The mission of Bethany College is to educate, develop, and challenge individuals to reach for truth and excellence as they lead lives of faith, learning, and service.
ACADEMIC CALENDAR 2019-2020

FALL TERM 2019

August 16 (Friday) .................................................................................. Academic Advising/Registration
August 19 (Monday) .................................................................................. Evening Classes Begin
August 20 (Tuesday) .................................................................................. Day Classes Begin
September 2 (Monday) ............................................................................... Labor Day—No Classes
October 2 (Wednesday, at the end of classes) ........................................ Fall Break Begins
October 7 (Monday) .................................................................................. Classes Resume
October 18 (Friday) .................................................................................. Hyllningsfest—No Classes
November 22 (Friday, at the end of classes) ........................................ Thanksgiving Break Begins
December 2 (Monday) ............................................................................... Classes Resume
December 9-12 (Monday-Thursday) ...................................................... Final Examinations

INTERTERM 2020

January 6 (Monday) through January 23 (Thursday)

SPRING TERM 2020

January 27 (Monday) ............................................................................. Day and Evening Classes Begin
March 20 (Friday, at the end of classes) ............................................... Spring Break Begins
March 30 (Monday) ............................................................................... Classes Resume
April 10 (Friday) .................................................................................... Good Friday—No Classes
April 12 (Sunday) ................................................................................... Easter Sunday
May 11-14 (Monday-Thursday) ......................................................... Final Examinations
May 16 (Saturday) .................................................................................. Baccalaureate and Commencement

SUMMER TERM 2020

May 27 (Wednesday) through June 24 (Wednesday) — Session I
July 1 (Wednesday) through July 30 (Thursday) — Session II
# ACADEMIC CATALOG 2019-2020

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Your Good Life
I. YOUR GOOD LIFE

Bethany College has been helping students find their way since 1881. Our graduates have set out for careers in education, business, and criminal justice, blazed trails to law school and medical school, and followed their hearts into international outreach and community service. Bethany College educates students to become successful professionals who love God and love people. Your good life begins at Bethany.

* * *

BETHANY’S GUIDING PRINCIPLES

MISSION

The mission of Bethany College is to educate, develop, and challenge individuals to reach for truth and excellence as they lead lives of faith, learning, and service.

VALUES

All people who share in the Bethany experience are united by our core values of Integrity, Hospitality, Community, Servant Leadership, Sustainable Living, and Excellence. Students, faculty, staff, alumni parents, and friends experience and practice these values which are at the heart of Bethany.

Integrity. Integrity is both personal and communal as we seek knowledge, strive for understanding, and carry out Bethany’s mission. As we aspire to excellence in all that we do, we remain faithful to Bethany’s identity and our calling to “inspired learning and informed faith.”

Hospitality. Hospitality encompasses the genuine care, grace, and generosity that is shared among all those who come in contact with Bethany. Recognizing that each person is a child of God, all who enter Bethany’s community learn to live more gratefully and faithfully.

Community. Community is formed at Bethany as we bring our diverse gifts and talents together for our common mission and purpose. Because we care deeply about one another, share a sense of personal and social responsibility, and seek to communicate openly and honestly, our relationships are marked by mutual respect, forgiveness, and trust.

Servant Leadership. Leadership that is grounded in service liberates all who work and study at Bethany to be skilled, empathetic listeners; to develop problem-solving skills; and to embrace the challenge of guiding others. As we seek to be servants first, our motivation for leadership grows out of our commitment to the common good.

Sustainability. Sustainability is our stewardship of all aspects of the Bethany community both now and for future generations. Bethany’s polices, campus, and people are attuned to the judicious use of resources in order to care for all of God’s creation.

Excellence. Excellence is the standard by which we will evaluate all that we do for our students and our community. Our continued pursuit of excellence in all that we do will assure that Bethany is an outstanding institution.

PROMISE

At Bethany College, we value individuals and believe in community. We know every human being is worthwhile, can make valuable contributions in the world, and is responsible for doing so. Working together in service to one another builds character, deepens relationships, improves our quality of life, and brings meaning to life.

If you choose to join the Bethany community as a student, you can expect:

• Personal attention within a caring community;
• Active learning and meaningful practical experience—in and beyond the classroom;
• An educational experience that prepares you for a life and career of consequence;
• To be an active participant in your own education and in the life of the college;
• To be a part in something bigger than yourself.

VISION

Bethany College will be celebrated in the Midwest and the Evangelical Lutheran Church in America (ELCA) for offering inspired learning and informed faith that results in student success and community transformation.

* * *

INSTITUTIONAL LEARNING OUTCOMES

To accomplish its mission, Bethany College has institutional Learning Outcomes, supported by Academic Program majors and minors, the Core Curriculum, and the larger network of campus activities, communities, and support.

Bethany College recognizes an educated person as one who demonstrates the ability to:

Think critically, analytically, and creatively by integrating and applying concepts and ideas in academic settings and the larger world.
Communicate clearly, persuasively, and fairly in oral, written, and other forms of communication.

Apply knowledge, skills, and methods in one’s chosen field of study.

Reflect on one’s own identity, values, and choices in relation to a dynamic, complex, and interconnected global community.

Engage questions of concern and value as these are addressed especially in the tradition of the Evangelical Lutheran Church in America (ELCA) and its relation to other value systems of the world.

Lead with integrity and empathy, collaborating with others to identify, evaluate, and resolve problems.

Act Responsibly in meeting the obligations of one’s work and vocation and serving one’s immediate and larger communities.

STATEMENT OF THE CHURCH IN MISSION IN HIGHER EDUCATION

We believe that a liberal education stimulates intellectual curiosity, identifies vocation, refines the sense of aesthetics, and strengthens religious faith. It helps one recognize alternative solutions to issues faced in a complex and dynamic global community. Bethany College, serving as the Church in Mission in Higher Education since 1881, is committed to the task of educating its students for the well-being of the individual and the welfare of society.

As the church in mission in higher education, Bethany supports this concept of the liberally educated person by striving to be a community of faith which:

Encourages respect for the individual and for diverse beliefs and values: welcomes those with diverse viewpoints to an environment of free and honest inquiry which will promote exploration of questions of faith, truth and meaning; encourages students in their development of oral conviction and understanding of and respect for the dignity of the individual in a global society.

Fosters Christian faith, witness, and worship: seeks to stimulate the student’s desire to know and to understand personal relationships and relationships with God in light of the Gospel of Christ; provides a setting where regular worship is encouraged; and where students, faculty and staff members may offer Christian witness through their lives and teaching.

Prepares students for service in society: offers a total campus experience within which the student can grow into a philosophy of life that recognizes in selfless service to God and humanity the most rewarding opportunities for self-fulfillment; educates students who will contribute significantly toward the development of constructive Christian thought and expression in human life and society; assists the student in incorporating Christian values and service into chosen careers.

Supports the church through shared resources: provides for the Church of Christ on earth dedicated and informed leadership to assist in the determination and implementation of its future goals; serves the Church through continuing education programs for laity and clergy, and as a resource for congregations and the Church in the modern world.

* * *

STATEMENT OF COMMITMENT TO BEING A COMMUNITY OF INCLUSIVENESS AND DIVERSITY

Bethany College strives to affirm its commitment to being a community of inclusiveness and diversity by its Christian heritage and by its respect for human dignity. As the Church in mission in higher education, Bethany College is expected to respond to the gospel by recognizing more fully that the inclusive nature of this college is manifested in the gift of diversity. Likewise, as a human community, we are called to recognize the dignity and worth of all persons and to embody in our community, in as complete a measure as possible, the full richness and diversity of people.

The gift of diversity strengthens and enriches us. It brings us to listen to the voices and needs of others. We must learn more about each other and be more understanding of and sensitive to one another’s customs, values and needs. Our task is not to try to change or diminish these differences, but to share them lovingly with one another. By respecting the uniqueness of others and rejoicing in our diversity, we will find unity, peace, and justice.

We acknowledge and wish to promote the presence of diversity within the Bethany College community. Our diversity has many dimensions, for students, staff, faculty, and administration including age, gender, race, cultural and ethnic origin, religious beliefs, sexual orientation, ability, marital status, and employment categories within the college structure.

Bethany College declares its intention to actively bring about a more fully-inclusive and diverse college community, one which:

- is free of myths and stereotypes about gender, age, orientation, ability, religion, race, cultural and ethnic backgrounds;
- confronts racism, sexism, and other forms of discrimination wherever and whenever they may appear in the life and values of the campus community;
- adopts policies and practices that acknowledge and protect the rights and dignity of all persons and which provide equitable access to resources;
- encourages and expects teaching and advising practices, professional behaviors and uses of language that promote the elimination of inappropriate, prejudicial and demeaning attitudes, assumptions and stereotypes about sex roles and racial or cultural identity;
the college sponsors events and programs with national and communities. As a demonstration of our global awareness, service to its students, the city of Lindsborg, and surrounding continued cultural, intellectual, and religious learning in classroom. Bethany College also offers programming for cultural and ethnic populations both inside and outside the intentionally encouraging interaction of intergenerational, seeks to enhance the experiences of all students by
supplements to traditional classroom settings. The college
experience-based education, and online learning as
teaching and learning including mentor relationships,
learning by supporting and encouraging multiple modes of
well as for further studies at the graduate level of education.
All majors provide for a blend of liberal learning, critical
thinking across disciplines, and development of skills to apply
knowledge in various ways. The college serves students of all ages in a primarily residential experience, with supportive programming for students with off-campus living arrangements. Bethany emphasizes interactive, personalized learning by supporting and encouraging multiple modes of teaching and learning including mentor relationships, experience-based education, and online learning as supplements to traditional classroom settings. The college seeks to enhance the experiences of all students by intentionally encouraging interaction of intergenerational, cultural and ethnic populations both inside and outside the classroom. Bethany College also offers programming for continued cultural, intellectual, and religious learning in service to its students, the city of Lindsborg, and surrounding communities. As a demonstration of our global awareness, the college sponsors events and programs with national and international relevance.

ACADEMIC FOCUS
The primary focus of Bethany College is undergraduate degree programs that prepare students for professions as well as for further studies at the graduate level of education. All majors provide for a blend of liberal learning, critical thinking across disciplines, and development of skills to apply knowledge in various ways. All majors provide for a blend of liberal learning, critical thinking across disciplines, and development of skills to apply knowledge in various ways. The college serves students of all ages in a primarily residential experience, with supportive programming for students with off-campus living arrangements. Bethany emphasizes interactive, personalized learning by supporting and encouraging multiple modes of teaching and learning including mentor relationships, experience-based education, and online learning as supplements to traditional classroom settings. The college seeks to enhance the experiences of all students by intentionally encouraging interaction of intergenerational, cultural and ethnic populations both inside and outside the classroom. Bethany College also offers programming for continued cultural, intellectual, and religious learning in service to its students, the city of Lindsborg, and surrounding communities. As a demonstration of our global awareness, the college sponsors events and programs with national and international relevance.

HISTORY AND AFFILIATION
On October 15, 1881, the institution held its first class in Bethany Lutheran Church in Lindsborg. Starting as an academy, the school amended its charter in 1886 and became a college with the right to confer baccalaureate degrees. The four-year college program was introduced in 1887 and the first class graduated in 1891. Bethany has always been affiliated with the Lutheran Church. Having been founded by the pastor of Bethany Lutheran Church, the Rev. Carl A. Swensson, the college was adopted by the Kansas Conference of the Augustana Lutheran Church one year after its inception. Today the institution enjoys a close relationship with the Central States, Arkansas-Oklahoma, and Rocky Mountain synods of the Evangelical Lutheran Church in America. The Bethany College Board of Directors consists of up to 28 members including representation from the church, the alumni, the faculty, and students.

THE SETTING
Bethany College offers students the opportunity to study and live on a campus located in one of the Midwest’s most distinctive communities. Lindsborg is a friendly college town, and is unlike most other towns in that it has taken deliberate steps to retain and enhance a rich cultural tradition. It is known especially for its art and music, and also for the renewed emphasis on Lindsborg’s Scandinavian heritage.

Lindsborg abounds with artists’ studios, art galleries, craft shops, import gift shops, and other attractions, including the Birger Sandzén Memorial Gallery on the Bethany campus. The McPherson County Old Mill Museum historical complex offers a rich vision of pioneer life on the plains of central Kansas.

The Bethany College Oratorio Society, since its first performances in 1882, has brought together campus and community for widely-acclaimed performances of Handel’s Messiah each Easter Sunday.

The Lindsborg community also receives great recognition for its biennial Svensk Hyllningsfest held in conjunction with the college’s homecoming in odd-numbered years, and yearly Midsummer’s and Lucia festivals. This provides a unique opportunity to celebrate the Scandinavian-American heritage of the region.

Students who attend Bethany College can enjoy the Swedish culture that Lindsborg has to offer. Although the town is small, there is always an event, either on campus or in town that students have the opportunity to attend. The campus calendar is filled with activities such as intramurals, lectures, theatre productions, concerts, Student Activities Board sponsored events and entertainers, and many other events.

Lindsborg also has the advantage of being approximately one hour from Kansas’ largest city, Wichita, within one hour from the city of Hutchinson, and about 15 minutes from Salina, all of which offer many options for dining, shopping, and entertainment.

Lindsborg is near the intersection of two major interstate highways, I-135 and I-70. From Lindsborg, Kansas City is 200 miles, Denver is 475 miles, Dallas is 450 miles, Minneapolis-St. Paul are 600 miles, and Chicago is 700 miles.
A scheduled air carrier offering regular flights to Denver serves the Salina airport, only fifteen minutes from the campus. Wichita’s Dwight D. Eisenhower National Airport is 75 miles south of Lindsborg. General aviation may use the airport at McPherson, 14 miles south, or at Salina. Amtrak provides passenger train service at Newton, 45 miles to the south.

Because we are a College of the ELCA, you will find at Bethany people who are open to expressing their spirituality and faith, a place that is safe and welcoming to explore your faith, and opportunities to live a life of service. Bethany provides each student opportunities for spiritual development by attending chapel; participating in campus ministry groups, and Lift High the Cross. The Varenhorst Center for Discovery, Reflection and Vocation also gives all Bethany students an opportunity to participate in Peer Ministry. Every student receives a basic introduction to peer ministry, while student leaders and peer ministers receive a deeper more intense training. Opportunities for spiritual growth occur all across campus and in conversations with the Campus Pastor, peers, and the faculty and staff of Bethany. See Spiritual Development section of this catalog for details.

Along with spiritual organizations, there are thirty other organizations and opportunities that students can participate in from academic discipline honor societies to fraternities and sororities, from service opportunities to writing for the student newspaper. See the Student Development section of this catalog for details.

The academic quality of Bethany College has been widely recognized. Bethany boasts an extremely strong faculty and excellent educational and recreational resources.

SANDZÉN MEMORIAL GALLERY

Bethany College is home of the Birger Sandzén Memorial Gallery, a modern center for displaying art and hosting chamber music concerts, poetry readings, and educational seminars. The gallery has been an important cultural attraction in the state of Kansas since it opened in 1957. It was extensively renovated during 2011-12.

Dr. Birger Sandzén, for whom the gallery is named, was an artist and distinguished professor at Bethany for more than 52 years. The gallery is managed and owned by the Birger Sandzén Memorial Foundation.

BUILDINGS AND EQUIPMENT

The campus was first laid out in the late nineteenth century, beginning with a single four-story building that held classrooms, administration, student and some faculty housing, dining facilities and a two story chapel with pipe organ. It has grown to include to some 15 major buildings, four major athletic fields, and other facilities.

- Bud Pearson Swedish Chapel and J.E. and L.E. Mabee Welcome Center was added to the Bethany landscape in September 2014 and is the first fully-funded building on Bethany’s campus in more than 30 years. The building’s location, purpose and design are all reflective of Bethany’s Lutheran and Swedish identity as well as of the Directions of Excellence. It sits in the heart of campus and serves as the spiritual center for the Bethany community. The Pearson Chapel is used for spiritual worship and weekly chapel services. The Mabee Welcome Center houses the admissions offices and offers hospitality to all those who visit Bethany College.
- Burnett Center for the Performing Arts is used for theatre productions, recitals, lectures, and classes.
- Mingenback Art Center is recognized as one of the most functional instructional centers for visual art in the region and houses the Mingenback Art Center Gallery along with designated computer labs for both graphics and digital arts.
- Nelson Science Center houses the laboratory sciences and mathematics departments with faculty-designed labs for biology, chemistry and physics, equipped for best student learning methods and safety practices. The campus computer lab is located in Nelson Science and has fresh technology including PCs, a MAC, high speed duplex-capable printers, DLP projectors, and Bluetooth wireless technology.
- Pihlblad Memorial Union houses the cafeteria, mailroom, campus store, and Student Development Office. The lower level includes a recreational area known as “The Pit.”
- Presser Hall consists of a three-story building for offices, classrooms and practice rooms and the auditorium, which was designed to showcase annual presentations of the Messiah, George F. Handel’s well-known oratorio. The main floor is home to the offices of Advancement, Alumni Relations, Business, Registrar, Financial Aid, Human Resources, and the President. The lower level includes faculty offices for English, Communication, Theatre, Religion, and Philosophy; and other administrative offices. The Music Department occupies the second and third floors.

** Presser Hall auditorium seats more than 1,700 with an additional 500 seating capacity on the stage. The hall’s exceptional acoustics can support large choral/orchestral performances and solo recitals with equal clarity.
** The auditorium also houses the 80 rank Thomson Mingenback Organ and two grand pianos – a Bösendorfer Imperial and Baldwin nine-foot concert grand.
** The Music Department classrooms include the Wiedemann Digital Keyboard Laboratory, equipped with computers and digital pianos; an instructional smart room; and digital recording equipment. The instrumental area is well equipped with instruments appropriate to the needs of band, orchestra,
small ensembles, handbells, and jazz ensemble. Steel lockers are available for the protection and security of instruments. ** Practice facilities include Wenger sound proof modules; a 3-rank Klug and Schumacher tracker organ; and a 6-rank Reiger positive organ used for concerts and tours; a 9-rank Reuter pipe organ in Burnett Center; an Allen electronic organ; an Eric Herz two-manual harpsichord, a Salvi concert harp; plus practice pianos – seven grand pianos, and 10 upright pianos.

- Three residence halls are coeducational: Alma Swensson Hall, Gregory Hall, and New Hall. Warner Hall houses only male students, while Anna Marm Hall houses only female students. Swede Suites is an apartment-style unit for upper-class students.
- The Wallerstedt Learning Center is a one-stop shop for valuable academic resources outside of the classroom. It is an integrated learning space connecting library resources, the Writing Center, and the Student Success Center (SSC). The space provides electronic and physical resources, active collaborative spaces, quiet areas for study, computer lab, and offices for the Education Department, Chief Academic Officer and meeting rooms in Lindquist Hall.
- The Wallerstedt Social Science Center provides faculty offices for various departments along with eight classrooms that are outfitted with digital projectors or TVs and have wired and wireless network access.
- Indoor Athletic Facilities: The Stroble-Gibson Centennial Center (Physical Education Center and Gym) is a 20,000 square foot facility attached to the Hahn physical education center. It has 2 full size basketball courts, a main court that can be subdivided for intramural sports, indoor practices, and two-track lanes, and a baseball/softball hitting cage; along with three locker rooms, and men’s and women’s restrooms. Stroble-Gibson is the home to the Bethany College Men’s Wrestling Team. The athletic offices are also located here. Ray D. Hahn Physical Education Building provides the main gymnasium, several coaches’ offices, various locker rooms, and the Athletic Training Room. The cardio room located in Stroble-Gibson includes treadmills, stationery bikes, and elliptical equipment for all student and faculty use. The weight room is located on the north side of Stroble-Gibson gymnasium and features free weights, machines, and other equipment. The weight room addition also houses several coaches’ offices and restrooms, with a locker room in the women’s restroom.
- Outdoor Athletic Facilities: Anderson Stadium includes Clyde and Glenn Lindstrom field with multipurpose turf, D.L. Anderson memorial Track and combination scoreboard; Phillip Anderson Baseball Field; two softball fields; soccer field; and practice and intramural fields. The golf team’s home course is Turkey Creek Golf Course in McPherson - an 18 hole championship course with a driving range.
II. ACADEMIC PROGRAMS

ACCREDITATIONS

The accreditation of institutions of higher education and their programs signifies meeting rigorous standards or outcomes developed by professional accrediting organizations. Bethany College and several of its programs are currently accredited by both state and national accrediting agencies as follows:

Accredited by The Higher Learning Commission, 230 S. LaSalle St. Ste. 7-500, Chicago, IL 60604, (800) 621-7440, http://www.ncahigherlearningcommission.org, Bethany College has been accredited since 1932.

The Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program was first accredited in 2008. For further information, see Section II, Athletic Training Program, page 23. http://www.caate.net

Bethany College has been an accredited institutional member of the National Association of Schools of Music since 1935. Bethany was the third institution of higher learning in Kansas to earn accreditation in NASM. The National Association of Schools of Music has been recognized by the United States Department of Education as the agency responsible for the accreditation of all music curricula. For further information, see Section II, Music Program, pages 23-24. http://asm.accredit.org, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248.

The Teacher Education Program at Bethany College is accredited by the Kansas State Department of Education for those students wishing to teach at the elementary, middle or secondary levels. Bethany was the first private college in Kansas accredited by NCATE in 1954. For further information, see Section II, Teacher Education Program, pages 24-27. http://www.ksde.org.

Bethany College is on the American Association of University Women qualified list. https://svc.aauw.org/join/value/cu_listing.cfm

KANSAS INDEPENDENT COLLEGE ASSOCIATION (KICA)

Bethany College is a member of the Kansas Independent College Association (KICA). This organization, founded in 1976, consists of 19 independent, non-profit, regionally accredited, degree-granting colleges and universities.

KICA strives to assure opportunity and choice in higher education for all students. There are two programs that Bethany College participates in through KICA: Academic Programs and Cross Registration which benefit the students of these institutions.

Academic Programs consists of seven KICA institutions: Bethany College, Lindsborg; Bethel College, Newton; Kansas Wesleyan University, Salina; McPherson College, McPherson; Sterling College; Sterling; Tabor College, Hillsboro; and Central Christian, McPherson. Courses in athletic training, secondary teaching methods and special education are offered in McPherson, Kansas.

Cross Registration consists of six KICA institutions (Bethany, Bethel, Kansas Wesleyan, McPherson, Sterling, and Tabor). Students are allowed the opportunity to enroll in courses at any one of the participating colleges.

A PHILOSOPHY OF ASSESSMENT AT BETHANY COLLEGE

Assessment is a crucial tool for Bethany College to fulfill its mission to educate, develop and challenge individuals as they reach for truth and excellence. As the college moves from being an information based, teacher focused institution of higher education to a knowledge and skills based learner focused institution, one of the key pieces in the corporate understanding of where the college stands in relation to its mission is the ability to measure and interpret how individuals are responding to the challenge, developing their understandings and becoming liberally educated individuals. A major part of the educational process focuses on the challenge of measuring what is meaningful and constructing meaning out of what is measured.

Assessment begins with determining what to measure and how to measure it. Having decided what and how, the faculty and staff measure the acquired skills and knowledge on a regular basis. Having measured, faculty and staff (primarily) with students (ideally) interpret the data to shape it into meaningful knowledge. Finally faculty and students implement any changes that the data suggest need to be made. Implementation ends one cycle. The next begins with the meta-task of assessing the assessment tools in order to assure that the program’s leaders are measuring what they purport to measure. And the cycle begins again.

Assessment is a priority for every faculty and staff member at Bethany College. Time for assessment is built into the annual academic calendar. All faculty and most staff are involved in conducting assessment and interpreting data. Knowledge built from the assessment process is regularly shared with students.
in a manner that invites their thoughtful critique and investment in both the process and the results of the assessment.

LEARNING THROUGH LIBERAL ARTS AND SCIENCES

Bethany College defines liberal education in terms of outcomes. Specifically, these outcomes identify the knowledge, the skills, and the capacities that students must develop to open the windows of their learning to the world beyond. Some capacities and skills develop during the college years, while others come “to full bloom” after several years of post-baccalaureate maturation. The Bethany College years are structured to shape and focus the habits for a life of learning and discovery, whether these skills and capacities are developed now or later in life. (Bethany’s understanding of an educated person may be found in Section I, page 10.)

“The Bethany College faculty is committed to student learning. To this end, the Bethany faculty supports and participates in the Bethany College Academic Assessment Program. The purpose of the Bethany College Academic Assessment Program is to provide a continuous, systematic, and open system of evaluating student learning in the Bethany College Core Experience and all degree programs. Information obtained from the assessment activities is used to direct curricular and instructional changes for the purpose of improving student learning.” Faculty, December 2002.

The opportunities for learning and discovery at Bethany College are found in curricular and co-curricular experiences for the Bethany College Core Experience and programs in major fields. The intent in each of these areas is to embody the philosophy and to fulfill the purposes of a liberal arts and sciences education at a place which views itself as the Church in mission in higher education. This task is accomplished, not so much by the disciplines studied or the courses required, as by the degree to which Bethany students gain knowledge and develop skills which enlarge their minds and expand their vision for developing a philosophy that recognizes the opportunities for self-fulfillment through service to God, to society, and to self.

ORGANIZATION OF ACADEMIC DISCIPLINES


BACCALAUREATE DEGREES

Bethany College offers three baccalaureate degrees:

The Bachelor of Arts focuses on a major in the context of a broad program of general studies. Students seeking to earn the Bachelor of Arts must complete all components of the Bethany College Core Experience (Section II, pages 17-20) and all courses in each major as outlined in (Section V, pages 46-100).

The Bachelor of Music is a professional degree that focuses on intensive work in music supported by a program of general studies. Students seeking to earn the Bachelor of Music must complete all components of the Bethany College Core Experience (Section II, pages 17-20) and a high concentration of upper-level music and other courses in the major as outlined in Section V, pages 83-84.

The Bachelor of Music Education is a professional degree that focuses on intensive work in music and pedagogy supported by a program of general studies. Students seeking to earn the Bachelor of Music Education must complete all components of the Bethany College Core Experience (Section II, pages 17-20), all professional education requirements, and a high concentration of upper-level music courses in each major as outlined in Section V, pages 85-89.

PROGRAMS OF STUDY

All majors at Bethany College lead to a Bachelor of Arts degree unless otherwise noted.

Majors

Students must choose their major from among those described in this section or define (“draw up”) a contract major (see Contract Majors below). A major is usually made up of courses from a certain discipline, known as departmental courses, and of courses drawn from other disciplines, known as supporting courses. A coordinator for each major is listed with the requirements for that major. The coordinator is the person whom students consult when they wish to explore the possibilities of majoring in a given area or when they have questions or concerns about curricular offerings.

In some majors, students need to select a concentration as the prescribed way of meeting the requirements of that major. In Section V, pages 46-100, majors that have concentrations may include them within a single listing, or may list each concentration separately.

Students wishing to teach in elementary, middle, or high schools choose a teaching major. The teaching major is designed to enable students to meet State of Kansas teacher licensure requirements and to be prepared for advanced work in a graduate school of education.

There are 40 academic discipline majors and programs of study, eleven teaching (education) majors within various academic disciplines, and contract majors. Majors and Programs of Study offered at Bethany College are as follows:

Accounting
Art: Art Teaching PreK-12 with a studio focus in:
  Ceramics, Drawing, Painting or Sculpture
Art: Pre-Professional Art Therapy with a studio focus in:
  Ceramics, Drawing, Painting or Sculpture
Art: Studio Art with a studio focus in:
  Graphic Design, Ceramics, Drawing, Painting or Sculpture
Art: Visual Art Administration with a studio focus in:
  Ceramics, Drawing, Painting or Sculpture
Athletic Training - Not accepting new students
Biology
Biology Teaching 6-12
Business Administration
Business Economics
Business Education Teaching 6-12
Chemistry
Chemistry Teaching 6-12
Communication and Theatre
Criminal Justice
Digital and Media Arts: 3D Computer Animation
Digital and Media Arts: Video Game Design
Economics - See Business Economics
Elementary Education Teaching K-6
Elementary Education - General Studies
English
English Teaching 6-12
Exercise Science with a concentration in:
  - Coaching and Sport Performance
  - Exercise Physiology
  - Sports Medicine
Finance
General Studies
Health and Physical Education Teaching PreK-12
History-Political Science
Management
Management with a concentration in:
  - International Management
Marketing
Mathematics
Mathematics Pre-Engineering
Mathematics Teaching 6-12
Music
Music: Performance - B.M. Degree with an emphasis in:
  - Instrumental, Organ, Piano, Vocal
Music: Instrumental Music Teaching PreK-12 - B.M.E. Degree
Music: Vocal Music Teaching PreK-12 - B.M.E. Degree
Political Science: See History-Political Science
Psychology
Religion Major with a concentration in:
  - History and Doctrine
  - Ministry of Service
Social Science Teaching 6-12
Sports Management

Minors

The term “Minor,” when used on the transcript, refers to a prescribed way of attaining expertise in an area beyond the student’s major. It is not mandatory that any student have a minor, nor is it mandatory that there be a minor in every discipline in which a major is offered. The coordinator and requirements for each minor are listed in Section V, pages 46-100. The following minors are available:

- Art: Studio Art
- Business
- Coaching
- Communication
- Computer Applications
- Criminal Justice
- English
- History/POLITICAL SCIENCE
- Mathematics
- Music
- Music: Sacred Music
- Philosophy
- Physics
- Psychology
- Religion
- Servant Leadership
- Theatre
- Women’s and Gender Studies

ACADEMIC CHOICES & ADVISING

The student has primary responsibility for decisions related to earning the degree, including the selection of a major, selecting and scheduling courses which satisfy the Bethany College Core Experience requirements and specific course requirements for the major, and the quality of work accomplished. To assist the student in meeting these responsibilities, each student is assigned an academic advisor. In addition, the student is encouraged to call upon the services of any member of the faculty or administration for special help at any time.

An integral part of teaching responsibility at Bethany College is that of advising. Academic advising is a continuous process that is designed to lead the student to better self-understanding and to more efficient use of the resources of Bethany College for developing the student’s potential and serving the student’s educational goals.

First Year Students

Each first year student is assigned a faculty advisor to help make the first year at Bethany a successful one. When students declare a major through the Registrar’s Office, they select an academic advisor in their major area.

It is the role of the academic advisor, as well as of certain other designated professional personnel, to assist the student by interpreting the academic program of the college in order to help plan academic programs which fit the student’s abilities, interests, past educational experiences and future goals. It is also the role of the advisor, to the extent the student is ready and willing to accept advice beyond the academic, to guide the student in evaluating progress toward life and career goals.

BETHANY COLLEGE CORE EXPERIENCE

(26-33 credits)

Mission Statement

The Bethany College Core Experience will engage students in the fundamental skills, knowledge, and curiosity necessary to lead lives integrating faith, learning, and service.
Purpose of the Program

Bethany College faculty, staff, and coaches have worked together to develop a comprehensive core experience program that combines academic and co-curricular endeavors.

As the mission of Bethany College is to educate, develop, and challenge individuals to reach for truth and excellence as they lead lives of faith, learning and service, the core experience, with its learning-centered, interdisciplinary approach and intentional small group discussions, challenges students to engage in academic and co-curricular activities in innovative ways that will assist them in viewing their lives in broader terms.

Goals of the Program

The Bethany College Core Experience consists of three components: Interdisciplinary Experience, Bethany Quest, and College Requirements.

Interdisciplinary Experience. The Bethany College Core Experience is an interdisciplinary endeavor. Students will be exposed to a variety of teaching and learning styles as they discover and understand connections across disciplines.

The interdisciplinary courses will address the following foundational competencies: Discovery and Integration; Communication; Critical, Analytical and Creative Reasoning; Information and Technical Literacy; and Religious Literacy.

With this comprehensive approach to the competencies and their respective learning outcomes, students will be able to demonstrate growth in fundamental intellectual skills. Specifically this includes:

Discovery and Integration:
Students will demonstrate the ability to discover and apply connections among disciplines, use appropriate questioning and interactive skills, and collaborate successfully on projects.

Critical, Analytical, and Creative Reasoning:
Students will identify, understand and use qualitative and numerical arguments in everyday contexts, and analyze and reflect on issues from diverse cultural perspectives.

Information and Technical Literacy:
Students will demonstrate the ability to access and deliver information ethically and legally using technologies, and evaluate the credibility of various forms of information.

Communication:
Students will demonstrate the ability to speak and write effectively and thoughtfully with purpose, clarity and accuracy.

Religious Literacy:
Students will demonstrate the ability to analyze the socio-historical significance of Christianity, critically engage texts and practices across distinct religious orientations, and articulate a responsibility for the wellbeing of our neighbors.

Bethany Quest. Small group discussions and integrated activities form the basis of the Quest component of the Bethany College Core Experience. Using the College’s six core values of community, hospitality, servant leadership, excellence, sustainable living, and integrity, students will discover ways in which these values intersect with their lives. Specifically, this includes:

Personal Growth and Accountability: Students will demonstrate the ability to reflect upon and analyze the integrity of their actions and behaviors and take suitable action.

Service and Leadership: Students will demonstrate the ability to integrate and apply leadership skills to connect to the community and society, and actively participate in civic groups.

College Requirements. The College Requirement courses expose students to a breadth of knowledge that is essential to a liberal arts education and equip students to view their lives in broader terms.

Design of the Program

The component areas of the Bethany College Core Experience, which follow in detail, are:

1. Interdisciplinary Experience (6-11 hours)

   * The foundation of the Bethany College Core Experience is a set of four interdisciplinary courses.

   Students will complete 6-11 hours from the following:

   **Interdisciplinary Courses:**
   - ID101 Introduction to Interdisciplinary Studies ..... 2 hrs
   - ID201* Research Intensive Topics Course................. 3 hrs
   - ID202* Religious Literacy Topics course (or RL200, RL210) ......................................................... 3 hrs
   - ID203* Writing Intensive Topics Course (or EN101) .. 3 hrs

   *These course requirements may also be met by taking the following combination ID topics courses:
   - ID204 Religious Literacy & Research Intensive, 3 hrs
   - ID205 Religious Literacy & Writing Intensive, 3 hrs
   - ID206 Research Intensive & Writing Intensive, 3 hrs

2. Bethany Quest (2-4 hours)

   Bethany Quest aspires to integrate students into the life of the College based upon the core values of community, hospitality, servant leadership, excellence, sustainable living, and integrity.

   **Bethany Quest**
   - BQ110 Bethany Quest I................................. 2 hours
   - BQ210 Bethany Quest II............................... 1 hour
   - BQ310 Bethany Quest III......................... 1 hour
Bethany Quest for transfers will also integrate students into the life of the College, but addresses issues specific to students coming from other college settings.

**BQ305 Bethany Transfer Quest ..................... 1 hour**
**BQ310 Bethany Quest III ............................ 1 hour**

3. **College Requirements (18 credits):**
   - Arts, 3 hours
   - Citizenship, 3 hours
   - Humanities, 3 hours
   - Math/Science, 3 hours
   - Social Science, 3 hours
   - One additional course, 3 hours, in any of the above categories

These courses can also be used to fulfill the requirements of a student’s major or minor.
BETHANY COLLEGE CORE EXPERIENCE 2019-2020 (26-33 hours)

1. INTERDISCIPLINARY EXPERIENCE (6-11 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID101 Introduction to Interdisciplinary Studies</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required for first-time freshmen (FF) and transfer (TR) students with less than 26.01 hours.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID201* Research Intensive Topics Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID202* Religious Literacy Topics Course (RL200 or RL210)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The religious literacy component may be fulfilled by transfer credit upon approval from the Religion Department</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID203* Writing Intensive Topics Course (or EN101 or Comp I &amp; II)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*These course requirements may also be met by taking the following combination ID topics courses: |
ID204 Religious Literacy & Research Intensive (3 hrs.) |
ID205 Religious Literacy & Writing Intensive (3 hrs.) |
ID206 Research Intensive & Writing Intensive (3 hrs.)

Total (6-11)

2. BETHANY QUEST (2-4 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>First-time Freshmen (FF)</th>
<th>Transfers (TR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BQ110 Bethany Quest I</td>
<td>2</td>
<td>BQ305 Bethany Transfer Quest</td>
</tr>
<tr>
<td>BQ210 Bethany Quest II</td>
<td>1</td>
<td>BQ310 Bethany Quest III</td>
</tr>
<tr>
<td>BQ310 Bethany Quest III</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total (2-4)

3. COLLEGE REQUIREMENTS (18 hours)

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours Required</th>
<th>Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts - Art, Digital and Media Arts, Music, Theatre (AR, DA, MU, TH)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Citizenship - History, Political Science, Study Abroad (HI, PS, SA)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities - Communication, English, Ministry, Philosophy, Religion, World Language (CM, EN, FR, GR, MN, PL, RL, SV, SN)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Math/Science - Biology, Chemistry, Computer Science, Math, Physics, Science, (BI, CH, CS, MA, PH, SC)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Science - Anthropology, Business, Economics, Geography, Psychology, Sociology (AN, BU, EC, GO, PY, SO)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One additional course in any of the above categories</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total (18)

TOTAL (26-33) =========
HONORS PROGRAM

Purpose of the Program

The mission of the Honors Program is to bring Bethany’s best students together in an interdisciplinary class setting where they can push themselves and one another in an academic community of equally prepared, motivated, focused, curious learners.

How It Works

Honors students will go through the four-semester Interdisciplinary 101/102/201/202 Bethany College Core Experience series as all Bethany students do, but the Honors students will be placed in an Honors section, designed specifically for them. Once this four-course cycle is complete, Honors students will take four additional one-credit Honors discussion courses during their last two years of college. The topics of these discussion courses will vary – one will be offered every seven weeks.

Admission

The coordinator of the Honors Program will oversee the admission of applicants into the Honors Program.

Requirements and Procedures for Application:

1. Incoming freshmen must possess a high school GPA of 3.5 or above and an ACT score of 25 or above.
2. Incoming freshmen must apply for admission to the Honors Program separately from their application to the college.
3. Each application must contain a copy of the academic transcript (high school or college as appropriate), a record of the ACT scores, a letter of recommendation from a teacher and a short essay (500-750 words) addressing how the Honors Program would help the applicant meet his or her academic goals.
4. The completed online application for incoming students is to be included along with the general admissions materials for Bethany College.

Removal from the Program

If, once admitted, the semester GPA of a member of the Honors Program falls below 3.5 for two consecutive semesters, or if a student fails to earn at least a B in any Honors course, that student will be withdrawn from the Honors Program. In the event of unusual circumstances (illness, family emergency, etc.), the Honors Program Coordinator (in consultation with other faculty teaching Honors courses) may allow exceptions to this, giving a student a one-semester grace period to reach the 3.5 mark, or allowing a student to re-take an Honors ID course.

Requirements to Graduate from the Honors Program

1. Each student must have a cumulative GPA at Bethany of 3.5 or above.
2. Honors students must receive a grade of “B” or higher in all Honors courses, four ID Honors courses, and four Honors seminars. In addition to Honors course completion, students must have a fully developed Honors page in their Foliotek e-portfolio which demonstrates their work in the program and reflection upon it.
3. Students who enter as freshmen and students who enter as second-semester freshmen or sophomores will complete the same requirements. Students who begin the program after their first semester of college may take the one-credit discussion courses concurrently with any 200-level Honors ID course.
4. Completion of the requirements for graduation with honors will be determined by the Honors Coordinator and Enrollment Services. Completion or lack thereof of these requirements has no bearing on graduation itself. If a student is a member of the Honors Program and has completed all requirements for graduation, that student will graduate regardless of the completion of the requirements for graduation with honors.
5. Membership in and graduation from the Honors Program will be indicated on the diploma and transcript with the statement “Graduated Member of the Bethany College Honors Program.”

Other Honors Program Benefits

In addition to completing the Core Experience Program with other like-minded students and with faculty who have customized the curriculum for Honors students, members of the Honors Program will enjoy the following privileges:

- Faculty-length borrowing privileges at the library (that is, longer lending time).
- A dedicated study lounge for use by members of the Honors Program.
- Funds available on a competitive basis to subsidize participation in academic conferences.
- Priority in enrollment. Members of the Honors Program will register for courses before all other students.
- Honors students will not be charged overload fees for any honors courses which place them in overload status in a given semester.
HONORS PROGRAM 2019-2020

- (15 hours) VanTassel, Coordinator

Fall Semester 2018 (first semester)

ID101H Introduction to Interdisciplinary Studies (2 credit hours)

Spring Semester 2019 through Spring 2020 (2nd - 4th semesters)

ID2xxH Interdisciplinary Topics: Religious Literacy, Research Intensive, and Writing Intensive, (total of 9 credit hours)

Academic Years 2020-2022

4 one-credit hour Honors seminars
ACCREDITED PROGRAMS

ATHLETIC TRAINING Program—Jackson-Stenlund, Coordinator

The Athletic Training Major is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Students will learn to apply knowledge of human anatomy, exercise physiology, sports nutrition, injury evaluation, therapeutic modalities and exercise toward the prevention, immediate care and rehabilitation of injuries. Students will also complete six (6) clinical experiences.

Bethany College is a member of the Kansas Independent College Association-Athletic Training Education Consortium (KICA-ATEC). Core courses for the major are taught either on the Bethany campus or at KICA in McPherson, Kansas (12 miles south of Lindsborg).

Admission

***Not Accepting New Students***

This major has special admission requirements. A competitive selection process based on the following requirements will lead to the selection of a group of athletic training students (generally 5-8) each year. Applicants for admission are evaluated on the following:

1. Cumulative GPA (minimum of 2.5)
2. Completion of or concurrent enrollment in AT101 Principles of Athletic Injury Prevention and Care; AT105 Professional Rescuer First Aid and CPR; and EX135 Personal and Community Health. Students must earn a “C” grade in all required course work.
3. Letter of Intent and Letters of Recommendation (2)
4. Personal Resume

Students are also required to accept the technical standards for admission into the Athletic Training major, complete a physical examination, a Hepatitis B vaccination, and an annual Tubercular Skin Test.

Interested students may contact the Program Director or obtain any documents at www.bethanylb.edu/academics/areasofstudy/athletictraining.edu or in the athletic training student handbook.

Transfer students must complete all prerequisite requirements before admission into the ATEP. They must furnish evidence of courses taken, credit hours, and a grade in order to determine if courses may be accepted.

MUSIC Program—Masterson, Coordinator

The mission of Bethany College Music Department is to nurture, challenge and guide developing musicians, to train the future educators for both classroom and studio areas, and to provide performance opportunities for students, faculty, and community members. In addition, the Music Department strives to educate and engage audience members in the central Kansas region and beyond.

Bethany College offers the following music majors within three degrees:

**Bachelor of Arts**
- Music major

**Bachelor of Music**
- Performance major:
  - Areas of principal emphasis include: Bassoon, Cello, Clarinet, Double Bass, Euphonium, Flute, French Horn, Oboe, Organ, Piano, Percussion, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, other.

- Bachelor of Music Education
  - Instrumental Music Teaching Major PreK-12
    - Areas of principal emphasis include: Bassoon, Cello, Clarinet, Double Bass, Euphonium, Flute, French Horn, Oboe, Organ, Piano, Percussion, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, other.
  - Vocal Music Teaching PreK-12
    - Areas of principal emphasis include: Voice, Organ, Piano

Bethany College offers the following minors in music:

- **Music Minor**
- Choral Concentration
- Instrumental Concentration
- Piano Concentration
- Organ Concentration

- **Sacred Music Minor**
- Choral Concentration
- Organ Concentration

The following information and requirements should be combined with the degree program requirements found in Section V, pages 83-90.

AUDITION — A student seeking to be accepted as a Music Major or Minor is required to perform in his/her principal performance area for the music faculty. Performance majors and Music Teaching majors need to demonstrate suitable progress for acceptance into these pre-professional programs.

ENSEMBLE PARTICIPATION — MU165, MU166, MU167A, MU169- Music majors are required to satisfactorily participate in a major performing ensemble (Bethany Choir, Symphonic Band, Symphony Orchestra, Chapel Choir) supportive of their principal emphasis medium during each of the semesters they are in residence at Bethany College. Music minors are strongly encouraged to participate in major performing ensembles.

BETHANY ORATORIO SOCIETY — MU174 – Membership and successful participation is required of all Music majors and minors each year of residence at Bethany College.

MUSIC LESSONS — MU180-196/MU380-396 are course numbers used only for principal emphasis lessons as a student majoring in music. Non-music majors desiring to take music lessons should register for MU120-136/MU320-336. A music lesson fee is charged (See Section IX, page 180). Assessment of student progress and learning is accomplished through a
required performance final, often referred to as a jury, at the end of each semester of applied lessons.

PERFORMANCE REQUIREMENTS — All Music majors and Music minors must perform in at least one Department Recital in the principal emphasis medium each semester. Performance majors (B.M.) and Music Teaching majors (B.M.E) need to satisfy the necessary solo recital requirements (junior and senior recitals). See Music Department Handbook. B.A. Music majors and Music minors have the option of performing a solo recital. Students performing recitals are required to perform a recital preview one month prior to the recital.

PIANO PROFICIENCY — MU111-114 – Music majors and minors are required to demonstrate proficiency on the piano to the level required by the different programs. Class Piano Courses are, as an acquired skill, cumulative in nature. The student must repeat each course until a passing grade is earned. (See Section V, pages 83-90, and the Music Department Handbook.)

RECITAL ATTENDANCE — MU001— All Music majors and minors are required to enroll in MU001 and attend at least 30 recitals and/or concerts every year of residence (Music Teaching majors are exempt from this requirement during the semester of clinical practice). These performances include student, faculty, department, and visiting guest artist recitals, as well as large ensemble concerts. Credit will be given for attendance at other pre-approved off campus concerts.

Courses supportive of Principal Emphasis (B.M.): NASM requires that Music Performance majors enroll in course options and in small ensembles that are supportive of the area of the principal applied lesson emphasis. The following clarifies the course options and small ensemble offerings that each area is to enroll:

Instrumental Principal Emphasis (10 hours):

MU352* Instrumentation and Arranging .................. 3 hrs.
MU299/399 Directed Independent Study (in literature and pedagogy of particular instrument) .................. 3 hrs.

Two methods courses selected from the following:

MU367* Applied Woodwind Tech/Repertoire ........... 2 hrs.
MU368* Applied Percussion Tech/Repertoire ........... 2 hrs.

For small ensemble experience, choose from the following as offered (2 hours):

MU168A Brass Quintet .............................................. 1 hr.
MU168C Chamber Ensemble ..................................... 1 hr.
MU168D Jazz Combo .............................................. 1 hr.
MU168F Flute Ensemble .......................................... 1 hr.
MU168H Strings .................................................... 1 hr.
MU168P Saxophone Quartet ...................................... 1 hr.
MU168R Percussion Ensemble ................................. 1 hr.
MU168T Trumpet .................................................... 1 hr.
MU168T Trombone .................................................. 1 hr.
MU168W Woodwind Ensemble ................................. 1 hr.
MU171 Bethany Brass Ensemble ............................... 1 hr.

Piano Principal Emphasis (10 hours):

MU373 Piano Literature and Pedagogy .................... 3 hrs.
MU370* Voice Literature ........................................ 2 hrs.

Two courses selected from the following:

MU352* Instrumentation and Arranging .................. 3 hrs.
MU364 Choral Conducting and Materials ................ 2 hrs.
MU377 Music in Worship ........................................ 3 hrs.

For small ensemble experience, choose from the following as offered (2 hours):

MU168C Chamber Ensemble ..................................... 1 hr.

Organ Principal Emphasis (10 hours):

MU374* Service Playing .......................................... 2 hrs.
MU375* Beginning Improvisation ............................. 2 hrs.
MU376* Organ Pedagogy and Literature ................... 3 hrs.
MU377* Music in Worship ........................................ 3 hrs.

For small ensemble experience, choose from the following as offered (2 hours):

MU168C Chamber Ensemble ..................................... 1 hr.
MU168V Chamber Choir .......................................... 1 hr.
MU168Z Handbells ............................................... 1 hr.

Voice Principal Emphasis (11-12 hours)

MU278 Lyric Diction .............................................. 2 hrs.
MU379* Voice Literature and Pedagogy ................... 3 hrs.

One course selected from the following:

MU352* Instrumentation and Arranging .................. 3 hrs.
MU364 Choral Conducting and Materials ................ 2 hrs.
MU377 Music in Worship ........................................ 3 hrs.

One course selected from the following:

MU168O Opera Scenes ............................................ 1 hr.
MU168V Chamber Choir .......................................... 1 hr.
MU168X Men’s Ensemble .......................................... 1 hr.

TEACHER EDUCATION Program—Norland, Chair, Education Department

Overview of the Teacher Education Program

NOTE: Contact the Education Department or refer to the current handbook for teacher education for current information regarding the Teacher Education Program.

The Teacher Education Program at Bethany College seeks to prepare qualified pre-service candidates for teaching positions in fields for which it has program approval from the Kansas State Department of Education (KSDE). To accomplish this the Teacher Education Department functions to:

1. Coordinate efforts on campus so that all teacher preparation programs are of sufficiently high quality to be eligible for Kansas State Department of Education program review approval and accreditation
2. Provide opportunities through which candidates can develop the qualities identified in the Bethany College model of a liberally educated person.

3. Provide early experiences in elementary and secondary classrooms for those considering teaching.

4. Identify candidates with professional promise and encourage them to enter the teaching profession.

5. Enable candidates who select teaching majors to develop the competencies and qualities associated with the Bethany College Exceptional Teacher Model.

6. Provide effective guidance services related to candidates’ academic goals and social concerns.

7. Recommend for licensure those who have completed an approved program and meet all requirements for licensure.

NOTE: All approved programs leading to licensure are subject to change. Consequently, although a candidate completes coursework listed for any of the teaching majors and endorsements in the catalog that was in effect when he/she entered Bethany, it is imperative that candidates check with the Education Department often to ensure that he/she completes the coursework required for his/her approved program.

General Program Requirements

1. The state of Kansas might deny licensure to a candidate who has been convicted of a felony in specified classifications, or who has entered into a diversion agreement for such offenses. Candidates will be required to sign a Background Self-Disclosure Form for Education in ED100 Introduction to Teacher Education and the Teaching Profession, when applying for placement in ED200, Introduction to Teaching: Classroom Experience, Clinical Practice and Licensure.

2. Teacher education candidates must have a grade of “C” or higher in all departmental, professional and supporting courses required in the major and in the required courses for writing, speech, and mathematics.

3. Travel expenses incurred from practicum and clinical practice placements are the responsibility of the candidate.

4. All candidates participating in ED200 Introduction to Teaching: Classroom Experience and Clinical Practice must purchase $1,000,000.00 Professional Liability Insurance and submit negative TB test results. It is highly recommended that prior to any other practicum experience, candidates purchase $1,000,000 worth of professional liability insurance. See the Education Office for details.

5. It is highly recommended that all methods courses need to be taken at Bethany; however, the Chair of the Education Department may accept other methods courses from another Kansas institution with a KSDE approved program.

Field Experiences

All teaching candidates are required to complete a minimum of 130 field experience hours. This includes ED200 Introduction to Teaching Classroom Experience: a 3-week, Interterm field experience of 100 hours that helps the candidates further explore the profession of teaching.

Field experiences are incorporated into selected methods courses and other education classes for elementary and secondary education majors, and PreK-12 Music, Art, and Health/PE teaching majors. Field experiences include observations and active participation in the classroom while working with students. Field experiences may occur in other educational settings, or include relevant community projects or events, that involve teaching, learning, mentoring or interacting with students.

All preservice teachers complete a minimum of 16 weeks of clinical practice (student teaching) or 580 hours. (Refer to the Bethany College Teacher Education Handbook and Assessment Manual for additional information.)

Admission to the Teacher Education Program

All candidates wishing to prepare for a career in teaching must be formally admitted to the Teacher Education Program.

1. Application: A formal application to the Teacher Education Program must be filed upon completion of ED200, Introduction to Teaching: Classroom Experience, or upon enrollment in 300 level education courses.

2. Admission: Criteria include:
   a. Sophomore standing.
   b. An overall cumulative GPA of 2.5 or above (including transfer hours).
   c. A cumulative GPA of 2.75 in the Major
   d. Pass ED100, Introduction to Teacher Education and the Teaching Profession with a grade of C or higher.
   e. Pass ED200, Introduction to Teaching: Classroom Experience with a grade of C or higher
   f. ED200 Field Experience Evaluation of 2.5 or higher
   g. Teaching Candidate Disposition of 2.5 or higher

NOTE: In order to enroll in upper-division professional education courses, candidates must have applied for admission to the Teacher Education Program or have approval of the Chair of the Education Department.

Admission to Clinical Practice

To gain admission to clinical practice, the candidate must:

1. Have been admitted to the Teacher Education Program.

2. File the formal Clinical Practice Application in December of the fall semester prior to the professional fall or spring semester.¹

3. Have a grade of “C” or higher in each of the required courses in writing, communication, and mathematics as follows:
   a. CM110 or CM212 or equivalent course.
   b. EN101 Thinking and Writing or an Interdisciplinary Writing Intensive course or equivalent course.
c. MA104 College Algebra, MA124 Mathematics for the People, or equivalent course.

4. Have completed sufficient semester hours to make graduation possible within the Interterm and Spring term following clinical practice, with an approved graduation application check from the Registrar.

5. Have a cumulative GPA of 2.5 or higher and a major GPA of 2.75 or higher, based on all coursework taken at all colleges attended, and a Teaching Candidate Disposition average of 2.5 or higher.

6. Positive recommendation from the Dean of Student Development.

7. Have a pre-clinical practice interview with Education professors.

8. Have a grade of “C” or higher in departmental courses appropriate to the major (e.g., BI courses for biology majors) that have been completed prior to clinical practice.

9. Have a grade of “C” or higher in all methods and professional education courses appropriate to the major/endorsement.

10. Complete coursework in each of the areas listed in The Bethany College Teacher Education Handbook and Assessment Manual (applicable to the candidate’s major/endorsement) under the title: PROFESSIONAL EDUCATION REQUIREMENTS. Exceptions: ED358 may be taken after clinical practice.

11. Have current proof of the absence of tuberculosis.

12. Hold $1,000,000 in professional liability insurance throughout clinical practice. (See the Handbook for Teacher Education for details.)

NOTE: Spring clinical practice is offered at Bethany College when it is necessary. Candidates must be eligible to graduate in May at the conclusion of the spring clinical practice semester. In order to complete the required 16 weeks of clinical practice before graduation, candidates must begin their placement in January. Therefore, all other coursework, excluding ED395 Clinical Practice Seminar, must be successfully completed (with no incompletes) in the fall semester prior. Every effort will be made to schedule clinical practice during the fall semester. Contact the Education Department for complete requirements for spring clinical practice.

Clinical Practice Student Learning Outcomes

1. Knowledge Base (KB): The teaching candidate will demonstrate a strong content knowledge base of learners and learning, and the ability to make knowledge meaningful, respond to diverse learners’ needs, and increase motivation for learning.

2. Teaching Strategies and Applications (TSA): The teaching candidate will demonstrate the ability to use effective teaching strategies and methods, and design lessons and assessments to promote a meaningful and conducive learning environment that motivates learners.

3. Professional Attitudes and Values (PAV): The teaching candidate will demonstrate professional qualities and behaviors to fulfill teaching responsibilities, and utilize reflective and interpersonal communication skills.

Licensure Eligibility

In order to be recommended for Kansas licensure, a candidate must meet the following requirements: (see the current teacher education handbook for details.)

1. Have earned a bachelor’s degree.

2. Have completed all Bethany College program requirements for licensure sought.

3. Have completed an Application for Licensure form with the Licensure Officer in the Education Department.

4. Pass the Bethany College Teacher Work Sample (TWS) with a score of 110. Pass the PRAXIS Principles of Learning and Teaching (PLT) test and the appropriate Content Test required for each subject area in which licensure is sought.

5. Complete the application process for each state in which licensure is sought by consulting that state department of education’s website. In Kansas, the education department website is ksde.org.

Elementary Education Program

Elementary Education Teaching K-6—Barreiro, Coordinator

See Section V, pages 64-67, for course listings for this major.

Secondary (6-12) and PreK-12 Education Programs

Art Teaching PreK-12—Pogue, Coordinator

Biology Teaching 6-12—McDonald, Coordinator

Business Teaching 6-12—Dutton, Coordinator

Chemistry Teaching 6-12—McCormick, Coordinator

English Teaching 6-12—Hensel, Coordinator

Health and Physical Education Teaching PreK-12—Jackson-Stenlund, Coordinator

Mathematics Teaching 6-12—Ford, Coordinator

Instrumental Music Teaching PreK-12—Showalter, Coordinator

Vocal Music Teaching PreK-12—Lucas, Coordinator

Social Science Teaching 6-12—Pigge, Smith, Coordinators

See Section V, pages 46-100, for course listings for each major.

Endorsement Programs for Teacher Licensure

Endorsements for teacher licensure allow candidates who are completing the requirements for a teaching major to add areas for which they desire to be licensed to teach. The following endorsements are available:

 Elementary (K-6)

 English Language Learner

 Middle Level (5-8)

 For information regarding Kansas State Department of Education requirements for middle level licensure, please consult with the English: Language Arts, Science: General
Science, Mathematics, Social Studies Teacher Education Coordinator, or Chair of the Education Department.

Secondary (6-12)
English Language Learner

Special Education (PreK-12, K-6, 6-12)*
High-Incidence Special Education

* Bethany offers endorsements in special education through the Kansas Independent College Association’s Academic Programs in McPherson, KS.

See Section V, pages 64-100, for course listings for each endorsement.

GRADUATE SCHOOL CONNECTIONS

Accounting: Articulation Agreements for Graduate Study
Carlson, Coordinator

Bethany College graduates with Accounting majors are able to enter into MBA or MPA programs at Kansas State University, University of Kansas, Fort Hays State University, Wichita State University, Emporia State University, and Pittsburg State University.

Mathematics Pre-Engineering Program
Ford, Coordinator

The math pre-engineering program prepares a student to obtain a bachelor’s degree in mathematics from Bethany College and a master’s degree from another accredited engineering program* (e.g. WSU, KSU, K-State) in as few as five years.

The required courses for the program includes 52 hours completed at Bethany (Math, Physics, Chemistry, English, Communications, and Computer Science) in addition to the Bethany Core (33 hours), where the student gains a liberal arts and science background and satisfying the general education requirements. A minimum of 85 semester hours of college credit granted by Bethany is required prior to transferring to an accredited engineering program*. Credits can be earned for internships, job shadowing, and REU’s through Experience Based Education (EBE) Bethany courses.

Upon completing the engineering curriculum at a preapproved university, the student receives both a bachelor’s from Bethany and a master’s from the university.

*Students desiring to pursue a master’s degree in engineering are required to apply to the university engineering program and it is up to the other institution to decide whether and/or when to accept the students into their graduate program.

THREE-YEAR DEGREE PROGRAM IN BUSINESS
Carlson, Coordinator

This program enables students to obtain their B.A. in a three year period for one of the business majors. An advantage to this program is saving the fourth year of College tuition and being able to enter the work force or attend graduate school a year earlier. Students interested in the Three-Year program are encouraged to enter the program upon beginning study at Bethany. However, students may be accepted into the program during their first year at Bethany. Students may change to the regular four year program at any time.

Most degree options are available in the Three-Year Business Program as in the normal four year program. However the Three-Year program is more concentrated, making it more demanding. It is possible to obtain a B.A. Degree in Accounting, Business Administration, Business Economics, Finance, Management, Management with International Management Concentration, Marketing or Operations Management.

Program Admission Requirements:
  a) Minimum high school cumulative grade point average of 3.0 on a 4.0 scale; and
  b) Minimum ACT composite and standard scores of 24 or combined SAT verbal and math scores of 1100.

Similar standards will be applied to those students applying for admission into the program during their first year at Bethany. Once admitted to the program students must maintain a minimum grade point average of 2.5 on a 4.0 scale. A limited number of students will be accepted into the program.

SWEDE CERTIFICATE IN LEADERSHIP ACHIEVEMENT
Carlson, Coordinator

At Bethany College, students have the opportunity to develop the intellectual and practical skills that will serve them throughout their lifetimes, and provide a basis for building successful careers.

The goals and objectives of this program are:
  • To provide a way for students to formalize their leadership development;
  • To formally recognize and promote student achievement in leadership;
  • To create an interdisciplinary process that uses the horizontal strengths of our campus.

The Leadership coordinator(s) will work with each student to develop a Leadership Portfolio that documents their attainment of program objectives. The coordinator will also approve each class, experience, and activity before it may be included in the portfolio.

Students will complete the following courses with a grade of C or higher:
  • BU202 Leadership
  • BU302 Profiles in Leadership
  • A related course from the student’s discipline, and

Students will hold a position of leadership in four proven venues, for example:
  • Decorate Bethany Home for Christmas
  • Attend a City Council Meeting
  • Attend a School Board Meeting
  • Participate in SOAR
• Be an Academic Tutor
• Participate in an approved club activity
• Other

Membership in and graduation from the Bethany Swede Leadership Program will be indicated on the student’s transcript. Students will receive a Bethany Swede Leadership Certificate at graduation and special recognition will be given at the annual Awards Banquet. The graduation program will also recognize those students graduating as a “Lead Swede.”
Academic Policies & Procedures
III. ACADEMIC POLICIES AND PROCEDURES

Important academic policies and procedures are contained in this section. More information on administrative procedures appear in the Student Handbook, available to all students each fall, in the Handbook Planner, or on the Bethany website, www.bethanylb.edu. Academic policies and procedures are administered by the Registrar in the Registrar’s Office.

ENROLLMENT AND REGISTRATION

Returning students must have their accounts paid in full before being allowed to register for classes during the next semester. If a student has been gone for a year or more, they must follow the instructions for Former Student admission in Section IX, page 178.

New degree seeking students may enroll during early enrollment after being accepted for admission to Bethany College. New students must have all required documentation as discussed below before being permitted to attend class.

Required Documentation:

First Time Freshmen - Any student who has not attended a post-secondary school:
1. Final high school transcript showing graduation date or GED.
2. Statement from high school showing rank in class and cumulative GPA if not on final high school transcript.
3. Official ACT/SAT scores.
4. Official college transcripts, if student received dual credit for high school work.

Transfer Students - Any student who has attended a postsecondary school after high school graduation:
1. Final high school transcript or GED.
2. All final official college transcripts.
3. ACT/SAT scores might also be required (if not on final high school transcript)

KICA Cross Registration. KICA Cross Registration. Bethel College, Tabor College, Sterling College, McPherson College, and Kansas Wesleyan University are member institutions of the Kansas Independent College Association (KICA). Unless otherwise specified, all courses offered by these KICA institutions are available to Bethany College degree-seeking students for cross registration on a space available basis. Students who plan to register for a class at these institutions must be aware that their academic calendars may be different than Bethany’s academic calendar.

Students may take a course at any of the above KICA institutions providing:
1. The course is not available to the student at Bethany College when he/she needs to take the course,
2. The student has the necessary qualifications and prerequisites, and
3. The course has a bearing on the Bethany College educational plan arranged by the student and his/her advisor.

Procedures for Cross Registration:
1. Students must be in good academic standing as defined by the current Satisfactory Academic Progress policy in this section, page 37.
2. Students will pick up a cross-registration form from the Registrar’s Office. The completed form, which includes the advisor’s signature, must be submitted to the Registrar’s Office for processing.
3. Students are limited to 6 hours during any fall or spring session, and 3 hours during Interterm.
4. The student pays no tuition to the host campus, only special course-related fees.
5. The Registrar’s Office must be notified immediately if the student drops or withdraws from any cross registered course.

Auditing Courses. Under certain conditions a properly qualified person may be admitted to a course as an auditor. The approval of the instructor and the advisor (if a fulltime student) is necessary. As an auditor, the student attends classes, listens to lectures, does not participate in recitations, and is not admitted to examinations.

No student may change from audit to credit after the second week or from credit to audit after the ninth week of a semester. Courses such as laboratory, studio, and workshop cannot be audited.

Catalog Application. Students will normally meet the Bethany College Core Experience requirements under the catalog which is in effect their first semester of attendance. Students will normally meet the major or other program requirements under the catalog which is in effect their first semester of attendance, or in the case of a new major after the students’ first semester, the first catalog in which the major appears.

Because of the transitional nature of the college’s curricula, a number of changes in the majors, minors and general education requirements may take place during one’s tenure in college. The purpose of such changes is to improve the college’s programs; consequently, it is expected that students will adapt their course planning to new requirements in their majors and general education requirements if it is in the best interest of the student. Advisors will notify changes to a student’s degree requirements to the Registrar’s Office via email. Changes to the student’s general education requirements will be decided by the registrar.

Students who leave Bethany College for more than one year will meet the requirements for both the Bethany College Core Experience and the major under the catalog which is in effect the first semester they return to the college.

Classes Discontinued. The college reserves the right to discontinue classes for which fewer than six students have enrolled at the end of the registration period.
Classification of Students. The student is classified as a freshman when all entrance requirements are met; as a sophomore when a minimum of 31 semester hours is completed; as a junior when a minimum of 62 semester hours is completed; and as a senior when a minimum of 93 semester hours is completed.

An audit student is one who is taking work for no college credit. A special student is one who is working for college credit but is not a degree candidate. Such a student cannot qualify for graduation without petitioning the Chief Academic Officer to be classified as a degree candidate. Students are classified at the beginning of each semester.

Credit Hour Definition. The U.S. Department of Education and the Higher Learning Commission define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. As such, the college shall utilize and adhere to the following:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time; or
- at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including online/distance/hybrid, laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

A class hour at Bethany College is typically 50 minutes in length.

Non-Resident Credit. Students are permitted to pursue non-resident transfer credit from regionally accredited institutions. Only credit hours will be transferred. A student’s grade-point average is based on resident coursework only. It is the student’s responsibility to request that an official transcript be sent to the Registrar’s Office when the coursework has been completed and a grade recorded. When needed, course substitutions will be processed by the Registrar after receiving approval from the appropriate faculty members. Forms are available in the Registrar’s Office.

Non-Credit Work. Certain students (full-time, part-time, and special) may be permitted to take applied art, applied music and/or perform in musical organizations for no credit, with the approval of the department chair and the instructor.

Normal Student Load. A student must be enrolled in and maintain a minimum of 12 semester hours of academic credit during the fall or spring semesters to be considered a full-time student. Enrolling in more than 18 credit hours during the fall or spring semesters and in more than 3 credit hours during Interterm may result in overload fees (See Section IX, Finances - College Expenses, page 178). A student may enroll in a maximum of 24 credit hours during the fall or spring term, 3 credit hours during Interterm, and 12 credit hours during Summer.

