direct deposit account by completing the ACH form and submitting the complete form, along with a canceled check or savings deposit slip for the account to be funded, to the billing office. After excess funds are available and a direct deposit account has been established, candidates may make a refund request using the refund request form and submit to the billing office through email at maedrefund@bethelu.edu.

**Grants and Student Loan Forgiveness**
Please contact your Financial Aid department for more information.

**Cash Payments**
*For candidates paying out-of-pocket, tuition payment is due prior to the start of each term. Personal checks are accepted up to two weeks prior to the start of the new term. Course registration may be affected if payments are not received timely or returned for insufficient funds.***

**Tuition and Fees**
Tuition for the M.A.Ed. program is $398 per credit hour. Tuition payments must be made prior to the beginning of each term/semester as outlined in your course calendar.

**Tuition includes:**
- All course registration fees*
- All technology fees
- All library and online database access fees
- All required textbooks*
- Technology as provided

Special programs may carry a set price for tuition, fees, and selected expenses. Special fees may be required for some courses.

*Exceptions: Books are not included for candidates who are Graduate Assistants. Graduate Assistants and Teaching Assistants are not eligible for a full tuition waiver when enrolled in a course offered in the online classroom.

**Other Fees:**
- Application fee: $50.00
- Graduation fee: $70.00
- Course Drop/Add fee: $25.00
- Transcript Fees: $10.00

**M.A.Ed. Library**
Bethel University’s Burroughs Learning Center provides an extensive collection of online resources.
Technology
All candidates in the graduate programs will receive the latest technology as provided by the University at the time of enrollment.

Exceptions: Candidates receiving Graduate Assistant scholarships or candidates are not eligible for technology.

SMARTTHINKING
SMARTTHINKING is an online tutoring service that is accessible to candidates 24/7. The service provides three convenient options for candidates to receive support.

The first is electronic submission of work to the SMARTTHINKING website in which the candidate would receive personalized and detailed critique and feedback with 24 hours of the submission.

Secondly, candidates may enter one-on-one chat sessions with an e-structor for the questioned subject area. The e-structors will engage candidates in the learning process with the use of a virtual whiteboard and related tools. E-structors will support the candidates by providing them with guided questions to examine the subject matter at hand. Candidates would then be able to tackle future assignments on their own.

Lastly, candidates have the option to schedule private, virtual sessions with an e-structor. This will allow the working, adult learner more control of their time management for completion of assignments.

All e-structors are competent in their specific disciplines with the majority holding a master’s degree or terminal degree.

Eligibility
Completed enrollment file including application, application fee, official transcripts and student loans secured or personal payment received.

Time Limitation
All coursework to be counted toward a M.A.Ed. degree must have been taken no more than seven years prior to completion of the degree. The director of the College of Education may grant a one-term extension when sufficiently justified. Any other exception to this policy requires approval of the College of Education Faculty Committee.

Transfer Credit for a M.A.Ed. Degree
A limited amount of appropriate graduate credit earned at a regionally accredited institution may be considered for transfer and applied to the minimum 36 hour master’s degree requirement. These credit hours must not have been applied to a previous degree and must carry a grade of B (3.0) or better. Course credit which will be more than seven years old at the time of degree completion will not be approved for transfer. All transfer credit must be approved by the director of the College of Education.
Grades and quality points for transfer work will be included in the calculation of the Bethel University graduate grade point average.

**Academic Policies and Procedures**
Candidates 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:
1. First offense is an automatic “F” for the assignment.
2. Second offense is an automatic “F” for the course.
3. Third offense is grounds for expulsion from Bethel University.

Each offense will be documented in the Office of the Academic Dean. Students may appeal through the Academic Appeals process.

**Graduation Requirements**
The graduation requirements for Bethel graduate products are:
- Completion of hours specific to your program: i.e. online or face-to-face.
- A graduate grade point average of 3.0 or better.
- At least 30 hours of coursework must be earned at Bethel University.

**Academic Standing**
All M.A.Ed. candidates are expected to remain in good academic standing by maintaining a 3.0 GPA or higher. Satisfactory academic standing is determined by completion of a term/semester with no grade below a “C”.

A degree-seeking candidate must repeat any graduate course in which a grade lower than “C” was earned. No course with a final grade lower than “C” may be counted for credit toward master’s degree requirements. The most recent grade will be used for computation of the grade point average; however, the previously-earned grade will remain on the record.

**Grades**
- A graduate candidate may only have one “C” during their coursework in the masters program. Should a candidate receive a second “C”, the course must be repeated at Bethel and the last grade will count. The repeated course must be completed within one year.
- Any candidate receiving an “F” in a course will automatically be placed on academic probation regardless of the GPA. Any candidate receiving an “F” in a graduate course must meet with their advisor prior to enrolling in any other courses. Candidates may be required to repeat the course(s), take other courses, or complete additional work if the Director of the College of Education deems it appropriate. Any candidate receiving more than one “F” in the masters program, MUST sit out one full semester. After sitting out a semester, the candidate may write a letter to the Director of the
College of Education requesting a hearing to be re-admitted and a committee of his/her peers and graduate faculty will conduct a hearing to determine the eligibility of the candidate.

- Grades of “I” are given by instructors in an extreme case which involve illnesses, and other matters that are beyond the control of the candidate. The candidate has six weeks after the end of the term/semester to complete their assigned work. If course work has not been submitted, then at that time the “I” becomes a “F”.
- Candidates are placed on academic probation if the semester ends with a grade of “I”.
- No candidate can graduate with an “I” on their transcript, even if course is not a required course.
- All “I” grades shall require the approval of the Director of the College of Education.
- Candidates must observe the chain of command when questioning a grade.

