

BETHANY COLLEGE  
2016-2017

# CATALOG



*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.*



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# ACADEMIC CALENDAR 2016-2017

## FALL TERM 2016

August 21-24 (Sunday-Wednesday) .....	New Student Orientation
August 24 (Wednesday) .....	Academic Advising/Registration
August 25 (Thursday) .....	Classes Begin
September 5 (Monday) .....	Labor Day—No Classes
October 19 (Wednesday, at the end of classes) .....	Fall Break Begins
October 24 (Monday) .....	Classes Resume
November 18 (Friday, at the end of classes) .....	Thanksgiving Break Begins
November 28 (Monday) .....	Classes Resume
December 12-15 (Monday-Thursday) .....	Final Examinations

## INTERTERM 2017

January 10 (Tuesday) through January 27 (Friday)

## SPRING TERM 2017

January 30 (Monday) .....	Academic Advising/Registration and Night Classes Begin
January 31 (Tuesday) .....	Day Classes Begin
March 17 (Friday, at the end of classes) .....	Spring Break Begins
March 27 (Monday) .....	Classes Resume
April 14 (Friday) .....	Good Friday—No Classes
April 16 (Sunday) .....	Easter Sunday
May 15-18 (Monday-Thursday) .....	Final Examinations
May 21 (Sunday) .....	Baccalaureate and Commencement

## SUMMER TERM 2017

May 24 (Wednesday) through June 21 (Wednesday) — Session I

July 12 (Wednesday) through August 4 (Friday) — Session II

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# **Your Path, Your Plan**



## YOUR PATH, YOUR PLAN

Bethany College has been helping students find their way since 1881. Our graduates have set out for careers in education and criminal justice, blazed trails to law school and medical school, and followed their hearts into international outreach and community service. Ready to find your sense of direction? Your path could begin at Bethany.

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### 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, and Sustainable Living. 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.

**Sustainable Living.** Sustainable Living is our stewardship of all aspects of the Bethany community both now and for future generations. Bethany's policies, campus, and people are attuned to the judicious use of resources in order to care for all of God's creation.

#### 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 soar ... bigger, better, stronger ...

\* \* \*

### 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;
- encourages the use of inclusive language about God in the college's worship life;
- in hiring persons to fill positions at the college, seeks to actively employ women and persons of all races and diverse cultural and ethnic backgrounds when hiring to fill all categories of employment;
- fosters an appreciation of diverse religious traditions and values systems; and
- works to continuously educate all administrators, faculty, staff and students about the issues, needs and concerns of people from diverse backgrounds.

Concern for inclusiveness and diversity must permeate the student recruitment process, the employment and advancement of faculty, administration and support staff, the design and implementation of curricular and co-curricular programs, the selection of the Board of Directors, and all other aspects of the life and operation of this college.

Our mutual task, then, is to facilitate relationships which are defined by justice and love for one another. We are enriched by full partnership and fellowship among women and men of different races, cultures and beliefs. Bethany College calls upon all members of the campus community to take responsibility for implementing this declaration.

\* \* \*

## STATEMENT OF ACADEMIC MISSION

To accomplish its mission, Bethany College offers academic programs leading to the Baccalaureate degree in the context of a comprehensive 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.

What does this mean?

### **An educated person is one who:**

**Communicates** articulately in oral, written, and other forms of communication.

**Thinks** logically, imaginatively, and creatively while engaged in rational inquiry.

**Comprehends** a variety of fields of knowledge and the relevant skills and methods involved in those disciplines.

**Understands** one's own identity in relation to the global community.

**Engages** questions of concern as these are addressed especially in the Judeo-Christian tradition and its relation with major religions of the world.

**Leads** with integrity, empathy and compassion in working with others to identify, evaluate, and resolve problems.

**Acts Responsibly** in meeting obligations to one's self and vocation, one's family and 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 moral 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.

\* \* \*

## 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. This is guided by the Bethany Pathway *Missional Directions of Excellence*:

- **Discovery, Reflection & Vocation** drives learning in critical thinking, effective communication, information literacy, and intellectual curiosity.
- **Servant Leadership** follows the example of Jesus of Nazareth, who led and served, spanning boundaries in service of a larger vision. Bethany graduates will create new visions as leaders in education, business, and ministry to others.
- **Global Citizenship** prepares graduates for a flattening world, enabling them to appreciate a worldview and desire to become engaged in global issues.
- **Sustainable Living** prepares students to lead sustainable lives and organizations by actively integrating social responsibility, economic prosperity, environmental stewardship, and spiritual renewal – people, profit, planet and prayer.

**NOTE:** See *Bethany Pathway Minors*, Section II, page 19, for more information.

## 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 chock-full of 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 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. Amtrack 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 2 story chapel with pipe organ. It has grown to include to some 15 major buildings, 4 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-fundraised 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 and houses the campus pastor's office. The Mabee Welcome Center houses the admissions offices and offers hospitality to all those who visit Bethany College.
- Burnett Center for Religion and 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 art in the region and houses the Mingenback Art Center Gallery. One classroom is outfitted as a smart room with internet access, projector and Bluetooth wireless tablet. The sculpture studio includes a fully equipped foundry.
- Nelson Science Center houses the laboratory sciences and mathematics departments. It boasts a 3-story addition, opened in September 2009, with faculty-designed labs for biology, chemistry and physics, equipped for best student learning methods and safety practices. The two campus computer labs are located in Nelson and have fresh technology including PCs, a MAC, high speed duplex-capable printers, DLP projectors, and Bluetooth wireless technology.
- Pihlblad Memorial Union houses the newly remodeled cafeteria, mailroom, Swede Nation Station, 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 Business, Enrollment Services (Registrar), Financial Aid, Human Relations Office, International Studies, 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 nine rank Reuter pipe organ in Burnett Center; an Allen electronic organ; an Eric Herz two-manual harpsichord, a Salvi concert harp; plus practice pianos – 7 grand pianos, and 10 upright pianos.
- Three residence halls are coeducational: Gregory, Warner, and Bethany's new residence hall which opened August 2015. One hall, Anna Marm, is a "women only" residence, and Swede Suites is an apartment-style unit for upper-class students that opened fall 2008.
- Sjogren Center houses institutional advancement, alumni services and deferred giving offices.
- 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 Academic Center of Excellence (ACE). The space provides electronic and physical resources, active collaborative spaces, quiet areas for study, computer lab, and offices for the Education Department, Provost and Dean of the College and meeting rooms in Lindquist Hall.
- The Wallerstedt Social Science Center provides eight classrooms, four of which are outfitted as 'smart-rooms' with computer network and internet access, DLP projector and screen, Bluetooth wireless Tablet, etc., and faculty offices for various departments.
- 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 two handball/racquetball courts, 2 full size basketball courts, a

main court that can be subdivided for intramural sports, indoor practices, and two-track lanes; along with the one classroom, two locker rooms, and men's and women's restrooms. The athletic offices are also located here. Ray D. Hahn Physical Education Building provides the main gymnasium where in spring of 2008 new bleachers were put in, and the summer of 2009 the floor was refinished. There is also a 'smart' classroom, several coaches' offices, and the Athletic Training Room.

The cardio room located in Stroble-Gibson was revamped the summer of 2009 with treadmills, stationery bikes, and elliptical equipment for all student and faculty use.

The newest addition to our athletic facilities is the weight room that opened August 2009. It is located on the north side of Stroble-Gibson gymnasium. 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 installed in summer 2008, D.L. Anderson memorial Track resurfaced the same year, and new combination scoreboard in 2009; Phillip Anderson Baseball Field; 2 softball fields; soccer field; E.T. Anderson Memorial Tennis Courts; practice and intramural fields; and 2 3-wall outdoor handball courts. The golf team plays on three championship quality golf courses with good practice facilities, and a par-three 6 hole course for short game work located on one of the courses in addition to its 18 hole facility.



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# Academic Programs

## 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 and a member of the North Central Association, 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 25. <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 25-26. <http://nasm.arts-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 and The National Council for the Accreditation of Teacher Education, now the Council for the Accreditation of Educator Preparation, 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 26-28. <http://www.ncate.org> and <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](https://svc.aauw.org/join/value/cu_listing.cfm)

### ASSOCIATED COLLEGES OF CENTRAL KANSAS (ACCK)

Bethany College is a member of the Associated Colleges of Central Kansas. This organization, which began in 1965, is a consortium of six colleges (Bethany College, Lindsborg; Bethel College, Newton; Kansas Wesleyan University, Salina; McPherson College, McPherson; Sterling College, Sterling; and Tabor College, Hillsboro) which has, as its purpose, the development of cooperative programs which benefit the students of the colleges.

A library exchange, visiting scholars, joint course offerings in athletic training, secondary teaching methods and special education, a somewhat shared calendar and the January Interterm, in which students may enroll in an offering at any one of the participating colleges, are among the successful programs of the consortium.

Private gifts, federal funds, and institutional contributions have funded ACCK cooperative programs. The ACCK central office is located in McPherson, Kansas. All six member-colleges are within a 35-mile radius. In total, the colleges have a student body of approximately 3,200 and faculty/staff of about 350.

### BETHANY COLLEGE AT MINDFIRE, WICHITA, KS

MindFire was created in 2006 at 3805 East Harry Street, Wichita, Kansas. Bethany College at MindFire offers digital media arts courses in a state-of-the-art facility incorporating a film stage, cutting-edge technology and equipment for 3D computer animation, digital filmmaking, audio recording, and video game design. Students learn from faculty who are also industry professionals. For more information visit our website at <http://www.bcmindfire.com>

### 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 11.)

"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

The academic programs of Bethany College are organized in departments: Applied Arts, Art, Business/Economics, Criminal Justice, Digital and Media Arts, Education, English/Communication/Foreign Language/Theatre, Health/Physical

Education/Athletic Training. History/Political Science, Mathematics/Science, Music, Psychology, and Religion/Philosophy.

## 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 19-22) and all courses in each major as outlined in [Section V](#), pages 48-103.

**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 19-22) and a high concentration of upper-level music and other courses in each major as outlined in [Section V](#), pages 85-92.

**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 19-22), all professional education requirements, and a high concentration of upper-level music courses in each major as outlined in [Section V](#), pages 85-92.

## 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 48-103), majors that have concentrations may include them within a single listing, or may list each concentration separately as "(A) Major, with (B) Concentration." They will be used on the transcript in the phrase "a Major in (A) with a Concentration in (B)."

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 44 academic discipline majors and programs of study, including a Mathematics "3 + 2 Engineering-Cooperative Program" with Wichita State University, eleven teaching (education) majors within various academic

disciplines, and contract majors. Majors and Programs of Study offered at Bethany College are as follows:

Accounting  
 Applied Arts: Entertainment and Game Arts Major  
 Applied Arts: Illustration Major  
 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:  
     Ceramics, Drawing, Painting or Sculpture  
 Art: Visual Art Administration with a studio focus in:  
     Ceramics, Drawing, Painting or Sculpture  
 Athletic Training  
 Biology  
 Biology Teaching 6-12  
 Business Administration  
 Business Economics  
 Business Education Teaching 6-12  
 Chemistry  
 Chemistry Teaching 6-12  
 Communication — See Theatre and Communication Arts  
 Criminal Justice  
 Digital and Media Arts: Digital Art with a focus in:  
     3D Computer Animation, Digital Filmmaking and  
     Cinema VFX, Video Game Design  
 Economics - See Business Economics  
 Elementary Education Teaching K-6  
 Elementary Education - General Studies  
 English  
 English Teaching 6-12  
 Finance  
 General Studies  
 Health and Physical Education Teaching PreK-12  
 History-Political Science  
 Interdisciplinary Studies  
 Management  
 Management with a concentration in:  
     International Management  
 Marketing  
 Marketing with Network Marketing Emphasis  
 Mathematics  
 Mathematics: 3+2 Engineering Program  
 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**  
 Operations Management  
 Physical Health and Wellness with a concentration in:  
     Coaching or Exercise Science  
 Political Science: See History-Political Science  
 Psychology  
 Religion Major with a concentration in:  
     History and Doctrine or Ministry of Service  
 Social Science Teaching 6-12  
 Sports Management  
 Theatre and Communication Arts with a concentration in:  
     Communication or Theatre

## Contract Majors

When enrolled students have definite goals that can best be attained by a combination of work on and off campus which cannot be covered by independent study within a regular major, they may draw up a contract in which they and the College agree that this program will constitute their major at Bethany.

Students interested in pursuing a contract major should explore thoroughly the possibilities offered by the regular majors and other programs such as Experience-Based Education before applying for a contract major. For that reason, a student would normally not file an application for a contract major until after one and one-half years of course work have been completed. Once a contract major has been approved, any changes in the contract must be agreed upon by each person who signed the contract (the student, the contract major advisor, the department chair for the major field, and the Provost and Dean of the College). In order to allow enough time to complete a contract major, the application should be filed before the student has completed two and one-half years of course work.

Application forms for the contract major are available in the Enrollment Services Office. For more information, the student should consult with his or her academic advisor, the coordinators for the majors in which the student is interested, the Director of Career Services, or the Provost and Dean of the College.

## Minors

The term "Minor," when used on the transcript, refers to a prescribed way of attaining expertise in an area outside the student's major area. 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 48-103. The following minors are available:

Art: Studio Art  
 Business  
 Coaching  
 Computer Applications  
 Criminal Justice  
 Digital and Media Arts: Media Arts  
 English  
 Foreign Language  
 Global Citizenship\*  
 History/Political Science  
 Mathematics  
 Music  
 Music: Sacred Music  
 Philosophy  
 Physics  
 Psychology  
 Religion  
 Servant Leadership\*  
 Sustainable Living\*  
 Theatre

\*Bethany Pathway Minor - See next page for additional information

## Bethany Pathway Minors

In addition to the minors listed above, Bethany College offers minors that are closely associated with three of the Bethany Pathway *Missional Directions of Excellence*. Rooted in the college's core values, each minor features innovative coursework, small-group discussion and hands-on experience.

**Global Citizenship**—The Center for Global Citizenship exists to globalize the college and to prepare students to become citizens equipped with the knowledge, skills and attitudes to function effectively in a “flattening world.” Through a variety of experiences and programs, locally and internationally, Global Citizenship enables each graduate to appreciate a world view and to develop the ability and motivation to become engaged in world issues. The Pathway for Global Citizenship is anchored by the functions of the Pathway for Discovery, Reflection and Vocation, but extend(s) Bethany Pathway in three primary Pathways: leadership, community and stewardship.

**Servant Leadership**—Coursework in and out of the classroom setting will guide students through discovery, reflection, and vocation. The curriculum in Servant Leadership drives learning in critical thinking, effective communication, information literacy, and intellectual curiosity. Success in this direction is shown by employment or graduate school entry within six months of graduation. The wisdom behind Servant Leadership follows the example of Jesus of Nazareth, who led and served, spanning boundaries in service of a larger vision. Bethany graduates will create new visions as leaders in education, business, and ministry to others. Leadership that is grounded in service 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.

**Sustainable Living**—The Interdisciplinary Minor in Sustainable Living integrates the four-dimensional understanding of sustainable living (profit, people, planet and prayer) with the themes of worldview and cosmology, systems and change, sustainable living and justice, and the importance of place. The requirements for this minor include courses from eight categories of academic disciplines, an accompanying Integrative Seminar each semester, a yearly e-portfolio entry on Foliotek of an integrative project for each category course, and a group project with other students in the program.

## Certificates

The term “Certificate,” when used on the transcript, refers to a prescribed way of attaining certain technical or professional skills. It is not mandatory that any student have a certificate, nor is it mandatory that there be a certificate in every discipline in which a major is offered. The coordinator and requirements for each certificate are listed in [Section V](#) (pages 65, 67, and 82). The following certificates are available:

Digital and Media Arts: Digital Art with a focus in two of the following areas:

- Audio Recording Arts
- 3D Animation
- Digital Filmmaking
- Video Game Design

Digital and Media Arts: Media Arts with a focus in:

- Audio Recording Arts
- 3D Animation
- Digital Filmmaking
- Video Game Design
- Network Marketing

## 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 Enrollment Services 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 (26-31 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 four components: Interdisciplinary Experience, Bethany Quest, ePortfolio, 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.

Each interdisciplinary course will address all of the following foundational competencies: Discovery and Integration; Communication; Critical, Analytical and Creative Reasoning; and Information and Technical Literacy. With this comprehensive approach to the competencies and their respective learning outcomes, students will be able to demonstrate growth in fundamental intellectual skills.

Within the Religious Literacy competency, students will understand the central elements of the Christian tradition and how it relates to other major religions and ideologies in addition to exploring their own sense of vocation, values and beliefs.

**Bethany Quest.** Small group discussions and activities form the basis of the Quest component of the Bethany College Core Experience. Each Quest course will focus upon one of the four Directions of Excellence (Discovery, Reflection and Vocation; Servant Leadership; Sustainable Living; Global Citizenship) enabling students to further develop connections in their curricular and co-curricular activities.

**ePortfolio.** Documentation of mastery of the foundational competencies via the ePortfolio system requires that students understand the importance of presenting one's self to the world with integrity. Guidance that is provided during the Quest seminars and a semi-annual review of the portfolio will assist students in this endeavor.

<b>BQ301A</b>	<b>Service and Leadership Competency</b> .....	<b>0 hrs</b>
<b>BQ301B</b>	<b>Personal Growth and Accountability Competency</b> .....	<b>0 hrs</b>

**College Requirements.** The College Requirement courses expose students to a breadth of knowledge that is essential to a liberal arts education.

## Design of the Program

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

1. Interdisciplinary Experience (9-11 hours)
2. Bethany Quest (2-5 hours)
3. ePortfolio (0 hours)
4. College Requirements (15 hours)

The Bethany College Core Experience will be completed when the student passes each required course with a grade of C or higher.

## 1. Interdisciplinary Experience (9-11 hours)

The foundation of the Bethany College Core Experience is a set of four interdisciplinary courses taken during the student's first two years.

**Students will complete 11-14 hours from the following:**

*Interdisciplinary Courses:*

<b>ID101</b>	<b>Introduction to Interdisciplinary Studies</b> .....	<b>2 hrs</b>
<b>IDxxxW</b>	<b>Writing Intensive</b> .....	<b>3 hrs</b> (ID102W/201W/202W or EN101)
<b>IDxxxRL</b>	<b>Religious Literacy</b> .....	<b>3 hrs</b> (ID102RL/201RL/202RL or RL100, RL120, RL200)
<b>IDxxxR</b>	<b>Research Intensive</b> .....	<b>3 hrs</b> (ID201R/202R)

These Interdisciplinary Experience courses will address the following foundational competencies:

### Discovery and Integration:

Students will demonstrate the ability to:

- Discover and apply connections among disciplines.
- Devise appropriate questions, and obtain the knowledge and skills to address those questions.
- Collaborate successfully on projects involving both theoretical and applied concepts.

### Communication:

Students will demonstrate the ability to:

- Speak effectively with respect, integrity and sensitivity.
- Write with demonstrate 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:

- Identify, understand, and use qualitative and numerical arguments in everyday contexts.
- Analyze complicated issues from diverse cultural perspectives, considering alternative solutions and views.
- Analyze, evaluate, synthesize, and apply information appropriately.

### Information and Technical Literacy:

Students will demonstrate the ability to:

- Access and deliver information ethically, legally, and efficiently using existing and emerging technologies.
- Evaluate the credibility of written, verbal, visual, and other forms of information.

### Religious Literacy:

Students will demonstrate the ability to:

- Interpret basic theological claims of Christianity as they relate to other religions and the modern world.
- Articulate a personal statement of faith, values, and beliefs, incorporating both individual and communal dimensions.
- Articulate one's exploration of vocation and commitment to service and how these will contribute to building community.

## 2. Bethany Quest (2-5 hours)

Bethany Quest aspires to integrate first-year students into the life of the College based upon the core values of integrity, hospitality, community, servant leadership, and sustainable living. The sophomore- and junior-level Quest seminars will guide students through the completion of his/her ePortfolio.

<b>BQ101</b>	<b>Bethany Quest I</b> .....	<b>1 hour</b>
<b>BQ102</b>	<b>Bethany Quest II</b> .....	<b>1 hour</b>
<b>BQ201</b>	<b>Bethany Quest III</b> .....	<b>1 hour</b>
<b>BQ202</b>	<b>Bethany Quest IV</b> .....	<b>1 hour</b>
<b>BQ301</b>	<b>Bethany Quest V</b> .....	<b>1 hour</b>

Bethany Quest for transfers will guide students through the completion of his/her ePortfolio.

<b>BQ301</b>	<b>Bethany Quest V</b> .....	<b>1 hour</b>
<b>BQ305</b>	<b>Bethany Transfer Quest</b> .....	<b>1 hour</b>

## 3. Additional ePortfolio Artifacts

Students will also be required to create and submit an electronic portfolio documenting mastery of the following core competencies:

- Personal Growth and Accountability
- Service and Leadership

The portfolio competencies will be met with artifacts that are examined on a semiannual schedule. The Portfolio will address the following competencies and learning outcomes:

### **BQ301A Personal Growth and Accountability (0 hrs):**

The Foundational Competency of Personal Growth and Accountability involves the ability to reflect upon and analyze the integrity of one's actions and behaviors and take suitable action. In addition, students at Bethany College will demonstrate a commitment to sustainable living in all of its forms: ecological, social, economic and spiritual.

Artifacts include:

- Yearly reflection (Quest)
- Reference list (Quest)
- Audio and/or Visual Presentation of the Reflection

### **BQ301B Service and Leadership (0 hrs):**

The Foundational Competency of Service and Leadership involves active participation in civic groups and the ability to integrate and apply leadership skills to connect to the community and society.

Artifacts include:

- Reflection paper
- Chronological list demonstrating involvement in leadership activities
- Audio/Visual evidence demonstrating leadership skills (photos and article used for publicity may be submitted)

## 4. College Requirements (15 credits)

- Arts, 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 and/or minor.

## BETHANY COLLEGE CORE EXPERIENCE 2016-2017 (26-31 hours)

FF \_\_\_\_\_ TR: \_\_\_\_\_ 0 - 26 Accepted Hrs \_\_\_\_\_ 25.01 - 61.99 Accepted Hrs \_\_\_\_\_ 62.00+ Accepted Hrs

1. INTERDISCIPLINARY EXPERIENCE (9-11 hours)	Hrs	Term Planned	Hours Completed
<b>ID101 Introduction to Interdisciplinary Studies</b> Required for first-time freshmen (FF) and transfer (TR) students with less than 26.01 hours.	2	_____	_____
<b>ID Writing Intensive* (ID102W/201W/202W or EN101)</b> All transfer students with 26.01 or more accepted hours may satisfy with Comp I & II.	3	_____	_____
<b>ID Religious Literacy* (ID102RL/201RL or RL100, RL120, RL200)</b> The religious literacy component may be fulfilled by transfer credit upon approval from the Religion Department	3	_____	_____
<b>ID Research Intensive* (ID201R/202R)</b>	3	_____	_____
			<b>Total (9-11)</b>

\*Specific course numbers for these courses are listed under *Interdisciplinary* in **Section VI, Courses, Course Credit and Descriptions**, page 141.

### 2. BETHANY QUEST (2-5 hours)

#### First-time Freshmen (FF)

BQ101 Bethany Quest I	1	_____
BQ102 Bethany Quest II	1	_____
BQ201 Bethany Quest III	1	_____
BQ202 Bethany Quest IV	1	_____
BQ301 Bethany Quest V	1	_____

#### Transfers (TR)

BQ301 Bethany Quest V	1	_____
BQ305 Bethany Transfer Quest	1	_____

**Total (2-5)**

### 3. ePORTFOLIO - Foliotek Documentation (0 hours)

BQ301A Service and Leadership Competency	0	_____
BQ301B Personal Growth and Accountability Competency	0	_____

**Total (0)**

### 4. COLLEGE REQUIREMENTS (15 hours)

**Transfer students with 62.00+ accepted hours/AA/AS**      **15**      **MET**

*All other students must complete the following:*

**Arts** - Art, Digital Art, Music, Theatre (AA, AR, DA, MU, TH):

\_\_\_\_\_      \_\_\_\_\_      **3**      \_\_\_\_\_      \_\_\_\_\_

**Humanities** - Communication, English, History, Ministry, Philosophy, World Language (CM, EN, FR, GR, HI, MN, PL, RL, FR, SV, SN):

\_\_\_\_\_      \_\_\_\_\_      **3**      \_\_\_\_\_      \_\_\_\_\_

**Math/Science** - Biology, Chemistry, Math, Physics, Science, Computer Science (BI, CH, MA, PH, SC, CS):

\_\_\_\_\_      \_\_\_\_\_      **3**      \_\_\_\_\_      \_\_\_\_\_

**Social Science** - Anthropology, Economics, Political Science, Psychology, Sociology, Geography (AN, EC, PS, PY, SO, GO):

\_\_\_\_\_      \_\_\_\_\_      **3**      \_\_\_\_\_      \_\_\_\_\_

*One additional course in any of the above categories:*

\_\_\_\_\_      \_\_\_\_\_      **3**      \_\_\_\_\_      \_\_\_\_\_      **Total (15)**

**TOTAL (26-31)**      **=====**

## 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 3.75 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 enroll and receive a grade of "B" or higher in all Honors courses: all four ID Honors courses (ID 101H, ID 102H, ID 201H, and ID 202H) and four additional one-credit discussion Honors courses (two in the junior year and two in the senior year). In addition to 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."
6. 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:

- An annual Honors scholarship of \$1,000.
- 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 2016-2017**

- (15 hours) VanTassel, Coordinator

**Fall Semester 2016 (first semester)**

ID101H Introduction to Interdisciplinary Studies (2 credit hours)

**Spring Semester 2017 (second semester)**

ID102H Interdisciplinary Topics Course, writing intensive (3 credit hours)

**Fall Semester 2017 (third semester)**

ID201H Interdisciplinary Topics Course, research intensive (3 credit hours)

**Spring Semester 2018 (fourth semester)**

ID202H Interdisciplinary Topics Course, religious literacy, if not already covered previously (3 credit hours)

**Academic Year 2018-2019**

2 one-credit Honors courses

**Academic Year 2019-2020**

2 one-credit Honors courses

## ACCREDITED PROGRAMS

### ATHLETIC TRAINING Program—Caiola, 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 Associated Colleges of Central Kansas-Athletic Training Education Consortium (ACCK-ATEC). Core courses for the major are taught either on the Bethany campus or at ACCK in McPherson, Kansas (12 miles south of Lindsborg).