Add, Drop, Withdraw from Class(es). Change of registration includes adding, dropping or withdrawing from a course, or changing from one section of a course to another. Any student wishing to change registration should confer with their advisor. After the last day to add a course during any given term, students must obtain an add/drop form from the Registrar’s Office, secure the designated approval and signatures, and return the form to the Registrar’s Office. The change is not official until the form has been delivered to the Registrar’s Office to be processed.

A student may add, drop or change sections of a course through the first day of classes for Summer and Interterm. Courses dropped through the first day will not be recorded on the transcript. Students may withdraw from a course without an “F” recorded on the transcript through the fifth day of Summer and Interterm.

A student may add a course or change sections of a course through the sixth day of classes of the regular semester. A student may drop a course without an “W” recorded on the transcript through the sixth day of classes of the regular semester. A student may drop a course without an “F” recorded on the transcript through the ninth week of the regular semester.

Dropped courses will not be considered in determining the grade-point average at the close of the semester. Courses dropped after the fifth day of Interterm or any Summer session, and the ninth week of the regular semester will be recorded as an “F”. However, at the instructor’s request due to exceptional circumstances, a grade of “W” will be recorded (see this section, Faculty Withdrawal of a Student from Class, page 34).

Registering for an Academic Term. All students are expected to register on the days specified in the academic calendar. Registration is not complete until tuition and fees are paid in the Accounting Office.

After the last day to add a course during the regular semester, students who have not returned will be dropped from all their classes and their academic status will be changed to Non Returning.

Enrollment Procedure. Returning students should schedule an appointment with his or her advisor to discuss class schedules. The advisor will enroll the student in classes or provide access for the student to enroll.

Returning student enrollment dates for Spring 2020. Students may begin enrolling, according to their academic classification, on the date listed below through the last day to add for the given term:
Official Withdrawal from College. If students find it necessary to withdraw from Bethany College during an academic term, they must submit a completed Official Withdrawal form to the Registrar’s Office. A student who attends at least one class, but withdraws from school on or before the tenth day of classes, will receive the following transcript entry: “Withdrawn from ___ hours after class attendance but before a grade of W would have been recorded.” Students leaving college without an official withdrawal may receive an “F” in all courses in which they had been registered. Refunds will be made, if applicable. The last official day to withdraw from the college is the same as the last day to withdraw from a full semester course without the penalty of an F.

CLASS INFORMATION

Attendance Policy. Each instructor shall set an attendance policy for each course taught.

Academic Honesty. Students of Bethany College, as members of an academic community dedicated to the achievement of excellence, are expected to meet the highest possible standards of personal, ethical, and moral conduct. The discovery, advancement, and communication of knowledge are best achieved through commitment to these standards. Furthermore, without the trust that these standards are observed, an academic community cannot exist. The principle of academic honesty, therefore, applies to the integrity of every project, presentation, examination, or assignment presented by every student, and any departure from high standards of personal, ethical, and moral conduct shall be considered as academic dishonesty.

Examples of academic dishonesty include, but are not limited to:

1. Plagiarism (see definition below);
2. Submission of work that is not the student’s own, but is the work of another person;
3. Submission or use of falsified data;
4. Theft of or unauthorized access to information of another student in preparation of an examination;
5. Use of alternate, stand-in, or proxy during an examination;
6. Use of unauthorized material, including books, notes, computer programs, or other electronic devices in the preparation of an assignment or during an examination;
7. Supplying or communicating any unauthorized information to another student in preparation of an assignment or during an examination;
8. Collaboration in the process of an assignment unless specifically permitted or required by the instructor;
9. Submission of the same work for credit in two courses without prior approval of all instructors involved;
10. Writing papers for another student;
11. Giving aid to another student on any examination; e.g., being the alternate for an examination.

Plagiarism is defined as the wrongful act of theft of the research, work, and/or intellectual or creative product of another person by presenting that other person’s intellectual work of some person other than the student who expects to receive credit for the work. “Intellectual work” is defined as ideas, writings, analysis, compilation of data, interpretations, phrasing, and/or words.

Student Responsibilities Under this Policy:

Every student has responsibility to comply with this policy. Compliance includes honest and truthful participation in any academic disciplinary proceedings held under this policy. A student’s failure to cooperate with the academic disciplinary procedure may lead to separate disciplinary action, up to and including suspension or expulsion.

Faculty Responsibilities Under this Policy:

1. All syllabi should have a clear statement defining plagiarism in a manner consistent with this policy and other forms of academic dishonesty, as well as warnings...
Disciplinary Procedures for Academic Dishonesty:

1. In a class, when academic dishonesty is suspected, three courses of action are possible for the instructor.
   a. Upon investigation, the professor determines there was a misunderstanding or an honest error and there was no overt act to commit academic dishonesty or intellectual fraud. In this circumstance, the situation is left to the instructor and the student to resolve in an appropriate manner.
   b. If it is determined that an act of academic dishonesty occurred, the instructor and student may reach an agreement appropriate for the offense. A form (Academic Dishonesty and Resolution Form) acknowledging the act of dishonesty and indicating the agreed upon resolution, signed by both the instructor and the student, is sent to the Registrar and Chief Academic Officer. The form shall be entered into the student’s academic file.
   c. If the student and the instructor cannot reach an agreement for an appropriate penalty, or the student disputes the accusation of academic dishonesty, the instructor shall report the incident using the Incident of Academic Dishonesty and Resolution Form to the office of the Registrar. In this case, the student has the right but not the obligation to appeal the instructor’s decision. The faculty shall notify the student and the Registrar that the Academic Dishonesty and Resolution Form has been filed with the Registrar’s office.

2. In the case of a student providing inappropriate aid; e.g., writing papers for another student, the Chief Academic Officer (or his/her designee) shall investigate and be responsible for making a determination of responsibility for academic dishonesty. Documentation of academic dishonesty with the Academic Dishonesty and Resolution Form will occur. The student may appeal the CAO’s decision through the appeal process.

Student Appeals of Academic Dishonesty:

1. Every student accused of academic dishonesty is entitled to a hearing of the charges against himself or herself provided he or she requests such a hearing in accordance with the above procedure. Furthermore, the college must be diligent in its commitment to academic integrity. For these reasons, a hearing of the Academic Dishonesty Hearing Committee will be convened in accordance with the procedure set forth in this policy to determine the innocence or guilt of the person charged with academic dishonesty when requested by the student or required by rule.

2. If the student wishes to appeal the academic dishonesty decision, they must notify the Registrar of his/her wish to appeal the decision. The request for an appeal must occur within 10 days of the student receiving notification of the submission of the Academic Dishonesty and Resolution Form.

3. The Registrar shall make every effort to schedule within 30 days of receipt of the request for a hearing by the Registrar.

4. The Academic Dishonesty Hearing Committee shall be composed of two students appointed by the President of the Student Congress, three faculty members selected at random by the Chief Academic Officer, and the Registrar, who will serve as chair. A committee member shall recuse himself or herself from a hearing in the event of a possible conflict of interest. The student may see the list of potential members. The student may remove one member of such Committee, without giving a reason. The chair in ruling on this issue shall attempt to assure both parties of a fair, impartial and unbiased panel. The chair may add additional students or faculty to the Committee if members of the Committee have recused themselves or been dismissed pursuant to the above procedure.

5. The chair shall not vote except for the purpose of breaking a tie.

6. In all hearings before the Academic Dishonesty Hearing Committee, the student shall have the right to question his or her accuser(s) in a respectful and appropriate manner and to respond to the evidence brought against him or her. The Registrar shall have the authority to ensure that the hearing is conducted in a respectful manner that is consistent with the academic mission of the College. The student shall have the right to call witnesses or friends to speak on his or her behalf. A student is encouraged to bring a member of the Bethany College faculty, staff, or administration as a support person. The rules of evidence applied in a courtroom (such as the hearsay rule) are not applicable to these proceedings. The hearing should be informal with the intent of being fair to all parties as determined by the chair. The Chair shall be guided by the principle
that each party should have the opportunity to present and respond to all evidence that is relevant to the issue to be decided.

7. To find that a student has committed an act of academic dishonesty, it is required that a majority of the Academic Dishonesty Hearing Committee find by a preponderance of evidence that such an act did in fact occur. The phrase “preponderance of evidence” means that it is more likely than not that the alleged conduct occurred. This decision shall be final, unless the student files a timely appeal pursuant to the procedure set forth below. The committee shall issue a written decision that sets forth the reasoning that supports its conclusions.

8. A student may appeal a decision of the Academic Dishonesty Hearing Committee on the grounds that there was bias, discrimination in the proceedings, the incorrect application of College policies by the Committee, or of new evidence not present at the time of the original appeal but not on the substance of the charge. The appeal shall be submitted in writing to the Chief Academic Officer within 10 days of the student having received the written decision of the Academic Dishonesty Hearing Committee. The decision of the Chief Academic Officer should be issued in writing within 10 days of receiving the student’s appeal. The Chief Academic Officer’s decision is final.

Academic Disputes. Students who wish to dispute an academic decision must do so by the add/drop deadline of the semester the decision is rendered or, if disputing a final grade, must do so by the first day of the next fall or spring semester.

1. A student seeking review of an academic decision which affects his or her educational interests is required first to seek informal resolution of the matter through regular administrative channels. A student wishing reversal or modification of an academic decision by a faculty member should consult first with the faculty member, and then with the head of the faculty member’s department.

2. It is recognized that in some instances, the student may find a direct informal approach difficult. If so, the student is encouraged to enlist the support of an on-campus advocate, whether another student or faculty member. Administrators may be consulted by the student to determine the nature and range of his or her rights and responsibilities, but may not take part in any informal resolution of the dispute.

3. In the event that informal meetings do not result in a satisfactory resolution, the student’s request for impartial review shall be referred to an ad hoc Academic Review Committee appointed by the CAO. A written request for this review must be submitted to the CAO; the request shall include a statement which explains the basis for the request.

4. The Academic Review committee shall consist of three (3) disinterested individuals: two faculty members and a student. The term “disinterested” specifically means that none of the members of the committee shall be personally acquainted with the student initiating the academic dispute. Faculty members assigned to the committee should represent academic areas removed from the situation of the conflict. At its first meeting, the Committee shall elect from its membership a chairperson and a recorder.

5. All involved parties (student and faculty member) shall be entitled to make a presentation and to submit germane written or testimonial evidence to the Committee. The student may be represented by a non-attorney or on-campus advocate, and is entitled to invite any observer to the proceeding. Other individuals may be called by the Committee to make statements or to offer evidence which are germane to the issue. All involved parties have the right to question witnesses, and the right to be present for all sessions of the committee hearing, though that right may be waived.

6. The Academic Review Committee shall conduct its inquiry according to the following standards of review: In matters of scholastic judgment, the scope of the Committee’s inquiry shall be limited to determining whether the faculty member’s decision was biased, arbitrary or capricious, unlawful, erroneous, or contrary to institutional policy. In such instances, the Committee shall be restrained from questioning or reversing sound, professional evaluations based upon the individual faculty member’s subjective judgment. The burden shall be on the student to establish bias, arbitrariness or capriciousness, illegality, error, or a policy violation.

7. Proceedings will normally be conducted on an informal basis, but the Committee may determine that a case requires more formal procedures. A written record of all proceedings whether formal or informal, conducted by the Committee shall be maintained and shall be available for inspection at all subsequent stages of this review process.

8. If the student remains dissatisfied by the decision of the Academic Review Committee, she or he may seek a review of that decision by the CAO. A written request for this review must be submitted to the CAO; the request shall include a statement which explains the basis for the request. The CAO shall have the authority to reverse or modify the decision in question. The CAO shall inform the student in writing of his or her decision. The decision of the CAO shall be final.

9. It is expected that all informal and formal review stages shall be initiated by the student and administratively concluded within four or five weeks after the Academic Dispute Committee begins its work.

10. No student, faculty member or administrator shall be subjected to any form of harassment as a result of utilizing or assisting others in utilizing these review procedures.

Faculty Withdrawal of a Student from Class. Students are expected to prepare for and attend all classes for which they are registered. Students are further expected to act in a
manner consistent with an academic environment while attending class. An instructor has the right to withdraw a student from class if the student persistently fails to abide by the attendance policy established for the class, as noted in the course syllabus, or if he/she consistently demonstrates a failure to prepare for class sessions and assignments, or if his/her behavior in the classroom is persistently disruptive or unruly or demonstrates an attitude not consistent with a learning environment.

1. Instructors who wish to withdraw a student from a course must first send an academic alert via the college email server to all of the following: alerts@bethanylb.edu, the student, his/her advisor, and his/her coach (if applicable), indicating which of the above expectations the student has failed to meet. Student advisors and coaches may be identified by viewing the course list in Faculty Course Control on eSwede.

2. If the student fails to respond to the academic alert within two business days, the instructor must again email the student and ask the student to voluntarily withdraw from the course prior to a deadline stipulated by the instructor (and no later than the voluntary withdrawal deadline as stated on the Academic Calendar).

3. If the student fails to voluntarily withdraw from the course, the instructor will utilize the Faculty Withdrawal form to officially withdraw the student from the course. The instructor must attach a copy of the appropriate documentation highlighting the college policy, as well as copies of the academic alert/s and the voluntary withdrawal request email. The instructor will assign the student a grade of FW, Faculty Withdraw, which will not affect the student’s GPA or with a grade of WF, Withdrawn Failing, which will affect the student’s GPA.

4. Faculty withdrawals submitted more than two business days after the withdrawal deadline stated on the yearly Academic Calendar can only be processed with a grade of WF.

Textbook Program. Bethany College students will receive all course textbooks and consumables (e.g., lab manual) for a flat fee that is included in the price of tuition. The books will be delivered to campus and eCampus, the company contracted with the college, will ship books prepackaged for each student to be distributed to students on campus. This is a textbook rental system and at the end of the term the textbooks will be collected. If a student wishes to keep a textbook, the student will be billed at 50 percent of the list price of the book. Login to eSwede and look for the eCampus Textbooks link under Quick Links for additional information.

GRADES AND TRANSSCRIPTS

All grades and transcripts may be viewed by the student online through eSwede.

Midterm Grades. All instructors are to turn in midterm grades for all students. Midterm grades will not be included in the student’s session or cumulative GPA.

Final Grades. A final grade recorded by an instructor shall not be changed by that instructor except for reason of a clerical error when that change is in favor of the student. Students should follow the Academic Dispute Policy if they feel there is a final grade error that is not addressed by clerical error.

Students may repeat a course in which they have received an “F.” Students must repeat any course in their major (excluding supporting courses) in which they have received a grade of “C-” or lower. Education majors must repeat any courses, including supporting courses, in which they have received a grade of “C-” or lower. All grades remain on the permanent record, but only the most current grade received will be the grade used to compute the student’s GPA. Course credit for a repeated course is only counted one time toward graduation requirements.

Grade-Point Average. The grade-point average, based on course work in the Bethany College course catalog only, is the ratio between the total cumulative grade points and the total cumulative grade hours attempted. This quotient serves as an index number for measuring the scholastic average of students on a comparative basis, for determining academic achievement, and for determining awards of honor at graduation. Only courses graded with an A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, IF or WF will be entered into the computation.

Grading System.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>3.00</td>
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<td>B-</td>
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<td>C+</td>
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<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
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</tbody>
</table>

A P – Advanced Placement
A U – Indicates that the student audited the class; courses that are taken AU do not count toward the graduation requirement of 124 hours
A W – Administrative Withdrawal
C R – Credit by Examination
C L – CLEP Credit
F L – Indicates student has failed a pass-fail course
F W – Indicates faculty withdrawal
I – Indicates incomplete
I B – International Baccalaureate
I F – Indicates incomplete changed to an F
I P – Indicates in progress
N C – Indicates course taken for no credit
P S – Indicates student has passed a pass-fail course
Incomplete Grades. Students are expected to complete all course requirements before the end of an academic term. However, if circumstances beyond the control of the student prevent completion of the required work or in other instances at the discretion of the instructor, a grade of Incomplete, “I,” may be given. It is expected that the student will complete the necessary work and remove the Incomplete during the next semester. No transcripted coursework from Bethany College can have a final grade of “I” or “IP.”

An “I” grade not removed within one semester becomes an “IF” whether the student has been enrolled or not. After that, the student may use the academic appeal process to seek a change in the F grade.

Official Transcripts. Official transcripts will be furnished to students who have made satisfactory settlement of tuition and fees. (See Section IX, page 181, for information on how to order an official transcript.)

Transfer Credit Policy. The grades for credits transferred from regionally accredited institutions are not used to compute the cumulative GPA at Bethany College. (See Section IX, Application for Transfer Admission, page 176.)

Transfer Course Repeat Policy. Transfer courses accepted from regionally accredited institutions that are completed with a grade of C- or higher will replace the grade received for the equivalent course taken at Bethany College. This will affect the student’s Bethany cumulative GPA as follows: The grade for the course taken at Bethany is removed from the GPA calculation but the transfer grade is not included.

GRADUATION REQUIREMENTS

Completion of Degree. From the date of admission, students have seven years to complete the initial degree. After seven years, the student will move to the current catalog requirements. If an extension is necessary, a request in writing must be made to the Chief Academic Officer.

Candidates for Graduation must:
1. Submit a completed Graduation Application to the Registrar’s Office as early as one year and no later than the published graduation application date deadline for the semester they wish to graduate.
2. Submit a request for a Degree Evaluation to the Registrar’s Office as early as one year and no later than the prior semester in which they plan to graduate.
3. Have a cumulative 2.0 grade point average for hours earned at Bethany and a total of 124 semester hours from all collegiate sources.
4. Have at least 33 successfully completed semester hours of 300-level and above courses.
5. Complete 31 of the last 40 semester hours in a degree candidate’s program in residence.
6. Complete all Bethany College Core Experience requirements (Section II, pages 17-20) and all courses in the majors, minors and degree programs with a grade of “C” or higher.
7. Have no transcripted coursework from Bethany College with a final grade of “I” or “IP”.
8. Attend loan exit interviews with the financial aid and accounting offices if he/she has student loans.
9. Return all Bethany College property.
10. Transcripts and diplomas will not be released to graduates who have outstanding account and/or loan balances with Bethany College unless satisfactory payment arrangements have been made. This will not prohibit a student from participating in the commencement ceremony.

Additional Major after Obtaining a Degree. Students may complete additional coursework in order to complete an additional major after earning a degree from Bethany College. Students must meet the residency requirement for the additional major (31 of the last 40 hours must be taken in residence). The additional major must be completed within two years of the date of the initial degree. A notation will be recorded on the transcript as follows: “Completed the requirements for the (major) on (date).” This policy does not apply to additional concentrations, minors, or teaching endorsements.

Dual Degrees. A student may earn two degrees simultaneously from Bethany College provided that the degrees are different (a B.A. and a B.M. for example), and provided that the student has met all degree requirements for both degrees, without a waiver of requirement for either degree.

Second Bethany College Degree. A student may earn an additional degree from Bethany College subsequent to the initial Bethany College degree. The student must complete all graduation requirements for the additional degree.

GRADUATION REQUIREMENTS

Second Degree. A student may earn a Bethany College degree subsequent to an initial four year degree earned at a regionally accredited institution. There must be at least one year between the granting of each degree and the subsequent degree must require at least 31 additional hours of study in residence at Bethany.

HONOR AWARDS

Academic Dean’s Honor Roll. A student will be listed on the Academic Dean’s Honor Roll for a given semester if the student:
1. was a full-time student that semester, and
2. has a semester grade point average of 3.5, and
3. has no incompletes for that semester.

If a student receives an incomplete that prevents eligibility for the Academic Dean’s Honor Roll, and the student believes that the incomplete was given due to circumstances beyond the student’s control, and the incomplete course has been completed, an appeal may be made by picking up an appeal form from the registrar. The appeal will be considered by the
Curriculum Committee at the next scheduled meeting. Any appeal must be filed within two weeks of the official beginning of classes in the subsequent semester.

**Beta Tau Sigma Honorary Scholastic Society.** Beta Tau Sigma has been the academic honor society of Bethany College since 1942. New members consisting of those currently enrolled degree-seeking students who have at least junior status and a GPA of 3.4 or higher for all Bethany coursework are added to the society each spring semester.

**Bethany Honors Program.** See Section II, pages 21-22, for description.

**Honors at Graduation.** To be eligible for honors at graduation, a student must complete a minimum of 62 semester hours at Bethany College and meet all other graduation requirements.

A student who attains a grade-point average at Bethany College of 3.50 to 3.699 merits graduation Cum Laude; a grade-point average of 3.70 to 3.899 merits graduation Magna Cum Laude; a grade-point average of 3.90 and above merits graduation Summa Cum Laude.

**STUDENT LEAVE OF ABSENCE POLICY**

Students whose enrollment is interrupted may apply for a leave of absence at the time of their withdrawal. Justifiable reasons for a leave may include jury duty, compulsory military service or circumstances covered under the Family Medical Leave Act of 1993. Verification of the reason will normally be expected. A leave of absence may not exceed 180 calendar days in any 12 month period.

An application form to request a leave of absence is available in the Registrar's Office. Before the leave can be granted, the form must be completed and include a signature of the advisor having discussed the student’s academic situation, the Accounting Office staff having discussed the student’s account situation, and the financial aid officer verifying that he/she has discussed with the student the effect that failure to return may have on the student’s loan repayment terms, including the loss of some or all of the student’s grace period.

If a leave of absence is granted, a grade of Incomplete, “I,” will be given for each course. It is expected that the student will make arrangements to complete the necessary work and remove the Incomplete grade during the first eight weeks of the next semester after returning to Bethany. If after returning to Bethany the student does not complete one or more courses, the grade for those courses will be changed to a “W” on the date the leave was granted.

If the student does not return to attend school when an approved leave ends and does not complete all work necessary to remove the Incomplete grades, Bethany College will change the academic transcript to reflect that the student was withdrawn from all classes and will be classified as voluntary withdrawal on the date the leave began.

**ATHLETICS ELIGIBILITY**

A degree-seeking student making Satisfactory Academic Progress (SAP) is in good standing and is therefore eligible to participate in intercollegiate competition.

A degree-seeking student on SAP Probation is not eligible to participate in intercollegiate competition. (See Satisfactory Academic Progress Probation, 3. d., under POLICIES ON ACADEMIC PROGRESS this section.)

Transfer students, upon entry to Bethany College, must have a 2.0 or higher cumulative GPA in all courses taken at all regionally accredited institutions attended to be eligible to participate in intercollegiate competition.

**COLLEGE SPONSORED AND RECOGNIZED NONCREDIT ACTIVITIES ELIGIBILITY**

A degree-seeking Satisfactory Academic Progress (SAP) is in good standing and is therefore eligible to participate in college sponsored and recognized non-credit activities.

A degree-seeking student on SAP Probation is not eligible to participate in college sponsored and recognized noncredit activities. (See Satisfactory Academic Progress Probation, 3. d., under POLICIES ON ACADEMIC PROGRESS this section.)

Transfer students, upon entry to Bethany College, must have a 2.0 or higher cumulative GPA in all courses taken at all regionally accredited institutions attended to be eligible to participate in all college sponsored and recognized noncredit activities.

**FINANCIAL AID ELIGIBILITY**

A student must be admitted to Bethany College and enroll in a degree-seeking or certificate-seeking program to be eligible for federal, state, or institutional financial aid. A student must complete the Free Application for Federal Student Aid (FAFSA) to be considered for federal and state aid. All students are considered for institutional aid.

A student must also be meeting Bethany College’s standards of Financial Aid Satisfactory Academic Progress (FASAP) to continue to receive federal, state or institutional financial aid. (See Financial Aid Satisfactory Academic Progress Policy, pages 39-41.)

**POLICIES ON ACADEMIC PROGRESS**

**Satisfactory Academic Progress (SAP)**

Degree and certificate seeking students are expected to achieve Satisfactory Academic Progress (SAP) at the end of each term. SAP is defined as maintaining a resident cumulative GPA of 2.000 or higher.
Definitions

1. **Resident.** Related to a student’s time at Bethany College; for example, resident cumulative GPA is a student’s GPA for all courses taken at Bethany College.

2. **Term.** There are four terms in an academic year: Fall, Interterm, Spring and Summer.

3. **Good Academic Standing.** A student who has a resident cumulative GPA of 2.000 or higher.

Satisfactory Academic Progress Review

1. The resident cumulative GPA of each student will be reviewed at the end of each term.

2. An “Alert” letter will be sent to students who have a resident cumulative GPA of 2.0 or higher, but have a term GPA below 2.0. The alert will recommend academic support resources available.

Notification of Satisfactory Academic Progress Status

The Office of the Chief Academic Officer will notify, by letter, any student who has been placed on or removed from SAP Probation, Suspension, or Dismissal.

The letter will be scanned and sent to the student’s Bethany College email and then mailed to the student’s’ most current address on file with the Registrar’s Office. It is the responsibility of the student to inform the Registrar’s Office of a correct mailing address at all times.

Satisfactory Academic Progress Probation

1. A student not making Satisfactory Academic Progress will be placed on SAP Probation for the next fall or spring term.

2. The student’s transcript will contain the notation “Satisfactory Academic Progress Probation-[Date].”

3. The conditions of SAP Probation include all of the following:
   a. The student on SAP probation for the first time must be enrolled in AS013, Academic Support, during the next fall or spring term of enrollment.
   b. The student enrolled during:
      i. Fall or Spring may enroll in a maximum of 16 hours.
      ii. Interterm may take a maximum of 3 hours.
      iii. Summer may take a maximum of 6 hours.
   c. The student cannot receive an Incomplete grade for any class.
   d. The student may not participate in activities which represent the student body or the college in public or official capacities, including debates, dramatic or musical performances, or other similar public appearances; intercollegiate athletics (competing, dressing, traveling); student publications, elective or appointive positions in student government, or other leadership positions on campus; managing athletic teams, cheerleading, or similar activities unless participation in such activities is necessary for the satisfactory completion of academic course requirements.
   e. The student may be required to fulfill other conditions.

4. A student will be exempt from the SAP Probationary conditions for the upcoming Interterm or Summer term if the student can achieve Good Academic Standing at the conclusion of that Interterm or Summer term.

5. At the end of the SAP Probationary term:
   a. The student who achieves Good Academic Standing is removed from SAP Probation.
   b. The student who does not achieve Good Academic Standing but earns at least a 2.5 term GPA will remain on SAP Probation for one additional term. The student must achieve Good Academic Standing at the end of their second probationary term or they will be suspended.
   c. The student who does not achieve Good Academic Standing is suspended.
   d. The student’s transcript will be updated to reflect the appropriate academic standing.

Satisfactory Academic Progress Suspension

1. The student on SAP Probation who does not meet all of the conditions of probation will be suspended.

2. The student’s transcript will contain the notation “Satisfactory Academic Progress Suspension-[Date].”

3. The student will be dropped from all future courses.

4. The student on SAP Suspension will be considered for readmission in one of the following ways:
   a. Must file an appeal to the Chief Academic Officer (or his/her designee).
   b. Must satisfactorily complete at least 12 academic credits at another college or university thus demonstrating the potential for academic success at Bethany College. (NOTE: Transfer credit will only be accepted for courses completed with a grade of C- or higher.)

5. If a student’s readmission is granted:
   a. He/she will be placed on SAP Suspension Probation.
   b. The conditions of readmission will be outlined in the student’s readmission letter.
   c. The student’s transcript will contain the following notation: "Changed to SAP Suspension Probation-[Date]."

6. At the end of the SAP Suspension Probationary term:
   a. The student who achieves Good Academic Standing is removed from SAP Suspension.
   b. The student who does not achieve Good Academic Standing but meets the conditions of his/her readmission letter will remain on SAP Suspension Probation for the time period indicated in the readmission letter.
   c. A student who does not achieve Good Academic Standing or meet the conditions of their readmission letter will be dismissed.

7. If the student’s readmission is denied, the student will remain on SAP Suspension.
Satisfactory Academic Progress Dismissal

1. A student on SAP Suspension Probation who does not meet all of the conditions of his/her readmission will be dismissed.
2. The student’s transcript will contain the notation “Satisfactory Academic Progress Dismissal-[Date].”
3. The student will be dropped from all future courses.
4. The student on SAP Dismissal will only be considered for readmission upon appeal to the Chief Academic Officer (or his/her designee).
5. If a student’s readmission is granted:
   a. He/she will be placed on SAP Dismissal Probation for one term.
   b. The conditions of readmission will be outlined in the student’s readmission letter.
   c. The student’s transcript will contain the following notation: “Changed to SAP Dismissal Probation-[Date].”

6. At the end of the SAP Dismissal Probationary term:
   a. The student who achieves Good Academic Standing is removed from SAP Dismissal.
   b. A student who does not achieve Good Academic Standing will be dismissed with no further opportunity to appeal.
7. If the student’s readmission is denied, the student will remain on SAP Dismissal with no further opportunity to appeal.

Appeal of Satisfactory Academic Progress Suspension or Dismissal Procedure

To appeal SAP Suspension or Dismissal, a student must submit a written appeal to the Chief Academic Officer (or his/her designee) within ten business days after notification is issued. The appeal should include:

- Reasons why the student did not achieve minimum academic requirements
- Reasons why the student should not be Suspended or Dismissed
- Steps the student will take to improve academic performance in future terms.

The Office of Chief Academic Officer will schedule a meeting between the student and the SAP Appeal Committee within ten business days. The SAP Appeal Committee will review the student’s appeal. The student will be notified, in writing, of the final appeal decision within ten business days of the meeting.

POLICIES ON FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS

Financial Aid Satisfactory Academic Progress (FASAP)

Federal regulations require the Financial Aid Office to apply reasonable standards for measuring whether a student is making progress toward a degree. This is to ensure that the student is successfully progressing through their program of study. Maintaining Financial Aid Satisfactory Academic Progress is not only important for the student’s academic success, but it is also a key factor in terms of minimizing student debt.

Financial Aid Satisfactory Academic Progress (FASAP) is a term used to describe successful completion of coursework toward a degree or certificate. This policy applies to all students who receive federal, state, and institutional financial aid.

If a student does not meet the minimum requirements, he/she could lose their eligibility for financial aid.

Financial Aid Satisfactory Academic Progress Standards

Degree-seeking and certificate-seeking students’ academic progress is measured against the following standards: cumulative grade point average (GPA), pace progression (completion percentage), and maximum time frame.

Both pace and maximum time frame are measured in credit hours, regardless of full-time or part-time enrollment. To maintain FASAP, a student must meet the following standards:

1. Minimum Cumulative Grade Point Average (GPA)
   a. Maintain a minimum 2.0 cumulative grade point average
2. Pace of Progression
   a. At least 67% of all credit hours attempted must have a grade of D- or higher. The pace of progress is calculated by dividing cumulative hours that have been completed with a grade of D- or higher by the cumulative hours attempted.
   b. The 67% completion rate maintains a pace of progress toward the degree or certificate that ensures completion of the academic credential within the maximum time frame allowed.

Note: Please refer to the Grades and Credits section of this policy for a list of attempted credit hours.

3. Maximum Time Frame
   a. Complete a degree or certificate program in no more than 150% of the average published length of the program in credit hours. For example:
      - Undergraduate degrees require a minimum of 124 credit hours. Attempted credit hours must be 186 or less (124 credits x 150% = 186 credits).

Note: Federal financial aid regulations require Bethany College to discontinue federal financial aid if a FASAP review indicates that the student cannot complete their program within 150% of the average published length of the program.

Definitions

1. Resident - Related to a student’s time at Bethany College: for example, resident cumulative GPA is a student’s GPA for all courses taken at Bethany College.

2. Good FASAP Standing - Meeting all three FASAP standards: cumulative GPA, pace of progression, and maximum time frame.

3. Financial Aid Satisfactory Academic Progress Appeal - FASAP appeal is a process by which a student who is not meeting FASAP standards petitions for reconsideration of eligibility for financial aid funds.
4. **Academic Achievement Plan** - An academic achievement plan, when followed, will ensure that the student will meet FASAP standards by a specific time. If he/she fails the satisfactory progress check after the end of the probationary semester, he/she may only continue to receive aid if Bethany College can determine that he/she is following their academic plan. If it is determined he/she is not following the academic plan, he/she will be denied financial aid. The student may file a new appeal if he/she wishes to be considered for financial aid eligibility.

**Financial Aid Academic Progress Review**

Financial Aid Satisfactory Academic Progress will be reviewed at the end of each term. Students who are not maintaining FASAP will be placed on Warning status, Financial Aid Probation status, or lose their eligibility to receive financial aid. Outstanding grades may change or delay the FASAP status decision.

**Notification of Financial Aid Satisfactory Academic Progress Status**

The Financial Aid Office will notify, by letter, any student who has been placed on or removed from financial aid warning and probation. If one or more grades are not posted at the time of the FASAP review, the student’s status may be delayed or changed.

The letter will be scanned and sent to the student’s most current address on file with the Registrar’s Office. It is the responsibility of the student to inform the Registrar’s Office of a correct mailing address at all times.

**Financial Aid Warning**

1. A student not making Financial Aid Satisfactory Academic Progress (cumulative GPA, pace of progression, and maximum time frame) will be placed on financial aid warning for the following fall/spring term, and financial aid eligibility will continue for that term. No FASAP appeal is necessary.
2. During the warning semester, the student is expected to:
   a. Improve their academic standing and degree progress
   b. To meet the standards of FASAP at the end of the semester
3. While on Financial Aid Warning, the student cannot receive an Incomplete grade for any class.
4. If he/she fails to achieve FASAP at the end of the semester, he/she will be denied financial aid beginning the following semester. The student must submit a FASAP Appeal to request financial aid reconsideration.

**Appeal of Financial Aid Satisfactory Academic Progress Procedure**

When the student loses financial aid eligibility for failing to make satisfactory progress, he/she may appeal to the Director of Financial Aid within ten business days after notification is issued (if appealing Satisfactory Academic Progress, the Chief Academic Officer will forward your appeal). The FASAP appeal must include:

- The Academic Progress Appeal form
- Reasons why the student did not achieve minimum financial aid standards: cumulative grade point average (GPA), pace progression (completion percentage), or maximum time frame.
- Reasons why the student should not lose financial aid eligibility
- Steps the student will take to improve academic performance

**Important Note about Financial Aid Eligibility**: If the student exceeds the maximum 150% program time frame, the student must be meeting GPA and pace requirements, and be enrolled only in courses required for their degree and listed on their plan of work.

**Financial Aid Probation**

1. A student who is failing to make satisfactory financial aid academic progress and who successfully appeals will be placed on financial aid probation.
2. Eligibility for aid may be reinstated for one or more semesters and the student will be required to fulfill specific conditions stipulated in their academic achievement plan.

**Reestablishing Aid Eligibility**

If a student loses financial aid eligibility, eligibility can be regained by taking action that brings the student into compliance with Financial Aid Satisfactory Academic Progress standards. Action includes, but is not limited to, paying tuition with funds other than federal, state, and institutional aid, transferring credits into Bethany College, or appealing the loss of financial aid.

**Grades and Credits**

Attempted credit hours include the following, whether or not paid for with financial aid:

- Earned Hours (Grades A through D-)
- Withdrawal (Grades AW, FW, W, WF)
- Incomplete (Grades I, IF)

Attempted credit hours are affected by the following:

**Audit Courses**

Credits are not earned for audited courses. Therefore, they are not included in the calculation of the attempted credit hours total or GPA.

**Changing Majors**

If the student changes majors, the credit hours taken under all majors will be included in the calculation of the attempted credit hours total, the GPA calculation and the maximum time frame for degree completion.
Incomplete Courses
Credit hours for incomplete courses are included in the
calculation of attempted credit hours total, but not in the
calculation of GPA.

Pass/Fail Courses
Credit hours for pass/fail courses are included in the
calculation of the attempted credit hours total, but not in the
calculation of the GPA.

Repeat Coursework
If a student repeats a course, credit hours for each registration
will be added to the attempted credit hours total. However,
only the most recent grade received in the course will be
included in the calculation of the cumulative GPA.

Note: Federal financial aid will pay for only one repeat of a
previously passed course.

Remedial Courses
Credit hours for each remedial course taken are included in
the calculation of attempted credit hours total in determining
pace. Remedial courses are not included in the calculation of
GPA.

Transfer Credits
Credit hours transferred from other schools that are accepted
toward completion of the student’s Bethany degree count as
hours attempted and hours earned. However, transfer credits
are not included in the calculation of the grade point average.

Withdrawal from Courses
If the student withdraws from a course during the semester,
after the last day to add/drop courses, the course credit hours
will be added to the attempted credit hours total. Consult the
academic calendar for the add/drop date for each semester.
Student Support Services
IV. STUDENT SUPPORT SERVICES

OVERVIEW

The college serves students of all ages in a primarily residential experience, with supportive programming for students with off-campus living arrangements. Bethany emphasizes interactive, personalized learning by supporting and encouraging multiple modes of teaching and learning including mentor relationships, experience-based education, and online learning as supplements to traditional classroom settings.

The college seeks to enhance the experiences of all students by intentionally encouraging interaction of intergenerational, cultural and ethnic populations both inside and outside the classroom.

Bethany College also offers programming for continued cultural, intellectual and religious learning in service to its students, the city of Lindsborg and surrounding communities. As a demonstration of our global awareness, the college sponsors events and programs with national and international relevance.

Bethany has exchange and cooperative agreements with three international universities – Karlstad University in Karlstad, Sweden; Harlaxton College in England; and Linnaeus University in Sweden. These partnerships allow students the opportunity to study abroad during their time at Bethany.

EQUAL ACCESS ASSISTANCE

Bethany College has a firm commitment to assuring equal access to college programs for students, employees, and guests with disabilities. Individuals with special needs are requested to provide to the Equal Opportunity Officer in the Human Resources Office advance notice of their intention to attend an event or class requiring auxiliary aids such as sign language interpreters, special equipment, mobility assistance, or reserved parking for individuals with a valid handicapped parking permit.

Student Success Center (SSC)

The SSC provides many services and resources which promote the success of any student. It provides an informal setting where students can study and have access to assistance when they need it. There is plenty of room for group work. Calculators and audio equipment are also available. SSC staff have expertise in advising, teaching students study skills, identifying goals, and developing habits for college success.

The SSC is located in Wallerstedt Learning Center, rooms 116 through 124. The director of the SSC can be reached via email: pryoraw@bethanylb.edu.

Academic Accommodations, Accessibility, and Disability Service

Bethany College wants to assist you in performing your best. Student Accessibility and Disability Services on campus are coordinated through the Dean of Student Development’s Office, located in the lower level of Pihlbald Memorial Union. The Student Success Center supports in administration of various student accommodations. Before admission, students with disabilities may talk or meet with the disability services director to discuss any questions or concerns about disability accommodations or services needed.

Registered students with disabilities who need academic accommodations or disability-related support services are asked to make their needs known and to submit a timely request to Ryan Van Dusen, Dean of Student Development, in Pihlbald Memorial Union. The Dean will verify your status and work with you to determine appropriate academic accommodations and inform your instructors of accommodations granted. The needs of each student seeking accommodations are different and the strategies implemented in order to serve students are bespoke.

Academic Alerts

A student’s grades, attendance, or conduct may prompt an instructor to issue an Academic Alert. Alerts are initiated whenever instructors are concerned about a student’s progress or if they feel that there is an issue with a student that merits the attention of others.

Instructors initiate alerts through a designated form available in eSwede. Students who have received such an alert will be notified by their instructor. The instructor will indicate the nature of the concern and begin working with the student to develop a plan to resolve said concern within one week.

The SSC staff can become involved with alerts when deemed appropriate by the director of the SSC. Most notably this occurs when an instructor determines that sufficient resolution to the alert has not been reached or SSC services are required to implement the resolution plan.

Subject Tutoring

The SSC provides subject tutoring services for students free of charge. Student tutors are selected by the Director of the SSC in conjunction with relevant department chairs. These tutors engage in training and follow up with relevant SSC staff.

Tutors are equipped to help students throughout the semester with coursework. This may include—but is not limited to—assistance with reading strategies, lecture note review, preparations for tests and exams, and practice with oral presentations.

All subject tutoring is done on demand and can be scheduled through eSwede. In general, the SSC recommends scheduling sessions of 30 or 60 minutes for tutoring appointments.

First Year Advising

The SSC provides advising services for all first-year students regardless of prospective major. Navigating the first year of college can be difficult for many students, and these advisors can help direct students to appropriate services on campus, especially when students might not know those services are available or how to access them.
The SSC also coordinates all first-year student enrollment. Academic advising services have been curated by the SSC staff in conjunction with department heads from across the campus. All recommendations for courses made by SSC staff are based on the needs of each student’s prospective major course of study, a commitment to the aims of a liberal arts education, and an assessment of a student’s admissions information in order to help develop a plan for long-term success at Bethany College.

All first year academic advisors are available for appointments that can be scheduled through eSwede. In general, first-year students can expect to meet with an advisor on a monthly basis unless an alternative plan has been developed by SSC staff.

**WRITING CENTER**

Every writer needs an interested reader, and the Bethany Writing Center offers free, skilled peer feedback to student writers.

The Writing Center can help at any point in the writing and revising process. Trained student tutors representing several majors along with an English professor are available to work with students who need help with brainstorming, organizing, thesis development, revising for sense and meaning, or surface issues of spelling and grammar. We welcome students with questions about all kinds of writing – professional emails, reports, research papers, creative work, and any other writing they do while at Bethany.

The Writing Center believes that writing is a process and each friendly consultation is based on cooperative learning. The center is not a drop-off editing or proofreading service, but a place to learn more about writing and to focus on a specific written assignment.

The Writing Center also offers workshops and clinics throughout the year in a variety of subjects. The center maintains a library of writing assignments and grading criteria from many professors in most areas of study that may be consulted on site. The center offers handouts and examples of three academic citation styles: APA, MLA, and Chicago.

Drop-ins and appointments are available Monday through Thursday from 12:00pm-1:00pm or 6:00pm-9:00pm in Wallerstedt 118. Contact the center via email at writinghelp@bethanylb.edu. The Writing Center is a service of the English, Theatre Arts, and Communication department.
Majors, Minors, Certificates & Degree Programs
V. MAJORS, MINORS, CERTIFICATES & DEGREE PROGRAMS

This section is designed to give the student a clear picture of the requirements for each major, minor, concentration, or program emphasis. Students may use these workbook style pages as they plan their program of study with their advisors. Descriptions of the courses are found in Section VI, pages 102-165. Bethany College Core Experience requirements can be found in Section II, pages 17-20, and other requirements for graduation can be found in Section III, page 36.

*Alternate year course

ACCOUNTING MAJOR (B.A.)
(57 hours)—Carlson, Coordinator
See also Section II, Three-Year Degree Program (page 27).

NOTE: Students must achieve a grade of “C” or higher in all coursework listed below.

<table>
<thead>
<tr>
<th>Business Core Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC201 Financial Accounting</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>AC202 Managerial Accounting</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>BU100* Introduction to Business (or AC, BU, EC elective)</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>BU221 Principles of Management</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>BU225 Business Finance</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>BU385 Marketing</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>BU390 Business Policy</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>EC211 Principles of Macroeconomics</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>EC212 Principles of Microeconomics</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

Total (27)

All incoming freshman who are business majors or are interested in a possible business major should take BU100.

All other students will take an AC, BU or EC elective.

Accounting Major Courses:

| AC301 Intermediate Accounting I | 3  | __________ | __________ |
| AC302 Intermediate Accounting II | 3  | __________ | __________ |
| AC303* Cost Accounting | 3  | __________ | __________ |
| AC304* Advanced Financial Accounting | 3  | __________ | __________ |
| AC305* Federal Income Tax | 3  | __________ | __________ |
| AC306* Auditing | 3  | __________ | __________ |

Total (18)

Supporting Courses:

| EC200 Microcomputers: Economics and Business Applications or equivalent | 3  | __________ | __________ |
| EC/PY201 Statistics for the Behavioral and Social Sciences | 3  | __________ | __________ |
| MA104 College Algebra or higher math course | 3  | __________ | __________ |
| PL202 Business Ethics | 3  | __________ | __________ |

Total (12)

TOTAL (57)

ART: ART TEACHING MAJOR PreK-12 (B.A.)
Focus Areas: Ceramics, Drawing, Painting, or Sculpture
(104-107 hours)—Pogue, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all courses listed below.

<table>
<thead>
<tr>
<th>Art Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR105 Basic Design</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

Bethany College 2019-2020 Catalog
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR110</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>AR120</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>AR130</td>
<td>Handbuilding Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>AR160</td>
<td>Introduction to Photography</td>
<td>3</td>
</tr>
<tr>
<td>AR180</td>
<td>Jewelry/Metalry</td>
<td>3</td>
</tr>
<tr>
<td>AR185*</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>AR186*</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>AR310</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>AR330</td>
<td>Wheel Thrown Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>AR340</td>
<td>Sculpture Issues</td>
<td>3</td>
</tr>
<tr>
<td>AR350*</td>
<td>Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>AR387*</td>
<td>Themes in Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>AR395</td>
<td>Art Professional Practice (fall semester)</td>
<td>1.5</td>
</tr>
<tr>
<td>AR395</td>
<td>Art Professional Practice (spring semester)</td>
<td>1.5</td>
</tr>
<tr>
<td>AR___</td>
<td>Specialization to be completed in one focus</td>
<td>0-3</td>
</tr>
<tr>
<td>AR396</td>
<td>Studio Focus</td>
<td>3</td>
</tr>
<tr>
<td>AR396</td>
<td>Studio Focus</td>
<td>3</td>
</tr>
</tbody>
</table>

**Studio Focus, 6 hrs. (taken in same area as specialization)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR396</td>
<td>Studio Focus</td>
<td>3</td>
</tr>
<tr>
<td>AR396</td>
<td>Studio Focus</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total (48-51)**

**Supporting Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA104</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Mathematics for the People</td>
<td>3</td>
</tr>
<tr>
<td>PY101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>TH208/308*</td>
<td>Interterm Musical Theatre</td>
<td>1</td>
</tr>
<tr>
<td>CM110</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
</tbody>
</table>

One course selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN101</td>
<td>Thinking and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ID2xxW</td>
<td>Interdisciplinary Writing Intensive course</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total (13)**

**Professional Education Courses:** See Section II, Teacher Education Program (pages 24-27), for additional requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED100</td>
<td>Introduction to Teacher Education and the Teaching Profession</td>
<td>1</td>
</tr>
<tr>
<td>ED200</td>
<td>Introduction to Teaching: Classroom Experience</td>
<td>3</td>
</tr>
<tr>
<td>ED240</td>
<td>Social, Cultural and Language Diversity in Today’s Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ED250</td>
<td>Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>ED251</td>
<td>Instructional Technology for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ED320</td>
<td>PreK, Elementary/Middle Level Art Methods</td>
<td>2</td>
</tr>
<tr>
<td>ED340</td>
<td>Secondary School Art Methods</td>
<td>3</td>
</tr>
<tr>
<td>ED346</td>
<td>Reading Strategies for Level/Secondary (6-12) Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ED355</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED358</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
</tbody>
</table>
ART: PRE-PROFESSIONAL ART THERAPY MAJOR (B.A.)
Focus Areas: Ceramics, Drawing, Painting, or Sculpture
(80-86 hours)—Pogue, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework listed below.

<table>
<thead>
<tr>
<th>Art Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR105 Basic Design</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR110 Drawing I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR120 Painting I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR130 Handbuilding Ceramics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR160 Introduction to Photography</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR180 Jewelry/Metalry</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR185* Art History Survey I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR186* Art History Survey II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR310 Drawing II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR330 Wheel Thrown Ceramics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR350* Printmaking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR387* Themes in Contemporary Art</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR395 Art Professional Practice (fall semester)</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR395 Art Professional Practice (spring semester)</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR3 Specialization</td>
<td>0-3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Studio Focus, 6-9 hrs. (taken in same area as specialization):
<table>
<thead>
<tr>
<th>Art Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR396 Studio Focus</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR396 Studio Focus</td>
<td>3</td>
<td></td>
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<tr>
<td>AR396 Studio Focus</td>
<td>3</td>
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</tr>
<tr>
<td>AR396 Studio Focus</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total (45-51)

Psychology Courses:
<table>
<thead>
<tr>
<th>Psychology Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY101 General Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY125 The Psychology Major</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY201 Statistics for the Behavioral and Social Sciences</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY205 Developmental Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY220 Abnormal Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY301 Social Research Methods</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY320* Counseling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY330* Techniques of Psychological Evaluation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total (43)
PY335*  Theories of Personality ............................................................ 3

One course selected from the following:
PY222*  Social Psychology .............................................................. 3
PY315  Human Sexuality ................................................................. 3
PY325*  Behavior Modification ......................................................... 3

Total (3)

Education Courses:
ED320  PreK, Elementary/Middle Level Art Methods .......... 2
SE210  Introduction to Infants, Children and Youth with Special Needs

Total (5)

Experience-Based Education or Directed Independent Studies:
EB297, EB397 or DIS/Internship with an organization, permission by Art Dept., Chair

Total (1)

TOTAL (80-86)

ART: STUDIO ART MAJOR (B.A.)

Focus Areas: Ceramics, Drawing, Painting, Sculpture, or Graphic Design
(53-76 hours) — Pogue, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework listed below.

<table>
<thead>
<tr>
<th>Art Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR105  Basic Design</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR110  Drawing I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR120  Painting I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR130  Handbuilding Ceramics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR160  Introduction to Photography</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR171  Intro to Web Design (Graphic Design Focus only)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR180  Jewelry/Metalry</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR185*  Art History Survey I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR186*  Art History Survey II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR310  Drawing II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR318  Digital Photography (Graphic Design Focus only)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR330  Wheel Thrown Ceramics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR340  Sculpture Issues</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR350*  Printmaking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR362  Graphic Design (Graphic Design Focus only)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR387*  Themes in Contemporary Art</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR395  Art Professional Practice (fall semester)</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR395  Art Professional Practice (spring semester)</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR3___  Specialization to be completed in one focus area</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Studio Focus, 11-14 hrs. (taken in same area as specialization):
AR396  Studio Focus | 3 | | |
AR396  Studio Focus | 3 | | |
AR396  Studio Focus | 3 | | |
AR396  Studio Focus | 3 | | |
ART: STUDIO ART MINOR
(27 hours)—Pogue, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework in this minor.

Art Courses:                  Hrs       Term Planned       Hours Completed
AR105  Basic Design ..............................................................................  3
AR110  Drawing I ..................................................................................  3
AR130  Handbuilding Ceramics ...........................................................  3
AR180  Jewelry/Metlay .........................................................................  3
AR185*  Art History Survey I ...............................................................  3
AR186*  Art History Survey II ...............................................................  3
AR310  Drawing II ................................................................................  3

Electives—Six hours from the following:
AR120  Painting I ..................................................................................  3
AR160  Introduction to Photography ..................................................  3
AR171  Fundamentals of Web Design .................................................  3
AR320  Painting II .................................................................................  3
AR330  Wheel Thrown Ceramics ..........................................................  3
AR340  Sculpture Issues ......................................................................  3
AR350*  Printmaking ............................................................................  3
AR387*  Themes in Contemporary Art .................................................  3
AR396B  Studio Focus: Ceramics ...........................................................  3
AR396C  Studio Focus: Sculpture ..........................................................  3
AR396E  Studio Focus: 2D .................................................................  3

Total (27)        =========

ART: VISUAL ART ADMINISTRATION MAJOR (B.A.)
Focus Areas: Ceramics, Drawing, Painting, or Sculpture
(64-70 hours)—Pogue, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework listed below.

Art Courses:                  Hrs       Term Planned       Hours Completed
AR105  Basic Design ..............................................................................  3
AR110  Drawing I ..................................................................................  3
AR120  Painting I ..................................................................................  3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR130</td>
<td>Handbuilding Ceramics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR160</td>
<td>Introduction to Photography</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR180</td>
<td>Jewelry/Metalry</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR185*</td>
<td>Art History Survey I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR186*</td>
<td>Art History Survey II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR310</td>
<td>Drawing II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR330</td>
<td>Wheel Thrown Ceramics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR340</td>
<td>Sculpture Issues</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR350*</td>
<td>Printmaking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR387*</td>
<td>Themes in Contemporary Art</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR395</td>
<td>Art Professional Practice (fall semester)</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR395</td>
<td>Art Professional Practice (spring semester)</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR3___</td>
<td>Specialization to be completed in one focus area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>beyond the introductory level and not included in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the above required courses. If focusing in drawing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or ceramics, these 3 hours are to be added to the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>studio focus to cover the specialization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR396</td>
<td>Studio Focus</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR396</td>
<td>Studio Focus</td>
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<td></td>
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**Total (45-51)**

<table>
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<th>Course Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC101</td>
<td>Financial Accounting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC102</td>
<td>Managerial Accounting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU202</td>
<td>Leadership</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU221</td>
<td>Principles of Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU245*</td>
<td>Small Business Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM105</td>
<td>Writing for Digital Media</td>
<td>3</td>
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</table>

**Total (18)**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB397/DIS</td>
<td>Any Arts profit or non-profit organization with a visual arts component</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Experience-Based Education (EBE) or Directed Independent Study:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL (64-70)**

**ATHLETIC TRAINING MAJOR (B.A.) - Not Accepting New Students**
(76-103 hours)—Jackson-Stenlund, Coordinator

See Section II, Athletic Training Program (page 23) for additional requirements.

**NOTE:** Students must achieve a grade of “C” or higher in all coursework listed below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT101</td>
<td>Principles of Athletic Injury Prevention and Care</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT105</td>
<td>Professional Rescuer First Aid and CPR</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT200</td>
<td>Introduction to Clinical Experience</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT301</td>
<td>Clinical Experiences I-Extremity Evaluation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT302</td>
<td>Clinical Experiences II-Therapeutic Intervention</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT403</td>
<td>Clinical Experience III-Axial Evaluation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT404</td>
<td>Clinical Experiences IV-General Medical</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT405</td>
<td>Clinical Experiences V-Administrative Capstone</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EX135</td>
<td>Personal and Community Health</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EX342</td>
<td>Physiology of Exercise</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EX343  Kinesiology ................................................................. 3
EX390  Nutrition ................................................................. 3  Total (35)

Departmental Courses (taught at KICA Academic Programs in McPherson, KS):
AT315  Therapeutic Exercise ............................................... 3
AT351  Prevention and Evaluation of Upper and
Lower Body Athletic Injuries and Illnesses I .................. 3
AT352  Prevention and Evaluation of Upper and
Lower Body Athletic Injuries and Illnesses II .............. 3
AT430  Therapeutic Modalities .......................................... 3
AT435  Administration of Athletic Training .................... 2
AT440  Pathology and General Medical Conditions
for the Athletic Trainer .................................................. 3  Total (17)

Required Courses (taught outside the department):
BI121  Human Anatomy and Physiology I ....................... 4
BI122  Human Anatomy and Physiology II ..................... 4
BI134  Foundations of Cell Biology ................................. 4
BI222  Medical Terminology ............................................. 3
PL102  Ethics ................................................................. 3
or
PL202  Business Ethics ................................................... 3
PS315*  Legal Issues in Sports .......................................... 3
PY101  General Psychology .............................................. 3  Total (24)

Recommended Courses (based on student interest in post-baccalaureate degree):
BI135  Organismal and Evolutionary Biology .................. 4
BI366  Human Physiology in Health and Disease ............ 4
CH110  General Chemistry I ............................................. 4
CH111  General Chemistry II ............................................ 4
PH101  General Physics I ................................................ 4
PH102  General Physics II ............................................... 4
PE340  Motor Growth and Development ....................... 3  Total (0-27)

TOTAL (76-103) =========

BIOLOGY MAJOR (B.A.)
(53-54 hours) —McDonald, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework listed below.

Core Courses:  Hrs  Term Planned  Hours Completed
BI134  Foundations of Cell Biology ................................. 4
BI135  Organismal and Evolutionary Biology .................. 4
CH110  General Chemistry I ............................................. 4
CH111  General Chemistry II ............................................ 4
SC120  Science Seminar I ................................................ 1
SC125  Science Seminar II .............................................. 1
SC320  Science Seminar III .......................................... 1
SC325  Science Seminar IV .......................................... 1

Choose one of the following:
MA104  College Algebra .................................................. 3

TOTAL (76-103) =========

Bethany College 2019-2020 Catalog
### BIOLOGY TEACHING MAJOR 6-12 (B.A.)

(110-115 hours) —McDonald, Coordinator

**NOTE:** Students must achieve a grade of “C” or higher in all courses listed below.

<table>
<thead>
<tr>
<th>Departmental Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI121 Human Anatomy &amp; Physiology I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI122 Human Anatomy &amp; Physiology II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI134 Foundations of Cell Biology</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI135 Organismal and Evolutionary Biology</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI320 Microbiology</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI313* Advanced Botany</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI350* Ecology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI360 Genetics</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI366 Human Physiology in Health and Disease</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH330 Organic Chemistry I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH331 Organic Chemistry II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH360 Biochemistry</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH360L Biochemistry Lab</td>
<td>1</td>
<td></td>
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Total (34)

**Supporting Courses:**

<table>
<thead>
<tr>
<th>Supporting Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH110 General Chemistry I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH111 General Chemistry II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH330 Organic Chemistry I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH331 Organic Chemistry II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY101 General Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM110 Public Speaking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR CM212 Oral Interpretation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One course selected from the following:

<table>
<thead>
<tr>
<th>One course selected from the following:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN101 Thinking and Writing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ID2xxW  Interdisciplinary Writing Intensive course ............................. 3

Choose MA103, MA104, PH101 & PH102 or MA130, PH201 & PH202:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA103 Trigonometry</td>
<td>1</td>
</tr>
<tr>
<td>MA104 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PH101 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PH102 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>MA130 Analytic Geometry and Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PH201 University Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PH202 University Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

Professional Education Courses: Section II, Teacher Education Program (pages 24-27), for additional requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED100 Intro to Teacher Ed &amp; Teaching Profession</td>
<td>1</td>
</tr>
<tr>
<td>ED200 Intro to Teaching: Classroom Experience</td>
<td>3</td>
</tr>
<tr>
<td>ED240 Social, Cultural and Language Diversity in Today’s Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ED250 Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>ED251 Instructional Technology for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ED342 Middle Level/Secondary (6-12) Teaching and Learning Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ED346 Reading Strategies for Middle Level/ Secondary (6-12) Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ED355 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED358 Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED380 Clinical Practice Secondary</td>
<td>7-12</td>
</tr>
<tr>
<td>ED395 Clinical Practice Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ED406 Methods for Teaching Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>PY205 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SE210 Introduction to Infants, Children and Youth with Special Needs</td>
<td>3</td>
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<tr>
<td>Total</td>
<td>39-44</td>
</tr>
</tbody>
</table>

TOTAL (110-115)

BUSINESS ADMINISTRATION MAJOR (B.A.)
(59 hours)— Rogers, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework listed below.

<table>
<thead>
<tr>
<th>Business Core Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC201 Financial Accounting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC202 Managerial Accounting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU100* Introduction to Business (or AC, BU, EC elective)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU221 Principles of Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU225 Business Finance</td>
<td>3</td>
<td></td>
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<tr>
<td>BU385 Marketing</td>
<td>3</td>
<td></td>
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<tr>
<td>BU390 Business Policy</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>EC211 Principles of Macroeconomics</td>
<td>3</td>
<td></td>
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<tr>
<td>EC212 Principles of Microeconomics</td>
<td>3</td>
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<tr>
<td>Total</td>
<td>27</td>
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</tr>
</tbody>
</table>

*All incoming freshman who are business majors or are interested in a possible business major should take BU100.

All other students will take an AC, BU or EC elective.
Business Administration Major Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC303</td>
<td>Cost Accounting</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>BU340</td>
<td>Management Information Systems</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU350</td>
<td>Business Law</td>
<td>3</td>
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<tr>
<td>BU392</td>
<td>Financial Management</td>
<td>3</td>
<td></td>
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<tr>
<td>BU394</td>
<td>Human Relations for Business</td>
<td>3</td>
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<tr>
<td></td>
<td>Total (15)</td>
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</table>

Additional AC, BU, or EC Courses (5 hrs.):

<table>
<thead>
<tr>
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<th>Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td>Total (5)</td>
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</table>

Supporting Courses:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC200</td>
<td>Microcomputers: Economic and Business Applications</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC/PY201</td>
<td>Statistics for Behavioral and Social Sciences</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA104</td>
<td>College Algebra or higher math course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL202</td>
<td>Business Ethics</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Total (12)</td>
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</tr>
</tbody>
</table>

BUSINESS ECONOMICS MAJOR (B.A.)

(59 hours)—Rogers, Coordinator
See also Section II, Three-Year Degree Program (page 27).

NOTE: Students must achieve a grade of “C” or higher in all coursework listed below.

Business Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC201</td>
<td>Financial Accounting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC202</td>
<td>Managerial Accounting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU100</td>
<td>Introduction to Business (or AC, BU, EC elective)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU221</td>
<td>Principles of Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU225</td>
<td>Business Finance</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU385</td>
<td>Marketing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU390</td>
<td>Business Policy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC211</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC212</td>
<td>Principles of Microeconomics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (27)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All incoming freshman who are business majors or are interested in a possible business major should take BU100. All other students will take an AC, BU or EC elective.

Economics Major Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC312</td>
<td>Managerial Economics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC330</td>
<td>Money and Banking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional Economics Course</td>
<td>3</td>
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<td></td>
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</table>

Additional AC, BU or EC Courses (8 hours):

<table>
<thead>
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<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Total (8)</td>
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</tbody>
</table>

Supporting Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC200</td>
<td>Microcomputers: Economics and Business</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applications or equivalent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EC/PY201  Statistics for the Behavioral and Social Sciences .......... 3 
MA104  College Algebra or higher math course .................................... 3 
PL202  Business Ethics ................................................................. 3 

Total (12)

**BUSINESS EDUCATION TEACHING MAJOR 6-12 (B.A.)**

(100-105 hours)—Dutton, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all courses listed below.

<table>
<thead>
<tr>
<th>Business Core Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC201  Financial Accounting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC202  Managerial Accounting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC300  Microcomputers: Computerized Accounting Systems</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU100  Introduction to Business (or AC, BU, EC elective)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU202  Leadership</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU221  Principles of Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU240  Business Communications</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU245  Small Business Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU300  Microcomputers: Management Decision-Making Applications</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU340  Management Information Systems</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU350  Business Law I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU385  Marketing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC211  Principles of Macroeconomics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC212  Principles of Microeconomics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC200  Microcomputers: Economics and Business Applications</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL202  Business Ethics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total (48)

Competency:

| EB297  Business Internship | 1 |              |                 |

Total (1)

Supporting Course:

| MA104  College Algebra | 3 |              |                 |
| OR |                     | |                |                 |
| MA124  Mathematics for the People | 3 |              |                 |
| PY101  General Psychology | 3 |              |                 |
| CM110  Public Speaking | 3 |              |                 |
| OR |                     | |                |                 |
| CM212  Oral Interpretation | 3 |              |                 |

One course selected from the following:

| EN101  Thinking and Writing | 3 |              |                 |
| ID2xxW  Interdisciplinary Writing Intensive course | 3 |              |                 |

Total (12)

Professional Education Courses: Section II, Teacher Education Program (pages 24-27), for additional requirements.

| ED100  Introduction to Teacher Education and the Teaching Profession | 1 |              |                 |
| ED200  Introduction to Teaching: Classroom Experience | 3 |              |                 |
| ED240  Social, Cultural and Language Diversity in Today’s Classrooms | 3 |              |                 |
| ED250  Classroom Management | 2 |              |                 |
| ED251  Instructional Technology for Teachers | 2 |              |                 |
ED342  Middle Level/Secondary (6-12) Teaching and Learning Strategies ........................................................... 3
ED346  Reading Strategies for Middle Level/ Secondary (6-12) Teachers ...................................................... 2
ED355  Educational Psychology ........................................................... 3
ED358  Foundations of Education ........................................................... 3
ED380  Clinical Practice Secondary ....................................................... 3
ED395  Clinical Practice Seminar ......................................................... 1
ED420  Methods for Teaching Business .............................................. 3
PY205  Developmental Psychology ...................................................... 3
SE210  Introduction to Infants Children and Youth with Special Needs ........................................................... 3

Total (39-44)

TOTAL (100-105) =========

BUSINESS MANAGEMENT—See Management Major, page 77

BUSINESS MINOR
(24 hours)—Carlson, Coordinator

Note: Students must achieve a grade of “C” or higher in all coursework in this minor.

Business Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC201</td>
<td>Financial Accounting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC202</td>
<td>Managerial Accounting</td>
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<td></td>
</tr>
<tr>
<td>EC211</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC212</td>
<td>Principles of Microeconomics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU221</td>
<td>Principles of Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU225</td>
<td>Business Finance</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>BU385</td>
<td>Marketing</td>
<td>3</td>
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</table>

Total (21)

Additional AC, BU or EC course (3 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
<td></td>
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</tbody>
</table>

Total (3)

TOTAL (24) =========

CHEMISTRY MAJOR (B.A.)
(59-66 hours)—Lockyear, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework listed below.

Departmental Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>CH110</td>
<td>General Chemistry I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH111</td>
<td>General Chemistry II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH320*</td>
<td>Analytical Chemistry I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH321*</td>
<td>Analytical Chemistry II</td>
<td>4</td>
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<td></td>
</tr>
<tr>
<td>CH330</td>
<td>Organic Chemistry I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH331</td>
<td>Organic Chemistry II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH350*</td>
<td>Physical Chemistry I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH351*</td>
<td>Physical Chemistry II</td>
<td>3</td>
<td></td>
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<tr>
<td>CH360</td>
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<td>SC120</td>
<td>Science Seminar I</td>
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<tr>
<td>SC125</td>
<td>Science Seminar II</td>
<td>1</td>
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</tbody>
</table>

Bethany College 2019-2020 Catalog  57
### CHEMISTRY TEACHING MAJOR 6-12 (B.A.)