**Academic Grievance Procedure**

The appeals process is as follows:

1. Discuss the grade with the professor. Any grievance concerning grades, competencies, course syllabi, absence from class, admission to a program, or other academic matter should be discussed with the instructor first, and then proceed to the Director of the College of Education.
2. If the grievance is not resolved satisfactorily with the instructor or director, the next step is to register the complaint within five (5) days of the candidate’s notification of the decision in question by writing to the Dean of the College of Education. If the offense is not resolved, the student may petition within 48 hours with the Teacher Education Committee (TEC).

**Academic Probation and Suspension**

Candidates must maintain a 3.0 GPA during each term of enrollment. Candidates who earn below a 3.0 GPA are placed on academic probation. Candidates on academic probation must earn a 3.0 GPA during the subsequent term of enrollment. Probationary candidates who do not earn a 3.0 GPA for the term will be dismissed from the program.

**Registration/Advising**

Each candidate has an assigned academic advisor who will assist them in planning their program. It is important that candidates initiate regular contact with their advisor during registration to ensure success in the program.

It is the responsibility of each M.A.Ed. candidate to do the following:

Be familiar with the Graduate Candidate Handbook
College of Education Catalog
Graduate Candidate Student Teaching Information
Use your Bethel gmail account for all communication. Be sure to check your email daily. Be aware of course requirements through syllabi distributed by professors, and keep professors and advisor informed of matters concerning absences or difficulties with academic efforts. Make sure to alert all appropriate office(s) of any name, address, phone number changes, if any. Meet all deadlines regarding registration, drop/adds, student teaching applications, graduation applications, etc. Take ALL the Praxis exams that pertains to specific programs, if applicable. It is the candidates responsibility to work with their advisor and the College of Education office to plan your program and make sure everything is addressed in a timely manner. No candidate may register for classes without a consultation with their advisor. This will eliminate candidates from taking unnecessary courses or getting off track with their personal and professional goals for completion of the program and graduation. If a candidate withdraws from an individual course before the drop/add date, they will receive a full tuition refund. it is the candidate’s responsibility to consult with the business office to inquire of the refund policy.

**Candidate’s Loads**

Part-time load- a candidate taking less than 9 hours is considered part-time; however, taking six hours usually qualifies a candidate for loans available through the Financial Aid office.

**Full-time load**: For academic purposes, a candidate enrolled 9-12 graduate hours is classified as a full-time student.

Maximum load- no candidate may register for more than 12 graduate hours during a term/semester with the permission of the Director of the College of Education.

**Assignments and Research**

Independent research is an essential element of advanced academic candidates and should be expected in graduate classes. The following guidelines/suggestions are provided:

- **Graduate level quality is expected in all work.** Special care should be taken to submit work that is neat, free of errors, well-researched and adequately referenced. All candidates have the right to use the materials located in the Bethel Library and candidates are expected to use it to the fullest extent. When preparing materials to distribute to other candidates in classes, be sure to have these documents free of all errors. Spelling, grammar, and content errors should be screened and all documents must be of graduate level quality.

- **Copyright laws must be properly observed.** The American Psychological Association style should be followed when preparing research items: both papers and presentations. Become aware...
of the location, ability to utilize, and content within the resources found in the library and Instructional Resources Center. Candidates will be required to complete a tour of the library and use of all data bases. Use caution and always carefully document and adequately reference all data presented in research papers, presentations, etc. Plagiarism is failing to adequately reference all such information in any form. Candidates must always protect their integrity by remaining totally honest. All documents are subject to TURNITIN.com and will be disciplined accordingly.

- Course syllabi- All candidates are expected to read the syllabus for each course carefully and use it as a reference throughout the term/semester regarding assignments, policies, deadlines, etc. Consult with the instructor regarding questions, concerns, and problems. Make all of your candidate-professor discussions professional. This is not a time to use a rude and arrogant disposition.

- Absences and Tardiness- Graduate candidates are expected to attend classes and to be prompt. Tardiness is a disrespectful action and behavior on the part of those tardy. Every effort should be made to be on time. Tardiness is often reflected in the final grade. Any problems related to absences should be personally discussed with the instructor in advance when possible. It is the candidate’s responsibility to obtain all information and assignments covered during the absences. Grading policies regarding absences vary from class to class as determined by the professor.

Dropping Courses
The only official method of dropping a course is to email your advisor if you are an online candidate, or call and make an appointment with your advisor, if you are a face-to-face candidate.

The candidate must initiate the drop/add request in writing and include the following: candidate’s first and last name, the name of the course being dropped/added, the date the course began/starts, and the candidate’s intention to re-take the course at a later offering date, continue in the planned program of study, or withdraw from the program.

A drop fee of $25.00 will be billed to the candidates account each time a drop/add request is processed. If the course is in process, tuition will be adjusted to the candidate’s account based on the number of weeks class has been in progress:

- Drop within the 2nd week - 100% tuition adjustment.
- Drop within the 3rd week - 75% tuition adjustment.
- Drop within the 4th week - 50% tuition adjustment.
- Drop after 4th week - 0% tuition adjustment.

Financial aid and/or veterans administration benefits may be affected
by dropping courses. The student is responsible for contacting the financial aid office prior to requesting a course drop to determine the effect of the course calendar change on financial aid awards.

Withdrawal Policy
Should a candidate need to completely withdraw from the masters program, the candidate must contact their advisor in order to complete the paperwork. If a candidate has not attended class or participated in an online course for at least 10 days, he or she will be administratively withdrawn from the program.

Children
Bethel University respectfully asks that you do bring your children to class. Do not bring the children you babysit to class. Children can be and often are a distraction and proper supervision cannot be provided for children in the classroom. Due to liability and other considerations, children should not be allowed to roam the campus or buildings.

Security and Emergencies
Candidates should exercise caution at all times. Avoid leaving the building at night, except in groups. It is advisable that group members arrange to wait until everyone has returned to his or her vehicle and started the engine prior to departing after class. In case of an emergency, contact the 911 emergency numbers.