#### Admission

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 PE135 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](http://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—Lucas and Masterson, Coordinators

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, Voice, 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 85-92.**

**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 qualify for acceptance into these pre-professional programs. The three different levels a student can achieve at the qualifying jury are: pass, probation, and not recommended for continuation.

**ENSEMBLE PARTICIPATION** — MU165, MU166, MU167, 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 177). Assessment of student progress and learning is accomplished through a required performance final, 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 85-92, 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:*

MU365\* Applied Brass Tech/Repertoire ..... 2 hrs.  
 MU366\* Applied String Tech/Repertoire ..... 2 hrs.  
 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.  
 MU168S 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:*

CM212 Oral Interpretation..... 3 hrs.  
 TH111 Acting ..... 3 hrs.

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

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

**TEACHER EDUCATION Program**—Konzem, 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 Board 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 Board of Education approval and accreditation through KSDE and the National Council for Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation (CAEP).
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 *Denial of Licensure Notification* form 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 an ACT composite score of 22 and a grade of "C" or higher in all departmental, professional and supporting courses 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 very 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.

### Field Experiences

Teaching majors complete courses designed to provide classroom observation and experience as part of their pre-service program. (Refer to the *Bethany College Teacher Education Handbook and Assessment Manual* for requirements.) Each is required to complete the following:

1. **ED200 Introduction to Teaching: Classroom Experience**, a full-time, Interterm field experience, to help the candidate further explore the profession and teaching level.
2. *Secondary Teaching Majors* complete ED342, Middle Level/Secondary (6-12) Teaching and Learning Strategies and ACCK content specific courses.
3. *Elementary Teaching Majors* complete ED305, Elementary Integrated Field Experience, Grades K-3 (taken concurrently with ED304), and ED315, Elementary/Middle Level Integrated Field Experience, K-8 (taken concurrently with ED314).
4. *Elementary Education* methods classes.
5. PreK-12 education methods classes.
6. *Education majors* complete a minimum of 16 weeks of clinical practice.

### 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. Admission is a two-step process:

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 minimum cumulative score of 2.5 or higher on recommendations completed by selected instructors as outlined in the Teacher Education Handbook and a positive or "no knowledge" recommendation from the Dean for Student Development.
  - d. Pass ED100, Introduction to Teacher Education and the Teaching Profession.
  - e. Pass ED200, Introduction to Teaching: Classroom Experience.
  - f. Prior to admission to clinical practice, each candidate will participate in an interview process with members of the Teacher Education Coordinators or their designees appropriate to their major field of study.

**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 with an ACT composite score of 22.
2. File formal application in December of the fall semester prior to the professional fall or spring semester.<sup>1</sup>
3. Have approval from the advisor, major coordinator, and Registrar.
4. A minimum cumulative score of 2.5 or higher on recommendations completed by selected instructors as outlined in *The Bethany College Teacher Education Handbook and Assessment Manual*, and a positive or "no knowledge" recommendation from the Dean for Student Development.
5. Have a grade of "C" or higher in each of the required courses in writing, communication, and mathematics as follows:
  - **EN101 Thinking and Writing or IDxxxW** or equivalent transfer course.
  - **MA104 College Algebra** or higher or equivalent transfer course.
  - **CM110** or equivalent transfer course.
6. Have completed approved coursework with two different instructors at Bethany College prior to clinical practice.
7. Have completed sufficient semester hours to make graduation possible within the Interterm and Spring term following clinical practice.
8. 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.
9. 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.
10. Have a grade of "C" or higher in all methods and professional education courses appropriate to the major/endorsement.

11. 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.
12. Have current proof of the absence of tuberculosis.
13. Hold \$1,000,000 in professional liability insurance throughout clinical practice. (See the Handbook for Teacher Education for details.)

<sup>1</sup>*Clinical Practice candidates with special needs or disabilities must notify the director of the Academic Center of Excellence (ACE) that they are applying for clinical practice and request the director notify the Chair of the Education Department of any modifications necessary during clinical practice. Notification by the director of ACE must be received no later than the clinical practice application deadline so that modifications can be arranged when requesting clinical practice placements.*

**NOTE: Spring clinical practice is offered at Bethany College BY EXCEPTION ONLY.** 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.

### Objectives of Clinical Practice

Objectives to be met by those engaged in clinical practice:

1. Demonstrate those intellectual abilities identified on the Bethany College Exceptional Teacher model.
2. Portray the professional attitudes and values identified on the Bethany College Exceptional Teacher model.
3. Demonstrate mastery of teaching skills, including use of a variety of planning, instructional, and evaluation strategies.
4. Adjust and structure learning activities to meet the needs of individual candidates.
5. Establish a classroom climate which promotes intrinsic motivation.
6. Utilize effective classroom management techniques.

### Licensure Eligibility

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

1. Have earned a baccalaureate degree.
2. Have completed all program requirements for licensure sought.
3. Have a minimum cumulative GPA of 2.5 or higher and a major GPA of 2.75 or higher, based on total hours attempted at all colleges attended. NOTE: Only coursework repeated at the same institution with a higher grade will be used to supersede a lower grade.
4. All courses within each program, including departmental, professional courses, supporting courses and the required courses for writing, communications and mathematics must have a grade of "C" or higher.

5. Have filed with the Licensure Officer a Recommendation for Licensure form.
6. Have been formally approved by the Education Department for licensure.
7. Complete the application process for each state in which licensure is sought with the Licensure Officer in December or January (for Dec/Jan graduates) or in May (for May graduates). This process MUST be completed in order to receive a teaching license.
8. Pass the Principles of Learning and Teaching (PLT) Test at the most appropriate level of licensure, and the Content Test required for each subject area in which licensure is sought (required for Kansas Licensure).
9. Submit fingerprints for a background check along with the appropriate fee (required for Kansas Licensure).

Note: For information regarding licensure in other states, contact the Licensure Officer.

### Elementary Education Program

Elementary Education Teaching K-6—Holmquist, Coordinator

See [Section V](#), pages 68-69, for course listings for this major.

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

Art Teaching PreK-12—Smith, Coordinator  
 Biology Teaching 6-12—McDonald, Coordinator  
 Business Teaching 6-12—Frost, Coordinator  
 Chemistry Teaching 6-12—McCormick, Coordinator  
 English Teaching 6-12—Hensel, Coordinator  
 Health and Physical Education Teaching PreK-12—Konzem, Coordinator  
 Mathematics Teaching 6-12—Peng, Coordinator  
 Instrumental Music Teaching PreK-12—Green, Coordinator  
 Vocal Music Teaching PreK-12—Lucas, Coordinator  
 Social Science Teaching 6-12—Pigge, Coordinator

See [Section V](#), pages 50-99, 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, Physics

#### Special Education (PreK-12, K-6, 6-12)\*

High-Incidence Special Education

\* Bethany offers endorsements in special education through the Associated Colleges of Central Kansas (ACCK) in McPherson.

See [Section V](#), pages 71-101, for course listings for each endorsement.

## GRADUATE SCHOOL CONNECTIONS

### Accounting: Articulation Agreements for Graduate Study

Martin, 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.

### 3 + 2 Engineering Cooperative Program

Peng, Coordinator

A cooperative program with Wichita State University allows a student to complete a Bachelor of Arts program with a Mathematics: 3+2 Engineering Major at Bethany College and a Master of Science in Aerospace, Mechanical, or Electrical Engineering at Wichita State University. This intensive program may be completed in five years by attending Bethany three years and then completing the program with an additional two academic years plus two summers at Wichita State University, although many students will require more time to complete the advanced part of the program.

The program requires a minimum of 108 semester hours of college credit granted by Bethany College. Thirty-two of the 108 semester hours must be taken in residence at Bethany College immediately prior to entering the engineering program. Three hundred-level credit will be awarded for the successful completion of engineering program courses at or above the junior level. The requirement that 32 of the last 40 semester hours prior to graduation be taken in residence is waived for this program. All other graduation requirements must be met.

A student would complete the requirements for the Bethany BA degree by completing a year of work as indicated for the specified engineering program. If a student qualifies under the Senior Rules of the Graduate School at WSU (GPA of 3.00 or above in major field and in upper division courses and within 10 hours of graduation), he or she may petition to start taking graduate courses during the last semester of the baccalaureate 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."





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# **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](http://www.bethanylb.edu). Academic policies and procedures are administered by the Registrar in the Enrollment Services 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 175.

New degree seeking students may enroll during early enrollment after being accepted for admission to Bethany College.

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 post-secondary school after high school graduation:

1. Final high school transcript or GED.
2. All final official college transcripts.
  - ACT/SAT scores might also be required (if not on final high school transcript)

**ACCK Cross Registration.** Unless otherwise specified, all courses offered by the ACCK consortium institutions are available for cross registration on a space-available basis. Students who plan to register for a class at any of the ACCK colleges must be aware that their Academic Calendars may be different than Bethany's.

Students may take a course at another ACCK college 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 ACCK Cross Registration:

- 1) Students must be in good academic standing as defined by the current Satisfactory Academic Progress policy ([page 38](#)).
- 2) Students will pick up a cross-registration form from the Enrollment Services Office. The completed form,

which includes the advisor's signature, must be submitted it to Enrollment Services 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) Enrollment Services must be notified immediately if the student drops or withdraws from any ACCK 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 full-time 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 Enrollment Services 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 Provost and Dean of the College to be classified as a degree candidate. Students are classified at the beginning of each semester.

**Non-Resident Credit.** Students are permitted to pursue non-resident transfer credit after receiving approval from the appropriate faculty members. Forms are available in Enrollment Services.

**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, [College Expenses](#), page 175). A student may enroll in a maximum of 24 credit hours during the fall or spring term.

**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 a change of registration form from Enrollment Services, secure the designated approval and signatures, and return the form to Enrollment Services. The change is not official until the form has been delivered to Enrollment Services 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 a "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 without following the drop procedures and courses dropped after the first day of Interterm, the second day of Summer 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 Section IX, [Refund Policy](#), page 178).

**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 2017.

Students may begin enrolling, according to their academic classification, on the date listed below through the last day to add for the given term:

Oct. 31, 2016	Honor Students, beginning at 8 a.m.
Nov. 1, 2016	Seniors, beginning at 8am
Nov. 3, 2016	Juniors, beginning at 8am
Nov. 7, 2016	Sophomores, beginning at 8am
Nov. 9, 2016	Freshmen, beginning at 8am
Nov. 11, 2016	Other Students

**Returning student enrollment dates for Summer 2017, Fall 2017 and Interterm 2018.** Students may begin enrolling, according to their academic classification, on the date listed below through the last day to add for the given term:

Apr. 3, 2017	Honor Students, beginning at 8am
Apr. 4, 2017	Seniors, beginning at 8am
Apr. 6, 2017	Juniors, beginning at 8am
Apr. 10, 2017	Sophomores, beginning at 8am
Apr. 12, 2017	Freshmen, beginning at 8am
Apr. 14, 2017	GOOD FRIDAY
Apr. 17, 2017	Other Students

### New Student Enrollment Days for Fall 2017:

Saturday, April 29, 2017  
Monday, June 5, 2017  
Monday, July 26, 2017

**Residency Requirement.** A degree candidate's program must have 32 out of the last 40 semester hours completed while in residence.

**Study Abroad.** Bethany College offers study abroad opportunities for students. Credit will be given for courses taken in study abroad programs which are approved by the student's advisor and the Registrar. Students must complete the study abroad form, obtain the required signatures, and submit it to Enrollment Services before any aid or credits will be approved.

Information about study abroad programs is available through the Student Development Office. Contact the Financial Aid Office for possible financial assistance.

**Summer Registration.** Summer School credit course offerings shall be primarily regularly-scheduled classes and Directed Independent Studies (DIS). Courses offered by arrangement are expected to meet face-to-face for the same amount of time as regularly scheduled offerings. Summer school tuition is listed in Section IX, [Tuition](#) (page 175).

Summer School credit course offerings shall be finalized during the fall semester in sufficient time for publication before spring semester registration.

**Withdrawal from College.** If students find it necessary to withdraw from Bethany College during an academic term, they must submit a completed *Official Withdrawal from Bethany College* form to Enrollment Services. 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: "Withdrew from \_\_\_\_ hours after class attendance but before a grade of W would have been recorded." Students leaving college without an official withdrawal will 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 an examination;
5. Use of alternate, stand-in, or proxy during an examination;
6. Use of unauthorized material, including books, notes, computer programs, or any electronic device 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 or creative product as one's own. In an institution of higher learning, plagiarism includes the presentation, without proper attribution, of 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, conclusions, discoveries, compilation of facts, opinions, 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 about repercussions that may occur for violations of this policy, including dismissal from the College. Failure to have a clear statement on a syllabus does not eliminate or reduce student responsibilities under this policy.
2. Each faculty member has responsibility to explain what is considered plagiarism or academic dishonesty in the discipline and to clarify what constitutes legitimate collaboration for the course. Failure on the part of faculty to explain plagiarism or academic dishonesty does not eliminate or reduce student responsibilities under this policy.

### *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.
3. Multiple instances of academic dishonesty, whether occurring concurrently or sequentially are grounds

for dismissal from the College. The Chief Academic Officer (or his/her designee), upon conference with senior faculty leaders shall be responsible for determining any sanctions as a result of multiple instances of academic dishonesty. 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 support 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.** 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 chair of the faculty member's department. 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, faculty member, or administrator.

In the event that informal meetings do not result in a satisfactory resolution, the student may wish to pursue review of that decision.

**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, or if he/she consistently demonstrates a failure to prepare for class sessions and assignments, or if he/she engages in cheating or plagiarism, (see [Section III, Academic Honesty](#) pages 34-35) or if his/her behavior in the classroom is persistently disruptive or unruly or demonstrates an attitude not consistent with a learning environment. The instructor will withdraw the student with either 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.

**Textbook Program.** Bethany College students will receive all course textbooks and consumables (e.g., lab manuals) for a flat fee that is included in the price of tuition. The books will be delivered to campus and Rafter 360, the company contracted with the college, will provide personnel to distribute the books to students. 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 for *Rafter 360 Student FAQs* and *Rafter 360 Faculty FAQs* under Quick Links for additional information.

## GRADES AND TRANSCRIPTS

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 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.

<b>A</b>	<b>= 4.00</b>
<b>A-</b>	<b>= 3.67</b>
<b>B+</b>	<b>= 3.33</b>
<b>B</b>	<b>= 3.00</b>
<b>B-</b>	<b>= 2.67</b>
<b>C+</b>	<b>= 2.33</b>
<b>C</b>	<b>= 2.00</b>
<b>C-</b>	<b>= 1.67</b>
<b>D+</b>	<b>= 1.33</b>
<b>D</b>	<b>= 1.00</b>
<b>D-</b>	<b>= 0.67</b>
<b>F</b>	<b>= 0.00</b>

<b>AP</b>	– Advanced Placement
<b>AU</b>	– Indicates that the student audited the class; courses that are taken AU do not count toward the graduation requirement of 124 hours
<b>AW</b>	– Administrative Withdrawal
<b>CR</b>	– Credit by Examination
<b>CL</b>	– CLEP Credit
<b>FL</b>	– Indicates student has failed a pass-fail course
<b>FW</b>	– Indicates faculty withdrawal
<b>I</b>	– Indicates incomplete
<b>IB</b>	– International Baccalaureate
<b>IF</b>	– Indicates incomplete changed to an F
<b>IP</b>	– Indicates in progress

<b>NC</b>	– Indicates course taken for no credit
<b>PS</b>	– Indicates student has passed a pass-fail course
<b>S</b>	– Satisfactory
<b>W</b>	– Indicates that the student withdrew from class
<b>WF</b>	– Indicates withdrawn failing

**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 first eight weeks of the next semester. No transcribed 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 only to those students who have made satisfactory settlement of tuition and fees. (See [Section IX](#), page 177, for information on how to order an official transcript.)

**Transfer Credit Policy.** Credits transferred from other institutions are not used in determination of GPA at Bethany. (See [Section IX](#), [Application for Transfer Admission](#), pages 173.)

## GRADUATION REQUIREMENTS

1. A cumulative 2.0 grade point average for hours earned at Bethany and a total of 124 semester hours from all sources are required for graduation.
2. At least 33 semester hours are to be in 300-level courses.
3. Of the last 40 semester hours in a degree candidate's program, 32 must be completed in residence.
4. A candidate must have completed all Bethany College Core Experience requirements ([Section II](#), pages 19-22) and all courses in the major with a grade of "C" or higher.
5. No transcribed coursework from Bethany College can have a final grade of "I" or "IP."
6. A student must file with the Enrollment Services Office a **Graduation Application** by October 1<sup>st</sup> for Fall (December 31) or Interterm (January 31) graduation, and by March 1<sup>st</sup> for Spring (May) or Summer (August) graduation. Students are encouraged to apply one year in advance and schedule regular graduation checks with the registrar beginning in the junior year.
7. Degrees will not be granted to individuals who have outstanding account and/or loan balances with Bethany College unless satisfactory payment arrangements have been made.
8. A candidate must attend exit loan interviews with the financial aid and accounting offices if he/she has student loans.
9. All Bethany College property in a candidate's possession must be returned.

No candidate for a degree will participate in commencement or receive their diploma until all requirements for graduation have been completed.

**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 (32 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 Degree.** A student may earn an additional degree subsequent to the initial degree (another B.A., for example). There must be at least one year between the granting of each degree and the subsequent degree must require at least 30 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, [Honors Program](#) (page 23-24) 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 Enrollment Services 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 but completes all coursework by that time, Bethany will change the academic transcript to reflect the grade the student earned for each course in which an incomplete was issued. The student will be classified as non-returning as of the end of semester in which 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 full-time student making Satisfactory Academic Progress (SAP) is in good standing and is therefore eligible to participate in intercollegiate competition.

A full-time 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.)

## COLLEGE SPONSORED AND RECOGNIZED NON-CREDIT ACTIVITIES ELIGIBILITY

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

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

## 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 in this section, [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 Provost and Academic Dean 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 Enrollment Services. It is the responsibility of the student to inform Enrollment Services 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:
    - Fall or Spring may enroll in a maximum of 16 hours.

- Interterm may take a maximum of 3 hours.
  - 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 Provost and Academic Dean (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 Provost and Academic Dean (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 Provost and Academic Dean (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 Provost and Academic Dean 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 progression 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 Enrollment Services. It is the responsibility of the student to inform Enrollment Services 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 Provost and Academic Dean 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** reinstate 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.



**IV**

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**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.

While at Bethany students develop an ePortfolio that documents their entire college experience, both in academic and co-curricular activities. The ePortfolio allows potential employers to see students' best work and individual strengths. 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.

### ACADEMIC CENTER FOR EXCELLENCE (ACE)

ACE provides many services and resources which promote the success of any student. ACE has an informal setting where students can study and have access to assistance when they need it. Services available include peer and professional tutoring in a variety of subjects. There are computers, high speed internet, wireless, and printing. There is plenty of room for group work. Calculators and audio equipment are also available. ACE staff has expertise teaching students study skills and success strategies. The ACE is located in the lower level of Wallerstedt Learning Center, rooms 50 and 55. Email us at [callihandp@bethanylb.edu](mailto:callihandp@bethanylb.edu). All ACE services are free.

### Student 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 Academic Center for Excellence (ACE) Office, located in the lower level of Wallerstedt Learning Center, Room 50. 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 ACE Director, Dan Callihan, in Wallerstedt Learning Center, Room 50. The ACE Director will verify your status and work with you to determine appropriate academic accommodations and inform your instructors of accommodations granted. We would be happy to talk with you by telephone, email, or meet in person. Please contact us at [callihandp@bethanylb.edu](mailto:callihandp@bethanylb.edu) or (785) 227-3380, 8456.

### Academic Early Alerts

A student's grades, attendance, or conduct may prompt an instructor to issue an Academic Early 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.

Studies show that an "intrusive contact" makes a difference during the academic early alert process. Therefore, ACE staff telephones students who have received alerts. This is more effective than sending an email alone. In addition, alerts document instructors' communication to students.

Instructors initiate an alert by sending an email to [alerts@bethanylb.edu](mailto:alerts@bethanylb.edu) and to the student. The instructor identifies the course and explains what is going wrong. They also may include the student's grade, attendance, conduct, skill deficiencies, and/or recommendations.

When an alert is initiated, ACE staff will attempt to contact the student by telephone (and possibly other methods). ACE staff offers assistance and encourages the student to take appropriate action which may include getting help or, of course, heeding the instructor's recommendations. In addition, ACE staff contacts the instructor after the student is contacted or if two or more attempted contacts have been made, and no response has been received.

Although Academic Early Alerts cannot "save" all students, they have been shown to make a difference overall.

### Academic Accommodations

Academic accommodations level the playing field so that students can compete fairly. Accommodations are not reductions of the course material. These accommodations are completely confidential. If you know you have a disability, provide documentation to the ACE and get the accommodations you need, so you can compete on equal footing. If you think you have a disability, get documentation, so you can get the accommodations you need. The ACE also coordinates temporary medical accommodations for those

who need them. The ACE is located in the lower level of Wallerstedt Learning Center, rooms 50 and 55. Email us at [callihandp@bethanylb.edu](mailto:callihandp@bethanylb.edu).

## **Tutoring**

Tutoring is not just for struggling students; it is for any student who wants to get better grades and learn more. A “B student” who wants to get A grades can do so with the help of a tutor. And if you are already an “A student,” you may consider becoming a tutor. The ACE Director, Dan Callihan, is an experienced professional tutor for a variety of subjects. He can also help students with study skills, time management, test anxiety, success strategies, and much more. Academic Assistants in the ACE provide tutoring in a variety of subjects. Academic Specialists are tutors who have college degrees. ACE Peer Tutors are carefully selected students who have successfully completed the courses in which they tutor and enjoy working with other students. In addition, all peer tutors complete fifteen hours of tutor training and have recommendations from faculty. Walk-in or contact us for an appointment. If we do not already have a tutor for your subject, we will hire one. ACE is located in the lower level of Wallerstedt Learning Center, rooms 50 and 55. Email us at [callihandp@bethanylb.edu](mailto:callihandp@bethanylb.edu).

## **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 every day except Saturday in Wallerstedt 118. Contact the center via email at [writinghelp@bethanylb.edu](mailto:writinghelp@bethanylb.edu). The Writing Center is a service of the English, Theatre Arts, and Communication department.



**V**

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**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 106-162). Bethany College Core Experience requirements can be found in [Section II](#) (Pages 19-22) and other requirements for graduation can be found in [Section III](#) (page 36).

\*Alternate year course

## ACCOUNTING MAJOR (B.A.)

(59 hours)—Martin, Coordinator

See also Section II, [Three-Year Degree Program](#) (page 29).