(87-92 hours)—McCormick, Coordinator

**NOTE:** Students must achieve a grade of “C” or higher in all courses listed below.

<table>
<thead>
<tr>
<th>Departmental Core Courses</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH110 General Chemistry I</td>
<td>4</td>
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<td></td>
</tr>
<tr>
<td>CH111 General Chemistry II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH320* Analytical Chemistry I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH330 Organic Chemistry I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH331 Organic Chemistry II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC120 Science Seminar I</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC125 Science Seminar II</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>SC320 Science Seminar III</td>
<td>1</td>
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</tbody>
</table>

**Supporting Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI134 Foundations of Cell Biology</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA130 Analytic Geometry &amp; Calculus I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH201 University Physics I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH202 University Physics II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY101 General Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM110 Public Speaking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM212 Oral Interpretation</td>
<td>3</td>
<td></td>
<td></td>
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</table>

**One course selected from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN101 Thinking and Writing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID2xxW Interdisciplinary Writing Intensive course</td>
<td>3</td>
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</tbody>
</table>

**Professional Education Courses:** See Section II, Teacher Education Program (pages 24-27), for additional requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>ED100 Introduction to Teacher Education and the Teaching Profession</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>ED200 Introduction to Teaching: Classroom Experience</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ED240  Social, Cultural and Language Diversity in Today's Classrooms .............................................................. 3
ED250  Classroom Management .......................................................... 2
ED251  Instructional Technology for Teachers ............................ 2
ED342  Middle Level/Secondary (6-12) Teaching and Learning Strategies .......................................................... 3
ED346  Reading Strategies for Middle Level/Secondary (6-12) Teachers .......................................................... 2
ED350  Educational Psychology ........................................................... 3
ED355  Foundations of Education ...................................................... 3
ED358  Clinical Practice Secondary .................................................... 7-12
ED380  Clinical Practice Seminar ......................................................... 1
PY205  Developmental Psychology ...................................................... 3
SE210  Introduction to Infants, Children and Youth with Special Needs .......................................................... 3

Total (87-92)  

COACHING MINOR
(19 hours)—Jackson-Stenlund, Coordinator
Students in majors other than Exercise Science who plan to coach athletic teams may complete the coaching minor by taking with the following courses:

NOTE: Students must achieve a grade of “C” or higher in all coursework listed below.

Departmental Core Courses:                   Hrs      Term Planned         Hours Completed
EX110  Community First Aid and Safety ............................................. 1
EX250  Prevention, Treatment and Care of Athletic Injuries ................ 3
EX303  Challenges of Coaching ........................................................... 3
EX308  Motivational Sports Leadership .................................................. 3
EX370  Organization and Administration of Health, Physical Education and Athletics .............................................. 3

Three of the following:
EX260  Theory of Coaching Football .................................................. 2
EX261  Theory of Coaching Basketball .................................................. 2
EX262  Theory of Coaching Track and Field ........................................... 2
EX263  Theory of Coaching Volleyball .................................................... 2
EX264  Theory of Coaching Baseball and Softball .................................... 2

Total (19)  

COMMUNICATION AND THEATRE MAJOR (B.A.)
(42 hours)—Miller and LeGault, Coordinators

NOTE: Students must achieve a grade of “C” or higher in all coursework.

Core Courses:                   Hrs      Term Planned         Hours Completed
CM101*  Human Communication ........................................................... 3
CM105*  Writing for Digital Media ...................................................... 3
CM110  Public Speaking ............................................................... 3
CM210*  Mass Media and Society ...................................................... 3
CM212*  Oral Interpretation of Literature ........................................... 3
EN301* Writing, Language and Rhetoric ............................................ 3
CM389* Rhetorical Criticism ............................................................... 3
CM391* Senior Project ........................................................................ 3
TH110* Introduction to Theatre ............................................................ 3
OR
TH111 Acting ........................................................................................ 3

Total (30)

Recommended Complementary Courses:
DA116 Introduction to Multimedia ..................................................... 3
AR105 Basic Design .............................................................................. 3
AR108 3D-Design .................................................................................. 3
BU221 Principles of Management ....................................................... 3
BU311 Advertising ................................................................................. 3
EN113 Introduction to the Art of Film ............................................... 3
EN130/330 Travel Writing ...................................................................... 3
EN321* Creative Writing ........................................................................ 3
PL217* Critical Thinking ...................................................................... 3
Any Theatre course ................................................................................ 3
Foreign Language .................................................................................... 3

Total

Choose one concentration:

Communication Concentration – Select four courses from the following:
CM213* Argumentation and Deliberation ............................................ 3
CM215* Persuasion in the Media Age ................................................... 3
CM222* Interpersonal Communication ................................................ 3
CM225* Principles of Journalism .......................................................... 3
CM298/398* Special Topics .................................................................... 3
CM323* Intercultural Communication ................................................. 3
CM325* Applied Journalism ................................................................. 3
EB397 Experience-Based Communication I ....................................... 3
TH110* Introduction to Theatre ............................................................ 3
OR
TH111 Acting ........................................................................................ 3

Total (12)

Theatre Concentration – Select 12 semester hours from the following:
MU/TH205 Musical Theatre .................................................................... 3
TH125 Theatre Practicum ...................................................................... 1
TH208/308* Interterm Musical Theatre .................................................. 3
TH212 Stagecraft ................................................................................... 2
TH299/399* Directed Independent Study ............................................. 3
TH305* Dramatic Writing I: The Short Play ........................................... 3
TH320* Theatre History .......................................................................... 3
TH330* Directing .................................................................................... 2
TH350* Dramatic Writing II: The Full-Length Play .................................. 3
TH398* Special Topics ............................................................................ 3

Total (45)

TOTAL (45)
(21 hours)—Miller, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework.

<table>
<thead>
<tr>
<th>Core Introductory Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM101  Human Communication ..........................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM105  Writing for Digital Media ....................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM110  Public Speaking ...................................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total (9)

Supporting Courses (four courses selected from the following):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM213*  Argumentation and Deliberation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM210*  Mass Media and Society  ...................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM215*  Persuasion in the Media Age ................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM222*  Interpersonal Communication  ..................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM225*  Principles of Journalism  ..................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM323*  Intercultural Communication  ..................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM325*  Applied Journalism  .........................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM389*  Rhetorical Criticism  .......................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM298/398*  Special Topics .........................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN301  Writing, Language, and Rhetoric ................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total (12)

TOTAL (21)

COMPUTER APPLICATIONS MINOR

(24 hours)—Carlson, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework in this minor.

<table>
<thead>
<tr>
<th>Business Core Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC201  Financial Accounting ..................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC202  Managerial Accounting ..................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU221  Principles of Management ................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One course selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC211  Principles of Macroeconomics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC212  Principles of Microeconomics</td>
<td>3</td>
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</table>

Total (12)

Computer Applications Courses:

<table>
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<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU300  Microcomputers: Management Decision</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU340  Management Information Systems  ...................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC200  Microcomputers: Economics and Business Applications  ..................</td>
<td>3</td>
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<td></td>
</tr>
</tbody>
</table>

One course selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC300  Microcomputers: Computerized Accounting Systems  ..................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU240  Business Communication ...................</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU313  E-Commerce  .........................</td>
<td>3</td>
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</tr>
</tbody>
</table>

Total (9)

TOTAL (21)

CRIMINAL JUSTICE MAJOR (B.A.)
(48-51 hours)—Repp, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework listed below.

<table>
<thead>
<tr>
<th>Departmental Core Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ100 Introduction to Criminal Justice</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ203 Criminology</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ211 Law Enforcement</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ220 Criminal Law</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ224 Criminal Procedure</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ230 Corrections</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ300 Administration of Justice Systems</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ305 Criminal Justice Research Methods</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ390 Senior Seminar in Criminal Justice</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

Four courses selected from the following (minimum of 12 hours total):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ198/398 Travel Course</td>
<td></td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ270 UAS/UAV Operations</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ310 Behavioral Health</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ315 Terrorism</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ321 White Collar Crime</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ325 Sex Crimes</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ340 Criminal Investigation</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ341 Criminal Profiling</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ350 Juvenile Justice</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ379 Forensic Mapping</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ397 Criminal Justice Practicum</td>
<td>1-6</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>SC365 Forensic Science</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

Supporting Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA104 College Algebra</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>PL101 Business Ethics</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>PS101 United States Government</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

TOTAL (48-51) =========

CRIMINAL JUSTICE MINOR

(21 hours)—Repp, Coordinator

Note: Students must achieve a grade of “C” or higher in all coursework in the minor.

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<thead>
<tr>
<th>Departmental Core Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ100 Introduction to Criminal Justice</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ203 Criminology</td>
<td>3</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

Five courses selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ</td>
<td></td>
<td>__________</td>
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<tr>
<td>CJ</td>
<td></td>
<td>__________</td>
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<td>CJ</td>
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<tr>
<td>CJ</td>
<td></td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>CJ</td>
<td></td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>SC</td>
<td></td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

TOTAL (48-51) =========
DIGITAL AND MEDIA ARTS: 3D COMPUTER ANIMATION MAJOR (B.A.)
(61 hours, including required courses) – Pogue, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework listed below.

<table>
<thead>
<tr>
<th>Departmental Core Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR105 Basic Design</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR110 Drawing I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA102 iCap - Introduction to Computer Animation Production</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA109 3D Computer Modeling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA116 Introduction to Multimedia</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA218 Introduction to Unreal Engine</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA214 Z Brush Modeling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA219 3D Computer Animation I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA302 Pre-Production Story Boards</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA304 Maya I - Introduction to 3D Animation Pipeline</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA308 Lighting Surfaces and VFX</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA311 Figure Drawing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA319 3D Computer Animation II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA320 3D Computer Animation III – Advanced Body Mechanics and Facial Animation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA324 Rigging</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA325 Prop and Character Modeling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA342 Clay Modeling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA346 Introduction to Motion Capture for Games</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA376 Video Game Capstone Experience - Team Project Development</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA388 Media Arts Practice</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total (58)

DIGITAL AND MEDIA ARTS: VIDEO GAME DESIGN MAJOR (B.A.)
(61 hours)—Pogue, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework listed below.

<table>
<thead>
<tr>
<th>Departmental Core Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR105 Basic Design</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR110 Drawing I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA102 iCap - Introduction to Computer Animation Production</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA109 3D Computer Modeling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA115 Game Concept Design</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA116 Introduction to Multimedia</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA214 Z Brush Modeling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA218 Introduction to Unreal Engine</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA219 3D Computer Animation I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA302 Pre-Production Story Boards</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA304 Maya I - Introduction to 3D Animation Pipeline</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA311 Figure Drawing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA319 3D Computer Animation II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total (58)
DA324  Rigging ................................................................. 3
DA325  Prop and Character Modeling .............................. 3
DA328  Intermediate Unreal Engine ................................. 3
DA338  Advanced Unreal Engine ..................................... 3
DA342  Clay Modeling ..................................................... 3
DA346  Introduction to Motion Capture ............................ 3
DA376  Video Game Capstone Experience - Team
       Project Development ............................................. 3
DA388  Media Arts Practice ............................................. 1

TOTAL (61) =========

ECONOMICS-BUSINESS TEACHING MAJOR—See Business Education Teaching Major 6-12, page 56

EDUCATION-SPECIAL —See Special Education: High-Incidence Special Education Endorsement for Teacher Licensure PreK-12, K-6 and 6-12, pages 97-98

EDUCATION MAJORS AND ENDORSEMENTS

NOTE: Students must achieve a grade of “C” or higher in all courses listed for each major and endorsement, and in the required courses in writing, communication, and mathematics. See Section II, Teacher Education Program (pages 24-27), for additional requirements.

Teaching Majors
Art Teaching PreK-12
Biology Teaching 6-12
Business Education Teaching 6-12
Chemistry Teaching 6-12
Elementary Education K-6
English Teaching 6-12
Health and Physical Education Teaching PreK-12
Mathematics Teaching 6-12
Music: Instrumental Music Teaching PreK-12
Music: Vocal Teaching PreK-12
Social Science Teaching 6-12

Endorsements
PreK-12:
High-Incidence Special Education PreK-12

Elementary (K-6):
English Language Learner K-6
High-Incidence Special Education K-6

Middle Level (5-8):
For information regarding Kansas State Department of Education requirements for middle level licensure, please consult with the English, Mathematics, Science, or Social Science Teacher Education Coordinator.

Secondary (6-12):
English Language Learner 6-12
High-Incidence Special Education 6-12

ELEMENTARY EDUCATION TEACHING MAJOR K-6 (B.A.)
(98-104 hours)—Barreiro, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all courses listed below.

Departmental Core Courses:  Hrs  Term Planned  Hours Completed
ED304  Methods of Elementary Reading and Language Arts, K-3 ........... 3
ED305  Elementary Integrated Field Experience, Grades K-3 .......... 1
ED314  Methods of Elementary and Middle Level
       Reading and Language Arts, 4-8 ........................................ 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED315</td>
<td>Elementary/Middle Level Integrated Field Experience, 4-8</td>
<td>1</td>
</tr>
<tr>
<td>ED320</td>
<td>PreK, Elementary/Middle Level Art Methods</td>
<td>2</td>
</tr>
<tr>
<td>ED321</td>
<td>Music Methods for Elementary Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ED326</td>
<td>Teaching Social Studies in the Elementary/Middle Level Classroom</td>
<td>2</td>
</tr>
<tr>
<td>ED327</td>
<td>Teaching Mathematics in the Elementary/Middle Level Classroom</td>
<td>2</td>
</tr>
<tr>
<td>ED328</td>
<td>Teaching Science/Health in the Elementary/Middle Level Classroom</td>
<td>2</td>
</tr>
<tr>
<td>ED343</td>
<td>Elementary Health and Physical Education Methods</td>
<td>2</td>
</tr>
<tr>
<td>SE310</td>
<td>Foundations of Special Education</td>
<td>4</td>
</tr>
</tbody>
</table>

Nine hours of additional coursework from one of the Core Experience – College Requirement categories: Arts (AR, DA, MU, TH); Citizenship (HI, PS, SA); Humanities (CM, EN, FR, GR, MN, PL, RL, SV, SN); Math/Science (BI, CH, CS, MA, PH, SC); or Social Science (AN, BU, EC, GO, PY, SO):

Supporting Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM110</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>CM212</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>GO120</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>HI</td>
<td>One U.S. history course</td>
<td>3</td>
</tr>
<tr>
<td>HI</td>
<td>One world history course</td>
<td>3</td>
</tr>
<tr>
<td>MA225</td>
<td>Mathematics for Elementary/Middle Level Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MA104</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MA124</td>
<td>Mathematics for the People</td>
<td>3</td>
</tr>
<tr>
<td>PY101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SC225</td>
<td>Science for Elementary Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

One course selected from AR, DA, MU, TH:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Art, Digital Art, Music or Theatre course</td>
<td>3</td>
</tr>
</tbody>
</table>

One course selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN101</td>
<td>Thinking and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ID2xx</td>
<td>Interdisciplinary Writing Intensive course (ID203, ID205 or ID206)</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Education Courses: See Section II, Teacher Education Program (pages 24-27), for additional requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED100</td>
<td>Introduction to Teacher Education and the Teaching Profession</td>
<td>1</td>
</tr>
<tr>
<td>ED200</td>
<td>Introduction to Teaching; Classroom Experience</td>
<td>3</td>
</tr>
<tr>
<td>ED240</td>
<td>Social, Cultural and Language Diversity</td>
<td></td>
</tr>
</tbody>
</table>
in Today’s Classrooms .............................................................. 3

ED250  Classroom Management ............................................. 2

ED251  Instructional Technology for Teachers ........................... 2

ED355  Educational Psychology ................................................ 3

ED358  Foundations of Education ............................................. 3

ED365  Clinical Practice Elementary ....................................... 7-12

ED395  Clinical Practice Seminar ............................................. 1

PY205  Developmental Psychology .......................................... 3

SE210  Introduction to Infants, Children and Youth

with Special Needs .................................................................... 3

Total (31-36)

TOTAL (98-104)

-----------

**ELEMENTARY EDUCATION: GENERAL STUDIES IN ELEMENTARY EDUCATION (B.A.)**

(90-91 hours)—Barreiro, Coordinator

**NOTE:** Students must achieve a grade of “C” or higher in all courses listed below.

<table>
<thead>
<tr>
<th>Departmental Core Courses</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED304  Methods of Elementary Reading and Language Arts, K-3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED305  Elementary Integrated Field Experience, Grades K-3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED314  Methods of Elementary and Middle Level Reading and Language Arts, 4-8</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED315  Elementary/Middle Level Integrated Field Experience, 4-8</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED320  PreK, Elementary/Middle Level Art Methods</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED321  Music Methods for Elementary Teachers</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED326  Teaching Social Studies in the Elementary/Middle Level Classroom</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED327  Teaching Mathematics in the Elementary/Middle Level Classroom</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED328  Teaching Science/Health in the Elementary/Middle Level Classroom</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED343  Elementary Health and Physical Education Methods</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE310  Foundations of Special Education</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total (25)

Nine hours of additional coursework from one of the Core Experience – College Requirement categories: Arts (AR, DA, MU, TH); Citizenship (HI, PS, SA); Humanities (CM, EN, FR, GR, MN, PL, RL, SV, SN); Math/Science (BI, CH, CS, MA, PH, SC); or Social Science (AN, BU, EC, GO, PY, SO):

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
</table>

Total (9)

**Supporting Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM110</td>
<td>Public Speaking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM212</td>
<td>Oral Interpretation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GO120</td>
<td>Human Geography</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI</td>
<td>One U.S. history course</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>HI</td>
<td>One world history course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA225</td>
<td>Mathematics for Elementary/Middle Level Teachers</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>MA104</td>
<td>College Algebra</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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MA124  Mathematics for the People ..................................................... 3
PY101  General Psychology ................................................................. 3
SC225  Science for Elementary Teachers ........................................... 3

One course selected from AR, DA, MU, TH:
   Art, Digital Art, Music or Theatre course .............................. 3

One course selected from the following:
EN101  Thinking and Writing .............................................................. 3
ID2xx  Interdisciplinary Writing Intensive
       course (ID203, ID205 or ID206) .............................................. 3

One course selected from the following:
ENxxx  .................................................................................................... 3
ED325  Methods of Teaching and Assessing
       English Language Learners ......................................................... 3
   Total (33-34)

Professional Education Courses: See Section II, Teacher Education Program (pages 24-27), for additional requirements.
ED100  Introduction to Teacher Education and
       the Teaching Profession ......................................................... 1
ED200  Introduction to Teaching: Classroom Experience ................ 3
ED240  Social, Cultural and Language Diversity
       in Today’s Classrooms............................................................... 3
ED250  Classroom Management ........................................................ 2
ED251  Instructional Technology for Teachers ................................... 2
PY205  Developmental Psychology ...................................................... 3
SE210  Introduction to Infants, Children and Youth
       with Special Needs ................................................................... 3
ED355  Educational Psychology .......................................................... 3
ED358  Foundations of Education ......................................................... 3
   Total (23)

TOTAL (90-91) =========

ENGLISH LANGUAGE LEARNER ENDORSEMENT FOR TEACHER LICENSURE K-6
(11 hours, in addition to the completion of the Elementary Education Teaching Major K-6)—Norland, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all courses listed below.

Departmental Core Courses:       Hrs  Term Planned  Hours Completed
EN310  The English Language: Its History and Conventions .......... 3

Professional Education Courses: See Section II, Teacher Education Program (pages 24-27), for additional requirements.
ED325  Methods of Teaching and Assessing
       English Language Learners ......................................................... 3
ED364  Clinical Practice: English Language Learners ...................... 5
   Total (11)

TOTAL (11) =========

ENGLISH LANGUAGE LEARNER ENDORSEMENT FOR TEACHER LICENSURE 6-12
(11 hours, in addition to the completion of a secondary education major)—Norland, Coordinator
NOTE: Students must achieve a grade of “C” or higher in all courses listed below.

### Departmental Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN310</td>
<td>3</td>
<td></td>
<td></td>
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</table>

**Total (11)**

### Professional Education Courses

- **ED325** Methods of Teaching and Assessing English Language Learners
  - Hours: 3
- **ED364** Clinical Practice: English Language Learners
  - Hours: 5

**Total (11)**

---

**ENGLISH MAJOR – LITERATURE CONCENTRATION (B.A.)**

(42 hours)—Harris and Van Tassel, Coordinators

NOTE: Students must achieve a grade of “C” or higher in all coursework listed below.

#### Departmental Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN203</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN204</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN205</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN206</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN301</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN360</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN360</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Three of the following courses:**

- **EN110** Thinking & Writing about Fiction
  - Hours: 3
- **EN111** Thinking & Writing about Poetry
  - Hours: 3
- **EN113** Introduction to the Art of Film
  - Hours: 3
- **EN115** Reading the World: Topics in Popular Culture
  - Hours: 3
- **EN120** World Literature
  - Hours: 3
- **TH110** Introduction to the Theatre
  - Hours: 3

**Two courses selected from the following:**

- **EN303** Topics in Anglophone Literature: Beginnings to 1800
  - Hours: 3
- **EN304** Topics in Anglophone Literature: 1800 to Present
  - Hours: 3
- **EN305** Topics in Anglophone Literature: Diverse Perspectives
  - Hours: 3
- **EN306** Topics in Anglophone Literature: Single- or Dual Author
  - Hours: 3
- **EN310** The English Language: Its History and Conventions
  - Hours: 3

**Total (36)**

**Two courses in a foreign language:**

- __________
- __________

**Total (6)**

**TOTAL (42)**

---

**ENGLISH MAJOR – WRITING CONCENTRATION (B.A.)**

(42 hours)—Harris and Van Tassel, Coordinators

NOTE: Students must achieve a grade of “C” or higher in all coursework listed below.

#### Departmental Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN301</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN360</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bethany College 2019-2020 Catalog
Two of the following courses:

CM105 Writing for Digital Media ........................................................ 3
CM110 Public Speaking ........................................................................ 3
CM210 Mass Media and Society ......................................................... 3

Two of the following courses:

EN130/330 Travel Writing ...................................................................... 3
EN270/370 Nature Writing and Ecological Literature ....................... 3
EN321* Creative Writing .................................................................... 3
TH305 Dramatic Writing I: The Short Play ...................................... 3
TH350 Dramatic Writing II: The Full-Length Play ........................... 3 Total (36)

One of the following courses:

CM215 Persuasion in the Media Age .................................................. 3
CM225 Principles of Journalism ....................................................... 3
CM325 Applied Journalism ................................................................ 3 Total (36)

One of the following courses:

EN110 Thinking and Writing about Fiction ....................................... 3
EN111 Thinking and Writing about Poetry ........................................ 3
EN113 Introduction to the Art of Film ............................................... 3
EN115 Reading the World: Topics in Popular Culture ..................... 3
EN120 World Literature ...................................................................... 3
TH110 Introduction to the Theatre ..................................................... 3

Two of the following courses:

EN203 Topics in Anglophone Literature: Beginnings to 1800 .......... 3
EN204 Topics in Anglophone Literature: 1800 to Present ............... 3
EN205 Topics in Anglophone Literature: Diverse Perspectives ........ 3
EN206 Topics in Anglophone Literature: Single- or Dual Author ...... 3
EN303 Topics in Anglophone Literature: Beginnings to 1800 .......... 3
EN304 Topics in Anglophone Literature: 1800 to Present ............... 3
EN305 Topics in Anglophone Literature: Diverse Perspectives ........ 3
EN306 Topics in Anglophone Literature: Single- or Dual Author ...... 3

Two of the following courses:

CM211 Argumentation and Deliberation ......................................... 3
CM389 Rhetorical Criticism ............................................................... 3
EN310 The English Language: Its History and Conventions .......... 3 Total (36)

Supporting Courses

Two courses in a foreign language:

____ _______________________________ ___ __________            __________ Total (6)

TOTAL (42) =========
NOTE: Students must achieve a grade of “C” or higher in all coursework.

### ENGLISH MAJOR 6-12 (B.A.)
(93-98 hours)—Hensel, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all courses listed below.

#### Departmental Core Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN301</td>
<td>Writing, Language, and Rhetoric</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN110</td>
<td>Thinking and Writing about Fiction</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN111</td>
<td>Thinking and Writing about Poetry</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN113</td>
<td>Introduction to the Art of Film</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN115</td>
<td>Reading the World: Topics in Popular Culture</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN120</td>
<td>World Literature</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN130/330</td>
<td>Travel Writing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH110</td>
<td>Introduction to the Theatre</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total (3)**

#### One course selected each of the following sets:

- EN110 Thinking and Writing about Fiction
- EN111 Thinking and Writing about Poetry
- EN113 Introduction to the Art of Film
- EN115 Reading the World: Topics in Popular Culture
- EN120 World Literature
- EN130/330 Travel Writing
- TH110 Introduction to the Theatre

**Total (6)**

#### Two of the following courses:

- EN203 Topics in Anglophone Literature: Beginnings to 1800
- EN204 Topics in Anglophone Literature: 1800 to Present
- EN205 Topics in Anglophone Literature: Diverse Perspectives
- EN206 Topics in Anglophone Literature: Single- or Dual Author
- EN270 Nature Writing & Ecological Literature

**Total (6)**

#### One of the following courses:

- EN303 Topics in Anglophone Literature: Beginnings to 1800
- EN304 Topics in Anglophone Literature: 1800 to Present
- EN305 Topics in Anglophone Literature: Diverse Perspectives
- EN306 Topics in Anglophone Literature: Single- or Dual Author
- EN310 English Language: History & Conventions
- EN321 Creative Writing
- EN360 Literary Criticism and Theory

**Total (3)**

**TOTAL (18)**
One course selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN303</td>
<td>Topics in Anglophone Literature: Beginnings to 1800</td>
<td>3</td>
</tr>
<tr>
<td>EN304</td>
<td>Topics in Anglophone Literature: 1800 to Present</td>
<td>3</td>
</tr>
<tr>
<td>EN305</td>
<td>Topics in Anglophone Literature: Diverse Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>EN306</td>
<td>Topics in Anglophone Literature: Single- or Dual Author</td>
<td>3</td>
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Total (33)

Supporting Courses:

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CM110</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM212</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>CM212</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>ID20x</td>
<td>Interdisciplinary Writing Intensive course or EN101</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA104</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA124</td>
<td>Mathematics for the People</td>
<td>3</td>
</tr>
<tr>
<td>PY101</td>
<td>General Psychology</td>
<td>3</td>
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Two courses in a foreign language:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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Total (21)

Professional Education Courses: See Section II, Teacher Education Program (pages 24-27), for additional requirements.

<table>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED100</td>
<td>Introduction to Teacher Education and the Teaching Profession</td>
<td>1</td>
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<tr>
<td>ED200</td>
<td>Introduction to Teaching: Classroom Experience</td>
<td>3</td>
</tr>
<tr>
<td>ED240</td>
<td>Social, Cultural and Language Diversity in Today’s Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ED250</td>
<td>Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>ED251</td>
<td>Instructional Technology for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ED342</td>
<td>Middle Level/Secondary (6-12) Teaching and Learning Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ED346</td>
<td>Reading Strategies for Middle Level/Secondary (6-12) Teachers</td>
<td>2</td>
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<tr>
<td>ED355</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED358</td>
<td>Foundations of Education</td>
<td>3</td>
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<tr>
<td>ED380</td>
<td>Clinical Practice Secondary</td>
<td>7-12</td>
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<tr>
<td>ED395</td>
<td>Clinical Practice Seminar</td>
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<tr>
<td>ED415</td>
<td>Methods for Teaching English &amp; Language Arts in the Secondary School</td>
<td>3</td>
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<tr>
<td>PY205</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SE210</td>
<td>Introduction to Infants Children and Youth with Special Needs</td>
<td>3</td>
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</table>

Total (39-44)

TOTAL (93-98)  

ENGLISH: LANGUAGE ARTS TEACHING MIDDLE LEVEL – For information regarding Kansas State Department of Education requirements for middle level licensure, please consult with the English Teacher Education Coordinator.

EXERCISE SCIENCE MAJOR (B.A.)
(77-80 hours) —Jackson-Stenlund, Coordinator
NOTE: Students must achieve a grade of “C” or higher in all coursework.

<table>
<thead>
<tr>
<th>Core Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>EX101 Introduction to Human Performance</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
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<tr>
<td>EX110 Community First Aid and Safety</td>
<td>1</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>EX135 Personal and Community Health</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>EX250 Prevention, Treatment, and Care of Athletic Injuries</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
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<tr>
<td>EX308 Motivational Sports Leadership</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
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<tr>
<td>EX340 Motor Growth and Development</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>EX342 Physiology of Exercise</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>EX343 Kinesiology</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>EX349 Research Methods in Sport and Exercise</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>EX370 Organization and Administration of Health, Physical Education and Athletics</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>EX375 Seminar in Health Agencies</td>
<td>1</td>
<td>___________</td>
<td>___________</td>
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<tr>
<td>EX390 Nutrition</td>
<td>3</td>
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<td>PS315 Legal Issues in Sports</td>
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<td>___________</td>
<td>___________</td>
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<td>EB297 Experience Based Education</td>
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<td>___________</td>
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<tr>
<td>EB397 Experience Based Education</td>
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Supporting Courses:

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<th>Hrs</th>
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<th>Hours Completed</th>
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<tbody>
<tr>
<td>EX210 Functional Anatomy in Injury Evaluation</td>
<td>3</td>
<td>___________</td>
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<tr>
<td>BI121 Human Anatomy and Physiology I</td>
<td>4</td>
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<td>___________</td>
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<tr>
<td>BI134 Foundations of Cell Biology</td>
<td>4</td>
<td>___________</td>
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<tr>
<td>CM110 Public Speaking</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
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<tr>
<td>PY101 General Psychology</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
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<tr>
<td>PY220 Abnormal Psychology</td>
<td>3</td>
<td>___________</td>
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<td><strong>Total (20)</strong></td>
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</table>

Choose one concentration:

**Coaching and Sport Performance Concentration:**

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<th></th>
<th>Hrs</th>
<th>Term Planned</th>
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<tbody>
<tr>
<td>EX160 Sports Officiating</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>EX303 Challenges of Coaching</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>EX305 Tournament and Event Management</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>EX355 Strength and Conditioning</td>
<td>3</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td><strong>Two courses selected from the following:</strong></td>
<td></td>
<td></td>
<td>___________</td>
</tr>
<tr>
<td>EX260 Theory of Coaching Football</td>
<td>2</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>EX261 Theory of Coaching Basketball</td>
<td>2</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>EX262 Theory of Coaching Track and Field</td>
<td>2</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>EX263 Theory of Coaching Volleyball</td>
<td>2</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>EX264 Theory of Coaching Baseball/Softball</td>
<td>2</td>
<td>___________</td>
<td>___________</td>
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<td><strong>Total (0-16)</strong></td>
<td></td>
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</table>

**Exercise Physiology Concentration - Four courses selected from the following:**

<table>
<thead>
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<th></th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>BI122 Human Anatomy and Physiology</td>
<td>4</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>BI135 Organismal and Evolutionary Biology</td>
<td>4</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>CH110 General Chemistry I</td>
<td>4</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>CH111 General Chemistry II</td>
<td>4</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>CH330 Organic Chemistry I</td>
<td>4</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>CH331 Organic Chemistry II</td>
<td>4</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>PH101 General Physics I</td>
<td>4</td>
<td>___________</td>
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<tr>
<td>PH102 General Physics II</td>
<td>4</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td><strong>Total (0-16)</strong></td>
<td></td>
<td></td>
<td>___________</td>
</tr>
</tbody>
</table>

**Sports Medicine Concentration:**
### FINANCE MAJOR (B.A.)

(59 hours)—Carlson, Coordinator

See also Section II, Three-Year Degree Program (page 27).

**NOTE:** Students must achieve a grade of “C” or higher in all coursework listed below.

<table>
<thead>
<tr>
<th>Business Core Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC201  Financial Accounting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC202  Managerial Accounting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU100+  Introduction to Business (or AC, BU, EC elective)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU221  Principles of Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU225  Business Finance</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU385  Marketing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU390  Business Policy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC211  Principles of Macroeconomics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC212  Principles of Microeconomics</td>
<td>3</td>
<td></td>
<td>Total (27)</td>
</tr>
</tbody>
</table>

+All incoming freshman who are business majors or are interested in a possible business major should take BU100.

All other students will take an AC, BU or EC elective.

**Finance Major Courses:**

<table>
<thead>
<tr>
<th></th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU340  Management Information Systems</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU392  Financial Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC330  Money and Banking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC335  Investments</td>
<td>3</td>
<td></td>
<td>Total (12)</td>
</tr>
</tbody>
</table>

**Additional AC, BU or EC Courses (8 hours):**

<table>
<thead>
<tr>
<th></th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Total (8)</td>
</tr>
</tbody>
</table>

**Supporting Courses:**

<table>
<thead>
<tr>
<th></th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC200  Microcomputers: Economics and Business Applications or equivalent</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC/PY201  Statistics for the Behavioral and Social Sciences</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA104  College Algebra or higher math course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL202  Business Ethics</td>
<td>3</td>
<td></td>
<td>Total (12)</td>
</tr>
</tbody>
</table>

**TOTAL (59) =========**

### GENERAL STUDIES MAJOR (B.A.)

(55 hours)—Pryor, Coordinator

**NOTE:** Students must achieve a grade of “C” or higher in all coursework.
### Core Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN201</td>
<td>Cultural Anthropology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI115</td>
<td>Introduction to Environmental Sciences</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU202</td>
<td>Leadership</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM110</td>
<td>Public Speaking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI104</td>
<td>World History from Prehistory to 1500</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI105</td>
<td>World History from 1500 to Present</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA104</td>
<td>College Algebra</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL217</td>
<td>Critical Thinking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS101</td>
<td>United States Government</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY101</td>
<td>General Psychology</td>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

Choose 1 of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR100</td>
<td>Introduction to Visual Arts</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU100</td>
<td>Explorations in Music</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH110</td>
<td>Introduction to Theatre</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total (34)**

Field of Study Electives - Students may select 200/300 level courses from existing majors at Bethany College (please note that some 300-level require pre-requisite courses). Students will meet with an advisor in their chosen field of study to develop an academic plan to effectively complete this portion of the degree:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Total (15)**

Senior Project - This will serve as a capstone project for the General Studies Major. Together with an advisory team (General Studies Coordinator + a professor from the chosen field of study), the student will develop and complete a project that demonstrates the application of knowledge across disciplines; critical, analytical and creative reasoning; and the ability to communicate effectively in written and oral styles:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Total (6)**

**TOTAL (55)**

### HEALTH AND PHYSICAL EDUCATION TEACHING MAJOR PreK-12 (B.A.)

(104 hours)—Jackson-Stenlund, Coordinator

**NOTE:** Students must achieve a grade of “C” or higher in all courses listed below.

<table>
<thead>
<tr>
<th>Departmental Core Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX101 Introduction to Human Performance</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EX110 Community First Aid and Safety</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EX130 History and Principles of Physical Education and Health</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EX135 Personal and Community Health</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EX240 Movement Education</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EX241 Measurement and Evaluation in Physical Education, Health and Athletics</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EX247 Individual and Team Activities for Physical Education, Health and Lifetime Fitness</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EX250 Prevention, Treatment, and Care of Athletic Injuries</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EX340 Motor Growth and Development</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EX342 Physiology of Exercise</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Notes</td>
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<td>-------------</td>
<td>--------------------------------------------------------</td>
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<td>-------</td>
</tr>
<tr>
<td>EX343</td>
<td>Kinesiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EX346</td>
<td>Adaptive Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EX347</td>
<td>Adaptive Physical Education Practicum</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EX355</td>
<td>Strength and Conditioning I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EX370</td>
<td>Organization and Administration of Health, Physical Education and Athletics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EX375</td>
<td>Seminar in Health Agencies</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EX390</td>
<td>Nutrition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total (42)</strong></td>
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<td></td>
</tr>
</tbody>
</table>

**Supporting Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI121</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BI122</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CM110</td>
<td>Public Speaking</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM212</td>
<td>Oral Interpretation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PV101</td>
<td>General Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total (20)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Education Courses:** See Section II, Teacher Education Program (pages 24-27), for additional requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED100</td>
<td>Introduction to Teachers Education and the Teaching Profession</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ED200</td>
<td>Intro to Teaching: Classroom Experience</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ED240</td>
<td>Social, Cultural and Language Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in Today’s Classrooms</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ED250</td>
<td>Classroom Management</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ED251</td>
<td>Instructional Technology for Teachers</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ED343</td>
<td>Elementary Health and Physical Education Methods</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ED344</td>
<td>Secondary Health and Physical Education Methods</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ED345</td>
<td>Methods, Materials, and Reading Strategies for Health Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ED355</td>
<td>Educational Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ED358</td>
<td>Foundations of Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ED369</td>
<td>Clinical Practice Elementary H-PE</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ED384</td>
<td>Clinical Practice Secondary H-PE</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ED395</td>
<td>Clinical Practice Seminar</td>
<td>1</td>
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</tr>
<tr>
<td>SE210</td>
<td>Introduction to Infants Children and Youth with Special Needs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total (42)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**One course selected from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY205</td>
<td>Developmental Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PY220</td>
<td>Abnormal Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PY315</td>
<td>Human Sexuality</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Bethany College 2019-2020 Catalog
HISTORY/POLITICAL SCIENCE MAJOR (B.A.)
(54 hours)—Pigge, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework.

<table>
<thead>
<tr>
<th>Departmental Core Courses</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI101 History of the US to 1877</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI102 History of the US from 1877</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI104 World History from Prehistory to 1500</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI105 World History from 1500 to present</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI204 Methods and Historiography</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI396* Senior Thesis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS101 United States Government</td>
<td>3</td>
<td></td>
<td>Total (21)</td>
</tr>
</tbody>
</table>

United States History Electives:
Two courses selected from the following (at least one must be 300-level):
| HI201* Kansas History | 3 | | |
| HI225* African-American History | 3 | | |
| HI301* Colonial and Revolutionary America | 3 | | |
| HI306* United States History, 1791-1877 | 3 | | |
| HI307* United States History, 1877-1945 | 3 | | |
| HI308* United States History, 1945-Present | 3 | | Total (6) |

World History Electives:
Two courses selected from the following (at least one must be 300 level):
| HI220* Latin America | 3 | | |
| HI226* The Middle East | 3 | | |
| HI241* East Asia | 3 | | |
| HI324* Early Modern Europe, 1450-1789 | 3 | | |
| HI327* Europe during the Long 19th Century | 3 | | |
| HI332* Twentieth Century Europe | 3 | | Total (6) |

Political Science Electives:
One course selected from the following:
| PS202* Comparative Government | 3 | | |
| PS320* International Relations and Diplomacy | 3 | | |

One course selected from the following:
| PS330* Constitutional History to 1877 | 3 | | |
| PS331* Constitutional History from 1877 | 3 | | Total (6) |

Additional History or Political Science Electives (at least one must be a 300-level):
| | | | |
| | | | Total (6) |

Supporting Courses:
Three courses selected from the following (from at least two different disciplines):
<p>| AN201 Cultural Anthropology | 3 | | |
| EC211 Principles of Macroeconomics | 3 | | |
| EN233* Survey of American Literature I | 3 | | |
| EN234* Survey of American Literature II | 3 | | |
| EN243* Survey of British Literature I | 3 | | |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN244*</td>
<td>Survey of British Literature II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL216*</td>
<td>Symbolic Logic</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL217*</td>
<td>Critical Thinking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL320*</td>
<td>Ancient and Medieval Philosophy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL323*</td>
<td>Modern Philosophy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL325*</td>
<td>Contemporary Philosophy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL321*</td>
<td>Early Christianity</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL322*</td>
<td>Medieval Christianity</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL323*</td>
<td>Reformation and Counter-Reformation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL324*</td>
<td>Christianity in Modernity</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL330*</td>
<td>World Religions</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total (9)</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

HISTORY/POLITICAL SCIENCE MINOR
(24 hours)—Pigge, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework.

<table>
<thead>
<tr>
<th>Departmental Core Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI101 History of the US to 1877</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI102 History of the US from 1877</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI104 World History from Prehistory to 1500</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI105 World History from 1500 to Present</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS101 United States Government</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td><strong>Total (15)</strong></td>
</tr>
</tbody>
</table>

Three Additional Courses: (2 of the 3 must be at the 300 level):

| HI | HI course at the 200 or 300 level | 3   |              |                 |
| PS | PS course at the 200 or 300 level | 3   |              |                 |
| HI/PS | HI or PS course at the 200 or 300 level | 3   |              |                 |
|     |                                |     |              | **Total (9)**   |

|                                |     |              | **Total (24)**  |

HISTORY TEACHING—See Social Science Teaching Major 6-12 page 96 and Social Studies Teaching Middle Level page 97

INTERNATIONAL MANAGEMENT—See Management Major with International Concentration, page 78

MANAGEMENT MAJOR (B.A.)
(59 hours)—Rogers, Coordinator

See also Section II, Three-Year Degree Program (page 27).

NOTE: Students must achieve a grade of “C” or higher in all coursework.

<table>
<thead>
<tr>
<th>Business Core Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC201 Financial Accounting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC202 Managerial Accounting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU100* Introduction to Business (AC, BU, EC elective)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU221 Principles of Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU225 Business Finance</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU385 Marketing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU390 Business Policy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC211 Principles of Macroeconomics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bethany College 2019-2020 Catalog 77
**EC212  Principles of Microeconomics ................................................. 3  _______  _______  Total (27)**

“All incoming freshman who are business majors or are interested in a possible business major should take BU100. All other students will take an AC, BU or EC elective.”

**Management Major Courses (12 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>BU</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>BU</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>BU</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional AC, BU or EC Courses (8 hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
</tr>
<tr>
<td>_______</td>
</tr>
<tr>
<td>_______</td>
</tr>
</tbody>
</table>

**Supporting Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC200  Microcomputers: Economics and Business Applications or equivalent</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>EC/PY201  Statistics for the Behavioral and Social Sciences</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>MA104  College Algebra or higher math course</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>PL202  Business Ethics</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

**TOTAL (59) =========**

**MANAGEMENT MAJOR with International Management Concentration (B.A.)**

*(60 hours)—Carlson, Coordinator*

See also Section II, Three-Year Degree Program (page 27).

**NOTE:** Students must achieve a grade of “C” or higher in all coursework.

**Business Core Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC201  Financial Accounting</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>AC202  Managerial Accounting</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>BU100*  Introduction to Business (or AC, BU, EC elective)</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>BU221  Principles of Management</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>BU225  Business Finance</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>BU385  Marketing</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>BU390  Business Policy</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>EC211  Principles of Macroeconomics</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>EC212  Principles of Microeconomics</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

“All incoming freshman who are business majors or are interested in a possible business major should take BU100. All other students will take an AC, BU or EC elective.”

**Additional Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU370*  Seminar in International Business</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>EC336*  Economic Development and World Resources</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>EC338*  International Economics</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>GO120  Human Geography</td>
<td>3</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

Nine semester hours selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language-FR, GR, SN, SV or other by approval</td>
<td>3-9</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>
SA300  Study Abroad ................................................................. 3-9 
SA350  Harlaxton College .......................................................... 3-9 
HI220*  Latin America ............................................................... 3 
HI332*  Twentieth Century Europe ............................................ 3 
HI327*  Europe During the Long 19th Century ......................... 3 
PS202*  Comparative Government ........................................... 3 
PS320*  International Relations and Diplomacy ....................... 3 
RL330*  World Religions ............................................................ 3 

Total (9)

Supporting Courses:

EC200  Microcomputers: Economics and Business
       Applications or equivalent .................................................. 3

EC/PY201  Statistics for the Behavioral and Social Sciences ........ 3

MA104  College Algebra or higher math course .......................... 3

PL202  Business Ethics ............................................................. 3 

Total (12)

TOTAL (60)

MARKETING MAJOR (B.A.)
(57 hours)—Rogers, Coordinator
See also Section II, Three-Year Degree Program (page 27).

NOTE: Students must achieve a grade of “C” or higher in all coursework.

Business Core Courses:                      Hrs  Term Planned  Hours Completed

AC201  Financial Accounting ............................................... 3 
AC202  Managerial Accounting ............................................... 3 
BU100*  Introduction to Business (or AC, BU, EC elective) ........ 3 
BU221  Principles of Management .......................................... 3 
BU225  Business Finance ....................................................... 3 
BU385  Marketing ................................................................. 3 
BU390  Business Policy .......................................................... 3 
EC211  Principles of Macroeconomics ...................................... 3 
EC212  Principles of Microeconomics ...................................... 3 

Total (27)

*All incoming freshman who are business majors or are interested in a possible business major should take BU100.

BU221  Principles of Management .......................................... 3 
BU225  Business Finance ....................................................... 3 
BU385  Marketing ................................................................. 3 
BU390  Business Policy .......................................................... 3 
EC211  Principles of Macroeconomics ...................................... 3 
EC212  Principles of Microeconomics ...................................... 3 

Total (27)

Marketing Major Courses:

BU230*  Retailing Management ............................................... 3
BU310  Basic Marketing Research .......................................... 3
BU311  Advertising ............................................................... 3
BU313  E-Commerce ............................................................. 3
BU370*  Seminar in International Business ............................ 3

One course selected from the following:

EC309  Economic Seminar .................................................... 3
EC338  International Economics ............................................. 3

Total (18)

Supporting Courses:

EC200  Microcomputers: Economics and Business
       Applications or equivalent .................................................. 3
EC/PY201  Statistics for the Behavioral and Social Sciences ............... 3  
MA104  College Algebra or higher math course .................................... 3  
PL202  Business Ethics ...................................................................... 3  

Total (12)  

**MATHEMATICS MAJOR (B.A.)**  
(50-53 hours)—Ford, Coordinator  

NOTE: Students must achieve a grade of “C” or higher in all coursework.  

<table>
<thead>
<tr>
<th>Departmental Core Courses</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA130  Analytic Geometry &amp; Calculus I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA230  Analytic Geometry &amp; Calculus II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA231  Analytic Geometry &amp; Calculus III</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA360*  Linear Algebra</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA361*  Abstract Algebra</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA390*  Real Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (21)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Three courses selected from the following:  
| MA305*  Mathematics for the Physical Sciences         | 3   |              |                 |
| MA342*  Discrete Mathematics                          | 3   |              |                 |
| MA350*  Differential Equations                        | 3   |              |                 |
| MA382*  Number Theory                                 | 3   |              |                 |
| **Total (9)**                                         |     |              |                 |

Supporting courses:  
| PH201  University Physics I                           | 4   |              |                 |
| PH202  University Physics II                          | 4   |              |                 |
| **Total (8)**                                         |     |              |                 |

Four courses selected from the following:  
| CH110  General Chemistry I                            | 4   |              |                 |
| CH111  General Chemistry II                           | 4   |              |                 |
| CH350*  Physical Chemistry I                          | 3   |              |                 |
| EC/PY201  Statistics for Behavioral and Social Sciences | 3   |              |                 |
| PH3___  Any 300-level physics course                   | 3-4 |              |                 |
| CS223*  Principles of Programming I                    | 3   |              |                 |
| **Total (12-15)**                                     |     |              |                 |

TOTAL (50-53)  

**MATHEMATICS PRE-ENGINEERING MAJOR (B.A.)**  
(76 hours)—Ford, Coordinator  

See Section II, Graduate School Connections (page 27) for additional requirements. All Graduation Requirements (Section III, page 36) must be met with the exception of #5. The requirement that 31 of the last 40 hours must be taken in residence is waived for this major.  

NOTE: Students must achieve a grade of “C” or higher in all coursework.  

<table>
<thead>
<tr>
<th>Departmental Core Courses</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA130  Analytic Geometry &amp; Calculus I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA230  Analytic Geometry &amp; Calculus II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA231  Analytic Geometry &amp; Calculus III</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA342*  Discrete Mathematics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA350*  Differential Equations</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA360*  Linear Algebra</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (21)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL (50-53)  

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Supporting courses:

CH110  General Chemistry I ................................................................. 4  
CH111  General Chemistry II ............................................................ 4  
CM110  Public Speaking ................................................................. 3  
CS223  Principles of Programming II .............................................. 3  
EN101  Thinking and Writing ......................................................... 3  
PH201  University Physics I .............................................................. 4  
PH202  University Physics II ........................................................... 4  
PH321* Statics .................................................................................. 3  
PH350  Heat and Thermodynamics .................................................. 3  

Total (31)

Additional Requirement:
Complete last year of engineering coursework at any regionally accredited engineering program and transfer the coursework back to Bethany to finish meeting the requirement for this major (determined by graduation check during junior year with Bethany registrar).

Total (24)

TOTAL (76)

MATHEMATICS MINOR
(20-21 hours)—Ford, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework.

Departmental Core Courses:                  Hrs      Term Planned        Hours Completed

EC/PY201  Statistics for Behavioral and Social Sciences  3  
MA130  Analytic Geometry & Calculus I  4  
MA230  Analytic Geometry & Calculus II  4  

Total (11)

Choose three of the following courses:

CS223  Principles of Programming I  3  
MA231  Analytic Geometry and Calculus III  4  
MA305*  Mathematics for the Physical Sciences  3  
MA342*  Discrete Mathematics  3  
MA350*  Differential Equations  3  
MA360*  Linear Algebra  3  
MA361*  Abstract Algebra  3  
MA382*  Number Theory  3  
MA390*  Real Analysis  3  

Total (9-10)

TOTAL (20-21)

MATHEMATICS TEACHING MAJOR 6-12 (B.A.)
(88-93 hours)—Ford, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all courses listed below.

Departmental Core Courses:                  Hrs      Term Planned        Hours Completed

EC/PY201  Statistics for Behavioral and Social Sciences  3  
MA103  Trigonometry  1  
MA130  Analytic Geometry & Calculus I  4  
MA227*  Topics in Geometry  3  
MA230  Analytic Geometry & Calculus II  4  

TOTAL (88-93)
MA231  Analytic Geometry & Calculus III .........................................  4
MA250  History of Mathematics ..........................................................  2
MA342*  Discrete Mathematics .............................................................  3
MA360*  Linear Algebra ......................................................................  3
MA361*  Abstract Algebra .................................................................  3
MA382*  Number Theory .....................................................................  3

One course selected from the following:
MA305*  Mathematics for the Physical Sciences ...................................  3
MA350*  Differential Equations ............................................................  3
MA390*  Real Analysis .......................................................................  3

Supporting Courses:
CM110  Public Speaking .........................................................................  3
OR
CM212  Oral Interpretation ...................................................................  3

One course selected from the following:
CH110  General Chemistry I ................................................................  4
PH201  University Physics I ..................................................................  4

One course selected from the following:
EN101  Thinking and Writing .............................................................  3
ID2xxW  Interdisciplinary Writing Intensive course ............................  3

Professional Education Courses: See Section II, Teacher Education Program (pages 24-27), for additional requirements.
ED100  Introduction to Teacher Education and
the Teaching Profession ..............................................................  1
ED200  Introduction to Teaching: Classroom Experience ....................  3
ED240  Social, Cultural and Language Diversity
in Today’s Classrooms.................................................................  3
ED250  Classroom Management ........................................................  2
ED251  Instructional Technology for Teachers ....................................  2
ED342  Middle Level/Secondary (6-12) Teaching
and Learning Strategies .................................................................  3
ED346  Reading Strategies for Middle Level/
Secondary (6-12) Teachers .............................................................  2
ED355  Educational Psychology ..........................................................  3
ED358  Foundations of Education .......................................................  3
ED380  Clinical Practice Secondary ......................................................  7-12
ED395  Clinical Practice Seminar .........................................................  1
ED467  Methods of Teaching Secondary Mathematics ........................  3
PY205  Developmental Psychology ....................................................  3
SE210  Introduction to Infants Children and Youth
with Special Needs ........................................................................  3

Total (39-44)

TOTAL (88-93)  =========

MATHEMATICS TEACHING MIDDLE LEVEL - For information regarding Kansas State Department of Education requirements for middle level licensure, please consult with the Mathematics Teacher Education Coordinator or the Chair of the Education Department.
MUSIC MAJOR (B.A.)

(43-54 hours)—Masterson, Coordinator

See Section II, Music Program (page 23-24) for additional requirements.

NOTE: Students must achieve a grade of “C” or higher in all coursework.

<table>
<thead>
<tr>
<th>Departmental Core Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU001 Recital Attendance..........................</td>
<td>1-4</td>
<td></td>
<td></td>
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<tr>
<td>MU150 Music Theory I ...................................</td>
<td>0-4</td>
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<tr>
<td>MU150 or proficiency a prerequisite for MU151</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU151 Music Theory II ..................................</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU250 Music Theory III ..................................</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU251 Music Theory IV ..................................</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU360 Music History I: Antiquity through Baroque</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU361 Music History II: Classical Romantic and World Music</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (19-26)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Three to four semester hours selected from the following:

| AR__ | Any art course or combination of art courses | 3  |              |                 |
| EN233* | Survey of American Literature I | 3  |              |                 |
| EN234* | Survey of American Literature II | 3  |              |                 |
| EN243* | Survey of British Literature I | 3  |              |                 |
| EN244* | Survey of British Literature II | 3  |              |                 |
| EN312* | Shakespeare | 3  |              |                 |
| EN321* | Creative Writing | 3  |              |                 |
| EN333* | The American Novel | 3  |              |                 |
| EN343* | The English Novel | 3  |              |                 |
| TH__ | Any theatre course or combination of theatre courses | 3  |              |                 |
|                             | Total (3-4) |              |                 |

Lesson Requirements:

Lessons, Principal - Enrollment in principal emphasis lessons for a total of six semesters in the same performance medium.

| MU__ | Music Lessons-Principal Emphasis | 2  |              |                 |
| MU__ | Music Lessons-Principal Emphasis | 2  |              |                 |
| MU__ | Music Lessons-Principal Emphasis | 2  |              |                 |
| MU__ | Music Lessons-Principal Emphasis | 2  |              |                 |
| MU__ | Music Lessons-Principal Emphasis | 2  |              |                 |
| MU__ | Music Lessons-Principal Emphasis | 2  |              |                 |
| MU__ | Music Lessons-Principal Emphasis | 2  |              |                 |
| MU__ | Music Lessons-Principal Emphasis | 2  |              |                 |
| MU__ | Music Lessons-Principal Emphasis | 2  |              |                 |
| MU__ | Music Lessons-Principal Emphasis | 2  |              |                 |
| MU__ | Music Lessons-Principal Emphasis | 2  |              |                 |
| MU__ | Music Lessons-Principal Emphasis | 2  |              |                 |
| MU111 | Piano Proficiency I | 1  |              |                 |
| MU112 | Piano Proficiency II | 1  |              |                 |
|                             | Total (14) |              |                 |

Lessons, Secondary: Enrollment in Piano Proficiency Courses (MU111-112) is required until successful completion of piano proficiency level II. A total of 2 hours of piano proficiency courses and secondary lessons is required.

| MU174 Bethany College Oratorio Society | 1-4 |              |                 |
|                             | Total (7-10) |              |                 |
MUSIC: PERFORMANCE MAJOR (B.M.)

(69-83 hours)—van Rooyen, Coordinator

See Section II, Music Program (page 23-24) for additional requirements.

NOTE: Students must achieve a grade of “C” or higher in all coursework.

### Departmental Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU001</td>
<td>Recital Attendance</td>
<td>1-4</td>
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<tr>
<td>MU150</td>
<td>Music Theory I</td>
<td>0-4</td>
<td></td>
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<tr>
<td></td>
<td>MU150 or proficiency a prerequisite for MU151</td>
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<td></td>
<td></td>
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<tr>
<td>MU151</td>
<td>Music Theory II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU240</td>
<td>Introduction to Conducting</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>MU250</td>
<td>Music Theory III</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>MU251</td>
<td>Music Theory IV</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>MU300</td>
<td>20th Century Music</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU346*</td>
<td>Counterpoint</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU360</td>
<td>Music History I: Antiquity through Baroque</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU361</td>
<td>Music History II: Classical, Romantic and World Music</td>
<td>3</td>
<td></td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Total (27-34)</td>
</tr>
</tbody>
</table>

*Ten semester hours selected from the following (supportive of principal emphasis):

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM212</td>
<td>Oral Interpretation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU278</td>
<td>Lyric Diction</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU299/399</td>
<td>Directed Independent Study</td>
<td>3</td>
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<tr>
<td>MU352*</td>
<td>Instrumentation and Arranging</td>
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<tr>
<td>MU364</td>
<td>Choral Conducting and Materials</td>
<td>2</td>
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<tr>
<td>MU365*</td>
<td>Applied Brass Techniques/Repertoire</td>
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<tr>
<td>MU366*</td>
<td>Applied String Techniques/Repertoire</td>
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<tr>
<td>MU367*</td>
<td>Applied Woodwind Tech./Repertoire</td>
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<tr>
<td>MU368*</td>
<td>Applied Percussion Tech./Repertoire</td>
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<tr>
<td>MU373*</td>
<td>Piano Literature and Pedagogy</td>
<td>3</td>
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<tr>
<td>MU374*</td>
<td>Service Playing</td>
<td>2</td>
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<tr>
<td>MU375*</td>
<td>Beginning Improvisation</td>
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<tr>
<td>MU376*</td>
<td>Organ Pedagogy and Literature</td>
<td>3</td>
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<td>MU377*</td>
<td>Music in Worship</td>
<td>3</td>
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</tr>
<tr>
<td>MU379*</td>
<td>Voice Literature and Pedagogy</td>
<td>3</td>
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<tr>
<td>TH111</td>
<td>Acting</td>
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</table>

*Total (10-12)

**Lesson Requirements:**

Lessons, Principal - Enrollment in principal emphasis lessons for a minimum of eight semesters in the same performance medium (MU180-196/380-396):

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU_</td>
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<td>MU_</td>
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<td>Music Lessons-Principal Emphasis</td>
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<td>MU_</td>
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<td>MU_</td>
<td>Music Lessons-Principal Emphasis</td>
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<tr>
<td>MU_</td>
<td>Music Lessons-Principal Emphasis</td>
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</tr>
</tbody>
</table>

_______
Lessons, Secondary - Enrollment in Piano Proficiency Courses (MU111-114) is required until successful completion of piano proficiency level IV. A total of 3 hours of piano proficiency courses and secondary lessons is required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>MU112</td>
<td>Piano Proficiency II</td>
<td>1</td>
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<tr>
<td>MU113</td>
<td>Piano Proficiency III</td>
<td>1</td>
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<td>MU114</td>
<td>Piano Proficiency IV</td>
<td>1</td>
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</table>

Total (19-20)

Ensemble Requirement: Participation in a large ensemble supportive of principal emphasis (MU165 Bethany Choir, MU169 Chapel Choir, MU166 Symphonic Band, MU167A Orchestra) for a total of eight semesters and participation in Oratorio Society. MU174, each year of residence. Participation in a small ensemble, supportive of principal emphasis:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU___</td>
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<td>MU___</td>
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<td>MU___</td>
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<td>MU___</td>
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<tr>
<td>MU___</td>
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<td>MU168___</td>
<td></td>
<td>1</td>
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Total (10-14)

Foreign Language Requirement: Second semester of one of the following languages: German, French, Spanish or other language approved by the Music Department:

<table>
<thead>
<tr>
<th>Language</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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<tbody>
<tr>
<td>___</td>
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</tbody>
</table>

Total (3)

TOTAL (69-83)

MUSIC: INSTRUMENTAL MUSIC TEACHING MAJOR PreK-12 (B.M.E.)

(122-131.5 hours)—Showalter, Coordinator

See Section II, Music Program (page 23-24), for additional music requirements

NOTE: Students must achieve a grade of “C” or higher in all courses listed below.

Departmental Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU001</td>
<td>Recital Attendance I</td>
<td>1-3.5</td>
<td></td>
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</tr>
<tr>
<td>MU106</td>
<td>Voice Class I</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU150</td>
<td>Music Theory I</td>
<td>0-4</td>
<td></td>
<td></td>
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</tbody>
</table>

or proficiency a prerequisite for MU151

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>MU151</td>
<td>Music Theory II</td>
<td>4</td>
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</table>

One course selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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<tbody>
<tr>
<td>MU165</td>
<td>Bethany Choir</td>
<td>1</td>
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<tr>
<td>MU169</td>
<td>Bethany Chapel Choir</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>MU240</td>
<td>Introduction to Conducting</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>MU250</td>
<td>Music Theory III</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU251</td>
<td>Music Theory IV</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU300</td>
<td>20th Century Music</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>MU303</td>
<td>Instrumental Conducting and Rehearsal Techniques</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU352*</td>
<td>Instrumentation and Arranging</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU360</td>
<td>Music History I: Antiquity through Baroque</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU361</td>
<td>Music History II: Classical, Romantic, and World Music</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Requirements:

Lessons, Principal - Enrollment in principal emphasis lessons for a minimum of seven semesters in the same performance medium.

MU__ Music Lessons-Principal Emphasis ........................................ 2
MU__ Music Lessons-Principal Emphasis ........................................ 2
MU__ Music Lessons-Principal Emphasis ........................................ 2
MU__ Music Lessons-Principal Emphasis ........................................ 2
MU__ Music Lessons-Principal Emphasis ........................................ 2
MU__ Music Lessons-Principal Emphasis ........................................ 2
MU__ Music Lessons-Principal Emphasis ........................................ 2

Lessons, Secondary - Enrollment in Piano Proficiency Courses (MU111-114) is required until successful completion of piano proficiency level IV. A total of 4 hours of piano proficiency courses and/or secondary lessons is required.

MU111 Piano Proficiency I ............................................................. 1
MU112 Piano Proficiency II ........................................................... 1
MU113 Piano Proficiency III ......................................................... 1
MU114 Piano Proficiency IV .......................................................... 1

Ensemble Requirement: Participation in MU166 Symphonic Band (wind or percussion as principal emphasis) or MU167A Orchestra (strings as principal emphasis) for a total of seven semesters, participation in MU174 Bethany College Oratorio Society each year of residence, and two semesters of MU168 Small Ensemble (supportive of performance area):

MU__ ......................................................................................... __________  __________
MU__ ......................................................................................... __________  __________
MU__ ......................................................................................... __________  __________
MU__ ......................................................................................... __________  __________
MU__ ......................................................................................... __________  __________
MU__ ......................................................................................... __________  __________
MU168 ...................................................... ........................................ 1  ..... __________ __________
MU168 ...................................................... ........................................ 1  ..... __________ __________
MU174 Bethany College Oratorio Society ........................................... 1-4 __________ __________ Total (10-13)

Supporting Courses:

CM110 Public Speaking ........................................................................ 3
OR
CM212 Oral Interpretation ................................................................... 3
MA104 College Algebra ..................................................................... 3
OR
MA124 Mathematics for the People .................................................... 3
PY101 General Psychology ............................................................... 3

One course selected from the following:

EN101 Thinking and Writing .............................................................. 3
ID2xxW Interdisciplinary Writing Intensive course ............................... 3

Total (12)

Professional Education Course: See Section II, Teacher Education Program (pages 24-27), for additional requirements.

ED100 Introduction to Teacher Education and the Teaching Profession ........................................... 1
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED200</td>
<td>Introduction to Teaching: Classroom Experience</td>
<td>3</td>
<td></td>
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<tr>
<td>ED240</td>
<td>Social, Cultural and Language Diversity</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>ED250</td>
<td>Classroom Management</td>
<td>2</td>
<td></td>
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<tr>
<td>ED251</td>
<td>Instructional Technology for Teachers</td>
<td>2</td>
<td></td>
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<tr>
<td>ED322</td>
<td>Music Methods for Music Teachers, Pre-K and Elementary</td>
<td>2</td>
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<tr>
<td>ED341</td>
<td>Music Ed Methods: Secondary</td>
<td>2</td>
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<tr>
<td>ED346</td>
<td>Reading Strategies for Middle Level/Secondary (6-12) Teachers</td>
<td>2</td>
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<tr>
<td>ED355</td>
<td>Educational Psychology</td>
<td>3</td>
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<tr>
<td>ED358</td>
<td>Foundations of Education</td>
<td>3</td>
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<tr>
<td>ED367</td>
<td>Clinical Practice Elementary Instrumental Music</td>
<td>6</td>
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<tr>
<td>ED382</td>
<td>Clinical Practice Secondary Instrumental Music</td>
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<td>ED395</td>
<td>Clinical Practice Seminar</td>
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<tr>
<td>PY205</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td>SE210</td>
<td>Introduction to Infants, Children and Youth with Special Needs</td>
<td>3</td>
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</tbody>
</table>

**Total (42)**

**MUSIC: VOCAL MUSIC TEACHING MAJOR PreK-12 (B.M.E.)**

(119-128.5)—Lucas, Coordinator

See Section II, Music Program (page 23-24) for additional music requirements.

**NOTE:** Students must achieve a grade of “C” or higher in all courses listed below.

**Departmental Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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<tbody>
<tr>
<td>MU001</td>
<td>Recital Attendance I</td>
<td>1-3.5</td>
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<tr>
<td>MU150</td>
<td>Music Theory I</td>
<td>0-4</td>
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<tr>
<td>MU151</td>
<td>Music Theory II</td>
<td>4</td>
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<tr>
<td>MU240</td>
<td>Introduction to Conducting</td>
<td>2</td>
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<tr>
<td>MU250</td>
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<tr>
<td>MU278</td>
<td>Lyric Diction</td>
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<td>MU300</td>
<td>20th Century Music</td>
<td>3</td>
<td></td>
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<td>MU352*</td>
<td>Instrumentation and Arranging</td>
<td>3</td>
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</tr>
<tr>
<td>MU360</td>
<td>Music History I: Antiquity through Baroque</td>
<td>3</td>
<td></td>
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<tr>
<td>MU361</td>
<td>Music History II: Classical, Romantic, and World Music</td>
<td>3</td>
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<tr>
<td>MU363*</td>
<td>Instrumental Pedagogy &amp; Repertoire</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MU364</td>
<td>Choral Conducting &amp; Materials</td>
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<tr>
<td>MU379*</td>
<td>Voice Literature and Pedagogy</td>
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**Lesson Requirement:**

**Lessons, Principal:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU__</td>
<td>Music Lessons-Principal Emphasis</td>
<td>2</td>
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<tr>
<td>MU__</td>
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<td>MU__</td>
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<tr>
<td>MU__</td>
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<td>2</td>
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</tbody>
</table>

**Total (37-43.5)**
Music Lessons-Principal Emphasis

Lessons, Secondary - Enrollment in Piano Proficiency Courses (MU111-114) is required until successful completion of piano proficiency level IV. A total of 4 hours of piano proficiency courses and/or secondary lessons is required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>MU111</td>
<td>Piano Proficiency I</td>
<td>1</td>
</tr>
<tr>
<td>MU112</td>
<td>Piano Proficiency II</td>
<td>1</td>
</tr>
<tr>
<td>MU113</td>
<td>Piano Proficiency III</td>
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</tr>
<tr>
<td>MU114</td>
<td>Piano Proficiency IV</td>
<td>1</td>
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<td></td>
<td>Total (18)</td>
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</tbody>
</table>

Ensemble Requirement - Participation in MU165 Bethany Choir or MU169 Chapel Choir for a total of seven semesters, participation in MU174 Bethany College Oratorio Society each year of residence, and two semesters of MU168 Small Ensemble (supportive of performance area):

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
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<td>Total (10-13)</td>
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Supporting Courses:

<table>
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<th>Course</th>
<th>Description</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CM110</td>
<td>Public Speaking</td>
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<tr>
<td>OR</td>
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<td></td>
</tr>
<tr>
<td>CM212</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA104</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA124</td>
<td>Mathematics for the People</td>
<td>3</td>
</tr>
<tr>
<td>PY101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
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One course selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN101</td>
<td>Thinking and Writing</td>
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<tr>
<td>ID2xxW</td>
<td>Interdisciplinary Writing Intensive course</td>
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</tbody>
</table>

Professional Education Course: See Section II, Teacher Education Program (pages 24-27), for additional requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED100</td>
<td>Teacher Education and the Teaching Profession</td>
<td>1</td>
</tr>
<tr>
<td>ED200</td>
<td>Intro to Teach Classroom Experience</td>
<td>3</td>
</tr>
<tr>
<td>ED240</td>
<td>Social, Cultural and Language Diversity in Today’s Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ED250</td>
<td>Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>ED251</td>
<td>Instructional Technology for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ED322</td>
<td>Music Methods for Music Teachers, PreK and Elementary</td>
<td>2</td>
</tr>
<tr>
<td>ED341</td>
<td>Music Ed Methods: Secondary</td>
<td>2</td>
</tr>
<tr>
<td>ED346</td>
<td>Reading Strategies for Middle Level/Secondary (6-12) Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ED355</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED358</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED367</td>
<td>Clinical Practice Elementary Vocal Music</td>
<td>6</td>
</tr>
<tr>
<td>ED382</td>
<td>Clinical Practice Secondary Vocal Music</td>
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<tr>
<td>ED395</td>
<td>Clinical Practice Seminar</td>
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<tr>
<td>PY205</td>
<td>Developmental Psychology</td>
<td>3</td>
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</tbody>
</table>
SE210  Introduction to Infants, Children and Youth with Special Needs ........................................................................................................ 3     ________     ________  Total (42)

TOTAL (119-128.5)  =========

MUSIC MINOR
(26-33 hours) —Masterson, Coordinator
See Section II, Music Program (page 23-24) for additional requirements.