Students with Disabilities
Bethel University is committed to making its programs and services accessible to all candidates regardless of disability. Self-advocacy and independence are encouraged through student knowledge and the use of appropriate accommodations. If a candidate has a documented disability and needs assistance with classes, or the candidate needs further information, please contact the Bethel University College of Education.

Graduation
Bethel University conducts a commencement exercise three times each year: May, August, and December. Graduate candidates are expected to participate unless an exception is made by the Director of College of Education. All applications must be submitted to the University of Graduate Studies Registrar’s office by the following deadlines:

- September 3 for December graduation
- February 18 for May graduation
- June 7 for August graduation

It is the responsibility of the graduate candidate to do the following:

Submit the graduate application along with the graduation application fee of $70.00 to Mrs. Becky Hames, University Registrar. Her email address is hamesg@bethelu.edu and office phone number is 731-352-6960.

Order the cap/gown through Jostens.
approximately 6-8 weeks prior to graduation (other details will be supplied by the registrar’s office).

Complete an exemption form if you do not plan to participate in graduation.

Clear all records in the business office, College of Education office, library fees, and parking fees.
PORTFOLIOS

During the interval of a candidate’s journey through Graduate School, each candidate MUST development and perfect their professional portfolio. This is a document in progress and will serve as the instrument to exhibit their academic work while completing the graduate degree at Bethel University. The development of a professional/program portfolio is a collection of artifacts that displays the efforts of the candidate from start to finish of the master’s program.

The professional portfolio will serve as a useful benefit for the candidate’s professional career. The portfolio will consist of personal and professional information and samples referred to as artifacts from each class. Instructors will provide some guidance in the selection to be included. The contents will vary as candidates select sample of work, papers, pictures, lesson plans, unit plans, classroom management plans, research proposals, and other significant work samples. Candidates are REQUIRED to provide a hard copy and an electronic copy at mid-point and during the final semester prior to graduation.

Candidates are encouraged and requested to include only those items which are free from errors and that are of graduate, professional quality. Candidates seeking licensure will present their portfolio for review at the time they apply for candidacy (admission to the Graduate Teacher Education Program (GTEP) and student teaching semesters. The portfolios of others will be reviewed at the time a request is made for candidacy status. It is of the highest magnitude that candidates keep their professional portfolio in a secure place for it is an irreplaceable document and difficult to replicate if lost or jeopardized in any way.

Common Guidelines for the Portfolio
A quality paper adds to the appearance. Appropriate labeling and creative artwork will make the portfolio festive and attractive. All documentation must be referenced using APA format. All materials must be typed, double spaced using 12 point font of Times New Roman. Include samples of work you have completed in class, work your students have completed, photographs, lessons plans, certificates, professional development. Important: Students should refrain from putting handouts, notes, and other unnecessary items in your portfolios. As of January 2010, all syllabi’s are required to list the artifacts which should be included in the professional portfolio. Special care should be taken to make portfolios attractive and to have a professional look. Use dividers to separate the graduate courses. Use plastic protectors for all materials.
# Special Education K-12 Modified Licensure Track

## Course Numbers & Names

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEC 5213</td>
<td>Action Research in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5214</td>
<td>Teacher as Reflective Practitioner</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5215</td>
<td>Trends and Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Core Credit Hours</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

## REQUIRED COURSES:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEC 5249</td>
<td>Cooperative Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5202</td>
<td>Positive Behavior Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5212</td>
<td>Mild to Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5217</td>
<td>Collaboration/Consulting</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5218</td>
<td>Communication &amp; Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5221</td>
<td>Procedural Law</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5225</td>
<td>Test and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>ELA 5332</td>
<td>Instructional Leadership &amp; Program Improvement</td>
<td>3</td>
</tr>
</tbody>
</table>

*Electives: Choose one elective from the list below to complete the required hours.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEC 5201</td>
<td>Giftedness*</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5207</td>
<td>Curriculum and Instruction for the Gifted*</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5208</td>
<td>Dyslexia*</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5210</td>
<td>Autism*</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5211</td>
<td>Introduction to Sign Language*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Credit Hours**  
27

**Total Program Hours for Licensure**  
36
## Special Education K-12 Modified Non-Licensure Track

### Course Numbers & Names

<table>
<thead>
<tr>
<th>CORE COURSES</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFT 5000 Historical Foundations/Current Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5206 Differentiated Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5213 Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5200 Survey of Children with Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Core Credit Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### REQUIRED COURSES:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEC 5226 Elementary Methods for Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5202 Positive Behavior Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5212 Mild to Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5217 Collaboration/Consulting</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5218 Communication &amp; Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5221 Procedural Law</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5222 Secondary Methods for Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5225 Test and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5264 Student Teaching</td>
<td>7</td>
</tr>
<tr>
<td>EEC 5263 Student Teaching Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

### Electives: Choose one elective from the list below to complete the required hours.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEC 5201 Giftedness*</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5207 Curriculum and Instruction for the Gifted*</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5208 Dyslexia*</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5210 Autism*</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5211 Sign Language*</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total Required Credit Hours

<table>
<thead>
<tr>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

### Total Program Hours for Licensure

<table>
<thead>
<tr>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>
# Elementary K-6 Track Sheet