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

<i>Business Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AC201	Financial Accounting .....	3	_____	_____	
AC202	Managerial Accounting .....	3	_____	_____	
BU100 <sup>+</sup>	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)
<i>*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.</i>					_____
<i>Accounting Major Courses:</i>					
AC301	Intermediate Accounting I.....	4	_____	_____	
AC302	Intermediate Accounting II.....	4	_____	_____	
AC303*	Cost Accounting.....	3	_____	_____	
AC304*	Advanced Financial Accounting.....	3	_____	_____	
AC305*	Federal Income Tax .....	3	_____	_____	
AC306*	Auditing .....	3	_____	_____	Total (20)
					_____
<i>Supporting Courses:</i>					
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)
					_____
				<b>TOTAL (59)</b>	=====

## APPLIED ARTS: ENTERTAINMENT AND GAME ARTS MAJOR (B.A.)

(84 hours) – English, Coordinator

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

<i>Departmental Courses:</i>				
AA100	Sketchbook I.....	3	_____	_____
AA110	Composition & Color Theory I .....	3	_____	_____
AA111	Fundamentals of Light and Form .....	3	_____	_____
AA113	Figure Drawing I: Observational Figure Drawing.....	3	_____	_____
AA115	Linear Perspective .....	3	_____	_____
AA125	Media I.....	3	_____	_____

AA127	Digital Photography for Artists.....	3	_____	_____	
AA200	Visual Narrative .....	3	_____	_____	
AA204	Digital and Traditional Painting .....	3	_____	_____	
AA210	Composition & Color Theory II .....	3	_____	_____	
AA213	Figure Drawing II: Constructive Figure Drawing.....	3	_____	_____	
AA240	Vehicle and Prop Design.....	3	_____	_____	
AA313	Figure Drawing III .....	3	_____	_____	
AA315	Character and Environment Design .....	3	_____	_____	
AA325	Rendering and Stylization for Entertainment Art .....	3	_____	_____	
AA333	Figure Drawing IV.....	3	_____	_____	
AA335	Dynamic Sketching, and Referencing for Entertainment Design.....	3	_____	_____	
AA345	Creature Design.....	3	_____	_____	
AA347	Digital Environment and Matte Painting....	3	_____	_____	
AA355	Portfolio IIA .....	3	_____	_____	
AA365	Portfolio IIB .....	3	_____	_____	
AA375	Intellectual Property Development for Portfolio .....	3	_____	_____	
AA385	Senior Project for Entertainment and Game Arts .....	3	_____	_____	
					<b>Total (69)</b>
<hr/>					
<i>Additional courses with an AA or DA designation not listed above:</i>					
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
					<b>Total (15)</b>
<hr/>					
			<b>TOTAL (84)</b>	<hr/> <hr/>	

**APPLIED ARTS: ILLUSTRATION MAJOR (B.A.)  
(84 hours) – English, Coordinator**

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

*Departmental Courses:*

AA100	Sketchbook I.....	3	_____	_____
AA110	Composition & Color Theory I .....	3	_____	_____
AA111	Fundamentals of Light and Form .....	3	_____	_____
AA113	Figure Drawing I: Observational Figure Drawing.....	3	_____	_____
AA115	Linear Perspective .....	3	_____	_____
AA125	Media I.....	3	_____	_____
AA127	Digital Photography for Artists.....	3	_____	_____
AA200	Visual Narrative .....	3	_____	_____
AA204	Digital and Transitional Painting .....	3	_____	_____
AA210	Composition & Color Theory II .....	3	_____	_____
AA213	Figure Drawing II: Constructive Figure Drawing.....	3	_____	_____
AA220	History of Illustration .....	3	_____	_____
AA313	Figure Drawing III .....	3	_____	_____
AA320	Figure Painting I.....	3	_____	_____
AA330	Sketchbook II.....	3	_____	_____
AA333	Figure Drawing IV.....	3	_____	_____
AA340	Illustration Industry.....	3	_____	_____
AA344	Portfolio IA.....	3	_____	_____

AA354	Portfolio IB.....	3	_____	_____	
AA364	Portfolio IIA.....	3	_____	_____	
AA374	Portfolio IIB.....	3	_____	_____	
AA384	Portfolio IIC.....	3	_____	_____	
AA 394	Portfolio IID.....	3	_____	_____	<b>Total (69)</b>

Additional courses with an AA or DA designation not listed above:

_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	<b>Total (15)</b>

**TOTAL (84)**

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

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

<i>Art Courses:</i>	<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AR105 Basic Design .....	3	_____	_____	
AR107 Three-Dimensional Explorations in Metals and Fibers.....	3	_____	_____	
AR110 Drawing I.....	3	_____	_____	
AR120 Painting I.....	3	_____	_____	
AR130 Handbuilding Ceramics .....	3	_____	_____	
AR160 Introduction to Photography .....	3	_____	_____	
AR185* Art History Survey I.....	3	_____	_____	
AR186* Art History Survey II.....	3	_____	_____	
AR310 Drawing II.....	3	_____	_____	
AR330 Wheel Thrown Ceramics.....	3	_____	_____	
AR340 Sculpture Issues .....	3	_____	_____	
AR350* Printmaking .....	3	_____	_____	
AR387* Themes in Contemporary Art .....	3	_____	_____	
AR395 Gallery Practice (fall semester) .....	1.5	_____	_____	
AR395 Gallery Practice (spring semester).....	1.5	_____	_____	
AR3_____ Specialization to be completed in one focus area beyond the introductory level and <u>not</u> included in the above required courses. If focusing in drawing or ceramics, these 3 hours are added to the studio focus to cover the specialization....	0-3	_____	_____	
<i>Studio Focus, 6 hrs. (taken in same area as specialization)</i>				
AR396 Studio Focus .....	3	_____	_____	
AR396 Studio Focus .....	3	_____	_____	<b>Total (48-51)</b>

*Supporting Courses:*

MA104 College Algebra or higher math course .....	3	_____	_____	
PY101 General Psychology .....	3	_____	_____	
TH208/308* Interterm Musical Theatre.....	1	_____	_____	
CM110 Speaking and Listening .....	3	_____	_____	
<i>One course selected from the following:</i>				
EN101 Thinking and Writing.....	3	_____	_____	
IDxxxW Interdisciplinary Writing Intensive course....	3	_____	_____	<b>Total (13)</b>

Professional Education Courses: See Section II, [Teacher Education Program](#) (pages 26-28) 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	_____	_____	
ED320	PreK, Elementary/Middle Level Art Methods .....	2	_____	_____	
ED340	Secondary School Art Methods.....	3	_____	_____	
ED346	Reading Strategies for Middle Level/Secondary (6-12) Teachers .....	2	_____	_____	
ED355	Educational Psychology .....	3	_____	_____	
ED358	Foundations of Education .....	3	_____	_____	
ED368	Clinical Practice Elementary .....	6	_____	_____	
ED383	Clinical Practice Secondary .....	6	_____	_____	
ED395	Clinical Practice Seminar.....	1	_____	_____	
PY205	Developmental Psychology .....	3	_____	_____	
SE210	Introduction to Infants, Children, and Youth with Special Needs .....	3	_____	_____	
					Total (43)
					=====
					TOTAL (104-107)
					=====

**ART: PRE-PROFESSIONAL ART THERAPY MAJOR (B.A.)**  
**Focus Areas: Ceramics, Drawing, Painting, or Sculpture**

(80-86 hours)—Smith, Coordinator

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

<i>Art Courses:</i>	<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AR105 Basic Design .....	3	_____	_____	
AR107 Three-Dimensional Explorations in Metals and Fibers.....	3	_____	_____	
AR110 Drawing I.....	3	_____	_____	
AR120 Painting I.....	3	_____	_____	
AR130 Handbuilding Ceramics .....	3	_____	_____	
AR160 Introduction to Photography .....	3	_____	_____	
AR185* Art History Survey I.....	3	_____	_____	
AR186* Art History Survey II.....	3	_____	_____	
AR310 Drawing II.....	3	_____	_____	
AR330 Wheel Thrown Ceramics .....	3	_____	_____	
AR350* Printmaking .....	3	_____	_____	
AR387* Themes in Contemporary Art .....	3	_____	_____	
AR395 Gallery Practice (fall semester) .....	1.5	_____	_____	
AR395 Gallery Practice (spring semester).....	1.5	_____	_____	
AR3_____ Specialization to be completed in one focus area beyond the introductory level and <u>not</u> included in the above required courses. If focusing in drawing or ceramics, these 3 hours are added to the Studio Focus to cover the specialization ..	0-3	_____	_____	
<i>Studio Focus, 6-9 hrs. (taken in same area as specialization):</i>				
AR396 Studio Focus .....	3	_____	_____	
AR396 Studio Focus .....	3	_____	_____	
AR396 Studio Focus .....	3	_____	_____	
AR396 Studio Focus .....	3	_____	_____	Total (45-51)
				=====

*Psychology Courses:*

PY101	General Psychology .....	3	_____	_____	
PY125	The Psychology Major .....	1	_____	_____	
PY201	Statistics for the Behavioral and Social Sciences .....	3	_____	_____	
PY205	Developmental Psychology .....	3	_____	_____	
PY220	Abnormal Psychology.....	3	_____	_____	
PY301	Social Research Methods .....	4	_____	_____	
PY320*	Counseling .....	3	_____	_____	
PY330*	Techniques of Psychological Evaluation .....	3	_____	_____	
PY335*	Theories of Personality.....	3	_____	_____	Total (26)

*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 .....	3	_____	_____	Total (5)

*Experience-Based Education or Directed Independent Studies:*

EB297, EB397 or DIS/Internship with an organization, permission by Art Dept., Chair	.....	1	_____	_____	Total (1)
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**TOTAL (80-86)**

**ART: STUDIO ART MAJOR (B.A.)**

**Focus Areas: Ceramics, Drawing, Painting, or Sculpture**

(56-62 hours)—Smith, Coordinator

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

*Art Courses:*

	<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>
AR105 Basic Design .....	3	_____	_____
AR107 Three-Dimensional Explorations in Metals and Fibers .....	3	_____	_____
AR110 Drawing I.....	3	_____	_____
AR120 Painting I.....	3	_____	_____
AR130 Handbuilding Ceramics .....	3	_____	_____
AR160 Introduction to Photography .....	3	_____	_____
AR185* Art History Survey I.....	3	_____	_____
AR186* Art History Survey II.....	3	_____	_____
AR310 Drawing II.....	3	_____	_____
AR320 Painting II.....	3	_____	_____
AR330 Wheel Thrown Ceramics .....	3	_____	_____
AR340 Sculpture Issues .....	3	_____	_____
AR350* Printmaking .....	3	_____	_____
AR387* Themes in Contemporary Art .....	3	_____	_____
AR395 Gallery Practice (fall semester) .....	1.5	_____	_____
AR395 Gallery Practice (spring semester).....	1.5	_____	_____
AR3 _____ Specialization to be completed in one focus area beyond the introductory level and <u>not</u> included in the above required courses. If focusing in drawing, these 3 hours are added to the Studio Focus to cover specialization.....	0-3	_____	_____

*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	_____	_____
AR396	Studio Focus .....	3	_____	_____
AR396	Studio Focus .....	3	_____	_____
				<b>TOTAL (56-62)</b> <b>=====</b>

## ART: STUDIO ART MINOR

(27 hours)—Smith, Coordinator

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

<i>Art Courses:</i>	<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AR105	Basic Design .....	3	_____	_____
AR107	Three Dimensional Exploration in Metal & Fibers .....	3	_____	_____
AR110	Drawing I .....	3	_____	_____
AR130	Handbuilding Ceramics .....	3	_____	_____
AR185*	Art History Survey I .....	3	_____	_____
AR186*	Art History Survey II .....	3	_____	_____
AR310	Drawing II .....	3	_____	_____
				<b>Total (21)</b>
<hr/>				
<i>Electives—Six hours from the following:</i>				
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	_____	_____
				<b>Total (6)</b>
<hr/>				
				<b>TOTAL (27)</b> <b>=====</b>

## ART: VISUAL ART ADMINISTRATION MAJOR (B.A.)

**Focus Areas: Ceramics, Drawing, Painting, or Sculpture**

(64-70 hours)—Smith, Coordinator

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

<i>Art Courses:</i>	<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>
AR105	Basic Design .....	3	_____
AR107	Three-Dimensional Explorations in Metals and Fibers.....	3	_____
AR110	Drawing I.....	3	_____
AR120	Painting I.....	3	_____
AR130	Handbuilding Ceramics .....	3	_____
AR160	Introduction to Photography .....	3	_____
AR185*	Art History Survey I.....	3	_____
AR186*	Art History Survey II.....	3	_____
AR310	Drawing II.....	3	_____
AR330	Wheel Thrown Ceramics .....	3	_____
AR340	Sculpture Issues .....	3	_____
AR350*	Printmaking .....	3	_____
AR387*	Themes in Contemporary Art .....	3	_____

AR395	Gallery Practice (fall semester).....	1.5	_____	_____	
AR395	Gallery Practice (spring semester).....	1.5	_____	_____	
AR3_____	Specialization to be completed in one focus area beyond the introductory level and <u>not</u> included in the above required courses. If focusing in drawing or ceramics, these 3 hours are to be added to the studio focus to cover the specialization .....	0-3	_____	_____	
<i>Studio Focus, 3-6 hrs. taken in same area as specialization):</i>					
AR396	Studio Focus .....	3	_____	_____	
AR396	Studio Focus .....	3	_____	_____	<b>Total (45-51)</b>
<hr/>					
<i>Business &amp; Communication Courses:</i>					
AC101	Financial Accounting .....	3	_____	_____	
AC102	Managerial Accounting .....	3	_____	_____	
BU202	Leadership.....	3	_____	_____	
BU221	Principles of Management .....	3	_____	_____	
BU245*	Small Business Management .....	3	_____	_____	
CM105	New Media Writing .....	3	_____	_____	<b>Total (18)</b>
<hr/>					
<i>Experience-Based Education (EBE) or Directed Independent Study:</i>					
EB397/DIS	Any Arts profit or non-profit organization with a visual arts component .....	1	_____	_____	<b>Total (1)</b>
<hr/>					
<b>TOTAL (64-70)</b>					<b>=====</b>

**ATHLETIC TRAINING MAJOR (B.A.)**

(76-103 hours)—Caiola, Coordinator

See Section II, [Athletic Training Program](#) (page 25) for additional requirements.

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

<i>Departmental Courses (taught at Bethany):</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AT101	Principles of Athletic Injury Prevention and Care .....	3	_____	_____	
AT105	Professional Rescuer First Aid and CPR .....	2	_____	_____	
AT200	Introduction to Clinical Experience.....	3	_____	_____	
AT301	Clinical Experiences I-Extremity Evaluation.....	3	_____	_____	
AT302	Clinical Experiences II-Therapeutic Intervention .....	3	_____	_____	
AT403	Clinical Experience III-Axial Evaluation .....	3	_____	_____	
AT404	Clinical Experiences IV-General Medical .....	3	_____	_____	
AT405	Clinical Experiences V-Administrative Capstone .....	3	_____	_____	
PE135	Personal and Community Health.....	3	_____	_____	
PE342	Physiology of Exercise .....	3	_____	_____	
PE343	Kinesiology.....	3	_____	_____	
PE390	Nutrition.....	3	_____	_____	<b>Total (35)</b>
<hr/>					
<i>Departmental Courses (taught at ACCK):</i>					
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	_____	_____	
BI124	Introductory Biology I .....	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):*

BI125	Introductory Biology II .....	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.)

(62-64 hours)—McDonald, Coordinator

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

*Departmental Courses:*

		Hrs	Term Planned	Hours Completed	
BI124	Introductory Biology I .....	4	_____	_____	
BI125	Introductory Biology II .....	4	_____	_____	
BI320	Microbiology.....	4	_____	_____	
BI350*	Ecology.....	4	_____	_____	
BI360	Genetics.....	4	_____	_____	
BI366	Human Physiology in Health and Disease ...	4	_____	_____	
SC120	Science Seminar I .....	1	_____	_____	
SC125	Science Seminar II .....	1	_____	_____	
SC320	Science Seminar III .....	1	_____	_____	
SC325	Science Seminar IV .....	1	_____	_____	Total (28)

*Two courses selected from the following:*

BI222	Medical Terminology .....	3	_____	_____	
BI313*	Advanced Botany .....	4	_____	_____	
BI330*	Comparative Vertebrate Anatomy .....	4	_____	_____	
BI340*	Histology .....	4	_____	_____	
BI343	Immunology.....	3	_____	_____	
CH360	Biochemistry .....	3	_____	_____	
	and				
CH360L	Biochemistry Lab .....	1	_____	_____	Total (6-8)

*Supporting Courses:*

CH110	General Chemistry I .....	4	_____	_____	
CH111	General Chemistry II .....	4	_____	_____	
CH330	Organic Chemistry I .....	4	_____	_____	
CH331	Organic Chemistry II .....	4	_____	_____	Total (16)

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

MA103	Trigonometry .....	1	_____	_____	
MA104	College Algebra .....	3	_____	_____	
PH101	General Physics I .....	4	_____	_____	
PH102	General Physics II .....	4	_____	_____	
	or				
MA130	Analytic Geometry and Calculus I .....	4	_____	_____	
PH201	University Physics I .....	4	_____	_____	
PH202	University Physics II .....	4	_____	_____	Total (12)
					_____
					TOTAL (62-64)
					=====

## BIOLOGY TEACHING MAJOR 6-12 (B.A.)

(111-116 hours)—McDonald, Coordinator

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

<i>Departmental Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
BI124	Introductory Biology I .....	4	_____	_____	
BI125	Introductory Biology II .....	4	_____	_____	
BI121	Human Anatomy & Physiology I .....	4	_____	_____	
BI122	Human Anatomy & Physiology II .....	4	_____	_____	
BI320	Microbiology .....	4	_____	_____	
BI313*	Advanced Botany .....	4	_____	_____	
BI350*	Ecology .....	4	_____	_____	
BI360	Genetics .....	4	_____	_____	
SC120	Science Seminar I .....	1	_____	_____	
SC125	Science Seminar II .....	1	_____	_____	
SC320	Science Seminar III .....	1	_____	_____	Total (35)
					_____

*Supporting Courses:*

CH110	General Chemistry I .....	4	_____	_____	
CH111	General Chemistry II .....	4	_____	_____	
CH330	Organic Chemistry I .....	4	_____	_____	
CH331	Organic Chemistry II .....	4	_____	_____	
PY101	General Psychology .....	3	_____	_____	
CM110	Speaking and Listening .....	3	_____	_____	

*One course selected from the following:*

EN101	Thinking and Writing .....	3	_____	_____	
IDxxxW	Interdisciplinary Writing Intensive course....	3	_____	_____	Total (25)
					_____

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

MA103	Trigonometry .....	1	_____	_____	
MA104	College Algebra .....	3	_____	_____	
PH101	General Physics I .....	4	_____	_____	
PH102	General Physics II .....	4	_____	_____	
	OR				
MA130	Analytic Geometry and Calculus I .....	4	_____	_____	
PH201	University Physics I .....	4	_____	_____	
PH202	University Physics II .....	4	_____	_____	Total (12)
					_____

*Professional Education Courses: Section II, [Teacher Education Program](#) (pages 26-28) for additional requirements.*

ED100	Intro to Teacher Ed & Tchng Profession .....	1	_____	_____	
ED200	Intro 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	_____	_____	
ED406	Methods for Teaching Natural Science .....	3	_____	_____	
PY205	Developmental Psychology .....	3	_____	_____	
SE210	Introduction to Infants, Children and Youth with Special Needs.....	3	_____	_____	Total (39-44)
					_____
<b>TOTAL (111-116)</b>					=====

## BUSINESS ADMINISTRATION MAJOR (B.A.)

(59 hours)— J. Kinnaird, Coordinator

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

<i>Business Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AC201	Financial Accounting .....	3	_____	_____	
AC202	Managerial Accounting .....	3	_____	_____	
BU100 <sup>+</sup>	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. All other students will take an AC, BU or EC elective.					_____
<i>Business Administration Major Courses:</i>					
AC303	Cost Accounting.....	3	_____	_____	
BU340	Management Information Systems.....	3	_____	_____	
BU350	Business Law .....	3	_____	_____	
BU392	Financial Management .....	3	_____	_____	
BU394	Human Relations for Business.....	3	_____	_____	Total (15)
					_____
<i>Additional AC, BU, or EC Courses (5 hrs.):</i>					
_____	_____	_____	_____	_____	Total (5)
_____	_____	_____	_____	_____	_____
<i>Supporting Courses:</i>					
EC200	Microcomputers: Economic and Business Applications .....	3	_____	_____	
EC/PY201	Statistics for Behavioral and Social Sciences .....	3	_____	_____	
MA104	College Algebra or higher math course ....	3	_____	_____	
PL202	Business Ethics.....	3	_____	_____	Total (12)
					_____
<b>TOTAL (59)</b>					=====

**BUSINESS ECONOMICS MAJOR (B.A.)**

(59 hours)—Rogers, Coordinator

See also Section II, [Three-Year Degree Program](#) (page 29).

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

<i>Business Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AC201	Financial Accounting .....	3	_____	_____	
AC202	Managerial Accounting .....	3	_____	_____	
BU100 <sup>+</sup>	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	_____	_____	<b>Total (27)</b>
<p><i>*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.</i></p>					_____
<i>Economics Major Courses:</i>					
EC311	Intermediate Macroeconomics .....	3	_____	_____	
EC312	Intermediate Microeconomics .....	3	_____	_____	
_____	Additional Economics Course .....	3	_____	_____	
_____	Additional Economics Course .....	3	_____	_____	<b>Total (12)</b>
<i>Additional AC, BU or EC Courses (8 hours):</i>					
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	<b>Total (8)</b>
<i>Supporting Courses:</i>					
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	_____	_____	<b>Total (12)</b>
					_____
					<b>TOTAL (59)</b>

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

(100-105 hours)—Frost, Coordinator

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

<i>Business Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AC201	Financial Accounting.....	3	_____	_____	
AC202	Managerial Accounting.....	3	_____	_____	
AC300	Microcomputers: Computerized Accounting Systems.....	3	_____	_____	
BU100	Introduction to Business (or AC, BU, EC elective) .....	3	_____	_____	
BU202	Leadership .....	3	_____	_____	
BU221	Principles of Management.....	3	_____	_____	
BU240	Business Communications .....	3	_____	_____	
BU245	Small Business Management.....	3	_____	_____	
BU300	Microcomputers: Management Decision-Making Applications .....	3	_____	_____	
BU340	Management Information Systems .....	3	_____	_____	
BU350	Business Law I.....	3	_____	_____	
BU385	Marketing .....	3	_____	_____	

EC211	Principles of Macroeconomics.....	3	_____	_____	
EC212	Principles of Microeconomics .....	3	_____	_____	
EC200	Microcomputers: Economics and Business Applications I.....	3	_____	_____	
PL202	Business Ethics .....	3	_____	_____	Total (48)
<hr/>					
<i>Competency:</i>					
EB297	Business Internship.....	1	_____	_____	Total (1)
<hr/>					
<i>Supporting Course:</i>					
MA104	College Algebra or higher math course .....	3	_____	_____	
PY101	General Psychology.....	3	_____	_____	
CM110	Speaking and Listening .....	3	_____	_____	
<i>One course selected from the following:</i>					
EN101	Thinking and Writing.....	3	_____	_____	
IDxxxW	Interdisciplinary Writing Intensive course....	3	_____	_____	Total (12)
<hr/>					
<i>Professional Education Courses: Section II, <a href="#">Teacher Education Program</a> (pages 26-28) for additional requirements.</i>					
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	_____	_____	
ED420	Methods for Teaching Business .....	3	_____	_____	
PY205	Developmental Psychology .....	3	_____	_____	
SE210	Introduction to Infants Children and Youth with Special Needs.....	3	_____	_____	Total (39-44)
<hr/>					
TOTAL (100-105)					<hr/> <hr/>

## BUSINESS MANAGEMENT—See [Management Major](#), page 79

### BUSINESS MINOR

(24 hours)—Carlson, Coordinator

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

<i>Business Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AC201	Financial Accounting .....	3	_____	_____	
AC202	Managerial Accounting .....	3	_____	_____	
EC211	Principles of Macroeconomics.....	3	_____	_____	
EC212	Principles of Microeconomics.....	3	_____	_____	
BU221	Principles of Management.....	3	_____	_____	
BU225	Business Finance.....	3	_____	_____	
BU385	Marketing.....	3	_____	_____	Total (21)
<hr/>					
<i>Additional AC, BU or EC course (3 hours):</i>					
_____	_____ .....	3	_____	_____	Total (3)
<hr/>					
TOTAL (24)					<hr/> <hr/>

**CHEMISTRY MAJOR (B.A.)**

(59-66 hours)—Lockyear, Coordinator

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

<i>Departmental Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
CH110	General Chemistry I .....	4	_____	_____	
CH111	General Chemistry II .....	4	_____	_____	
CH320*	Analytical Chemistry I.....	4	_____	_____	
CH321*	Analytical Chemistry II.....	4	_____	_____	
CH330	Organic Chemistry I.....	4	_____	_____	
CH331	Organic Chemistry II.....	4	_____	_____	
CH350*	Physical Chemistry I.....	3	_____	_____	
CH351*	Physical Chemistry II.....	3	_____	_____	
CH360	Biochemistry .....	3	_____	_____	
SC120	Science Seminar I .....	1	_____	_____	
SC125	Science Seminar II .....	1	_____	_____	
SC320	Science Seminar III .....	1	_____	_____	
SC325	Science Seminar IV .....	1	_____	_____	<b>Total (37)</b>
					_____
<i>Supporting Courses:</i>					
MA130	Analytic Geometry and Calculus I.....	4	_____	_____	
MA230	Analytic Geometry and Calculus II.....	4	_____	_____	
PH201	University Physics I .....	4	_____	_____	
PH202	University Physics II .....	4	_____	_____	<b>Total (16)</b>
					_____
<i>Two courses in Mathematics and/or Biology (Math courses must be 230 or above):</i>					
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	<b>Total (6-8)</b>
					_____
<i>Recommended Courses:</i>					
CH360L	Biochemistry Lab.....	1	_____	_____	
MA231	Analytic Geometry and Calculus III.....	4	_____	_____	<b>Total (0-5)</b>
					_____
					<b>TOTAL (59-66)</b>
					=====