NOTE: Students must achieve a grade of “C” or higher in all coursework.

<table>
<thead>
<tr>
<th>Departmental Courses:</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
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<tbody>
<tr>
<td>MU001 Recital Attendance</td>
<td>2</td>
<td></td>
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<tr>
<td>MU150 Music Theory I</td>
<td>0-4</td>
<td></td>
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<tr>
<td>MU150 or proficiency a prerequisite for MU151</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU151 Music Theory II</td>
<td>4</td>
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</tr>
<tr>
<td>MU240 Introduction to Conducting</td>
<td>2</td>
<td></td>
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<tr>
<td>MU250 Music Theory III</td>
<td>4</td>
<td></td>
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<td>Total (12-16)</td>
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<tr>
<td>Select one of the following courses:</td>
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<tr>
<td>MU360 Music History I: Antiquity through Baroque</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MU361 Music History II: Classical, Romantic and World Music</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Total (3)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lessons, Secondary - Enrollment in Piano Proficiency Courses (MU111-112) is required until successful completion of piano proficiency level II. A total of 6 hours of piano proficiency courses and secondary lessons is required.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MU111 Piano Proficiency I</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>MU112 Piano Proficiency II</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU__ Music Lessons- Secondary Emphasis</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU__ Music Lessons- Secondary Emphasis</td>
<td>1</td>
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<tr>
<td>MU__ Music Lessons- Secondary Emphasis</td>
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<tr>
<td>MU__ Music Lessons- Secondary Emphasis</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MU__ Music Lessons- Secondary Emphasis</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensemble Requirement - Participation in large ensemble (MU165 Bethany Choir, MU166 Symphonic Band, MU167A Orchestra, MU169 Chapel Choir) for a total of 4 semesters, and participation in MU174 Bethany College Oratorio Society is required each year of residence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU__</td>
<td></td>
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<td>MU__</td>
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<td>MU__</td>
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<td></td>
</tr>
<tr>
<td>MU__</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU174 Bethany College Oratorio Society</td>
<td>1-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (5-8)</td>
<td></td>
<td></td>
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<tr>
<td>TOTAL (26-33)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MUSIC: SACRED MUSIC MINOR
(26-38 hours) —van Rooyen, Coordinator
See Section II, Music Program (page 23-24) for additional requirements.

NOTE: Students must achieve a grade of “C” or higher in all coursework.
### Departmental Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU001</td>
<td>Recital Attendance</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU150</td>
<td>Music Theory</td>
<td>0-4</td>
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<tr>
<td></td>
<td>MU150 or proficiency a prerequisite for MU151</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU151</td>
<td>Music Theory I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU240</td>
<td>Introduction to Conducting</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU251</td>
<td>Music Theory III</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU377*</td>
<td>Music in Worship</td>
<td>3</td>
<td></td>
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<tr>
<td>EBE___</td>
<td>Field Experience</td>
<td>2</td>
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<td>Total (17-21)</td>
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</table>

#### Lesson Requirement
Enrollment in Piano Proficiency Courses (MU111, MU112) is required until successful completion of Piano Proficiency Level II. A total of 6 hours of piano proficiency courses and secondary lessons is required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU111</td>
<td>Piano Proficiency I</td>
<td>1</td>
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<tr>
<td>MU112</td>
<td>Piano Proficiency II</td>
<td>1</td>
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<tr>
<td>MU___</td>
<td>Music Lessons - Secondary Emphasis</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU___</td>
<td>Music Lessons - Secondary Emphasis</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU___</td>
<td>Music Lessons - Secondary Emphasis</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU___</td>
<td>Music Lessons - Secondary Emphasis</td>
<td>1</td>
<td></td>
<td>Total (6)</td>
</tr>
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</table>

#### Ensemble Requirement
Participation in Bethany College Oratorio Society is required each year of residence.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU174</td>
<td>Bethany College Oratorio Society</td>
<td>1-4</td>
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<td>Total (1-4)</td>
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</table>

Select A. Choral Concentration or B. Organ Concentration:

**A. Choral Concentration:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>MU364</td>
<td>Choral Conducting and Materials</td>
<td>2</td>
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<td>Total (0-2)</td>
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**B. Organ Concentration:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>MU374*</td>
<td>Service Playing</td>
<td>2</td>
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<tr>
<td>MU375*</td>
<td>Beginning Improvisation</td>
<td>2</td>
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<tr>
<td>MU376*</td>
<td>Organ Literature and Pedagogy</td>
<td>3</td>
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**Recommended Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>RL120*</td>
<td>New Testament Literature &amp; Thought</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>RL310*</td>
<td>Old Testament Literature &amp; Thought</td>
<td>3</td>
<td></td>
<td>Total (0-6)</td>
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</table>

**TOTAL (26-38)**

### PHILOSOPHY MINOR

(20 hours)—Mullen, Coordinator

#### Departmental Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>PL101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL102</td>
<td>Ethics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL216*</td>
<td>Symbolic Logic</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL332</td>
<td>Senior Seminar</td>
<td>2</td>
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<td>Total (11)</td>
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</table>

Select three courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>PL217*</td>
<td>Critical Thinking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL320*</td>
<td>Ancient and Medieval Philosophy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL322*</td>
<td>Philosophy of Religion</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

90
PL323*  Modern Philosophy ............................................................... 3
PL325*  Contemporary Philosophy ...................................................... 3
PL398  Special Topics ........................................................................... 3

Total (9)

TOTAL (20)

PHYSICS MINOR
(20 hours)—Bryant, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework.

Departmental Courses:  Hrs  Term Planned  Hours Completed
PH201  University Physics I .............................................................. 4
PH202  University Physics II .............................................................. 4
PH390*  Topics in Modern Physics ....................................................... 3

Total (11)

Three courses from the following (courses are alternate year, depending on demand):
PH320*  Mechanics ................................................................................. 3
PH321*  Statics ........................................................................................ 3
PH330*  Optics ........................................................................................ 3
PH340*  Electricity and Magnetism ....................................................... 3
PH350*  Heat and Thermodynamics ....................................................... 3

Total (9)

TOTAL (20)

POLITICAL SCIENCE TEACHING—See Social Science Teaching Major 6-12, page 96 and Social Studies Teaching Middle Level, page 97

PSYCHOLOGY MAJOR (B.A.)
(39-41 hours)—Ring, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework.

Foundation Courses:  Hrs  Term Planned  Hours Completed
EB297  Experience Based Education ................................................... 1
PY101  General Psychology ............................................................... 3
PY125  The Psychology Major ............................................................. 1
PY201  Statistics for the Behavioral and Social Sciences .................. 3
PY205  Developmental Psychology ..................................................... 3
PY301  Social Research Methods ........................................................ 4
PY345  History and Systems ............................................................... 3
PY370*  Biological Psychology ............................................................ 3
PY375*  Learning ................................................................................... 4

Total (25)

Five of the following courses:
ED355  Educational Psychology ........................................................ 3
PY220  Abnormal Psychology ............................................................. 3
PY222*  Social Psychology ................................................................. 3
PY315  Human Sexuality ..................................................................... 3
PY320*  Counseling ............................................................................... 3
PY325*  Behavior Modification ........................................................... 3
PY330*  Techniques of Psychological Evaluation ............................... 3
PY335*  Theories of Personality ........................................................... 3

Total (25)
PSYCHOLOGY MINOR
(18 hours)—Ring, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework.

Departmental Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>PY101</td>
<td>General Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY345</td>
<td>History and Systems</td>
<td>3</td>
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Twelve semester hours of additional psychology courses:

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<th>Hrs</th>
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<tr>
<td>PY___</td>
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<tr>
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<td>Total (12)</td>
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</table>

TOTAL (18)
RELIGION MAJOR with Ministry of Service Concentration (B.A.)
(39 hours)—Pryor, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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<tbody>
<tr>
<td>MN130 Peer Ministry</td>
<td>3</td>
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<tr>
<td>PL101 Introduction to Philosophy</td>
<td>3</td>
<td></td>
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<tr>
<td>RL200* The Literature and Thought of the Hebrew Bible</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>RL210* The Literature and Thought of the New Testament</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL300* World Religions</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL321* Early Christianity</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL325* Medieval and Early Modern Christianity</td>
<td>3</td>
<td></td>
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<tr>
<td>RL326* Christianity and The Enlightenment</td>
<td>3</td>
<td></td>
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<tr>
<td>RL340* Problems in Christian Ethics</td>
<td>3</td>
<td></td>
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<tr>
<td>RL360* Constructive and Contextual Theology</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>RL370* Science and Theology: Friend or Foe?</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>RL380* Political Theology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL398* Special Topics in Theology</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>SE210 Infants, Children, and Youth with Special Needs</td>
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<td>Total (15)</td>
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</table>

History and Doctrine Courses—Take two of the following:

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<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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<tbody>
<tr>
<td>RL310 World Religions</td>
<td>3</td>
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<td>Total (6)</td>
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</table>

Supporting Courses—Take six as agreed upon with advisor; two must be RL300 level:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>BU202 Leadership</td>
<td>3</td>
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<tr>
<td>CM212 Oral Interpretation of Literature</td>
<td>3</td>
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<tr>
<td>Select one of the following courses:</td>
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</tr>
<tr>
<td>EB297 Pre-Senior or Senior Year Experience</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB397 Pre-Senior or Senior Year Experience</td>
<td>3</td>
<td></td>
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<tr>
<td>ED355 Educational Psychology</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MN305 Youth and Family Ministry Certification</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MU377* Music in Worship</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL102 Ethics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL322* Philosophy of Religion</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY205 Developmental Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL300* World Religions</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL360* Constructive and Contextual Theology</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>RL370* Science and Theology: Friend or Foe?</td>
<td>3</td>
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<td>RL380* Political Theology</td>
<td>3</td>
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<tr>
<td>RL398* Special Topics in Theology</td>
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<tr>
<td>SE210 Infants, Children, and Youth with Special Needs</td>
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<td>Total (18)</td>
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TOTAL (39) =========

RELIGION MINOR
(18 hours)—Pryor, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
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<tr>
<td>RL200* The Literature and Thought of the Hebrew Bible</td>
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<tr>
<td>RL210* The Literature and Thought of the New Testament</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL330 World Religions</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (9)</td>
<td></td>
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</tr>
</tbody>
</table>

Three additional 300-level courses:

<table>
<thead>
<tr>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL (39) =========

Bethany College 2019-2020 Catalog
**Departmental Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN130</td>
<td>Peer Ministry</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

**Interdisciplinary Courses (with approval of the coordinator):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID202</td>
<td>Religious Literacy Interdisciplinary Course</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>ID204</td>
<td></td>
<td>3</td>
<td>___</td>
<td>___</td>
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</tbody>
</table>

**Critical Literacy Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL322</td>
<td>Philosophy of Religion</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>RL330</td>
<td>World Religions</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>RL380</td>
<td>Philosophy of Religion</td>
<td>3</td>
<td>___</td>
<td>___</td>
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</tbody>
</table>

**Total (18) =========**

**Professional/Pre-Professional Courses - Students in professional and pre-professional programs must choose the course sequence that matches their major:**

**Athletic Training:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT200</td>
<td>Introduction to Clinical Experience</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>AT405</td>
<td>Clinical Experience V-Administrative Capstone</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

**Business:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU221</td>
<td>Principles of Management</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

Select one of the following courses (must be at least a Junior):

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB297</td>
<td>Experience Based Education</td>
<td>2-3</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>EB397</td>
<td>Experience Based Education</td>
<td>2-3</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU311</td>
<td>Advertising</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>BU370</td>
<td>Seminar in International Business</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>BU394</td>
<td>Human Relations in Business</td>
<td>3</td>
<td>___</td>
<td>___</td>
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</tbody>
</table>

**Total (0-9)**

**Education:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED240</td>
<td>Social, Cultural, and Language Diversity in Today's Classrooms</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>ED358</td>
<td>Foundations of Education</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

**Pre-Medicine/Pre-Pharmacy:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC125</td>
<td>Science Seminar II</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>SC320</td>
<td>Science Seminar III</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

Select one of the following courses (must be at least a Sophomore):

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB297</td>
<td>Experience-Based Education</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>EB397</td>
<td>Experience-Based Education</td>
<td>3</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

**Total (0-9)**

*PL101 Introduction to Philosophy or PL322* Philosophy of Religion may be substituted for one of the 300-level religion courses.

**TOTAL (18) =========**

**RELIGION: INTERFAITH STUDIES MINOR**

(24-27 hours) - Atkinson, Coordinator

**NOTE:** Students must achieve a grade of “C” or higher in all coursework.
**SCIENCE: GENERAL SCIENCE TEACHING MIDDLE LEVEL** — For information regarding Kansas State Department of Education requirements for middle level licensure, please consult with the Biology Teacher Education Coordinator or Chair of the Education Department.

**SERVANT LEADERSHIP MINOR**
(28-32 hours)—Mullen, Ring, Coordinators

Application and Acceptance:
Students apply for the Servant Leadership Minor by submitting their VITA/Resume and an essay about their past, present and future leadership activities and goals to the director of the program. Upon receipt of the resume and essay, the director is supplied with the student’s advising file or similar information. Students are accepted upon the director’s approval.

NOTE: Students must achieve a grade of “C” or higher in all coursework.

<table>
<thead>
<tr>
<th>Experience Courses:</th>
<th>Hrs Term Planned Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL101 Servant Leadership Freshman Exp I</td>
<td>1</td>
</tr>
<tr>
<td>SL102 Servant Leadership Freshman Exp II</td>
<td>1</td>
</tr>
<tr>
<td>SL201 Servant Leadership Sophomore Exp I</td>
<td>1</td>
</tr>
<tr>
<td>SL202 Servant Leadership Sophomore Exp II</td>
<td>1</td>
</tr>
<tr>
<td>SL301 Servant Leadership Junior Exp I</td>
<td>1</td>
</tr>
<tr>
<td>SL302 Servant Leadership Junior Exp II</td>
<td>1</td>
</tr>
<tr>
<td>SL401 Servant Leadership Senior Exp I</td>
<td>1</td>
</tr>
<tr>
<td>SL402 Servant Leadership Senior Exp II</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Courses:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BU202 Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BU302 Profiles in Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interdisciplinary Courses:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student will take one class from the following areas. The course must connect to and/or support the ideals of servant leadership and will be addressed in the student’s e-Portfolio on Foliotek. Each course must be approved by the leadership coordinator and the student’s advisor.</td>
<td></td>
</tr>
<tr>
<td>A course in Philosophy:</td>
<td></td>
</tr>
<tr>
<td>PL101 Ethics</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>PL202 Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>A course in Communication/Theatre</td>
<td>3</td>
</tr>
<tr>
<td>A course in Art/English/Foreign Language/Music</td>
<td>3</td>
</tr>
<tr>
<td>A course in History and Political Science/Psychology</td>
<td>3</td>
</tr>
<tr>
<td>A course in Biology/Chemistry/Mathematics/Physics</td>
<td>3</td>
</tr>
<tr>
<td>A course in Business &amp; Economics/Criminal Justice/ Education/Exercise Science/Athletic Training</td>
<td>3</td>
</tr>
</tbody>
</table>

**SOCIAL SCIENCE TEACHING MAJOR 6-12 (B.A.)**
(108-113 hours)—Pigge, Smith, Coordinators

NOTE: Students must achieve a grade of “C” or higher in all courses listed below.

<table>
<thead>
<tr>
<th>Departmental Courses:</th>
<th>Hrs Term Planned Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>HI101</td>
<td>History of the US to 1877</td>
</tr>
<tr>
<td>HI102</td>
<td>History of the US from 1877</td>
</tr>
<tr>
<td>HI104</td>
<td>World History from Prehistory to 1500</td>
</tr>
<tr>
<td>HI105</td>
<td>World History from 1500 to present</td>
</tr>
<tr>
<td>HI201*</td>
<td>Kansas History</td>
</tr>
<tr>
<td>HI204</td>
<td>Methods and Historiography</td>
</tr>
<tr>
<td>HI396*</td>
<td>Senior Thesis</td>
</tr>
<tr>
<td></td>
<td>One course selected from the following:</td>
</tr>
<tr>
<td>HI301*</td>
<td>Colonial and Revolutionary America</td>
</tr>
<tr>
<td>HI306*</td>
<td>United States History from 1791-1877</td>
</tr>
<tr>
<td>HI307*</td>
<td>United States History from 1877-1945</td>
</tr>
<tr>
<td>HI308*</td>
<td>United States History from 1945</td>
</tr>
<tr>
<td>HI220*</td>
<td>Latin America</td>
</tr>
<tr>
<td>HI226*</td>
<td>The Middle East</td>
</tr>
<tr>
<td>HI241*</td>
<td>East Asia</td>
</tr>
<tr>
<td>HI324*</td>
<td>Early Modern Europe, 1450-1789</td>
</tr>
<tr>
<td>HI327*</td>
<td>Europe During the Long 19th Century</td>
</tr>
<tr>
<td>HI332*</td>
<td>Twentieth Century Europe</td>
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<tr>
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<td>Total (27)</td>
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<td></td>
<td>Political Science Courses:</td>
</tr>
<tr>
<td>PS101</td>
<td>United States Government</td>
</tr>
<tr>
<td>PS202*</td>
<td>Comparative Government</td>
</tr>
<tr>
<td>PS330*</td>
<td>Constitutional History to 1877</td>
</tr>
<tr>
<td>PS331*</td>
<td>Constitutional History from 1877</td>
</tr>
<tr>
<td></td>
<td>Total (12)</td>
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<tr>
<td></td>
<td>Divisional Courses:</td>
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<tr>
<td>AN201</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>EC211</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>EC212</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>GO120</td>
<td>Human Geography</td>
</tr>
<tr>
<td>PY101</td>
<td>General Psychology</td>
</tr>
<tr>
<td>SO101</td>
<td>Principles of Sociology</td>
</tr>
<tr>
<td></td>
<td>Total (18)</td>
</tr>
<tr>
<td></td>
<td>Supporting Courses:</td>
</tr>
<tr>
<td>CM110</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>CM212</td>
<td>Oral Interpretation</td>
</tr>
<tr>
<td>MA104</td>
<td>College Algebra</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>MA124</td>
<td>Mathematics for the People</td>
</tr>
<tr>
<td>PY101</td>
<td>General Psychology</td>
</tr>
<tr>
<td></td>
<td>One course selected from the following:</td>
</tr>
<tr>
<td>EN101</td>
<td>Thinking and Writing</td>
</tr>
<tr>
<td>ID2xxW</td>
<td>Interdisciplinary Writing Intensive course</td>
</tr>
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<td>Total (12)</td>
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<tr>
<td></td>
<td>Professional Education Courses: See Section II, Teacher Education Program (pages 24-27), for additional requirements.</td>
</tr>
<tr>
<td>ED100</td>
<td>Introduction to Teacher Education and the</td>
</tr>
<tr>
<td></td>
<td>Teaching Profession</td>
</tr>
<tr>
<td>ED200</td>
<td>Introduction to Teaching; Classroom Experience</td>
</tr>
<tr>
<td></td>
<td>Total (4)</td>
</tr>
</tbody>
</table>
ED240  Social, Cultural and Language Diversity ..............................................................  3  
ED250  Classroom Management .................................................................................  2  
ED251  Instructional Technology for Teachers ...........................................................  2  
ED342  Middle Level/Secondary (6-12) Teaching and Learning Strategies .........................  3  
ED346  Reading Strategies for Middle Level/Secondary (6-12) Teachers ..........................  2  
ED355  Educational Psychology ...................................................................................  3  
ED358  Foundations of Education .................................................................................  3  
ED380  Clinical Practice Secondary .............................................................................  7-12  
ED395  Clinical Practice Seminar .................................................................................  1  
ED440  Methods for Teaching Social and Behavioral Sciences ...........................................  3  
PY205  Developmental Psychology .................................................................................  3  
SE210  Introduction to Infants, Children and Youth with Special Needs .........................  3  

Total (39-44)

SOCIAL STUDIES TEACHING MIDDLE LEVEL – For information regarding Kansas State Department of Education requirements for middle level licensure, please consult with the Social Science Teacher Education Coordinator or Chair of the Education Department.

SPECIAL EDUCATION: HIGH-INCIDENCE SPECIAL EDUCATION ENDORSEMENT FOR TEACHER LICENSURE PreK-12
(26 hours)—Beverly Schottler, Special Education Coordinator

The High-Incidence Special Education PreK-12 endorsement is not a stand-alone program, but an added endorsement to a teaching license. Students majoring in Elementary Education may take coursework leading to licensure in high-incidence special education (mental retardation, learning disabilities, emotional disturbance, and other health impairments) at the PreK-12 level.

NOTE: Students must achieve a grade of “C” or higher in all courses listed below.

Departmental Courses:                  Hrs  Term Planned  Hours Completed
SE310  Foundations for Special Education Services ........................................  4  
SE315  General Methods for Special Education Services ......................................  4  
SE345  Behavior Management ................................................................................  2  

Total (10)

Professional Education Courses: See Section II, Teacher Education Program (pages 24-27) for additional requirements.

SE341  Grades PreK-3 Methods for Special Needs ..............................................  5  
SE381  Grades 4-12 Methods for Special Needs .....................................................  5  
SE451+  Grades PreK-12 Clinical Experience .........................................................  5  
SE499  Capstone ....................................................................................................  1  

*Note: If currently teaching special education on a waiver or provisional license, replace SE451 with:

SE453  Grades PreK-12 Internship .................................................................  5  

Total (16)

Total (26)

SPECIAL EDUCATION: HIGH-INCIDENCE SPECIAL EDUCATION ENDORSEMENT FOR TEACHER LICENSURE K-6
(20-21 hours)—Beverly Schottler, Special Education Coordinator

The High-Incidence Special Education K-6 endorsement is not a stand-alone program. Students who are majoring in Elementary Education may take coursework leading to licensure in high-incidence special education (mental retardation, learning disabilities, emotional disturbance, and other health impairments) at the elementary level.
Elementary Education majors may also add the 6-12 high-incidence level to the elementary education major/high-incidence special education K-6 endorsement by adding the secondary coursework below (9 hours).

NOTE: Students must achieve a grade of “C” or higher in all courses listed below.

<table>
<thead>
<tr>
<th>Departmental Courses</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE310 Foundations for Special Education Services</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE315 General Methods for Special Education Services</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE345 Behavior Management</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td><strong>Total (10)</strong></td>
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</tbody>
</table>

Professional Education Courses: See Section II, Teacher Education Program (pages 24-27) for additional requirements.

<table>
<thead>
<tr>
<th>Departmental Courses</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE321 Grades K-6 Methods for Special Needs</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE431* Grades K-6 Clinical Experience</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE499 Capstone Issues</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (10-11)</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

*Note: If adding this as a second special education endorsement or currently teaching special education on a waiver or provisional license, replace SE431 with:

<table>
<thead>
<tr>
<th>Departmental Courses</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE433 Grades K-6 Internship</td>
<td>4-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (20-21)</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Special Education: High-Incidence Special Education Endorsement for Teacher Licensure 6-12
(20-21 hours)—Beverly Schottler, Special Education Coordinator
The High-Incidence Special Education 6-12 endorsement is not a stand-alone program. Students who are majoring in Secondary or PreK-12 Education may take coursework leading to licensure in high-incidence special education (mental retardation, learning disabilities, emotional disturbance, and other health impairments) at the secondary level.

NOTE: Students must achieve a grade of “C” or higher in all courses listed below.

<table>
<thead>
<tr>
<th>Departmental Courses</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE310 Foundations for Special Education Services</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE315 General Methods for Special Education Services</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE345 Behavior Management</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (10)</strong></td>
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<td></td>
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</table>

Professional Education Courses: See Section II, Teacher Education Program (pages 24-27) for additional requirements.

<table>
<thead>
<tr>
<th>Departmental Courses</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE361 Grades 6-12 Methods for Special Needs</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE471* Grades 6-12 Clinical Experience</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE499 Capstone Issues</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (10-11)</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

*Note: If adding this as a second special education endorsement or currently teaching special education on a waiver or provisional license, replace SE471 with:

<table>
<thead>
<tr>
<th>Departmental Courses</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE473 Grades 6-12 Internship</td>
<td>4-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (20-21)</strong></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Sports Management Major (B.A.)
(66 hours)—Roger, Coordinator
NOTE: Students must achieve a grade of “C” or higher in all coursework.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Hrs</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>AC201</td>
<td>Financial Accounting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AC202</td>
<td>Managerial Accounting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BU100*</td>
<td>Introduction to Business (or AC, BU, EC elective)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BU221</td>
<td>Principles of Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BU225</td>
<td>Business Finance</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BU240</td>
<td>Business Communication</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BU390</td>
<td>Business Policy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EC200</td>
<td>Computer Economics and Business Applications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EC201</td>
<td>Statistics for Behavioral and Social Sciences</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EC211</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EC212</td>
<td>Principles of Microeconomics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MA104</td>
<td>College Algebra</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PL202</td>
<td>Business Ethics</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total (39)

*All incoming freshman who are business majors or are interested in a possible business major should take BU100. All other students will take an AC, BU or EC elective.

Sports Management Major Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU386</td>
<td>Sports Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BU394</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>EC310*</td>
<td>Economics of Sport</td>
<td>3</td>
</tr>
<tr>
<td>EX305</td>
<td>Tournament and Event Management</td>
<td>3</td>
</tr>
<tr>
<td>EX370</td>
<td>Organization and Administration of Health, Physical Education and Athletics</td>
<td>3</td>
</tr>
</tbody>
</table>

One course selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU350</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>PS315*</td>
<td>Legal Issues in Sports</td>
<td>3</td>
</tr>
</tbody>
</table>

Total (18)

Elective Courses:

One course selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU220</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BU245</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
</tbody>
</table>

One course selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC300</td>
<td>Computerized Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BU302</td>
<td>Profiles in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BU311</td>
<td>Advertising</td>
<td>3</td>
</tr>
</tbody>
</table>

One course selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACxxx</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BUxxx</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ECxxx</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EX387</td>
<td>Sports Management Practicum</td>
<td>1-12</td>
</tr>
</tbody>
</table>

Total (9)

TOTAL (66)

TEACHING MAJORS—See Education Majors and Endorsements List, page 64

THEATRE MINOR
(21-23 hours)—LeGault, Coordinator

NOTE: Students must achieve a grade of “C” or higher in all coursework.
### Core Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN312*</td>
<td>Shakespeare</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH110*</td>
<td>Introduction to Theatre</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH111</td>
<td>Acting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH125</td>
<td>Theatre Practicum</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH212*</td>
<td>Stagecraft</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH320*</td>
<td>Theatre History</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH330*</td>
<td>Directing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM212</td>
<td>Oral Interpretation or approved English,</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>music or art course</td>
<td></td>
<td></td>
<td>Total (21-22)</td>
</tr>
</tbody>
</table>

**TOTAL (21-22) =========**

### WOMEN’S AND GENDER STUDIES

(18 hours)—Fox, Coordinator

**NOTE:** Students must achieve a grade of “C” or higher in all coursework.

#### Departmental Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>WG195</td>
<td>Introduction to Women’s and Gender Studies</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WG395</td>
<td>Women’s and Gender Studies Capstone</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Interdisciplinary Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID2xx</td>
<td>Relevant Interdisciplinary Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Three additional 200 or 300-level courses from the following, or others with approval of the coordinator:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Term Planned</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM330</td>
<td>Survey of Rhetoric</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY315</td>
<td>Human Sexuality</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI307</td>
<td>US History 1877-1945</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI308</td>
<td>US History 1945-Present</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL200</td>
<td>The Literature and Thought of the Hebrew Bible</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL210</td>
<td>The Literature and Thought of the New Testament</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL340</td>
<td>Problems in Christina Ethics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL360</td>
<td>Constructive and Contextual Theology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL375</td>
<td>Biblical Controversies</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ325</td>
<td>Sex Crimes</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB 297</td>
<td>Experience Based Education with related</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR EB 397</td>
<td>Organization</td>
<td>3</td>
<td></td>
<td>Total (18)</td>
</tr>
</tbody>
</table>

**TOTAL (18) =========**
VI

Courses, Course Credit & Descriptions
VI. COURSES, COURSE CREDIT & DESCRIPTIONS

COURSE SCHEDULING

Like many colleges and universities, Bethany College has opted for a 4-1-4 academic calendar. In addition to the fall and spring terms, a shortened learning period in January, referred to as Interterm, provides an intense learning opportunity for students to explore areas of interest. See Introduction, Academic Calendar, page 3.

Fall and Spring Terms. The fall and spring terms are 15 weeks in length, including one week for final examinations. Lecture courses meet 50 minutes per week for each hour of credit. See Section III, Normal Student Load, page 31.

Interterm. Interterm (January) has been designed to give the student and faculty member an opportunity to be a part of a more unique learning situation than the traditional semester affords. The one-course format of Interterm allows for greater flexibility in course organization, but in no case should an Interterm course meet for less than the amount of instructional time allotted to a comparable course during the fifteen-week term. Students may select from on-campus course work or off-campus experiences which can enhance classroom objectives. Included are opportunities to learn on the job or to travel to places of interest, such as the Urban Life Center in Chicago, the Washington Center in Washington, D.C., or Europe for study abroad opportunities, all of which are described later in this chapter.

Interterm is an integral and essential part of the school year. The tuition for Interterm is part of the regular fee structure for the entire school year. Costs for travel and related experiences during Interterm are to be assumed by the student and are indicated in the course announcements before registration.

In addition to regularly scheduled classes, students and the public are invited to take advantage of special events and speakers designed to enhance the Interterm learning experience.

Summer Term. Bethany’s summer term consists of three sessions held in June, July, and June-August.

COURSE DESIGNATIONS

Identification of Courses. Each course is identified by a course title and an alphanumeric code consisting of a two-letter prefix and a three-digit number. The two-letter prefix indicates the discipline in which the course is offered (e.g., CM is a communication course, SN is a Spanish course, and EC is an Economics course). The Honors Program includes courses outside the discipline which are designated with an “H” following the three digit identification number. “H” courses can often replace the equivalent non-“H” course. See specific major requirements in Section V, pages 46-100.

The first of the three digits indicates the level of instruction (i.e., 100, 200, or 300 level). The last two digits, along with the prefix and first digit, serve to identify the course for record-keeping purposes. Also, the last two digits may indicate courses dealing with the same subject at different levels of instruction (e.g., AR110 Drawing I, and AR310 Drawing II), or a sequence of instruction at the same level (e.g., AC101 Financial Accounting and AC102 Managerial Accounting).

Level of Instruction. Courses numbered 100-299 are lower division courses. Courses numbered 300-399 are upper division courses.

For purposes of identifying levels of instruction, courses numbered 400-499 are considered to be 300-level courses; courses numbered 500-599 are graduate level courses.

The different levels of courses are intended for different classifications of students as follows:

Courses 100-199. All introductory courses appropriate for incoming freshmen in general education or in the highly sequenced majors (e.g., Art).

Courses 200-299. Courses beyond the introductory level appropriate for sophomores in general education or in the highly sequenced major, or appropriate for freshmen with extensive background in the area.

Courses 300-399. In-depth courses with prerequisites appropriate for juniors or seniors in general education and in majors, or appropriate for sophomores with extensive background in the area.

Freshmen should not take 300 level courses unless by special permission of the instructor, who might give permission to students with special background or maturity (e.g., older students returning to college).

Courses marked by an asterisk (*) are alternate-year courses, and some of them, therefore, will not appear on the class schedule during a given academic year.

Special Topics Courses. (198, 298 or 398) A Special Topics course is not a regular catalog course, but is a course which is offered one time or for a limited time. It is intended to allow departments some flexibility in course offerings. Every particular proposal for a given topic for a semester must go through regular approval channels for courses.

Special Topics courses may be offered for 100, 200, or 300 level credit, and will be numbered 198, 298, or 398, depending upon the level of credit. Courses offered any given semester will be listed in the Class Schedule for that semester, or in the addendum to the schedule. Students should see the instructor for more information about any particular course.

Lectures and Laboratories. Some courses include both lectures and laboratories. For such courses, the number of hours per
week in each is given in the course description: e.g., 3 hours lecture: 2 hours lab (per week).

COURSE ARRANGEMENTS

By-Arrangement Courses. A By-Arrangement course is defined as a regular catalog course which a student may take during the summer, Interterm, or regular term under circumstances which do not permit the student to enroll in that course as offered during the regular term. Some courses, due to their nature, may not be taken by arrangement. A student is eligible to enroll in a By-Arrangement course if classified as a student-in-good standing. The student must consult with the intended instructor before enrolling in a By-Arrangement course. Enrollment is contingent on the availability of a faculty member having sufficient time in his/her schedule to take on this additional load. It will not be possible to provide an instructor for every worthwhile By-Arrangement course proposal.

Eligibility and registration guidelines are available to the student in the Registrar’s Office.

Directed Independent Study (DIS). A DIS course is defined as a course which is not a regular catalog course and which is described in writing by the student although this may be in consultation with the instructor. The proposed DIS course should include a title, description, procedures used in completing the course, outcomes and/or products to be evaluated, the plan for meeting the minimum consultation requirements with the course instructor, the projected time schedule for completion, and a bibliography.

A student is eligible for a DIS if he/she is in good standing.

The student must consult with the intended instructor before enrolling in a DIS. Enrollment in a DIS is contingent on the availability of a faculty member having sufficient time available to direct the student’s independent study. It will not be possible to provide an instructor for every worthwhile DIS proposal.

Directed Independent Study courses are offered for lower level or upper level credit. Courses should be numbered either 299 or 399, depending upon the level of credit.

Applications for DIS courses must be completed and turned in to the Registrar’s Office by the end of the add period for the term during which the course is to begin. (Exceptions will be granted by the Chief Academic Officer only for extraordinarily strong reasons. Requests for exceptions, with an explanation for the lateness of the application, must be submitted to the Chief Academic Officer in writing, signed by both the student and the instructor, and must accompany the application form. Faculty and students who anticipate seeking an exception are encouraged to consult with the Chief Academic Officer before submitting an application.)

Partners in Scholarship. The Partners in Scholarship Program enables students of exceptional ability to obtain research experience by working with a cooperating professor on a scholarly project. The student receives three hours of credit over the course of the academic year and, if eligible for additional institutional aid, a $1,000 scholarship. Students must have completed at least one year at Bethany, intend to enroll full-time at Bethany for the next academic year, and currently have a minimum GPA of 3.0 to be eligible. (See Section IX, page 183). Faculty are asked to identify possible student partners in mid- to late March, and applications are due in mid-April.

COURSE CREDIT FOR PRIOR LEARNING

Foreign Language Credit Policy

Bethany College students can earn retroactive credit in French, German and Spanish. For other languages, check with the English, Theatre, Communication and Foreign Language Department.

1. Students with two or more years of high school foreign language experience may enroll in the second semester elementary language course of the language studied and upon completion of the course with a grade of B or above shall automatically receive credit for the first semester language course (Elementary I).

2. Students with three or more years of high school foreign language experience, after approval from the Foreign Language Department, may enroll in either the first or the second semester intermediate language course of the language studied; and upon completion of that course with a B or above will also receive credit for two semesters of elementary language (Elementary I & II).

3. To certify a proficiency in a foreign language equal to 9 hours of that foreign language, the CLEP examination must be passed with the following scores:

<table>
<thead>
<tr>
<th>Language</th>
<th>Level I</th>
<th>Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>50</td>
<td>62</td>
</tr>
<tr>
<td>German</td>
<td>50</td>
<td>63</td>
</tr>
<tr>
<td>Spanish</td>
<td>50</td>
<td>66</td>
</tr>
</tbody>
</table>

Credit by Special Examination: A student may be awarded a total of 32 semester hours for Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) examinations, or a combination thereof for achievement in prior learning. Students interested in AP, CLEP or IB credit must submit official test scores for evaluation to the Chief Academic Officer prior to the add/drop period of the student’s initial semester of attendance. Once that evaluation has been completed, the student and Registrar’s Office will be notified of the credit awarded. The Registrar’s Office will enter the credit onto the student’s official transcript. Score reports received after the add/drop period of the student’s initial semester of attendance at Bethany College may be awarded as elective credit.

Advanced Placement (AP) credit is offered by some high schools through special college-level courses based on a program of study developed by the College Entrance Examination Board. Examinations in such programs are administered in mid-May in such high schools and other
test centers nationally. Advanced Placement examinations vary according to content. At Bethany College, credit is awarded for grades of 3, 4, or 5.

**College Level Examination Program (CLEP)** examinations vary in title according to content. CLEP examinations, available at over 1,400 test centers, are administered on a continuing basis. Subject examinations are awarded credit at Bethany College on the basis of the minimum scores recommended by the American Council on Education (ACE).

**International Baccalaureate Program (IB)** credit is granted at Bethany College for Higher Level examination scores of 4 or higher and for Standard Level examination scores of 5 or higher in all International Baccalaureate subjects to a maximum of 32 semester hours of combined CLEP, AP, and IB credit. Credit and course equivalencies granted are usually the same as the introductory course in a discipline. Subsidiary level courses do not receive any credit or placement.

### OFF-CAMPUS OPPORTUNITIES

**Courses, Trips, Internships**

**KICA Academic Program Courses.** Bethany College is joined with six other church-related liberal arts colleges (Bethel, Kansas Wesleyan, McPherson, Sterling, Tabor and Central Christian) known as the Academic Programs offered by the Kansas Independent College Association (KICA).

Courses in special education, secondary teacher education, and athletic training are taught at a central location for the Academic Program institutions in McPherson, Kansas.

Full-time Bethany students may take courses at any of the other KICA Academic Program institutions without the payment of additional tuition fees during regular semesters and Interterm. The January Interterm offerings of any of the colleges that offer Interterm classes are available to Bethany students. Copies of the course schedules for each semester and Interterm may be viewed online at each school’s website.

**Experience Based Education (EBE) Program – Internship Credit (EB297/397), Variable Credit**

Caitlin Rethorst, Assistant Dean of Student Development/ Director of Career Development

The EBE program is administered by the Director of Career Services. The EBE program allows students to earn credit through professional experiences outside the classroom. Students complete EBEs to explore career options, to gain experience in a chosen career field, to develop transferable skills, and/or to establish future career networks. There are many different types of EBEs, such as Internships, Practicums, Shadowing/Observing a professional in the field, Completing a service learning project throughout the semester, Conducting undergraduate research, or studying abroad.

To receive college (Institutional) credit for an EBE, a student must (1) complete required enrollment paperwork through the Office of Career Services, (2) create learning outcomes, (3) design a tangible form of assessment with the EBE faculty advisor based on learning outcomes and submit article(s) for review, and (4) write (complete a written evaluation) an evaluation of what has been learned during the EBE experience in an assessment paper and final meeting. For each EBE, a student must have an EBE faculty advisor, who may or may not be their faculty advisor.

**EBE Credit and Tuition:** An EBE may be completed during any term. Up to 15 semester hours of EBE credit can be earned toward graduation. A maximum of four credits may be taken at the 300 level. The student must spend 40 clock hours at the EBE setting for each credit hour earned. A maximum of 12 hours may be earned during a fall or spring semester, 12 hours during a summer term, and three hours during Interterm. All hours are recorded as pass/fail. Tuition cost for EBE credit is the same as for all other credit for a particular term with the exception of summer. The cost for an EBE completed during the summer term is $260 per credit hour.

Consult with the Director of Career Services for more information about the EBE program and how to apply. See EBE course description later in this section.

**GO101 Chicago Center for Urban Life & Culture,** 3-12 hrs

Linda Ball, Bethany Liaison with Chicago Center

An institutional affiliation by Bethany College with the Chicago Center for Urban Life & Culture has been established. Bethany students may enroll for Chicago Center credit during regular semesters, and summer sessions. By special arrangement Bethany students can complete clinical practice in Chicago through the Center.

The city becomes the classroom in personal learning about urban life and culture. Students meet people from a diversity of racial, ethnic and religious backgrounds, and visit their neighborhoods. Three days each week are spent in an individualized internship placement within an organization related to the student’s major and interests. Students also enjoy the rich cultural diversity of Chicago’s art, music and theater communities. Students live together in a cooperative household in one of the Center’s residences sharing the cleaning, food buying, cooking and decision making responsibilities. Personal values are challenged while examining the pressing issues of poverty, violence, racism, and hopelessness.

Students receive pass/fail Bethany College credit for the number of hours they take. There are no prerequisites for the course and final acceptance is determined by the Chicago Center. Some financial aid is available. For an application form, details, and other options, contact the Bethany Career Services Office, located in the lower level of Warner Hall.

**GO299/399 Washington Center Seminars/Program**

1-12 hours

**GO=General Offering (Level 200,300)**

Dr. Joyce Pigge, Bethany Liaison with Washington Center
An institutional affiliation by Bethany College with The Washington Center, Washington D.C., has been established. The Center’s mission is to utilize the resources of the nation’s capital to provide participatory learning experiences in order to enhance students’ academic, civic, and professional development. In this way, the Washington Center seeks to promote future leadership for the public, private, and nonprofit sectors of our society. Selected junior and senior students become interns in a governmental or private agency and attend a weekly academic seminar for one semester or summer. Three semester hours credit in a specific discipline (to be determined by the Institutional Liaison in consultation with the student’s department chair) is awarded for the weekly seminar. Up to 12 semester hours of credit in one or two specific disciplines (areas to be determined by the Institutional Liaison in consultation with the student’s department chair and based upon the internship assignment) may be awarded for the internship. Pass-fail grading is employed for all such credit.

Opportunities are available for Interterm in the form of seminars that enable one to hear both public and private speakers on important topics of the day, and to experience the culture and atmosphere of the nation’s capital.

Credit received during the semester of Washington Center attendance is considered as Bethany College residency credit. Students are also eligible for the same federal and state financial aid benefits as other Bethany College students. Washington Center students pay tuition and room fees to Bethany College. Bethany then pays the program and housing costs (but not other Washington Center fees) to the Washington Center. If the tuition and room fees paid to Bethany College do not exceed the cost paid to the Washington Center plus an administrative fee of $100.00, then the student is also required to pay those excess costs to Bethany College. In addition, each student is required to apply for available financial aid.

SA300 - Study Abroad, Variable Credit
Linda Ball, Bethany Liaison
Bethany College offers students several opportunities to study abroad through agreements with organizations such as AIFS (American Institute of Foreign Studies) and SACI (Studio Arts Centers International) or at Karlstad University or Linnaeus University in Sweden, both which have mutual exchange agreements with Bethany College. Students can pick up a Study Abroad Intent form from Linda Ball in the Chief Academic Officer’s Office to learn about the above mentioned and other options for studying abroad. Students interested in studying abroad during the spring semester or summer session need to make certain the Director of Financial Aid is aware of this so the aid can be properly awarded for the whole academic year. Federal financial aid and (nonperformance-related) institutional scholarships may be applied to tuition fees for approved course work for students who return to Bethany for at least one semester after their semester abroad.

Applicants for study abroad must be a college sophomore, junior or senior while abroad and be in good academic standing as well as in good standing with the student conduct system. Students must have a minimum of 2.5 cumulative grade point average at the time of application and throughout the study abroad program. Study abroad programs provided by other organizations, such as those mentioned above, may have higher minimum GPA requirements.

SA350 - Harlaxton Study Abroad, Variable Credit
Dr. Joyce Pigge, Bethany Liaison
Bethany College is a partner in the University of Evansville’s British campus, Harlaxton College, located in Grantham, England. Through this partnership, Bethany students (sophomores through seniors) can spend a semester or summer studying abroad in the English Midlands. Harlaxton College offers students a multi-disciplinary curriculum compatible with Bethany’s as well as weekly travel opportunities in Britain and Continental Europe. Students pay their Harlaxton fees through Bethany College. Federal financial aid and (nonperformance-related) institutional scholarships may be applied to Harlaxton tuition fees for students who return to Bethany for at least one semester after their semester at Harlaxton.

Students completing course work as part of the Harlaxton program may choose to have those credits considered as transfer credits or Bethany credits. In the semester after the student returns to Bethany the student informs the Registrar’s Office of his or her choice. If the student fails to notify the Registrar’s Office the grades will be considered transfer credit.

Harlaxton applicants must be a college sophomore, junior or senior while abroad and be in good academic standing as well as in good standing with the student conduct system. Students must have a minimum of 2.5 cumulative grade point average at the time of application and throughout the study abroad program.

After the Registrar’s Office receives an official copy of the student’s Evansville transcript, the courses taken at Harlaxton will be transferred to his/her Bethany College transcript.
NOTE: Credits earned from the following Academic Support courses with 0xx designation do not count toward graduation.

AS004 Academic Writing 1 hour
This course provides writing support to students enrolled in any course which has a substantive writing component. AS004 is designed to help students prepare for and write papers assigned in classes other than AS004 – the activities of the course include brainstorming as well as revision and editing. AS004 does not require any writing or reading assignments beyond what students have in their other classes. Instead, assessment for AS004 is based on attendance and completing the prewriting and writing activities set by the AS004 instructor. The course is recommended for students identified by Student Success Center staff and professors in any discipline as needing extensive writing help. Students who score a 17 or below on the ACT or a 420 or below on the SAT must take AS004 if they are enrolled in a writing-intensive ID course (ID203, ID205, or ID206) or EN 101.

AS007 Academic Writing (ELL Supplemental) 2 hours
This course is designed to help up to 10 ELL (English Language Learner) students who are struggling with linguistic and cultural difficulties in academic classes at Bethany College. Assessment will be based on attendance at the meetings scheduled with the instructor, completing in-class writings and activities related to the topic of each session, having peer tutoring sessions at the writing center, and composing a personal narrative essay set by the instructor. Students will focus on the following essentials of American college writing:

1. Rhetorical Strategies (Thesis-Driven Writing)
2. Formal Language Use
3. 10-Basic English Sentence Patterns
4. Formatting and Different Styles
5. Classroom Culture & Etiquette.

Ultimately, students will compose an academic paper through a personal narrative essay based on the 5 essential topics covered by this section in order to gain the basic writing skills for academic courses at Bethany. Enrollment for this section is only for the students who are identified as intermediate and beginner’s level of ELL.

AS008 College Reading 2 hours
This course provides instruction in effective reading and learning strategies to help you increase comprehension and success in academic coursework. You will develop active reading strategies to build your understanding of a text before, during, and after reading. Key topics covered in the course include: main ideas, supporting details, author’s purpose and organizational structures, discerning fact and opinion, and strategies for reading long passages or chapters in college textbooks.

AS012 Study Skills 1-2 hours
This course is designed to help students in their academic transition to college life by focusing on the strategies needed to succeed in their college classes. This class should be taken concurrently with at least one, and preferably two, lower level General Education courses so that techniques learned in this class can be immediately applied.

AS013 Academic Assistance 1 hour
This course is designed to support students who are on first time academic probation through weekly contact, self-assessment, planning, and student development. In addition, there will be a focus on accepting personal responsibility and employing self-management. Success strategies, learning strategies, and self-improvement techniques will be explored.

MA005 College Algebra Review 2 hours
This course is designed for students needing college algebra but not trigonometry as a requirement for their major or for General Education and lack the prerequisites for MA104 College Algebra. This 2 hour academic support class is a co-requisite with MA105, College Algebra with Review. College Algebra Review topics include expressions, solving equalities and inequalities, functions, graphs of functions, and systems of equations. No credit will be given to those who have passed College Algebra/Trigonometry or a calculus course. Prerequisites: High school Algebra I with a grade of at least a B, Math ACT score of 16, or a grade of C or higher in MA096. Corequisite: MA105 College Algebra with Review.
MA096 Intermediate Algebra 3 hours
Designed for students needing to meet the prerequisite for MA104. Topics include expressions, solving equalities and inequalities, functions, graphs of functions, and systems of equations. No credit will be given to those who have passed College Algebra/Trigonometry or a calculus course. Prerequisites: High school Algebra I with a grade of at least a B or Math ACT score of 16.

ACCOUNTING
Carlson, Dutton
*Alternate Year Course

AC201 Financial Accounting 3 hours
Study of accounting theory and application for sole proprietorships, partnerships, and corporations. Areas of study will include the accounting cycles for service and merchandising firms, preparation of the balance sheet, income statement, retained earnings statement, specific aspects of accounting such as control over cash, accounts receivable, inventory, plant assets, payroll, and liabilities. Financial accounting is concerned with external reporting of accounting data.

AC202 Managerial Accounting 3 hours
Study of internal accounting for managerial decision-making. Areas of study will include cost-volume profit analysis, manufacturing cost planning and control, cost behavior, responsibility accounting, master budgeting, capital budgeting, process cost systems, job cost systems, direct and absorption costing, quantitative analysis, financial statement analysis, and cash-flow statements. Prerequisite: AC201.

AC300 Computerized Accounting Systems 3 hours
An overview of microcomputer accounting systems. Emphasis will be on computerized accounting systems for one-owner businesses and corporations. Applications include using the microcomputer to establish and then operate a system of accounts for various types of business operations needed in business to make timely management decisions. Prerequisite: AC201, EC200, or consent of instructor.

AC301 Intermediate Accounting I 3 hours
A conceptual approach to intermediate level accounting theory and practice. Development of current accounting theory as applied to balance sheet evaluation and the determination of net income per operating statements including proprietorships, partnerships, and corporations. The remaining topics include concepts of present and future values, current assets, liabilities and taxes, inventory problems, operational assets, and intangible assets. Prerequisite: AC202.

AC302 Intermediate Accounting II 3 hours
A conceptual approach to intermediate level accounting theory and practice. Areas covered are current liabilities, bonds, corporations, stock rights, options, earnings per share, long-term investments in equity and debt securities, leases, cash flow statements, accounting changes, error correction and incomplete records, interim reports, segment reporting, and analysis of financial statements. Prerequisite: AC301.

AC303* Cost Accounting 3 hours
The principles, theory, and mechanics of determining, measuring, applying, and recording the various costs of producing and selling a unit of output for a specific order or for continuous process production. Preparation, analysis, and interpretation of statements based upon cost data. Prerequisite: AC202.

AC304* Advanced Financial Accounting 3 hours
The advanced study of financial accounting includes the following subjects: partnerships, installment sales, consignments, branch accounting, insolvency, consolidations, and governmental accounting. Prerequisite: AC302 or concurrent with AC302.

AC305* Federal Income Tax 3 hours
Study of the Internal Revenue Code of the federal government. There are four taxable entities at the federal level: individuals, estates, trusts, and corporations. Primary emphasis in this course is on the individual. Subject areas covered, but not limited to, include gross income, deductions for and from gross income, exemptions, taxable income, credits, capital items, tax estimation, and audits of tax returns. Prerequisite: AC202.
AC306* Auditing 3 hours
Only independent certified public accountants can perform the attest function (audit). With this in mind, an introductory course in auditing includes study of the social and legal environment for C.P.A.’s, along with the code of professional ethics of CPAs, auditing standards, audit reports, overall auditing process, and various letters setting forth situations and circumstances important to both the C.P.A. and the managers of the financial data being examined. This course is primarily for students planning a career in either public or private accounting. Prerequisite: AC302 or concurrent with AC302.

AC340 Accounting Information Systems 3 hours
A comprehensive look at an organization’s information requirements and the role computer information systems play in gathering and producing information. Both technological and managerial aspects of information systems and their integration into an organization’s operations are examined. Emphasis is on managerial aspects of information systems including design, analysis, development and implementation. Major topics include user requirements, system design considerations, data base development, organization and control of information systems including ethical considerations, using accounting software packages and the effect of information technology on accounting cycles and processes. Prerequisites: a C or higher in AC201, AC202, BU221, EC200, and EC/PY201. Comparable courses will be considered and accepted by instructor consent.

ANTHROPOLOGY
Pigge

AN101 Physical Anthropology 3 hours
An introduction to the study of the development of Homo sapiens. Topics include the concept of evolution, the fossil record, primates, anthropomorphic measurements, archaeology, genetics and race.

AN201 Cultural Anthropology 3 hours
The components, structures, and functions of culture are considered. Culture is defined as “everything that people have, think, and do as members of a society.” Both aboriginal and modern cultures will be studied, compared and contrasted as examples and demonstrations of aspects of culture. Culture will be viewed in a holistic context which involves biology, the past, and language.

ART Heimbaugh, Pogue, Schneller
*Alternate year course

AR100 Introduction to Visual Arts 3 hours
An investigation of the visual arts through looking and making, which includes the categories, media, processes structure, and themes within visual art. Integrated into the course content is a close study of creativity and how looking closely while applying creative skills translates into success within any discipline or job as well as a diverse set of career opportunities.

AR102 Digital Arts Collaborative 1 hour
Students will produce a short film, utilizing camera techniques, editing, sequencing, visual effects, sound effects and soundtrack scoring.

AR104 The History of Rock ‘n’ Roll and Art 3 hours
A look at the history and impact of rock ‘n’ roll on the 20th Century artists and how the art changed with the music. From doo-wop to disco, from the British Invasion to heavy metal, this class, through lecture, discussion and readings, will examine this pivotal art form and its influence. The class will also look at the impact the album cover and various promotional techniques (posters, music video, etc.) had on the genre and the culture.

AR105 Basic Design 3 hours
An introduction to design for visual communication. Study of the elements and principals of design as they relate to formal issues in the making of art. This course also provides an introduction to the study of color as a formal element. Instruction will include lecture, critique, and supervised studio practice.

AR107 Three-Dimensional Explorations in Metals and Fibers 3 hours
This course is designed to introduce the student to the fundamental concepts of designing and constructing three-dimensionally, primarily focusing on various fiber processes and mixed metal constructions. Casting and various fabricating processes such as cutting, printing, and soldering will be presented using various metals. The fiber processes may include textile printing, dyeing, weaving and other fiber interlocking methods utilizing both traditional and nontraditional materials. Emphasis will be placed on
the demonstrated use of the principles and elements and design, and historical and contemporary artists will be discussed and researched.

**AR110 Drawing I**  3 hours
This course will introduce the concepts of visual perception and proportioning. These skills will be used to render the three-dimensional subject onto a two-dimensional surface. This course will also focus on using these skills to draw from the human figure. The concern of the course will be skillful perception, accuracy of description, expressive use of materials, spatial awareness, and the realization of the figure within an environment. Graphite, charcoal, and ink will be used.

**AR120 Painting I**  3 hours
This course introduces the basic skills and concepts of painting as a form of representation. Formal elements such as composition, color, mark, shape, form, space, and surface, etc., will be engaged and considered as descriptive and expressive forces. The genres of still life, self-portraiture, and working from the nude model will be used to explore the dynamic between subject and language. Contemporary and historical images will be analyzed and related to studio practice. Critiques will be a regular part of course work. Prerequisite: AR110.

**AR130 Handbuilding Ceramics**  3 hours
The emphasis of this course is to explore the varied qualities of clay as a medium. This will be accomplished through an exploration of hand building techniques, the tactile qualities of clay, the various stages of drying and shrinkage, slip application, glazing, the firing processes, and the historical and contemporary significance of clay as a functional and expressive medium for the potter. Students are instructed in the safe use of materials and processes.

**AR160 Introduction to Photography**  3 hours
Students will learn about the photographic medium. Emphasis will be placed on shooting and darkroom skills along with digital image manipulation processes. Photography will be looked at as a tool for art and documentation throughout history. Students will engage in projects designed to explore the use of the camera as a tool of design. Students will work in a variety of formats including digital enhancement and alterations designed to challenge their abilities and help strengthen their aesthetics. The student must have a digital camera with manual capabilities (no cell phones, or “point and shoot” cameras - see instructor for details).

**AR171 Fundamentals of Web Design**  3 hours
This course will cover the world of electronic publishing on the “World Wide Web” (WWW). The student will be instructed on how to design for this new medium. Utilizing various software applications the student will learn to create fully functional WWW documents. Basic Hyper Text Markup-Language (HTML) and site management will also be covered. Prerequisites: Required Computer Use Skills.

**AR180 Jewelry/Metalry**  3 hours
This course is an exploration into jewelry making, and small metal fabrication. A variety of fabrication techniques and casting processes will be covered in the class as well as the observation and discussion of various types and styles of body adornment. Students are instructed in the safe use of materials and processes. Students will be introduced to the historical and contemporary function and structure of jewelry in varied historical and cultural contexts. Utilizing the elements and principles of design, we will explore the designing, construction, casting and fabrication of small metal work and jewelry. Processes will include sawing, filing, riveting and other cold connections, soldering, shaping and forming, casting, stone setting, and various finishing methods.

**AR181* The Art of Bookmaking/Journals**  1 hour
This course is focused on the aesthetic creation of books. Students will look at a variety of book formats and learn terminology and application of these terms to book construction. Students will learn how to make aesthetic decisions that will enhance their finished books. Some of the completed books will involve traditional stitching and binding process while additional books will apply personal and experimental concepts to the creation of a nontraditional book.

**AR185* Art History Survey I**  3 hours
A study of the visual arts of the Paleolithic and Neolithic periods, the ancient Near-Eastern culture, the Egyptian era, the Minoan, the Mycenean and Greek periods, the Etruscan-Roman period, the Early Christian era, and the Byzantine through Gothic eras. No prerequisite.
AR186* Art History Survey II  3 hours
A study of the visual arts of Europe of the Renaissance, the seventeenth and eighteenth centuries, and the modern periods of the nineteenth and twentieth centuries. No prerequisite.

AR310 Drawing II  3 hours
This course is designed as an investigation into the expression found within the visual languages of drawing and both abstraction and figuration. The experiences and skills learned in the introductory class will be intensified and expanded upon. The emphasis of the course is upon the expression of the sensate world and its use in the construction of visual narrative and its connection to the individual student. Prerequisite: AR110.

AR318 Digital Photography  3 hours
This course covers all aspects of digital photography practice including shooting with a digital camera (no cell phone cameras are used in this course), and processing images using software such as Lightroom and Photoshop. Studies in lighting and studio-based photography, including portraiture and tabletop methods, are emphasized. No pre-requisites. Students must supply their own digital SLR or interchangeable-lens camera. No cell phone cameras or point and shoot cameras are acceptable.

AR320 Painting II  3 hours
This course continues the development of painting as an expressive language. A subject will be chosen and a series of related images will be made to explore the relationship between subject, language, and meaning. Project specifics will be developed through conversation involving the student and the professor. Contemporary and historical images will be analyzed and related to studio practice. Critiques will be a regular part of the course work. Prerequisite: AR120 or by consent of the instructor.

AR330 Wheel Throwing Ceramics  3 hours
This course emphasizes personal expression of clay forms. Students are free to choose the processes, clays and firing methods best suited to their aesthetic needs. Experimentation with forming processes, clay body control, glaze design and kiln firing variations is an integral part of the course. Students are instructed in the safe use of materials and processes.

AR340 Sculpture Issues  3 hours
This is an introductory course in sculpture where the focus is placed on the development of 3-D design - form, space, object, and composition. A wide variety of materials and form-making processes are explored that may include paper casting, wood construction, metal forming and welding, stone carving, clay modeling, the use of found object and nontraditional materials and/or site specific sculptural installation. Emphasis will be placed on the conceptual aspects of sculpture while continuing the development of technical skills in various processes and materials. Safe and proper use of basic tools, appropriate terminologies, and historical/contemporary art and artists will be presented.

AR350* Printmaking  3 hours
Printmaking is a foundation course in the exploration of transferred images and multiples. The course is specifically designed for the student to develop an understanding of the practical skills used to transform the experience of the three-dimensional world into that of the two-dimensional print. The student will be introduced to four basic processes of printmaking, those of monotype, stencil/screen print, relief printing, and intaglio. Students are instructed in the safe and sustainable use of materials and processes. Prerequisites: AR105 and AR110, or by consent of the instructor.

AR361 Experimental Media  3 hours
This course explores ways artists are using technology and alternative methods in the context of a contemporary art and design practice. Students will engage with mixed media, sound, installation, ambient video, community art practices, and other media possibilities available to a studio artist and designer. This course will encourage students to connect these new media strategies with their experiences using traditional disciplines.

AR362 Graphic Design I  3 hours
This course is focused on graphic design theory and visual communications concepts. Emphasis is placed on digital imaging and page layout along with logo design and corporate identity factors and development with practical experience in the use of design principles and elements as related to graphic design concerns. Computer applications in Photoshop, Illustrator, After Effects are explored. Prerequisites: Not open to first-semester freshmen.

AR371 Web Design II  3 hours
Extensive skills with CSS applications, Content Management tools, along with Dreamweaver, are utilized to develop fully functional websites. Prerequisites: AR171, CS323, AR363.
**AR381 Advanced Web Design (Animation) and Interactive Media**  3 hours
This course is geared toward the editing, production, and software applications needed to produce video with specific reference for the internet and web delivery mechanisms. Premiere video editing software is utilized along with other applications specifically designed for internet delivery. Flash interactivity, programming and delivery methods as well as time based visual art concepts, storyboarding, and Flash animation will be explored. Prerequisite: AR371.

**AR387 Themes in Contemporary Art**  3 hours
This course is a survey of contemporary visual art of the late 20th and early 21st centuries, designed for art majors and all students interested in contemporary art issues. Major movements, artists and their work will be studied within the historical and cultural contexts of this period. Students will study works produced by contemporary artists beginning with the postmodern period through to the present day.

**AR395 Art Professional Practice/Senior Exhibition**  1.5 hours
A study of, and experience in, designing, organizing and installing exhibitions in the Mingenback Art Center Gallery, including the required “Senior Show”. Students will produce a digital portfolio, resumé, artist statement and other appropriate materials for professional development. This is a capstone course taken only by declared art majors for 1.5 hours of credit in each of the final two semesters. The art teaching major will take this course for 1.5 hours of credit in the fall semester of the junior year and for 1.5 hours of credit in the spring semester of the senior year. Exceptions can be made only with departmental approval and authorization by the Art Department Chairs.

**AR396E Studio Focus: 2D**  3 hours
Intensive work in the studio areas of painting, drawing, printmaking, mixed media and graphic design following specialization and beyond the advanced levels. For art majors or by permission of instructor.

**AR396G Studio Focus: 3D**  3 hours
Intensive work in the 3D studio focus area that could be in clay, metal, wood, fiber, installation, or mixed media. For Art majors or by permission of the instructor.

**ATHLETIC TRAINING (KICA) - Not accepting new students**
Jackson-Stenlund, KICA Academic Programs Faculty

**AT101 Principles of Athletic Injury Prevention and Care**  3 hours
Instruction in this course consists of the techniques for the prevention and care of injuries suffered in physical education or athletic settings.

**AT105 Professional Rescuer First Aid and CPR**  2 hours
First aid and safety procedures, including CPR for the Professional Rescuer, AED training and prevention training. Emergency Response and CPR certificates awarded to those who qualify. Prerequisite: Consent of the instructor.

**AT200 Introduction to Clinical Experience**  3 hours
This course is designed to integrate all aspects of athletic training on an entry level. Students will receive laboratory instruction and practical experience on evaluation techniques and integration of athletic training skills through structured laboratory sessions and natural settings. Students will learn what is expected of them in terms of program responsibilities. Stress will be placed on understanding and acceptance that a medical professional would deal with patients and co-workers with a different cultural, religious, or social economic world view.

**AT290 Board of Certification Prep**  2 hours
This course is designed to prep senior athletic training students for their Board of Certification exam thru practice exams and laboratory instruction. Students will also work in field experience settings.

**AT301 Clinical Experiences I-Extremity Evaluation**  3 hours
This course is designed to integrate assessment and evaluation skills. Students will receive laboratory instruction and practical experiences in upper and lower extremity evaluations through structured laboratory sessions and work in field experience settings. Prerequisites: AT200, AT351.
AT315 Therapeutic Exercise  3 hours
This course involves the study of cardiovascular, neuromuscular, strength and flexibility fitness components and their practical application during the phases of rehabilitation. Laboratory included. Prerequisites: BI121, AT101.

AT351 Prevention and Evaluation of Upper and Lower Body Athletic Injuries and Illnesses I  3 hours
The study of techniques and principles used in the evaluation of orthopedic and soft tissue trauma and common illnesses. A study of clinical and field evaluative processes and equipment used by the athletic trainer. The preventive measures available to reduce the frequency of injury and illness are surveyed and discussed. Prerequisites: BI121, AT101 and acceptance into Bethany College ATEP or consent of instructor.

AT404 Clinical Experiences IV-General Medical  3 hours
Students will receive laboratory instruction and practical experience in general medical and performance training and testing competencies and proficiencies through structured laboratory sessions and field experience settings. Prerequisites: AT403, AT440.

AT405 Clinical Experience V - Administrative Capstone  3 hours
This course is designed to integrate all aspects of athletic training on an advanced level. Students will receive laboratory instruction and practical experience on organization and administration issues and integration of athletic training skills through structured laboratory sessions and natural settings. Students will complete a capstone project. Stress will be placed on understanding and acceptance that a medical professional would deal with patients and co-workers with a different cultural, religious, or social economic world view. Prerequisites: AT404, AT435.

AT430 Therapeutic Modalities  3 hours
A study of therapeutic modalities and pharmaceuticals and how they are incorporated in the facilitation of tissue healing response in various stages of rehabilitation from injury or illness. Prerequisites: BI121 and AT101 and acceptance into Bethany College ATEP or consent of the instructor.

AT435 Administration in Athletic Training  2 hours
This course deals with the organization, administration, and methods involved in both the practice and programming of athletic training. An emphasis is placed on problem-solving and risk management. Prerequisites: AT 101 and acceptance into Bethany College ATEP.