<table>
<thead>
<tr>
<th>Course Names &amp; Numbers</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>EFT 5000 Historical Foundations/Current Issues in Education*</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5001 Advanced Educational Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5002 Computer and Modern Technology for Educators*</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5005 Educational Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5015 Legal and Ethical Issues in Education*</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5000 Survey of Children with Exceptionalities K-12*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Core Credit Hours</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td><strong>REQUIRED COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>ECI 5103 Effective Classroom and Behavior Management*</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5104 Classroom Assessment for Diverse Learners*</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5107 Effective Instructional Strategies in a Diverse Classroom*</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5125 Instructional Methodology for Teaching Elem. Reading</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5126 Instruction Methodology for Teaching Elementary Language Arts and Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5127 Instructional Methodology for Teaching Elementary Math/Science</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5128 Reading Diagnosis and Remediation</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5160 Field Experience</td>
<td>1</td>
</tr>
<tr>
<td>ECI 5163 Reflective Professional Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>ECI 5164 Enhanced Student Teaching/Clinical Experience Elementary with 2 placements of 8 weeks each</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total Required Credit Hours</strong></td>
<td><strong>31</strong></td>
</tr>
<tr>
<td><strong>Total Program Hours for Licensure</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>
# Secondary 7-12 Track Sheet

**Course Names & Numbers**

<table>
<thead>
<tr>
<th>CORE COURSES</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFT 5000 Historical Foundations/Currents Issues In Education*</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5001 Advanced Educational Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5002 Computer and Modern Technology for Educators*</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5005 Educational Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5015 Legal and Ethical Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5000 Survey of Children with Exceptionalities K-12*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Core Credit Hours** 18

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECI 5103 Effective Classroom and Behavior Management*</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5104 Classroom Assessment for Diverse Learners*</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5106 Differentiated Instructional Strategies in a Diverse Classroom</td>
<td></td>
</tr>
<tr>
<td>ECI 5109 Advanced Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5120-5124 Instructional Methodology for Teaching Secondary</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5125 Instructional Methodology for Reading</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5128 Reading Diagnosis and Remediation</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5160 Field Experience</td>
<td>1</td>
</tr>
<tr>
<td>ECI 5163 Reflective Professional Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>ECI 5165 Enhanced Student Teaching/Clinical Experience Secondary with 2 placements of 8 weeks each</td>
<td>7</td>
</tr>
</tbody>
</table>

**Total Required Credit Hours** 31

**Total Program Hours for Licensure** 49
## COURSE NAMES AND NUMBERS

<table>
<thead>
<tr>
<th>COURSE NAMES</th>
<th>CREDIT HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>EFT 5000 Historical Foundations/Current Issues in Education*</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5001 Advanced Educational Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5002 Computer and Modern Technology for Educators*</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5005 Education Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5015 Legal and Ethical Issues in Education*</td>
<td>3</td>
</tr>
<tr>
<td>EEC 5000 Survey of Children with Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Core Credit Hours</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td><strong>REQUIRED COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>ECI 5103 Effective Classroom and Behavior Management*</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5104 Classroom Assessment for Diverse Learners*</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5107 Effective Instructional Strategies in a Diverse Classroom*</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5109 Advanced Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5113 Successful Teaching Styles in a Multiculturalism Society</td>
<td>3</td>
</tr>
<tr>
<td>ELA 5332 Instructional Leadership and Program Improvement*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Required Hours</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td><strong>Total Program Completed Hours</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>
## Education Excellence in History Track Sheet (Non-Licensure)

### COURSE NAMES AND NUMBERS

#### CORE COURSES

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFT 5000 Historical Foundations/Current Issues in Education*</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5001 Advance Educational Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5002 Computer and Technology for Educators*</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5005 Education Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5015 Legal and Ethical Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core Credit Hours 18

#### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECI 5400 U.S. Historiography to 1865</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5401 U.S. Historiography since 1865</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5402 Europe in the Long Nineteenth Century</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5403 The Atlantic World</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5404 Early American Republic*</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5405 Women and Gender in the U.S.- Colonial to Present*</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5406 The Era of World War II*</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5407 African American Historiography 1619-Present*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Choose two electives to complete required hours

Total Required Hours 18

Total Program Completed Hours 36
MAEd ONLINE Track Options

**CORE COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFT 5001 Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5002 Computer and Modern Technology for K-12 Educators</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5015 Legal and Ethical Issues in K-12 Education</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5022 Alternative Strategies in Learning</td>
<td>3</td>
</tr>
<tr>
<td>EFT 5034 Organizational Development in the Educational Setting</td>
<td>3</td>
</tr>
<tr>
<td>COE 5051 Seminar I (Education/Administration Topics)</td>
<td>3</td>
</tr>
<tr>
<td>COE 5052 Seminar II (Education/Administration Topics)</td>
<td>3</td>
</tr>
<tr>
<td>COE 5053 Seminar III (Education/Administration Topics)</td>
<td>3</td>
</tr>
</tbody>
</table>

**TEACHING EXCELLENCE TRACK CHOICE (NON-LICENSED)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECI 5103 Classroom Assessment for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5104 Effective Classroom and Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5142 Current Events that Effect the Learning Process</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5149 Cooperative Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ECI 5248 Special Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

**ADMINISTRATION AND SUPERVISION TRACK CHOICE**

Practicing teachers **MUST** have at least three (3) years of teaching experience and provide a letter of support from their Principal or Director of Schools.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA 5330 Leadership Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ELA 5332 Instructional Leadership &amp; Program Improvement</td>
<td>3</td>
</tr>
<tr>
<td>ELA 5333 Budgeting, Accounting, and Facilities Management</td>
<td>3</td>
</tr>
<tr>
<td>ELA 5337 Educational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ELA 5355 Administration Field Experience*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Course is only open to candidates who qualify for the State of Tennessee Administrative Endorsement.

**ELECTIVES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 5054 Seminar IV (Education/Administrative Topics)</td>
<td>3</td>
</tr>
<tr>
<td>COE 5055 Seminar V (Education/Administrative Topics)</td>
<td>3</td>
</tr>
<tr>
<td>COE 5056 Seminar VI (Education/Administrative Topics)</td>
<td>3</td>
</tr>
</tbody>
</table>

Any course in the track not chosen by the candidate can be substituted for elective seminars.