**CHEMISTRY TEACHING MAJOR 6-12 (B.A.)**

(86-91 hours)—Konzem and McCormick, Coordinators

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

<i>Departmental Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
CH110	General Chemistry I .....	4	_____	_____	
CH111	General Chemistry II .....	4	_____	_____	
CH320*	Analytical Chemistry I.....	4	_____	_____	
CH330	Organic Chemistry I.....	4	_____	_____	
CH331	Organic Chemistry II.....	4	_____	_____	
SC120	Science Seminar I .....	1	_____	_____	
SC125	Science Seminar II .....	1	_____	_____	
SC320	Science Seminar III .....	1	_____	_____	<b>Total (23)</b>
					_____
<i>Supporting Courses:</i>					
BI124	Introductory Biology I.....	4	_____	_____	
MA130	Analytic Geometry & Calculus I .....	4	_____	_____	
PH201	University Physics I .....	4	_____	_____	
PH202	University Physics II .....	4	_____	_____	
PY101	General Psychology.....	3	_____	_____	
CM110	Speaking and Listening .....	3	_____	_____	
<i>One course selected from the following:</i>					
EN101	Thinking and Writing.....	3	_____	_____	
IDxxW	Interdisciplinary Writing Intensive course....	3	_____	_____	<b>Total (25)</b>
					_____

Professional Education Courses: See Section II, [Teacher Education Program](#) (pages 26-28) 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.....	2	_____	_____	
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	_____	_____	
ED406	Methods for Teaching Natural Science .....	3	_____	_____	
PY205	Developmental Psychology .....	3	_____	_____	
SE210	Introduction to Infants, Children and Youth with Special Needs.....	3	_____	_____	
					Total (38-43)
					_____
					TOTAL (86-91)
					=====

## COACHING MINOR

(19 hours)—Caiola, Coordinator

Students in majors other than *Physical Health and Wellness: Coaching Concentration* 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:

PE110	Community First Aid and Safety.....	1	_____	_____	
PE250	Treatment, Prevention, and Care of Athletic Injuries .....	3	_____	_____	
PE303	Challenges of Coaching.....	3	_____	_____	
PE308	Motivational Sports Leadership .....	3	_____	_____	
PE370	Organization and Administration of Health Physical Education and Athletics .....	3	_____	_____	
					Total (13)
					_____

Three of the following:

PE260	Theory of Coaching Football .....	2	_____	_____	
PE261*	Theory of Coaching Basketball .....	2	_____	_____	
PE262*	Theory of Coaching Track and Field .....	2	_____	_____	
PE263*	Theory of Coaching Volleyball .....	2	_____	_____	
PE264*	Theory of Coaching Baseball and Softball .....	2	_____	_____	
					Total (6)
					_____

TOTAL (19) =====

**COMMUNICATION**—See [Theatre and Communication Arts Major](#), page 102-103

## COMPUTER APPLICATIONS MINOR

(24 hours)—Carlson, Coordinator

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

Business Core Courses:

		Hrs	Term Planned	Hours Completed
AC201	Financial Accounting .....	3	_____	_____
AC202	Managerial Accounting .....	3	_____	_____
BU221	Principles of Management .....	3	_____	_____

One course selected from the following:

EC211	Principles of Macroeconomics			
EC212	Principles of Microeconomics.....	3	_____	_____
				<b>Total (12)</b>

Computer Applications Courses:

BU300	Microcomputers: Management Decision Making Applications.....	3	_____	_____
BU340	Management Information Systems.....	3	_____	_____
EC200	Microcomputers: Economics and Business Applications .....	3	_____	_____
				<b>Total (9)</b>

One course selected from the following:

AC300	Microcomputers: Computerized Accounting Systems .....	3	_____	_____
BU240	Business Communication.....	3	_____	_____
BU313	E-Commerce .....	3	_____	_____
				<b>Total (3)</b>

**TOTAL (24)**

**CRIMINAL JUSTICE MAJOR (B.A.)**

(48-51 hours)—B. Kinnaird, Coordinator

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

Departmental Core Courses:

	<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
CJ100	Introduction to Criminal Justice.....	3	_____	_____
CJ203	Criminology .....	3	_____	_____
CJ211	Law Enforcement .....	3	_____	_____
CJ220	Criminal Law.....	3	_____	_____
CJ224	Criminal Procedure .....	3	_____	_____
CJ230	Corrections.....	3	_____	_____
CJ300	Administration of Justice Systems .....	3	_____	_____
CJ305	Criminal Justice Research Methods .....	3	_____	_____
CJ390	Senior Seminar in Criminal Justice.....	3	_____	_____
				<b>Total (27)</b>

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

CJ310	Behavioral Health.....	3	_____	_____
CJ315	Terrorism .....	3	_____	_____
CJ321	White Collar Crime .....	3	_____	_____
CJ325	Sex Crimes .....	3	_____	_____
CJ340	Criminal Investigation.....	3	_____	_____
CJ341	Criminal Profiling .....	3	_____	_____
CJ350	Juvenile Justice .....	3	_____	_____
CJ397	Criminal Justice Practicum .....	1-6	_____	_____
SC365	Forensic Science.....	3	_____	_____
				<b>Total (12-15)</b>

Supporting Courses:

MA104	College Algebra.....	3	_____	_____
PL101	Business Ethics .....	3	_____	_____
PS101	United States Government.....	3	_____	_____
				<b>Total (9)</b>

**TOTAL (48-51)**

**CRIMINAL JUSTICE MINOR**

(21 hours)—B. Kinnaird, Coordinator

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

Departmental Core Courses:

	<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
CJ100	Introduction to Criminal Justice.....	3	_____	_____
CJ203	Criminology .....	3	_____	_____
				<b>Total (6)</b>

Five courses selected from the following:

CJ_____	_____	_____	_____	_____	
CJ_____	_____	_____	_____	_____	
CJ_____	_____	_____	_____	_____	
CJ_____	_____	_____	_____	_____	
CJ_____	_____	_____	_____	_____	
SC_____	_____	_____	_____	_____	Total (15)
					_____
				TOTAL (21)	=====

## DIGITAL AND MEDIA ARTS: DIGITAL ART MAJOR (B.A.) Focus Area: 3D Computer Animation

(61 hours, including required courses) – Pogue, Coordinator

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

Departmental Courses:		Hrs	Term Planned	Hours Completed	
AR105	Basic Design .....	3	_____	_____	
AR110	Drawing I.....	3	_____	_____	
AR120	Painting I .....	3	_____	_____	
AR186	Art History Survey II .....	3	_____	_____	
DA102	iCap - Introduction to Computer Animation Production .....	3	_____	_____	
DA109	3D Computer Modeling .....	3	_____	_____	
DA116	Introduction to Multimedia .....	3	_____	_____	
DA184	History of Cinema .....	3	_____	_____	
DA219	3D Computer Animation I .....	3	_____	_____	
DA302	Pre-Production Story Boards .....	3	_____	_____	
DA304	Maya I - Introduction to 3D Animation Pipeline .....	3	_____	_____	
DA311	Figure Drawing .....	3	_____	_____	
DA316	Animation Capstone Experience II – Team Project Development .....	3	_____	_____	
DA319	3D Computer Animation II .....	3	_____	_____	
DA320	3D Computer Animation III - Advanced Body Mechanics and Facial Animation .....	3	_____	_____	
DA322	Introduction to Compositing and VFX .....	3	_____	_____	
DA324	Rigging .....	3	_____	_____	
DA342	Clay Modeling .....	3	_____	_____	
DA388	Media Arts Practice .....	1	_____	_____	Total (55)
					_____
Supporting Courses:					
DA301	Screenplay Form .....	3	_____	_____	
TH111	Acting .....	3	_____	_____	Total (6)
					_____
				TOTAL (61)	=====

Most courses offered through Bethany College at MindFire and have extra costs.

Bethany College does not reimburse travel costs to students who take a course through Bethany College at MindFire in Wichita.

**DIGITAL AND MEDIA ARTS: DIGITAL ART MAJOR (B.A.)**

**Focus Area: Digital Filmmaking and Cinema VFX**

(62 hours)—Pogue, Coordinator

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

<i>Departmental Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AR105	Basic Design .....	3	_____	_____	
AR110	Drawing I.....	3	_____	_____	
AR120	Painting I.....	3	_____	_____	
AR186	Art History Survey II.....	3	_____	_____	
DA116	Introduction to Multi-Media .....	3	_____	_____	
DA184	History of Cinema .....	3	_____	_____	
DA190	Camera Techniques.....	3	_____	_____	
DA192	Sound for Picture .....	3	_____	_____	
DA290	Transitions and Visual Effects.....	3	_____	_____	
DA301	Screenplay Form .....	3	_____	_____	
DA302	Pre-Production Story Boards .....	3	_____	_____	
DA310	Principles and Ethics of Film .....	3	_____	_____	
DA322	Introduction to Compositing and VFX .....	3	_____	_____	
DA334	VFX Cinematography .....	3	_____	_____	
DA336	Matchmoving for Visual Effects.....	3	_____	_____	
DA350	Cinema Capstone Experience--Team Project Development (EBE) .....	3	_____	_____	
DA388	Media Arts Practice .....	1	_____	_____	
DA390	Visual Storytelling.....	3	_____	_____	
 <i>One of the following courses:</i>					
DA330	Non-Fiction Storytelling.....	3	_____	_____	
DA333	Advanced Storytelling (Fiction).....	3	_____	_____	<b>Total (55)</b>
<hr/>					
<i>Supporting Courses:</i>					
TH111	Acting .....	3	_____	_____	
DA315	Business of Filmmaking .....	3	_____	_____	
EB397	Experience Based Education or Internship Internships at ONE organization: Any profit or non-profit organization with a videography or film production component at the 300 Level (50 Contact Hours Total) .....	1	_____	_____	<b>Total (7)</b>
<hr/>					
				<b>TOTAL (62)</b>	<hr/> <hr/>

Most courses offered through Bethany College at MindFire and have extra costs.

Bethany College does not reimburse travel costs to students who take a course through Bethany College at MindFire in Wichita.

**DIGITAL AND MEDIA ARTS: DIGITAL ART MAJOR (B.A.)**

**Focus Area: Video Game Design**

(62 hours)—Pogue, Coordinator

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

<i>Departmental Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AR105	Basic Design .....	3	_____	_____	
AR110	Drawing I.....	3	_____	_____	
DA102	iCap - Introduction to Computer Animation Production .....	3	_____	_____	
DA109	3D Computer Modeling .....	3	_____	_____	
DA115	Game Concept Design .....	3	_____	_____	
DA116	Introduction to Multimedia .....	3	_____	_____	
DA218	Introduction to Unreal Engine .....	3	_____	_____	

DA219	3D Computer Animation I .....	3	_____	_____	
DA225	Prop and Character Design .....	3	_____	_____	
DA302	Pre-Production Story Boards .....	3	_____	_____	
DA304	Maya I - Introduction to 3D Animation Pipeline .....	3	_____	_____	
DA311	Figure Drawing .....	3	_____	_____	
DA314	ZBrush .....	3	_____	_____	
DA319	3D Computer Animation II .....	3	_____	_____	
DA324	Rigging .....	3	_____	_____	
DA328	Intermediate Unreal Engine .....	3	_____	_____	
DA338	Advanced Unreal Engine .....	3	_____	_____	
DA342	Clay Modeling .....	3	_____	_____	
DA346	Introduction to Motion Capture .....	3	_____	_____	
DA348	Video Game Capstone Experience - Team Project Development.....	3	_____	_____	
DA388	Media Arts Practice .....	1	_____	_____	Total (61)

*Supporting Course:*

EB297	Experience-Based Education or Internship. Internships at ONE organization: Any profit or non-profit organization with a video game design component at the 200 Level (50 Contact Hours Total) .....	1	_____	_____	Total (1)
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**TOTAL (62)**

Most courses offered through Bethany College at MindFire and have extra costs.

Bethany College does not reimburse travel costs to students who take a course through Bethany College at MindFire in Wichita.

## DIGITAL AND MEDIA ARTS: DIGITAL ART CERTIFICATE

**Focus Areas: Audio Recording Arts, 3D Animation, Digital Filmmaking, Video Game Design (31 hours)—Pogue, Coordinator**

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

Students choose two focus areas, initial and secondary, which total 28 hours (15 hours initial, 12 hours secondary [the first four, three hour courses listed in a focus area], and DA388 Media Arts Practice for 1 hour) as prerequisites for a capstone collaborative course experience that enables the student to create a portfolio and reel. Students, after completing the prerequisite courses, take either DA350 Cinema Capstone Experience – Team Project Development (3 hours) or DA316 Animation Capstone Experience II – Team Project Development (3 hours).

**Initial Focus:** \_\_\_\_\_ **Secondary Focus:** \_\_\_\_\_

<i>Departmental Courses:</i>	<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>
<i>Digital Art Courses: (Focus in Audio Recording Arts):</i>			
DA116	Introduction to Multimedia .....	3	_____
DA191	Basic Recording Techniques .....	3	_____
DA192	Sound For Picture .....	3	_____
DA388	Media Arts Practice .....	1	_____
DA394	Avid Pro Tools .....	3	_____
DA397	Pre/Post Music Production.....	3	_____
<i>Digital Art Courses: (Focus in 3D Animation):</i>			
DA102	iCap - Introduction to Computer Animation Production .....	3	_____
DA109	3D Computer Modeling .....	3	_____
DA219	3D Computer Animation I.....	3	_____
DA319	3D Computer Animation II.....	3	_____
DA342	Clay Modeling.....	3	_____
DA388	Media Arts Practice .....	1	_____

*Digital Art Courses: (Focus in Digital Filmmaking):*

DA190	Camera Techniques.....	3	_____	_____
DA192	Sound for Picture .....	3	_____	_____
DA202	Preproduction Design Process .....	3	_____	_____
DA290	Transitions and Visual Effects.....	3	_____	_____
DA388	Media Arts Practice .....	1	_____	_____
DA390	Visual Storytelling.....	3	_____	_____

*Digital Art Courses: (Focus in Video Game Design):*

DA115	Game Concept Design .....	3	_____	_____
DA225	Prop and Character Design .....	3	_____	_____
DA243	Game Level Design I .....	3	_____	_____
DA244	Interactive Game Scripting I.....	3	_____	_____
DA344	Interactive Game Scripting II.....	3	_____	_____
DA388	Media Arts Practice.....	1	_____	_____

Total (28)

*Choose one from the following:*

DA316	Animation Capstone Experience II.....	3	_____	_____
DA350	Cinema Capstone Experience .....	3	_____	_____

Total (3)

TOTAL (31)

All courses for the Certificate in Digital Art are offered through Bethany College at MindFire in Wichita, KS and have extra costs.

Bethany College does not reimburse travel costs to students who take a course through Bethany College at MindFire in Wichita.

**DIGITAL AND MEDIA ARTS: MEDIA ARTS MINOR**

(21 hours)—Pogue, Coordinator

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

<i>Art Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>
AR105	Basic Design .....	3	_____	_____
AR110	Drawing I .....	3	_____	_____

Total (6)

*Electives—Fifteen hours from the following:*

DA109	3D Computer Modeling .....	3	_____	_____
DA116	Introduction to Multimedia.....	3	_____	_____
DA190	Camera Techniques.....	3	_____	_____
DA191	Basic Recording Techniques .....	3	_____	_____
DA192	Sound For Picture .....	3	_____	_____
DA219	3D Computer Animation I.....	3	_____	_____
DA225	Prop and Character Design .....	3	_____	_____
DA243	Game Level Design I .....	3	_____	_____
DA244	Interactive Game Scripting I .....	3	_____	_____
DA290	Transitions And Special Effects .....	3	_____	_____
DA319	3D Computer Animation II.....	3	_____	_____
DA342	Clay Modeling.....	3	_____	_____
DA344	Interactive Game Scripting II .....	3	_____	_____
DA390	Visual Storytelling .....	3	_____	_____
DA394	Avid Pro Tools .....	3	_____	_____
DA397	Pre/Post Music Production .....	3	_____	_____

Total (15)

TOTAL (21)

Elective courses for the Media Arts Minor are offered through Bethany College at MindFire only and have extra costs.

Bethany College does not reimburse travel costs to students who take a course through Bethany College at MindFire in Wichita.

**DIGITAL AND MEDIA ARTS: MEDIA ARTS CERTIFICATE****Focus Areas: Audio Recording Arts, 3D Animation, Digital Filmmaking, Video Game Design**

(16 hours)—Pogue, Coordinator

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

<i>Digital Art Courses (Focus in Audio Recording Arts):</i>	<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
DA116 Introduction to Multimedia .....	3	_____	_____	
DA191 Basic Recording Techniques .....	3	_____	_____	
DA192 Sound for Picture .....	3	_____	_____	
DA388 Media Arts Practice .....	1	_____	_____	
DA394 Avid Pro Tools .....	3	_____	_____	
DA397 Pre/Post Music Production .....	3	_____	_____	<b>Total (16)</b>
<hr/>				
<i>Digital Arts Courses (Focus in 3D Animation):</i>				
DA102 iCap - Introduction to Computer Animation Production .....	3	_____	_____	
DA219 3D Computer Animation I.....	3	_____	_____	
DA304 Maya I - Introduction to 3D Animation Pipeline .....	3	_____	_____	
DA319 3D Computer Animation II.....	3	_____	_____	
DA342 Clay Modeling.....	3	_____	_____	
DA388 Media Arts Practice .....	1	_____	_____	<b>Total (16)</b>
<hr/>				
<i>Digital Art Courses (Focus in Digital Filmmaking):</i>				
DA190 Camera Techniques.....	3	_____	_____	
DA192 Sound for Picture .....	3	_____	_____	
DA202 Preproduction Design Process .....	3	_____	_____	
DA290 Transitions And Visual Effects .....	3	_____	_____	
DA388 Media Arts Practice .....	1	_____	_____	
DA390 Visual Storytelling.....	3	_____	_____	<b>Total (16)</b>
<hr/>				
<i>Digital Art Courses (Focus in Video Game Design):</i>				
DA115 Game Concept Design .....	3	_____	_____	
DA243 Game Level Design I .....	3	_____	_____	
DA244 Interactive Game Scripting I.....	3	_____	_____	
DA255 Prop and Character Design .....	3	_____	_____	
DA344 Interactive Game Scripting II.....	3	_____	_____	
DA388 Media Arts Practice .....	1	_____	_____	<b>Total (16)</b>
<hr/>				
			<b>TOTAL (16)</b>	<b>=====</b>

All courses for the Certificate in Media Arts are offered through Bethany College at MindFire in Wichita, KS and have extra costs.

Bethany College does not reimburse travel costs to students who take a course through Bethany College at MindFire in Wichita.

**ECONOMICS-BUSINESS TEACHING MAJOR—See [Business Education Teaching Major 6-12](#), page 58-59**

**EDUCATION-SPECIAL—See [Special Education: High-Incidence Special Education Endorsement for Teacher Licensure PreK-12, K-6 and 6-12](#), pages 99-101**

## 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 26-28) 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, Social Science, or Science Teacher Education Coordinator.*

#### **Secondary (6-12):**

- English Language Learner 6-12
- Physics 6-12
- High-Incidence Special Education 6-12

## ELEMENTARY EDUCATION TEACHING MAJOR K-6 (B.A.)

(97-104 hours)—Holmquist, Coordinator

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

<i>Departmental Core Courses:</i>	<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
<b>ED304</b> <b>Methods of Elementary Reading and Language Arts, K-3 .....</b>	<b>3</b>	_____	_____	
<b>ED305</b> <b>Elementary Integrated Field Experience, Grades K-3 .....</b>	<b>1</b>	_____	_____	
<b>ED314</b> <b>Methods of Elementary and Middle Level Reading and Language Arts, 4-8 .....</b>	<b>3</b>	_____	_____	
<b>ED315</b> <b>Elementary/Middle Level Integrated Field Experience, 4-8 .....</b>	<b>1</b>	_____	_____	
<b>ED320</b> <b>PreK, Elementary/Middle Level Art Methods .....</b>	<b>2</b>	_____	_____	
<b>ED326</b> <b>Teaching Social Studies in the Elementary/Middle Level Classroom.....</b>	<b>2</b>	_____	_____	
<b>ED327</b> <b>Teaching Mathematics in the Elementary/Middle Level Classroom .....</b>	<b>3</b>	_____	_____	
<b>ED328</b> <b>Teaching Science/Health in the Elementary/Middle Level Classroom.....</b>	<b>3</b>	_____	_____	
<b>ED329</b> <b>Methods of Integrating Health, Music and Physical Education into Elementary Curriculum for Teachers .....</b>	<b>3</b>	_____	_____	
<b>SE345</b> <b>Behavior Management .....</b>	<b>2</b>	_____	_____	
<b>SE310</b> <b>Foundations of Special Education .....</b>	<b>4</b>	_____	_____	<b>Total (27)</b>
				_____

Nine hours of additional 200-300 level coursework in English, Science, Math or Social Studies:

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Method coursework and current program requirements for Elementary Education will not count toward the 9 hours of additional 200-300 level coursework in English, Science, Math or Social Studies.

Completion of an endorsement or a second licensure major fulfills these requirements. Total (9)

*Supporting Courses:*

CM110	Speaking and Listening .....	3	_____	_____
GO120	Human Geography .....	3	_____	_____
HI__	One U.S. history course.....	3	_____	_____
HI__	One world history course .....	3	_____	_____
MA225	Mathematics for Elementary/Middle Level Teachers .....	3	_____	_____
MA__	College Algebra or higher, not statistics ...	3-4	_____	_____
PY101	General Psychology .....	3	_____	_____
_____	Lab science course .....	3-4	_____	_____

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

_____	Art, Digital Art, Music or Theatre course .....	3	_____	_____
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One course selected from the following:

EN101	Thinking and Writing.....	3	_____	_____
IDxxxW	Interdisciplinary Writing Intensive course....	3	_____	_____
				Total (30-32)

*Professional Education Courses: See Section II, [Teacher Education Program](#) (pages 26-28) 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	_____	_____
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 (97-104)

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

(89-91 hours)—Holmquist, Coordinator

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

<i>Departmental Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>
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	_____	_____
ED315	Elementary/Middle Level Integrated Field Experience, 4-8.....	1	_____	_____

ED320	PreK, Elementary/Middle Level Art Methods .....	2	_____	_____	
ED326	Teaching Social Studies in the Elementary/Middle Level Classroom.....	2	_____	_____	
ED327	Teaching Mathematics in the Elementary/Middle Level Classroom .....	3	_____	_____	
ED328	Teaching Science/Health in the Elementary/Middle Level Classroom.....	3	_____	_____	
ED329	Methods of Integrating Health, Music and Physical Education into Elementary Curriculum for Teachers .....	3	_____	_____	
SE310	Foundations of Special Education .....	4	_____	_____	
SE345	Behavior Management .....	2	_____	_____	
					<b>Total (27)</b>

Nine hours of additional 200-300 coursework in English, Science, Math or Social Studies.

_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	

Method coursework and current program requirements for Elementary Education will not count toward the 9 hours of additional 200-300 level coursework in English, Science, Math or Social Studies.