BETHANY QUEST

Pryor

BQ110 Bethany Quest Experience I  2 hours
This is the first-year course in which students and facilitators explore and discuss issues pertaining to first-time freshman. Discussions and activities will focus on exploring our gifts and talents; developing personal, educational, and career goals; exploring the opportunities available at Bethany to develop interests and talents; and examining Core Values of the College.

BQ210 Bethany Quest Experience II  1 hour
Bethany Quest II, taken during the sophomore year, will guide students in reflecting upon their college career through the lens of Bethany College’s Core Values of Sustainable Living, Community, Hospitality, Servant Leadership, Integrity, and Excellence.

BQ305 Bethany Transfer Quest  1 hour
In the Bethany Transfer Quest course, students and facilitators explore and discuss Bethany’s Directions of Excellence and Core Values as they apply to the Bethany Community and the world. Topics include sustainable living, global citizenship, vocation and servant leadership. In addition, students will also receive guidance in developing their Pathways Portfolio.

BQ310 Bethany Quest Experience III  1 hour
Bethany Quest III, the final course in the Quest series, assists students as they begin to document and reflect upon their college experience. Students will be guided toward the completion of an ePortfolio presentation via FolioTeck that will demonstrate the skills they have acquired through coursework, co-curricular activities and pre-professional experience.
**BIOLOGY**
McDonald, Morris

*Alternate year course

**B1115 Introduction to Environmental Sciences**
4 hours
An interdisciplinary study of the environment. This course focuses on developing a scientific understanding of the environment based on information from biology, chemistry, geology and meteorology, and the role of history, politics, economics, ethics and technology in determining how man interacts with the environment. Emphasis will be placed on students assessing their own environmental actions and encouraging them to develop a more socially responsible life style. 3 hours lecture; 2 hours lab. Offered by arrangement.

**B1119 Human Biology**
3 hours
This course provides an introduction to features and characteristics of human structure and function. The human body is examined from the cellular level to the organismal level, with special emphasis placed upon the nervous system, human genetics and reproductive biology, and issues of health and disease. Prerequisites: None. Normally offered every fall.

**B1121 Human Anatomy and Physiology I**
4 hours
A study of the structure and function of the human body. 3 lecture sessions and 1 lab session per week. Normally offered every spring.

**B1122 Human Anatomy and Physiology II**
4 hours
A study of the physiological and anatomical characteristics of selected major systems in the human body. 3 lecture sessions and 1 lab session per week. Normally offered every fall.

**B1134 Foundations of Cell Biology**
4 hours
This course is an introduction to cellular biology with an emphasis on eukaryotic cells. Topics covered include structures of cells, cell chemistry, cell metabolism, cell signaling, and cell division. Prerequisites: A high school biology course AND a high school chemistry course with grades of C or higher OR permission of course instructor. This is a required course for biology majors and serves as a prerequisite course for BI320, BI343 and BI360. 3 lecture sessions and 1 lab session per week. Normally offered every fall.

**B1135 Organismal and Evolutionary Biology**
4 hours
This course examines the characteristics and features of the major taxonomic groups of plants and animals, the history of life on Earth, and the fundamental principles and processes of biological evolution. This is a required course for biology majors and has no prerequisites. 3 lecture sessions and 1 lab session per week. Normally offered every spring.

**B1136 Medical Terminology**
3 hours
This course is a survey of the language used in medicine. The first part of the course emphasizes word roots and combining forms. The rest of the course focuses on the terminology of medicine using a systems approach. Normally offered every spring.

**B1245 Laboratory Practicum**
1-2 hours
This course is intended to provide students an opportunity to further their understanding of biological principles by assisting a faculty member in the preparation and instruction of laboratory sessions. Practicum students will aid other students in laboratory activities and assist the instructor in preparing laboratory materials. Students will receive one hour credit for each three-hour lab or two two-hour labs in which they assist. Students may enroll for up to two hours of credit in one semester and may not count more than six hours of practicum experience towards graduation. Additionally, students may not receive more than three hours of practicum credit for any one laboratory course. Prerequisites: Permission of instructor, sophomore or above standing, and a grade of B or higher in the course in which the practicum student will be assisting. Normally offered fall and spring.

**B1313 Advanced Botany**
4 hours
Building upon the concepts presented in B1135 Organismal and Evolutionary Biology, this course will examine the physiology, anatomy, taxonomy, and natural history of plants with emphasis directed towards plants common to Kansas ecosystems. Students will also gain skills commonly used in the study of plants, including plant identification, and the collection and preparation of herbarium specimens. Prerequisite: B1135 Organismal and Evolutionary Biology or equivalent. 3 hours lecture; 3 hours lab. Offered By Arrangement.
BI320 Microbiology  4 hours
A general study of microorganisms including bacteria, protozoa, and certain fungi in relation to their physiology, morphology, taxonomy, life cycles, and economic significance. Some training in laboratory technique included. Prerequisite: BI124. 3 lecture sessions and 1 lab session per week. Normally offered every spring.

BI330 Comparative Vertebrate Anatomy  4 hours
Study of comparative relationship of structure and adaptation of various systems in the adult form of representative vertebrates. Prerequisite: BI125 or equivalent. 3 lecture sessions and 1 lab session per week. Offered by arrangement.

BI340 Histology  4 hours
A study of cells and major types of mammalian tissue with emphasis on the nominal histology of the human body. Prerequisite: BI122 Human Anatomy and Physiology II. 3 lecture sessions and 1 lab session per week. Normally offered every spring.

BI343 Immunology  3 hours
This course covers innate and acquired immunity, including the structure, function, and activities of immune cells, antigens, antibodies, MHC’s, cytokines, etc. The course will also cover the basic biology and chemistry of hypersensitivities, immunodeficiency, transplantation immunology, tumor immunology, and disease immunization and resistance. Some lab activities are included. Prerequisites: BI320 Microbiology or permission of instructor. Completion of CH330 and CH331, Organic Chemistry I and II, is recommended but not required. Normally offered every spring.

BI350* Ecology  3 hours
A study of the interactions of organisms with each other and their environment. Prerequisite: BI135 Organismal and Evolutionary Biology. 3 hours lecture. Normally offered odd springs.

BI360 Genetics  4 hours
A study of Mendelian and molecular genetics with some emphasis on DNA technology. Prerequisite: BI134 Foundations of Cell Biology, CH331 Organic Chemistry recommended. 3 lecture sessions and 1 lab session per week. Normally offered every fall.

BI366 Human Physiology in Health and Disease  4 hours
A survey of human physiology using a systems approach. Common pathological conditions and their physiological basis will be discussed. Extensive use of case studies will be made in this course. 3 lecture sessions and 1 lab session per week. Normally offered every fall. Prerequisites: BI121 and BI122, junior standing, Biology major, or permission of instructor.

BI370 Embryology  4 hours
A study of the development of representative chordates beginning with the zygote formation. Prerequisite: Permission of instructor. 3 lecture sessions and 1 lab session per week. Offered by arrangement.

BUSINESS
Carlson, Frost, Powers, Rogers
*Alternate year course

BU100 Introduction to Business  3 hours
This course is an introduction to business, emphasizing critical issues impacting the business world, such as globalization, technology, ethics, and diversity. This course provides an overview of the various functional areas of business and how they fit together. Experiential learning and developing team-building skills are stressed. This course provides an introduction to career opportunities and curriculum choices in business and economics. Course is offered only in the fall and is open only to Bethany College freshmen. This course is required for all freshman business majors.

BU101* Business Math  2 hours
The course is designed to prepare students for today’s jobs by teaching fundamental business math concepts and basic computer spreadsheet techniques. Traditional calculation methods will be emphasized and spreadsheet formulas, calculations and math/statistical functions will be practiced.

BU202 Leadership  3 hours
The overall purpose of this course is to encourage you to carefully analyze your responsibilities and commitment in the context of leadership for the common good and for purposeful change. The course is more than the study of leadership, it is designed to help
you develop your own leadership potential. In this course, you will be asked to think about the ethical responsibilities of leadership and to learn how leaders and participants mutually shape the environment of an organization or community.

**BU221 Principles of Management**
3 hours.
This course introduces the student to the field of management and explores in depth the five functions of management: planning, organizing, influencing, leading, and controlling. This course also presents the evolution of management theory, relates this theory to practical situations, and emphasizes the importance of management skills and knowledge. Emphasis will be placed on understanding and acceptance that business professionals will deal with people of different cultural, religious, ethnic, and socio-economic world views.

**BU225 Business Finance**
3 hours
A study of the principles and methods of how finances of a business enterprise should be managed. The three principal tasks are to assess a business enterprise’s financial needs, to acquire the funds the enterprise requires, and to allocate these funds in the business in the most profitable and economical way. Includes a study of financial performance characteristics underlying investment and financing policies and international financial policies. Prerequisites: AC202 or concurrent enrollment in AC202.

**BU240 Business Communication**
3 hours
Communication by and for all levels of management. Includes dynamics, strategies, and practices of written and oral methods, with appropriate techniques for clear and effective communication in today’s business environment. Writing is emphasized, and word processing is used to help students gain communication skills.

**BU245 Small Business Management**
3 hours
This course focuses on problems, skills, and techniques involved in (1) getting a small business started, including such topics as buying a going concern, selecting location, financing and organizing the business, and (2) operating the business, including such topics as staff relations, insurance, supplies, pricing, advertising, credit, inventory control, profit and cost control, taxes, and record systems.

**BU260* Creative Selling**
3 hours
An in-depth study of the art of selling, including the salesperson, customer behavior, and techniques and procedures for effectiveness. The course will include readings, lectures, class demonstrations, case analyses, practice sales demonstrations, and a product research report. No prerequisites.

**BU270 Network Marketing**
3 hours
This course focuses on developing an understanding of the leadership skills, processes and techniques involved in becoming successful in a Network Marketing company, including such topics as selling, distribution, advertising, referral marketing, personal sales organizations, legal environment and compensation plans.

**BU285 Principles of Marketing**
3 hours
This course provides a decision-oriented overview of marketing management in modern organizations. Lecture and reading assignments will be supplemented by the Merlin Marketing Simulation. Students will apply knowledge gained to regular simulation assignments, building experience with marketing decisions and activities throughout the course. Quizzes, simulation performance, and class participation will serves as the basis for evaluation of performance. Prerequisites: EC211 and EC212.

**BU300 Management Decision Making Applications**
3 hours
This course will focus upon the design and use of business applications for problem-solving and decision-making in a broad range of business settings. It will enable the student to become proficient in the use of spreadsheets, graphics and database management to perform microcomputer business management operations. The use of windows, program integration, add-in applications, and the writing of simple and complex macros will be introduced. Emphasis will be on problem-solving and developing the structure necessary to design program applications to perform actual business related tasks unique to the students’ own interests. Program problem assignments will be used to develop knowledge of perfect use of applications in spreadsheets, graphics and database management. Prerequisite: EC200 and EC201. Recommended: BU380.

**BU302 Profiles in Leadership**
3 hours
This course is designed for students in any major who have completed the prerequisites. It will focus on ten key leadership characteristics including charisma, communications, ethics and values, leadership development, leadership failure, leadership styles, leadership traits, power and authority, strategy, and vision. This course will involve students in examining leadership behaviors as represented through classic and modern literature and some films, in developing conclusions about effective and
ineffective leadership behavior, and in self-assessment of their individual leadership profiles. The course will require a comprehensive research paper examining strengths and weaknesses of a significant historical leader. Prerequisites: BU202 and junior standing.

BU310 Basic Marketing Research  
This is an introductory course on marketing research using newly developed Excel based software to design, test and evaluate marketing research. The software greatly simplifies statistical procedures used in marketing research to allow students to concentrate on research implementation without becoming bogged down in statistical procedures. The course will require students to complete a sequential exercise following recognized steps and techniques in marketing research, and to complete a marketing research project. Prerequisite: BU285 Principles of Marketing.

BU311 Advertising  
This course is an introductory course on the role of advertising and other marketing communication (MC) functions in business and society and how they can be used by organizations to further their marketing objectives. Emphasis will be divided between the theoretical, strategic and tactical functions of advertising and other MC functions. Emphasis will be placed on understanding and acceptance that advertising must address people of different cultural, religious, ethnic, and socio economic world views.

BU313 E-Commerce  
The rapid commercialization of the World-Wide-Web has brought with it the need for managers who understand the special requirements of successfully doing business via this important electronic medium. E-Commerce has entered the mainstream of American and international business. Those who understand issues of web site and web page design, business planning and management via the web, and serving customers and running a web business will be able to lead organizations into successful electronic business ventures. This course is designed to be a hands-on learning experience in which students will develop key elements essential to a successful electronic business venture and will also work with business process redesign (BPR) concepts applicable to existing organizations wishing to upgrade or establish their e-business capabilities. Issues of ethics and security of electronic transactions will also be examined. Major topics include user information requirements, system design approaches, data base development and control, and organization for information systems. Prerequisites: BU285 and EC200.

BU330* Retailing Management  
This course provides an in-depth introduction into the world of retailing and its organization. The retailing functions covered are the following: operations, sales promotion, selling, customer service, financial control, and research. Course activities will include field trips, lectures, reading, quizzes and exams, class discussion, guest speakers, and a course project. Prerequisite: BU285.

BU340 Management Information Systems  
A comprehensive view of the organization’s information requirements and the role of computer information systems in gathering and producing information. The course deals with both the technological and managerial aspects of information systems and their integration into an organizational setting. Emphasis is on the managerial aspects and includes design, analysis, development and implementation of management information systems. Major topics include user information requirements, system design approaches, data base development and control, and organization for information systems. Prerequisites: BU221 and EC200.

BU350 Business Law I  
This course is designed to introduce the student to basic legal concepts regarding common business transactions and activities. It will be based upon the rules of common law, as developed through court decisions. Topics covered will include the concepts and functions of law, courts and procedures, torts, contracts, personal property, real property, bailments, landlord and tenant, estates and trusts, and agency. Prerequisite: Junior standing.

BU351* Business Law II  
This course addresses those business transactions and organizations which are regulated by statutory law, as opposed to common law. Topics covered will include the Uniform Commercial Code sections on sales, secured transactions and commercial paper, corporations, partnerships, creditor’s rights and bankruptcy. Prerequisite: Junior standing.

BU370* International Business  
This course focuses upon emerging global business opportunities and covers the practical aspects of doing business internationally, such as letters of credit, joint ventures, international ethics, business protocol, international negotiations, and assimilation of customs of host countries.
BU380 Operations Management 3 hours
This course focuses on systems theory and will review the applications of probability theory and simulation to problems of inventory control, queuing scheduling and resources application. Production techniques studied may include PERT, Queuing Theory, Linear Pi programming, and Learning Curves. Prerequisite: BU221, EC201 and junior standing.

BU381 Project Management 3 hours
This course is designed to provide knowledge of project management principles and practices and experience using the most prolific project management computer software available in business today. Knowledge and skills gained in this course will enable students to develop and polish their abilities to plan, organize, cost and manage projects, both large and small, to successful completion. College graduates entering the work force without knowledge of project management tools and techniques are at a significant disadvantage to those who have such knowledge. Managers in many companies—large, medium, and small—working in OEM, tier one and tier two business arrangements manage myriad projects for both the organizations which they supply and for which they work. These projects require skills in planning, organizing resources, scheduling, costing, negotiation, follow-up, time management, information stream design, verification, audit and team dissolution techniques. This course, through the text, class, homework, and computer based exercises, will provide practice in these areas. Prerequisite: BU221.

BU386 Sports Marketing 3 hours
This course provides a decision-oriented overview of marketing management in modern sports organizations. Lecture and leading assignments will supplement project development assignments. Students will apply knowledge gained in other courses in analyzing and discussing readings and cases. Class discussion and presentation of findings are important elements in evaluation of student progress. Quizzes, exams and writing assignments will also be part of the evaluation process. A team-based project applying marketing principles will also be required. Prerequisites: EC211, BU221.

BU390 Business Policy 3 hours
This course gives the student the opportunity to explore in depth the how and why of strategic policy making. This will be done through five approaches: text, lecture, readings, case studies, and management simulation games. The student will be asked to apply his or her knowledge of economics-business to the analysis and discussion of the readings and cases. Selected students may be asked to be consultants to area small business as SBI teams for the Small Business Administration. Prerequisites: Departmental core courses and senior standing.

BU392 Financial Management 3 hours
All analysis of the business problems identified with the financial management of corporations, planning profitability, acquisition, and allocation of funds according to economic, financial, and other selected criteria. Prerequisite: AC 202, BU221, and BU225.

BU394 Human Relations in Business 3 hours
Emphasis is on gaining insight into human behavior within a business setting. It includes development of analytical techniques for dealing with superiors, peers, and subordinates. The case study approach will be used extensively. Current and past theories on organizational behavior will be analyzed. As a demonstration of the organizational concepts studied in this course, the class will be run very much like a business organization. Most of the course work will be done through semester-long groups using the classroom organization pedagogy where students apply for and are assigned to play either manager or subordinate roles. Emphasis will be placed on understanding and acceptance that business professionals will deal with people of different cultural, religious, ethnic, and socio economic world views. Prerequisite: BU221.

CAREER PLANNING
Rethorst

CP101 Career Planning Seminar 2 hours
Introduction to and practice in the career planning process including identification of one’s own characteristics (values, interests, abilities), career exploration, information interviewing, decision making, goal setting, and job hunting preparation. Prerequisite: Freshman or sophomore standing, or by permission of instructor.
CHEMISTRY
Lockyear, McCormick
*Alternate year course *

CH110 General Chemistry I  4 hours
This is the first semester of a two-course sequence for students majoring in chemistry or other programs requiring knowledge of
the basic concepts and principles of chemistry. This course focuses on atomic and molecular structure, fundamental laws and
theories, chemical properties, and the methods and processes of scientific investigation. Prerequisites: Grade in high school
algebra of C or higher. Students must have completed or be concurrently enrolled in MA104 College Algebra; any higher level
math course meets this prerequisite. Students who have not passed high school algebra with a C or higher must complete MA104
College Algebra with a grade of C or higher prior to taking CH110 General Chemistry I. 3 hours lecture; 3 hours lab. Normally
offered every Fall.

CH111 General Chemistry II  4 hours
This course is a continuation of material covered in CH110. It involves a deeper study of how chemical reactions occur: how they
get started, how and when they stop, what affects their rates, and what amounts of products are formed. Specific classes of
reactions are also examined, such as proton or electron transfer reactions, and these reactions are placed in the context of their
biological, geological, and environmental impacts. Prerequisites: Grades of C or higher in both MA104 and CH110 (or equivalent
courses); any higher level math course meets the MA104 prerequisite. 3 hours lecture; 3 hours lab. Normally offered every Spring.

CH320* Analytical Chemistry I  4 hours
A study of the fundamentals of chemical quantitative analysis, including sampling, precision, laboratory techniques, and data
interpretation. A review of equilibria and problem solving skills are included. Classical analytical methods are studied, and
instrumental methods are introduced. In the laboratory, students will develop a command of analytical laboratory techniques,
with an emphasis on classical quantitative analysis. Students will learn and practice precise and accurate laboratory skills and
proper record-keeping procedures. Prerequisite: Grade of C or higher in CH111 General Chemistry II or equivalent. 3 hours lecture;
3 hours lab. Normally offered Fall of even years.

CH321* Analytical Chemistry II  4 hours
In this course students will gain the knowledge and understanding of analytical chemistry with an emphasis on theory, use,
maintenance, and data interpretation of chemical laboratory instrumentation. The primary topics will include spectrophotometry,
chromatography, and non-optical spectroscopy (NMR, MS). Prerequisites: Grade of C or higher in CH320 Analytical Chemistry I,
CH331 Organic Chemistry II, and PH202 University Physics II, or their equivalents. 3 hours lecture; 4 hours lab. Normally offered
Spring of odd years.

CH330 Organic Chemistry I  4 hours
A study of aliphatic and aromatic organic chemistry, reactions and theories. The student will develop a knowledge and
understanding of organic chemistry and a command of laboratory techniques found in organic chemistry. Prerequisites: Grade of
C or higher in CH111 General Chemistry II or equivalent. 3 hours lecture; 3 hours lab. Normally offered every Fall.

CH331 Organic Chemistry II  4 hours
A continuation of the emphasis in course CH330. Prerequisite: Grade of C or higher in CH330 Organic Chemistry I or equivalent. 3
hours lecture; 3 hours lab. Normally offered every Fall.

CH350* Physical Chemistry I  3 hours
This course is an introduction to quantum and statistical mechanics, focusing on atomic and molecular motion and on the spectral
changes associated with that motion. Some attention is also given to computer models and computational methods in the
exploration of the relationships between structure and spectra. Prerequisites: Grades of C or higher in MA230 Analytical
Geometry & Calculus II, PH202 University Physics II, and CH111 General Chemistry II or equivalent. Normally offered during Fall of
odd years.

CH351* Physical Chemistry II  3 hours
This course involves a focus on molecular changes, either through chemical reaction or through phase transformation. Particular
emphasis will be on thermodynamics, and kinetics will also be investigated. Prerequisite: Grade of C or higher in CH350 Physical
Chemistry I or equivalent. Normally offered during Spring of even years.
CH360 Biochemistry  3 hours
Constitution and metabolism of carbohydrates, lipids, and proteins, action and constitution of vitamins, enzymes and hormones, chemistry of respiration and tissues, energy relationships, inorganic metabolism, and other topics. Prerequisite: Grade of C or higher in CH331 Organic Chemistry II or equivalent. Normally offered every Fall.

CH360L Biochemistry Laboratory  1 hour
This course is a laboratory that will study some of the techniques used in biochemistry laboratories. It will emphasize protein and enzyme chemistry involving techniques such as separation, identification, and kinetics. The student will produce well-written, formal laboratory reports. Normally offered as needed during Interterm.

COMMUNICATION
LeGault, Miller
*Alternate year course

CM101 Human Communication  3 hours
After an introduction on basic theories of human communication, students survey the theory and practice of human communication in various contexts including interpersonal, mass media, and intercultural.

CM105 Writing for Digital Media  3 hours
This course provides the foundational theory and production skills required for writing in various digital media through the layering of multiple communicative modes. Students investigate, rhetorically examine, and compose digital media texts to explore the unique contributions of the written word, audio, and visual media. No prior knowledge of specialized technology or software is required.

CM110 Public Speaking  3 hours
An introduction to speech communication with an emphasis on preparing and delivering public speeches. The course also develops listening and critical thinking skills.

CM210* Mass Media and Society 3 hours
A survey of the development and current state of mass media including print media, broadcasting, film, and computer based media. Students explore both the economic and social significance of the mass media. Students create a mass media project of their choice as a way of demonstrating understanding.

CM212 Oral Interpretation of Literature  3 hours
The steps in preparing a piece of literature for public presentation are introduced: selection of literature, analysis of literature, rehearsal and performance. Vocal and physical techniques of expression are developed and the student gains poise and confidence in the public presentation of self through oral readings of prose, poetry, drama, and other forms of literature.

CM213 Argumentation and Deliberation  3 hours
Reasonable argumentation involves statements supported by valid evidence leading to desired conclusions. Public deliberation seeks to present and understand judicious arguments from diverse perspectives concerning controversial issues in the hopes of finding peaceful solutions to complex issues. In this course, students write and publicly present valid arguments, identify and refute common fallacies, explore the differences between debate and deliberation, and seek to understand and respect diverse perspectives. Offered every other year. Prerequisites: at least sophomore standing, EN101 or ID—W, and CM110.

CM215* Persuasion in the Media Age  3 hours
Advertising, corporate image campaigns, political slogans, and public-health efforts: persuasion is everywhere. In this course, students will survey the theory and practice of communication designed to influence people’s beliefs and actions. Theories of persuasion from Aristotle to modern psychology will be used to help students improve their practice and critique of persuasive messages. Anyone who must improve their own persuasive messages, written or spoken, or be able to recognize and evaluate persuasive appeals will benefit from this course.

CM220* Intermediate Public Speaking  3 hours
This course focuses on the theory and practice of public address in a range of contexts. The course builds on previous speaking experience by emphasizing specific presentational skills, creating more sophisticated arguments, and strengthening analytical evaluation strategies. Using the five classical canons of oratory (invention, arrangement, style, memory, and delivery), students
will learn to support and refute claims, avoid fallacies, analyze rhetorical situations, and speak with conviction and eloquence. Prerequisite: Sophomore standing and CM110 or instructor permission.

**CM222* Interpersonal Communication**  
A concentrated study of the principles and skills involved in one-on-one communication. Activities and research stress relational and persuasive skills. In addition to gaining research skills in interpersonal communication, students improve their interpersonal communication competence.

**CM225* Principles of Journalism**  
This course provides an overview of writing for news outlets using multiple media. Students focus on techniques of news gathering and critique of mediated messages delivered on multiple channels synchronously and asynchronously. Prerequisites: EN101 or ID—W, CM110.

**CM323* Intercultural Communication**  
This class examines the challenges of communication between cultures in their many manifestations. Students explore cultural identity, bias and worldview and strengthen their own intercultural skills in a variety of contexts. Offered every other year. Prerequisites: EN101 or ID—W, CM110.

**CM325* Applied Journalism**  
Students apply the principles learned in CM225. Focus includes interviewing and storytelling techniques in various media. Students compose text, audio, and visual stories in a course website. Prerequisites: CM225

**CM389* Rhetorical Criticism**  
Authors, speakers, and artists use symbolic language to express thoughts and persuade audiences. Rhetorical theory provides the means to critically analyze those symbols to evaluate messages that may be hidden behind the text. In this course, students study rhetorical acts and create a rhetorical criticism of their own. Offered every other year. Prerequisites: Open to juniors or seniors only, EN101 or ID—W, and CM110.

**CM391 Senior Project**  
This course provides students with the opportunity to develop a culminating work that “pulls together” their course work. A public presentation of the project is required. Prerequisites: Senior standing or permission of the instructor.

**COMPUTER SCIENCE**

Carlson  
*Alternate year course

**CS223* Principles of Programming I**  
A study of problem solving and object oriented programming using a current high-level language prominent in industry. Topics include data representations, selection and repetition control structures, expressions, functions, objects, properties, I/O, file manipulation including databases, arrays, documentation and debugging. Students will complete several programming projects and be involved with the review of others. No prerequisites.

**CS260 Data Structures (available at other KICA colleges)**  
A study of elementary data types, dynamic data structures (linked lists, tree structures) with recursive algorithms and algorithm analysis. Prerequisite: CS223.

**CS323 Programming for the Web**  
This course will develop a broad knowledge base and skill sets associated with XHTML in cooperation with Javascript known as (AJAX). Development of interactive web pages along with an introduction to CSS (Cascading Style Sheets) will be explored. Prerequisite: CS223.

**CS333 Web Server Administration**  
Basic knowledge of server platforms and arrays along with web server administration applications will be taught involving the combination of PHP and SQL Server platforms. (Prerequisites: CS323)
CRIMINAL JUSTICE
Repp
*Alternate year course

CJ100 Introduction to Criminal Justice  3 hours
An overview of the history, philosophy and social development of law enforcement, courts, and corrections in a democratic society. Identification and operations of local, state and federal agencies will be covered with criminal justice career orientation.

CJ198/398 Maritime Policing  3 hours
The course aims to introduce students to policing in a maritime environment. During an 8-day out-of-state trip, attendees will visit Miami, Key West, and Key Largo, Florida police departments and interact with their maritime patrol divisions. Offered Interterm 2020.

CJ202 Concepts of Self-Defense  3 hours
This course will explore the conceptual framework of personal protection. Students will learn the emotional and neuro-physiological aspects of confrontation and then challenge self-imposed limitations to increase survivability through awareness, behavior modification and physical tactics.

CJ203 Criminology  3 hours
Interdisciplinary study of the causes of crime. Included are the basic theories of criminology and the patterns and trends of offenders and the criminal justice responses to them.

CJ211 Law Enforcement  3 hours
An in-depth study of the roles and responsibilities of United States law enforcement. The student will study the historical development, role conflicts, professionalism, discretion, current enforcement practice, and career opportunities.

CJ220 Criminal Law  3 hours
History, scope and substantive nature of criminal law. Includes classification of offenses, jurisdiction, liability and elements of the crime.

CJ224 Criminal Procedure  3 hours
Overview of criminal procedure including rules of evidence and arrest, rights of the accused, and judicial processes related to both prosecution and defense.

CJ230 Corrections  3 hours
Historical and contemporary study of retribution, deterrence, rehabilitation and reintegration. Reviews contemporary correctional practices and their relationships to other aspects of the criminal justice system.

CJ270 UAS/UAV Operations  3 hours
Introduction to the Unmanned Aerial Systems (UAS) and Unmanned Aerial Vehicles (UAV). This course will involve participating in a seminar provided by K-State Poly in Salina and the opportunity to receive federal FAA Part 107 certification to pilot a UAV. The emphasis will be on criminal justice applications, including search and rescue and forensic mapping.

CJ300 Administration of Justice Systems  3 hours
In-depth study of organizational and management theories, research, and practice toward the various components of the justice system, including law enforcement, courts, and corrections. Prerequisite: CJ100 and CJ203.

CJ305* Criminal Justice Research Methods  3 hours
Introduction to scientific methodology and research designs used to conduct basic and applied research in the criminal justice field. Emphasis on scientific operationalization, survey methodology, and concepts of evaluation design. Prerequisite: CJ100 and CJ203.

CJ310 Behavioral Health  3 hours
Examination of mental illness, alcohol, and drug abuse in our society. Emphasis on the causes, enforcement, treatment, and prevention of various behavioral health issues from the criminal justice and human services professions. Prerequisite: CJ100 and CJ203.
CJ315 Terrorism 3 hours
This course will provide a theoretical and empirical understanding and explanation of terrorism. It will identify various analytical approaches to the study of terrorism: identifying terrorist groups, reviewing terrorist tactics, and examining law enforcement and governmental responses to reduce or control the incidence of terrorism. Prerequisite: CJ100 and CJ203.

CJ321 White Collar Crime 3 hours
An examination of criminal activity in our communities, business and corporate enterprises. Examination of the various types of white-collar crime, methods of detection, investigative techniques, and social impact. Prerequisite: CJ100 and CJ203.

CJ325* Sex Crimes 3 hours
This course will explore patterns, behaviors, and typologies as it relates to sexual deviancy. Additionally, the course will examine investigative practices for sex-related crimes and will further deal with issues of victimology and current research that identifies best-practices in victim advocacy. Prerequisite: CJ100 and CJ203.

CJ340 Criminal Investigation 3 hours
This course covers the fundamental principles and procedures employed in the investigation of a crime. Emphasis is placed on the investigation of specific crimes, the identification of sources of information and the procedures necessary for the proper handling of evidence. Prerequisite: CJ100 and CJ203.

CJ341 Criminal Profiling 3 hours
This course explores criminal behavior, its motivation, and the environmental influences and patterns of offending. Other topics examined are the approaches to profiling and how these investigative techniques are applied to helping solve crimes. This course will address aspects of behavior, taking into consideration the definition of criminal profiling as the inference of offender traits from physical and/or behavioral evidence. Prerequisite: CJ100 and CJ203.

CJ350 Juvenile Justice 3 hours
This course provides a comprehensive analysis of the juvenile justice system, including history, movements toward diversion and deinstitutionalization, law enforcement interaction, juvenile court, due process and community interventions. The course also advances criminological theories toward juvenile offenders. Prerequisite: CJ100 and CJ203.

CJ379 Forensic Mapping 3 hours
Introduction to forensic mapping techniques and skills. This course will provide the opportunity to conduct hands-on learning with the Map360 computer program and transform point-cloud data collected from UAS/UAV into maps and diagrams suitable for presentation in court. Prerequisite: CJ100, CJ203, and CJ270.

CJ390 Seminar in Criminal Justice 3 hours
This seminar is a capstone class designed to allow the student to review, analyze, and integrate the work the student has completed in the criminal justice major. Includes the completion of an approved academic project or paper that demonstrates mastery of their program of study in a meaningful culmination of their learning. Prerequisite: Senior standing and all departmental core criminal justice courses.

CJ397 Criminal Justice Practicum 1-6 hours
The practicum is a “field apprentice” course during which students work under supervision in a criminal justice or human services agency and earn academic credit for their work. Prerequisite: CJ100, CJ203 and permission of instructor.

DIGITAL AND MEDIA ARTS
Pogue
*Alternate Year Course

DA102 iCap - Introduction to Computer Animation Production 3 hours
This course will enable student to gain the basics of the creative workflow for 2-D and 3-D animation and working knowledge of various creative software.

DA109 3D Computer Modeling 3 hours
Utilizing computer modeling software students will develop three-dimensional objects via the subtractive and additive methods. Student will demonstrate proficiency in multiplying and scaling designed objects in specific locations and environments, including animation. Prerequisite: DA102.
DA115 Game Concept Design  3 hours
In this course students will learn the basics of designing environments, characters and assets for video games. The goal of this class is for students to establish a look and concept art for a game using Photoshop. These designs will be used in creating assets for their own game environments.

DA116 Introduction to Multimedia  3 hours
Introduction to skills, principles and ethics of using audio, images and video in telling stories through Internet-based media.

DA214 ZBrush Modeling  3 hours
Students will gain a moderate knowledge of the software’s UI. Using Pixologic Zbrush students will gain a better understanding of anatomy, form and volume. The students will learn how to apply that knowledge to three dimensional forms. Prerequisite: DA102.

DA218 Introduction to UnReal Engine  3 hours
An introduction to the basic interface, functionality, and pipeline of game design, through the understanding of the leading 3D game development software—Unreal Engine 4. Students will gain knowledge of the workflow, motion control, triggers, and actor animation, through environmental leveling protocols. Prerequisite: DA102.

DA219 3D Computer Animation I  3 hours
This course will enable students to gain knowledge of the basics of 3D computer animation along with intermediate level 3D modeling techniques. Prerequisite: DA102.

DA302 Pre-Production Story Boards  3 hours
This course will focus on the pre-visualization process and storyboarding concepts for animation and film. Students will learn about the entire pre-production process. They will learn how to analyze and create scripts, plot concepts, dialogue, and context. They will then learn how to visually translate scripts into storyboards and animatics for both animation and film presentations. Prerequisite: AR110.

DA304 Maya I - Introduction to 3D Animation Pipeline  3 hours
This course will focus on the 3D Animation Pipeline. The student will learn from concept to completion within Autodesk Maya. The parts of the pipeline that will be specifically addressed are: Modeling, Texturing, Rigging, Animation, Rendering and finally Compositing techniques. Prerequisite: DA109.

DA308 Lighting Surfaces and VFX  3 hours
Utilizing different lighting techniques along-side material and surface manipulation, students learn the process of environmental enhancement, with convincing realistic interpretations. Fundamental particle and other visual effects will also be taught as time allows. Prerequisite: DA304.

DA311 Figure Drawing  3 hours
This course is a concentrated study of the human figure with strong emphasis upon accuracy of observation and description. Proportion and the representation of form are important concerns. The second part of the semester will focus upon spatial awareness and realization of the figure within the environment. Drawings will be made from the nude model and one’s self. Prerequisite: AR110.

DA319 3D Computer Animation II  3 hours
This course will introduce the student to modeling and animation in Maya. The student will also develop rigging, modeling tools, and animation of objects in lit environments on an Intermediate level. Prerequisite: DA219.

DA320 3D Computer Animation III - Advanced Body Mechanics and Facial Animation  3 hours
This course will build upon the previous course, “3D Computer Animation II.” The student will focus primarily on character performance. The student will hone their knowledge of the principles of animation in order to ground their characters in reality. The students will create character performances that display accurate body movement and facial mood with expression. Prerequisite: DA319.

DA324 Rigging  3 hours
This course will teach the process of animation setup. Mechanical and Character rigging will be the focus of this course. Students will leave with feature quality character and mechanical rigs, as well as, an understanding of how Maya works under the hood so students can approach any rigging project with confidence. Prerequisite: DA219.
DA325 Prop and Character Modeling  3 hours
In this course, students will work to refine their character and asset designs then build those designs in 3D space according to low and high poly renders. The course will cover advanced poly modeling in Maya, Zbrush, and UV mapping and texture creation in Substance Painter. By the end of this class, the students should have two characters and a prop all modeled and textured. Prerequisite: DA109.

DA328 Intermediate UnReal Engine  3 hours
An extension of DA218, students gain knowledge of scripting protocols and formatting with proper syntax to develop actions and sequences with original character development and originally built asset insertions into the game play and interactive environments. Prerequisite: DA218.

DA338 Advanced UnReal Engine  3 hours
Students will gain knowledge of scripting protocols for video game design with specific reference to computer programming languages used in the develop of the game environment, including C+, C- and python. Atmospheric and textural components, along with interactive audio dialogue, and engaging sound effects will be developed. Prerequisite: DA328.

DA342 Clay Modeling  3 hours
This course focuses on modeling with an oil-based clay, three-dimensional physical objects, with the appropriate armatures and details for possible 3D scanning into computer 3D modeling software applications. Prerequisite: DA311.

DA346 Introduction to Motion Capture for Games  3 hours
An introduction to the basic interface, functionality of the Motion Capture process and the use of Autodesk Motion Builder software, this course offers a good basic understanding of all the steps and skills needed for quality motion capture of a character as a part of the animation and video game processes of development. Prerequisite: DA218.

DA376 Video Game Capstone Experience – Team Project Development  3 hours
Students will gain knowledge of working with an actual client in building a functional multilevel game. Conceptual frameworks are developed along with time-management issues and team work processes, leading toward on-time delivery. Pre-Production and contractual arrangements are explored, as well as, post-production distribution best practices. Funding and marketing sources are developed, along with ethical and practical business plans, for successful implementation. Prerequisite: DA319.

DA388 Media Arts Practice  1 hour
Students will produce a digital portfolio, resume and other appropriate materials for professional development and career placement opportunities. This is a capstone course taken for one hour of credit. Prerequisite: DA319.

EARTH SCIENCE
McDonald
NOTE: ES100 is only offered By-Arrangement.

ES100 Introduction to Earth Science  3 hours
A study of the physical features of the Earth in its universal setting, including the solid earth, ocean basins, waters, atmosphere, and outer space.

ECONOMICS
Carlson, Rogers
*Alternate year course

EC200 Microcomputers: Economics and Business Applications  3 hours
This course focuses on using modern application software packages to solve business data and analysis problems. Students use software to prepare, analyze, and present solutions common in today's businesses.

EC201 Statistics for Behavioral and Social Sciences  3 hours
This course provides an introduction to descriptive and inferential statistics. Students will learn how to compute and interpret a variety of statistics and will become knowledgeable about the attributes of the statistics studied. Emphasis will be on conducting statistical analyses and interpreting findings in the behavioral and social sciences. Prerequisites: Sophomore standing and one of
the following: Math ACT score of 18, minimum grade of C in high school Algebra I, or a passing grade in a college-level math course. Permission of instructor may be granted in special circumstances.

**EC211 Principles of Macroeconomics**  
3 hours  
A study of the performance of the American economy. Includes an examination of national income determination, the money and banking system, and the application of economic principles to the problems of achieving full employment, price stability, economic growth and a favorable balance of payments. Some study of economic development and economic systems.

**EC212 Principles of Microeconomics**  
3 hours  
A study of the market structures of the American economy and the way they function to determine prices, resource allocation, and income distribution. Includes an analysis of the problems of monopoly, unionism, agriculture, urbanization, income inequality and poverty, and the environment. Some study of international economics and the world economy. Prerequisite: EC211.

**EC309 Economics Seminar**  
3 hours  
The seminar focuses upon the policy aspects of various contemporary economic issues. The economic ideas and doctrines of Adam Smith, John S. Mill, Karl Marx, David Ricardo, Alfred Marshall, and John M. Keynes are studied. Topics include unemployment, inflation, economics of inequality and poverty, urbanization, pollution, monopoly power, the role of the government in society, and international economic relations. Prerequisite: EC211, EC212, and junior standing.

**EC310* The Economics of Sports**  
3 hours  
This course explores selected aspects of the economics of the sports industry. Focus will be on the four major professional team sports (hockey, baseball, football, and basketball) as well as on collegiate athletics. Topics include: professional sports franchises—what factors determine profitability and market value; government involvement—the effects of taxes, antitrust, and regulation; economics of sports stadium—financing methods, profitability to franchise; professional sports labor market—factors affecting salaries; and economics of collegiate athletics—financing, the role of student athletes, Title IX. Prerequisite: EC111.

**EC312* Managerial Economics**  
3 hours  
Nature, scope and purpose of economic analysis. Theories of demand, production, costs, pricing policy, allocation of resources, etc. in a market oriented system. Emphasis will be on industrial organization in the American economy. Prerequisite: EC212.

**EC330 Money and Banking**  
3 hours  
A study of the nature and economic role of money and financial institutions in the U.S. economy. The major focus will be on defining the main elements of the monetary system, determining their influence upon the performance of the economy, relating the economy’s performance to the business management decision-making process, and discussing the problems of and policies for achieving the major economic goals of the economy. Prerequisite: EC211, EC212, and BU225.

**EC335 Investments**  
3 hours  
Analysis of principles and practices of investment procedures, investment policies and security analysis of corporate and government securities. Portfolio management analysis will be approached from both a personal and business perspective. Prerequisite: EC211, EC212, and BU225.

**EC336* Economic Development and World Resources**  
3 hours  
A study of the factors influencing the economic modernization of less developed countries including cultural, human, and natural factors involved in the appearance and disappearance of economic resources. Emphasis will be on population growth, capital formation, investment allocation, structural transformation, development planning and the international economics of development. The effect of economic advancement on the rates of resource utilization and its implications for less-developed countries, more-developed countries, and world resources will be examined. Prerequisite: EC211.
EDUCATION - See Section II, Teacher Education Program, pages 24-27
Barreiro, Dutton, English, Ford, Hensel, Lucas, McCormick, McDonald, Norland, Pigge, Pogue, Showalter, Smith
*Alternate year course

Note: All approved programs leading to licensure are subject to change. Consequently, although students must complete the coursework listed for each major/endorsement (approved programs) in the catalog that was in effect when he/she entered Bethany, it is imperative that students check with the Education Department often to ensure that all coursework required in each approved program is completed.

All students participating in ED200 Introduction to Teaching: Classroom Experience and ED365-ED389 Clinical Practice must purchase $1,000,000.00 professional liability insurance and submit negative TB test results. See the Education Office for details.

ED100 Introduction to Teacher Education and Teaching Profession 1 hour
This course is designed to help direct those students who are considering a career in pedagogy—the science of teaching. The seminar is an exploration of the teaching profession for students as potential teachers. Throughout this course, students will become familiar with the Bethany College Exceptional Teacher Model. They will examine how the model relates to a career in teaching, as well as the various content areas, grade levels, and endorsements available to Bethany's teaching candidates. Students will have the opportunity to engage in class discussion, hands-on activities, and meaningful reflection.

ED200 Introduction to Teaching: Classroom Experience 3 hours
This course is an exploratory field experience class in which students considering a career in education work full-time with a cooperating teacher during the January Interterm. Students will gain insight into the career of teaching through observing, reflecting and presenting a lesson in this hands-on experience. Prerequisites: ED100 or consent of the instructor or education department chair.

ED240 Social, Cultural and Language Diversity in Today's Classrooms 3 hours
This course is designed to study the relationships among diverse groups within our society, emphasizing historical perspective, various social and cultural systems which demonstrate social differences, class distinction, and social mobility, as well as the impact of second language acquisition on today’s classrooms. The course provides opportunities for a variety of guest speakers, which helps preservice teachers reflect on others experiences, cultural values, beliefs, and behaviors. This course will include an early field experience in a culturally diverse classroom or educational or community setting. Prerequisite: ED100 or consent of instructor.

ED250 Classroom Management 2 hours
This course examines the classroom conditions and student behaviors necessary for a healthy learning environment. Preservice teachers completing this course will have considered the factors necessary for good classroom management. These include planning and implementation of procedures that are designed to maximize the learning opportunities for diverse learners. Preservice teachers will be introduced to Bloom’s Taxonomy and Maslow’s Hierarchy of Human Needs. Prerequisite: ED200 or consent of the instructor.

ED251 Instructional Technology For Teachers 2 hours
A methods course designed to give education majors a practical, working knowledge of various instructional technologies as they apply to the teaching/learning process. Prerequisite: ED100 or consent of instructor.

NOTE: In order to enroll in the following upper-level professional education courses, students must have applied for admission to the Teacher Education Program. Exceptions must be approved by Chair of the Education Department.

ED304 Methods of Elementary Reading and Language Arts, Grades K-3 3 hours
This course is designed to instruct pre-service teachers in the literacy development and integration of speaking, listening, reading, writing, viewing, and visually representing. Pre-service teachers will gain competence in the skills of designing and managing meaningful reading/language arts learning experiences and in the knowledge of content and methodology recommended to effectively teach and assess children from kindergarten through 3rd grade. Prerequisites: Must be taken concurrently with ED305. Must apply to teacher education or consent of education department chair.

ED305 Elementary Integrated Field Experience, Grades K-3 1 hour
This course is designed to instruct pre-service teachers in the literacy development and integration of speaking, listening, reading, writing, viewing, and visually representing. Pre-service teachers will gain competence in the skills of designing and managing
meaningful reading/language arts learning experiences and in the knowledge of content and methodology recommended to
effectively teach and assess children from kindergarten through 3rd grade. Prerequisites: Must be taken concurrently with ED304.
Must apply to teacher education or consent of education department chair

**ED314 Methods of Elementary and Middle Level Reading and Language Arts, 4-8**  
3 hours  
This course is designed to instruct pre-service students in the literacy development and integration of speaking, listening, reading,
writing, viewing, and visually representing. Pre-service teachers will gain competence in the skills of designing and managing
meaningful language arts learning experiences and in the knowledge of content and methodology recommended to effectively
teach and assess children from 4th through 8th grade. Prerequisite: ED304. Must be taken concurrently with ED315. Must apply to
teacher education or consent of the department chair.

**ED315 Elementary/Middle Level Integrated Field Experience, 4-8**  
1 hour  
This course is designed to give interactive experiences in teaching content-integrated subject matter within a balanced literacy
program in grades 4-8. Emphasis will be placed on monitoring progress in reading skills, as well as gaining knowledge in content
areas, e.g. science, math, social studies, language development, the arts and physical health. A minimum of 5-7 hour practicum is
required in grades 4-8. Prerequisites: Must be taken concurrently with ED314. Must apply to teacher education or consent of
education department chair.

**ED320 Pre-K, Elementary/Middle Level Art Methods**  
2 hours  
This course is a study of the approaches, activities, and materials of art education, which contribute to the creative and mental
growth of the child in PreK and elementary settings. Course work will include practical experiences with art media, lesson
planning, and the collection and creation of visual aids. The emphasis of the course is on a discipline-based art education
curriculum which integrates the arts into the basic elementary education curriculum. Must apply to teacher education or consent of
education department chair.

**ED321 Music Methods for Elementary Teachers**  
2 hours  
Introduction to materials and methods related to the inclusion of music in the elementary school curriculum, with emphasis on
the relationships of music to elementary classroom routines and subjects. Acquisition of performance, skills, and knowledge
sufficient to guide children in benefiting from the role played by music in their lives. Experience in directing classroom activities
involving content in music, and integrated activities with physical movement and/or the arts. Prerequisites: Must apply to teacher
education or consent of education department chair.

**ED322 Music Education Methods: PreK & Elementary**  
2 hours  
Introduction to methods, including those of Orff, Kodaly, and Delcroze, materials, practices, and trends of vocal and instrumental
music in PreK and elementary settings. Introductory teaching experiences in group and individual teaching situations. Systematic
observation and analysis of teaching as practiced by the students, other class members, and master teachers. Writing projects
include short and long-term planning and analysis and evaluation of instructional practices. Prerequisite: MU151. Must apply to
teacher education or consent of education department chair.

**ED325 Methods of Teaching and Assessing English Language Learners**  
3 hours  
This course is designed to provide elementary and secondary level teaching candidates with the necessary skills to address the
needs of English Language Learners (ELL). This course emphasizes best practices for ELL instruction including methods and specific
strategies for First and Second Language Acquisition. Pre-service teachers will gain knowledge of key theories and terminology,
explore assessments, and recognize the importance of culturally responsive teaching. This course is one of the classes required for
Bethany teaching candidates who wish to gain an ELL endorsement and prepare for ESOL licensure. A 10-hour practicum is
required to observe experienced teachers in an ELL classroom or setting. Prerequisites: ED100 or consent of education
department chair.

**ED326 Teaching Social Studies in the Elementary/Middle Level Classroom**  
2 hours  
A basic consideration of standards and objectives, content, methods and materials used in the process of teaching social studies
for the K-8th grade levels. Methods include the use of concrete experiences, technology, inquiry, assessment strategies, culturally
responsive teaching, and differentiated instruction. Pre-service teachers will be required to construct lesson plans and resource
units, and participate in whole class, interactive field experiences. Prerequisites: One U.S. History course, one World History, and
GO120. Must apply to teacher education or consent of the department chair.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED327</td>
<td>Teaching Mathematics in the Elementary/Middle Level Classroom</td>
<td>3</td>
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<td></td>
<td>A course for pre-service teachers designed to develop competencies in: 1)</td>
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<td></td>
<td>knowledge of developmentally appropriate standards based curricula, 2)</td>
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<td>pedagogy to empower all students and direct them toward mathematical</td>
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<td>understanding and 3) mathematical theory as it applies to current reform</td>
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<td>efforts. Prerequisite: MA104 or MA124, and MA225. Must apply to teacher</td>
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<td>education or consent of education department chair.</td>
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<tr>
<td>ED328</td>
<td>Teaching Science/Health in the Elementary/Middle Level Classroom</td>
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<td></td>
<td>This course integrates content and pedagogy to assist pre-service teachers</td>
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<tr>
<td></td>
<td>in studying methods of teaching science and health. Topics include</td>
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<td>inquiry-based instruction, process skills, and real-life applications of</td>
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<td></td>
<td>life, physical, and health and space science. Pre-service teachers are</td>
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<td>asked to examine research findings regarding health issues frequently</td>
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<td>experienced in an elementary classroom. Prerequisite: Must apply to</td>
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<td>teacher education or consent of education department chair.</td>
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<tr>
<td>ED340</td>
<td>Secondary School Art Methods</td>
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<td></td>
<td>This course focuses on the art education secondary learner and the</td>
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<td>development of discipline-based curriculum materials, the role of the</td>
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<td></td>
<td>art educator as a professional, state and national standards for art</td>
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<td>education, methods of teaching, assessment processes, advocacy, history of</td>
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<td>art education, and the preparation of materials to take the student into</td>
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<td>their clinical practice. An additional emphasis of this course for the Art</td>
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<td>Education major is to develop an in-depth understanding of scope and</td>
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<td>sequence for the preK-12 art learner. Prerequisite: ED320 and must be</td>
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<td>taken the year prior to clinical practice. Must apply to teacher education</td>
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<td></td>
<td>or consent of education department chair.</td>
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<tr>
<td>ED341</td>
<td>Music Education Methods: Secondary</td>
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<td></td>
<td>The student demonstrates or acquires competencies for specific</td>
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<td>instructional objectives in each of the following general areas: analysis</td>
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<td>and evaluation of instructional practices, analysis and</td>
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<td></td>
<td>evaluation of musical behavior, design of instructional strategies,</td>
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<td></td>
<td>practice of instructional skills, investigation of teaching-learning</td>
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<td>processes, preparation for a role in music education, and entry into the</td>
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<td></td>
<td>teaching profession. Prerequisite: MU151. Must apply to teacher education</td>
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<td></td>
<td>or consent of education department chair.</td>
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<tr>
<td>ED342</td>
<td>Middle Level/Secondary (6-12) Teaching and Learning Strategies</td>
<td>3</td>
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<tr>
<td></td>
<td>A course that is concerned with content standards and objectives,</td>
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<td></td>
<td>organization of content and teaching materials, use of technology,</td>
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<td></td>
<td>differentiated instruction, inquiry, assessment strategies, and lesson</td>
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<td></td>
<td>plan development in the selected middle level/secondary teaching field.</td>
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<td>Pre-service teachers are required to complete a 10-hour practicum of</td>
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<td></td>
<td>observation and active involvement in a content-specific secondary level</td>
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<td></td>
<td>classroom. Prerequisites: Junior/Senior level. Must apply to teacher</td>
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<td></td>
<td>education or consent of education department chair.</td>
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<tr>
<td>ED343</td>
<td>Elementary Health and Physical Education Methods</td>
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<tr>
<td></td>
<td>A study of concepts and methods in teaching elementary school health and</td>
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<td></td>
<td>physical education. Analysis of student and teacher behavior and</td>
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<td>interaction will be covered with emphasis on the relationship between a</td>
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<td></td>
<td>student’s health and physical education. The primary focus of the course</td>
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<td></td>
<td>will be on the overall concept of the elementary school health and</td>
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<td>physical education program including the development of a viable</td>
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<td>curriculum. Pre-service teachers will participate in whole class,</td>
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<td>interactive field experiences, including integrated activities with the</td>
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<td>arts/ music. Prerequisites: Junior status required for students majoring</td>
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<td>in health-physical education; Sophomore status required for students</td>
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<td></td>
<td>majoring in elementary education, or consent of instructor. Must apply to</td>
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<td></td>
<td>teacher education or consent of department chair.</td>
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<tr>
<td>ED344</td>
<td>Secondary Health and Physical Education Methods</td>
<td>2</td>
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<tr>
<td></td>
<td>A study of the methods and materials for teaching health and physical</td>
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<td>education in the middle and high schools. The course will be primarily</td>
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<td></td>
<td>concerned with writing objectives, selecting and organizing content and</td>
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<td>teaching materials, practicing techniques of teaching, constructing a</td>
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<td>curriculum and developing procedures for the evaluation of students and</td>
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<td>instruction. Of secondary consideration will be the discussion of the</td>
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<td>role of health and physical education within the total educational</td>
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<td>picture, the problems and concerns of the beginning teacher and the legal</td>
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<td>ramifications of actions within the physical education setting. Prerequisites:</td>
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<td>Junior status required for students majoring in health-physical education;</td>
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<td></td>
<td>Sophomore status required for students majoring in elementary education,</td>
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<td></td>
<td>or consent of instructor. Must apply to teacher education or consent of</td>
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<td></td>
<td>department chair.</td>
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<tr>
<td>ED345*</td>
<td>Methods, Materials and Reading Strategies for Health Education</td>
<td>2</td>
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<tr>
<td></td>
<td>A study of the principles of health as they relate to the triad of health</td>
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<td></td>
<td>education, school environment, and student health. The primary focus of</td>
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<td></td>
<td>this course is on the methods, materials, and reading and assessment</td>
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<td></td>
<td>strategies that can be used in teaching health at the middle and secondary</td>
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<td>school levels. Preservice PE /Health teachers will design content-</td>
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<td>integrated lessons for diverse learners, and participate in interactive</td>
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<td>field experiences in middle/secondary level classrooms. Prerequisites:</td>
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<td>Must apply to teacher education or consent of department chair.</td>
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</tbody>
</table>
ED346 Reading Strategies for Middle Level/Secondary (6-12) Teachers  2 hours
ED346 Reading Strategies for Secondary Teachers
This course is designed to provide information about and practice in the teaching of reading in secondary (6-12) content area courses. Topics will include 1) strategies for developing vocabulary, concepts, and literacy skills in specific subject areas, 2) text analysis and assessment methods, and 3) content-integrated lesson/unit planning for diverse learners. Preservice teachers will participate in whole class, interactive field experiences in middle/secondary level classrooms. Prerequisites: Must apply to teacher education or consent of education department chair.

ED355 Educational Psychology  3 hours
A course designed to help pre-service teachers apply psychology and theories to teaching, learning, and knowledge of learners. This course provides the candidate with as many options as possible for addressing classroom concerns and responding to the developmental needs of diverse learners at all levels of teaching. Prerequisites: PY205. Must apply to teacher education or consent of education department chair.

ED358 Foundations of Education  3 hours
This course focuses upon the history of American education, the educational philosophies which have contributed to American education, and the role of education in American society today. Emphasis will be placed on the continuing development of individual student’s educational philosophy, the understanding of contemporary educational issues and learning in modern society. In each of these areas the student will build upon previous work in earlier courses. Prerequisites: Must apply to teacher education or consent of education department chair.

ED364 Clinical Practice: English Language Learners  5 hours
This course is for seniors and those who have graduated and are seeking licensure in ESOL/ELL. It provides a practical application of the techniques of instructions in the classroom during the 16 week elementary education clinical practice experience. This course may be completed concurrently with ED365 Elementary Clinical Practice if placed with an ESOL/ELL licensed instructor, or completed with an ESOL/ELL specialist with a six week placement in addition to 10 weeks of elementary clinical practice.

ED365 Clinical Practice: Elementary  12 hours
A course for seniors which provides a practical application of the principles of learning and the techniques of instruction in the classroom. Opportunity is provided for the student to progressively assume the responsibilities related to teaching. Between 8 and 16 weeks of full-time activity are required in kindergarten or in one of the grades through grade six. Prerequisite: ED355 Educational Psychology and all methods courses appropriate to the specific discipline. Note: All expenses incurred for travel during clinical practice are the responsibility of the student.

ED366 Clinical Practice: Elementary  7 hours
See course description for ED365.

ED367 Clinical Practice: Elementary Music  6 hours
See course description for ED365.

ED368 Clinical Practice: Elementary Art  6 hours
See course description for ED365.

ED369 Clinical Practice: Elementary Physical Education  6 hours
See course description for ED365.

ED370 Clinical Practice: Middle Level Language Arts  5 hours
A course to engage students in the roles and responsibilities of a middle school teacher. Opportunities in team teaching, teacher/counseling, and other teaching strategies unique to the middle school concept will be provided. Placement for this experience will only be made in a designated middle school setting. Prerequisite: ED355 Educational Psychology and all methods courses appropriate to the specific discipline. Graded A-B-C-D-F (+/-) and grade will be computed in the GPA. Note: All expenses incurred for travel during clinical practice are the responsibility of the student.

ED371 Clinical Practice: Middle Level Math  5 hours
See course description for ED370.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED372</td>
<td>Clinical Practice: Middle Level Science</td>
<td>5 hours</td>
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<tr>
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<td>See course description for ED370.</td>
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<tr>
<td>ED373</td>
<td>Clinical Practice: Middle Level Social Studies</td>
<td>5 hours</td>
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<td>See course description for ED370.</td>
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<tr>
<td>ED376</td>
<td>Clinical Practice: Secondary</td>
<td>7 hours</td>
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<td>A course to acquaint students with the overall</td>
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<td>function of the secondary teacher. This involves</td>
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<td>observation, participation, and teaching</td>
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<td>secondary school students under the supervision</td>
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<td>of secondary teachers and college supervisors in</td>
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<td>the field of the student’s preparation.</td>
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<td>Prerequisite: ED355 Educational Psychology and</td>
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<td>all methods courses appropriate to the specific</td>
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<td>discipline. Graded A-B-C-D-F (+/-) and grade will</td>
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<td>be computed in the GPA. Note: All expenses</td>
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<td>incurred for travel during clinical practice are</td>
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<td>the responsibility of the student.</td>
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<tr>
<td>ED380</td>
<td>Clinical Practice: Secondary</td>
<td>12 hours</td>
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<td></td>
<td>See course description for ED376.</td>
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<tr>
<td>ED381</td>
<td>Clinical Practice: Secondary Vocal Music</td>
<td>6 hours</td>
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<td>See course description for ED376.</td>
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<tr>
<td>ED382</td>
<td>Clinical Practice: Secondary Instrumental Music</td>
<td>6 hours</td>
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<td>See course description for ED376.</td>
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<tr>
<td>ED383</td>
<td>Clinical Practice: Secondary Art</td>
<td>6 hours</td>
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<td>See course description for ED376.</td>
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<tr>
<td>ED384</td>
<td>Clinical Practice: Secondary Health-Physical</td>
<td>6 hours</td>
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<td>Education</td>
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<td>See course description for ED376.</td>
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<tr>
<td>ED385</td>
<td>Clinical Practice Seminar</td>
<td>1 hour</td>
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<td>This course is taken in conjunction with clinical</td>
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<td>practice. It serves as a supplement and</td>
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<td>support to clinical practice. Students will be</td>
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<td></td>
<td>introduced to current best practices and</td>
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<td>review skills already studied in earlier</td>
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<td>courses. Integral parts of this course will</td>
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<td>include evening study sessions for the</td>
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<td>Principals of Learning and Teaching (PLT) test</td>
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<td>and implementation of the Bethany Teacher Work</td>
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<td>Sample, both of which are required by the State</td>
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<td>of Kansas for teaching licensure.</td>
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**Education: KICA Secondary Methods Courses**

The following are discipline-specific secondary methods courses offered by the Kansas Independent College Association (KICA; see Section II, page 15) to students enrolled at the following KICA institutions: Bethany College, Bethel College, Kansas Wesleyan University, McPherson College, Sterling College, Tabor College, and Central Christian College. Although Bethany offers a generic course (ED342) in instructional planning, methodology, classroom management, and evaluation at the secondary level, these KICA courses focus on instructional planning and delivery strategies (including, where applicable, laboratory techniques), curriculum trends and research findings, technological applications, applicable safety procedures, instructional resources, and professional organizations and their literature appropriate to specific secondary discipline areas. Bethany students seeking certification and/or endorsement at the secondary level are required to take both the generic course offered here on campus and the KICA-sponsored methods course(s) in their particular discipline(s).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED406</td>
<td>Methods for Teaching Natural Science in the</td>
<td>3 hours</td>
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<td>Secondary School</td>
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<td>This course is designed to provide the</td>
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<td>prospective teacher with knowledge and skills</td>
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<td></td>
<td>for teaching the natural sciences at the</td>
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<td>secondary level (grades 6-12). Content includes</td>
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<td>curriculum selection and design, safe</td>
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<td>laboratory management and operation,</td>
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<td>integration of curriculum, inclusionary</td>
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<td>practices, methods and modalities of teaching,</td>
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<td>assessment, classroom application of various</td>
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<td></td>
<td>forms of technology, and professional</td>
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<td>organizations. Microteaching, classroom</td>
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<td></td>
<td>observation, and group and self-evaluation</td>
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<td>are included. Prerequisite: ED342 Teaching</td>
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<td></td>
<td>Methods in the Secondary School. (Offered spring</td>
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<td>semester). Must apply to teacher</td>
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<td>education or consent of education department</td>
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<td>chair.</td>
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<tr>
<td>ED415</td>
<td>Methods for Teaching English &amp; Language Arts in</td>
<td>3 hours</td>
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<td></td>
<td>the Secondary School</td>
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<td></td>
<td>This course is designed to assist clinical</td>
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<td>practitioners in becoming confident, effective</td>
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<td>professional educators in secondary level</td>
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<td>English (grades 6-12). Students will become</td>
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<td>familiar with a variety of specific methods to</td>
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<td>use in teaching literature, composition, and</td>
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<td></td>
<td>language. Among topics to be considered will be</td>
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<td>current trends in English curriculum development,</td>
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<td>the six-trait writing</td>
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process, inclusionary practices, classroom organization, assessment, classroom application of various forms of technology, and professional organizations. Each student will develop a unit of instruction suitable for a secondary level classroom. Prerequisite: ED342 Teaching Methods in the Secondary School. (Offered spring semester). Must apply to teacher education or consent of education department chair.

ED416 Methods for Teaching Speech and Theatre in the Secondary School  3 hours
This course requires students to apply speech and drama content to the techniques needed for effective secondary level (grades 6-12) classroom teaching. Opportunities are provided for students to exercise their teaching skills in the areas of unit plans, daily lesson plans, teaching strategies, evaluation, assessment, classroom management, inclusion and different learning styles. Discussions of resource allocation, safety, classroom application of various forms of technology, and professional organizations are also included. Each student is encouraged to develop his/her personal philosophy of education and incorporate it in relation to integrity/ethics in the classroom and personal evaluation to maintain a sense of balance and growth. Prerequisite: ED342 Teaching Methods in the Secondary School. (Offered spring semester). Must apply to teacher education or consent of education department chair.

ED420 Methods for Teaching Business in the Secondary School  3 hours
This course is designed to provide the prospective secondary-level (grades 6-12) business teacher techniques for effective classroom teaching, including such issues as inclusionary practices, assessment, classroom application various forms of technology, and professional organizations. It pulls together business and education concepts and theories just prior to one’s clinical practice and covers methods and materials for teaching business courses such as accounting, general business, keyboarding, and office practice. Prerequisite: ED342 Teaching Methods in the Secondary School (Shorthand is covered on demand). (Offered spring semesters). Must apply to teacher education or consent of education department chair.

ED440 Methods for Teaching Social and Behavioral Science in the Secondary School  3 hours
This course is designed to prepare students for successful teaching at the secondary level (grades 6-12) in both the social and behavioral sciences. Emphasis is placed on different approaches and practices of instruction planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state assessments, research methods, professional organizations and the inclusive classroom. Prerequisite: ED342 Teaching Methods in the Secondary School. (Offered spring semester). Must apply to teacher education or consent of education department chair.

ED445 Methods for Teaching Modern Language in the Secondary School  3 hours
This course is designed to prepare the prospective second language teacher for successful teaching at the secondary level (grades 6-12). It provides theories of second language acquisition, and second language teaching methods. Includes planning strategies, measurement/evaluations, test item construction, effective discipline, inclusionary practices, and technology media. Students become familiar with professional organizations and their publications/resources. In microteaching, including group and self-evaluation, students demonstrate current second language methodology. Prerequisite: ED342 Teaching Methods in the Secondary School.

ED467 Methods for Teaching Mathematics in the Secondary School  3 hours
This course is designed to provide the prospective secondary-level (grades 6-12) mathematics teacher the methods of teaching contemporary mathematics content. Topics include methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, microteaching of a math lesson, selecting materials, inclusionary practices, classroom application of various forms of technology, and techniques of assessment. Prerequisite: ED342 Teaching Methods in the Secondary School. (Offered spring semester). Must apply to teacher education or consent of education department chair.

ENGLISH
Harris, Hensel, Van Tassel
*Alternate year course

EN101 Thinking and Writing  3 hours
The development of expository and argumentative writing skills through the processes of effective reading, clear thinking, organization, and expression, with appropriate emphasis on grammar and mechanics. Prerequisite: 2.50 grade point average in high school language arts courses (grades 10/11/12) and an English Usage Score of 18 on the Enhanced ACT (English score of 15 on the older version of the ACT). Prerequisites: Students with an English ACT score of 18 or above will enroll in EN101; students with an English ACT score of 17 or below must enroll in AS004 concurrently with EN101. Students entering Bethany College with six hours in English earned by the Advanced Placement exam, the CLEP exam, or six hours of transfer credit from another institution shall be considered as having completed their equivalent EN101.
EN102 Introduction to College Research  
This course develops argumentative writing and research skills, introducing students to library databases and scholarly research. Students will practice careful/accurate reading of varied sources, organization, argumentation/persuasion, correct integration of outside sources, fair use of intellectual property, and grammar/mechanics.