Both Online Track Options = Total Completed Hours 36
MAEd COURSE DESCRIPTIONS

COE 5000- Orientation to Graduate Education (non-credit required class). This course reviews course expectations and grading, program requirements, plan of study, graduation requirements, support services and staff, licensure requirements, etc. This requirement must be met within the first two semesters of the candidates program.

COE 5051- Seminar I (1 hour)
COE 5052- Seminar II (1 hour)
COE 5053- Seminar III (1 hour)
COE 5054- Seminar IV (1 hour)
COE 5055- Seminar V (1 hour)
COE 5056- Seminar VI (1 hour)

The above courses are face-to-face lecture experiences with a subject matter expert. Topics vary.

EFT 5000- Historical Foundations and Current Issues in Education (3 hours)- Historical, philosophical, and sociological foundations of education in the U.S.; analysis of current societal and legal issues affecting education today within the appropriate grade level.

EFT 5001- Advanced Educational Psychology (3 hours)- An advanced study of the physical, emotional, social, and cognitive characteristics of children within grades K-12.

EFT 5002- Computer and Modern Technology for Educators (3 hours) - A projects-based course in instructional technology which provides learners with the opportunity to enhance their skills and understanding of the use of varied media (e.g., electronic mail, electronic spreadsheets, HTML authoring systems, presentations of software, etc.) to present, record, and share information.

EFT 5005 Methodology of Educational Research (3 hours) - A study of procedures used to locate sources of information. Use of various research methods to collect, organize, analyze, and interpret data and apply results.
EFT 5005 Methodology of Educational Research (3 hours) - A study of procedures used to locate sources of information. Use of various research methods to collect, organize, analyze, and interpret data and apply results.

EFT 5015 Legal and Ethical Issues in Education (3 hours) - A study of the laws, court decisions, codes of ethics, and ethical issues has direct implications on the school’s teacher, counselor and administrator in the professional setting.

EFT 5022 Alternative Strategies in Learning (3 hours) - Educators will develop and articulate their own theories of learning after examining, carefully and critically, the prevalently existing and competing theories of learning. The study of motivation and its effect on learning, including the use of teaming, understanding of the brain’s functions, different and alternative strategies in learning and teaching, and classroom management will be covered.

EFT 5034 Organizational Development in the Educational Setting (3 hours) - This course explores a working understanding of facilitating a successful structure and system analysis of a school’s organization that will yield improvement and performance.

EEC 5200 Survey of Children with Exceptionalities (3 hours) - Survey of educational issues related to serving individuals with disabilities as well as those considered to be gifted and talented; includes an introduction to the characteristics, etiology, classification, incidence, and learning potential of students with special needs.

ECI 5103 Effective Classroom and Behavior Management (3 hours) - The course is designed to enable the teacher to perform as a manager within the restrictions of the classroom. The areas of concentration will be grouping, presentation of material relevant to the area of specialization, discipline, learning styles, teaching styles, creativity, and climate.

ECI 5104 Assessments for Diverse Learners (3 hours) - Emphasis on methods of assessment that reinforce understanding of the various disciplines; including, but not limited to, performance assessments, assessment of students projects and papers, traditional exams, and observational exams.
ECI 5106 Differentiated Instructional Strategies in a Diverse Classroom (3 hours)
This course introduces assessment and curriculum design concepts that facilitate differentiation by studying design principles for assessment and using data to plan and implement differentiation of learning processes and student products.

ECI 5107 Effective Instructional Strategies in a Diverse Classroom (3 hours) -
This course is an in-depth study of selected models of teaching and supporting research with emphasis on practical application in K-12 classrooms. Importance is placed on designing, applying, and evaluating instructional activities; lesson planning and lesson presentation to produce a community of learners for the diverse classroom.

ECI 5109 Advanced Curriculum Design (3 hours) - General principles and techniques for selecting, organizing, and implementing curricular design and materials in the K-12 setting.

ECI 5113 Successful Teaching Styles in a Multicultural Classroom (3 hours) -
Concepts, theories, and strategies that constitute major dimensions of multicultural education. Focus on racial and ethnic groups, social class, and gender. Dimensions of multicultural education examined include content integration, knowledge construction process, prejudice reduction, equity pedagogy, and empowering school culture and social structure.

ECI 5119 Methodology for Teaching Music Education K-12 (3 hours)

ECI 5120 Methodology for Teaching Secondary Education-Science (3 hours) - A study of principles, practices, techniques, and materials for teaching biology or chemistry in the (7-12) secondary school with emphasis on current research in the field.—Candidates will serve a minimum of 10 hours of observation. Prerequisite: Admission to GTEP.

ECI 5121 Methodology for Teaching Secondary Education-English (3 hours) - A study of principles, best practices, techniques, and materials for teaching English in the (7-12) secondary school with emphasis on current research in the field—Candidates will serve a minimum of 10 hours of observation. Prerequisite: Admission to GTEP.
ECI 5122 Methodology for Teaching Secondary Education-Social Studies (3 hours)
A study of principles, best practices, techniques, and materials for teaching Social Studies in the (7-12) secondary school with emphasis on current research in the field—Candidates will serve a minimum of 10 hours of observation; Prerequisite: Admission to GTEP.

ECI 5123 Methodology for Teaching Secondary Education-Mathematics (3 hours)
- A study of principles, best practices, techniques, and materials for teaching Mathematics in the (7-12) secondary school with emphasis on current research in the field. Candidates will serve a minimum of 10 hours of observation. Prerequisite: Admission to GTEP.

ECI 5124 Methodology for Teaching Secondary Education-Physical Education (3 hours) - A study of principles, best practices, techniques, and materials for teaching Physical Education in the (7-12) secondary school with emphasis on current research in the field. Candidates will serve a minimum of 10 hours of observation. Prerequisite: Admission to GTEP.