Completion of an endorsement or a second licensure major fulfills these requirements. **Total (9)**

*Supporting Courses:*

CM110	Speaking and Listening .....	3	_____	_____	
GO120	Human Geography .....	3	_____	_____	
HI__	One U.S. history course.....	3	_____	_____	
HI__	One world history course .....	3	_____	_____	
MA225	Mathematics for Elementary/Middle Level Teachers .....	3	_____	_____	
MA__	College Algebra or higher, not statistics ...	3-4	_____	_____	
PY101	General Psychology.....	3	_____	_____	
_____	Lab science course.....	3-4	_____	_____	

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

_____	Art, Digital Art, Music or Theatre course .....	3	_____	_____	
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One course selected from the following:

EN101	Thinking and Writing.....	3	_____	_____	
IDxxxW	Interdisciplinary Writing Intensive course....	3	_____	_____	<b>Total (30-32)</b>

Professional Education Courses: See Section II, [Teacher Education Program](#) (pages 26-28) 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	_____	_____	
					<b>Total (23)</b>

**TOTAL (89-91)** =====

**ENGLISH LANGUAGE LEARNER ENDORSEMENT FOR TEACHER LICENSURE K-6**

(11 hours, in addition to the completion of the Elementary Education Teaching Major K-6)—Konzem, Coordinator

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

<i>Departmental Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
<b>EN302*</b>	<b>Linguistics</b> .....	<b>3</b>	_____	_____	
<i>Professional Education Courses: See Section II, <a href="#">Teacher Education Program</a> (pages 26-28) for additional requirements.</i>					
<b>ED325</b>	<b>Methods of Teaching and Assessing English Language Learners</b> .....	<b>3</b>	_____	_____	
<b>ED364</b>	<b>Clinical Practice: English Language Learners</b> .....	<b>5</b>	_____	_____	<b>Total (11)</b>
				<b>TOTAL (11)</b>	<b>=====</b>

**ENGLISH LANGUAGE LEARNER ENDORSEMENT FOR TEACHER LICENSURE 6-12**

(11 hours, in addition to the completion of a secondary education major)—Konzem, Coordinator

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

<i>Departmental Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
<b>EN302*</b>	<b>Linguistics</b> .....	<b>3</b>	_____	_____	
<i>Professional Education Courses: See Section II, <a href="#">Teacher Education Program</a> (pages 26-28) for additional requirements.</i>					
<b>ED325</b>	<b>Methods of Teaching and Assessing English Language Learners</b> .....	<b>3</b>	_____	_____	
<b>ED364</b>	<b>Clinical Practice: English Language Learners</b> .....	<b>5</b>	_____	_____	<b>Total (11)</b>
				<b>TOTAL (11)</b>	<b>=====</b>

**ENGLISH MAJOR (B.A.)**

(51 hours)—Van Tassel, Coordinator

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

<i>Departmental Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
<b>EN224*</b>	<b>Classics of Western World Literature</b> .....	<b>3</b>	_____	_____	
<b>EN301</b>	<b>Writing, Language, and Rhetoric</b> .....	<b>3</b>	_____	_____	
<b>EN360*</b>	<b>Literature and Criticism</b> .....	<b>3</b>	_____	_____	
<i>One course selected from the following:</i>					
<b>EN233*</b>	<b>Survey of American Literature I</b> .....	<b>3</b>	_____	_____	
<b>EN234*</b>	<b>Survey of American Literature II</b> .....	<b>3</b>	_____	_____	
<i>One course selected from the following:</i>					
<b>EN243*</b>	<b>Survey of British Literature I</b> .....	<b>3</b>	_____	_____	
<b>EN244*</b>	<b>Survey of British Literature II</b> .....	<b>3</b>	_____	_____	
<i>Two courses selected from the following:</i>					
<b>EN312*</b>	<b>Shakespeare</b> .....	<b>3</b>	_____	_____	
<b>EN333*</b>	<b>The American Novel</b> .....	<b>3</b>	_____	_____	
<b>EN343*</b>	<b>The English Novel</b> .....	<b>3</b>	_____	_____	<b>Total (21)</b>
<i>Other EN courses, with no more than one EN Directed Independent Study or Interterm course counted.</i>					
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
				<b>TOTAL (12)</b>	<b>=====</b>

Supporting Courses - Three courses selected from the following:

AR185*	Art History I .....	3	_____	_____	
AR186*	Art History II .....	3	_____	_____	
_____	One 300 level CM course .....	3	_____	_____	
HI306*	United States History, 1791-1877.....	3	_____	_____	
HI307*	United States History, 1877-1945.....	3	_____	_____	
HI327*	Europe During the Long 19th Century .....	3	_____	_____	
_____	One 300 level Philosophy course.....	3	_____	_____	
_____	One 300 level Theatre course .....	3	_____	_____	<b>Total (9)</b>

Two courses in a foreign language:

_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	<b>Total (6)</b>

One course selected from the following:

_____	Third course in same foreign language .....	3	_____	_____	
EN302*	Introduction to Linguistics .....	3	_____	_____	<b>Total (3)</b>

**TOTAL (51)**

**ENGLISH MINOR**

(18 hours)—Hensel, Coordinator

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

Departmental Core Courses:

		Hrs	Term Planned	Hours Completed	
EN224*	Classics of Western World Literature .....	3	_____	_____	
EN301	Writing, Language, and Rhetoric.....	3	_____	_____	<b>Total (6)</b>

One course selected each of the following sets:

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	_____	_____	<b>Total (6)</b>

One of the following:

EN312*	Shakespeare.....	3	_____	_____	
EN333*	The American Novel .....	3	_____	_____	
EN343*	The English Novel .....	3	_____	_____	<b>Total (3)</b>

One additional selection:

EN_____*	Any other upper-level English course .....	3	_____	_____	<b>Total (3)</b>
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*+either a regular catalog course or an Interterm course*

**TOTAL (18)**

**ENGLISH TEACHING MAJOR 6-12 (B.A.)**

(98-103 hours)—Hensel, Coordinator

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

Departmental Core Courses:

		Hrs	Term Planned	Hours Completed	
EN212*	Young Adult Literature .....	3	_____	_____	
EN224*	Classics of Western World Literature .....	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	_____	_____	
EN301	Writing Language and Rhetoric.....	3	_____	_____	
EN302*	Introduction to Linguistics .....	3	_____	_____	
EN312*	Shakespeare.....	3	_____	_____	

EN360*	Literature and Criticism .....	3	_____	_____	
EN333*	The American Novel .....	3	_____	_____	
	or				
EN343*	The English Novel .....	3	_____	_____	<b>Total (33)</b>

*Supporting Courses:*

CM110	Speaking and Listening .....	3	_____	_____	
CM212	Oral Interpretation .....	3	_____	_____	
MA104	College Algebra or higher math course .....	3	_____	_____	
PY101	General Psychology .....	3	_____	_____	

*Two courses selected from the following:*

CM/TH__	A 300-level CM or TH course .....	3	_____	_____	
HI306*	United States History 1791-1877 .....	3	_____	_____	
HI307*	United States History 1877-1945 .....	3	_____	_____	
HI327*	Europe During the Long 19th Century .....	3	_____	_____	
PL_____	A 300-level PL course .....	3	_____	_____	

*Two courses in a foreign language:*

_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	

*One course selected from the following:*

EN101	Thinking and Writing .....	3	_____	_____	
IDxxxW	Interdisciplinary Writing Intensive course....	3	_____	_____	<b>Total (27)</b>

*Professional Education Courses: See Section II, [Teacher Education Program](#) (pages 26-28) 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 .....	2	_____	_____	
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	_____	_____	
ED415	Methods for Teaching English & Language Arts in the Secondary School .....	3	_____	_____	
PY205	Developmental Psychology .....	3	_____	_____	
SE210	Introduction to Infants Children and Youth with Special Needs .....	3	_____	_____	<b>Total (38-43)</b>

**TOTAL (98-103)** \_\_\_\_\_

**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.

**FINANCE MAJOR (B.A.)**

(59 hours)—Carlson, Coordinator

See also Section II, [Three-Year Degree Program](#) (page 29).

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

<i>Business Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AC201	Financial Accounting .....	3	_____	_____	
AC202	Managerial Accounting .....	3	_____	_____	
BU100 <sup>+</sup>	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	_____	_____	<b>Total (27)</b>
<i>*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.</i>					_____
<i>Finance Major Courses:</i>					
BU340	Management Information Systems .....	3	_____	_____	
BU392	Financial Management .....	3	_____	_____	
EC330	Money and Banking.....	3	_____	_____	
EC335	Investments .....	3	_____	_____	<b>Total (12)</b>
					_____
<i>Additional AC, BU or EC Courses (8 hours):</i>					
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	<b>Total (8)</b>
					_____
<i>Supporting Courses:</i>					
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	_____	_____	<b>Total (12)</b>
					_____
<b>TOTAL (59)</b>					=====

**FOREIGN LANGUAGE MINOR**

(15 hours)—Van Tassel, Coordinator

*The central component of this minor will be the student’s participation in a junior year abroad program for either one or two semesters in a non-English speaking country outside the U.S. whose official language corresponds to that of the chosen. The College strongly encourages a student to spend the full year abroad.*

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

<i>Departmental Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
_____	Intermediate Foreign Language I .....	3	_____	_____	
_____	Intermediate Foreign Language II .....	3	_____	_____	<b>Total (6)</b>
					_____
<i>To be considered for a junior year abroad program, a student normally will have junior standing and reached the language proficiency of the first four semesters of college-level language courses.</i>					
<i>Courses Abroad :</i>					
_____	Advanced Conversation .....	3	_____	_____	
_____	Advanced Composition .....	3	_____	_____	
_____	Literature or Civilization/History Course.....	3	_____	_____	<b>Total (9)</b>
					_____
See Section VI, <a href="#">Foreign Language Credit</a> (page 107)					
See Section VI, <a href="#">Study Abroad</a> (page 109)					
<b>Total (15)</b>					=====

## GENERAL STUDIES MAJOR (B.A.) (55 hours)—Steed, Coordinator

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

*Core Courses:*

AN201	Cultural Anthropology .....	3	_____	_____
BI115	Introduction to Environmental Sciences .....	4	_____	_____
BU202	Leadership.....	3	_____	_____
CM110	Speaking and Listening .....	3	_____	_____
HI104	World History from PreHistory to 1500 .....	3	_____	_____
HI105	World History from 1500 to Present .....	3	_____	_____
MA104	College Algebra.....	3	_____	_____
PL217	Critical Thinking.....	3	_____	_____
PS101	United States Government.....	3	_____	_____
PY101	General Psychology.....	3	_____	_____

*Choose 1 of the following:*

AR100	Introduction to Visual Arts.....	3	_____	_____
MU100	Explorations in Music .....	3	_____	_____
TH110	Introduction to Theatre .....	3	_____	_____

**Total (34)**

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*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:*

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**Total (15)**

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*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:*

_____	_____	_____	_____	_____
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**Total (6)**

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**TOTAL (55)**

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## GLOBAL CITIZENSHIP MINOR - Dramatic Writing Concentration (24-30) hours—LeGault, Coordinator

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

*Seminar Courses:*

		Hrs	Term Planned	Hours Completed
GC101	Seminar in Global Citizenship: Pre-Travel ....	1	_____	_____
GC201	Seminar in Global Citizenship: Overseas Travel .....	1	_____	_____
GC301	Seminar in Global Citizenship: Post-Overseas Study .....	1	_____	_____

**Total (3)**

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*Departmental Core Courses:*

TH111	Acting .....	3	_____	_____	
TH120	Play Analysis .....	3	_____	_____	
TH305	Dramatic Writing: The Short Play* .....	3	_____	_____	
TH350	Dramatic Writing II: The Full-Length Play* ....	3	_____	_____	
					<b>Total (12)</b>

*Global Citizenship Courses—Six to nine hours from the following:*

*Humanities:*

EN225/325	Travel Writing .....	3	_____	_____	
EN321	Creative Writing.....	3	_____	_____	
HI105	World History from 1700 to Present .....	3	_____	_____	
HI220	Latin America .....	3	_____	_____	
HI225	The Middle East.....	3	_____	_____	
HI307	United States History, 1877 to 1945 .....	3	_____	_____	
HI308	United States History, 1945 to Present .....	3	_____	_____	

*Religion:*

RL100	Christianity in Its Global Context.....	3	_____	_____	
RL330	World Religions.....	3	_____	_____	

*Social Sciences:*

AN201	Cultural Anthropology .....	3	_____	_____	
GO120	Human Geography .....	3	_____	_____	
PS320	International Relations and Diplomacy .....	3	_____	_____	<b>Total (6-9)</b>

*Electives—Three to six hours from the following:*

EN224	Classics of Western World Literature .....	3	_____	_____	
TH212	Stagecraft .....	2	_____	_____	
TH320	Theatre History.....	3	_____	_____	
TH330	Directing .....	3	_____	_____	<b>Total (3-6)</b>

**TOTAL (24-30)**

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

(106-107 hours)—Konzem, Coordinator

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

*Departmental Core Courses:*

		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>
PE101	Concepts of Wellness and Leisure.....	2	_____	_____
PE110	Community First Aid and Safety.....	1	_____	_____
	<b>OR</b>			
AT105	Professional Rescuer First Aid and CPR .....	2	_____	_____
PE130	History and Principles of Physical Ed.....	3	_____	_____
PE135	Personal and Community Health.....	3	_____	_____
PE240	Movement Education .....	2	_____	_____
PE241	Measurement and Evaluation in Physical Education .....	2	_____	_____
PE245	Individual Activities for Physical Education and Lifetime Fitness.....	3	_____	_____
PE246	Team Activities for Physical Education and Lifetime Fitness.....	2	_____	_____
PE250	Prevention, Treatment, and Care of Athletic Injuries.....	3	_____	_____
PE340	Motor Growth and Development.....	3	_____	_____
PE341	Elementary and Secondary Rhythms.....	3	_____	_____
PE342	Physiology of Exercise .....	3	_____	_____
PE343	Kinesiology.....	3	_____	_____
PE346	Adaptive Physical Education.....	2	_____	_____
PE347	Adaptive Physical Education Practicum.....	1	_____	_____

PE370	Organization and Administration of Health, Physical Education and Athletics .....	3	_____	_____	
PE375	Seminar in Health Agencies .....	1	_____	_____	
PE390	Nutrition.....	3	_____	_____	
					<b>Total (43-44)</b>
					_____
<i>Supporting Courses:</i>					
BI121	Human Anatomy and Physiology I .....	4	_____	_____	
CM110	Speaking and Listening .....	3	_____	_____	
CJ310	Substance Abuse: Causes, Enforcement and Prevention .....	3	_____	_____	
MA104	College Algebra or higher math course .....	3	_____	_____	
PY101	General Psychology .....	3	_____	_____	
<i>One course selected from the following:</i>					
EN101	Thinking and Writing.....	3	_____	_____	
IDxxxW	Interdisciplinary Writing Intensive course....	3	_____	_____	
					<b>Total (19)</b>
					_____
<i>Professional Education Courses: See Section II, <a href="#">Teacher Education Program</a> (pages 26-28) for additional requirements.</i>					
ED100	Introduction to Teacher Education and the Teaching Profession.....	1	_____	_____	
ED200	Intro 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	_____	_____	
ED343	Elem PE Methods for Health/PE Teachers ....	2	_____	_____	
ED344	Secondary Health and PE Methods for Health/PE Teachers .....	2	_____	_____	
ED345	Methods and Materials for Health Ed.....	2	_____	_____	
ED346	Reading Strategies for Middle Level/ Secondary (6-12) Teachers .....	2	_____	_____	
ED355	Educational Psychology .....	3	_____	_____	
ED358	Foundations of Education .....	3	_____	_____	
ED369	Clinical Practice Elementary H-PE .....	6	_____	_____	
ED384	Clinical Practice Secondary H-PE .....	6	_____	_____	
ED395	Clinical Practice Seminar.....	1	_____	_____	
PY205	Developmental Psychology .....	3	_____	_____	
SE210	Introduction to Infants Children and Youth with Special Needs .....	3	_____	_____	
					<b>Total (44)</b>
					_____
					<b>TOTAL (106-107)</b>
					=====

## HISTORY/POLITICAL SCIENCE MAJOR (B.A.)

(54 hours)—Jorsch, Coordinator

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

<i>History Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
HI101	History of the US to 1877 .....	3	_____	_____	
HI102	History of the US from 1877 .....	3	_____	_____	
HI104	World History from Prehistory to 1500 .....	3	_____	_____	
HI105	World History from 1500 to present .....	3	_____	_____	
					<b>Total (12)</b>
					_____
<i>One course selected from the following:</i>					
HI226*	The Middle East.....	3	_____	_____	
HI241*	East Asia.....	3	_____	_____	
					<b>Total (3)</b>
					_____

One course selected from the following:

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 (3)

One course selected from the following:

HI324*	Early Modern Europe, 1450-1789.....	3	_____	_____	
HI327*	Europe during the Long 19th Century .....	3	_____	_____	
HI332*	Twentieth Century Europe .....	3	_____	_____	Total (3)

One course selected from the following:

HI201*	Kansas History .....	3	_____	_____	
HI220*	Latin America .....	3	_____	_____	
HI225*	African-American History .....	3	_____	_____	Total (3)

Political Science Courses:

PSI01	United States Government.....	3	_____	_____	Total (3)
-------	-------------------------------	---	-------	-------	-----------

One course selected from the following:

PS202*	Comparative Government.....	3	_____	_____	
PS320*	International Relations and Diplomacy .....	3	_____	_____	Total (3)

One course selected from the following:

PS330*	Constitutional History to 1877.....	3	_____	_____	
PS331*	Constitutional History from 1877 .....	3	_____	_____	Total (3)

Additional History and/or Political Science Courses:

_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	Total (6)

Methods Course:

HI390*	Historiography.....	3	_____	_____	Total (3)
--------	---------------------	---	-------	-------	-----------

Supporting Courses:

One course selected from the following:

PL320*	Ancient and Medieval Philosophy.....	3	_____	_____	
PL321*	Modern Philosophy .....	3	_____	_____	
PL325	Contemporary Philosophy.....	3	_____	_____	Total (3)

Three courses selected from the following:

AN201	Cultural Anthropology .....	3	_____	_____	
AR185*	Art History I: Prehistory through Gothic.....	3	_____	_____	
AR186*	Art History II: Renaissance through Contemporary.....	3	_____	_____	
EC111	Principles of Macroeconomics .....	3	_____	_____	
EC200	Microcomputers: Economics and Business Applications .....	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	_____	_____	
GO120	Human Geography .....	3	_____	_____	
SO101	Principles of Sociology.....	3	_____	_____	

Two consecutive semesters of Spanish or another foreign language:

_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	Total (9)

**TOTAL (54)**

**HISTORY/POLITICAL SCIENCE MINOR**

(24 hours)—Jorsch, Coordinator

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

<i>Departmental Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
HI101	History of the US to 1877 .....	3	_____	_____	
HI102	History of the US from 1877 .....	3	_____	_____	
HI104	World History from Prehistory to 1500 .....	3	_____	_____	
HI105	World History from 1500 to Present .....	3	_____	_____	
PS101	United States Government .....	3	_____	_____	<b>Total (15)</b>
<hr/>					
<i>Three Additional Courses: (2 of the 3 must be at the 300 level):</i>					
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	_____	_____	<b>Total (9)</b>
<hr/>					
				<b>Total (24)</b>	<b>=====</b>

**HISTORY TEACHING**—See [Social Science Teaching Major 6-12](#) pages 98-99 and [Social Studies Teaching Middle Level](#) page 99**INTERDISCIPLINARY STUDIES MAJOR (B.A.)**

(124 hours)—Steed, Coordinator

<i>Associates Degree:</i>	<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>
Associates Degree in a technical or professional program from a regionally accredited two-year institution .....	62	_____	_____

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

<i>Pathway Minors—Select one of the following:</i>			
<a href="#">Global Citizenship Minor</a> , page 75-76 .....	24-30	_____	_____
<a href="#">Servant Leadership Minor</a> , page 97-98 .....	28-32	_____	_____
<a href="#">Sustainable Living Minor</a> , page 102 .....	28-29	_____	_____
<i>Major Courses:</i>			
Completion of Existing Major/s in this section .....	Varies	_____	_____
			<b>Total (124)</b>
			<b>=====</b>
			<b>Total (124)</b>
			<b>=====</b>

**INTERNATIONAL MANAGEMENT**—See [Management Major with International Concentration](#), page 80**MANAGEMENT MAJOR (B.A.)**

(59 hours)—J. Kinnaird, Coordinator

See also Section II, [Three-Year Degree Program](#) (page 29).**NOTE:** Students must achieve a grade of “C” or higher in all coursework.

<i>Business Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>
AC201	Financial Accounting .....	3	_____	_____
AC202	Managerial Accounting .....	3	_____	_____
BU100*	Introduction to Business (AC, BU, EC elective) .....	3	_____	_____
BU221	Principles of Management .....	3	_____	_____

<b>BU225</b>	<b>Business Finance</b> .....	<b>3</b>	_____	_____	
<b>BU385</b>	<b>Marketing</b> .....	<b>3</b>	_____	_____	
<b>BU390</b>	<b>Business Policy</b> .....	<b>3</b>	_____	_____	
<b>EC211</b>	<b>Principles of Macroeconomics</b> .....	<b>3</b>	_____	_____	
<b>EC212</b>	<b>Principles of Microeconomics</b> .....	<b>3</b>	_____	_____	<b>Total (27)</b>

*\*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):*

<b>BU</b> _____	_____	_____	_____	_____	
<b>BU</b> _____	_____	_____	_____	_____	
<b>BU</b> _____	_____	_____	_____	_____	
<b>BU</b> _____	_____	_____	_____	_____	<b>Total (12)</b>

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

_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	<b>Total (8)</b>

*Supporting Courses:*

<b>EC200</b>	<b>Microcomputers: Economics and Business Applications or equivalent</b> .....	<b>3</b>	_____	_____	
<b>EC/PY201</b>	<b>Statistics for the Behavioral and Social Sciences</b> .....	<b>3</b>	_____	_____	
<b>MA104</b>	<b>College Algebra or higher math course</b> .....	<b>3</b>	_____	_____	
<b>PL202</b>	<b>Business Ethics</b> .....	<b>3</b>	_____	_____	<b>Total (12)</b>

**TOTAL (59)** \_\_\_\_\_

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

(60 hours)—Carlson, Coordinator

See also Section II, [Three-Year Degree Program](#) (page 29).

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

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

*\*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:*

<b>BU370*</b>	<b>Seminar in International Business</b> .....	<b>3</b>	_____	_____	
<b>EC336*</b>	<b>Economic Development and World Resources</b> .....	<b>3</b>	_____	_____	
<b>EC338*</b>	<b>International Economics</b> .....	<b>3</b>	_____	_____	
<b>GO120</b>	<b>Human Geography</b> .....	<b>3</b>	_____	_____	<b>Total (12)</b>

Nine semester hours selected from the following:

_____	Foreign Language-FR, GR, SN, SV or other by approval .....	3-9	_____	_____	
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.)**

(60 hours)—J. Kinnaird, Coordinator

See also Section II, [Three-Year Degree Program](#) (page 29).

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

Marketing Major Courses:

BU230*	Retailing Management .....	3	_____	_____
BU260*	Creative Selling .....	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 (21)

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 with Network Marketing Emphasis (B.A.)**

(59 hours)—Frost, Coordinator

See also Section II, [Three-Year Degree Program](#) (page 29).**NOTE: Students must achieve a grade of “C” or higher in all coursework.**

<i>Business Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AC201	Financial Accounting .....	3	_____	_____	
AC202	Managerial Accounting .....	3	_____	_____	
BU100 <sup>+</sup>	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	_____	_____	<b>Total (27)</b>
<i>*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.</i>					_____
<i>Network Marketing Courses:</i>					
BU270	Network Marketing .....	3	_____	_____	
BU387	Network Marketing Practicum .....	12	_____	_____	<b>Total (15)</b>
<hr/>					
<i>Additional AC, BU, EC Courses (5 hours):</i>					
BU313	E-Commerce .....	3	_____	_____	
_____	AC, BU, EC Course .....	3	_____	_____	<b>Total (5)</b>
<hr/>					
<i>Supporting Courses:</i>					
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	_____	_____	<b>Total (12)</b>
					_____
					<b>Total (59)</b>
					=====

**MARKETING: Network Marketing Certificate**

(6 hours)—Frost, Coordinator

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

<i>Network Marketing Courses:</i>					
BU270	Network Marketing .....	3	_____	_____	
BU387	Network Marketing Practicum .....	3	_____	_____	<b>Total (6)</b>
					_____
					<b>Total (6)</b>
					=====

**MATHEMATICS MAJOR (B.A.)**

(50-53 hours)—Peng, Coordinator

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

<i>Departmental Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
MA130	Analytic Geometry & Calculus I .....	4	_____	_____	
MA230	Analytic Geometry & Calculus II .....	4	_____	_____	
MA231	Analytic Geometry & Calculus III .....	4	_____	_____	
MA360*	Linear Algebra .....	3	_____	_____	
MA361*	Abstract Algebra .....	3	_____	_____	
MA390*	Real Analysis .....	3	_____	_____	<b>Total (21)</b>
					_____

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: 3+2 ENGINEERING PROGRAM (B.A.)

(73-76 hours)—Peng, Coordinator

See Section II, [Graduate Connections](#) (page 29) for additional requirements.

This course of study is a cooperative program with Wichita State University. The first three years are completed in residence at Bethany College and the remaining classes (at or above the Junior level) are completed at Wichita State University as part of their engineering program.

All [Graduation Requirements](#) (Section III, page 36) must be met with the exception of #3. The requirement that 32 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.**

Departmental Core Courses:		Hrs	Term Planned	Hours Completed	
MA130	Analytic Geometry & Calculus I .....	4	_____	_____	
MA230	Analytic Geometry & Calculus II .....	4	_____	_____	
MA231	Analytic Geometry & Calculus III .....	4	_____	_____	
MA342*	Discrete Mathematics .....	3	_____	_____	
MA350*	Differential Equations .....	3	_____	_____	
MA360*	Linear Algebra .....	3	_____	_____	Total (21)

Two courses selected from the following:

MA305*	Mathematics for the Physical Sciences .....	3	_____	_____	
MA361*	Abstract Algebra .....	3	_____	_____	
MA382*	Number Theory.....	3	_____	_____	
MA390*	Real Analysis.....	3	_____	_____	Total (6)

Supporting courses:

CH110	General Chemistry I .....	4	_____	_____	
CH111	General Chemistry II .....	4	_____	_____	
PH201	University Physics I .....	4	_____	_____	
PH202	University Physics II .....	4	_____	_____	
PH321*	Statics.....	3	_____	_____	
CS223*	Principles of Programming I.....	3	_____	_____	Total (22)

### Additional Mathematics: 3+2 Engineering Program Requirements:

Complete last year of engineering coursework at Wichita State University in selected engineering program and transfer the coursework back to Bethany to finish meeting the requirement for this major (determined by graduate check in junior year with Bethany registrar). A minor in a discipline related to selected engineering program is recommended.