EN110 Thinking and Writing about Fiction  
A course designed to offer students a broad introduction to the study of literary fiction, primarily American and British short stories and novels. The focus of the course is the nature of prose narrative: we will explore what a story is, what roles stories play in our lives, and how to interpret literary texts.

EN111 Thinking and Writing about Poetry  
As an introduction to one of the major genres in literary studies, this course is designed to offer students a broad introduction to the study of Anglophone poetry. Through analysis of—and writing about—a wide variety of poetic forms, students confront not only what a given poem might mean, but also how it communicates differently than other modes of literature. The focus of the course is to increase students’ basic understanding of and comfort with poetry: in doing so we will explore poetic devices, forms, and movements as they relate to the emotional and cultural content of the poems.

EN113 Introduction to the Art of Film  
This course is designed to help students develop a critical understanding of how moving images produce meaning. Through study of films, this course explores the nature of moving images and how they are organized to create a whole. The course will use various methods and theoretical approaches: aesthetic, formal, industrial, technical, social, historical, and political. By examining sounds and images, Introduction to the Art of Film will illuminate how motion pictures tell stories that resonate in the culture.

EN115 Reading the World: Topics in Popular Culture  
Students will learn how to apply methods of academic analysis to the interpretation of popular texts. Students will practice identifying and explaining ideas, elements, or arguments of texts or works of art, connecting the texts to larger cultural contexts. Students will also practice critical listening and the composing of their own texts suitable to the topics, purpose and audience.

EN120 World Literature  
A survey of masterpieces of world literature, this course gives students a taste of literature beyond the American and British traditions. In addition to introducing such literature, students will be confronted by a more global scope—by juxtaposing Western and non-Western texts or by locating “classic” literary works within a global perspective. All works are read in English translation.

EN130/330* Travel Writing  
This course aims to introduce to the genre of travel writing and give you an opportunity to practice writing it yourself. The types of travel writing introduced through class readings will include: travel essays, travel fiction, travel journalism, and travel service writing. The course will include a 10-day trip out-of-state.

EN203 Topics in Anglophone Literature: Beginnings to 1800  
Students will learn how to apply methods of academic analysis to the interpretation of Anglophone texts from their beginnings to 1800. Although topics rotate, student learning outcomes remain the same: the course reinforces critical thinking, literary analysis and interpretation, broad-spectrum communication skills, and the conventions of written, academic English. Past offerings have included The Monstrous Middle Ages, The Argument of America: God and Politics, and Eighteenth-Century Women Writers & Their Mansplainers.

EN204 Topics in Anglophone Literature: 1800 to Present  
Students will learn how to apply methods of academic analysis to the interpretation of Anglophone texts from 1800 up to the present. Although topics rotate, student learning outcomes remain the same: the course reinforces critical thinking, literary analysis and interpretation, broad-spectrum communication skills, and the conventions of written, academic English. Past offerings have included British Modernism, The Condition of England Novel, and Imagined America.

EN205 Topics in Anglophone Literature: Diverse Perspectives  
Students will learn how to apply methods of academic analysis to the interpretation of Anglophone texts the represent non-canonical literary movements or traditionally minority interests in literary studies. Although topics rotate, student learning outcomes remain the same: the course reinforces critical thinking, literary analysis and interpretation, broad-spectrum...
communication skills, and the conventions of written, academic English. Past offerings have included Comic Studies, Nature Writing and Ecological Literature, Gender & Literature, and Young Adult Literature.

**EN206 Topics in Anglophone Literature: Single- or Dual-Author Study**  
3 hours  
Students will learn how to apply methods of academic analysis to the interpretation of Anglophone texts indicative of the oeuvre of one or two authors. Although topics rotate, student learning outcomes remain the same: the course reinforces critical thinking, literary analysis and interpretation, broad-spectrum communication skills, and the conventions of written, academic English. Past offerings have included Eliza Haywood, Toni Morrison, and William Shakespeare.

**EN212* Children’s and Young Adult Literature**  
3 hours  
An introduction to literature written about and for children and young adults. The course will emphasize formal literary analysis and issues of pedagogy as well as a psycho-social analysis of the literary treatment of adolescence.

**EN270/370 Nature Writing and Ecological Literature**  
3 hours  
This course will give you the opportunity to study literature that focuses on the natural world, human relationships with place and nonhuman nature, and environmental/ecological themes. The texts we study will include fiction/nonfiction/poetry, cultural analysis, and ecocritical theory. Additionally, the course will include a creative component, wherein you will practice writing essays, stories, or poetry about the natural world.

**EN301 Writing, Language, and Rhetoric**  
3 hours  
Advanced level composition, with both writing and reading based upon approaches in traditional and modern rhetoric and upon contemporary issues in sociolinguistics, argument, and semantics.

**EN302* Introduction to Linguistics**  
3 hours  
A close study of the characteristics of language and language diversity, including semantics, the description of sound systems (phonetics and phonology), grammatical structures (morphology and syntax), dialects of English, and the history of the English language. Prerequisite: EN301 or consent of instructor.

**EN303 Topics in Anglophone Literature: Beginnings to 1800**  
3 hours  
Students will continue to hone their skills in applying methods of academic analysis to the interpretation of Anglophone texts from their beginnings to 1800. Although topics rotate, student learning outcomes remain the same: the course requires mastery of critical thinking, literary analysis and interpretation, broad-spectrum communication skills, and the conventions of written, academic English. Past offerings have included The Monstrous Middle Ages, The Argument of America: God and Politics, and Eighteenth-Century Women Writers & Their Mansplainers.

**EN304 Topics in Anglophone Literature: 1800 to Present**  
3 hours  
Students will continue to hone their skills in applying methods of academic analysis to the interpretation of Anglophone texts from their beginnings to 1630. Although topics rotate, student learning outcomes remain the same: the course reinforces critical thinking, literary analysis and interpretation, broad-spectrum communication skills, and the conventions of written, academic English. Past offerings have included British Modernism, The Condition of England Novel, and Imagined America.

**EN305 Topics in Anglophone Literature: Diverse Perspectives**  
3 hours  
Students will learn how to apply methods of academic analysis to the interpretation of Anglophone texts that represent non-canonical literary movements or traditionally minority interests in literary studies. Although topics rotate, student learning outcomes remain the same: the course reinforces critical thinking, literary analysis and interpretation, broad-spectrum communication skills, and the conventions of written, academic English. Past offerings have included Comic Studies, Nature Writing and Ecological Literature, Gender & Literature, and Young Adult Literature.

**EN306 Topics in Anglophone Literature: Single- or Dual-Author Study**  
3 hours  
Students will learn how to apply methods of academic analysis to the interpretation of Anglophone texts indicative of the oeuvre of one or two authors. Although topics rotate, student learning outcomes remain the same: the course reinforces critical thinking, literary analysis and interpretation, broad-spectrum communication skills, and the conventions of written, academic English. Past offerings have included Eliza Haywood, Toni Morrison, and William Shakespeare.
EN310 The English Language: Its History and Conventions  3 hours
This course serves as a linguistic/philological introduction to the English language. The development of the language will be traced from its Germanic origins in Old English through to the Modern Englishes that are in use today. Special attention will be paid to the innerworkings (grammar, mechanics, syntax, etc.) of the language. No prior linguistic/philological knowledge required.

EN321* Creative Writing  3 hours
An introductory course in the theory and practice of writing poetry and short fiction, along with reading of exemplary works of modern poetry and fiction.

EN318 Capstone  3 hours
Students will develop their advanced writing skills in this course. This course will provide a workshop space for students to develop the critical and analytical writing skills appropriate for a major. Prerequisites: At least two 300-level writing of literature courses or consent of the instructor.

EN360* Literature and Criticism  3 hours
A study of contemporary critical approaches and methods as applied to selected works of British and American literature. Prerequisites: At least two 200-level writing or literature courses or consent of the instructor.

EXERCISE SCIENCE
Fenn, Jackson-Stenlund

EX101 Introduction to Human Performance  3 hours
A course dealing with the study of Human Performance. This course will explore different aspects of how the human body reacts to exercise techniques, diet, and performance enhancing supplements.

EX110 Community First Aid and Safety  1 hour
This is a first responder course designed to instruct an individual in CPR and first aid care. Successful completion of the course can result in American Red Cross certification in both Community CPR and Community First Aid and Safety.

EX125 Racquet Sports  1 hour
Racquet sports is an activities course that will introduce students to the basic fundamentals, rules, regulations, strategies, and etiquette of both individual and dual racquet sports. The sequential order for teaching each of these units is the introduction of history, terminology, rules and game strategy. The development of skill acquisition will be accomplished through drills and lead-up games. Following the successful demonstration of skills, the students will play the game. Activities could include: tennis, badminton, pickleball, speedminton, and table tennis.

EX130 History and Principles of Physical Education and Health  3 hours
A course to introduce the student to the physical education field. A summary of the history, philosophy, and principles of physical education is combined with a view of the physical education professions.

EX135 Personal and Community Health  3 hours
A detailed study of health as it deals with one’s home and community living. Excellent background material for all health instructors as course material includes instruction in community and environmental health, ecology, emotional and mental health, sex education, drug, tobacco, and alcohol education, disease prevention and control, and consumer health.

EX161 Sports Officiating (Interterm Course)  3 hours
This course is designed for men and women who desire to learn the rules, techniques, and mechanics of officiating the sports of basketball, football, volleyball, baseball/softball, and soccer. The course will include observation of registered officials, lectures by officials, and actual officiating experiences. The course is excellent preparation for students who desire to attempt to become certified by the state to officiate in the sports of basketball, football, volleyball, baseball/softball.

EX210 Functional Anatomy in Sports Injury Evaluation  3 hours
A course dealing with the study of the functional anatomy of the human body. How to palpate the musculature of the body and how to assess injury from sport. Prerequisite: Acceptance in the Athletic Training Education Program, BI121 and/or PE343.

EX240 Movement Education  2 hours
A study of movement education as an approach to teaching physical education within the curriculum. Emphasis will be on the elementary school level. The student will study, participate, and direct the activities involved in a movement education approach.
The focus of the course will be concerned with movement factors involved in both structured and unstructured movements as well as the acquisition of motor learning. Content will include tumbling and gymnastics, individual manipulative activities and games.

**EX241 Measurement and Evaluation in Physical Education, Health and Athletics**  2 hours
A study of traditional measurement and evaluation techniques in physical education. Particular attention will be given to measurement guidelines in the motor, cognitive and affective domains. The student will study the construction, administration and interpretation of written, skill and physical fitness testing within the physical education setting.

**EX247 Individual and Team Activities for Physical Education and Lifetime Fitness**  3 hours
A course dealing with the performance and study of various individual and team physical education activities and lifetime activities including aerobics, aquatics, archery, badminton, golf, handball/racquetball, pickleball, tennis, and weight training and team sports including soccer, softball, speedball, flag football, volleyball, basketball, team handball, indoor hockey, scooter games, and gym games.

**EX250 Prevention, Treatment, and Care of Athletic Injuries**  3 hours
Instruction in this course consists of the techniques for the prevention and care of accidents and injuries suffered in physical education or athletic settings. Safety, emergency care, and long term care are covered. Prerequisite: PE135.

**EX260 Theory of Coaching Football**  2 hours
A course for students who intend to coach football. Included are such topics as scouting, organization, offensive and defensive philosophies, the kicking game, and strength and conditioning.

**EX261 Theory of Coaching Basketball**  2 hours
A course for students who intend to coach basketball. Included are such topics as organization, offensive and defensive philosophies, special situations and scouting.

**EX262 Theory of Coaching Track and Field**  2 hours
A course for students who intend to coach track and field. Attention is focused on meet preparation and management as well as the skill and training necessary for coaching each individual event. Cross country coaching is also covered in the course.

**EX263 Theory of Coaching Volleyball**  2 hours
A course designed to acquaint the student with the coaching of volleyball. Skill fundamentals, team organization, and offensive and defensive strategies will be covered.

**EX264 Theory of Coaching Baseball and Softball**  2 hours
A course intended for individuals interested in coaching all levels of baseball and softball. Developing a coaching philosophy, organization, teaching fundamentals, and field maintenance will be the focal points of the course.

**EX275 Upper and Lower Evaluation I**  3 hours
This course is designed to integrate assessment and evaluation skills. Students will receive laboratory instruction and practical experiences in upper and lower extremity evaluations through structured laboratory sessions and work in field experience settings. Pre-Requisite: EX250.

**EX276 Upper and Lower Evaluation II**  3 hours
This course is designed to further integrate assessment and evaluation skills. Students will receive laboratory instruction and practical experiences in upper and lower extremity evaluations through structured laboratory sessions and work in field experience settings. Pre-Requisites: EX250 and EX275.

**EX300 Therapeutic Modalities and Rehabilitation**  3 hours
This course is designed to integrate rehabilitation skills using therapeutic modalities and functional exercise. Students will receive laboratory instruction and practical experience in management of athletic injuries and rehabilitation through structured laboratory sessions and work in field settings. Prerequisites: EX250, EX275, and EX276.

**EX303 Challenges of Coaching**  3 hours
This course deals with many of the aspects of the coaching profession. Coaching within the educational setting will be addressed. The coach’s responsibility professionally, not only to his/her athletes, but also with parents, administrators, staff, colleagues,
media, alumni and the general public will be discussed. Professionalism and ethics of the coaching profession will be an important topic as well.

**EX305 Tournament and Event Management**  
This course deals with the designing, planning, controlling and supervising sports events and tournaments. Risk management and hospitality will also be some of the topics that will be studied. Various tournament brackets will be understood using the concepts and principles presented in the course.

**EX308 Motivational Sports Leadership**  
Motivational Sports Leadership focuses on the theory of motivation within the sporting world as well as the psychology and implementation of the art of motivation. Emphasis is on motivation and sports leaders and the way they develop their particular organization and/or team. Students will also focus on current motivation practices to enhance leadership techniques as well as building self-confidence, self-motivation, and a better understanding of the behind the scenes venues of sport.

**EX325 General Medical Conditions**  
This course will review previous general medical, nutrition, and personal training competencies; and apply the knowledge to practical simulations of common sports medicine situations. Students will receive laboratory instruction and practical experience in structured laboratory sessions and work in field settings. Prerequisites: EX250, EX275, EX276, and EX300.

**EX340 Motor Growth and Development**  
A study of motor growth and development of prenatal to preadolescent children with primary attention to children ages 5 to 13. The course will also encompass perceptual-motor development, fundamental motor patterns, and a basic understanding of activities to facilitate growth and development of children. The psychology of motor skill learning will also be stressed.

**EX341 Elementary and Secondary Rhythms**  
A study of rhythmic activities appropriate for teaching in the elementary, middle level, and secondary curriculums. The student will study and participate in these activities. The course will progress from basic fundamental rhythmic activities to higher level rhythmic activities such as rope jumping, tinikling, lummi sticks, parachute play, and creative rhythms. Other activities covered will be square dances, mixers, and group dances.

**EX342 Physiology of Exercise**  
A course dealing with the function of the human body while under stress of physical activity. Application will be made to physical education activities and athletics. Study primarily focuses on bioenergetics, cardiorespiratory considerations, neuromuscular concepts, environmental factors, and physical training. Prerequisite: BI121.

**EX343 Kinesiology**  
A course dealing with the study of the human body in motion. Muscular analysis of movement and mechanical principles of motion are studied to gain a better understanding of skill performance and the means of improving performances. Prerequisite: BI121

**EX346 Adaptive Physical Education**  
A study of ways and means to adapt the regular physical education program to meet the needs of students for whom special provision must be made to enable them to achieve optimum development. A broad spectrum of teaching environments from total inclusion to institutional learning will be explored. The course will include a brief study of the characteristics of special children, including the physically disabled, mentally disabled and perceptually handicapped as well as an understanding of the input, integration, and output sensory systems. The physically gifted will also be studied.

**EX347 Adaptive Physical Education Practicum**  
This course is a practicum experience arranged by the instructor. The intent is to provide the student with the opportunity to gain limited experience working with special students in the public school setting. The cooperating teacher sets limits with regard to the amount of responsibility assumed by the students.

**EX349 Research Methods in Sport and Exercise**  
Introduction to principles of research relevant to health and exercise science focusing on methodology, measurement and statistical techniques used in the analysis and interpretation of health and exercise science data. The integration of statistical software applications and communication technology will be used for problem solving.
EX350 Organization and Administration of Sports Medicine 3 hours
This course is designed to integrate all aspects of sports medicine on an advanced level. Students will receive laboratory instruction and practical experience on organization and administration issues and integration of sports medicine skills through structured laboratory sessions and natural settings. Prerequisites: EX250, EX275, EX276, EX300, and EX325

EX355 Strength and Conditioning I 3 hours
A course dealing with the study of Strength and Conditioning. Students will study towards taking the Certified Strength and Conditioning Specialist (CSCS) exam. Muscular analysis of movement and mechanical principles of motion are studied to gain a better understanding of skill performance and the means of improving strength and endurance.

EX370 Organization and Administration of Health, Physical Education and Athletics 3 hours
A course dealing with the organization and administration of health, physical education, and athletics. Emphasis is placed on the solutions of problems which face the health and physical education teacher and coach in carrying out their respective programs. Special topics include public relations, legal and insurance aspects of the three programs, selecting, purchasing, maintaining facilities, equipment, and supplies. Prerequisite: Junior or senior standing.

EX375 Seminar in Health Agencies and Services 1 hour
A seminar for providing experience in developing knowledge and working relationships with voluntary, community, and other health agencies. The course will allow for individual project selection and work. Prerequisite: EX135.

EX387 Practicum in Sports Management 12 hours
A beginning professional sports management practice experience under the supervision of the practicum instructor and an approved sports related agency. Students will gain an in-depth practical work experience using skills acquired during previous coursework. Practicum is graded satisfactory/unsatisfactory. Prerequisite: Approval of sports management faculty. EX387 may be taken for variable credit of 1-12 hours. It may be repeated to a maximum of 12 credits.

EX390 Nutrition 3 hours
This course is designed to introduce the student to general nutrition concepts and controversies. General nutritional standards and guidelines will be discussed. Special emphasis will be placed on practical nutrition for professionals in health, fitness, and wellness as well as athletic related fields.

EXPERIENCE-BASED EDUCATION, GENERAL OFFERINGS, STUDY ABROAD

EB297/397 Experience-Based Education  Variable Credit
Experience-Based Education (EBE) is composed of non-classroom experiences, arranged, supervised, and evaluated in terms of educational objectives and outcomes. These experiences may serve several purposes for the student: personal development, career orientation and preparation, voluntary human service, or specialized internships. EBE is taken on a pass/fail basis. Each EBE project must have an EBE faculty advisor. Consult with the Director of Career Services about the EBE program, deadlines, and how to apply. See Off-Campus Opportunities earlier in this section for more information.

GO101 Chicago Center for Urban Life and Culture (Ball)  Variable Credit
An institutional affiliation by Bethany College with the Chicago Center for Urban Life and Culture has been established. Bethany students may enroll for Chicago Center credit during regular semester, Interterm and Summer sessions. An Interterm course involves students in three weeks of living and learning at the Center. See Section VI, Chicago Center, page 104 for further details.

GO299/399 Washington Center Seminars/Program (Pigge)  Variable Credit
An institutional affiliation by Bethany College with the Washington Center, Washington, D.C., has been established. The Center’s mission is to utilize the resources of the nation’s capital to provide participatory learning experiences in order to enhance students’ academic, civic and professional development. See Section VI, Washington Center, pages 104-105, for further details.

SA300 Study Abroad (Ball)  Variable Credit
Bethany College offers students several opportunities to study abroad through agreements with organizations such as AIFS (American Institute of Foreign Studies) and SACI (Studio Arts Centers International) or at Karlstad University or Linnaeus University in Sweden, both which have mutual exchange agreements with Bethany College. Students can pick up a Study Abroad Intent form from Linda Ball in the Chief Academic Officer’s Office to learn about the above mentioned and other options for studying abroad. Students interested in studying abroad during the spring semester or summer session need to make certain the Director of
Financial Aid is aware of this so the aid can be properly awarded for the whole academic year. Federal financial aid and (nonperformance-related) institutional scholarships may be applied to tuition fees for approved course work for students who return to Bethany for at least one semester after their semester/semester/year abroad. Applicants for study abroad must be a college sophomore, junior or senior while abroad and be in good academic standing as well as in good standing with the student conduct system. Students must have a minimum of 2.5 cumulative grade point average at the time of application and throughout the study abroad program. Study abroad programs provided by other organizations, such as those mentioned above, may have higher minimum GPA requirements. See Section VI, Study Abroad, page 105, for further details.

**SA350 Harlaxton College (Pigge)**

Bethany College is a partner in the University of Evansville’s British campus, Harlaxton College, located in Grantham, England. Through this partnership, Bethany students (sophomores through seniors) can spend a semester or summer studying abroad in the English Midlands. Harlaxton College offers students a multi-disciplinary curriculum compatible with Bethany’s as well as weekly travel opportunities in Britain and Continental Europe. Students pay their Harlaxton fees through Bethany College. Federal financial aid and (nonperformance-related) institutional scholarships may be applied to Harlaxton tuition fees for students who return to Bethany for at least one semester after their semester at Harlaxton. After the Registrar’s Office receives an official copy of the student’s Evansville transcript, the courses taken at Harlaxton will be transferred to his/her Bethany College transcript. Harlaxton applicants be a college sophomore, junior or senior while abroad and be in good academic standing as well as in good standing with the student conduct system. Students must have a minimum of 2.5 cumulative grade point average at the time of application and throughout the study abroad program. See Section VI, Harlaxton, page 105, for further details.

**FRENCH**

Van Tassel

**FR101 Elementary French I**  
3 hours  
This course emphasizes the essentials of French Grammar and the development of the four basic skills: Listening/Understanding, Speaking, Reading, and Writing. Also, the culture of French speaking people will be introduced.

**FR102 Elementary French II**  
3 hours  
This course is a continuation of FR101. Just as FR101, this course emphasizes the essentials of French Grammar and the development of the four basic skills: listening, speaking, reading, and writing. Also, the culture of French speaking people will be expanded.

**FR201 Intermediate French I**  
3 hours  
Speaking emphasis. This course is an introduction to selected literary and cultural readings in French with emphasis on oral discussion. In addition, the course will offer a continued study of French grammar. Prerequisite: FR102 or equivalent.

**FR202 Intermediate French II**  
3 hours  
Writing emphasis. This course is a continuation of Intermediate French I with the emphasis shifting to writing. Prerequisite: FR201 or equivalent.

**FR301* French Conversation and Composition**  
3 hours  
This course is designed to develop further the students’ abilities to express themselves in French orally as well as in written form on the basis of selected readings and topics. In addition, a concise review of French grammar will be presented. Knowledge of the culture of French speaking people will be expanded. Prerequisite: FR201 and FR202 or equivalent.

**GENERAL OFFERINGS (GOxxx)** - See Experience-Based Education, General Offerings, Study Abroad, pages 137-138.

**GEOGRAPHY**

Pigge

**GO120 Human Geography**  
3 hours  
An investigation into the concepts and methods of geographical analysis. Spatial patterns of population distribution, cultural diversity, economic activities, political entities, and residential settlement. Emphasis placed on social, political, and economic behavior from the perspective of decisions relative to space and resource utilization.
**GERMAN**

Van Tassel

*Alternate year course

**GR111 Elementary German I**  
3 hours
This course emphasizes the essentials of German grammar and the development of the four basic skills: listening, speaking, reading, and writing. The culture of German speaking people will be introduced.

**GR112 Elementary German II**  
3 hours
A continuation of the emphasis in GR111. Prerequisite: GR111 or equivalent.

**GR211 Intermediate German I**  
3 hours
Speaking Emphasis. This course is an introduction to selected literary and cultural readings in German with emphasis on oral discussion. In addition, the course will also offer a continued study of GR211, German grammar. Prerequisite: GR112 or equivalent.

**GR212 Intermediate German II**  
3 hours
Writing Emphasis. This course is a continuation of Intermediate German I with the emphasis shifting to writing. Prerequisite: GR211 or equivalent.

**GR311* German Conversation and Composition**  
3 hours
This course is designed to develop further the students’ abilities to express themselves in German orally as well as in written form, on the basis of selected readings and topics. In addition, a concise review of German grammar will be presented. Knowledge of the culture of German speaking people will be expanded. Prerequisite: GR211 and 212 or equivalent.

**HEALTH AND PHYSICAL EDUCATION** —See Exercise Science, pages 134-137.

**HISTORY**

Pigge, T. Smith

*Alternate year course

**American History**

**HI101 History of the U.S. to 1877**  
3 hours
This basic course in U.S. history focuses on American development to the post-Civil War era. Starting with European exploration of the New World, the survey emphasizes the foundation, establishment, and maintenance of the Republic and concentrates on major events and personalities in that process.

**HI102 History of the U.S. from 1877**  
3 hours
U.S. history after the Civil War period is the subject of the survey from 1877. Considering major events and personalities, the course traces the development and effects of increased industrialization, growing involvement in world affairs, and greater diversification of American society.

**HI201* Kansas History**  
3 hours
This course provides the student with materials for understanding the political, economic, social, and cultural dimensions of Kansas, from the original people of the central plains, to the modern 21st century state.

**HI204 Methods and Historiography**  
3 hours
This course gives the major student a working knowledge of the techniques of the historical and political science professions. Methods of handling research materials, conducting and presenting research, proper citation in Chicago Manual of Style form, digital humanities methods, and an introduction to what prominent historians say about the practice of history are stressed.

**HI220* Latin America**  
3 hours
An introduction to the significant political, economic, diplomatic, military, and social developments in Latin America from the ancient Indian civilizations to the 21st century. Special emphasis is placed on twentieth-century Mexico, Argentina, Brazil, Cuba, Central America, and their relations with the United States.
HI225* African-American History  
3 hours
An introduction to significant political, economic, social, cultural, and military developments in African-American history from the first landing of slaves in 1619 to the election of President Barack Obama. Special emphasis is placed on the experience of slavery, the Era of Reconstruction and the New South, and on the Civil Rights Movement of the 1950s and 60s.

HI301* Colonial and Revolutionary America  
3 hours
This course provides the student with the materials for understanding the political, economic, social, and cultural dimensions of European colonization and native reaction, British reforms and colonial independence, and the creation of an American Republic.

HI306* United States History, 1791-1877  
3 hours
This course provides the student with the materials for understanding the political, economic, social, and cultural dimensions of those periods of time historians refer to as the Early National period, the Civil War, and Reconstruction.

HI307* United States History, 1877-1945  
3 hours
This course provides the student with the materials for understanding the political, economic, social, and cultural dimensions of those periods of time historians refer to as the Gilded Age, the Progressive Era, the Twenties, the Great Depression, and World War II.

HI308* United States History, 1945-Present  
3 hours
This course provides the student with the materials for understanding the political, economic, social, and cultural dimensions of such major development as the Cold War, the Civil Rights movement, the Vietnam War, feminism, the Reagan revolution, and globalism.

HI396* Senior Thesis  
3 hours
This course gives the major student the chance to demonstrate mastery of conducting a formal research project in History or Political Science including formulation of a research question, research, proper documentation, effective argumentation, and presentation. Prerequisite: HI204.

World History

HI104 World History from Prehistory to 1500  
3 hours
The first course in a two part introductory survey of world history. Topics will include the agricultural revolution, the creation of centers of civilization in the Mediterranean, India, China and elsewhere, the origins of religions such as Christianity, Islam, Buddhism, Hinduism, and others, the interaction among these centers of civilizations and between them and other areas of the world, and the beginnings of Europe’s rise to a position of economic and political preeminence.

HI105 World History from 1500 to Present  
3 hours
The second course in a two part introductory survey of world history. Topics include the increasing understanding in Europe and elsewhere of reason as a way of understanding the world, the Industrial Revolution and its political, social and diplomatic effects, European expansion and imperialism, the importance of ideologies such as democracy, communism, nationalism, and fascism, the wars of the Twentieth Century, decolonization, and the westernization and globalization of the world.

HI226* The Middle East  
3 hours
A survey of the history of the Middle East from the emergence of Islam to our own age. Main themes will include the life and teachings of Muhammad, the Arab conquests, varieties of Islamic thought, principal medieval Arab kingdoms, the Seljuk and Ottoman Turkish empires, and the rise of modern Arab, Jewish and Iranian nationalism. Special emphasis will be given to the origins and nature of the Arab-Israeli conflicts and to the Islamic fundamentalism.

HI241* East Asia  
3 hours
Examines the histories of China and Japan. Special attention is given to institutional and cultural development. Lectures also explore the impact of Europe and America on traditional ways of life. The last section of the course focuses on war and revolution in southeast Asia in the 20th century.

HI324* Early Modern Europe, 1450-1789  
3 hours
This course presents students with a comprehensive examination of the social, political, cultural, religious, and economic dimensions of the European world from the mid-fifteenth to the late eighteenth centuries. Key topics include: the Renaissance, the Protestant Reformation, the Enlightenment, and the emergence of the modern nation-state.
HI327* Europe During the Long 19th Century 3 hours
An examination of Europe from 1789-1914. This course will emphasize continent-wide developments and ideas, including the revolutionary period from 1789-1848, the Industrial Revolution, imperialism, the success and failure of European efforts to regulate the international system, the rise of nationalism, the role of ideologies like liberalism, socialism and conservatism, and the increasing diplomatic and internal tensions that led to the First World War. The course will also pay some attention to individual countries such as Great Britain, France, Italy, Austria and Germany.

HI332* Twentieth Century Europe 3 hours
A survey of problems in European history from the close of World War I to the present. The focal point of the course is the destruction of the old European systems by World War I, the various attempts to replace those systems, the challenge posed by fascism and communism, the impact of World War II, the Cold War and the dismantling of the colonial empires, and the emergence of a new European consciousness.

HONORS VanTassel

HN305 Honors Topics 1 hour
“Honors Topics” is a one-credit seminar designed for upper-division Honors students. The seminar topics and activities span the disciplines in an ongoing rotation.

INTERDISCIPLINARY—Course descriptions for Interdisciplinary courses taught 2019-20 are listed on pages 162-165. Pryor

NOTE: Students who have been admitted into the Honors Program will participate in an Honors section of each required Interdisciplinary course. These sections will be designated with an “H” in the course schedule (e.g., ID201H).

ID101 Introduction to Interdisciplinary Studies 2 hours
This course is designed to introduce students to interdisciplinary and integrated study. The format of this course will be a module approach, each of which will focus on one of the core competencies of the Core Experience.

ID201 Research Intensive Interdisciplinary Topics 3 hours
The Interdisciplinary Topics courses form the basis of the Bethany College Core Experience and are based upon subjects that are current and/or related to the instructors’ expertise. The course topics will change frequently and students should consult the Schedule of Courses each semester. Each course will meet four foundational competencies: Discovery and Integration; Communication; Critical, Analytical and Creative Reasoning; and Information and Technical Literacy. The Research Intensive course will include the completion of a substantial research project that demonstrates the student’s ability to integrate credible research across disciplines. This course fulfills the Research Intensive Component of the Bethany College Core Experience.

ID202 Religious Literacy Interdisciplinary Topics 3 hours
The Interdisciplinary Topics courses form the basis of the Bethany College Core Experience and are based upon subjects that are current and/or related to the instructors’ expertise. The course topics will change frequently and students should consult the Schedule of Courses each semester. This course will meet four foundational competencies: Discovery and Integration; Communication; Critical, Analytical and Creative Reasoning; and Information and Technical Literacy and an additional competency, Religious Literacy.

ID203 Writing Intensive Interdisciplinary Topics 3 hours
The Interdisciplinary Topics courses form the basis of the Bethany College Core Experience and are based upon subjects that are current and/or related to the instructors’ expertise. The course topics will change frequently and students should consult the Schedule of Courses each semester. Each course will meet four foundational competencies: Discovery and Integration; Communication; Critical, Analytical and Creative Reasoning; and Information and Technical Literacy. This course will involve a substantial amount of formal writing and fulfill the Writing Intensive component of the Bethany College Core Experience.

ID204, ID205, ID206 3 hours
These combination ID topics courses will fulfill two of the following: Writing Intensive, Religious Literacy and/or Research Intensive. See course descriptions above for individual topics.
MA102 College Algebra/Trigonometry (Swede Bridge Program Course) 4 hours
Designed both as an end course for those students needing College Algebra/Trigonometry as a requirement for their major and as preparation for those students needing MA130 who have not met the prerequisite. Topics include inequalities, logarithms, theory of equations, systems of equations by determinants, complex numbers, trigonometric functions, graphs, and identities. No credit will be given to those who have passed a calculus course. A graphing calculator is required: the TI-83 Plus or TI-84 Plus is recommended. Any calculator that performs symbolic manipulation will not be allowed. Prerequisite: A grade of C or higher in Algebra II.

MA103 Trigonometry 1 hour
This is a 7-week course and the class will meet twice a week. It is designed both as an end course for those students needing Trigonometry as a requirement for their major and as preparation for those students needing MA130 who have not met the prerequisite. Topics include trigonometric functions, graphs, and identities. No credit will be given to those who have passed a calculus course. A graphing calculator is required: the TI-83 plus or TI-84 plus is recommended. Any calculator that performs symbolic manipulation will not be allowed.

MA104 College Algebra 3 hours
Designed as a course for those students needing college algebra but not trigonometry as a requirement for their major or for General Education. Topics include inequalities, logarithms, theory of equations, systems of equations by determinants, complex numbers, graphs, and identities. No credit will be given to those who have passed a calculus course or MA102. A graphing calculator is required: the TI-83 plus or TI-84 plus are recommended. Any calculator that performs symbolic manipulation will not be allowed. This course also meets the general education quantitative skills requirement. Prerequisite: Math ACT score of 20 or MA096 with a grade of C or higher.

MA105 College Algebra with Review 3 hours
The course is designed for students needing college algebra but not trigonometry as a requirement for their major or for General Education and lack the prerequisites for MA104 College Algebra. This 3 hour class is a co-requisite with MA005, College Algebra Review. College Algebra with Review topics include expressions, solving equalities and inequalities, functions, graphs of functions, and systems of equations, logarithms, complex numbers, graphs, and identities. No credit will be given to those who have passed a College Algebra, Trigonometry, or Calculus course. A graphing calculator is required: the TI-83 plus or TI-84 plus are recommended. Any calculator that performs symbolic manipulation will not be allowed. This course meets the general education quantitative skills requirement (3 hours only). MA105, College Algebra with Review would transfer as MA104, College Algebra. Prerequisites: High school Algebra I with a grade of at least a B, Math ACT score of 16, or a grade of C or higher in MA096. Corequisite: MA005 College Algebra Review.

MA119 Preparation for Calculus 2 hours
Designed as preparation for those students needing MA130 who have not met the prerequisite. Topics include inequalities, logarithms, theory of equations, systems of equations, complex numbers, graphs, and identities. No credit will be given to those who have passed a calculus or a precalculus course. A graphing calculator is required: the TI-83 or TI-84 plus is recommended. Any calculator that performs symbolic manipulation will not be allowed.

MA120 Elementary Statistics 3 hours
This is an introductory Statistics course, covering descriptive statistics, measures of central tendency and dispersion, probability, binomial and normal distributions, estimation and hypothesis testing, regression and correlation. Prerequisite: A grade of C or higher in MA104 or MA119 or a Math ACT score of 26 or higher.

MA124 Mathematics for the People 3 hours
Intended for students pursuing a non-STEM (Science, Technology, Engineering, Mathematics) major, this course promotes mathematical literacy among students. The course includes applications of quantitative reasoning and decision making in the areas of management, statistics, and social choice. Graph Theory and statistics are standard topics covered in the course. Additional topics addressed may include linear programming, voting methods, power index, game theory, and fair division problems. The course is designed to stimulate interest in and appreciation of mathematics as a valuable tool for understanding the world in which we live. No prerequisites.
MA125 General Calculus and Linear Algebra  3 hours
This is an introduction course to calculus and linear algebra concepts that are particularly useful to the study of economics and business with special emphasis on working problems. Topics include interest, annuity, using matrices to solve linear system of equations, linear programming, limit, derivative and their applications.

MA130 Analytic Geometry and Calculus I  4 hours
This is the normal entry-level course into college mathematics designed for students interested in the sciences, mathematics, and other areas requiring a good math background. Topics include limits, differentiation of the polynomial and trigonometric functions, the rules of differentiation for sums, products, quotients, and compositions, applications of the derivative to find slopes, extrema, concavity, and related rates, integration, and applications of integration such as area, work volumes, and pressure. A graphing calculator is required: the TI-83 Plus or TI-84 Plus is recommended. Any calculator that performs symbolic manipulation will not be allowed. Prerequisites: High school course involving advanced mathematics and trigonometry, a level above Algebra II with a grade of at least a B, or MA104 with a grade of C or higher.

MA225 Mathematics for Elementary/Middle Level Teachers  3 hours
The nature and the logic of the real number system, concepts of algebra and geometry, introductory probability and statistics, problem solving. (Limited to elementary education majors and those seeking middle level licensure). Prerequisite: MA104 or College Algebra equivalent or consent of the instructor.

MA227* Topics in Geometry  3 hours
Exposure to geometric systems different from the standard Euclidean geometry of high school. Designed for students preparing to teach middle and secondary mathematics, the course will cover axiomatic development of geometric systems, formal and informal proofs in Euclidean geometry, properties to two and three-dimensional figures, and transformations. Some topics of non-Euclidean geometries will be investigated. Prerequisite: MA104 College Algebra and high school geometry. Normally offered during Spring of even years.

MA230 Analytic Geometry and Calculus II  4 hours
Differentiation and integration of logarithmic, exponential, and inverse trigonometric functions including applications, techniques of integration, polar coordinates, conic sections, indeterminate forms, improper integrals, Taylor’s Formula, infinite series. A graphing calculator is required: the TI-83 Plus or TI-84 Plus is recommended. Any calculator that performs symbolic manipulation will not be allowed. Prerequisite: MA130 with a grade of C or higher.

MA231 Analytic Geometry and Calculus III  4 hours
Vectors in the plane and parametric equations; vectors in three-dimensional space and solid analytic geometry, differential calculus of functions of several variables; multiple integration. A graphing calculator is required: the TI-83 Plus or TI-84 Plus is recommended. Any calculator that performs symbolic manipulation will not be allowed. Prerequisite: MA230 with a grade of C or higher.

MA250* History of Mathematics  2 hours
A survey of the development of mathematics from ancient times to modern, this course is designed to meet Kansas State Department of Education’s Standards for the Mathematics Teaching Major 6-12 and Mathematics Endorsement for Teacher Licensure 5-8. Prerequisite: MA130 Analytical Geometry and Calculus I with a grade of C or higher. Offered Interterm, Spring 2014, 2016, 2018.

MA305* Mathematics for the Physical Sciences  3 hours
This course is intended for students who want to develop a basic mathematical competence in such areas as chemistry, physics, and engineering. It derives mathematical formulae and procedures used in various applied fields and illustrates them through problem solving. Prerequisite: MA231 with a grade of C or higher, Analytic Geometry and Calculus III. Normally offered during Spring of even years.

MA342* Discrete Mathematics  3 hours
Designed to teach the student, via applications, how to go about solving problems. Topics covered include logic, set theory, mathematical induction, relations and functions, combinatorics, and graph theory. Prerequisite: MA230 with a grade of C or higher. Normally offered during Fall of even years.
MA350* Differential Equations 3 hours
An introduction to ordinary differential equations: solutions to equations of order one, linear equations, the Laplace transform, power series solutions, and selected applications. Prerequisite MA230 with a grade of C or higher. Normally offered during Spring of odd years.

MA360* Linear Algebra 3 hours
Vectors, vector spaces, systems of linear equations, linear transformations, matrices, determinants. Prerequisite: MA230 with a grade of C or higher. Normally offered during Spring of odd years.

MA361* Abstract Algebra 3 hours
Introduction to sets, number systems, integral domains, fields, and groups. Prerequisite: MA230 with a grade of C or higher. Normally offered during Spring of even years.

MA382* Number Theory 3 hours
Designed to cover the fundamental topics of classical number theory including the integers, divisibility, prime numbers, congruencies, Fermat’s Theorem, quadratic reciprocity, certain numerical functions, Diophantine equations. Prerequisite: MA230 with a grade of C or higher. Normally offered during Fall of odd years.

MA390* Real Analysis 3 hours
Axioms of the real numbers, functions, limits, continuity, differentiation, sequences. Prerequisite: MA230 with a grade of C or higher. Normally offered during Spring of odd years.

MINISTRY

Pryor

MN130 Peer Ministry 3 hours
Peer ministry provides training for students in the areas of communication, listening, welcoming, confidentiality, decision-making, dealing with grief, spiritual gifts, family concerns, and making referrals in order to better help students reach out to one another and create a campus community of students helping students. Based on the biblical story of the Good Samaritan, Peer Ministry training equips students with practical skills that will apply to relationships in all life circumstances. Furthermore, it equips students to enter their professional fields as interfaith leaders.

MN305 Youth and Family Ministry 3 hours
This course weaves together academic study coupled with adventure experience in a Christian communal context. The class employs a practical theological approach drawing on scripture, early church experience, Luther and contemporary social and behavioral research and considers a congregation wide model for youth and family ministry. Students assess vocation and explore, through communal and personally transformative, spiritual practices and worship, their gifts and interest in youth, family and congregational ministry. It stimulates and integrates multiple teaching and learning styles. There is a fee for this course in addition to regular Bethany tuition.

MUSIC

Lucas, Masterson, McKinney, Showalter, van Rooyen

*Alternate year course

MU001 Recital Attendance .5 hour
This is required course for all music majors each semester of residence. Music minors are required to enroll for four semesters. Students are required to attend 30 recitals and/or concerts each year. These performances include attendance and/or participation in student, faculty, and visiting artist recitals as well as orchestra, band, and choir concerts. Credit will be given for attendance at other pre-approved events. Events considered for off campus performances will be determined by the degree program in which the music major is involved. Up to 3 pre-approved events per semester will be allowed to attend public school or other collegiate/professional off campus performances. Education majors fulfilling practicum hours for education courses will be credited up to 3 additional events per semester for attending pre-approved public school music events.

MU100* Explorations in Music 3 hours
A basic vocabulary of the verbal, aural, and symbolic components of musical theory and performance is used to survey classical and popular stylistic periods. Students are aided in developing their own individual musical explorations in order, through
expands awareness, to identify aspects of music which may have continuing personal appeal. (Course does not count toward the music major). No prerequisite.

**MU101 Basic Class Piano I**
1 hour
A beginner piano course for non-music major students. This course emphasizes the development of basic skills in piano playing (practice and performance), reading music notation, and simple harmonization/improvisation. No previous knowledge of music or piano playing is required. Class meets for two hours a week.

**MU102 Basic Class Piano II**
1 hour
A developing piano skills course for non-music major students with experience reading and/or playing music. This course emphasizes extending basic skills in piano playing (practice and performance), reading music notation, and simple harmonization/improvisation. Recommended for students with previous knowledge of music or less than two years of piano playing. Class meets for two hours a week.

**MU106 Voice Class I**
1 hour
Through group instruction, students encounter the fundamentals of singing (proper breathing, breath control, diction, tone production) and an introduction to song literature. Class performance is required. Offered every fall semester. Prerequisite: audition first day of term.

**MU110 Music in World Religions**
3 hours
A survey of the worship music employed in the major religions of the world.

**MU111 Piano Proficiency I**
1 hour
This is the first of a four-semester progressive sequence of piano proficiency courses (MU111-114) corresponding to the four levels of piano proficiency. This piano lab course emphasizes basic skills in keyboard theory, harmonization/transposition, improvisation, sightreading, accompanying/ensemble and performance. No previous knowledge of music or piano playing is required.

**MU112 Piano Proficiency II**
1 hour
This is the second of a four-semester progressive sequence of piano proficiency courses (MU111-114) corresponding to the four levels of piano proficiency. This piano lab course emphasizes basic-intermediate skills in keyboard theory, harmonization/transposition, improvisation, sightreading, accompanying/ensemble and performance. Prerequisite: MU111. This is the third of a four-semester progressive sequence of piano proficiency courses (MU111-114) corresponding to the four levels of piano proficiency. This piano lab course emphasizes intermediate skills in keyboard theory, harmonization/transposition, improvisation, sightreading, accompanying/ensemble and performance. Prerequisites: MU111 and MU112.

**MU114 Piano Proficiency IV**
1 hour
This is the fourth of a four-semester progressive sequence of piano proficiency courses (MU111-114) corresponding to the four levels of piano proficiency. This piano lab course culminates to a late-intermediate/proficient level in keyboard theory, harmonization/transposition, improvisation, sightreading, accompanying/ensemble and performance. Prerequisites: MU111, MU112 and MU113.

**MU120-136 Music Lessons: Secondary Emphasis**
1 hour per half hour weekly lesson
Secondary lessons may be taken by any non-music major student. Any music minor or music major will take these lessons for the secondary performance emphasis. Private music lessons is an acquired skills course. Evaluation will be based on regular lesson attendance, proper preparation and practice techniques, overall progress, and performance. Performance will include at a minimum a “jury” at or near the end of each semester. A student taking private lessons will sign up for his or her particular performance medium as listed below. The following lesson numbers will be used for the first four semesters of private lessons.

- **MU120-Piano**
- **MU121-Voice**
- **MU122-Organ**
- **MU123-Flute**
- **MU124-Clarinet**
- **MU125-Oboe**
- **MU126-Bassoon**
- **MU127-Saxophone**
- **MU128-Trumpet**
- **MU129-French Horn**
- **MU130A-Trombone**
- **MU130B-Euphonium**
- **MU130C-Tuba**
- **MU130D-String Bass**
- **MU131-Violin**
- **MU132-Viola**
- **MU133A-Cello**
- **MU133B-String Bass**
- **MU133C-Percussion**
- **MU134-Percussion**
- **MU135-Guitar**
- **MU136-Other**

**MU150 Music Theory I**
4 hours
This is the first semester of a four-semester course examining the materials and structure of music. The course meets daily, and is organized into the two subject areas: written theory (3 credit hours, 3 class sessions per week), sight singing and aural
development (1 credit hour, 2 class sessions per week integrated with computer lab). These areas will be graded and recorded separately on the transcript. The focus of the course is to develop comprehensive musicianship through analyzing music, composing, rehearsing, and performing music, and critically evaluating the process and structure of creating music. Prerequisite: Acceptable performance on the music theory examination offered by the Department of Music or MU105.

MU151 Music Theory II 4 hours
The second semester of the four-semester materials and structure of music sequence. See MU150 for content description. Prerequisite: MU150A and MU150B or consent of the instructor.

MU154 Music Theory Workshop 3 hours
A workshop placing emphasis on furthering proficiency in the fundamental skills of music such as sight singing, aural dictation, and elementary music. Offered as needed.

MU165 Bethany Choir 1 hour
The purpose of the Choir is to study choral music intensively and to present frequent public performances of the best literature in this form of vocal art. Membership is open to all students by audition.

MU166 Bethany Symphonic Band 1 hour
Bethany Band, the pioneer musical organization at Bethany College, is noted for its variety of performance. Programs include standard works for band and orchestral transcriptions. The bands perform at many college and regional functions. Membership is open to all students by audition or instructor consent.

MU167A Bethany College/Lindsborg Community Orchestra - Strings 1 hour
A full symphonic orchestra comprised of students and community members, this group performs four full concerts each year. Many members also participate in the Messiah Festival Orchestra. Bethany College string students will also participate in the Bethany College Chamber Orchestra. Membership is open to all by audition or instructor consent. This section is for violin, viola, cello, and bass players.

MU167B Bethany College/Lindsborg Community Orchestra – Winds, Brass, Percussion 0-.5 hour
A full symphonic orchestra comprised of students and community members, this group performs four full concerts each year. Many members also participate in the Messiah Festival Orchestra. Bethany College string students will also participate in the Bethany College Chamber Orchestra. Membership is open to all by audition or instructor consent. This section is for wind, brass, and percussion players.

MU168 Small Ensemble 1 hour
A variety of performing ensembles are organized each semester to acquaint the student with representative literature for vocal, string, brass, woodwind, and percussion ensembles. Open to all students with the consent of the instructor.

MU169 Bethany Chapel Choir 1 hour
All students of Bethany College are eligible to join the Chapel Choir with no auditions necessary. Chapel Choir rehearses regularly. Its literature is basically sacred and ranges from Renaissance to Contemporary composers. The Chapel Choir offers practical training for future church musicians and lay music leaders and participants.

MU170 Bethany Jazz Ensemble 1 hour
Rehearsal and concert experience in current and traditional stage band styles, opportunities for student composers and arrangers to hear their works performed and to receive professional criticism and assistance. Membership is open to all by audition or instructor consent.

MU171 Bethany Brass Ensemble 1 hour
Reading and concert experience of representative literature for brass ensembles. Various ensembles may also participate in college, community, and church functions. Membership is open to all by audition or instructor consent.

MU173 Blue Dozen No Credit
The “Blue Dozen” is the traditional name for the Bethany Pep Band. It is affiliated with the Bethany Symphonic Band and Wind Ensemble. The group performs at school spirit functions, and at home football and selected basketball games.
MU174 Bethany College Oratorio Society 0-1 hour
The Bethany College Oratorio Society consists of a chorus of 300 voices and a symphony orchestra of 50 players. Their performances of Handel’s “Messiah” and Bach’s “St. Matthew Passion” have been broadcast on national public television. Membership is required of all music majors and minors, and is open to all students by audition, as well as to all other interested individuals.

MU180-196 Music Lessons: Principal Emphasis (2 hours credit per 1 hour weekly lesson)
These lessons are for the music major student to develop thoroughly in all phases of performance (style, technique, musicianship, interpretation, and repertoire) on his/her principal performance medium. Evaluation will be based on regular lesson attendance, proper preparation and practice techniques, overall progress, and performance. Music majors are to perform in a department recital a minimum of one time each semester and for a “jury” at or near the end of each semester. A student taking private lessons will sign up for his/her particular performance medium as listed below. The following lesson numbers will be used for the first four semesters of private lessons.

<table>
<thead>
<tr>
<th>1hour</th>
<th>180-Piano</th>
<th>185-Oboe</th>
<th>190A-Trombone</th>
<th>193A-Cello</th>
<th>196-Other</th>
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<tbody>
<tr>
<td>2hour</td>
<td>181-Voice</td>
<td>186-Bassoon</td>
<td>190B-Euphonium</td>
<td>193B-String Bass</td>
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<td></td>
<td>182-Organ</td>
<td>187-Saxophone</td>
<td>190C-Tuba</td>
<td>194-Percussion</td>
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<td></td>
<td>183-Flute</td>
<td>188-Trumpet</td>
<td>191-Violin</td>
<td>195-Guitar</td>
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<tr>
<td></td>
<td>184-Clarinet</td>
<td>189-French Horn</td>
<td>192-Viola</td>
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MU/TH205* Musical Theatre 3 hours
A survey of the evolution of the American musical from the 19th century to the present. The class will also explore the rise of the British musical and its impact on the American form.

MU208/308* Interterm Musical Theatre 3 hours
The class will build, rehearse and present a production of a play. The course will be configured according to specific production circumstances ranging from ensemble production (one section) to musical theatre production (acting section, technical section, and music section). The student will be introduced to, or develop skills in, the various theatre crafts. Level of course will be assigned according to difficulty of production responsibilities. Assassins, The Fantasticks, and Godspell have been recent Interterm theatre productions. The play is usually presented during the first weekend of spring semester (recurring Interterm course).

MU240 Introduction to Conducting 2 hours
An introduction to conducting directed toward both choral and instrumental performance applications. The main focus of the course is on conducting technique, score leading, score analysis, and general rehearsal procedures. Initial conducting exercises are sung and accompanied by piano. Instruments are added to the conducting exercises midway in the semester. Basic conducting terminology, transpositions, clefs, and orchestration formats are introduced. Prerequisites: MU151A and MU151B or consent of the instructor.

MU250 Music Theory III 4 hours
The third semester of the four-semester materials and structure of music sequence. See MU150 for content description. Prerequisite: MU151A and MU151B or consent of the instructor.

MU251 Music Theory IV 4 hours
The fourth semester of the four-semester materials and structure of music sequence. See MU150 for content description. Prerequisite: MU250A and MU250B or consent of the instructor.

MU278 Lyric Diction 2 hours
This course consists of an intensive study of English, Italian, German, and French lyric diction through the use and application of the International Phonetic Alphabet (IPA).

MU300 20th Century Music 3 hours
A course that studies both the theoretical elements and historical events of twentieth century music. The focus is to develop comprehensive musicianship through analyzing and composing music, understanding the historical events surrounding the composers of this era, and critically evaluating the process and structure of creating music. Additional skills of listening and score recognition will be emphasized. Prerequisites: MU251A and MU251B or consent of the instructor.
MU303 Instrumental Conducting and Rehearsal Techniques  
A study of advanced instrumental conducting and specific rehearsal techniques. The primary focus of the course is on identifying and correcting problems in preparation for an ensemble performance. Advanced instrumental score reading exercises and conducting techniques are applied to actual rehearsals and performances by the Bethany Symphonic Band. Prerequisite: MU240.

MU320-336 Music Lessons—Secondary Emphasis  
The following lesson numbers will be used for the private lessons of the fifth semester and beyond. See MU120-138 for description.


MU346* Counterpoint  
A study of both sixteenth century counterpoint in the five species and study of eighteenth-century polyphonic techniques, exercises in two, three, and four-part writing. Analysis of inventions and fugues of J.S. Bach. Composition of a two-part invention and introduction to fugal writing. Prerequisite: MU251, and Piano Proficiency Level IV or consent of the instructor.

MU352* Instrumentation and Arranging  
A study of arranging techniques; practical work in scoring for choral and instrumental ensembles, study of the characteristics of the voice and orchestral instruments, and experience in performing and directing of arrangements for instrumental and choral ensembles. Prerequisite: MU251A MU251B or consent of the instructor.

MU360 Music History I: Antiquity through Baroque  
A survey of music from antiquity through the Baroque period. Prerequisites: MU250 or consent of the instructor.

MU361 Music History II: Classical, Romantic, and World Music  
A survey of music from the Classical period to the present. Prerequisite: MU250 or consent of the instructor.

MU363* Instrumental Pedagogy and Repertoire  
A comprehensive course for vocal music teaching majors which examines the teaching techniques and basic repertoire of the instruments of the band and orchestra and provides an introduction to the organization and repertoire of instrumental performing groups. Prerequisite: MU151.

MU364 Choral Conducting and Materials  
A study of choral methods and advanced choral conducting. Topics include: conducting and rehearsal technique, score study, and repertoire. Prerequisites: MU240, MU251 or consent of the instructor.

MU365* Applied Brass Techniques and Repertoire  
Class lessons in history and acoustics, playing knowledge, teaching techniques, and repertoire of all brass instruments, study of the organization and repertoire of large and small brass ensembles. Prerequisite: MU151.

MU366* Applied String Techniques and Repertoire  
Class lessons in playing knowledge, teaching techniques, and repertoire of orchestra string instruments, study of the organization and repertoire of large and small string ensembles. Prerequisite: MU151.

MU367* Applied Woodwind Techniques and Repertoire  
Class lessons in playing knowledge, teaching techniques, and repertoire of band and orchestra woodwind instruments, study of the organization and repertoire of large and small woodwind ensembles. Prerequisite: MU151.

MU368* Applied Percussion Techniques and Repertoire  
Class lessons in playing knowledge, teaching techniques, and repertoire of percussion instruments, study of the organization, and repertoire of percussion ensembles. Prerequisite: MU151.
MU369* Marching Band Organization & Repertoire 1 hour
History, organization, repertoire, regalia and equipment of the marching band, practical experience in marching techniques and
styles, charting and execution of formations and movements. Prerequisite: MU151.

MU373* Piano Literature and Pedagogy 3 hours
A survey of the development of the piano, its literature, and styles of teaching. Students will study major composers,
compositional styles, and the art of teaching piano. Open to junior and senior music majors whose primary instrument is piano,
open to others with permission of instructor.

MU374* Service Playing 2 hours
Practice in and study of the work of the church organist; improvisation, transposition, modulation, score reading, organ solos and
accompaniments, anthems, and congregational hymns. Prerequisite: Keyboard ability and consent of instructor.

MU375 Beginning Improvisation 2 hours
Continued practice in and study of the work of the church organist; particularly in the art of improvisation for the worship service.
Prerequisites: MU374 or consent of the instructor.

MU376* Organ Literature and Pedagogy 3 hours
A survey of organ literature, organ building, performance practice, and pedagogy from the fourteenth century to the present.
Prerequisite: Consent of the instructor.

MU377* Music in Worship 3 hours
Historical survey and practical study of various aspects related to music in worship including liturgy, chant, hymnody, psalmody,
theology, church year and visual aspects such as icons, placement of the altar and pulpit, etc. Included are visits to worship
services in a Jewish synagogue and an Eastern Orthodox cathedral. Prerequisite: Consent of instructor.

MU379 Voice Literature and Pedagogy 3 hours
Students survey the solo vocal repertoire (art song) of all periods and regions. This course will provide the materials for the study
of song literature, highlighting the significant features and developments inherent in the form. This course also introduces basic
voice physiology, the healthy use and care of the voice, voice problems, and the young and changing voice.

MU380-396 Music Lessons-Principal Emphasis 2 hours credit per one hour weekly lesson
The following lesson numbers will be used for the private lessons of the fifth semester and beyond. See MU180-198 for
description.

MU380-Piano  MU385-Oboe  MU390A-Trombone  MU393A-Cello  MU396-Other
MU381-Voice  MU386-Bassoon  MU390B-Euphonium  MU393B-String Bass
MU382-Organ  MU387-Saxophone  MU390C-Tuba  MU394-Percussion
MU383-Flute  MU388-Trumpet  MU391-Violin  MU395-Guitar
MU384-Clarinet  MU389-French Horn  MU392-Viola

PHILOSOPHY
Mullen

*Alternate year course

PL101 Introduction to Philosophy 3 hours
A study of the major problems of philosophical thought in both the Eastern and Western traditions. Students will get a “hands-on”
experience in the nature and method of philosophical thinking. Topics include the philosophy of ways of knowing, of the mind,
and of God and religion.

PL102 Ethics 3 hours
An alternate first course in philosophy. Topics include the nature of the good, moral obligation, happiness and pleasure. Minor
ethical theories, as well as selected practical issues, will be studied.

PL202 Business Ethics 3 hours
This course studies several ethical theories relevant to business ethics, including utilitarianism, rights theory, and theories of
justice, as well as social contract theory and virtue theory. Topics to be explored, through close analysis of case studies, include
the ethical nature of the free market system, the ethical dimensions of pollution and resource depletion, consumer rights, worker rights and job discrimination, information technology, and problems in the international market.

**PL216* Symbolic Logic**  3 hours
An introduction to the principles of strict deductive logic, with an emphasis on symbolic logical languages, natural deduction systems, and formal proof theory. Students will learn how to translate English-language arguments into a symbolic logical language. Valid arguments will be proved valid (with the kind of precision usually associated with mathematics) using formal rules and systems of proof. Invalid arguments will be proved invalid through the construction of counter-models.

**PL217* Critical Thinking**  3 hours
A survey of the principles of reasoning, with an emphasis on practical application. Topics include evaluating arguments and sources of information, basic probability calculus, recognizing informal fallacies, and recognizing common errors in reasoning.

**PL320* Ancient and Medieval Philosophy**  3 hours
A historical study of the intellectual contributions of the great philosophers of the Western world from the Pre-Socratics to the Renaissance. Prerequisite: PL101 or PL102 or permission of instructor.

**PL322* Philosophy of Religion**  3 hours
The application of philosophical understanding to religious questions: the existence of God, the nature of God, revelation, verification of religious knowledge, the immortality of the soul, and religious language. Prerequisite: PL101 or PL102 or permission of instructor.

**PL323* Modern Philosophy**  3 hours
Survey of Western Philosophy from the Renaissance through the late 18th century (i.e., Kant), with emphasis on the relationships between Rationalism, Empiricism, and Idealism. Prerequisite: PL101 or PL102 or permission of instructor.

**PL325* Contemporary Philosophy**  3 hours
Survey of Western Philosophy during the 19th and 20th centuries, with emphasis on German Idealism, Positivism, Existentialism, Pragmatism, the Continental/Analytic “split,” and Postmodernism. Prerequisite: PL101 or PL102 or permission of instructor.

**PL332 Senior Seminar**  2 hours
Capstone course for the concentration or minor. The course will focus on the philosophical work of one person of primary interest to the student(s), and with the consent of the instructor. Since the content of the course will vary, students may repeat the course with the consent of the instructor.

**PHYSICS**

Bryant

*Alternate year course

**PH101 General Physics I**  4 hours
An algebra-based problem-solving survey four-credit physics course, which includes mechanics, elasticity, fluid mechanics, heat, thermodynamics, and laboratory work. The laboratory work is in PH101L, a one-credit hour, hands-on learning experience. Prerequisites: MA103 and MA104.

**PH101L General Physics 1 Lab**  0 hours
One-credit hour physics laboratory, practical work to be taken concurrently with PH101. Learning experience supports PH101 and includes team work, acquiring data from experimentation, analyzing the data and, various levels of communicating findings; topics are related to topics surveyed in PH101.

**PH102 General Physics II**  4 hours
An algebra-based problem-solving survey four-credit course, which includes vibration and wave motion, electricity and magnetism, light and optics, and laboratory work. Laboratory is in PH102L, a one-credit hour, hands-on learning experience. Prerequisites: PH101, MA103, and MA104.
PH102L General Physics 1 Lab 0 hours
One-credit hour physics laboratory, practical work to be taken concurrently with PH102. Learning experience supports PH102; and includes team work, acquiring data from experimentation, analyzing the data and, various levels of, communicating findings; topics are related to topics surveyed in PH102.

PH104 Physics for World Leaders 3 hours
This course is a three-credit survey of physics intended for students pursuing a non-STEM (Science, Technology, Engineering, Mathematics) major. It focuses on the essential physical and technological topics impacting society and informing the decisions made by world leaders. It covers energy, power, atoms, heat, space, radioactivity, nuclear reactors, and electricity, as well as other topics of current interest. The course includes problem-solving and research components.

PH201 University Physics I 4 hours
A calculus-based problem-solving survey four-credit physics course, which includes mechanics, elasticity, fluid mechanics, heat and thermodynamics, vibrations and waves, and laboratory work. The laboratory work is in PH201L, a one-credit hour, hands-on learning experience. Prerequisite: A grade of C or higher in MA130 or taking MA130 concurrently, provided passing a math pretest.

PH201L University Physics I Lab 0 hours
One-credit hour physics laboratory, practical work to be taken concurrently with PH201. Learning experience supports PH201, and includes team work, acquiring data from experimentation, error propagation analysis, analyzing the data and, various levels of communicating findings; topics are related to topics surveyed in PH201.

PH202 University Physics II 4 hours
A calculus-based problem-solving survey four-credit course, which continues the emphasis in PH201, includes electricity and magnetism, optics, elements of atomic and nuclear physics, and laboratory work. The laboratory work is in PH202L, a one-credit hour, hands-on learning experience. Prerequisite: A grade of C or higher in PH201.

PH202L University Physics II Lab 0 hours
One-credit hour physics laboratory, practical work to be taken concurrently with PH202. Learning experience supports PH202, and includes team work, acquiring data from experimentation, error propagation analysis, analyzing the data and, various levels of communicating findings; topics are related to topics surveyed in PH202.

The following courses may be offered on an alternate year basis depending on demand:

PH320* Mechanics 3 hours
A study of classical mechanics including such topics as dynamics of a system of particles, mechanics of rigid bodies, Lagrange’s equations. Prerequisite: PH202 and MA231 or permission of the instructor.

PH321* Statics 3 hours
A study of the condition of equilibrium of rigid bodies under the action of forces. Rigid bodies include beams, trusses, frames, and machines. Both two and three dimensional bodies are considered. Also included is the study of centroids, centers of gravity, and moments of inertia. Prerequisites: MA230 and PH201.

PH330* Optics 3 hours
A study of thin and thick lenses and optical systems, physical and geometrical optics, spectra, and spectroscopy. Prerequisites: PH202 and two courses in Analytic Geometry and Calculus or permission of the instructor.

PH340* Electricity and Magnetism 3 hours
A study of electrostatic fields, potential, dielectric materials, magnetic fields, induction, magnetic materials, DC and AC currents, Maxwell’s equations, and electromagnetic waves. Prerequisite: PH202 and MA231 (MA350 is recommended).

PH350* Heat and Thermodynamics 3 hours
A study of simple thermodynamic systems, temperature (conceived measurement), the three laws of thermodynamics, ideal gases, engines, refrigerators, the Kelvin temperature scale, entropy, phase transitions, kinetic theory and elements of statistical mechanics, thermal properties of solids, etc. Prerequisites: PH202 and two courses in Analytic Geometry and Calculus or permission of the instructor.
PH390* Topics in Modern Physics  3 hours
Study includes such topics as the Bohr Atom, the Special Theory of Relativity, basic concepts of Quantum Mechanics, radioactivity and particle accelerators. Prerequisites: PH202 and two courses in Analytic Geometry and Calculus or permission of the instructor.

POLITICAL SCIENCE

Pigge
*Alternate year course

PS101 United States Government  3 hours
A study of the fundamentals of democracy, nature of federalism, fundamentals of the presidential, congressional and judicial processes, the role of public opinion, interest groups and political parties at the national state and local levels.

PS202* Comparative Government  3 hours
A comparative study of various types of political organization and activity based on the assumption that politics is dynamic and not static and that it is the result of cultural forces which exist among the governed. The main governments studied will include Great Britain, France, Germany, and Russia. Prerequisite: PS101.

PS/ED310 School Law  3 hours
This course is a broad and comprehensive view of the law governing the state school systems of America. Emphasis will be placed on how principles of law (pertaining to contracts, torts, property, general administrative law, and constitutional law) affect school systems generally, and on the specific laws, rules, and regulations of Kansas that govern elementary and secondary education. This course will be taught by the case method. Therefore, the student will be required to utilize analytical skills and communication skills through oral and written representations of his/her understanding of the concepts and principles presented in the course.

PS315* Legal Issues in Sports  3 hours
This course is designed to introduce students to the legal doctrines, major statutes, standards, and case law that establish legal principles, responsibilities, rights, and controls related to the law of sport. Prerequisites: None, however PS101 is strongly recommended.