ECI 5125 Methodology for Teaching Elementary Reading Methods (3 hours) - A general study of strategies used in building and reinforcing reading skills in content areas of secondary grades. Candidates will serve a minimum of 10 hours of observation. Prerequisite: Admission to GTEP.

ECI 5126 Methodology for Teaching Elementary Language Arts and Social Studies (3 hours) - This study will include lesson planning and unit planning in both language arts and social studies in the elementary (K-6) classroom with emphasis on current research in the field. Candidates will serve a minimum of 10 hours of observation. Prerequisite: Admission to GTEP.

ECI 5127 Methodology for Teaching Elementary Math and Science (3 hours) - This study will focus on the design and implementation of instruction of mathematics and science in the elementary (K-6) classroom with emphasis on current research in the field. Candidates will serve a minimum of 10 hours of observation. Prerequisite: Admission to GTEP.

ECI 5128 Reading Diagnosis and Remediation (3 hours) - Focuses on principles of measurement and evaluation in reading. Stresses formal and informal techniques used by the classroom teacher in assessing a child’s reading potential. Candidates will serve a minimum of 10 hours of observation. Prerequisite: Admission to GTEP.
ECI 5129 Methodology for Teaching Secondary Education – Art (3 hours) - A study of principles, best practices, techniques, and materials for teaching Art in the (7-12) secondary school with emphasis on current research in the field. Candidates will serve a minimum of 10 hours of observation. Prerequisite: Admission to GTEP.

ECI 5134 Critical Thinking in Education (3 hours) - To develop an understanding that everything in your life is determined by the powerful role that thinking plays and to alert the learner to the tools necessary to become a “good thinker.”

ECI 5142 - Current Events that Effect the Learning Process (3 hours) - Examines current issues concerning education that could affect teaching, curriculum, families, students, teachers, administrators, school policy and school law. Emphasis placed on exploring, interpreting, and evaluating educational experiences. Participants will create new learning experiences and a knowledge base that will enable them to resolve educational and diversity issues.

ECI 5156 Introduction to Communicative Disorders (3 hours) - This course is designed to introduce educators to speech, language, and hearing disorders, and the effects of these disorders on communication and the ability to learn in the traditional classroom.

ECI 5160 Field Experience (1 hour) - School site or school district based experience to practice and reinforce knowledge and skills in instructional leadership, teaching and learning and curriculum and instruction in appropriate areas of school or school district operation with consideration to the individual student’s career goals. A minimum of 10 hours of observation in a partnering school; this course is designed for candidates who do not have experience in the classrooms.

ECI 5162 Monitoring for the Transitional Licensed Teacher (1 hour) - The Transitional licensed teacher will receive analysis, guidance, monitoring, mentor support, evaluation, and preparation for full teacher licensure. This must be taken every fall and spring semester while teaching on a Transitional license. Credit may not be counted toward a master’s degree.

ECI 5163 Reflective Professional Student Teaching Seminar (2 hours) - The seminar provides the opportunities for candidates to discuss their transition from Bethel University setting into the public school classroom. Students will be expected to develop skills and resources that will help them secure professional employment. Co-requisite: ECI 564 or ECI 565.
ECI 5164 Enhanced Student Teaching/ Clinical Experience—Elementary (7 hours) -
This course will give the prospective teacher sustained experience in the public
school classroom. In addition to teaching, the student is expected to assume
other professional responsibilities that are assigned to him/her by the coopera-
ting teacher and/or principal. The student will return to Bethel University for
scheduled classes or seminars with Bethel University staff. Co-requisite: ECI 563
OR ELD 563.

ECI 5165 Enhanced Student Teaching/ Clinical Experience—Secondary (7 hours) -
This course will give the prospective teacher sustained experience in the public
school classroom. In addition to teaching, the student is expected to assume
other professional responsibilities that are assigned to him/her by the coopera-
ting teacher and/or principal. The student will return to Bethel University for
scheduled classes or seminars with Bethel University staff. Co-requisite: ECI 563
OR ELD 563.

ECI 5190 Special Topics (1-3 hours) - A special course designed to afford learning
experiences beyond courses in the curriculum. Topic of course is approved by
the director of the program and identified in the published class schedule (Pre-
requisite – permission of the Graduate Director).

ECI 5193 Individual Study (1-3 hours) - In-depth study of a subject of interest
beyond courses in the curriculum plan of study and form of presentation is ap-
proved by the instructor and the director of the program.

EEC 5249 Cooperative Teaching (3 hours) - An advanced study of effective co-
teaching methods. Explores the components that form the definition of a co-
teaching model, defines what a co-teaching model looks like in the classroom,
examines scheduling and planning issues, and investigates the challenges of be-
ning a part of a co-teaching team.

EEC 5201 Giftedness (3 hours) - This course includes surveys of the history of the
field, basic terminology and definitions, major models and theories, and effec-
tive program prototypes for gifted students. Students review characteristics of
the gifted and talented and overview identification and assessment procedures
for gifted students. Attention is given to analyzing the traits of effective teachers
and counselors and to developing models for interaction with gifted students.

EEC 5202 Positive Behavior Intervention (3 hours) - Systems for identifying be-
haviors that interfere with successful education. Referral, assessment, develop-
ment and implementation of intervention plans. Social skills instruction, applied
behavior analysis, family supports and medical referrals.
EEC 5207 Curriculum & Instruction for the Gifted (3 hours) - This course examines the differentiated affective characteristics and needs of the gifted, including a review of general counseling theories, effective communication skills with the gifted, and the assessment of affective needs. Students will develop strategies for assisting the gifted and developing social and interpersonal skills. Teaching methods and materials for gifted children will be introduced; identifying characteristics and special needs of gifted children; federal and state laws, rights, and responsibilities of special needs children. Students will design lesson plans, units, and project planning as well as participate in micro-teaching.