Total (24-27)

TOTAL (73-76)

**MATHEMATICS MINOR**

(23-24 hours)—Peng, Coordinator

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

<i>Departmental Core Courses:</i>	<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AC201 Financial Accounting .....	3	_____	_____	
EC/PY201 Statistics for Behavioral and Social Sciences .....	3	_____	_____	
MA130 Analytic Geometry & Calculus I .....	4	_____	_____	
MA230 Analytic Geometry & Calculus II .....	4	_____	_____	<b>Total (14)</b>
<hr/>				
<i>Choose three of the following courses:</i>				
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	_____	_____	<b>Total (9-10)</b>
<hr/>				
			<b>TOTAL (23-24)</b>	<b>=====</b>

**MATHEMATICS TEACHING MAJOR 6-12 (B.A.)**

(83-88 hours)—Peng, Coordinator

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

<i>Departmental Core Courses:</i>	<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
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	_____	_____	
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	_____	_____	<b>Total (33)</b>
<hr/>				
<i>One course selected from the following:</i>				
MA305* Mathematics for the Physical Sciences .....	3	_____	_____	
MA350* Differential Equations .....	3	_____	_____	
MA390* Real Analysis.....	3	_____	_____	<b>Total (3)</b>
<hr/>				
<i>Supporting Courses:</i>				
CM110 Speaking and Listening .....	3	_____	_____	
PY101 General Psychology .....	3	_____	_____	
<i>One course selected from the following:</i>				
EN101 Thinking and Writing.....	3	_____	_____	
IDxxW Interdisciplinary Writing Intensive course....	3	_____	_____	<b>Total (9)</b>
<hr/>				

*Professional Education Courses: See Section II, [Teacher Education Program](#) (pages 26-28) 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.....	2	_____	_____	
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	_____	_____	
					<b>Total (38-43)</b>
					_____
					<b>TOTAL (83-88)</b>
					=====

**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 25-26) for additional requirements.

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

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

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	_____	_____	
					<b>Total (3-4)</b>
					_____

*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	_____	_____

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.

MU111	Piano Proficiency I .....	1	_____	_____	
MU112	Piano Proficiency II .....	1	_____	_____	<b>Total (14)</b>

Ensemble Requirement - Participation in a major ensemble (MU 165, 166, 167, 169) for a total of six semesters and participation in Oratorio Society each year of residence:

MU__	_____	_____	_____	_____	
MU__	_____	_____	_____	_____	
MU__	_____	_____	_____	_____	
MU__	_____	_____	_____	_____	
MU__	_____	_____	_____	_____	
MU__	_____	_____	_____	_____	
MU174	Bethany College Oratorio Society .....	1-4	_____	_____	<b>Total (7-10)</b>
<b>TOTAL (43-54)</b>					<b>=====</b>

**MUSIC: PERFORMANCE MAJOR (B.M.)**

(69-83 hours)—Steed, Coordinator  
 See Section II, *Music Program* (page 25-26) for additional requirements.

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

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

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

CM212	Oral Interpretation .....	3	_____	_____	
MU278	Lyric Diction .....	2	_____	_____	
MU299/399	Directed Independent Study .....	3	_____	_____	
MU352*	Instrumentation and Arranging .....	3	_____	_____	
MU364	Choral Conducting and Materials .....	2	_____	_____	
MU365*	Applied Brass Techniques/Repertoire .....	2	_____	_____	
MU366*	Applied String Techniques/Repertoire .....	2	_____	_____	
MU367*	Applied Woodwind Tech./Repertoire .....	2	_____	_____	
MU368*	Applied Percussion Tech./Repertoire .....	2	_____	_____	
MU373*	Piano Literature and Pedagogy .....	3	_____	_____	
MU374*	Service Playing .....	2	_____	_____	
MU375*	Beginning Improvisation .....	2	_____	_____	
MU376*	Organ Pedagogy and Literature .....	3	_____	_____	
MU377*	Music in Worship .....	3	_____	_____	
MU379*	Voice Literature and Pedagogy .....	3	_____	_____	
TH111	Acting .....	3	_____	_____	<b>Total (10-12)</b>

**Lesson Requirements:**

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

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	_____	_____

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.

MU111	Piano Proficiency I .....	0-1	_____	_____
MU112	Piano Proficiency II .....	1	_____	_____
MU113	Piano Proficiency III .....	1	_____	_____
MU114	Piano Proficiency IV .....	1	_____	_____
				<b>Total (19-20)</b>

Ensemble Requirement: Participation in a large ensemble supportive of principal emphasis (MU165 Bethany Choir, MU169 Chapel Choir, MU166 Symphonic Band, MU167 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:

MU__	_____	_____	_____	_____
MU__	_____	_____	_____	_____
MU__	_____	_____	_____	_____
MU__	_____	_____	_____	_____
MU__	_____	_____	_____	_____
MU__	_____	_____	_____	_____
MU__	_____	_____	_____	_____
MU__	_____	_____	_____	_____
MU168	_____	1	_____	_____
MU168	_____	1	_____	_____
MU174	Bethany College Oratorio Society .....	0-4	_____	_____
				<b>Total (10-14)</b>

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

_____	_____	_____	_____	<b>Total (3)</b>
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**TOTAL (69-83)**

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

(122-131.5 hours)—Re, Coordinator

See Section II, [Music Program](#) (page 25-26) for additional music requirements

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

Departmental Courses:		Hrs	Term Planned	Hours Completed
MU001	Recital Attendance I .....	1-3.5	_____	_____
MU106	Voice Class I .....	1	_____	_____
MU150	Music Theory I .....	0-4	_____	_____
		or proficiency a prerequisite for MU151		
MU151	Music Theory II .....	4	_____	_____
One course selected from the following:				
MU165	Bethany Choir .....	1	_____	_____
MU169	Bethany Chapel Choir .....	1	_____	_____
MU240	Introduction to Conducting .....	2	_____	_____
MU250	Music Theory III .....	4	_____	_____
MU251	Music Theory IV .....	4	_____	_____
MU300	20th Century Music .....	3	_____	_____

<b>MU303</b>	<b>Instrumental Conducting and Rehearsal Techniques .....</b>	<b>2</b>	_____	_____
<b>MU352*</b>	<b>Instrumentation and Arranging .....</b>	<b>3</b>	_____	_____
<b>MU360</b>	<b>Music History I: Antiquity through Baroque .....</b>	<b>3</b>	_____	_____
<b>MU361</b>	<b>Music History II: Classical, Romantic, and World Music.....</b>	<b>3</b>	_____	_____
<b>MU365*</b>	<b>Applied Brass Technique/Repertoire .....</b>	<b>2</b>	_____	_____
<b>MU366*</b>	<b>Applied String Techniques/Repertoire.....</b>	<b>2</b>	_____	_____
<b>MU367*</b>	<b>Applied Woodwind Tech./Repertoire.....</b>	<b>2</b>	_____	_____
<b>MU368*</b>	<b>Applied Percussion Tech./Repertoire .....</b>	<b>2</b>	_____	_____
<b>MU369*</b>	<b>Marching Band Organization &amp; Repertoire... </b>	<b>1</b>	_____	_____
				<b>Total (40-46.5)</b>

*Lesson Requirements:*

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

<b>MU__</b>	<b>Music Lessons-Principal Emphasis .....</b>	<b>2</b>	_____	_____
<b>MU__</b>	<b>Music Lessons-Principal Emphasis .....</b>	<b>2</b>	_____	_____
<b>MU__</b>	<b>Music Lessons-Principal Emphasis .....</b>	<b>2</b>	_____	_____
<b>MU__</b>	<b>Music Lessons-Principal Emphasis .....</b>	<b>2</b>	_____	_____
<b>MU__</b>	<b>Music Lessons-Principal Emphasis .....</b>	<b>2</b>	_____	_____
<b>MU__</b>	<b>Music Lessons-Principal Emphasis .....</b>	<b>2</b>	_____	_____
<b>MU__</b>	<b>Music Lessons-Principal Emphasis .....</b>	<b>2</b>	_____	_____

*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.*

<b>MU111</b>	<b>Piano Proficiency I .....</b>	<b>1</b>	_____	_____
<b>MU112</b>	<b>Piano Proficiency II .....</b>	<b>1</b>	_____	_____
<b>MU113</b>	<b>Piano Proficiency III .....</b>	<b>1</b>	_____	_____
<b>MU114</b>	<b>Piano Proficiency IV .....</b>	<b>1</b>	_____	_____
				<b>Total (18)</b>

*Ensemble Requirement: Participation in MU166 Symphonic Band (wind or percussion as principal emphasis) or MU167 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):*

<b>MU__</b>	_____	_____	_____	_____
<b>MU__</b>	_____	_____	_____	_____
<b>MU__</b>	_____	_____	_____	_____
<b>MU__</b>	_____	_____	_____	_____
<b>MU__</b>	_____	_____	_____	_____
<b>MU__</b>	_____	_____	_____	_____
<b>MU__</b>	_____	_____	_____	_____
<b>MU168__</b>	_____	<b>1</b>	_____	_____
<b>MU168__</b>	_____	<b>1</b>	_____	_____
<b>MU174</b>	<b>Bethany College Oratorio Society .....</b>	<b>1-4</b>	_____	_____
				<b>Total (10-13)</b>

*Supporting Courses:*

<b>CM110</b>	<b>Speaking and Listening .....</b>	<b>3</b>	_____	_____
<b>MA104</b>	<b>College Algebra or higher math course .....</b>	<b>3</b>	_____	_____
<b>PY101</b>	<b>General Psychology .....</b>	<b>3</b>	_____	_____

*One course selected from the following:*

<b>EN101</b>	<b>Thinking and Writing.....</b>	<b>3</b>	_____	_____
<b>IDxxxW</b>	<b>Interdisciplinary Writing Intensive course....</b>	<b>3</b>	_____	_____
				<b>Total (12)</b>

*Professional Education Course: See Section II, [Teacher Education Program](#) (pages 26-28) for additional requirements.*

<b>ED100</b>	<b>Introduction to Teacher Education and the Teaching Profession .....</b>	<b>1</b>	_____	_____
<b>ED200</b>	<b>Introduction to Teaching: Classroom Experience.....</b>	<b>3</b>	_____	_____

ED240	Social, Cultural and Language Diversity in Today's Classrooms.....	3	_____	_____	
ED250	Classroom Management .....	2	_____	_____	
ED251	Instructional Technology for Teachers .....	2	_____	_____	
ED322	Music Methods for Music Teachers, Pre-K and Elementary .....	2	_____	_____	
ED341	Music Ed Methods: Secondary .....	2	_____	_____	
ED346	Reading Strategies for Middle Level/ Secondary (6-12) Teachers .....	2	_____	_____	
ED355	Educational Psychology .....	3	_____	_____	
ED358	Foundations of Education .....	3	_____	_____	
ED367	Clinical Practice Elementary Instr Music .....	6	_____	_____	
ED382	Clinical Practice Secondary Instr Music .....	6	_____	_____	
ED395	Clinical Practice Seminar.....	1	_____	_____	
PY205	Developmental Psychology .....	3	_____	_____	
SE210	Introduction to Infants, Children and Youth with Special Needs .....	3	_____	_____	
					<b>Total (42)</b>
					_____
					<b>TOTAL (122-131.5)</b>
					=====

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

(119-128.5)—Lucas, Coordinator

See Section II, [Music Program](#) (page 25-26) for additional music requirements.

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

<i>Departmental Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
MU001	Recital Attendance I .....	1-3.5	_____	_____	
MU150	Music Theory I .....	0-4	_____	_____	
	or proficiency a prerequisite for MU151				
MU151	Music Theory II .....	4	_____	_____	
MU240	Introduction to Conducting .....	2	_____	_____	
MU250	Music Theory III .....	4	_____	_____	
MU251	Music Theory IV .....	4	_____	_____	
MU278	Lyric Diction .....	2	_____	_____	
MU300	20th Century Music .....	3	_____	_____	
MU352*	Instrumentation and Arranging .....	3	_____	_____	
MU360	Music History I: Antiquity through Baroque .....	3	_____	_____	
MU361	Music History II: Classical, Romantic, and World Music.....	3	_____	_____	
MU363*	Instrumental Pedagogy & Repertoire .....	3	_____	_____	
MU364	Choral Conducting & Materials .....	2	_____	_____	
MU379*	Voice Literature and Pedagogy .....	3	_____	_____	
					<b>Total (37-43.5)</b>
					_____

#### *Lesson Requirement:*

##### *Lessons, Principal:*

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	_____	_____	
					<b>Total (18)</b>
					_____

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):

MU	_____	_____	_____	_____
MU	_____	_____	_____	_____
MU	_____	_____	_____	_____
MU	_____	_____	_____	_____
MU	_____	_____	_____	_____
MU	_____	_____	_____	_____
MU	_____	_____	_____	_____
MU168	_____	1	_____	_____
MU168	_____	1	_____	_____
MU174	Bethany College Oratorio Society.....	1-4	_____	_____
				<b>Total (10-13)</b>

Supporting Courses:

CM110	Speaking and Listening .....	3	_____	_____
MA104	College Algebra or higher math course .....	3	_____	_____
PY101	General Psychology .....	3	_____	_____

One course selected from the following:

EN101	Thinking and Writing.....	3	_____	_____
IDxxxW	Interdisciplinary Writing Intensive course....	3	_____	_____
				<b>Total (12)</b>

Professional Education Course: See Section II, [Teacher Education Program](#) (pages 26-28) for additional requirements.

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

**TOTAL (119-128.5)**

### MUSIC MINOR

(26-33 hours)—Masterson, Coordinator

See Section II, [Music Program](#) (page 25-26) for additional requirements.

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

Departmental Courses:

	Hrs	Term Planned	Hours Completed	
MU001	Recital Attendance .....	2	_____	
MU150	Music Theory I.....	0-4	_____	
MU150 or proficiency a prerequisite for MU151				
MU151	Music Theory II.....	4	_____	
MU240	Introduction to Conducting .....	2	_____	
MU250	Music Theory III.....	4	_____	
				<b>Total (12-16)</b>

Select one of the following courses:

<b>MU360</b>	<b>Music History I: Antiquity through Baroque</b> .....	<b>3</b>	_____	_____	
<b>MU361</b>	<b>Music History II: Classical, Romantic and World Music</b> .....	<b>3</b>	_____	_____	<b>Total (3)</b>

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.

<b>MU111</b>	<b>Piano Proficiency I</b> .....	<b>1</b>	_____	_____	
<b>MU112</b>	<b>Piano Proficiency II</b> .....	<b>1</b>	_____	_____	
<b>MU__</b>	<b>Music Lessons- Secondary Emphasis</b> .....	<b>1</b>	_____	_____	
<b>MU__</b>	<b>Music Lessons- Secondary Emphasis</b> .....	<b>1</b>	_____	_____	
<b>MU__</b>	<b>Music Lessons- Secondary Emphasis</b> .....	<b>1</b>	_____	_____	
<b>MU__</b>	<b>Music Lessons- Secondary Emphasis</b> .....	<b>1</b>	_____	_____	<b>Total (6)</b>

Ensemble Requirement - Participation in large ensemble (MU165 Bethany Choir, MU166 Symphonic Band, MU167 Orchestra, MU169 Chapel Choir) for a total of 4 semesters, and participation in MU174 Bethany College Oratorio Society is required each year of residence.

<b>MU__</b>	_____	_____	_____	_____	
<b>MU__</b>	_____	_____	_____	_____	
<b>MU__</b>	_____	_____	_____	_____	
<b>MU__</b>	_____	_____	_____	_____	
<b>MU174</b>	<b>Bethany College Oratorio Society</b> .....	<b>1-4</b>	_____	_____	<b>Total (5-8)</b>

**TOTAL (26-33)**

## MUSIC: SACRED MUSIC MINOR

(26-44 hours)—Steed, Coordinator

See Section II, [Music Program](#) (page 25-26) for additional requirements.

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

Departmental Courses:	Hrs	Term Planned	Hours Completed		
<b>MU001</b>	<b>Recital Attendance</b> .....	<b>2</b>	_____	_____	
<b>MU150</b>	<b>Music Theory</b> .....	<b>0-4</b>	_____	_____	
	<b>MU150 or proficiency a prerequisite for MU151</b>				
<b>MU151</b>	<b>Music Theory I</b> .....	<b>4</b>	_____	_____	
<b>MU240</b>	<b>Introduction to Conducting</b> .....	<b>2</b>	_____	_____	
<b>MU251</b>	<b>Music Theory III</b> .....	<b>4</b>	_____	_____	
<b>MU377*</b>	<b>Music in Worship</b> .....	<b>3</b>	_____	_____	
<b>EBE__</b>	<b>Field Experience</b> .....	<b>2</b>	_____	_____	<b>Total (17-21)</b>

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.

<b>MU111</b>	<b>Piano Proficiency I</b> .....	<b>1</b>	_____	_____	
<b>MU112</b>	<b>Piano Proficiency II</b> .....	<b>1</b>	_____	_____	
<b>MU__</b>	<b>Music Lessons - Secondary Emphasis</b> .....	<b>1</b>	_____	_____	
<b>MU__</b>	<b>Music Lessons - Secondary Emphasis</b> .....	<b>1</b>	_____	_____	
<b>MU__</b>	<b>Music Lessons - Secondary Emphasis</b> .....	<b>1</b>	_____	_____	
<b>MU__</b>	<b>Music Lessons - Secondary Emphasis</b> .....	<b>1</b>	_____	_____	<b>Total (6)</b>

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

<b>MU174</b>	<b>Bethany College Oratorio Society</b> .....	<b>1-4</b>	_____	_____	<b>Total (1-4)</b>
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Select A. Choral Concentration or B. Organ Concentration:

<b>MU364</b>	<b>Choral Conducting and Materials</b> .....	<b>2</b>	_____	_____	<b>Total (0-2)</b>
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**B. Organ Concentration:**

MU374*	Service Playing .....	2	_____	_____	
MU375*	Beginning Improvisation .....	2	_____	_____	
MU376*	Organ Literature and Pedagogy .....	3	_____	_____	<b>Total (0-7)</b>

*Recommended Courses:*

RL120*	New Testament Literature & Thought.....	3	_____	_____	
RL310*	Old Testament Literature & Thought.....	3	_____	_____	<b>Total (0-6)</b>

**TOTAL (26-44)**

**OPERATIONS MANAGEMENT MAJOR (B.A.)**

(59 hours)—J. Kinnaird, Coordinator

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

<i>Business Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
AC201	Financial Accounting .....	3	_____	_____	
AC202	Managerial Accounting .....	3	_____	_____	
BU100 <sup>+</sup>	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	_____	_____	<b>Total (27)</b>

<sup>+</sup>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.

*Operations Management Major Courses:*

BU300	Microcomputer Problem Solving Applications .....	3	_____	_____	
BU340	Management Information Systems.....	3	_____	_____	
BU380	Operations Management.....	3	_____	_____	
BU381	Project Management .....	3	_____	_____	<b>Total (12)</b>

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

_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	<b>Total (8)</b>

*Supporting Courses:*

EC200	Microcomputers: Economic and Business Applications .....	3	_____	_____	
EC/PY201	Statistics for Behavioral and Social Sciences .....	3	_____	_____	
MA104	College Algebra or higher.....	3	_____	_____	
PL202	Business Ethics .....	3	_____	_____	<b>Total (12)</b>

**TOTAL (59)**

**PHILOSOPHY MINOR**

(20 hours)—Mullen, Coordinator

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

<i>Departmental Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
PL101	Introduction to Philosophy .....	3	_____	_____	
PL102	Ethics .....	3	_____	_____	
PL216*	Symbolic Logic.....	3	_____	_____	
PL332	Senior Seminar.....	2	_____	_____	<b>Total (11)</b>

Three courses selected from the following:

PL217*	Critical Thinking.....	3	_____	_____	
PL320*	Ancient and Medieval Philosophy.....	3	_____	_____	
PL322*	Philosophy of Religion .....	3	_____	_____	
PL323*	Modern Philosophy .....	3	_____	_____	
PL325*	Contemporary Philosophy.....	3	_____	_____	
PL398	Special Topics .....	3	_____	_____	Total (9)
					=====
TOTAL (20)					=====

## PHYSICAL HEALTH AND WELLNESS MAJOR (B.A.)

(74-83 hours)—Caiola, Coordinator

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

Core Courses:		Hrs	Term Planned	Hours Completed	
PE101	Concepts of Wellness and Leisure.....	2	_____	_____	
PE110	Community First Aid and Safety.....	1	_____	_____	
or					
AT105	Professional Rescuer First Aid and CPR.....	2	_____	_____	
PE130	History and Principles of PE .....	3	_____	_____	
PE135	Personal and Community Health.....	3	_____	_____	
PE245	Individual Activities for PE and Lifetime Fitness .....	3	_____	_____	
PE246	Team Activities for PE and Lifetime Fitness .....	2	_____	_____	
PE250	Prevention, Treatment, and Care of Athletic Injuries .....	3	_____	_____	
PE308	Motivational Sports Leadership .....	3	_____	_____	
PE340	Motor Growth and Development.....	3	_____	_____	
PE341	Elementary & Secondary Rhythms .....	3	_____	_____	
PE342	Physiology of Exercise .....	3	_____	_____	
PE343	Kinesiology.....	3	_____	_____	
PE370	Organization and Administration of Health, Physical Education and Athletics .....	3	_____	_____	
PE375	Seminar in Health Agencies .....	1	_____	_____	
PE390	Nutrition.....	3	_____	_____	
PS315	Legal Issues in Sports .....	3	_____	_____	
EB297	Experience Based Education .....	2-3	_____	_____	
EB397	Experience Based Education .....	3-4	_____	_____	Total (47-50)
					=====

Supporting Courses:

BI124	Introductory Biology I.....	4	_____	_____	
PY101	General Psychology.....	3	_____	_____	
CM110	Speaking and Listening .....	3	_____	_____	Total (10)
					=====

Select either A. Sports Performance and Coaching Concentration or B. Exercise Science Concentration:

### A. Sports Performance and Coaching Concentration:

BI121	Human Anatomy and Physiology I.....	4	_____	_____	
PE303	Challenges of Coaching.....	3	_____	_____	
PE305	Tournament and Event Management.....	3	_____	_____	
PE161	Sports Officiating .....	3	_____	_____	

Select two of the following courses:

PE260	Theory of Coaching Football.....	2	_____	_____	
PE261*	Theory of Coaching Basketball .....	2	_____	_____	
PE262*	Theory of Coaching Track and Field .....	2	_____	_____	
PE263*	Theory of Coaching Volleyball .....	2	_____	_____	
PE264*	Theory of Coaching Baseball and Softball .....	2	_____	_____	Total (17)
					=====

**B. Exercise Science Concentration:**

BI121	Human Anatomy and Physiology I .....	4	_____	_____	
BI122	Human Anatomy and Physiology II .....	4	_____	_____	
BI125	Introductory Biology II .....	4	_____	_____	
CH110	General Chemistry I .....	4	_____	_____	
CH111	General Chemistry II .....	4	_____	_____	
PY220	Abnormal Psychology.....	3	_____	_____	Total (23)
					_____
<b>TOTAL (74-83)</b>					=====

**PHYSICS MINOR**

(20 hours)—Antonik, Coordinator

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

<i>Departmental Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
PH201	University Physics I .....	4	_____	_____	
PH202	University Physics II .....	4	_____	_____	
PH390*	Topics in Modern Physics.....	3	_____	_____	Total (11)
					_____
<i>Three courses from the following (courses are alternate year, depending on demand):</i>					
PH320*	Mechanics.....	3	_____	_____	
PH321*	Statics .....	3	_____	_____	
PH330*	Optics .....	3	_____	_____	
PH340*	Electricity and Magnetism .....	3	_____	_____	
PH350*	Heat and Thermodynamics .....	3	_____	_____	Total (9)
					_____
<b>TOTAL (20)</b>					=====

**PHYSICS ENDORSEMENT FOR TEACHER LICENSURE 6-12**

(45 hours, in addition to the completion of a secondary education major)—Antonik, Coordinator

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

<i>Departmental Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
PH201	University Physics I .....	4	_____	_____	
PH202	University Physics II .....	4	_____	_____	
PH330*	Optics .....	3	_____	_____	
PH390*	Topics in Modern Physics.....	3	_____	_____	Total (14)
					_____
<i>Two courses selected from the following:</i>					
PH320*	Mechanics.....	3	_____	_____	
PH340*	Electricity and Magnetism .....	3	_____	_____	
PH350*	Heat and Thermodynamics .....	3	_____	_____	
PH321*	Statics .....	3	_____	_____	Total (6)
					_____
<i>Supporting Courses:</i>					
BI124	Introductory Biology I.....	4	_____	_____	
CH110	General Chemistry I .....	4	_____	_____	
ES100	Introduction to Earth Science (offered By-Arrangement only).....	3	_____	_____	
MA130	Analytical Geometry & Calculus I.....	4	_____	_____	
MA230	Analytical Geometry & Calculus II.....	4	_____	_____	
CS223*	Principles of Programming I.....	3	_____	_____	Total (22)
					_____
<i>Professional Education Courses: See Section II, Teacher Education Program (pages 26-28) for additional requirements.</i>					
ED406	Methods of Teaching Natural Science.....	3	_____	_____	Total (3)
					_____
<b>TOTAL (45)</b>					=====

**PSYCHOLOGY MAJOR (B.A.)**

(39-41 hours)—Ring, Coordinator

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

<i>Foundation Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
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	_____	_____	<b>Total (25)</b>
<hr/>					
<i>Five of the following courses:</i>					
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	_____	_____	
PY356*	Cognitive Psychology .....	3	_____	_____	
PY390	Seminar: Topics in Psychology .....	2-4	_____	_____	<b>Total (14-16)</b>
<hr/>					
				<b>TOTAL (39-41)</b>	<b>=====</b>