PS320* International Relations and Diplomacy  3 hours
A survey of the principal modes of diplomacy among the major powers, an analysis of the causes of international conflict, and a study of various proposals for the attainment of more adequate political organization on an international basis. Some emphasis is given to the historical development of United States foreign policy. Prerequisite: PS101.

PS330* Constitutional History to 1877  3 hours
The evolution of the American Constitutional system from English and colonial origins through the Civil War. Prerequisite: HI101 or PS101.

PS331* Constitutional History from 1877  3 hours
American constitutional development from Reconstruction to the present. Prerequisite: HI102 or PS101.

PS332* Constitutional Law: The First Amendment  3 hours
This course focuses on government’s power to regulate and/or restrict rights found in the First Amendment of the United States Constitution: freedom of speech, freedom of press, and religious liberty. This course will be taught by the case method. Therefore, the student will be required to utilize analytical skills and communication skills through oral and written representations of his/her understanding of the concepts and principles presented in the course.

PS350* The American Presidency  3 hours
A study of Presidential leadership and style, with some emphasis placed on the history of the office and its occupants. Special attention will be placed on the nomination and election of the President and Vice President.

PS355 Political Power and Community Leadership  3 hours
Good decision-making makes for better government. Thus, how communities go about the decision-making process is a crucial point of understanding how and why democracies do and don’t work. This course will examine community decision-making and the implications for community leadership by exploring the best information on the subject.
PSYCHOLOGY
Nolan, Ring
*Alternate year course

PY101 General Psychology  3 hours
This course is designed to introduce students to the scientific study of behavior. Topics studied include methods of research, biological bases of behavior, learning and memory, testing, behavior disorders and therapy, and social and applied psychology.

PY125 The Psychology Major  1 hours
The Psychology Major is a course designed to introduce the diverse discipline of psychology for students considering the area, as well as for those who have declared the major. In addition, students will be introduced to communication within the field, particularly writing in the American Psychological Association style. Additional topics include preparation for graduate school or employment after graduation.

PY201 Statistics for the Behavioral and Social Sciences  3 hours
This course provides an introduction to descriptive and inferential statistics. Students will learn how to compute and interpret a variety of statistics and will become knowledgeable about the attributes of the statistics studied. Emphasis will be on conducting statistical analyses and interpreting findings in the behavioral and social sciences. Prerequisites: One of the following: Math ACT score of 18; minimum grade of C in high school Algebra I or MA096; or a passing grade in college-level math course. (For the course description for MA096, see Academic Support course listings.) Permission of instructor may be granted in special circumstances.

PY205 Developmental Psychology  3 hours
This course surveys human development from conception through old age. Emphasis will be placed on the interaction of genetic and environmental influences on growth and development, and adjustment to the social environment. Prerequisite: PY101.

PY220 Abnormal Psychology  3 hours
This course is designed to explore the causes, descriptions, and treatments of the major mental disorders including anxiety, somatoform, dissociative, mood, personality, sexual, schizophrenic, delusional, and autistic disorders. Prerequisites: PY101.

PY222* Social Psychology  3 hours
A study of the effect of social stimuli on behavior. Minor topics considered are attraction, aggression, attitude formation, conformity, altruism, person perception, prejudice, culture and social class, and sex role differences. Prerequisites: PY101 and have successfully completed the ID writing intensive course in the core program or equivalent college composition course.

PY301 Social Research Methods  4 hours
This course is designed to introduce the basic skills required of social scientists. Topics of study in classroom and laboratory experiences include basic quantitative and qualitative research methods, ethical considerations, statistical techniques, and dissemination of results. Each student will develop and conduct an individual research project that includes a literature review; research design; data collection, analysis, and interpretation; and peer review culminating in a professional research report. Prerequisites: PY101, PY201 and have successfully completed the ID writing intensive course in the core program or equivalent college composition course, or permission of the instructor.

PY315 Human Sexuality  3 hours
This course offers a balanced and comprehensive perspective of the field of human sexuality. Topics covered include sexual anatomy and physiology, the sexual response cycle, sexually transmitted diseases, birth control, variations in sexual orientation, pornography, prostitution, and sexually coercive behavior. Prerequisites: PY101 and have successfully completed the ID writing intensive course in the core program or equivalent college composition course.

PY320* Counseling  3 hours
In this course, students will be exposed to the various counseling approaches: rational, learning, psychoanalytic, perceptual, existential, and eclectic. Many other related concerns will be handled: ethics, techniques, communication skills, information service, appraisal, use of tests, team approaches, and personal values and philosophy. Students will have the opportunity to build some communication skills and make self-assessments. Prerequisites: PY101 and have successfully completed the ID writing intensive course in the core program or equivalent college composition course.
**PY325* Behavior Modification** 3 hours
This course provides an in-depth coverage of behavior modification techniques in applied settings. The major focus is placed upon the application of operant principles, implementation of behavior modification techniques, and measurement and evaluation of program effectiveness. The applications include a variety of settings such as hospitals and institutions, schools, day-care centers, and the home. Prerequisites: PY101, have successfully completed the ID writing intensive course in the core program or equivalent college composition course and junior/senior status, or permission of the instructor.

**PY330* Techniques of Psychological Evaluation** 3 hours
In this course a wide range of assessment techniques will be studied. The purposes and uses of tests along with their administration, scoring, validity and reliability will be considered. Measures of various types will be studied including intelligence, aptitude personality, and general ability tests. Prerequisites: PY101, PY201 and have successfully completed the ID writing intensive course in the core program or equivalent college composition course.

**PY335* Theories of Personality** 3 hours
A course designed to study the major theoretical viewpoints concerning personality structure and dynamics. Included among others will be the theories of Freud, Erikson, Allport, Skinner, Maslow, and Rogers. The course will also include an examination of illustrative research associated with major theories. Prerequisites: PY101, PY220 and have successfully completed the ID writing intensive course in the core program or equivalent college composition course.

**PY345 History and Systems** 3 hours
This course explores the foundations of psychology, a unique field of study that emerged in the late 19th century. Emphasis is placed on the developing sequence of ideas put forth by scholars and researchers, as well as practitioners, to define psychology’s subject matter, methods, and goals. Prerequisite: PY101, have successfully completed the ID writing intensive course in the core program or equivalent college composition course and senior status, or permission of the instructor.

**PY356* Cognitive Psychology** 3 hours
Cognitive Psychology encompasses the areas of memory, reasoning, language, problem solving, mental maps, information processing, and others areas of thinking and processing skills. Its findings are referred to in such areas as child and adult development, neuropsychology, aging, animal cognition, educational psychology, human factors, industrial/organizational psychology, and other such areas. Prerequisite: PY101, have successfully completed the ID writing intensive course in the core program or equivalent college composition course and junior/senior status, or permission of the instructor.

**PY370* Biological Psychology** 3 hours
Anatomy, physiology, and chemistry of the nervous and endocrine systems are studied in this course as the bases of behavior. Topics include neural control of internal body states, sensation and perception, movement, reproductive and emotional behaviors, and learning and memory from the perspectives of genetics, evolution, and experience. Prerequisites: PY101 and junior/senior status, or permission of the instructor.

**PY375* Learning** 4 hours
This course looks at learning as an evolutionary mechanism through investigation of classical and operant conditioning, vicarious learning, and forgetting. Concepts are applied in examining human and animal behavior in both laboratory and applied settings. Lab experiences illustrate major principles of learning. Prerequisites: PY101, PY301, have successfully completed the ID writing intensive course in the core program or equivalent college composition course and junior/senior status, or permission of the instructor.

**PY390* Seminar: Topics in Psychology** 1-4 hours
A course which provides students with the opportunity for advanced, in-depth study and research of a specially selected area of psychology. The focus and format will vary with the interests of the student and faculty member. Prerequisites: PY101, have successfully completed the ID writing intensive course in the core program or equivalent college composition course and Junior/Senior status, or permission of the instructor.
RELIGION
Atkinson, Fox, Pryor
*Alternate year course

RL100 Christianity in Its Global Context  3 hours
An examination of the values and virtues that have been variously practiced or ignored through Christian history. In particular, we will consider what values have critically emerged from the Hebrew Bible and New Testament. We will evaluate how Christianity in its encounter with various global contexts has developed themes that both bolster and limit the expression of these values. Finally, we will consider how much values are or are not invoked in the many ways that Christianity encounters contemporary culture.

RL200* The Literature and Thought of the Hebrew Bible  3 hours
A study of the Torah, Prophets, and Writings of the Hebrew Bible giving consideration to their historical, literary, and theological dimensions.

RL210* The Literature and Thought of the New Testament  3 hours
A study of the Gospels, Epistles, and other writings of the New Testament giving consideration to their historical, literary, and theological dimensions.

RL321* Early Christianity  3 hours
A study of the major movements, thinkers, and ideas from the close of the apostolic age to the rise of Islam in the seventh century. Special attention will be given to early trajectories of the Christian movement outside the western Mediterranean and theological development that occurs during the emergence of the Imperial Church after the Edict of Milan in 313 CE.

RL325* Medieval and Early Modern Christianity  3 hours
A study of the major movements, thinkers, and ideas from the rise of Islam in the seventh century to the conclusion of the Council of Trent in 1563. Special attention will be given to missional trajectories of the Christian movement after 600 CE; the historical significance and motivation for the crusades; the intellectual history and theological development of Scholasticism; and the theological controversy related to the Reformation and Counter-Reformation of the 16th century.

RL326 Christianity and the Enlightenment  3 hours
This course will be a study of the major movements, thinkers, and ideas developing in Christianity during the 17th, 18th, and 19th centuries. Special attention will be given to the variety of theological positions manifest in Protestant Orthodoxy; various global contexts of Christianity during the 18th century; the Second Great Awakening; the Enlightenment turn to Subjectivity; and the development of Liberal Theology. (3 hours; Prerequisite: RL200, RL210, ID202, ID204, ID205, or Permission of Instructor).

RL330* World Religions  3 hours
An introduction to the academic study of selected living religions with special attention given to the potential and challenges of interreligious dialog.

RL340* Problems in Christian Ethics  3 hours
An outline of distinctive factors in Christian ethics especially as related to virtue and deontological ethics, a survey of outstanding figures in Christian ethics, and a sampling of issues of special concern as they relate to the Christian understanding of justice. Prerequisite: PL102

RL345 A Faith that Sustains: Explorations at the Intersection of Religion and Sustainable Living  3 hours
This course explores the intersection of religion and sustainable living through engagement with the disciplines of biblical studies, systematic theology, theological ethics, and contemporary agrarian thought. Prerequisite: RL100 or ID2xxRL.

RL360* Constructive and Contextual Theology  3 hours
A course designed to equip students to analyze, understand, and evaluate trends in Christian theology from 1914 to the present. The course introduces the themes and methods of modern theological thinking, from Barth and Tillich through liberationist, feminist, Black, womanist, postmodern, Roman Catholic, and evangelical theologies. Focusing on discussion and writing, this course aims to help students think about themselves as theologians and to consider the cultural implications of their theological choices. Prerequisite: RL100, ID102RL, or Permission of Instructor.
RL370* Science and Theology: Friend or Foe?  3 hours
An exploration of the methods and models used to characterize the relationship between science and religion, including Barbour’s fourfold typology, Ayala’s nonoverlapping magisteria, Russell’s creative mutual interaction, and van Huyssteen’s postfoundationalism. The course will focus on a particular problem in current work between theology and science such as evolutionary theory, big bang cosmology, divine action and quantum mechanics, or emergence and complexity theory. Prerequisite: RL100, ID102RL, or Permission of Instructor.

RL380* Political Theology  3 hours
An examination of 20th and 21st century theologians who have looked intimately at the relationship between ethics, politics, and theology. The course will include the work of Gustavo Gutierrez, Johann Metz, Reinhold Niebuhr, Simone Weil, and Stanley Hauerwas. Prerequisite: RL100, ID102RL, or Permission of Instructor.

SCIENCE
Lockyear, McCormick, McDonald, Morris

SC120 Science Seminar I  1 hour
This course provides first-year and newly declared biology and chemistry majors (and students considering majoring in biology or chemistry) an opportunity to learn about the expectations and requirements for the biology and chemistry degrees. Topics covered will include information about careers in science, strategies for success, expectations for professional behavior, scientific ethics, and co-curricular opportunities. An important component of the course is the introduction to the student portfolio. Normally offered second seven weeks.

SC125 Science Seminar II  1 hour
This course provides Sophomore-level biology and chemistry majors an opportunity to further develop their scientific writing skills, knowledge of the process of science, and their understanding of the social context of science. An important component of the course is the continued development of the student portfolio. Prerequisites: Completion of two 100-level or above biology (BI) or chemistry (CH) courses, or permission of the instructors. Normally offered second seven weeks.

SC225 Science for Elementary Teachers  3 hours
This is a course for elementary preservice teachers to develop an understanding of science as a process that is used to examine and interpret natural phenomena by generating and evaluating scientific evidence and explanations. Students will explore a range of topics, and engage in scientific practices and observations relevant to content knowledge and scientific understandings of the world. Prerequisite: ED100 or consent of education department chair.

SC320 Science Seminar III  1 hour
This course provides Junior-level biology and chemistry majors (and students who have completed a previous Science Seminar class) an opportunity to further develop their knowledge about careers in science, scientific writing & communication, the process of science, professional behavior, scientific ethics, and summer research opportunities. An important component of the course is the continued development of the student portfolio. Normally offered first seven weeks, every Spring.

SC325 Science Seminar IV  1 hour
This course provides Senior-level biology and chemistry majors (and students who have completed previous Science Seminar classes) an opportunity to further develop their scientific writing skills, knowledge of the process of science, and their understanding of the social context of science. An important component of the course is the continued development of the student portfolio. Prerequisites: Biology and Chemistry majors scheduled to graduate in the current academic year. Normally offered first seven weeks, every Fall.

SC365 Forensic Science  3 hours
The student will study forensic theories and practices including techniques of investigation. Topics include major criminalistics techniques that include physical evidence left at the scene of a crime, i.e. fingerprints, DNA, blood spatters, shoe prints, and drug analysis. Normally offered every Interterm.

SC365L Forensic Science Laboratory  1 hour
This laboratory course enhances the material covered in the SC365 Forensic Science course by providing hands-on experiments related to typical methods of analysis used by forensic scientists. SC365 must be taken prior to or concurrently with this course; however, this course is an elective that need not be taken by students who are enrolled in, or who have completed, SC365. Normally offered every Interterm.
SERVANT LEADERSHIP
Mullen, Ring

SL101 Servant Leadership Freshman Experience I 1 hour
This is the first semester freshman course for students in the Servant Leadership Minor. The course will revolve around Robert Greenleaf's essay “The Servant as Leader” and the ten characteristics of a servant leader. Students will discuss the characteristics and activities of servant-leaders and review examples which show how individual efforts, inspired by vision and a servant ethic, can make a substantial difference in the quality of society. Students will use this time to set goals and develop their e-Portfolio on Foliotek.

SL102 Servant Leadership Freshman Experience II 1 hour
This is the second semester freshman course for students in the Servant Leadership Minor. The course will revolve around Robert Greenleaf’s essay “The Servant as Leader” and the ten characteristics of a servant leader. Students will discuss the characteristics and activities of servant-leaders and review examples which show how individual efforts, inspired by vision and a servant ethic, can make a substantial difference in the quality of society. Students will use this time to set goals and develop their e-Portfolio on Foliotek.

SL201 Servant Leadership Sophomore Experience I 1 hour
This is the first semester sophomore course for students in the Servant Leadership Minor. The course will revolve around Robert Greenleaf’s essay “The Institution as Servant.” Students will discuss how trustees and other leaders can care about institutions and all the people that institutions touch; employees, customers, business partners, communities, etc. Students will use this time to set goals and develop their e-Portfolio on Foliotek.

SL201 Servant Leadership Sophomore Experience II 1 hour
This is the second semester sophomore course for students in the Servant Leadership Minor. The course will revolve around Robert Greenleaf’s essay “The Institution as Servant.” Students will discuss how trustees and other leaders can care about institutions and all the people that institutions touch; employees, customers, business partners, communities, etc. Students will use this time to set goals and develop their e-Portfolio on Foliotek.

SL301 Servant Leadership Junior Experience I 1 hour
The purpose of this course is to plan and develop a servant leadership project that will make other people’s lives better. Students will participate in “The Intentional Entrepreneur” which will help each student become aware of both the emotional and practical aspects of spearheading a project. Each student will be required to develop a Servant Leadership Project that they will put into place and run during their Senior Seminar. Emphasis will be given to projects that are connected to the Four Centers of Excellence. Students will also use this time to set goals, discuss their interdisciplinary course and develop their e-Portfolio on Foliotek.

SL302 Servant Leadership Junior Experience II 1 hour
This course is a continuation of LD301. The purpose of this course is to plan and develop a servant leadership project that will make other people’s lives better. Students will participate in “The Intentional Entrepreneur” which will help each student become aware of both the emotional and practical aspects of spearheading a project. Each student will be required to develop a Servant Leadership Project that they will put into place and run during their Senior Seminar. Emphasis will be given to projects that are connected to the Four Centers of Excellence. Students will also use this time to set goals, discuss their interdisciplinary course and develop their e-Portfolio on Foliotek.

SL401 Servant Leadership Senior Experience I 1 hour
This course is designed to assist the students in implementing their servant Leadership Project that was developed in LD301. Each student will have the goal of implementing a project that will add to the common good for many future years. Each student will meet weekly with the professor and other advisors to review the implementation steps and discuss goal attainment. This course would normally be taken in the senior year. Students will also use this time to set goals, discuss their interdisciplinary course and develop their e-Portfolio on Foliotek.

SL402 Servant Leadership Senior Experience II 1 hour
This course is a continuation of LD401 and is designed to assist the students in implementing their Servant Leadership Project that was developed in LD301. Each student will have the goal of implementing a project that will add to the common good for many future years. Each student will meet weekly with the professor and other advisors to review the implementation steps and discuss goal attainment. This course would normally be taken in the senior year. Students will also use this time to set goals, discuss their interdisciplinary course and develop their e-Portfolio on Foliotek.
SOCIOLOGY
Pigge

SO101 Principles of Sociology 3 hours

SPANISH
Van Tassel
*Alternate year course

SN121 Elementary Spanish I 3 hours
This course emphasizes the essentials of Spanish grammar and the development of the four basic skills: listening, speaking, reading and writing. Hispanic culture will be introduced.

SN122 Elementary Spanish II 3 hours
A continuation of the emphasis in Spanish 121. Prerequisite: SN121 or equivalent.

SN221 Intermediate Spanish I 3 hours
Speaking Emphasis. This course is an introduction to selected literary and cultural readings in Spanish with emphasis on oral discussion. In addition, the course will also offer a continued study of SN221, Spanish Grammar. Prerequisite: SN122 or equivalent.

SN222 Intermediate Spanish II 3 hours
Writing Emphasis. This course is a continuation of Intermediate Spanish I with the emphasis shifting to writing. Prerequisite: SN221 or equivalent.

SN321* Spanish Conversation and Composition 3 hours
This course is designed to develop further the students’ abilities to express themselves in Spanish orally as well as in written form on the basis of selected readings and topics. In addition, a concise review of Spanish grammar will be presented. Knowledge of Hispanic culture will be expanded. Prerequisite: SN221 and 222 or equivalent.

SN324 Introduction to Hispanic Literature and Culture 3 hours
This course is designed to introduce advancing language students to Hispanic literature and culture. Students will become familiar with literary concepts and authors in order to enhance their understanding of the origins and development of Hispanic culture. Readings will include short stories, poems, and selections from novels. Reading topics will include issues relevant to Hispanic culture such as its origins, religion, family structure, customs, beliefs, educational systems, and present influence in the United States. Students will also be introduced to contemporary Hispanic culture through the use of film, music, art and current news media. Prerequisite: SN221 and 222 or equivalent.

SN350* Hispanic Literature 3 hours
Spanish 350 is designed to enhance the students’ knowledge of important literary works from Spain and/or Latin America. Students will further develop their understanding of literary movements, works, themes, and authors. Special attention will be given to Latin American authors such as Jorge Luis Borges, Juan Rulfo, Julio Cortazar, Gabriel Garcia Marquez, and Jose Donoso. Readings will include short stories and selections from Hispanic novels. Prerequisite: SN324.

SN355* Hispanic Poetry 3 hours
Spanish 355 is a survey of important poetic works from Spain and/or Latin America. Students will develop an understanding of the various literary movements, works, themes, authors, and techniques associated with Hispanic poetry. Readings will focus on such authors as Jorge Guillen, Federico Garcia Lorca, Jorge Luis Borges, Pablo Neruda and Octavio Paz. Prerequisite: SN324.

SPECIAL EDUCATION
Schottler, Graber (KICA Academic Programs faculty)

SE210 Introduction to Infants, Children, and Youth with Special Needs 3 hours
This class is a survey of federal and state mandates for special education, including an overview of categorical exceptionalities delineated in the laws; service delivery systems; advocacy groups; the concept of least restrictive alternatives; and the purpose and function of the IEP and IFSP. The course is designed to introduce all preservice teachers to mild and moderate handicapping
conditions of children enrolled in regular education. The course also serves as a foundation for special education majors. Offered each semester at Bethany. Prerequisite: ED100 or consent of education department chair.

**SE310 Foundations for Special Education Services**  
4 hours  
This course addresses historical perspectives and current practices (Module A), laws, regulations, and policies governing practice (Module B), and affects of individual differences, language, and culture on educational performance (Module C). The course includes a supervised field experience (Module D). Concurrent Modules A-D.

**SE315 General Methods for Special Education Services**  
4 hours  
This course addresses assessments used for eligibility, placement, and curricular decisions (Module A), the special education process from pre-identification through individual program implementation (Module B), and effective collaboration and communication skills with diverse learners, families, colleagues, and community stakeholders (Module C). The course includes a supervised field experience (Module D). Concurrent Modules A-D. Prerequisite: SE310. This course provides a beginning study of ASL structure and teaches ASL, a visual-gestural language, using second language teaching techniques and learning strategies. American Sign Language is the sign language of the deaf community in the United States. No prerequisites. This class is intended as an elective education course and is a prerequisite to SE322. Students may enroll for full credit only.

**SE321 Grades K-6 Methods for Special Needs**  
5 hours  
This course addresses IEP implementation using evidence-based practices at the K-6 level. Topics of study include lesson planning for students with special needs, the learning environment, reading/writing intervention with progress monitoring, and adapting methods and materials. This course includes a supervised field experience with children in grades K-6 who have an identified disability with Reading/Writing Intervention. Prerequisites: SE310 and SE315.

**SE322 Intermediate American Sign Language**  
2 hours  
This course provides an intermediate study of ASL structure and teaches ASL, a visual-gestural language, using second language teaching techniques and learning strategies. American Sign Language is the sign language of the deaf community in the United States. SE320 is a prerequisite. This class is intended as an elective education course. Students may enroll for full credit only.

**SE341 Grades PreK-3 Methods**  
5 hours  
This course addresses IEP implementation using evidence-based practices at the PreK-3 level. Topics of study include lesson planning for students with special needs, the learning environment, reading/writing intervention with progress monitoring, and adapting methods and materials. This course includes a supervised field experience with children in grades PreK-3 who have an identified disability with Reading/Writing Intervention. Prerequisites: SE310 and SE315. Offered fall semester only.

**SE345 Behavior Management**  
2 hours  
This course addresses culturally sensitive methods for preventing and intervening with problem behavior. Topics include school-wide discipline systems, classroom management, social skills instruction, student support meetings (Module A) and functional analysis, non-aversive intervention, and behavior intervention plans (Module B).

**SE361 Grades 6-12 Methods for Special Needs**  
5 hours  
This course addresses IEP implementation using evidence-based practices at the 6-12 level. Topics of study include lesson planning for students with special needs, the learning environment, reading/writing intervention with progress monitoring, and adapting methods and materials. This course includes a supervised field experience with children in grades 6-12 who have an identified disability with Reading/Writing Intervention. Prerequisites: SE310 and SE315. Offered fall semester only.

**SE380 Topics in Special Education: (variable secondary title)**  
1 hour  
This course will focus on bringing students up to date on current methods, changes in the field of special education, and new information related to the characteristics of children and youth with special needs. With consent of advisor.

**SE381 Grades 4-12 Methods**  
5 hours  
This course addresses IEP implementation using evidence-based practices at the 4-12 level. Topics of study include lesson planning for students with special needs, the learning environment, reading/writing intervention with progress monitoring, and adapting methods and materials. This course includes a supervised field experience with children in grades 4-12 who have an identified disability with Reading/Writing Intervention. Prerequisites: SE310 and SE315. Offered spring semester only.
SE431 Grades K-6 Clinical Experience 5 hours
This course is a supervised teaching experience with a special educator who provides services for elementary level students with high-incidence learning needs. The preservice teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites SE210, 310, 315, 321, 331, and 345. Concurrent or subsequent semester SE499.

SE433 Grades K-6 Internship 4-5 hours
This course is a supervised teaching experience with an on-site mentor who provides or supervises services for elementary level students with high-incidence learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades K-6 adaptive endorsement or for students who have completed a special education clinical experience. Prerequisites: SE210, 310, 315, 321, 331, and 345. Concurrent or subsequent semester SE499.

SE451 Grades PreK-12 Clinical Experience 5 hours
This course is a supervised teaching experience with a special educator who provides services for any of the grades PreK–12 level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SE310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SE499.

SE453 Grades PreK-12 Internship 5 hours
This course is a supervised teaching experience working with an on-site mentor and/or evaluator. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for the student hired on a waiver teaching in his/her own classroom. The intern will apply knowledge from all coursework and learning experiences to appropriately adapt and modify learning; manage students and classroom environment being culturally-sensitive to student and family differences; align and implement learning with IEP goals; assess learning; develop and implement academic and behavior intervention plans based on assessments and best practices; develop a case study/IEP, plan, implement, and evaluate lessons; plan and implement appropriate transitions, education and services for the specified grade level (PreK-12)/ages of students; and practice systematic self-evaluation. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499.

SE471 Grades 6-12 Clinical Experience 5 hours
This course is a supervised teaching experience with a special educator who provides services for secondary level students with high-incidence learning needs. The preservice teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SE210, 310, 315, 345, 361 and 371. Concurrent or subsequent semester SE499.

SE473 Grades 6-12 Internship 4-5 hours
This course is supervised teaching experience with an on-site mentor who provides or supervises services for secondary level students with high-incidence learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades 6-12 adaptive endorsement or for students who have completed a special education clinical experience. Prerequisites: SE210, 310, 315, 345, 361, and 371. Concurrent or subsequent semester SE499.

SE499 Capstone Issues 1 hour
This course is designed to provide students with an opportunity to reflect on their clinical experience or internship and professional role with peers, KICA Academic Programs faculty, and special educators. Topics of discussion include professionalism, ethical issues, advocacy, diversity, and resources. Prerequisites: SE210, 310, 315, 321 & 331, 345, or 361 & 371. Concurrent or previous semester: SE431 or SE471 (or comparable internship).

SE578 (graduate level) Topics in Special Education: (variable secondary title) 1 hour
This course will focus on bringing the students up to date on current methods, changes in the field of special education, and new information related to the characteristics of children and youth with special needs. With consent of advisor.
**STUDY ABROAD** - See Experience-Based Education, General Offerings, Study Abroad, pages 137-138.

**SWEDISH**

Van Tassel

**SV131 Elementary Swedish I**

This course emphasizes the essentials of Swedish grammar and the development of the four basic skills: listening, speaking, reading and writing. Swedish culture will be introduced.

SV132 Elementary Swedish II

A continuation of the emphasis in Swedish 131. Prerequisite: SV131 or equivalent.

**THEATRE**

LeGault

*Alternate year course

**TH110* Introduction to the Theatre**

An introduction to all aspects of the theatre and to the unifying principles of a theatrical production. The course explores the roles and functions of all members of a production team with special emphasis on playwright, director, designers, and actors. Students read a number of plays, and participate in the Bethany College theatre program and in-class scenes.

**TH111 Acting**

An introduction to the basic tools of acting. The course offers a variety of means by which actors may better understand and embody the characters they play. Coursework includes character and scene analyses, improvisations, physical/vocal exercises, and several substantial performances. Students will also learn to apply basic stage makeup, age makeup, and effects makeup.

**TH125/225/325 Theatre Practicum**

Theatre Practicum is a course designed to provide hands-on training/experience through participation in a theatre production in one of more of the following ways: 1) Performance; 2) Technical and Management Crews (set construction, set painting, lighting, props and props construction, costumes, sound; stage manager; front of house—i.e., house manager, usher, tickets; publicity).

**TH/MU205* Musical Theatre**

A survey of the evolution of the American musical from the 19th century to the present. The class will also explore the rise of the British musical and its impact of the American form.

**TH211 Introduction to Play Analysis**

Students will develop skills in analyzing plays to discover how they work. Using David Rush’s A Student Guide to Play Analysis as a guiding text, students will read and analyze five to six plays that provide a strong cross-section of dramatic literature. The plays will be considered from both an academic and a production perspective.

**TH208/308* Interterm Musical Theatre**

The class will build, rehearse and present a production of a play. The course will be configured according to specific production circumstances ranging from ensemble production (one section) to musical theatre production (acting section, technical section and music section). The student will be introduced to, or develop skills in the various theatre crafts. Level of course will be assigned according to difficulty of production responsibilities. *Into The Woods* (musical), *A Funny Thing Happened on the Way to the Forum* (musical), and *Jesus Christ, Superstar* (musical) have been presented during the first weekend of spring semester. (Recurring Interterm course).

**TH212* Stagecraft**

An introduction to principles of all the design and technical elements in theatre work scenery, lighting, costuming, make-up, properties, sound and stage managing. The course emphasizes practical work and includes required “laboratory” time and production responsibilities.

**TH300 Eligibility for Alpha Psi Omega**

In addition to completion of the other courses, a student seeking endorsement in speech and theatre must earn enough points to be eligible for admission (not necessary to be admitted) into Alpha Psi Omega, the theatre honorary society. A portion of those points must be earned by working a running crew (not including make-up), or, preferably, by serving as assistant director/stage manager.
TH305 Dramatic Writing I: The Short Play  3 hours
TH305 is a workshop course that provides an introduction to the art and craft of writing for the stage. Students will gain an understanding of basic elements of playwriting through reading and discussing short plays. They will put what they learn into practice through writing exercises and the writing of the three ten-minute plays, the last of which will be performed for the public. An introduction to all aspects of the theatre and to the unifying principles of a theatrical production. The course explores the roles and functions of all members of a production team with special emphasis on playwright, director, designers, and actors. Students read a number of plays, and participate in the Bethany College theatre program and in-class scenes.

TH320* Theatre History  3 hours
A survey of theatrical practice from the Greeks to the present, with an emphasis upon dramatic literature. A unit of the course is devoted to non-Western theatre and drama. Prerequisite: TH110 or consent of instructor.

TH330* Directing  3 hours
An advanced course focusing upon the theory and practice of directing a play. The course emphasizes practical experiences and requires a fully staged directing project of each student. Prerequisites: TH110, TH111, and TH212. Some prerequisites may be waived with consent of instructor.

TH350* Dramatic Writing II: The Full-Length Play  3 hours
This class will explore dramatic structure and the basic principles of playwriting and apply them to the writing of a full-length play. Through a combination of class discussion, the reading and discussion of short and full-length plays (including student written work), and specific writing projects and exercises, students will write two (2) drafts of a complete full-length play, roughly 90 to 120 minutes in length. The completed plays will be read in class as part of the final project. One or more of the student-written plays may be considered for public production in the Burnett Center as readings, staged readings, or, in some cases, produced as a student-directed project. Prerequisites: EN101, TH111, TH305 or their equivalents, or consent of instructor.

WOMEN’S AND GENDER STUDIES
Fox

WG195 Introduction to Women’s and Gender Studies  3 hours
This course is designed to offer students an overview of the field of Women’s and Gender Studies, and it serves as the foundation for the Women’s and Gender Studies minor at Bethany College. As this field is interdisciplinary, this course introduces students to the range of scholarship from various departments and epistemological perspectives that are engaged in promoting the discipline, ranging from the humanities, to the social sciences and beyond.

Interdisciplinary Course Offerings 2019-20
Fall 2019

ID201 Interdisciplinary Topics – Research Intensive, 3 hours

Women And Leadership
As you learn and grow at Bethany, you must take stock of things you’ve learned and where you’re going when you enter into post-college adulthood. How will you make choices to lead, work, love, and play? What role will your own gender play in your story of leadership, work, and life? What role has your gender already played in your choices and experiences as you have taken your educational pathway, explored vocational choices, got involved in formal and informal leadership, and anticipated a transition to your post-college life? Will you be able to determine your future or will cultural and institutional forces beyond your control shape the options that you have and the choices you make based on your gender? Will you do something different or follow the lead of those who came before you?
In this course we will explore these enduring questions. While we focus on gender broadly speaking, a significant amount of our time is reserved to focus specifically on women and leadership because women have faced special challenges moving into top organizational and leadership roles. The lessons built through this class provide you with an opportunity for reflection as you move closer to being a Bethany graduate. This course seeks to help women and men to build and lead organization where employees, regardless of gender or other differences are able to flourish and reach their full potential.
This course will fulfill the Research Intensive requirement of the Interdisciplinary Experience.
ID202 Interdisciplinary Topics – Religious Literacy, 3 hours

*From Flying Lotus to Keeping Kosher: Experience of the Body in Religious Practice*
This course surveys practices of various world religions that involve the movement and/or posturing of the body toward spiritual ends, as well as examining dietary practices, the liturgical-sacramental usage of drugs, and experiences with music in religious contexts. It will also consider the experience of suffering or otherwise marginalized bodies in religious contexts. As an interdisciplinary course, it surveys these practices through the lenses of theology and religious studies on the one hand, and those of physiology and nutrition science on the other hand. As a course dedicated to experiential learning, at least one course session per week will be devoted to participating in practices such as yoga, walking meditation, praying the labyrinth, and communal meals. Please do not take this course if you are not willing, with select accommodations made upon approval of the instructor, to participate in these experiences. Furthermore, you may wish to consult with your doctor as to whether or not it will be beneficial for you to take a course involving physical exercise. Finally, as a course devoted to fostering interfaith understanding and developing interfaith leaders, it will not only cultivate religious literacy, but will also help students move from thinking in terms of diversity toward thinking in terms of fruitful pluralism.

This course fulfills the Religious Literacy Intensive requirement of the Interdisciplinary Experience.

Comedy and Religion
This course investigates the critical intersections of religion and comedy using knowledge acquired from a variety of disciplines, most notably religion, theater, communications, history, and sociology. It equips students to ask complex questions and analyze debates about the uses of religion in comedy, including how both religion and comedy (can) disarm people to approach difficult topics.

This course fulfills the Religious Literacy requirement of the Interdisciplinary Experience.

ID203 Interdisciplinary Topics – Writing Intensive, 3 hours

*What If...? History and its Alternatives*
The world as we know it is sometimes rooted in a single moment or decision. This course looks at three separate works of alternative US history, examining their historical contexts and the causal factors that made history turn one way and not another.

This course fulfills the Writing Intensive requirement of the Interdisciplinary Experience

Attitude Check
This course will introduce three major philosophical worldviews—Premodernism, Modernism, and Postmodernism—which “frame” and shape our assumptions and understanding of how life in the world works. We will be learning about these philosophical “attitudes” through both philosophical readings and various stories (including movies and a novel). Students will explore evidence of these three attitudes in their own lives through discussion and a series of essays.

As a writing intensive interdisciplinary course in Bethany’s Core Integration Program, this class will continue the studies you began with ID 101 and subsequent ID courses. In other words, we’ll be exploring and integrating ideas, and in doing so practice critical thinking—that is, asking the how and why questions underlying our day-to-day lives. Reading and writing will be central to the course—and you can expect to practice verbal communication, also, in the form of regular classroom discussions about the reading material.

This course fulfills the Writing Intensive requirement of the Interdisciplinary Experience.

ID205 Interdisciplinary Topics – Religious Literacy and Writing, 3 hours

*Not My Religion*
The influence of media, both traditional and non-traditional news outlets, is unquestioned; there is no exception to this maxim when the media outlets are addressing events or persons with significant religious import. The soundbites provided by such news coverage shape public perception of religious traditions and religious persons. In the study of religion, however, we emphasize that religious traditions and persons cannot be reduced to simple soundbites. Moreover, these oversimplifications risk creating public biases that both erodes trust in the media and can undermine efforts to live peacefully with one another in a pluralistic society. This course will examine the generation and perpetuation of biases and misconceptions regarding Christians, Muslims, and Atheists as three distinct groups of persons who orient around religion quite differently. (3 Credit Hours, ID101 Prerequisite).

This course fulfills the Religious Literacy and Writing requirements of the Interdisciplinary Experience
ID206H Interdisciplinary Topics – Research and Writing Intensive, 3 hours

*Is Big Brother Watching You? Surveillance, Technology, and Imagination*

Do you ever feel like somebody’s watching you? This course intersects imaginative and practical applications of surveillance to give students access to techniques and technology while also asking them to think about the ethics and consequences of surveillance. It will give students hands-on experience with modern surveillance techniques in a variety of channels. This class will also expose students to how fiction (books, music, tv, and other media) uses imagined surveillance technology to ask questions about who we dream of being and what we are afraid of becoming. Students will be challenged to explore positions on the use of surveillance, and to persuade an audience in structured debates. They will research and write about the complexities and competing interests circulating in contemporary discussions of surveillance. The purpose of the course is to practice discovery and integration, research, analytical reasoning, and communication skills.

This course fulfills the Research and Writing Intensive requirement of the Interdisciplinary Experience.

**Interterm 2020**

ID201 Interdisciplinary Topics – Research Intensive, 3 hours

*The Continuing Legacy of the Civil War*

This course is a study of the origins and impacts of the fratricidal conflict known as the American Civil War. We will study the political, economic, and cultural divisions that formed in the antebellum period and coalesced into a sectional strife by the 1860s that destroyed more 2% of the nation’s population. Major themes that we will discuss include slavery and emancipation, liberty and tyranny, union and secession, and war and peace. We will try to understand what caused the war in the first place and led millions of Americans to fight one another in an ever-increasing bloody battle as well as the continuing debate over the war’s impact in our social and political traditions.

This course will fulfill the Research Intensive requirement of the Interdisciplinary Experience.

Spring 2020

ID201 Interdisciplinary Topics – Research Intensive, 3 hours

*Leadership Wrapped in Art*

Leadership Wrapped in Art is a 3-credit hour course that examines who owns culture and production within diverse populations internationally, and introduces issues of ethical integrity unique to the arts. The course surveys many facets management in visual arts as preparation for work in non-profit museums/galleries commercial galleries, and working within communities generating projects of impermanence such as performance, social practice and generosity works, pop-up exhibitions, and online art projects.

This course will fulfill the Research Intensive requirement of the Interdisciplinary Experience.

ID201H Interdisciplinary Topics – Research Intensive, 3 hours

*Scientific Skepticism and the Human Experience*

The purpose of this course is to introduce students to the methods of critical analysis. Students will then learn to apply these methods to claims about reality in general, demonstrating the value of a skeptical approach to human experience in all disciplines. This course will also introduce students to common flaws in critical reasoning and their impact on human judgement and decision-making. Students will explore these topics through readings, class discussion, and case studies.

This course will fulfill the Research Intensive requirement of the Interdisciplinary Experience.

ID203 Interdisciplinary Topics – Writing Intensive, 3 hours

*Space and Place*

In this writing intensive course, students will spend the semester exploring how particular places and spaces shape people and how people shape places, even in an age of digital nomadism. Through reading and writing, you will “map” the campus and Central Kansas, as well as your home regions and cities. Guests to the class will invite you to “see” these places from multiple perspectives—as artists, scientists, theologians, musicians, travelers. We will explore through writing how the places and spaces we live in make us who we are.

This course fulfills the Writing Intensive requirement of the Interdisciplinary Experience.
**Math, Madness, & the Imagination**

Math can seem like the most sensible of subjects. 2+2=4 is a standard example of obvious, tangible, irrefutable logic. However, upon closer inspection the rules and shape of mathematics and how we use it to see the world quickly slip and slide, sometimes even into madness. The premise of this class will be exploring how math is both representative of the logical and the illogical, the ordinary and the fantastic, the sane and the mad. By reading books that use math to imagine salvation, dystopia, and sanity we will explore how math creates and reflects worldviews. By examining the lives of famous mathematicians and their math, we will see how the stories we tell about math and the stories we tell about people intersect.

**This course will fulfill the Writing Intensive requirement of the Interdisciplinary Experience.**

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**ID204 Interdisciplinary Topics – Religious Literacy and Research, 3 hours**

**Give Me Sex, Jesus!**

This course will explore the topic of sex and sexuality focusing mainly on Christianity and the Bible and how this has shaped our values, beliefs attitudes and expectations; for better or worse? The class will cover topics such as purity, shame, sin, homosexuality, abuse, gender roles and evolution. Students will be asked to analyze their beliefs and perhaps challenge what they have always been told about sex and the Bible.

**This course fulfills the Religious Literacy and Research requirements of the Interdisciplinary Experience**

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**ID205H Interdisciplinary Topics – Religious Literacy and Writing, 3 hours**

**Word**

This course will explore the religiosity and poetics of hip-hop. Although hip-hop is not typically associated with religion and poetry, we will explore the connections and influences between these three seemingly disparate areas.

**This course fulfills the Religious Literacy and Writing requirements of the Interdisciplinary Experience**

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**ID206 Interdisciplinary Topics – Research and Writing Intensive, 3 hours**

**The Economics and Politics of Water**

This course focuses on the topic water in order to explore the complicated economic and political relationships which characterize the natural resource which is most essential to life. The course will focus on two particular case studies—the use of Ogallala Aquifer for agriculture in Western Kansas and the lead poisoning water crisis in Flint, Michigan. In studying these two examples, we will necessarily explore water rights, water policies, water ownership, and the complex nature of human water use. As a writing- and research-intensive course, the purpose of “ID206-The Economics and Politics of Water” is to practice and strengthen critical and analytical thinking, academic research, and effective communication strategies.

**This course fulfills the Research and Writing Intensive requirement of the Interdisciplinary Experience.**
VII

Spiritual Development
VII. SPIRITUAL DEVELOPMENT

MISSION STATEMENT

The Spiritual Development mission is to provide opportunities for deeper understanding, conversation, and action about one’s faith and spiritual growth in a liberating and empowering setting that is sustained by our Lutheran identity.

Life at Bethany is lived at the intersection of faith, learning, and service. Our Lutheran identity informs the way we learn, live, and serve.

The way we learn:
- Faith and values are clarified and reflected upon in the context of learning; learning is inspired by faith and service. (Informed faith. Inspired learning.)
- We are free to ask the deep questions of meaning, purpose, and value – including who is God, who am I, who is my neighbor, and how am I being called to serve?

The way we live:
- We welcome all people as persons of worth, respecting and inviting different viewpoints and perspectives on issues of faith and life.
- We challenge the assumptions of our day.
- We live gratefully, with compassion and forgiveness.
- Worship and music are central to our life as a community of faith, learning, and service.

The way we serve:
- Discernment of vocation empowers us to discover our gifts and talents to serve the needs of the world.
- We work for peace and justice in our community and in the world.
- We honor the Earth, living as partners with all creation.
- We are freed by God in Christ for service to our neighbor.

DEAN OF SPIRITUAL AND CONGREGATIONAL DEVELOPMENT (CAMPUS PASTOR)

The Campus Pastor supervises and coordinates the religious life of the college. The pastor is ordained in the Evangelical Lutheran Church in America and is called to serve all individuals in the community - students, faculty, and staff - regardless of their religious affiliation. The Campus Pastor’s office is located in the J.E. & L.E. Mabee Welcome Center. The Campus Pastor works closely with the College Counselor in providing personal counseling services, and is also available for personal conferences, working with campus organizations and facilitating various interest groups.

CHAPEL SERVICES

Chapel services are scheduled at 10:30 a.m. in the Bud Pearson Swedish Chapel of the J.E. & L.E. Mabee Welcome Center on Monday, Wednesday, and Friday.

The purpose of these services is to provide an opportunity for the college community to gather on a regular basis to give thanks, celebrate its faith, and reflect on the meaning of life. Individual students, faculty, staff, area pastors, and groups of persons from both within and outside the College community, may assist the Campus Pastor in conducting chapel services. Students interested in planning, leading, and participating in chapel services are particularly urged to contact the Campus Pastor.

PEER MINISTRY

Peer Ministers are students who reach out to other students to help them find their place at Bethany. Peer Ministers take an academic course which provides training in communication, listening, welcoming, confidentiality, making referrals, and decision-making skills.

CAMPUS MINISTRY OPPORTUNITIES

The Campus Ministry Program of Bethany College is planned in cooperation with other campus programs and organizations to provide opportunities for the college community to express and to grow in faith. Participation in religious activities is encouraged rather than required; responsible decision-making about one’s own spiritual life is seen as an important part of spiritual growth. Religious programming is flexible, designed to meet the expressed needs and interests of students. The ministry of the Campus Pastor, chapel services, planned religious activities, and the ministries of local congregations provide a framework within which students can explore their own faith and values. They provide channels through which students can develop and express their own leadership skills in ministry and service.

Other religious groups and activities open to student participation are:

Chapel Choir: Chapel Choir is open to all students interested in exploring a wide range of choral literature. In addition to concert performances, Chapel Choir sings regularly in Chapel worship and regional church services. They rehearse three times each week (MWF, 12-12:50 p.m.) and occasionally combine with College Choir to perform large works. No audition is required to join Chapel Choir.

Chi Alpha: Chi Alpha (women) and Alpha Omega (men) Christian Fellowship Groups provide opportunities for fellowship, study, service and spiritual growth. All students are welcome to join.

Festival Worship Services: Worship services are scheduled throughout the year to celebrate special events on campus and Holy Days in the Church year. These services include Thanksgiving, Christmas Vespers, Ash Wednesday, and Maundy Thursday. Students are active in worship planning and leadership.
OTHER ACTIVITIES

In addition to those already listed, there are Bible study groups, retreats, special emphasis days, and guest speakers, all of which help to deepen faith and growth in spirit.
VIII. STUDENT DEVELOPMENT

MISSION STATEMENT

Student Development’s mission is to foster the development of the whole person—mind, body and spirit—according to the rubric expressed in the mission and values of the College—namely Integrity, Hospitality, Community, Servant Leadership, Sustainability, and Excellence. We will do this by providing care, direction, activity, and education in all areas of students’ lives outside the classroom. In our areas of influence, we seek specifically to provide students with a rich, dynamic environment in which the intellectual, social, spiritual, and moral spheres of life reinforce one another.

VISION STATEMENT

Our vision is that graduating students and alumni will regard their co-curricular experiences as one of the best aspects of their time at Bethany College. The foundation of these experiences relies upon the creation of meaningful, formative and shared experiences for students, so they make connections, value the opportunity, develop a sense of belonging, and persist to graduation.

This will be accomplished through a variety of programs and services offered by various departments within the Division of Student Development. Student Development, in collaboration with strategic constituencies across campus, will play a key role in articulating and celebrating the core identity of the institution by intentionally moving towards establishing a culture in keeping with the school’s core values. This movement will enable all constituencies and stakeholders (faculty, staff, students, and the Lindsborg community itself) to move in the same direction so as to contribute to a uniquely “Bethany” educational experience.

EXPECTATIONS OF STUDENTS

Bethany College students are expected to act responsibly. Once they are accepted to Bethany College, students agree to abide by the rules and regulations of the college. The Student Handbook, www.bethanylb.edu/studenthandbook, gives detailed information about the rules and regulations. Failure to abide by these rules and regulations is considered grounds for disciplinary action. A student who violates a criminal or civil law which interferes with or adversely affects the college may be subject to campus disciplinary action as well as civil sanctions.

STUDENT DEVELOPMENT OFFICE

The programs and services related to student development are administered through the Office of Student Development located in Pihlblad Memorial Student Union.

RESIDENTIAL EDUCATION AND SERVICES

The vision of the Bethany College Office of Residential Education and Services is to facilitate the development of our residents within living and learning communities. We provide quality programs and services that promote personal growth, foster understanding of human diversity, and encourage academic success.

Within this vision, Bethany College relies on each residential student to become an active member of their community. The goal is to have a community that assists each student: to feel a common identity, experience a common bond with fellow students, hold one another accountable and responsible, protect the rights of one another, and facilitate personal, spiritual and professional growth. This process is accomplished by providing an experienced and educated staff, setting rules and regulations, and offering engaging programs and services.

Bethany College believes that the best education of the student as a whole person takes place when the student experiences the entire campus life. This can only take place when the student lives on campus. Thus, all full-time Bethany College students are required to live in campus housing. Students may apply to live off-campus if they are 22 years of age or older. Application is not a guarantee that you will be granted the opportunity to live off campus.

Moving off-campus after the first day of classes will result in a prorated refund of the board plan and no refund of room charges. Students must be registered for at least 12 semester hours in order to reside in a residence hall unless permission is granted by the Office of Student Development/Residential Education and Services.

All rooms on the Bethany Campus are provided with the appropriate number of x-long twin beds, desks, desk chairs, dressers, and closets. Wireless internet access is provided throughout each hall.

We encourage students, once roommate assignments are made, to contact each other to make plans on what to bring to campus. Apartment size refrigerators, microwave ovens and television sets are permitted in the residence halls. Students may also want to bring: sheets, pillows, towels, fans, bathroom items, a smile, laundry basket and detergent, their favorite music, their sense of humor, a lamp, academic materials, a trash can, games, clothes, energy, posters, photos, and most importantly, themselves.

Students seeking to file for accommodative services are encouraged to contact the Student Development Office about any access concerns they might have regarding campus residence. Bethany College is committed to serving students with special needs, whenever possible.

The college assumes no responsibility for personal possessions of students. Students are encouraged to have a tenant’s insurance policy, or to be certain they have coverage through their family homeowner’s policy.
SERVICES: HEALTH, COUNSELING, CAREER, and INTERNATIONAL

Health Services

The Health Services Office is located in the Student Union Building, lower level and is elevator assessable. Office hours are Monday and Thursday from 10 a.m. to 2 p.m. Health Services is staffed by a Registered Nurse.

Student health records are kept locked in health services. The information contained in the health records can be a valuable tool in the assessment and treatment of health needs.

When a student presents to Health Services for illness the RN will assess the needs of that student and may provide approved over the counter medications for minor ailments such as hay fever, colds, sore throat, or headache and with few exceptions treatment on campus is free for Bethany students. The student will be referred for medical evaluation as needed.

It is the student’s financial responsibility when they are referred for medical evaluation. It is the student’s responsibility to notify their instructors when they are ill and can’t attend class. Please notify the nurse, Student Development or Residential Education & Services if problems occur.

Counseling Services

Various types of personal counseling opportunities are offered through the Counseling Office. The Student Counselor coordinates preventative programs in the areas of emotional, psychological, and interpersonal current issues. Counseling for individuals, couples, and groups is offered by the Counselor and Campus Pastor. Students come to the counseling service for problems in such areas as adjustment, family relations, sexuality, premarital and marital concerns, dealing with death, depression, and roommate problems. Referrals to other social service agencies are provided when deemed appropriate. On campus services are free of charge, however, the student will bear the cost of off-campus mental health services. In addition to the more formalized counseling provided by the College Counselor and Campus Pastor, the College Nurse, the Dean for Student Development, the Director of Campus Activities, and the Residential Education and Services staff may also provide support and counsel.

Standard professional legal and ethical guidelines concerning confidentiality are followed. Appointments are preferred, yet walk-ins are acceptable. Counseling after regular office hours is available for special situations. On-call emergency/crisis care is also provided. Students should first turn to the Residence Life staff who will, in turn, contact the appropriate party.

Career Services

Career Services helps students identify and explore career options, and implement an effective strategy to attain their desired career outcomes. Through personal, one-on-one career advising, Career Services helps students learn about their skills and interests and articulate themselves confidently in resumes, cover letters, interviews, and personal statements. Career Development also assists students with internships, EBEs (Experience Based Education), and/or part-time and full-time employment, including on-campus employment. The Career Development Office can also help students choose a major when they are undecided. Students may enroll in CP101, Career Planning Seminar (2 hrs.). Career Services is located in the Student Development Office in the lower level of Pihlblad Student Union. Email us at rethorstcr@bethanylb.edu.

On-Campus Student Employment

Employment on campus is an opportunity for students to earn money by working at minimum wage. Employment opportunities include, but are not limited to, clerical, maintenance, instructional support, and recreational services. Actual earning potential varies, but students may not work more than 20 hours per week during Fall, Interterm, and Spring. Summer hours are limited to 29 hours per week. Find jobs and applications in the Career Services Office.

International Programs

Study Abroad. Bethany encourages students to get a global experience while in college. The Academic Dean’s Office advises students on different options when it comes to learning experiences off campus, both within the U.S. and abroad. Bethany has partnership agreements with Karlstad University and Linnaeus University in Sweden, with the University of Evansville’s Harlaxton College in England, and affiliation agreements with AIFS and Global Links Learning Abroad. Through these programs the world can be the classroom for Bethany students.

International Student Services. Support and advising for international students are offered by the Admissions Office. Services offered are tailored to the individual student’s needs with emphasis on adjustment to the campus and surrounding areas, academic success, and the intricate procedures and federal regulations relating to international student’s non-immigrant status.

STUDENT ACTIVITIES

Student Government

All full-time students are members of the Associated Students of Bethany College. The Associated Students, through academic departments, elect officers and representatives to the Student Government Association (SGA). Then, in turn, SGA appoints student members to many committees of the college. Each student is assessed an activity fee each semester. This money is allocated through SGA to chartered organizations which submit allocation requests.

Departmental and Special Interest Groups

Many student organizations are devoted to special interests of an academic, professional, service or recreational nature.
Greek Fraternities and Sororities

Fraternities and sororities provide an important part of the social service life on campus. Bethany College has three fraternities and three sororities, all of which are local rather than national groups. Recruitment seasons are held in the fall and spring semesters. Students must be in good social and academic standing to become and remain active in a Greek organization. Additional information is available in the Student Development Office.

Honor Societies

Leadership and special attainments of students are recognized through selection to organizations whose membership is determined on the basis of merit. National honor societies which maintain chapters at Bethany College are: Alpha Psi Omega (dramatics), Lambda Iota Tau (literature), Phi Alpha Theta (history), Psi Chi (psychology), Tri Beta (Science) and Sigma Alpha Iota (music fraternity for women). Beta Tau Sigma Honorary Scholastic Society is the Bethany College honor society (see Section III, page 36).

Publications

Students interested in writing or photography have opportunities to join the staff of the Messenger, a bi-weekly student newspaper.

Student Activities Board

Students selected to the Student Activities Board plan and produce a year-long series of events and activities which are, for the most part, free to all Bethany College students. The events include a variety of performers, movies, novelty events and special activities.

Student Organizations

A variety of options are available for students interested in participating in student organizations with over 25 recognized groups on campus. New students are able to explore options at the Student Involvement Fair held in August during Orientation. Additional information is found in the Student Handbook. The Office of Campus Activities provides support for organization leadership.

ATHLETICS

Intercollegiate Athletic Policies

Bethany conducts a regular program of intercollegiate athletics for men and women. Sports for men include baseball, basketball, cheer, cross-country, football, golf, indoor track, soccer, tennis, track and field, and wrestling. Women’s sports include basketball, cheer, cross-country, dance, golf, indoor track, soccer, softball, tennis, track and field, and volleyball. The college is a member of the Kansas Collegiate Athletic Conference and the National Association of Intercollegiate Athletics.

The athletic program is directed by the administration and carried out by qualified coaches. Standards of eligibility for participation in intercollegiate athletics are the same as those prescribed by the faculty for other extracurricular activities. Athletes are eligible for financial aid on the same basis as all other students.

Intramural Athletic Program

The intramural program for men and women features basketball, flag football, soccer, softball, volleyball and other sports. The Intramural Council coordinates the activities in conjunction with the Intramural Director.

SWEDE NATION STATION BOOKSTORE

The college bookstore, Swede Nation Station, is located in Pihlblad Memorial Union and is open Monday through Friday, 9 a.m. to 5 p.m. when classes are in session. The bookstore is also open Monday through Friday during the summer from 9 a.m. - 12 p.m., 1 - 4 p.m., and for special event days. Clothing, college souvenirs, supplies, and general supplies may be purchased.

CAMPUS SAFETY

The college employs Campus Safety Officers. These individuals patrol the campus at night and provide assistance to students, document incidents, and provide information and assistance to college officials to promote a safe environment on campus. The college abides by Public Law 101-542, the Student Right to Know and Campus Security Act of 1990. This law requires colleges to publish the following: information about the institution’s security policies, descriptions of campus safety programs, policies on alcohol and drugs, and to collect and publish statistics on criminal offenses on an annual basis. Bethany College supports this legislation, complies with the requirements and remains committed to promoting a safe, secure campus.

STATEMENTS OF NON-DISCRIMINATION, GRIEVANCE AND PRIVACY

Statement of Non-Discrimination

Bethany College does not discriminate on the basis of sex, abilities, age, race, religion, sexual orientation, national or ethnic origin, or veteran status in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its educational programs and activities, as specified by federal laws and regulations. Bethany College has designated an Equal Opportunity and Affirmative Action Officer to coordinate compliance with these various laws and regulations.

Grievance Procedures

Bethany College has adopted grievance procedures which facilitate prompt and equitable resolution of student and employee complaints alleging discrimination. In the event a student feels that she or he has received discriminatory treatment on the basis of sex, abilities, race, sexual orientation, age, religion, veteran’s status, or national or ethnic origin, the student may obtain from the Equal Opportunity and Affirmative Action Officer (in the Accounting
Office) a written copy of the grievance procedures and advice on how to use this process for addressing such discriminatory treatment. These procedures comply with the provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

**Privacy and Disclosure of Student Records**

Bethany College complies with the Family Educational Rights and Privacy Act of 1974, which ensures students and the parents of dependent students the opportunity to review the student’s educational records, to seek correction of errors in these records, and to limit disclosure of information from these records. A written request must be sent to the Registrar’s Office and an appointment will be made for the student to view his or her academic records within 10 working days of receipt of the request.

Bethany College has adopted a policy which informs students and their parents of their rights under this Act and of the methods by which these rights may be exercised. A copy of this policy may be obtained from the offices of the Chief Academic Officer, Registrar, or Student Development. This policy is printed in the Student Handbook.

A student who believes his or her rights of privacy have been violated may seek clarification of those rights or file a complaint with The Family Educational Rights and Privacy Act Office, Department of Education, 330 Independence Ave. S. W., Washington, DC 20201.
Admissions & Finances
IX. Admissions And Finances

Admissions

The Admissions Office seeks to identify, attract, recruit, and enroll high school graduates whose attributes are complimentary to Bethany College, while communicating the values, opportunities and benefits of our private, liberal arts based education.

Bethany College welcomes inquiries and applications from individuals interested in the College's academic programs and co-curricular experiences and activities. Individual attention is given to each student applying for admission to Bethany, and each application is considered based on the student’s academic qualifications and probable success at Bethany. This is determined by the evaluation of several criteria, including: grade point average, course selection, class rank, trends in grades, and standardized test scores.

To be well prepared for Bethany College, it is highly recommended that high school students pursue:

- four years of English,
- three years of mathematics,
- three years of natural science (including two years of laboratory science), and
- three years of social science.

Students are also encouraged to complete at least one year of a foreign language, preferably two.

Other factors are considered when evaluating a candidate, including:

- participation and leadership history in school and community activities,
- artistic and musical ability and promise for potential art and music majors, and
- the interest a student demonstrates regarding Bethany College.

Campus Visits and Interviews

Bethany encourages students to visit the campus and meet with a variety of people. The campus visit is highly recommended, as this is an opportunity to exchange information and discuss degree programs and campus life. Appointments with faculty, financial aid staff, instructors and coaches can be arranged to suit individual interests. The Admissions Office is open weekdays from 8 a.m. to 5 p.m. and Saturdays during the academic year 9 a.m. to noon, by appointment.

To schedule a campus visit, please contact the Admissions Office at (785) 227-3380, Ext. 8113 or (800) 826-2281.

Application for Freshmen Admission

Students may apply for admission to Bethany at any time after the junior year in high school. The application process is on a “rolling” basis, which means that as soon as Bethany has received all materials, the Admissions Committee will review the application. Applicants will generally receive an admissions decision within a few days from the time all materials are received by the Admissions Office.

All candidates for freshman admission must submit the following:

- Application for Admission,
- Official secondary school transcripts (with at least six semesters),
- All official post-secondary school transcripts,
- ACT/SAT test results.

Students seeking admission to Bethany must meet following criteria to be considered for admission: minimum high school grade point average of 2.0 (based on a 4.0 scale), and score a minimum of 18 composite on the ACT (or an SAT equivalent score of 860 on the Critical Reading + Math if taken prior to March 2016; or an SAT equivalent score of 940 on the Evidence-Based Reading & Writing + Math if taken March 2016 or later).

Standardized test scores, GPA, and class ranks are important factors considered, but are not the exclusive factors being reviewed.

Occasionally the Admissions Committee may admit students on a conditional basis. Individual attention will be given to candidates who demonstrate academic promise but need strengthening in a skills area.

The VP of Enrollment Management and the Admissions Committee will evaluate the student’s academic history to determine if the student is accepted “conditionally” or denied acceptance. The “conditional” acceptance may include but is not limited to the following:

1. Enroll in no more than 12-13 total semester hours during the first semester
2. Enroll in Academic Writing AS004
3. Enroll in College Reading AS008
4. Enroll in a mathematics course as assigned by a student success advisor
5. Enroll in Study Skills AS012
6. Meet regularly with your student success advisor
7. Make satisfactory academic progress
8. Regular class attendance is required

The Admissions Office will confirm all students’ transcripts arrive from a high school with a CEEB code, as well as the high school seal and/or signature. If a transcript is from a high school that lacks a CEEB code or seal/signature, the Admissions Office will investigate to confirm the school is recognized by the state department of education or home school association. The Admissions Office may request a copy of the student’s diploma at any point in the admission to
verification process. If a diploma is determined invalid, a GED may be required for admission consideration. All final high school transcripts showing a graduation date must arrive in the Admissions Office by the first day of the semester. If they are not received by the first day of the semester, Bethany College reserves the right to administratively withdraw the student.

**Application for Transfer Admission**

Bethany welcomes applications from students interested in transferring from other colleges. Any student who takes post-secondary classes from a regionally accredited institution after graduating from secondary school will be classified as a transfer student. Transfer students will be directly admitted to Bethany College if they meet the following criteria:

- Cumulative transfer GPA of 2.0 or above in all academic courses (courses will be determined by the Admissions Office).

All candidates for transfer admission must submit the following:

- Application for Admission
- Official final secondary school transcripts
- All official final post-secondary school transcripts
- ACT/SAT test results might also be required for any student with less than 24 college credits

All official transcripts must be received by Bethany College by the first day of the semester. Students who do not provide all official transcripts will not be eligible to enroll in subsequent semesters. Transfer course work from regionally accredited institutions will be added to the student’s Bethany College transcript from official copies only.

However, if a student intends to participate in intercollegiate athletics during the first semester at Bethany, **ALL** transcripts must be received by the Registrar’s Office before the student will be evaluated for the purpose of determining eligibility for participation; this includes the transfer student’s high school transcript.

**Transferring Credit to Bethany.** Transferring Credit to Bethany College. Bethany accepts credits from regionally accredited institutions for all courses transferred for which the student earned a grade of D- or higher. Transfer credit for all courses required to complete the Bethany College Core Experience and all majors, minors, and degree programs must be completed with a grade of C or higher.

Courses transferred for credit toward Bethany College Core Experience College Requirements or electives are approved by the Registrar. Courses transferred for credit toward the major, minor, or degree programs are approved by the major coordinator.

A maximum of 62 semester hours of college work will be accepted from regionally accredited community colleges. Bethany College will not accept, for credit, any activity course unless an equivalent or similar course is offered at Bethany for credit. See Section III, Transfer Credit Policy, page 36.

**Reverse Transfer Program.** Bethany College participates in the Reverse Transfer Program with Kansas community colleges. This program allows students to receive an associate’s degree from their most recent community college by combining credits earned at Bethany with credits earned at the community college. Students who transfer at least 45 credit hours to Bethany from Hesston College, Donnelly College, or any Kansas public community college are eligible to participate in the Reverse Transfer Program.

Students who wish to participate must sign a Reverse Transfer Program Agreement. At the end of each semester, Bethany will submit an official transcript (at no cost to the student) to the most recent community college for each student who has earned at least 60 cumulative hours and is participating in the Reverse Transfer Program. Once the student has met all degree requirements for their declared associate’s degree, the community college will award and mail the associate’s degree to the student.

Students must request an official transcript bearing the degree be sent to the Registrar’s Office at Bethany College. Upon receipt, the degree will be noted in the student’s permanent record and the transcript evaluation will be updated accordingly and the student notified.

**Associate of Arts or Science Block Transfer.** An Associate of Arts or Science degree is designed to prepare students for transfer with advanced standing into Bachelor of Arts programs at four year colleges. Courses taken for completion of an A.A. or A.S. degree constitute a broad general education program, and share many of the goals and outcomes of the Core Experience Program at Bethany College.

Therefore, a student who is transferring to Bethany College and has graduated from a regionally accredited college with an Associate of Arts degree or an Associate of Science degree (or an Associate of Applied Science degree for students wishing to transfer into the Digital and Media Arts Department), may transfer as a block all the courses completed as part of the requirements for these degrees and is excused from completing the College Requirement component of the Bethany College Core Experience. Students will choose from the remaining required Core Experience courses as outlined on the Bethany College Core Experience worksheet (page 20).

**Four Year Degree Block Transfer.** A student who is transferring to Bethany College and has graduated from a regionally accredited institution with a four year degree may transfer as a block all the courses completed as part of the requirements for that degree and is excused from completing the College Requirement component of the Bethany College Core Experience. Students will choose from the remaining required Core Experience courses as outlined on the Bethany College Core Experience worksheet (page 20).

**Music Degree Candidates.** Applicants for admission into the music and music education majors must audition with the music faculty after completing the Application for Admission and Scholarship. For information regarding the audition preparation process, please call the Bethany College Music
Advanced Credit Standing

Bethany College recognizes high academic achievement by reviewing student participation in the Advanced Placement (AP) Program of The College Board. Students who receive a score of three or higher on an AP examination may receive college credit and/or be exempt from an equivalent Bethany College course.

College credit may also be granted through the examinations of the College Level Examination Program (CLEP). Credit for the examinations is awarded based upon the recommended scores of the American Council on Education (ACE).