EEC 5208 Dyslexia (3 hours) - This course will present on overview of dyslexia, identification process and instruments, and multiple interventions. Analysis of published programs and curricula will culminate with instruction in multisensory teaching strategies based on Orton-Gillingham method.

EEC 5210 Autism (3 hours) - This course presents a comprehensive overview of how to teach students with autism spectrum disorders (ASD). The focus of this course includes understanding the characteristics of specific disorders, including autistic disorder, childhood disintegrative disorder, RETT syndrome, pervasive developmental disorder-not otherwise specified, and Asperger syndrome. Additionally, challenges that today’s educators face in reaching students with ASD and intervention strategies for implementing effective educational programs for them are addressed.

EEC 5211 Introduction to Sign Language (3 hours) - This course is an introduction to sign language with an emphasis on American Sign Language. Students will learn about the different forms of sign used currently in the United States, will be exposed to basic ASL vocabulary, grammar, finger spelling, numbers, terminology, and cultural information related to the Deaf Community. This will be accomplished through in-class discussions, demonstrations, DVDs/videos, and course readings.

EEC 5212 Mild to Moderate Disabilities (3 hours) - In depth study of the characteristics and needs of children with cognitive, emotional, behavioral and learning disorders.

EEC 5213 Action Research in Special Education (3 hours) - This study will focus on qualitative and quantitative educational research methods. In depth study will include topic selection, data analysis, literature review, and presentation.

EEC 5214 Teacher as Reflective Practitioner (3 hours) - This course is designed to promote reflection as a component of instructional planning and assessment to bridge the connections between planning,
performance standards, and professional standards.

EEC 5215 Trends and Issues in Special Education (3 hours) - Current trends and issues in special education will be addressed through study of court decisions, legislation, administrative decisions, and professional initiatives. The course will use case studies, research analysis, and Socratic discussions.

EEC 5217 Collaboration/Consulting (3 hours) - This course is designed to assist teacher candidates and in-service teachers in developing a research-based framework for understanding the dynamics of school, family, and community relations, while exploring conditions that influence family-school-community interactions. Professional communication, collaboration, and shared responsibility will be the emphasis of this course.

EEC 5218 Communication and Assistive Technology (3 hours) - This course is designed to introduce educators to speech, language, and hearing disorders, and the effects of these disorders on communication and the ability to learn in the traditional classroom. Additionally, the use of different forms of assistive, communicative technology will be introduced.

EEC 5221 Procedural Law (3 hours) - Historical development of special education in the United States through legislation and litigation. Emphasis placed on the implementation of key legislative aspects in public school settings, teacher responsibilities to students/parents. Development of skills in writing IEPs, and other required documents for special educators. Referral to placement process. Individual assessments.

EEC 5222 Secondary Methods for Exceptional Learners (3 hours) - Curriculum planning, teaching, and evaluation practices for grades 7-12; emphasis on characteristics and needs of all secondary students, including students diverse in race/ethnicity, language, or special needs, through a variety of instructional techniques, including reading and mathematics skills in the content area. Unit and lesson development using Tennessee and National standards.

EEC 5225 Test and Measurements (3 hours) - Candidates will be involved in the study of current psycho-educational assessment practices and issues. Candidates will become familiar with educational and psychological tests especially those used in special education for diagnostics and planning.
EEC 5226 Elementary Methods for Exceptional Learners (3 hours) - Instructional strategies and techniques for working with students with disabilities in inclusive classrooms (grades K-6) and individualizing the general education curriculum; fieldwork project included in which they assess students with disabilities, develop individualized education programs, and demonstrate the program’s effectiveness with performance-based assessment information. Field experience required.

EEC 5248 Special Populations (3 hours) - Provides an overview of the needs and issues that impact at-risk students. Participants will gain differentiated skills necessary in teaching students with disabilities, students of poverty, students learning beyond grade level, and English Language Learners.

EEC 5264 Enhanced Student Teaching/Clinical Experience –K-12 (7 hours) - This course will provide the prospective teacher sustained experience in the public school classroom. In addition to teaching, the student is expected to assume other professional responsibilities that are assigned to him/her by the cooperating teacher and/or principal.

EEC 5363 Reflective Professional Student Teaching Seminar (2 hours) - This seminar provides the opportunities for candidates to discuss their transition from the Bethel University setting into the public school classroom. Candidates will be expected to develop skills and resources that will help them secure professional employment.

ELA 5332 Instructional Leadership and Program Improvement (3 hours) - A study of content, topics, and competencies required for instructional leaders to enhance student achievement and school success and foster a culture of high expectations for all stakeholders.

ELA 5355 Field Experience in Administration & Supervision (3 hour) - School site or school district based experience to practice and reinforce knowledge and skills in instructional leadership, administration, or supervision in appropriate areas of school or school district operation with consideration to the individual student’s career goals.

ELA 5333 Budgeting, Accounting, Facilities Management (3 hour) - Provides the philosophical basis and practical applications of school finance along with the planning, design, revalidating and construction of new educational facilities and/or the rehabilitation, remodeling or modernization of existing facilities. Topics covered include accounting, information systems, personnel funding, budgeting, plant maintenance, risk management, strategic planning and operation and maintenance programs.
ELA 5337 Education Ethics (3 hour) - A study of decision-making within an ethical context that protects the rights and responsibilities of all school constituents in today’s diverse society.

ELA 5330 Leadership Strategies (3 hour) - A study of content, topics and competencies required for instructional leaders toward fostering a culture of high expectations.

ECI 5248 Special Populations (3 hour) - Provides an overview of the needs and issues that impact at-risk students. Participants will gain differentiated skills necessary in teaching students with disabilities, students of poverty, students learning beyond grade level, and English language learners.