**PSYCHOLOGY MINOR**

(18 hours)—Ring, Coordinator

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

<i>Departmental Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
PY101	General Psychology .....	3	_____	_____	
PY345	History and Systems .....	3	_____	_____	<b>Total (6)</b>
<hr/>					
<i>Twelve semester hours of additional psychology courses:</i>					
PY__	_____	_____	_____	_____	
PY__	_____	_____	_____	_____	
PY__	_____	_____	_____	_____	
PY__	_____	_____	_____	_____	<b>Total (12)</b>
<hr/>					
				<b>TOTAL (18)</b>	<b>=====</b>

**RELIGION MAJOR with History and Doctrine Concentration (B.A.)**

(39 hours)—Atkinson, Coordinator

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

<i>Departmental Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
PL101	Introduction to Philosophy .....	3	_____	_____	
RL200*	The Literature and Thought of the Hebrew Bible .....	3	_____	_____	
RL210*	The Literature and Thought of the New Testament .....	3	_____	_____	
RL330*	World Religions .....	3	_____	_____	<b>Total (12)</b>
<hr/>					

*History and Doctrine Courses:*

RL321*	Early Christianity .....	3	_____	_____	
RL322*	Medieval Christianity .....	3	_____	_____	
RL323*	Reformation and Counter-Reformation.....	3	_____	_____	
RL324*	Christianity in Modernity .....	3	_____	_____	
RL360*	Constructive and Contextual Theology .....	3	_____	_____	<b>Total (15)</b>

*Supporting Courses*

*Take four courses as agreed upon with advisor; three must be RL300 level:*

MN120	Peer Ministry .....	3	_____	_____	
MN121	Peer Ministry II .....	3	_____	_____	
MN305	Youth and Family Ministry .....	3	_____	_____	
MU377*	Music in Worship.....	3	_____	_____	
PL102	Ethics .....	3	_____	_____	
PL322*	Philosophy of Religion .....	3	_____	_____	
RL340*	Problems in Christian Ethics.....	3	_____	_____	
RL353*	Marriage.....	3	_____	_____	
RL354*	Love in Literature, Film, and Theology .....	3	_____	_____	
RL370*	Science and Theology: Friend or Foe? .....	3	_____	_____	
RL380*	Political Theology .....	3	_____	_____	
RL398*	Special Topics in Theology.....	3	_____	_____	<b>Total (12)</b>

**TOTAL (39)**

**RELIGION MAJOR with Ministry of Service Concentration (B.A.)**

(35-39 hours)—Atkinson, Coordinator

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

*Departmental Core Courses*

		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
PL101	Introduction to Philosophy.....	3	_____	_____	
RL200*	The Literature and Thought of the Hebrew Bible .....	3	_____	_____	
RL210*	The Literature and Thought of the New Testament .....	3	_____	_____	
RL330*	World Religions.....	3	_____	_____	<b>Total (12)</b>

*History and Doctrine Courses—Take two of the following:*

RL321*	Early Christianity .....	3	_____	_____	
RL322*	Medieval Christianity .....	3	_____	_____	
RL323*	Reformation and Counter-Reformation.....	3	_____	_____	
RL324*	Christianity in Modernity .....	3	_____	_____	<b>Total (6)</b>

*Supporting Courses—Take seven as agreed upon with advisor; two must be RL300 level:*

BU202	Leadership.....	3	_____	_____	
CM212	Oral Interpretation of Literature .....	3	_____	_____	
<i>Select one of the following courses:</i>					
EB297	Pre-Senior or Senior Year Experience .....	3	_____	_____	
EB397	Pre-Senior or Senior Year Experience .....	3	_____	_____	
ED355	Educational Psychology .....	3	_____	_____	
MN120	Peer Ministry .....	1	_____	_____	
MN121	Peer Ministry II .....	1	_____	_____	
MN305	Youth and Family Ministry Certification.....	3	_____	_____	
MU377*	Music in Worship.....	3	_____	_____	
PL102	Ethics.....	3	_____	_____	
PL322*	Philosophy of Religion .....	3	_____	_____	
PY205	Developmental Psychology .....	3	_____	_____	
RL340*	Problems in Christian Ethics.....	3	_____	_____	
RL360*	Constructive and Contextual Theology .....	3	_____	_____	

RL370*	Science and Theology: Friend or Foe? .....	3	_____	_____	
RL380*	Political Theology .....	3	_____	_____	
RL398*	Special Topics in Theology.....	3	_____	_____	
SE210	Infants, Children, and Youth with Special Needs 3 .....	3	_____	_____	Total (17-21)
					_____
				<b>TOTAL (35-39)</b>	<b>=====</b>

**RELIGION MINOR**

(18 hours)—Atkinson, Coordinator

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

<i>Departmental Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
RL200*	The Literature and Thought of the Hebrew Bible .....	3	_____	_____	
RL210*	The Literature and Thought of the New Testament .....	3	_____	_____	
RL330	World Religions.....	3	_____	_____	Total (9)
					_____
<i>Three additional 300-level courses+:</i>					
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	Total (9)
					_____
				<b>TOTAL (18)</b>	<b>=====</b>

+PL101 Introduction to Philosophy or PL322\* Philosophy of Religion may be substituted for one of the 300-level religion courses.

**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.**

<i>Experience Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
SL101	Servant Leadership Freshman Exp I.....	1	_____	_____	
SL102	Servant Leadership Freshman Exp II.....	1	_____	_____	
SL201	Servant Leadership Sophomore Exp I .....	1	_____	_____	
SL202	Servant Leadership Sophomore Exp II .....	1	_____	_____	
SL301	Servant Leadership Junior Exp I.....	1	_____	_____	
SL302	Servant Leadership Junior Exp II.....	1	_____	_____	
SL401	Servant Leadership Senior Exp I.....	1	_____	_____	
SL402	Servant Leadership Senior Exp II.....	1	_____	_____	Total (4-8)
					_____
<i>Core Courses:</i>					
BU202	Leadership.....	3	_____	_____	
BU302	Profiles in Leadership.....	3	_____	_____	Total (6)
					_____

*Interdisciplinary Courses:*

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.

<b>A course in Religion and Philosophy</b>			
PL101	Ethics .....	3	
PL202	Business Ethics .....	3	
<b>A second level or advanced course in Communication and Theatre Arts</b>			
CM105	New Media Writing .....	3	
CM215	Persuasion in the Media Age .....	3	
CM211	Argumentation.....	3	
<b>A course in Art/English/Foreign Language/Music.....</b>			
<b>A course in History and Political Science/Psychology ...</b>			
<b>A course in Biology/Chemistry/Mathematics/Physics ....</b>			
<b>A course in Business &amp; Economics/Criminal Justice/Education/Health/Physical Education and Athletic Training .....</b>			
			<b>Total (18)</b>
			<b>TOTAL (28-32)</b>

**SOCIAL SCIENCE TEACHING MAJOR 6-12 (B.A.)**

(108-113 hours)—Pigge, Coordinator

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

<i>Department Courses:</i>			
HI101	History of the US to 1877 .....	3	
HI102	History of the US from 1877 .....	3	
HI104	World History from Prehistory to 1500 .....	3	
HI105	World History from 1500 to present .....	3	
HI201*	Kansas History .....	3	
HI390*	Historiography.....	3	
<i>One course selected from the following:</i>			
HI301*	Colonial and Revolutionary America.....	3	
HI306*	United States History from 1791-1877.....	3	
HI307*	United States History from 1877-1945.....	3	
HI308*	United States History from 1945 .....	3	
<i>One course selected from the following:</i>			
HI220*	Latin America .....	3	
HI226*	The Middle East.....	3	
HI241*	East Asia.....	3	
<i>One course selected from the following:</i>			
HI324*	Early Modern Europe, 1450-1789.....	3	
HI327*	Europe During the Long 19th Century .....	3	
HI332*	Twentieth Century Europe .....	3	<b>Total (27)</b>
<i>Political Science Courses:</i>			
PS101	United States Government.....	3	
PS202*	Comparative Government.....	3	
PS330*	Constitutional History to 1877.....	3	
PS331*	Constitutional History from 1877 .....	3	<b>Total (12)</b>
<i>Divisional Courses:</i>			
AN201	Cultural Anthropology .....	3	
EC111	Principles of Macroeconomics .....	3	
EC112	Principles of Microeconomics.....	3	
GO120	Human Geography .....	3	
PY101	General Psychology .....	3	
SO101	Principles of Sociology.....	3	<b>Total (18)</b>

*Supporting Courses:*

CM110	Speaking and Listening .....	3	_____	_____	
MA104	College Algebra or higher math course .....	3	_____	_____	
PY101	General Psychology .....	3	_____	_____	
<i>One course selected from the following:</i>					
EN101	Thinking and Writing .....	3	_____	_____	
IDxxxW	Interdisciplinary Writing Intensive course....	3	_____	_____	<b>Total (12)</b>

*Professional Education Courses: See Section II, [Teacher Education Program](#) (pages 26-28) 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	_____	_____	
ED440	Methods for Teaching Social and Behavioral Sciences .....	3	_____	_____	
PY205	Developmental Psychology .....	3	_____	_____	
SE210	Introduction to Infants, Children and Youth with Special Needs.....	3	_____	_____	<b>Total (39-44)</b>
<b>TOTAL (108-113)</b>					=====

**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, ACCK 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.**

<i>Departmental Courses:</i>	<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>		
SE310	Foundations for Special Education Services .....	4	_____	_____	
SE315	General Methods for Special Education Services .....	4	_____	_____	
SE345	Behavior Management .....	2	_____	_____	<b>Total (10)</b>

Professional Education Courses: See Section II, [Teacher Education Program](#) (pages 26-28)

for additional requirements.

SE341	Grades PreK-3 Methods for Special Needs...	4	_____	_____
SE351	Grades PreK-3 Field Experience .....	1	_____	_____
SE381	Grades 4-12 Methods for Special Needs.....	4	_____	_____
SE391	Grades 4-12 Field Experience.....	1	_____	_____
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	_____	_____	<b>Total (16)</b>
					_____
					<b>Total (26)</b>
					=====

### SPECIAL EDUCATION: HIGH-INCIDENCE SPECIAL EDUCATION ENDORSEMENT FOR TEACHER LICENSURE K-6

(20-21 hours)—Beverly Schottler, ACCK 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.**

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	_____	_____	<b>Total (10)</b>
					_____

Professional Education Courses: See Section II, [Teacher Education Program](#) (pages 26-28) for additional requirements.

SE321	Grades K-6 Methods for Special Needs .....	4	_____	_____
SE331	Grades K-6 Field Experience .....	1	_____	_____
SE431+	Grades K-6 Clinical Experience.....	5	_____	_____
SE499	Capstone Issues.....	1	_____	_____

+Note: If adding this as a second special education endorsement or currently teaching special education on a waiver or provisional license, replace SE431 with:

SE433	Grades K-6 Internship.....	4-5	_____	_____	<b>Total (10-11)</b>
					_____
					<b>Total (20-21)</b>
					=====

### SPECIAL EDUCATION: HIGH-INCIDENCE SPECIAL EDUCATION ENDORSEMENT FOR TEACHER LICENSURE 6-12

(20-21 hours)—Beverly Schottler, ACCK 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.**

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	_____	_____	<b>Total (10)</b>
					_____

Professional Education Courses: See Section II, [Teacher Education Program](#) (pages 26-28) for additional requirements.

SE361	Grades 6-12 Methods for Special Needs.....	4	_____	_____
SE371	Grades 6-12 Field Experience.....	1	_____	_____
SE471+	Grades 6-12 Clinical Experience .....	5	_____	_____
SE499	Capstone Issues.....	1	_____	_____

+Note: If adding this as a second special education endorsement or currently teaching special education on a waiver or provisional license, replace SE471 with:

*SE473	Grades 6-12 Internship .....	4-5	_____	_____	Total (10-11)
					_____
<b>TOTAL (20-21)</b>					=====

### SPORTS MANAGEMENT MAJOR (B.A.)

(69 hours)—J. Kinnaird, Coordinator

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

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	_____	_____	
BU390	Business Policy.....	3	_____	_____	
EC211	Principles of Macroeconomics .....	3	_____	_____	
PL202	Business Ethics .....	3	_____	_____	Total (24)

\*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:		Hrs	Term Planned	Hours Completed	
BU386	Sports Marketing .....	3	_____	_____	
EC310*	Economics of Sport .....	3	_____	_____	
PE303	Challenges of Coaching.....	3	_____	_____	
PE305	Tournament and Event Management.....	3	_____	_____	
PE308	Motivational Sports Leadership .....	3	_____	_____	
PE370*	Organization & Administration of Health PE & Athletics.....	3	_____	_____	
PE387	Sports Management Practicum .....	12	_____	_____	
PS315*	Legal Issues in Sports .....	3	_____	_____	Total (33)

Additional Courses - Six hours selected from the following:

BU240	Business Communication.....	3	_____	_____	
BU394	Human Relations in Business .....	3	_____	_____	
CM215*	Persuasion in the Media Age.....	3	_____	_____	
CM391	Senior Project.....	3	_____	_____	
EC200	Microcomputer Applications .....	3	_____	_____	
PY222*	Social Psychology.....	3	_____	_____	Total (6)

Supporting Courses:

CM110	Speaking and Listening .....	3	_____	_____	
PY101	General Psychology .....	3	_____	_____	Total (6)
					_____
<b>TOTAL (69)</b>					=====

**SUSTAINABLE LIVING MINOR**

(28-29 hours)—Atkinson, Coordinator

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

*Core Courses: Students are to take one course from each of three of the following four categories. These categories relate to the four aspects of sustainable living stressed at Bethany College: economics, environment, spirituality, and community.*

<i>Economics - One of the following courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>	
<b>EC211</b>	<b>Principles of Macroeconomics</b> .....	<b>3</b>	_____	_____	
<b>EC212</b>	<b>Principles of Microeconomics</b> .....	<b>3</b>	_____	_____	
<b>EC336</b>	<b>Economic Development and World Resources</b> .....	<b>3</b>	_____	_____	<b>Total (3)</b>
<hr/>					
<i>Environment - One of the following courses:</i>					
<b>BI115</b>	<b>Introduction to Environmental Science</b> .....	<b>4</b>	_____	_____	
<b>BI350</b>	<b>Ecology</b> .....	<b>4</b>	_____	_____	
<b>SC180</b>	<b>Science For Citizens</b> .....	<b>3</b>	_____	_____	<b>Total (3-4)</b>
<hr/>					
<i>Spirituality:</i>					
<b>RL345*</b>	<b>A Faith that Sustains: Explorations at the Intersection of Religion and Sustainable Living</b> .....	<b>3</b>	_____	_____	<b>Total (3)</b>
<hr/>					
<i>Community - One of the following courses:</i>					
<b>EN370</b>	<b>Nature Writing and Ecological Literature</b> .....	<b>3</b>	_____	_____	
<b>PS101</b>	<b>United States Government</b> .....	<b>3</b>	_____	_____	<b>Total (3)</b>
<hr/>					
<i>Integrative Seminar in Sustainable Living:</i>					
<b>SU101</b>	<b>Integrative Seminar in Sustainable Living: Cosmology</b> .....	<b>3</b>	_____	_____	
<b>SU102</b>	<b>Integrative Seminar in Sustainable Living: Systems &amp; Change</b> .....	<b>3</b>	_____	_____	
<b>SU201</b>	<b>Integrative Seminar in Sustainable Living: Justice</b> .....	<b>3</b>	_____	_____	
<b>SU202</b>	<b>Integrative Seminar in Sustainable Living: Importance of Place</b> .....	<b>3</b>	_____	_____	<b>Total (12)</b>
<hr/>					
<i>Junior/Senior Capstone Project:</i>					
<b>SU301</b>	<b>Capstone Project in Sustainable Living: Planning</b> .....	<b>2</b>	_____	_____	
<b>SU302</b>	<b>Capstone Project in Sustainable Living: Implementation</b> .....	<b>2</b>	_____	_____	<b>Total (4)</b>
<hr/>					
				<b>TOTAL (28-29)</b>	<b>=====</b>

**TEACHING MAJORS—See [Education Majors and Endorsements List](#), pages 68**

**THEATRE AND COMMUNICATION ARTS MAJOR (B.A.)**

(48 hours)—LeGault, Coordinator

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

<i>Core Courses:</i>		<i>Hrs</i>	<i>Term Planned</i>	<i>Hours Completed</i>
<b>CM105</b>	<b>New Media Writing</b> .....	<b>3</b>	_____	_____
<b>CM110</b>	<b>Speaking and Listening</b> .....	<b>3</b>	_____	_____
<b>CM210*</b>	<b>Introduction to Mass Media</b> .....	<b>3</b>	_____	_____
<b>CM212</b>	<b>Oral Interpretation of Literature</b> .....	<b>3</b>	_____	_____
<b>CM220*</b>	<b>Intermediate Public Speaking</b> .....	<b>3</b>	_____	_____
<b>CM330*</b>	<b>Survey of Rhetoric I</b> .....	<b>3</b>	_____	_____
<b>CM391</b>	<b>Senior Project</b> .....	<b>3</b>	_____	_____

EN301	Writing, Language and Rhetoric .....	3	_____	_____	
TH110*	Introduction to Theatre.....	3	_____	_____	
TH111	Acting .....	3	_____	_____	<b>Total (30)</b>

Choose one concentration:

*Communication Concentration (12 semester hours selected from the following):*

CM211*	Argumentation .....	3	_____	_____	
CM215*	Persuasion in the Media Age .....	3	_____	_____	
CM225*	Convergent Journalism I.....	3	_____	_____	
CM298/398*	Special Topics.....	3	_____	_____	
CM325*	Convergent Journalism II.....	3	_____	_____	
CM335*	Survey of Rhetoric II.....	3	_____	_____	
CM345*	Rhetorical Topics.....	3	_____	_____	
EB397	Experience-Based Communication I .....	3	_____	_____	<b>Total (12)</b>

*Theatre Concentration (12 semester hours selected from the following):*

MU/TH205	Musical Theater .....	3	_____	_____	
TH125	Theatre Practicum .....	1-2	_____	_____	
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.....	3	_____	_____	
TH350*	Dramatic Writing II: The Full-Length Play ..	3	_____	_____	
TH398*	Special Topics.....	3	_____	_____	<b>Total (12)</b>

*Supporting Courses (6 semester hours selected from the following):*

AR105	Basic Design .....	3	_____	_____	
AR108	3D-Design.....	3	_____	_____	
BU221	Principles of Management.....	3	_____	_____	
BU240	Business Communication .....	3	_____	_____	
BU311	Advertising.....	3	_____	_____	
PL217*	Critical Thinking .....	3	_____	_____	
EN225/325	Travel Writing.....	3	_____	_____	
EN312*	Shakespeare .....	3	_____	_____	
EN321*	Creative Writing .....	3	_____	_____	<b>Total (6)</b>

**TOTAL (48)** \_\_\_\_\_

## THEATRE MINOR

(21-23 hours)—LeGault, Coordinator

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

*Core Courses:*

		Hrs	Term Planned	Hours Completed	
EN312*	Shakespeare .....	3	_____	_____	
TH110*	Introduction to Theatre .....	3	_____	_____	
TH111	Acting .....	3	_____	_____	
TH125	Theatre Practicum.....	1-2	_____	_____	
TH212*	Stagecraft .....	2	_____	_____	
TH320*	Theatre History.....	3	_____	_____	
TH330*	Directing .....	3	_____	_____	
CM212	Oral Interpretation or approved English, music or art course .....	3-4	_____	_____	<b>Total (21-23)</b>

**TOTAL (21-23)** \_\_\_\_\_



# VI

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## **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 33.

**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 from 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 by 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). 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 48-103.

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 cir-

cumstances 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 Enrollment Services 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 Enrollment Services office by the end of the add period for the term during which the course is to begin. (Exceptions will be granted by the Provost and Dean of the College only for extraordinarily strong reasons. Requests for exceptions, with an explanation for the lateness of the application, must be submitted to the Provost and Dean of the College 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 Provost and Dean of the College 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 a \$1,000 scholarship. Typically, the student will enroll for one hour of credit in the fall semester and two hours in the spring. Applications for Partners in Scholarship courses must be completed and turned in to the Enrollment Services office by the end of the add period for the term during which the course is to begin. Students must have completed one year at Bethany to be eligible. (See [Section IX](#), page 179).

Applications and information are available from the Financial Aid Office and are normally due in mid to late March.

## 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. Special restrictions may apply to International or native-speaking students.

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:

	Level I	Level II
French	50	62
German	50	63
Spanish	50	66

**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 for superior achievement in prior learning. CLEP, Advanced Placement, and IB may be used to satisfy core requirements, General Education Program requirements, and major requirements. Students interested in CLEP or Advanced Placement credit either prior to or after admittance into Bethany College are requested to contact the Office of the Provost and Dean of the College. Credit for these examinations is entered on the student's transcript after the student has completed at least one course from Bethany and received a grade of "C" or above.

**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

**ACCK Courses.** Bethany College is joined with five other colleges (Bethel, Kansas Wesleyan, McPherson, Sterling, and Tabor) in a consortium of church-related liberal arts colleges known as the Associated Colleges of Central Kansas (ACCK).

Joint course offerings in special education, secondary teacher education, and athletic training are taught at a central location for the ACCK colleges in McPherson, as described in this catalog under those disciplines.

Full-time Bethany students may take courses at any of the other ACCK colleges without the payment of additional tuition fees during regular semesters and Interterm. The January Interterm offerings of any of the five colleges that offer Interterm classes are available to Bethany students. Copies of the course schedules for each semester and the Interterm may be viewed online at each school's website.

**Experience Based Education (EBE) Program - Internship Credit** (EB297/397), Variable Credit  
Matthew Riordan, Director of Career Development; Assistant Dean of Student Development

The EBE program is administered by the EBE Coordinator. The EBE program provides a way for students to learn and earn credit from out-of-the-classroom experiences in a career-related environment. Students complete EBEs to explore career options, to gain experience in a chosen career field, to develop transferable skills, to learn by doing, and to establish future career networks.

To receive college credit for an EBE, a student must (1) have a satisfactory record of experience performed at the EBE site in a written journal, (2) create learning objectives and (3) make 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 a faculty sponsor.

**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. 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, six hours during a summer term, and four hours during Interterm. With consent from the department chair, a maximum of four credit hours may be completed at the 300 level credit. 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 \$250 per credit hour.

Consult with the EBE Coordinator 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  
Charlotte Anderson, 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.

**G0299/399 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 non-profit 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**

#### **Charlotte Anderson, 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 Charlotte Anderson in the office of Student Life 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 Enrollment Services 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

## COURSE DESCRIPTIONS BY DISCIPLINE

### ACADEMIC SUPPORT

Callihan

NOTE: Academic Support course credit does 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 ACE 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 (labeled with a "W") or EN 101.

#### **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.

#### **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, Math ACT score of 16, or a grade of C or higher in MA095.

### ACCOUNTING

Carlson, Martin

\*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 Microcomputers: 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**

**4 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**

**4 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.

**APPLIED ARTS (ONLINE PROGRAM)**

English

**AA100 Sketchbook I** **3 hours**

As the birthplace of artistic ideas, the sketchbook is where the creative person develops their own unique point of view. In this class, students begin to fine-tune their ability to communicate through their art. The sketchbook class illustrates the importance of personal idea exploration, and provides a safe place to make mistakes and explore content, and, naturally, to practice their skills. This class is geared toward students who wish to have a wide variety of abilities to design, compose, and create from life, reference, and imagination.

**AA110 Composition & Color Theory I** **3 hours**

This eye-opening class guides artists on their journey to develop visuals that conjure sincere emotions. Students will observe how seasoned artists utilize various tools, techniques, and practices to produce powerful and compelling images. Styles including the role of composition, abstraction & feeling, conformity, allegory, balance, dominance, massing, influence, contrast, continuity, rhythm & pattern and transition & counterchange will be closely studied and practiced throughout the semester.

**AA111 Fundamentals of Light and Form** **3 hours**

This course explores the two fundamental tools applied to coherently articulate ideas, concepts, and feelings in art. Comprehending the foundations of lighting enables students with the ability to manipulate light creatively, advance pictorial reference, more efficiently convey emotions, tones, and visual storytelling. Over the course of the semester, students will study the essential concepts of observing and sketching. The process of creating imagery on a two dimensional surface with a three dimensional appearance will be studied and practiced extensively. Assignments for this course are built to focus the artist and to develop strong fundamental skills and awareness. The online class is a collection of live lectures, demonstrations and one-on-one critiques. Assigned projects are produced in both traditional methods and digitally.

**AA113 Figure Drawing I, Observational Figure** **3 hours**

This fundamental lesson on the subject of figure drawing first emphasizes focusing on the figure in its entirety, then manipulating the shapes and values in a fashion that demonstrates the forms as a portion of an entire composition. Gesture, weight, tension, visual proportion, calculation, contour, shadow, and focal points will be studied thoroughly. During the course students will have the chance to observe demos, presentations by the instructor and visiting artists, and one-on-one critiques from the instructor in real time. All content is recorded and available on demand.