Bethany College also participates in the International Baccalaureate (IB) Program. Students with a score of 5 on Standard Level examinations and/or 4 or higher on Higher Level examinations and will be awarded Bethany College credit. Questions regarding AP, CLEP and IB credit should be directed to the Chief Academic Officer at (785) 227-3380, Ext. 8104.

Enrollment Reply Date

Housing assignments and enrollment in classes are awarded on a first-come first-served basis. Bethany College asks that all admitted students who wish to enroll notify the College before May 1 by submitting a $150 enrollment deposit to the Admissions Office. After Bethany receives the enrollment deposit, course registration can take place. Should a student make the decision to cancel their enrollment, an enrollment deposit refund is available if the request is received in writing to the Admissions Office by May 1 for fall enrollment and by December 1 for spring enrollment.

The completed Housing Registration Form must be received by the Student Development Office before August 1. After Bethany receives this completed form, housing assignments will be made.

Medical Examination. Each entering student is required to have a medical information packet completed yearly. The medical information is completed online and the information required to access the system will be sent out to the student.

Student athletes are required to have health insurance coverage. All students are encouraged to have health insurance. Each year students will update their primary insurance when updating their medical information packet.

ALL returning students participating in intercollegiate athletics are required to have a pre-participation physical EACH YEAR, completed by an MD, DO, or PA and returned to the Athletic Training Department before practices begin for the semester in which they are enrolled. Additionally, a completed consent form, signed by a parent/guardian or independent student must be filed WITH the medical information packet and returned to the Athletic Training Department. The medical information is completed online and the information required to access the system will be sent out to the student. These forms are required and MUST be on file in the Athletic Training Department PRIOR to ANY intercollegiate athletic participation (including practices).

Health Insurance Coverage. All students are encouraged to have health insurance coverage. The College requires that students participating in intercollegiate athletics provide evidence of primary health insurance or they will be enrolled in and charged for an accident insurance policy. Insurances not accepted for athletics include: Medicaid from other States (Kansas Medicaid is approved). All International students are required to purchase accident and health insurance through the College (see Student Health and Accident Insurance Fee, page 180, for additional information).

Special Admission

International Students. Bethany College values a learning environment enriched with many cultures and ethnicities. International students interested in attending Bethany should apply using the Application for Admission. Official secondary school and any college transcripts (including course descriptions) must be submitted. Transcripts for all athletes must be translated and evaluated by InCred. Transcripts for all other students must be translated and evaluated by a member of NACES (National Associate of Credential Evaluation Services) prior to acceptance. It is the student’s responsibility to have their evaluated transcripts forwarded to Bethany College and to pay any associated fees. Results of the Test of English as a Foreign Language (TOEFL, if English is not the native language), Affidavit of Support, and/or an ACT composite score of 18 (or an SAT equivalent score of 860 on the Critical Reading + Math if taken prior to March 2016; or an SAT equivalent score of 940 on the Evidence-Based Reading & Writing + Math if taken March 2016 or later), and an official bank statement in U.S. dollars. Applicants must score a minimum of a 525 on the paper TOEFL or a minimum score of 71 on the Internet Based Testing (IBT) TOEFL. Bethany College reserves the right to except a semester’s payment prior to enrollment.

GED Students. Students with GED scores must complete the Application for Admission and submit their GED scores to the Admissions Office. Students with GED composite scores of 500 or more will be strongly considered for admission to Bethany College. Students who took the GED prior to January 2000, with GED composite scores of 50 or more, will be strongly considered for admission to Bethany College. Admission is not guaranteed.

Veterans. Armed Forces Veterans wishing to attend Bethany College must apply using the Application for Admission and must comply with all admission requirements for either freshman or transfer students. Bethany College has been approved for veterans training by the Kansas Commission on Veterans’ Affairs. The following policies governing credits have been adopted:

- Bethany College will grant credit for War Training and Experiences in conformity with the recommendations of the American Council on Education in establishing a
uniform and equitable system for evaluating and accrediting service training programs.

- Credit may be allowed for college courses completed through the Armed Forces Institute by correspondence study, off duty classes, and self-teaching courses.
- Individuals who can demonstrate competence by passing tests prepared by the College will receive credit as determined by the College.

Veterans who wish to apply for financial assistance through the Veterans Administration should contact their nearest Veterans Administration Office. The Financial Aid Office coordinates all VA documentation for Bethany College.

**Swede Bridge Program for Area High School Students.** Mature high school students are often ready for college, academically and socially, before they graduate from high school. Area high schools and Bethany College cooperate in a program which enables students to participate at both levels. The principals and guidance counselors of area high schools work closely with Bethany College to ensure the quality of the students and of the program.

Qualified junior and senior students may enroll in Bethany courses (for college credit) while completing their high school curriculum. Students wishing to enroll in the Bridge Program must have the recommendation of their high school counselor. The cost per credit hour is $90. The amount of credit students can take through the Bridge Program will be limited to two courses per semester, with a maximum number of eight courses under the program.

High school freshmen and sophomores of exceptional ability and preparation may petition for admission into the Bridge Program. Two letters of recommendation (from the principal or guidance counselor and one teacher), addressing the student's educational, intellectual and emotional readiness for college level coursework, are required for admission purposes.

**Part-time Students.** Students wishing to enroll in a degree program on a part-time basis must meet the stated standards for admission for either freshman or transfer applicants. Non-degree seeking students are permitted to enroll for coursework on a semester-by-semester basis as certified by the Chief Academic Officer.

**Former Students.** Students who have previously attended Bethany but have stopped attending for at least one year must submit the Application for Admission and Scholarship, and provide transcripts demonstrating a minimum grade point average of 2.0 on a 4.0 scale (if attending another college). Additionally, students must be in satisfactory academic standing (as certified by the Chief Academic Officer), be in satisfactory social standing (as certified by the Dean for Student Development), and be in good financial standing (as certified by the Business Office).

**FINANCES - COLLEGE EXPENSES**

Students' charges are determined at the beginning of each semester. Charges vary according to the number of credit hours taken, residence hall assignment, and meal plan choice. Annual charges to attend Bethany College as a full-time resident student include the following:

- **Full-Time Tuition (12-18 credits)** ............... $27,770
- **Room** ........................................... $4,620 - $8,100
- **Board (Meal Plans)** ......................... $3,100 - $5,000
- **Book Rental** ........................................... $810
- **Enhancement Fee** ........................................... $265
- **Student Activity Fee** ........................................... $620

  The Activity Fee is not refundable once Move In/Orientation begins for new students.

  **Health Fee** ........................................... $100

**Insurance Fees:**

- Student Athletic Insurance ................. $190
- All athletes are charged for secondary insurance and NAIA required catastrophic insurance.
- Athletic Primary Insurance:
  - Domestic (U.S.) ......................... $1,336
    - Required for athletes without their own qualifying primary insurance
- All International Students .................... $1,336

**Total Estimated Cost** ......................... $37,285 to $44,191

The total does not include art materials, music lessons, items purchased in the campus store or insurance costs.

**Tuition**

Tuition costs will be finalized on the 6th day of class. Students are allowed to add and drop courses at no additional charge through the 6th day of class. If a student crosses over a tuition rate threshold (1 to 7 semester hours, 8 to 11 semester hours, 12 to 18 semester hours), tuition will be adjusted based on the number of hours the student is enrolled in on the 6th day of class. If students enroll in more than 18 hours, an overload fee will be assessed for each hour over 18 with the exception of: honors courses; servant leadership one-hour courses, teacher education clinical practice and seminar courses taken during the professional semester; and music lesson and music performing courses. Students who drop below full-time status after the 6th day of classes will be charged full-time tuition.

**Full-Time Tuition.** Students attending full-time may enroll in 12 to 18 hours per semester. Full-time tuition includes enrollment in an Interterm course (1-3 hours) at no additional charge.

  **Tuition, (per semester)** ......................... $13,885

Full-time students enrolling in excess of 18 hours (with a maximum of 24 hours) during a regular semester or 3 hours during Interterm are charged an overload fee per credit hour (with the exception of honors courses, servant leadership one-hour courses, teacher education clinical practice and seminar courses taken during the professional semester, music lessons and music performing courses) as follows:

**Overload Fee:**

- Fall and Spring semester (per hour) ............... $1,085
- Interterm (per hour) ......................... $575

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Part-Time Tuition. Students attending less than 12 hours per semester will be charged as follows:

1 to 7 semester hours (per hour) ......................... $575

Summer Tuition. Students enrolling in any summer session will be charged as follows:

All Courses (per hour, does not include textbook fees) .................................................................................. $260

Tuition costs will be finalized on the 2nd day of class. Students who choose to withdraw after the second day of class will be assessed full tuition costs.

Auditing Tuition

Part-time students (per hour) ................................ $93
Senior citizens 55 yrs and older (per hour) .......... $46.50

Swede Bridge Program* Tuition (*page 178)

Area High School Students (per credit hour) ........ $93

Off-Campus Experiences Tuition & Costs. The tuition charge for an off-campus experience, for which credit is granted by Bethany College, will be equal to the tuition charge for the same number of credits earned on campus during that term.

A course that requires a student to be away from campus for an extended period of time will have additional costs associated with that course. The cost of travel, meals, and lodging will be approved by the Business Office. The student must pay all costs prior to departure.

Residence Hall Costs

Alma Swensson Hall
Double/Triple/Quad room, per year ...................... $6,200
Double room as single room, per year ................. $6,900

Anna Marm, Gregory and Warner Halls:
Room per year, two occupants, each .................. $4,620
Single room per year, designated ......................... $5,622
Double room per year—one occupant* ............... $7,245
*Note: When space is available, double rooms occupied by only one person will be charged the single room occupancy rate.

Swede Suites-Apartment-Style Housing:
Per Occupant ......................................................... $8,100

New Hall:
Double/Quad room, per year ......................... $6,950
Single room, per year ........................................ $8,100

Board (Meal Plans)

Students residing in College-owned housing are also required to be on the College board plan. The current board plan includes several meal plans served in the College dining hall located in the Pihlblad Memorial Union. Any exceptions to this policy must be approved by the Dean for Student Development. If a student has dietary restrictions, accommodations are available on a case-by-case basis. Please check with the General Manager of Food Service.

Bethany College provides three different meal plan options as follows (rates listed are yearly totals):

Full Meal Plan - 19 meals/week ...................... $5,000
Modified Meal Plan - 14 meals/week ............. $4,600
Commuter Plan - 7 meals/week .................... $3,100

Students residing in the residence halls [Anna Marm Hall, Alma Swensson Hall, Gregory Hall, Warner Hall, or New Hall] are required to participate in either the full board plan of 19 meals or the 14 Meal Plan. Students residing in the Swede Suites are required to participate in the 7 Meal Plan, but may participate in a higher plan. Students who reside off campus may participate in the meal plan of their choice.

Meal plans are very flexible in nature. Essentially, a set number of meals is purchased for a week. Students can consume meals at any time throughout the week, however, they are limited to the number purchased and cannot transfer meals to another person. Meals cannot be carried over from week to week. For those students who live off campus (and do not participate in a meal plan) or run out of meals in the cafeteria, a Declining Balance Account may be set up online at https://bethanycollege.sodexomyway.com. A minimum of $25 is required to set up the account.

On campus students who are participating in Interterm and participated in a meal plan during the fall semester will have their Interterm meals covered by the College. Students who do not participate in Interterm will not receive meal refunds.

If a student wishes to change their meal plan selection for either the fall or spring semester, he or she must do so by the first day of classes of each semester. The fall plan selected will become the default plan for spring if changes are not requested. To make a change, please see the Business Office.

Fees

Art Supply Fees:

AR105 Basic Design ........................................... $65
AR110/AR310 Drawing I & II .......................... $55
AR120 Painting ............................................... $80
AR130/AR330 Handbuilding & Wheel Throwing Ceramics .................................................. $75
AR180 Jewelry/Metalry ..................................... $75
AR160 Intro to Photography ............................ $80
AR340 Sculpture Issues ................................... $75
AR361 Experimental Media ............................ $60
AR362 Graphic Design I .................................. $30

Activity Fee. Each student is assessed an activity fee which is paid to the Swede Government Association to help fund student organizations.

Student government and publications, student union, admission to most theatre/musical productions and athletic events, concert series, laboratory fees and associated expenses related to activities and coordination of events are covered under the Student Activity Fee. The fees for students are as follows:
Since Activity Fee money is used for Orientation, this fee is not refundable once Move In/Orientation begins for new students. This date would be determined by the first day all students are allowed to move into college housing.

**Digital and Media Arts Fee.** Students majoring in Digital and Media Arts will be charged a program fee of $250 per semester.

**Enhancement Fee.** Each student is assessed an enhancement fee which funds improvements and upgrades in technology and facilities, such as residence halls and other common areas. The fees for students are as follows:

- Full-time students ................................................. $132.50/semester
- Part-time students (8-11 hrs.) ............................... $55/semester
- Part-time students (1-7 hrs.) ............................... $30/semester

**Graduation Fee.** Each graduating senior is assessed a graduation fee of $100.

**Health Fee.** Each student is assessed a health fee which is $50/semester.

**Accompanist Fee for Voice Lessons.** Accompanist fees for private lessons in voice are in addition to tuition and figured by units of 30-minute lesson(s) per week per semester. Deduction of fees is not made for lessons falling on legal holidays, school breaks, or for occasional missed lessons. Missed lessons will be made up at the discretion of the instructor.

- Accompanist Fee (MU121 or MU321), Per Semester ................................................. $150
- Accompanist Fee (MU181 or MU381), Per Semester ................................................. $215

**Student Health and Accident Insurance Fee.** All students are encouraged to have health insurance coverage. The College requires that domestic (U.S.) students participating in intercollegiate athletics provide evidence of accident insurance. Domestic students participating in intercollegiate athletics who do not have insurance coverage are automatically enrolled in and charged for a $25,000 Accident Policy at an annual cost of $1,000.

All international students are required to purchase health/accident insurance through the College at an annual cost of $1,336. All international student athletes must also purchase Student Athletic Insurance at an annual cost of $190.

**Book Rental.** Bethany College will distribute to students all course textbooks and consumables (e.g., lab manuals) at the beginning of each term. Students are able to mark-up the books during the term. Upon the conclusion of the term, students must return all textbooks. If a student chooses to keep a textbook, or a textbook is damaged and unreturnable, the student will be billed at 50% of the list price of the book. Effective January 13, 2020, students will also be billed for course changes. Course changes made after 14 days prior to the start of class will be billed $5.00 per course per book. For example: One course change involving 5 books would result in a $25.00 Course Change Fee. The fees for students are as follows:

- Full-time students ............................................... $405/semester
- Part-time students (8-11 hrs.) ............................... $405/semester
- Part-time students (1-7 hrs.) ............................... $287.50/semester

**Bethany College E-Campus Textbook Program Policy Statement.** To improve academic success, Bethany College has established a policy requiring every student possess an individual copy of all group-assigned content used to supplement classroom instruction and as selected by faculty for the courses in which the student is registered. Bethany College has determined this policy enhances instructional quality, supports pedagogical goals, and improves student outcomes.

To ensure every student is able to comply with this policy by the first day of class, Bethany College has established a book rental program. The e-Campus Textbook Program provides access to all commercially available materials, below competitive market rates, and is the authorized source for all other group-assigned content. With tuition and fee charges, all students have full, equal, and unlimited access privileges to all group-assigned content each term for every course in which the student chooses to register, regardless of major, field of study, or credit load.

In accordance with Department of Education regulation §668.164, under qualified condition, students have the option to opt-out and have the charge for the e-Campus Textbook Program pro-rated. With the opt-out option, the student is responsible for directly obtaining all qualified materials. To opt-out, a signed authorizations required. The opt-out authorization form must be completed 14 days prior to the first day of class. Late enrollees must complete the opt-out form the same day of enrollment. The opt-out form remains in effect until which time the student requests to opt back in to the program. The opt-in form must also be completed 14 days prior to the first day of class for the upcoming term.

Note: Items for the e-Campus Textbook Program are for individual use only; scanning or photocopying any part of these items is a violation of this policy and may violate copyright law as well.

To obtain an opt-out authorization form, or for additional information, please visit with the Textbook Distribution Manager, located in Wallerstedt Library.

**Miscellaneous Costs**

- Deposit ........................................................................ $150
- Applicable to incoming freshman, transfer, and former (returning) students who were not on campus the previous semester. The $150 tuition deposit is refundable provided the student notifies the Admissions Office in writing by May 1st if entering for the fall
A student with an unpaid account balance from a prior semester is not permitted to register and/or confirm registration for a subsequent semester until the balance is paid in full. Official transcripts will not be released to any student who has an obligation to the College or is delinquent on a NDSL/Federal Perkins Loan. A student convenience fee will be charged on all unpaid student account balances at twelve percent per year except those students who are current on The In-House BC Plan.

Students who do not have their bill paid in full or payment arrangements made by the 20th day of classes may be administratively withdrawn from the institution. Individuals who have an outstanding account and/or loan balance with Bethany College will not be issued their diploma unless satisfactory payment arrangements have been made with the Business Office. If an account is turned for collection, the collection costs will be the responsibility of the debtor.

Disbursement of Financial Aid

Financial aid, which includes federal grants, state grants, institutional grants and scholarships, as well as federal loans, is applied to the student’s account beginning the first day of class each semester. Eligibility is reviewed at the time of disbursements (documents not being submitted is the most common reason funds are not applied to a student’s account). Students who drop below full-time status on or before the drop date each semester lose all institutional aid. Students who drop below full-time status after the scheduled drop date will be charged full tuition and will, therefore, not lose any institutional aid. Gift aid from any source will be applied first to tuition and fees, and then to other charges.

Note: Any gift aid (not loans or work study) that exceeds the cost of tuition and fees is considered taxable income.

Refund Policy

Students who withdraw from all classes on or before the first day of classes receive a 100% refund of all tuition.

Students who withdraw from all classes after completing the first day of classes, but before completing 60% of the semester will be charged a prorated amount of tuition based upon the amount of the semester completed. The percentage of the semester that the student completes is determined by dividing the number of days the student attended by the number of days in the semester. Calendar days are used, but breaks of at least five days are excluded. Charges for board will be assessed based on the day the student checks out with the Student Development Office. Room refunds will not be issued after the first day of classes.

Students who withdraw from all classes after completing 60% of the semester will be charged 100% for tuition and will retain 100% of their institutional aid.

Return of Title IV Funds

Students who are recipients of Title IV funds (Federal Aid) and who withdraw before completing sixty percent (60%) of the semester are subject to the Return of Title IV calculation in
accordance with federal regulations. The calculation will determine the amount of federal aid the student earned and is eligible to retain, and determine if any funding has to be returned. The percentage of the semester the student completes is determined by dividing the number of days the student attended by the number of days in the semester. Calendar days are used, but breaks of at least five days are excluded.

**Determination of the Withdrawal Date.** The withdrawal date will be the date the Registrar’s Office determines as the last date of academic activity, utilizing either the *Official Withdrawal from College* form with required signatures or attendance information from professors. Students who do not officially withdraw from Bethany College will have their withdrawal date set as the last date of academic activity as determined by the Financial Aid Office.

**Refund of Credit Balances**

Credit balances, if any, and after deduction of any outstanding Emergency Student Loans, will be refunded to students beginning at the end of the “Drop and Add” period each semester. There will be no refunds for anticipated credits. Only those credits that have been posted and actually appear on the books and records of the college will be refunded. Student accounts are reviewed weekly to determine if a student has a credit balance.

**FINANCES - FINANCIAL AID**

Bethany has been fortunate in its ability to keep its costs below the national average, and the college has a strong commitment to helping each qualified student with his or her educational costs. In addition to a generous scholarship program and performance awards which recognize outstanding academic, artistic, and athletic achievement, the college also administers federal and state grant and loan programs.

During the 2018-19 academic year, over $18 million was awarded to Bethany students from institutional, private and government sources. Aid was awarded in the following categories:

- Scholarships/Performance Awards .................. $14,383,886
- Grants ...................................................... $2,580,987
- Student Loans .......................................... $6,541,423
- TOTAL ...................................................... $23,506,296

**Financial Aid Application Procedure**

The College uses the results of the Free Application for Federal Student Aid (FAFSA) as the basis for determining a student’s eligibility for federal, state, and institutional funds. Students should complete the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) each year. Bethany College’s name and Title IV code (001904) must be listed on the FAFSA in order for the College to receive a copy of the results. Bethany College’s priority deadline is April 1. Students who have completed the FAFSA and submitted all requested documents by this deadline are guaranteed full consideration for grants. After this date, grants are awarded if funds are still available.

The information reported on the FAFSA is used to determine a student’s expected family contribution (EFC), an amount the student and parent(s) or spouse are expected to contribute toward their education. The EFC is subtracted from a student’s cost of attendance to determine his/her financial need. Bethany College will attempt to put together a financial aid package that comes as close as possible to meeting a student’s demonstrated financial need.

The Department of Education may select students for a process known as verification. When selected for verification, the student and parent(s) or spouse must complete a verification worksheet and submit documents, which may include either using the IRS Data Retrieval when submitting the FAFSA or submit tax return transcripts to the Bethany College Financial Aid Office. The Financial Aid Office will contact the student to request information needed to complete this process. The College is required by the U.S. Department of Education to review the documents to ensure the information reported on the FAFSA is correct.

**Student Eligibility for Financial Aid**

Full-time students are eligible to receive financial assistance from Bethany for up to ten semester and can contact the Financial Aid Office for more information. A maximum of six years of full-time enrollment (or the equivalent in part-time enrollment) or an accumulation of 186 credits will be allowed for the completion of degree requirements. After the maximum time frame has elapsed, a student is no longer eligible for financial aid. Part-time students enrolled in at least six semester hours may be eligible for Pell Grant, Direct Loans, and Federal Work Study. Part-time students are not eligible to receive Bethany-funded merit or need-based grants or scholarships. For financial aid purposes, half-time status is 6-8 credit hours per semester, three-quarter-time is 9-11 credit hours per semester and full-time status is a minimum of 12 credit hours per semester.

**Note:** Students may be eligible for student financial assistance program funds for attending a study abroad program that is approved for credit by the Bethany College Registrar.

The criteria used by the Financial Aid Office for determining student classifications for financial aid is as follows:

- Freshmen .............................................. 0 - 30.99 credits
- Sophomores ......................................... 31 - 61.99 credits
- Juniors ............................................... 62 - 92.99 credits
- Seniors .................................................. 93 or more

All students receiving financial aid are required to make satisfactory academic progress toward a degree. Lack of satisfactory progress will result in the suspension of further financial aid until students are again in compliance with the satisfactory academic progress policy or have successfully appealed the suspension of their aid. See Section III, Policies on Academic Progress, pages 37-39.
Bethany College offers scholarships, awards and grants to accepted students who have demonstrated the potential to excel academically or make a significant contribution to the student life of the college. Full-time enrollment is required for Bethany aid; half of the award is disbursed in the fall and half is disbursed in the spring.

Academic Merit Scholarships. These are awarded to incoming students who show strong academic achievement. They are renewable for up to four years as long as the student meets the renewal criteria. For 2018-2019, scholarships range from $7,500 to $16,000. Amounts are determined by high school GPA, ACT score, SAT score, and/or transfer GPA.

Bethany Awards. Awards will be offered to eligible students recommended by Bethany faculty or coaches in designated areas. Renewal requires continued participation in the designated area as determined by faculty member or coach, and a 2.0 cumulative Bethany GPA.

- **Art**—Submission of an art portfolio is required for art awards. Students who are non-art majors are required to take a minimum of two art classes per year. Exceptions can be made only with permission of the Art Department Chair.

- **Athletics**—Students must be in good standing with the institution and with the team.

- **Digital Media Arts**—Submission of a portfolio is required for DMA awards. Exceptions can be made only with permission of the DMA Department Chair.

- **Music**—Each semester, students must 1) satisfactorily participate in a large related ensemble and 2) take at least one credit hour of private lessons in award area as determined by the music faculty.

- **Theatre**—Students are required to earn 20 points annually toward membership in Alpha Psi Omega, the national Theatre Honorary Fraternity. Points are earned by participating in at least two productions a year as part of the cast, crew, or with other assistance as determined by the theatre department.

Good Life Scholarship. First-time freshmen who graduated from a McPherson County (KS) or Saline County (KS) high school beginning with the 2016-17 academic year will be awarded this scholarship. Students must be enrolled fulltime and live in New Hall. This full tuition scholarship supercedes all other institutional awards.

Honors Program Scholarships ($1,000 per year). These are awarded to incoming students who are accepted into the Honors Program and are renewable as long as the student stays active and in good standing within the program.

Partners in Scholarship ($1,000 per year). Partners in Scholarship is a mentoring program in which faculty work with talented students on research projects in their individual areas of interest. Students must have completed one year at Bethany, intend to enroll full-time at Bethany for the next academic year, and currently have a minimum GPA of 3.0. The student and faculty member must collaborate in the completion and submission of the application.

Presidential Scholarship. Full Tuition scholarship awarded to two students annually. Must attend the Presidential Scholarship Celebration to be eligible.

Bethany Grants. Bethany uses the Free Application for Federal Student Aid (FAFSA) to determine a student’s eligibility for need-based assistance. Eligibility for such aid is determined annually and may fluctuate from year to year.

Endowed Scholarships. These are offered in differing amounts for academics, need, athletics, and field of study. They are made possible by alumni and friends of Bethany College. Students who qualify will have it noted on their award letter.

Federal and State Grants

The following grants are awarded based on the student’s/family’s financial need (as determined by the FAFSA). Repayment is not required. Federal and state grant minimum and maximum amounts are subject to legislative changes at any time.

Federal Pell Grant is a federal grant program. The maximum Pell Grant for 2019-2020 is $6,195. Eligibility cannot exceed the equivalent of 12 full-time semesters.

Federal Supplemental Educational Opportunity Grant (SEOG) is a federal grant administered by the College for students with exceptional need. These grants are limited, and are awarded to Pell Grant recipients.

Kansas Comprehensive Grant is funded by the State of Kansas and awarded to Kansas residents attending Kansas independent colleges. Students apply for a Kansas Comprehensive Grant at Bethany College by completing the FAFSA by the announced deadline (April 1). The maximum grant will be $3,500 for the 2019-2020 academic year. Renewable for eight semesters.

Kansas Teacher Scholarship is available to Kansas residents who are enrolled in a full-time teacher education program. Applicants must have ranked in the top 10% of their high school class and meet other academic criteria. Recipients must teach one year in Kansas for each year the scholarship is received. Priority consideration is given to second, third, and fourth year students. Students are selected by the Kansas Board of Regents. The maximum scholarship will be $5,000 for the 2019-2020 academic year.

Kansas State Scholarship is awarded to academically qualified Kansas high school seniors with financial need. Awards are based on academic credentials submitted to the Kansas Board of Regents by high school counselors. Student must maintain a 3.0 cumulative GPA. Renewable for eight semesters. The maximum scholarship will be $1,000 for the 2019-2020 academic year.
Federal Loan Programs

These programs enable students to obtain long-term, low-interest loans to help meet their educational expenses. The Subsidized Direct Loan is a need-based loan. Interest on the loan is paid by the federal government while the student is in school at least half time. The Unsubsidized Direct Loan is available regardless of need, but interest will accrue while the student is in school. Effective for loans disbursed 7/1/19-6/30/20, the interest rate is fixed at 4.529%. A loan is a form of financial assistance that requires repayment. Repayment begins six months after graduating, leaving college or dropping below half-time status.

Federal Direct Loan Limits – Dependent Students

Per academic year, freshmen may borrow up to $5,500 of which no more than $3,500 can be subsidized; sophomores may borrow up to $6,500 of which no more than $4,500 can be subsidized; and juniors and seniors may borrow up to $7,500 of which no more than $5,500 can be subsidized. The cumulative maximum amount of loan money for undergraduate students is $31,000 of which no more than $23,000 can be subsidized. For both subsidized and unsubsidized loans, repayment begins six months after dropping below half-time enrollment or leaving school.

Federal Direct Loan Limits – Independent Students

Independent students may be eligible for an additional $4,000 in an unsubsidized loan as freshmen and sophomores, and an additional $5,000 in an unsubsidized loan as juniors and seniors. These funds are in addition to the dependent student loan levels. The aggregate loan limit for independent students is $57,500 of which no more than $23,000 can be subsidized.

Parent Loan for Undergraduate Students (PLUS Loan)

PLUS loans enable parents of dependent undergraduate students to borrow funds for educational expenses. This loan is available to credit-worthy parents regardless of need. Parents may borrow up to the cost of education minus other financial aid (as determined by the Financial Aid Office). Repayment of these loans begins 60 days after disbursement. Repayment may be deferred as allowed by the Federal government. The interest rate is fixed at 7.079% for loans disbursed 7/1/19 – 6/30/20. Dependent students whose parents are denied a PLUS loan may have access to additional Unsubsidized Direct Loans.

Federal Work Study

Students may obtain a federal work study award as part of their financial aid package. Federal work study allows students the opportunity to obtain jobs on campus during the school year and summer. See Section VIII, On-Campus Student Employment, page 171, for more information on student employment.

Withdrawals, Refunds and Return of Funds

Students who officially withdraw from Bethany College during a semester in which they have received financial aid are subject to federal refund/return regulations. Students withdrawing from some courses while continuing enrollment in other courses are subject to a revision of financial aid. Students who are considering withdrawing from some or all courses, or would like additional information on refund and withdrawal policies should contact the Financial Aid Office at:

Bethany College
335 E. Swensson Street
Lindsborg, KS 67456-1897
Phone (800) 826-2281
Program Mission Statement & Student Learning Outcomes

Art

Pre-Professional Art Therapy Major (B.A.)

Mission Statement:
Through a significant course of study that combines strong studio art and psychology, the Pre-Professional Art Therapy Major is fully prepared for the necessary studies at the graduate level to become a licensed Art Therapist.

Student Learning Outcomes:
1. The student will initiate a meaningful art experience at an institution that practices the tools of Art Therapy.
2. The student will demonstrate the Competencies presented in PY301 Social Research Methods.

Studio Art Major (B.A.)

Mission Statement:
The studio Art Major prepares students with the intensive studio art experience necessary for professional artistic practice.

Student Learning Outcomes:
1. The student demonstrates an understanding of tools and materials in various media.
2. The student develops themes, forms, and content within a body of work.

Visual Art Administration Major (B.A.)

Mission Statement:
The Visual Art Administration major prepares students with the understanding and the ability to apply knowledge in the visual arts and related business practices.

Student Learning Outcomes:
1. The student demonstrates an understanding of art in relationship to context (gallery, community, virtual etc.)
2. Student will journal about their experiences, these will be shared with the career services coordinator and the program coordinator in a timely manner.
3. Art Administrator: Student demonstrates understanding of the role of the art administrator and their responsibilities to the organization.
4. The student initiates and art experience at their site, participating in its functions, activities, and tasks.
5. Student develops a meaningful experience with the organization demonstrating the importance of responsibility and thoroughness to given tasks.

Studio Art Minor

Mission Statement:
The mission of the Art Studio Minor is to assist students in the understanding of the techniques and processes utilized in the creation of two-dimensional and three-dimensional art work.

Student Learning Outcomes:
1. The student demonstrates an understanding of tools and materials in various media.
2. The student develops themes, forms, and content within a body of work.
Biology/Chemistry

Biology Major (B.A.)

Mission Statement:
The mission of the Bethany College Biology Program is to prepare students for continued study in professional health schools, graduate schools, or for entry-level positions requiring biological and laboratory knowledge and skills.

Student Learning Outcomes:
1. Student will convey scientific information using standard formatting and conventions.
2. Student will use scientific terminology appropriate to the audience.
3. Student will convey scientific information using standard formatting and conventions.
4. Student will use scientific terminology appropriate to the audience.
5. Student will be able to develop a hypothesis based on scientific literature and propose an experimental plan to test the hypothesis.
6. Student will be able to evaluate an experimental plan (e.g., an original research paper).
7. Student will connect scientific concepts to current events.
8. Student will be able to analyze the ethical issues surrounding scientific research and the dissemination/use of scientific information.
9. Student will demonstrate an ability to serve others through science.

Chemistry Major (B.A.)

Mission Statement:
The Chemistry Program provides a challenging and supportive environment in which students develop the skills and knowledge pertaining to the scientific method, the fundamental principles of chemistry, and scientific communication.

Student Learning Outcomes:
1. Student will convey scientific information using standard formatting and conventions.
2. Student will use scientific terminology appropriate to the audience.
3. Student will convey scientific information using standard formatting and conventions.
4. Student will use scientific terminology appropriate to the audience.
5. Student will be able to develop a hypothesis based on scientific literature and propose an experimental plan to test the hypothesis.
6. Student will be able to evaluate an experimental plan (e.g., an original research paper).
7. Student will connect scientific concepts to current events.
8. Student will be able to analyze the ethical issues surrounding scientific research and the dissemination/use of scientific information.
9. Student will demonstrate an ability to serve others through science.

Business/Economics

Accounting Major (B.A.)

Mission Statement:
The mission of the Accounting Program is to prepare students for life-long learning and to enter the business world in diverse capacities to pursue careers in government, industry and public accounting and to further academic training in graduate programs.

Student learning Outcomes:
1. Student demonstrates the ability to solve business-related problems; e.g., formulate organizational strategies.
2. Student will be able to translate business information into effective oral and written communication or action.
3. Student demonstrates the ability to work effectively as a member of a team.
4. Student understands the subject matter of their discipline.
5. Student is prepared to enter the profession of their discipline.
Business Administration Major (B.A.)

Mission Statement:
The mission of the Business Administration Program is to prepare students for careers in business and related fields. This program provides general knowledge in business from both the theoretical and practical perspectives. Students learn the important ingredients effective managers need to not only survive, but also succeed in today’s business world. This major provides a solid foundation for admission into M.B.A. programs.

Student Learning Outcomes:
1. Student demonstrates the ability to solve business-related problems; e.g., formulate organizational strategies.
2. Student will be able to translate business information into effective oral and written communication or action.
3. Student demonstrates the ability to work effectively as a member of a team.
4. Student understand the subject matter of their discipline.
5. Student is prepared to enter the profession of their discipline.

Business Economics Major (B.A.)

Mission Statement:
The mission of the Economics program is to offer students an educational experience that develops their ability to understand how the interrelated activities of consumers, business, and government influence people’s daily lives both domestically and internationally.

Student Learning Outcomes:
1. Student demonstrates the ability to solve business-related problems; e.g., formulate organizational strategies.
2. Student will be able to translate business information into effective oral and written communication or action.
3. Student demonstrates the ability to work effectively as a member of a team.
4. Student understand the subject matter of their discipline.
5. Student is prepared to enter the profession of their discipline.

Finance Major (B.A.)

Mission Statement:
The mission of the Finance Program is to offer students an education experience which provides a balanced mix of finance theory and practical application, at the undergraduate level. The program seeks to prepare graduates with the knowledge of financial concepts and the analytical skills needed to pursue a variety of careers in corporate and government financial management, investments, portfolio analysis and management, financial analysis, financial planning, banking, and insurance.

Student Learning Outcomes:
1. Student demonstrates the ability to solve business-related problems; e.g., formulate organizational strategies.
2. Student will be able to translate business information into effective oral and written communication or action.
3. Student demonstrates the ability to work effectively as a member of a team.
4. Student understands the subject matter of their discipline.
5. Student is prepared to enter the profession of their discipline.

Management Major (B.A.)

Mission Statement
The mission of the Management Program is to provide students with a broad base of business skills that will prepare students for the challenges and opportunities encountered in today’s business environment.

Student Learning Outcomes:
1. Student demonstrates the ability to solve business-related problems; e.g., formulate organizational strategies.
2. Student will be able to translate business information into effective oral and written communication or action.
3. Student demonstrates the ability to work effectively as a member of a team.
4. Student understands the subject matter of their discipline.
5. Student is prepared to enter the profession of their discipline.
Management Major with International Management Concentration (B.A.)

Mission Statement:
The mission of the Management Program, International management Concentration, is to provide students with a broad base of skills that will prepare them for a dynamic, global, and diverse business environment. Graduates of this program are prepared for a wide variety of international career opportunities.

Student Learning Outcomes:
1. Student demonstrates the ability to solve business-related problems; e.g., formulate organizational strategies.
2. Student will be able to translate business information into effective oral and written communication or action
3. Student demonstrates the ability to work effectively as a member of a team.
4. Student understands the subject matter of their discipline.
5. Student is prepared to enter the profession of their discipline.

Marketing Major (B.A.)

Mission Statement:
The mission of the Marketing Program is to provide students with an understanding of the important concepts of marketing with an emphasis on emerging technologies. The marketing program offers students a comprehensive understanding of the marketing role in business, including sales, advertising, retailing, management, market research, and strategy.

Student Learning Outcomes:
1. Student demonstrates the ability to solve business-related problems; e.g., formulate organizational strategies.
2. Student will be able to translate business information into effective oral and written communication or action
3. Student demonstrates the ability to work effectively as a member of a team.
4. Student understands the subject matter of their discipline.
5. Student is prepared to enter the profession of their discipline.

Sports Management Major (B.A.)

Mission Statement:
The mission of the Sports Management Program is to prepare students to pursue careers in school and community-based programs, professional sports, and commercial and agency-based programs. Students will develop the skills necessary to work cooperatively with peers on solving cases, preparing and delivering presentations, and creating marketing, public relations, and sponsorship plans relative to sports. Students will be able to recognize the value of ethical thinking and theory in decision making for leaders in sports.

Student Learning Outcomes:
1. Student demonstrates the ability to solve business-related problems; e.g., formulate organizational strategies.
2. Student will be able to translate business information into effective oral and written communication or action
3. Student demonstrates the ability to work effectively as a member of a team.
4. Student understands the subject matter of their discipline.
5. Student is prepared to enter the profession of their discipline.

Business Minor

Mission Statement:
The Bethany College Business Minor program seeks to introduce graduates to careers in Business in the United States and Abroad by providing a value based in education through beginning professional course work in the fields of accounting, economics, finance, management, and marketing.

Student Learning Outcomes:
1. Student demonstrates the ability to solve business-related problems; e.g., formulate organizational strategies.
2. Student will be able to translate business information into effective oral and written communication or action
3. Student demonstrates the ability to work effectively as a member of a team.
4. Student understands the subject matter of their discipline.
5. Student is prepared to enter the profession of their discipline.
Computer Applications Minor

Mission Statement:
The mission of the Computer Application Minor Program is to offer students an educational experience which provides a balanced mix of basic business theory and practical computer application, at the undergraduate level. The program seeks to prepare graduates with the knowledge of computer applications processes and concepts needed to pursue any career.

Student Learning Outcomes:
1. Student demonstrates the ability to solve business-related problems; e.g., formulate organizational strategies.
2. Student will be able to translate business information into effective oral and written communication or action
3. Student demonstrates the ability to work effectively as a member of a team.
4. Student understands the subject matter of their discipline.
5. Student is prepared to enter the profession of their discipline.

Criminal Justice

Criminal Justice Major (B.A.)

Mission Statement:
The mission of the Bethany College criminal justice major is to offer an interdisciplinary field of inquiry focused on the philosophical, theoretical and practical applications of justice, and on the resolution of conflict within society. Rather than train individuals for a particular occupation through sole instruction in specific vocational skills, the BA in Criminal Justice offers a liberal arts education which focuses on the cultivation of analytical and creative thought, and the ability to communicate effectively in a 21st century workplace and social environment.

Student Learning Outcomes:
1. Student translates criminal justice information into effective and efficient oral and written communications.
2. Student demonstrates the ability to use, interpret, and analyze evidence, (criminal justice issues and problems) to guide decision-making and solve problems.
3. Student demonstrates the ability to work effectively as a member of a team.
4. Student understands and synthesizes core subject areas of their major; Student will emerge from the major with realistic goals about how to implement their knowledge, skills, and values in occupational pursuits.

Criminal Justice Minor

Mission Statement:
The mission of the Bethany College criminal justice minor is to design relevant learning experiences that enhance a students’ knowledge and understanding of the justice system while majoring in another disciplinary area.

Student Learning Outcomes:
1. Student translates criminal justice information into effective and efficient oral and written communications.
2. Student demonstrates the ability to use, interpret, and analyze evidence, (criminal justice issues and problems) to guide decision-making and solve problems.
3. Student demonstrates the ability to work effectively as a member of a team.
4. Student understands and synthesizes core subject areas of their major.
5. Student will emerge from the major with realistic goals about how to implement their knowledge, skills, and values in occupational pursuits.

Digital and Media Arts

3D Computer Animation Major (B.A.)

Mission Statement:
The 3D Computer Animation Major prepares students with the necessary artistic and computer skills needed to animate and develop fully functional artistic three-dimensional models and scenes.
Student Learning Outcomes:
1. The student will demonstrate proficiency in the use of 3D computer modeling, rigging, and animation techniques.
2. The student will demonstrate proficiency in use of the elements and principles of quality art making that introduces the student to the Core Values associated with Bethany College.

Video Game Design Major

Mission Statement:
The Video Game Design Major prepares students with the necessary artistic and computer skills needed to animate and develop interactive video game environments with integrated actions, all combined to generate a compelling and immersive narrative.

Student Learning Outcomes:
1. The student will demonstrate proficiency in the use of 3D computer modeling, environmental and animation techniques associated with the mechanics of game design.
2. The student will demonstrate proficiency in use of quality art making along with game publishing and intellectual property rights that introduces the student to the Core Values associated with Bethany College.
3. The student will demonstrate the use of video game triggers and leveling logic in order to create an immersive compelling story.

Education

Elementary Education Teaching Major K-6 (B.A.)

Mission Statement:
The Bethany College Education Department strives to instill in candidates the knowledge base, teaching skills, as well as professional attitudes and values necessary to become exceptional, reflective teachers in a diverse culture.

Student Learning Outcomes:
1. Student recognizes developmental characteristics, learner exceptionalities, and cultural, ethnic and linguistic diversities.
2. Student demonstrates knowledge of content, educational foundations, theories, philosophies, and learning styles.
3. Student applies instructional objectives, cognitive levels, critical thinking, and relevant strategies in lesson and assessment design.
4. Student analyzes classroom management and motivational strategies to promote a conducive learning environment.
5. Student demonstrates understanding of current educational responsibilities, ethical behaviors, and reflective practices.
6. Student demonstrates effective communication skills in writing, research, presentations, and the use of technology.

General Studies in Elementary Education K-6 (B.A.)

Mission Statement:
The Bethany College Education Department strives to instill in candidates the knowledge base, assistive skills, as well as professional attitudes and values necessary to become exceptional, reflective non-teaching personnel in diverse culture.

Student Learning Outcomes:
1. Student recognizes developmental characteristics, learner exceptionalities, and cultural, ethnic and linguistic diversities.
2. Student demonstrates knowledge of content, educational foundations, theories, philosophies, and learning styles.
3. Student applies instructional objectives, cognitive levels, critical thinking, and relevant strategies in lesson and assessment design.
4. Student analyzes classroom management and motivational strategies to promote a conducive learning environment.
5. Student demonstrates understanding of current educational responsibilities, ethical behaviors, and reflective practices.
6. Student demonstrates effective communication skills in writing, research, presentations, and the use of technology.
Secondary Content Teaching Majors 6-12 (B.A.)
Biology, Business, Chemistry, English, Mathematics, and Social Science

Mission Statement:
The Bethany College Education Department strives to instill in candidates the knowledge base, teaching skills, as well as professional attitudes and values necessary to become exceptional, reflective teachers in a diverse culture.

Student Learning Outcomes:
1. Student recognizes developmental characteristics, learner exceptionalities, and cultural, ethnic and linguistic diversities.
2. Student demonstrates knowledge of content, educational foundations, theories, philosophies, and learning styles.
3. Student applies instructional objectives, cognitive levels, critical thinking, and relevant strategies in lesson and assessment design.
4. Student analyzes classroom management and motivational strategies to promote a conducive learning environment.
5. Student demonstrates understanding of current educational responsibilities, ethical behaviors, and reflective practices.
6. Student demonstrates effective communication skills in writing, research, presentations, and the use of technology.

PreK-12 Teaching Majors (B.A.)
Art, Music, and Health & Physical Education

Mission Statement:
The Bethany College Education Department strives to instill in candidates the knowledge base, teaching skills, as well as professional attitudes and values necessary to become exceptional, reflective teachers in a diverse culture.

Student Learning Outcomes:
1. Student recognizes developmental characteristics, learner exceptionalities, and cultural, ethnic and linguistic diversities.
2. Student demonstrates knowledge of content, educational foundations, theories, philosophies, and learning styles.
3. Student applies instructional objectives, cognitive levels, critical thinking, and relevant strategies in lesson and assessment design.
4. Student analyzes classroom management and motivational strategies to promote a conducive learning environment.
5. Student demonstrates understanding of current educational responsibilities, ethical behaviors, and reflective practices.
6. Student demonstrates effective communication skills in writing, research, presentations, and the use of technology.

English Major (B.A.)

Mission Statement:
Our mission is to help students attain literacy and aesthetic appreciation of literature in critical reading, critical thinking, research, writing, and revising. Students study literary texts and learn to apply critical frames to their reading; they master the strategies of rhetoric, voice, and style. English education majors are well equipped for middle and secondary school teaching; English majors achieve literacy skills for graduate study or professional life.

Student Learning Outcomes:
1. The student understands the research process and demonstrates the ability to use evidence from a variety of sources to communicate and/or persuade.
2. The student demonstrates growth in logical thinking, rhetorical strategies, and literary analysis.
3. The student demonstrates the ability to communicate in writing for a variety of purposes and audiences.
4. The student demonstrates mastery of grammar, usage, and conventions (both in writing and in speaking, as demonstrated in the portfolio texts and the oral defense).
5. The student demonstrates an understanding of how readers create and discover meaning in a text (both the written literary criticism and in answers to questions posed in the oral defense).
English Minor

Mission Statement:
Our mission is to help students attain literacy and aesthetic appreciation of literature in critical reading, critical thinking, research, writing, and revising. Students study literary texts and learn to apply critical frames to their reading; they master the strategies of rhetoric, voice, and style. English education majors are well equipped for middle and secondary school teaching; English majors achieve literacy skills for graduate study or professional life.

Student Learning Outcomes:
1. The student understands the research process and demonstrates the ability to use evidence from a variety of sources to communicate and/or persuade.
2. The student demonstrates growth in logical thinking, rhetorical strategies, and literary analysis.
3. The student demonstrates the ability to communicate in writing for a variety of purposes and audiences.
4. The student demonstrates mastery of grammar, usage, and conventions (both in writing and in speaking, as demonstrated in the portfolio texts and the oral defense).
5. The student demonstrates an understanding of how readers create and discover meaning in a text (both in the written literary criticism and in answers to questions posed in the oral defense).

Communication and Theatre Major – Communication or Theatre Concentration (B.A.)

Mission Statement:
Our mission is to empower students to create, deliver, and critically evaluate communication across multiple media and communicative modes. Courses equip students to create and deliver clear communication using sound writing, valid evidence, audience awareness, artistic performance, and the most effective medium for the message. Students also learn to critically evaluate messages they receive, while welcoming the power of diverse voices and perspectives. These tightrope skills of respect, understanding, and discernment are the foundations of interpersonal, intercultural, and mediated communication so vital for effective leaders and engaged citizens.

Student Learning Outcomes:
1. Students will use verbal communication both clearly and artistically.
2. Students communicate the spoken word clearly, with an awareness of audience, rhetorical purpose and the communicative nature of any discourse.
3. Students communicate the spoken word artistically in a way that can fulfill all three goals of classical rhetoric—to teach, to delight, to move.
4. Students will use written communication both clearly and artistically.
5. Students communicate clearly via the written word using American Standard English.
6. Students communicate artistically via the written word with power and conviction, with a sense of audience, and with an understanding of how to move, teach and delight an audience.
7. Students effectively compose using multiple communicative modes in multiple discourses.
8. Students can perform a rhetorical analysis of a communication event, either in writing or orally.

Theater Minor

Mission Statement:
The mission of the Bethany College Communication and Theatre Program is firmly rooted in the mission of the college: to challenge students to perform the spoken word and compose the written word as a means of communication both clearly and artistically, to develop students’ skill using multiple communicative modes in multiple discourses, and to nurture in students a sense of confidence and responsibility in their communication art.

Student Learning Outcomes:
1. Students will use verbal communication both clearly and artistically.
2. Students communicate the spoken word clearly, with an awareness of audience, rhetorical purpose and the communicative nature of any discourse.
3. Students communicate the spoken word artistically in a way that can fulfill all three goals of classical rhetoric—to teach, to delight, to move.
4. Students will use written communication both clearly and artistically.
5. Students communicate clearly via the written word using American Standard English.
6. Students communicate artistically via the written word with power and conviction, with a sense of audience, and with an understanding of how to move, teach and delight an audience.
7. Students effectively compose using multiple communicative modes in multiple discourses.
8. Students can perform a rhetorical analysis of a communication event, either in writing or orally.

**Exercise Science**

**Athletic Training Major (B.A.) – No new students admitted**

*Mission Statement:*
The mission of the Athletic Training Education Program at Bethany College is to promote the development of character and competence in each athletic training student and to challenge each toward a successful career of professional service in sports and recreational healthcare.

*Student Learning Outcomes:*
1. Plan and implement a risk management and prevention program for the physically active populations. (AT101, AT200)
2. Recognize, assess, and provide appropriate care for acute injuries and medical referral if needed. (AT105, AT200, AT301, AT351, AT352)
3. Plan, implement, document, and evaluate the efficacy of therapeutic interventions in the rehabilitation of athletic and physically active individuals. (AT302, AT315, AT403, AT404, AT430)
4. Develop, administer, and manage a health care clinic for the physically active. (AT200, AT302, AT403, AT404, AT435)
5. Identify professional responsibilities and avenues of professional development in order to promote the athletic training profession. (AT101, AT200, AT302, AT403, AT404, AT405, AT435)

**Exercise Science (B.A.)**

*Mission Statement:*
The Bethany College Exercise Science Program is committed to educating and preparing students for careers in exercise science, sports performance, exercise programming and management through the obtainment of knowledge, skills and abilities related to health and wellness.

*Student Learning Outcomes:*
1. Understand the concepts of exercise science (e.g., CV endurance, muscular strength and endurance, etc.). Incorporate formal and informal assessment strategies toward the development of these concepts.
2. Understand how individuals learn and develop. Demonstrate safe and appropriate activities to support physical, cognitive, social, and emotional development.
3. Understand the need to foster relationships with others (i.e., students, colleagues/teaching professionals, parents, recreational community, etc.). Practices the role of servant leadership in the area of exercise science.
4. Demonstrate the ability to conduct academic and/or professional research. Access and evaluate research for the best practices that enhance exercise science.

**Coaching Minor**

*Mission Statement:*
The mission of the Exercise Science Program’s minor in Coaching is to provide students the opportunity to discover and disseminate knowledge related to physical activity, human movement, sport, leisure, recreation; and ways to improve overall health and quality of life to their athletes as well as the development of professional attitudes and character traits in the field of coaching.

*Student Learning Outcomes:*
1. Demonstrate the ability to incorporate the theory of coaching, design and game management, and the organization and administration of the sport or activity.
General Studies, Bethany College Core Experience

General Studies Major (B.A.)

Mission Statement:
The mission of the General Studies program is to provide students with a diverse and flexible program of study that will develop the necessary knowledge and skills to pursue a variety of career opportunities.

Student Learning Outcomes:
1. Students will develop career goals through the development of an academic plan in their chosen field of study. (Academic Plan worksheet)
2. Students will demonstrate critical thinking skills through academic inquiry across disciplines. (Completion of the Core courses for the General Studies Major/Senior Project).
3. Students will develop a Senior Project that incorporates and synthesizes the knowledge gained through the completion of the areas of study in the General Studies Major. (Senior Project - ePortfolio artifact)

Bethany College Core Experience

Mission Statement:
The Bethany College Core Experience will engage students in the fundamental skills, knowledge, and curiosity necessary to lead lives integrating faith, learning, and service.

Student Learning Outcomes:
Discovery and Integration – Students will demonstrate the ability to:
1. Discover and apply connections among disciplines
2. Devise appropriate questions, and obtain the knowledge and skills to address those questions.
3. Collaborate successfully on projects involving both theoretical and applied concepts.

Communication – Students will demonstrate the ability to:
1. Speak effectively with respect, integrity and sensitivity.
2. Write with an awareness of purpose and audience, thoughtful analysis, organizational coherence, appropriate style, and sentence-clarity and correctness.

Critical Analytical and Creative Reasoning – Students will demonstrate the ability to:
1. Identify, understand, and use qualitative and numerical arguments in everyday contexts
2. Analyze complicated issues from diverse cultural perspectives, considering alternative solutions and views.
3. Analyze, evaluate, synthesize, and apply information appropriately.

Information and Technical Literacy – Students will demonstrate the ability to:
1. Access and deliver information ethically, legally, and efficiently using existing and emerging technologies.
2. Evaluate the credibility of written, verbal, visual, and other forms of information.

Religious Literacy – Students will demonstrate the ability to:
1. Analyze the socio-historical significance of Christian theology or its sacred texts in light of a contemporary problem of national or global significance.
2. Critically engage and compare sacred texts or practices shared across distinct religious orientations.
3. Articulate his or her own orientation around religion in light of how we are responsible for seeking justice and the wellbeing of our neighbor.

Personal Growth and Accountability – Students will demonstrate the ability to:
1. Reflect upon and analyze the integrity of their own actions and behaviors.
2. Take suitable action in response to an understanding of his or her value system as it can positively impact society.
Service and Leadership – Students will demonstrate the ability to:
1. Integrate and apply leadership skills to connect to the community and society.
2. Engage empathetically with others through actively participating in campus or community groups.

History and Political Science

Mission Statement:
The History/Political Science major provides students with the opportunity to understand the past and all its dimensions and to know about government and politics in particular. The major encourages students to think critically about their world and to become active citizens in a diverse and democratic society. This interdisciplinary program prepares students for graduate education and careers in history, political science, business, or the legal professions.

Student Learning Outcomes:
1. History and Political Subjects: Students will articulate a depth of knowledge regarding a broad range of historical and political subjects.
2. Students will demonstrate the ability to recognize thesis and argument in scholarly and other forms of writing.
3. Students will demonstrate the ability to employ thesis and argument structure through critical written expression.
4. Students will recognize the relationship of text with context, be able to critically analyze and articulate historical and social writing and articulate personal perspective.

History and Political Science Minor

Mission Statement:
The History/Political Science major provides students with the opportunity to understand the past and all its dimensions and to know about government and politics in particular. The major encourages students to think critically about their world and to become active citizens in a diverse and democratic society. This interdisciplinary program prepares students for graduate education and careers in history, political science, business, or the legal professions.

Student Learning Outcomes:
1. History and Political Subjects: Students will articulate a depth of knowledge regarding a broad range of historical and political subjects.
2. Students will demonstrate the ability to recognize thesis and argument in scholarly and other forms of writing.
3. Students will demonstrate the ability to employ thesis and argument structure through critical written expression.
4. Students will recognize the relationship of text with context, be able to critically analyze and articulate historical and social writing and articulate personal perspective.

Mathematics/Physics

Mathematics Major (B.A.)

Mission Statement:
The mission of the Mathematics program at Bethany College is to provide our students with an understanding of mathematical thought and knowledge; to develop their abilities to use this understanding to communicate and apply mathematics. This education also prepares students to apply these skills in advanced degree programs and/or careers requiring expertise in mathematics.

Student Learning Outcomes:
1. Students will demonstrate problem-solving skills and apply such skills in the real world context.
2. Students will communicate mathematics clearly in writing: Students are able to use both analytical and abstract reasoning to organize and write correct arguments.
3. Students will communicate mathematics clearly verbally: Students are able to use both analytical and abstract reasoning to organize and present correct arguments verbally.
4. Students will demonstrate the ability to reason and think in abstract terms, construct well-organized and logically sound proofs, and recognize valid mathematical arguments.
Mathematics Pre-Engineering Major (B.A.)

Mission Statement:
The Pre-Engineering Cooperative Program will provide its students with an undergraduate education in mathematics, and an education in the application of mathematics to pre-engineering multidisciplinary problems. This education would enable students to develop skills required for graduate work in engineering and enhance a life of faith, learning, and service.

Student Learning Outcomes:
1. Students will demonstrate problem-solving skills and apply such skills in the real world context.
2. Students will communicate mathematics clearly in writing: Students are able to use both analytical and abstract reasoning to organize and write correct arguments.
3. Students will communicate mathematics clearly verbally: Students are able to use both analytical and abstract reasoning to organize and present correct arguments verbally.
4. Students will demonstrate the ability to reason and think in abstract terms, construct well-organized and logically sound proofs, and recognize valid mathematical arguments.

Mathematics Minor

Mission Statement:
The mission of the Mathematics program at Bethany College is to provide our students with an understanding of mathematical thought and knowledge; to develop their abilities to use this understanding to communicate and apply mathematics. This education also prepares students to apply these skills in advanced degree programs and/or careers requiring expertise in mathematics.

Student Learning Outcomes:
1. Students will demonstrate problem-solving skills and apply such skills in the real world context.
2. Students will communicate mathematics clearly in writing: Students are able to use both analytical and abstract reasoning to organize and write correct arguments.
3. Students will communicate mathematics clearly verbally: Students are able to use both analytical and abstract reasoning to organize and present correct arguments verbally.
4. Students will demonstrate the ability to reason and think in abstract terms, construct well-organized and logically sound proofs, and recognize valid mathematical arguments.

Physics Minor

Mission Statement:
The mission of Physics minor at Bethany College is to provide our students an opportunity to develop their analytical reasoning skills, build the tools and techniques for applying Physics into their own professional fields, and to deepen their understanding of Physics thoughts.

Student Learning Outcomes:
1. Student will convey scientific information using standard formatting and conventions.
2. Student will use scientific terminology appropriate to the audience.
3. Student will convey scientific information using standard formatting and conventions.
4. Student will use scientific terminology appropriate to the audience.
5. Student will be able to develop a hypothesis based on scientific literature and propose an experimental plan to test the hypothesis.
6. Student will be able to evaluate an experimental plan (e.g., an original research paper).
7. Student will connect scientific concepts to current events.
8. Student will be able to analyze the ethical issues surrounding scientific research and the dissemination/use of scientific information.
9. Student will demonstrate an ability to serve others through science.
Music

Music Major (B.A.)

Mission Statement:
The mission of the Bethany College Music Department is to nurture, challenge and guide developing musicians, to train the future educators for both classroom and studio areas, and to provide performance opportunities for students, faculty, and community members. In addition, we strive to educate and engage audience members in the central Kansas region and beyond.

Student Learning Outcomes:
1. The student demonstrates skills in performance through individual study, solo and ensemble performance, and a knowledge and understanding of the repertory in his/her performance area.
2. The student demonstrates knowledge of music theory skills and analysis.
3. The student demonstrates knowledge of music literature, the principal eras, genres, and cultural sources.
4. The student demonstrates skills in the use of technology in teaching and learning situations.
5. The student demonstrates the ability to solve musical problems by combining his/her performance capabilities in aural, verbal, and visual analysis; composition/improvisations; history and repertory; and technology usage.

Music Minor

Mission Statement:
The mission of the Bethany College Music Department is to nurture, challenge and guide developing musicians, to train the future educators for both classroom and studio areas, and to provide performance opportunities for students, faculty, and community members. In addition, we strive to educate and engage audience members in the central Kansas region and beyond.

Student Learning Outcomes:
1. The student demonstrates skills in performance through individual study, solo and ensemble performance, and a knowledge and understanding of the repertory in his/her performance area.
2. The student demonstrates knowledge of music theory skills and analysis.
3. The student demonstrates knowledge of music literature, the principal eras, genres, and cultural sources.
4. The student demonstrates skills in the use of technology in teaching and learning situations.
5. The student demonstrates the ability to solve musical problems by combining his/her performance capabilities in aural, verbal, and visual analysis; composition/improvisations; history and repertory; and technology usage.

Performance Major (B.M.)

Mission Statement:
The mission of the Bethany College Music Department is to nurture, challenge and guide developing musicians, to train the future educators for both classroom and studio areas, and to provide performance opportunities for students, faculty, and community members. In addition, we strive to educate and engage audience members in the central Kansas region and beyond.

Student Learning Outcomes:
1. The student demonstrates skills in performance through individual study, solo and ensemble performance, and a knowledge and understanding of the repertory in his/her performance area.
2. The student demonstrates knowledge of music theory skills and analysis.
3. The student demonstrates knowledge of music literature, the principal eras, genres, and cultural sources.
4. The student demonstrates skills in the use of technology in teaching and learning situations.
5. The student demonstrates the ability to solve musical problems by combining his/her performance capabilities in aural, verbal, and visual analysis; composition/improvisations; history and repertory; and technology usage.
Sacred Music Minor

Mission Statement:
The mission of the Bethany College Music Department is to nurture, challenge and guide developing musicians, to train the future educators for both classroom and studio areas, and to provide performance opportunities for students, faculty, and community members. In addition, we strive to educate and engage audience members in the central Kansas region and beyond.

Student Learning Outcomes:
1. The student demonstrates skills in performance through individual study, solo and ensemble performance, and a knowledge and understanding of the repertory in his/her performance area.
2. The student demonstrates knowledge of music theory skills and analysis.
3. The student demonstrates knowledge of music literature, the principal eras, genres, and cultural sources.
4. The student demonstrates skills in the use of technology in teaching and learning situations.
5. The student demonstrates the ability to solve musical problems by combining his/her performance capabilities in aural, verbal, and visual analysis; composition/improvisations; history and repertory; and technology usage.

Psychology

Psychology Major (B.A.)

Mission Statement:
The mission of the Bethany Psychology Program is to facilitate student development of the knowledge, skills, and values consistent with the science and application of psychology, and to prepare students for either graduate study or a variety of occupational pursuits.

Student Learning Outcomes:
1. Students will use critical and creative thinking, skeptical inquiry techniques, and, when possible, the scientific method to solve problems related to behavior and mental processes. Students will demonstrate the ability to weigh evidence, tolerate ambiguity, and act ethically in accordance with the principles of the discipline of psychology.
2. Students will demonstrate familiarity with a sample of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
3. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
4. Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Psychology Minor

Mission Statement:
The mission of the Bethany Psychology Program is to facilitate student development of the knowledge, skills, and values consistent with the science and application of psychology, and to prepare students for either graduate study or a variety of occupational pursuits.

Student Learning Outcomes:
1. Students will demonstrate familiarity with a sample of major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Students will understand the application of some aspects of psychological concepts and principles to a diverse range of disciplines.
Religion/Philosophy

Religion Major (B.A.)

Mission Statement:
The Religion Program strives to support students in becoming astute interpreters of sacred texts; bearers of historical, institutional, and personal religious convictions for an increasingly pluralistic world; partners in conversations that engage faiths and beliefs that are not one’s own; servants sensitive to the needs of others; and academics prepared for future graduate study in the field of religion.

Student Learning Outcomes:
1. Students will be familiar with major genres of biblical literature and demonstrate an understanding of how to use critical methods of contemporary biblical scholarship.
2. Students will demonstrate facility with Christian church history and historical theology through the critical analysis of primary texts that precede the 20th century.
3. Students will evidence skills with critical methods for religious studies and theology in light of a contemporary problem with interreligious or ecumenical importance.
4. Students will be able to articulate their understanding of vocation or calling.

Interfaith Studies Minor

Mission Statement:
Interfaith studies is an interdisciplinary investigation of how people who orient around religion differently can interact as a community toward the common pursuit of greater civil justice. Students who complete the minor will be equipped to be Interfaith Leaders in their community: possessing basic knowledge of religious diversity, acquiring skills to facilitate mutual respect through sharing narratives of faith, and understanding the personal responsibility leaders have in fostering pluralistic environments of mutual respect even when religious diversity may be seemingly absent.

Student Learning Outcomes:
1. Human Dimensions of Caring: Students will learn to give voice to their own faith/non-faith perspective and develop basic skills in role playing, active listening, and reflection on civic engagement to facilitate others in voicing how they orient around religion as well.
2. Integrative Interdisciplinary Learning: Students will critically consider how the intersection of personal dimensions and large scale social problems often entail religious misunderstanding and require us to draw on skills developed across traditional academic boundaries in search of adequate means of response that reflect pluralistic values.
3. Application to a Professional Field: Students will discover how the dynamics of religious diversity impact future workplace environments and develop professional attitudes that integrate Bethany’s core values of community and integrity into a wider sense of vocational identity.
4. Critical Literacy: Students will develop basic proficiency in religious literacy by understanding how religious influence is woven into the wider dimensions of human experience creating a need for interfaith literacy as a fundamental skill for leadership in a pluralistic community.

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Philosophy Minor

Mission Statement:
The mission of the Bethany College Philosophy Program is to challenge and prepare students to apply critical thinking and self-examination to the questions that are fundamental to wisely leading lives of faith, learning and service.

Student Learning Outcomes:
1. Students will demonstrate the ability to distinguish between the structures of the three major types of reasoning (deduction, induction by sampling and induction by best explanation), identify the conditions that contribute to the evidential strength of each type, and the role of supporting evidence in forming beliefs. Students will also demonstrate the ability to formulate and evaluate arguments of all three types.
2. Students will demonstrate the ability to clearly articulate and critically evaluate (both orally and in writing) the principles and methods of inquiry that are influential in contemporary Metaphysics, Epistemology, Ethics, Logic and Critical Thinking. Students will also demonstrate a practical knowledge of the beliefs and methods of the significant authors and traditions within the History of Western Philosophy, and the ability to relate them both to contemporary philosophical issues and to the Eastern philosophical/religious traditions.
3. Students will demonstrate the ability to reflect insightfully on the relationship between an individual’s fundamental philosophical beliefs (e.g., about ultimate reality, knowledge and ethics) and the way an individual lives his or her life. Students will also demonstrate the ability to reflect insightfully on the relationship between what seems true on the basis of human reason and experience (including the results of scientific inquiry) and the central doctrines of the world’s great religious traditions, with special emphasis on the Christian faith. Such reflection is to include, but is not limited to, identifying areas of mutual support and principles for adjudicating conflicts.
4. Students will demonstrate the ability to read, evaluate and respond to intellectual material from any discipline. Students will also demonstrate the ability to reflect insightfully on the relationship between socially accepted philosophical beliefs and salient issues in contemporary life and culture. Finally, students will demonstrate the ability to recognize personal, social and cultural influences in the oral and written communications of others.

Servant Leadership Minor

Mission Statement:
The Servant Leadership Minor will promote the awareness, understanding, and practice of servant leadership by individuals and organizations

Student Learning Outcomes:
1. Demonstrates leadership.
2. Develops and executes a community service project.
3. Works effectively as a team member.
4. Write and speak analytically about service work.
5. Understands the relationship between multiple disciplines and servant leadership.