ECI 5149 Cooperative Teaching (3 hour) - This course focuses on learning how to successfully co-teach in the classroom and understand co-teaching practices that lead to successful collaboration including how to develop meaningful and appropriate lesson plans that help enhance and implement an effective co-teaching experience. The course will review the main concepts of co-teaching with reference to technology as a means of facilitating the co-teaching process.

HIS 5400 U.S. Historiography to 1865 (3 hours) - This course examines the history and historiography of the United States from contact with Native Americans through the Civil War. Students will gain an understanding of the historical events and periods as well as a mastery of the historiography of this period.

HIS 5401 U.S. Historiography since 1865 (3 hours) - This course examines the history and historiography of the United States from the Gilded Age to the present. The first part of the course will focus on the major debates and historical works of American history since 1877. Students will gain an understanding of the historical events and periods as well as a mastery of the historiography of this period. We will pay particular attention to the shifts in interpretations of modern U.S. history when we take into account the historical categories of race, class, gender, sexuality, and age. The second half of the course will focus on the activities of professional historians, the research process, and the theoretical underpinnings of historical work.

HIS 5402 Europe in the Long Nineteenth Century (3 hours) - This course will offer students an introduction into the historiography of Europe from the time of the French Revolution to the conclusion of World War I. Each week, students will study historical interpretations of some of the most influential events of the time period. This includes the causes of the French Revolution, industrialization, the political transformation of Western Europe, nationalism, imperialism, and the causes of World War I.
HIS 5403 The Atlantic World (3 hours) - This course will explore the colonization of the New World from contact through the Age of Revolution at the close of the 18th century. Students will examine important works focusing on the development of slavery, mercantilism, and contact with native peoples, and the beginning of the end of slavery in the Americas – the Haitian Revolution. Students will examine how the empires rose and fell in the New World.

HIS 5404 Early American Republic (3 hours) - This course examines the emergence of the United States in its early days. It focuses on the development of the Constitution, expansion of the nation, the emergency of free market capitalism, and the other debates of the founding fathers following the Revolutionary War.

HIS 5405 Women and Gender in the U.S. Colonial Era to the Present (3 hours) - This course examines the history of women’s personal, social, cultural, political, and economic lives in the United States from the colonial period to the present. Themes include: work and the sexual division of labor, gender, and the meaning of the politics, and family and personal life. In addition to exploring women’s everyday lives, we will investigate the cultural ideas about women by investigating the diversity of women’s experiences within the social context of social and political gender systems.

HIS 5406 The Era of World War II (3 hours) - This course will examine the ways in which historians have interpreted the events surrounding World War II. Each week, students will study historical interpretations of some of the most influential events of the time period. This includes the effects of the Treaty of Versailles, the rise of fascism and Nazism, the effects of the Great Depression in Europe, appeasement, the military conflict between the Allied and Axis forces, and the origins of the Holocaust.

HIS 5407 African American Historiography 1619-Present (3 hours) - This course explores the African American experience from the arrival of the first Africans in Jamestown in 1619 through the 20th century. The course will examine how scholars have struggled to balance the agency of the enslaved with the harsh realities of the day to day lives of the enslaved. The course will also examine the African American experience beyond slavery and explore the ways African Americans defined freedom, adapted, survived, and ultimately thrived in bleak conditions in the U.S. in the late 19th century and 20th century.
NON-DEPARTMENTAL PROGRAMS

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

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 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 of Bachelor of Science Degree
A. Common Core (38 hours)
   COE 101
   ENG 101, 111, 201, 202
   REL 111, 112
   MTH 111 (or higher)
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 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 and HIS 215. Any student obtaining a grade of “D” or “F” in HON 101 may repeat the course one time.
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 se-
quence 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 HIS 210. Any student obtaining a “D” or “F” in HON 102 may repeat the course one time. Prerequisite: HON 101.

HON 201. Honors Colloquium III (4 hours) Honor students will continue their humanistic studies with a topical course in various themes and modes of Literature. This course is the third in the four-semester sequence of Honors Colloquia designed to satisfy the history and English components (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 addition 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 201.

*** 495. Honors Project (4 hours) Students must have the approval of the faculty advisor in the appropriate discipline and the Honors Program Director before enrollment in this course. Prerequisite: HON 395.
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 142. Bass Fishing (1 hour) May be repeated for credit. Pass/fail grade only.

PAR 143. Bowling (1 hour) May be repeated for credit. Pass/fail grade only.

PAR 144. Cheer Dance (1 hour) May be repeated for credit. Pass/fail grade only.

PAR 145. In Line Hockey (1 hour) May be repeated for credit. Pass/fail grade only.

PAR 146. Swimming (1 hour) May be repeated for credit. Pass/fail grade only.

PAR 147. Shooting (1 hour) May be repeated for credit. Pass/fail grade only.
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

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

Ms. Nancy Bean
Somerset, KY

Rev. Larry Blakeburn
Dyersburg, TN

Mr. Michael Cary
Huntingdon, TN

Mr. Roy Cooper
Chandler, TX

Dr. Paul Cowell
Kingston, TN

Mr. Lawrence Daniel
Houston, TX

Mr. Bill Dobbins
Franklin, TN

Mr. Charles Garrett
Jackson, TN

Rev. Linda Glenn
Humboldt, TN

Mr. Lynn Holton
McKenzie, TN

Ms. Charlene Jones
McKenzie, TN

Dr. James Latimer
Memphis, TN

Rev. Eugene Leslie
Medina, TN

Dr. Ray Morris
Atlanta, GA

Mr. Clarence Norman
Huntingdon, TN

Mr. Bobby Owen
Franklin, TN

Mr. Steve Perryman
Ozark, MO

Mr. Dwight Reasons
Humboldt, TN

Rev. Perryn Rice
Cookeville, TN

Mr. Ben T. Surber
McKenzie, TN

Rev. Robert Truitt
Burns, TN