**AA115 Linear Perspective** **3 hours**

Forced, one-, two-, and three point perspective are studied and practiced closely throughout this course to provide students with the necessary tools and information to develop believable environments and scenes based on measurable space. This is a fundamental and critical skill for traditional and digital artists. Once artists fully comprehend and master linear perspective they can more easily recognize types of shapes, dimensions, and spaces during image development. Students will practice and improve skills such as imaginative picture-making, constructing and configuring environments, characters and materials in compositionally sound arrangements that strengthen and bond the individual images.

**AA125 Media** **3 hours**

Encompassing a variety of creative mediums, Media I highlights the use graphite, charcoal, oil, watercolor, and pen & ink. This course embraces the development of versatile and applicable skill sets that can be applied to a variety of usages. During this class, techniques with both wet and dry media are studied and acquired.

**AA127 Digital Photography for Artists** **3 hours**

Artists will study the value of capturing digital photography as an artist. Composition, lighting, color temperature, and exposure will be highlighted extensively. Lighting, staging, and directing both scenes and characters will be closely observed and practiced. This course requires students to use any device that can capture digital imagery and does not require professional camera equipment.

**AA160 Character Design** **3 hours**

Students will develop an advanced comprehension of character development throughout the course of this class. Using an array of artistic tools and applications, students will problem-solve creating authentic and compelling characters. In addition, students will study best practices and challenges encountered while producing unique, captivating, and compelling characters.

**AA200 Visual Narrative** **3 hours**

The development of visual narrative demands artistry, competence, and dexterity to create compelling characters and develop events. Coherent, comprehensible, and emotionally-driven images will breath life into a story. Students will study, adopt, and apply these practices construct complex characters and plots. The Visual Narrative course will also highlight the contrast between a number of media types including Illustrated novels, comic books, graphic novels, and storyboards. The foundations of visual storytelling will be consistently underlined as a critical discipline to examine, practice and apply.

**AA204 Digital & Traditional Painting** **3 hours**

From this course, students will gain an understanding of advanced color. This in-depth course features informative presentations and live demonstrations by accomplished artists. Throughout this course, students will gain a better understanding of a variety of digital media with a focus on using the commonly used professional tools of the industry including Corel Painter and Adobe Photoshop. Additional tools like Alchemy, and Z-Brush will also be introduced. The course prepares digital painters with a full range of experiences necessary to support students and advance their abilities. Students will view demonstrations, presentations and receive individualized feedback on their work. Upon successful completion of the course students will be able to identify the important characteristics their own work enabling them to strengthen their ability to create cohesive, unified images with digital media. This course cultivates the artist's ability to create artwork with improved production times.

**AA210 Composition & Color Theory II** **3 hours**

Composition & Color Theory II challenges artists to develop pictures that conjure emotion. By observing and analyzing the masters in this arena, artists will learn to acknowledge and recognize styles and approaches used to direct artistic form. The Role of Composition, Abstraction & Feeling, Conformity, Allegory, Balance, Dominance, Massing, Influence, Contrast, Continuity, Rhythm & Pattern and Transition & Counterchange.

**AA213 Figure Drawing II, Constructive Figure Drawing** **3 hours**

Figure Drawing II explores life drawing beyond the scope of Figure Drawing I, demonstrating tools and trade practices dating back as late as the 14th century. Studying and acquiring these skills enables artists to avoid hindering dependence on references such as models and photographs for authentic and compelling pose development for illustrations. This course merges a multitude of figure drawing toolsets to develop more compelling and dynamic figure drawings. Repetitive practice is the backbone of Figure Drawing II and ultimately allows artist to enhance their mind's eye.

**AA220 History of Illustration** **3 hours**

This course delves into influences of industrial advancement, societal customs, available artistic mediums and tools from the 1700s to current times. The educational background, influences, and experiences of impactful and profound illustrators of each era will be studied closely. This course will broaden the students' understanding of classical and traditional art forms and at the same time contextualize several artistic eras.

**AA240 Vehicle and Prop Design** **3 hours**

Modeled after industry practices, this course's instructor assumes the role of an art director. Throughout the semester, the instructor will help students conceive, develop and execute their content. Not to mention, critical industry variables such as speed, efficiency, and coherency will be highlighted as students pursue each project. Students will be able to explore all mediums for projects.

**AA250 Still Life Painting****3 hours**

Throughout the semester, students will develop the skills to comprehend the fundamental aspects of composition, drawing, materials, and the application of artistic tools and channels. Students will paint using both pictorial references and imagination. With these methods, students will learn to craft a scene, direct figure, and develop tone using light, shadows, and highlights. This approach composes the complete illustration process. The course consists of a series of demos, lectures, and one-on-one critiques, offering students a thorough comprehension of image development.

**AA260 Landscape Painting****3 hours**

Landscape painting delves into a variety of practices including plein air painting, on location sketching, and studio work. Students will be immersed into the foundations of landscape picture-making. The fundamentals of painting including composition, abstract problem solving, and thorough observation of the subject will be studied and practiced extensively. By the end of the semester students will have a dynamic comprehension of the methods reviewed and will be able to confidently produce compelling landscapes.

**AA270 Cast Drawing****3 hours**

Cast drawing originates from historically and culturally rich backgrounds with its European influences dating back centuries. Throughout the course of the semester, students will research and practice the crucial and intrinsic value of developing figurative art. This course will also thoroughly explore the influences, backgrounds, and methods of notable artists and illustrators who developed their trade using the cast drawing approach.

**AA280 Head Drawing****3 hours**

This comprehensive course thoroughly explores topics such as the physical structure, proportion and physical biology of a skull. The course highlights in great detail the fashion in which the head moves and reacts. Using the abstraction method of problem solving, students will explore the construction of the skull and head. Students will also learn how to construct the skull and head proportionally and anatomically using a variety of methods and tools. Each session of the class consists primarily of hands-on demonstrations and extensive one-on-one critiques for each student.

**AA313 Figure Drawing III****3 hours**

Students will develop beyond previous installments of Figure Drawing and continue to practice the groundwork of life drawing throughout this course. Essential tools such as gesture, proportion, creating illusions of light and form, dimensionality, rendering, edges, composition, focal points, value structure, and calligraphy will be practiced and applied thoroughly. This course guides students and emphasizes the usage of these artistic devices to create images without directly copying the artist's reference and to fully embrace and develop imagination and personal voice.

**AA315 Character and Environment Design****3 hours**

The video game and entertainment industry is undeniably the largest and fastest growing market in the art industry. Over the course of the semester, students will be introduced to character and environment design for the motion picture and video game industry. Starting with simple shape development, students will streamline their assignments down to simplistic, complete and unbiased designs. Consisting of demos, lectures, one-on-one feedback, and assignments, the course will explore the process of creating a compelling and dynamic character with an authentic and believable personality. Learning from working professionals who are currently leading artists in the entertainment industry, students will advance their comprehension of set and character design. Students will add this invaluable information to the scenes, components, and characters they develop, allowing them to create authentic and cohesive moments. The digital process will be studied extensively to expedite several stages of production. An array of methods, styles, and designs will be meticulously examined to fully comprehend the variables of each concept and style category.

**AA320 Figure Painting I****3 hours**

Figure Painting I is an introduction to methodology and the fundamental principles of painting the figure. The course focuses on the realistic representation of the human form in paint. Emphasis is placed on developing compositional skills, use of color and sensitivity with the materials. The figure will be portrayed both nude and clothed.

**AA325 Rendering and Stylization for Entertainment Art****3 hours**

This course explores the complexities of image making in the entertainment arts industry. With the assistance and guidance of celebrated designers and artists, students will observe the variables that go into the aesthetics of a project. For each project and content piece, students will target distinct genres and specialized utility.

**AA330 Sketchbook II****3 hours**

Sketchbook II highlights the techniques and practices necessary to recognize, overcome and master illustrative skills concerning picture making in the illustration industry. Students will develop a comprehension and competency with the industry's professional tools. The application of these skills, techniques, and knowledge is invaluable to almost every avenue of visual arts.

**AA333 Figure Drawing IV****3 hours**

Figure Drawing IV explores the recognition of silhouette, shape, and comprehension of weight distribution, angles, and symmetry. In this class, students will create powerful images using perspective, dramatic lighting, and setting. Once students develop a comprehension in these foundations, they will remove boundaries and explore foreign materials and manipulate scale. Tools will not be a limiting factor in the course. The classes will be composed of demos, lectures and one-on-one critiques.

- AA335 Dynamic Sketching and Referencing for Entertainment Design** **3 hours**  
 Dynamic Sketching and Referencing for Entertainment Design explores fundamental skills artists need to accelerate in the rapidly growing industry of entertainment art. Students will gain a more complete comprehension of subject for placement in designed scenes. This course will highlight efficient methods for finding valuable and usable references for their work. In addition, students will develop the ability to use these reference to create unique and authentic drawings. Students will practice using both live models and figures to pictorial references.
- AA340 Illustration Industry** **3 hours**  
 This hands-on course lifts the veil on the illustration industry. Students will fine-tune and strengthen their skills, unique perspective, creative speech, aesthetics and application of visual arts. Not only will this course explore the intricacies of the illustration industry, it will also introduce students to career opportunities, encouraging and mentoring them to constructing a portfolio appropriate for today's fast-paced industry. During the semester students will learn from a number of today's most successful illustrators. Each speaker will in some fashion match the goals and aspirations of an attending student. Students will receive one-on-one guidance from some of the top professionals in the industry. The course is intended to acclimate students to current industry standards and provide young artists with the competency and skills to develop and present an impressive portfolio to the industry.
- AA344 Portfolio IA** **3 hours**  
 Similar to our series of portfolio classes, this course guides artists through the complicated task of improving their skills, unique approach, perspective, and abilities. These personal tools are advanced through immersive and intense illustration projects. During the course of the semester students will receive one-on-one guidance, critiques, and mentorship from leading professionals in the fine arts, commercial, and editorial illustration industry. This portfolio course is intended to align students' goals, practice, and focus with careers they plan to pursue in the art industry. The course consists of an industry standard exit portfolio.
- AA345 Creature Design** **3 hours**  
 Throughout the course of the semester, students will discover and cultivate a wide range of skills regarding conceptual design. These designs will include topics covered in previous entertainment and game courses such as vehicle development and landscape design. Students will experience the importance of producing quality subject matter within a specific time frame. The concluding assignment will consist of a focused and comprehensive delivery of all phases regarding designs connected with 3-D construction.
- AA347 Digital Environment And Matt Painting** **3 hours**  
 During this course the students will develop the skills to recognize an array of scenes and surroundings. Students will also learn how to spot, analyze, and comprehend the creation of a measurable area. In addition, the class will explore the task of creating, manipulating, and adding new elements to real-life references that can enhance the composition, personality, or compelling nature of a scene. Artists will learn to apply these tools in a variety of unique scenes and environments. Similar to the professional industry, students will learn how to develop a production schedule to streamline the process of creating a dynamic and compelling environment.
- AA354 Portfolio IB** **3 hours**  
 Similar to our series of portfolio classes, this course guides artists through the complicated task of improving their skills, unique approach, perspective, and abilities. These personal tools are advanced through immersive and intense illustration projects. During the course of the semester students will receive one-on-one guidance, critiques, and mentorship from leading professionals in the fine arts, commercial, and editorial illustration industry. This portfolio course is intended to align students' goals, practice, and focus with careers they plan to pursue in the art industry. The course consists of an industry standard exit portfolio.
- AA355 Portfolio IIA** **3 hours**  
 Similar to our series of portfolio classes, this course guides artists through the complicated task of improving their skills, unique approach, perspective, and abilities. These personal tools are advanced through immersive and intense illustration projects. During the course of the semester students will receive one-on-one guidance, critiques, and mentorship from leading professionals in the fine arts, commercial, and editorial illustration industry. This portfolio course is intended to align students' goals, practice, and focus with careers they plan to pursue in the art industry. The course consists of an industry standard exit portfolio.
- AA364 Portfolio IIA** **3 hours**  
 Similar to our series of portfolio classes, this course guides artists through the complicated task of improving their skills, unique approach, perspective, and abilities. These personal tools are advanced through immersive and intense illustration projects. During the course of the semester students will receive one-on-one guidance, critiques, and mentorship from leading professionals in the fine arts, commercial, and editorial illustration industry. This portfolio course is intended to align students' goals, practice, and focus with careers they plan to pursue in the art industry. The course consists of an industry standard exit portfolio.
- AA374 Portfolio IIB** **3 hours**  
 Similar to our series of portfolio classes, this course guides artists through the complicated task of improving their skills, unique approach, perspective, and abilities. These personal tools are advanced through immersive and intense illustration projects. During the course of the semester students will receive one-on-one guidance, critiques, and mentorship from leading professionals in the fine arts, commercial, and editorial illustration industry. This portfolio course is intended to align students' goals, practice, and focus with careers they plan to pursue in the art industry. The course consists of an industry standard exit portfolio.
- AA375 Intellectual Property Development for Portfolio** **3 hours**  
 This course primarily focuses on the entrepreneurial and legal aspect of developing personal work as a professional artist. Students will select and develop a concept of their own to develop and obtain intellectual property for their final portfolio review. Students will be closely guided by the course instructor as they choose their topic for development. In addition, students will plot their production schedule, including benchmark goals, for the semester's assignment with the course instructor.

**AA384 Portfolio IIC****3 hours**

Similar to our series of portfolio classes, this course guides artists through the complicated task of improving their skills, unique approach, perspective, and abilities. These personal tools are advanced through immersive and intense illustration projects. During the course of the semester students will receive one-on-one guidance, critiques, and mentorship from leading professionals in the fine arts, commercial, and editorial illustration industry. This portfolio course is intended to align students' goals, practice, and focus with careers they plan to pursue in the art industry. The course consists of an industry standard exit portfolio.

**AA385 Senior Project for Entertainment and Game Arts****3 hours**

Modeled after industry practices, this course's instructor assumes the role of an art director. Throughout the semester, the instructor will help students conceive, develop and execute their content. Not to mention, critical industry variables such as speed, efficiency, and coherency will be highlighted as students pursue each project. Students will be able to explore all mediums for projects.

**AA390 Principles of Animation****3 hours**

Character believability is arguably one of the most crucial elements to telling a good story. This animation course delves into the art of developing and animating authentic characters. Throughout the semester, students will learn the foundations of animation, allowing them the ability to animate a compelling narrative and convincing character interaction.

**AA394 Portfolio IID****3 hours**

Similar to our series of portfolio classes, this course guides artists through the complicated task of improving their skills, unique approach, perspective, and abilities. These personal tools are advanced through immersive and intense illustration projects. During the course of the semester students will receive one-on-one guidance, critiques, and mentorship from leading professionals in the fine arts, commercial, and editorial illustration industry. This portfolio course is intended to align students' goals, practice, and focus with careers they plan to pursue in the art industry. The course consists of an industry standard exit portfolio.

**ART**

Heimbaugh, Smith,  
\*Alternate year course

**AR100 Introduction to Visual Arts****3 hours**

A study of the functions and styles of the world of visual art past and present; an analysis of the structure, media, themes, and categories within visual art; an investigation into the processes utilized in the creation of artworks, as well as, the formal elements and principles of design.

**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**

The first part of this course will introduce the concepts and practices of visual proportioning. These tools will be used to render the three-dimensional subject onto a two-dimensional surface. Accuracy of observation and description will be stressed. The second, larger, part of the course will be given to using these tools to draw from the nude model. The concerns in this part of the course will be accuracy of the proportions, 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 Mycenaean 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.
- 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. Prerequisite: AR108 or consent of the instructor

**AR350\* Printmaking****3 hours**

Printmaking is a foundation course in the exploration of black, white, and color printmaking. 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 three basic skills of printmaking, those of monotype, linocut, and woodcut. Students are instructed in the safe use of materials and processes. The course will consist of two sessions per week devoted to the studio and critique. Students will work from a variety of subject matters including self-portraiture, the nude model, and abstraction. Prerequisites: AR105 and AR110, or by consent of the instructor.

**AR371 Web Design II****3 hours**

Extensive skills with CSS applications, Content Management tools, along with Dreamweaver, are utilized to develop fully functional web sites. MindFire Academy Computer Lab. 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 Gallery 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.

**AR396 Studio Focus****3 hours**

- B - Ceramics
- C - Sculpture
- E - 2D Studio Focus

Intensive work in the studio area following specialization and beyond the advanced levels. For art majors or by permission of Art Department Chairs.

**ATHLETIC TRAINING (ACCK)**

Caiola, Stenlund, ACCK 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-Introduction****3 hours**

This course is an introduction to athletic training clinical experiences in the Bethany College Athletic Training Education Program. Students will receive laboratory instruction and practical experiences in basic athletic training skills. Prerequisites: AT101, AT105 and acceptance into the Bethany College Athletic Training Education Program.

**AT210 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.

**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.

**AT302 Clinical Experiences II-Therapeutic Intervention****3 hours**

This course is designed to integrate rehabilitation skills using functional exercise. Students will receive laboratory instruction and practical experience in athletic injury management and rehabilitation through structured laboratory sessions and work in field settings. Prerequisites: AT 301, AT 315.

**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, AT 101 and acceptance into Bethany College ATEP or consent of instructor.
- AT352 Prevention and Evaluation of Upper and Lower Body Athletic Injuries and Illnesses II** **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, AT 101 and acceptance into Bethany College ATEP, AT 351 or consent of the instructor.
- AT403 Clinical Experiences III-Axial Evaluation** **3 hours**  
This course is designed to integrate evaluation skills and the application of therapeutic modalities and pharmacology. Students will receive laboratory instruction and practical experience when evaluating axial skeletal, thoracic and abdominal injuries and in injury care using therapeutic modalities and medications. Prerequisites: AT 302, AT 352 and AT 430.
- 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 Experiences 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. 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.
- AT440 Pathology and General Medical Conditions for the Athletic Trainer** **3 hours**  
This course is a study of the causes and physiological responses physically active persons encounter due to injury, illness, disease, and disabilities. Included are the recognition, treatment, and referral of general medical conditions. Prerequisites: BI121 and AT 101 and acceptance into Bethany College ATEP.

## BETHANY QUEST

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- BQ101 Bethany Quest Experience I** **1 hour**  
This is the first-year course in which students and facilitators explore and discuss Bethany's Direction of Excellence Discovery, Vocation, and Reflection. 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 Bethany's Core Values and Directions of Excellence. Students will also begin the process of developing their Pathways Portfolio.
- BQ102 Bethany Quest Experience II** **1 hour**  
In the second semester of Bethany Quest, we will focus on the Bethany College Direction of Excellence and Core Value Servant Leadership. Through discussions, activities, journal writing, and guest presentations we will be exploring questions such as "What are the characteristics of a servant leader?"; "How does servant leadership differ from other types of leadership?"; "What are the opportunities to develop servant leadership skills and abilities at Bethany College?" and "What are my personal gifts as a servant leader?"
- BQ201 Bethany Quest Experience III** **1 hour**  
In the third semester of Bethany Quest, we will focus on the Bethany College Direction of Excellence and Core Value "Sustainable Living". We will be exploring questions such as: What is sustainable living? What are the characteristics of sustainable communities? What are the opportunities to promote and support sustainable practices within our community? How do the areas of environmental, community, and economic sustainable living intersect?
- BQ202 Bethany Quest Experience IV** **1 hour**  
In the fourth semester of Bethany Quest, we will focus on the Bethany College Direction of Excellence "Global Citizenship."

**BQ301 Bethany Quest Experience V****1 hour**

Quest V, 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 Foliotek that will demonstrate the skills they have acquired through coursework, co-curricular activities and pre-professional experience. Students taking this course will be concurrently enrolled in **BQ301A Service and Leadership Competency** for 0 hours and in **BQ301B Personal Growth and Accountability Competency** for 0 hours. Students must successfully complete both competencies in order to satisfy the ePortfolio requirement of the Core Experience.

**BQ302 Bethany Pathfinders****3 hours**

- Train and support peer mentors that assist in creating meaningful, formative, and shared experiences for first-year students, so they make connections, value the opportunity, develop a sense of belonging, and persist to graduation.
- Develop and encourage partnerships with Quest Faculty, ACE, and Student Development staff to identify students who are struggling (academically, socially, etc.) and who may be in particular need of support or intervention.
- In a learning partnership with Quest instructors, develop and maintain a classroom environment which nurtures trust, respect, and productive engagement.
- Reflect on and deepen a mature personal understanding of the Bethany College Core Values, demonstrating this growth in written responses and in action; and sharing this growth as part of a network of peers who support one another, the core Quest instructors, and the Quest students.

**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.

**BQ401 Bethany Quest for Students in the Adult Degree Completion Program****3 hours**

In this course, adult students will work with a faculty person to develop an electronic portfolio of their work and life experiences in order to attempt to demonstrate mastery of learning outcomes of various Bethany College courses. That portfolio will be assessed to determine whether the student's artifacts do demonstrate mastery of course and/or program learning outcomes.

**BIOLOGY**

McDonald, Morris

\*Alternate year course

**BI115 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.

**BI119 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.

**BI121 Human Anatomy and Physiology I****4 hours**

A study of the structure and function of the human body. 3 hours lecture; 2 hours lab. Normally offered every spring.

**BI122 Human Anatomy and Physiology II****4 hours**

A study of the physiological and anatomical characteristics of selected major systems in the human body. Normally offered every fall.

**BI124 Introductory Biology I****4 hours**

This is the first semester of a two-course sequence for students majoring in biology or other programs requiring knowledge of the basic concepts and principles of biology. This course examines cell and molecular biology as well as methods and processes of scientific investigation. 3 hours lecture; 2 hours lab per week. Normally offered every fall.

**BI125 Introductory Biology II****4 hours**

This course serves as an introduction to evolutionary and organismal biology. The basic principles and mechanisms of evolution will be examined, and the evolutionary history and diversity of the Plant and Animal Kingdoms will be explored. 3 hours lecture and 2 hours lab. The class is normally offered every spring.

**BI222 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. Prerequisite: Sophomore or above standing. Normally offered every spring.

**BI245 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.

**BI313 Advanced Botany** **4 hours**

Building upon the concepts presented in BI124 Introductory Biology I and BI125 Introductory Biology II, 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: BI125. 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 hours lecture; 2 hours lab. 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 hours lecture; 3 hours lab. Offered by arrangement.

**BI335\* Vertebrate Physiology** **4 hours**

A study of the physiology of vertebrates using a systems approach. This course focuses on the physical and evolutionary forces that shape the major systems of vertebrates, including the nervous, muscular, cardiovascular, respiratory, digestive, endocrine, and urogenital systems. Prerequisites: BI125 and junior or senior standing. 3 hours lecture; 3 hours laboratory. Normally offered odd springs.

**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: BI125 Introductory Biology II. 3 hours lecture; 3 hours lab. Normally offered odd falls.

**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 even springs.

**BI350\* Ecology** **3 hours**

A study of the interactions of organisms with each other and their environment. Prerequisite: BI125 Introductory Biology II. 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: BI125 Introductory Biology II, CH331 Organic Chemistry recommended. 3 hours lecture; 2 hours laboratory. 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 hours lecture, 3 hours laboratory. 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. Prerequisites: BI125 Introductory Biology II. 3 hours lecture; 3 hours lab. Offered By Arrangement.

**BUSINESS**

Carlson, Frost, J. Kinnaird, Martin, 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. To accomplish this, a learn-by-doing Greenback Company pedagogy allows students to experience pre-modern, modern, and post-modern management philosophies while accomplishing a good for the earth project that includes both hands-on involvement with the client and fund-raising.

**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 consent of instructor.

**BU230\* Retailing Management****3 hours**

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. No prerequisites.

**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.

**BU300 Microcomputers: 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** **3 hours**  
 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.
- BU311 Advertising** **3 hours**  
 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.
- BU313 E-Commerce** **3 hours**  
 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: BU221, EC200.
- BU340 Management Information Systems** **3 hours**  
 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** **3 hours**  
 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** **3 hours**  
 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: BU350.
- BU370\* Seminar in International Business** **3 hours**  
 This seminar focuses upon the policy aspects of various contemporary international business issues. Topics include multi-national businesses, ethics, environment, international human relations and values in business. Prerequisite: Junior standing.
- 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.
- BU385 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 serve as the basis for evaluation of performance. Prerequisites: EC211, EC212, and 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.

**BU387 Network Marketing Practicum I****3 hours**

BU387 Network Marketing Practicum I is a 3 credit hour course, which may be repeated for up to 6 hours credit, designed to meet the needs of individuals with significant, verifiable work experience in the NM field. Network Marketing Practicum I consists of 150 hours of full time work experience to be completed during the course of a regular Bethany semester. The Agency and the Practicum student negotiate a mutually convenient schedule to meet the necessary time commitment. Students in BU387 may/ may not be full time students in Bethany College. The experience is intended to supplement current/previous work experience in operations, management, finance, and/or other areas of agency business. The Practicum experience is a unique opportunity to simulate the type of employment that is in the student's area of interest. The difference between employment and the Practicum is that the Student maintains affiliation with the College during the experience. This affiliation serves to protect and provide the Student with feedback regarding progress during the Practicum. Prerequisites: BU270 Network Marketing and verifiable experience in the NM field.

**BU388 Network Marketing Practicum II****12 hours**

BU388 Network Marketing Practicum II is a 12 credit hour course designed for full time Bethany College students. Network Marketing Practicum II consists of 600 hours of full time work experience to be completed during the course of a regular Bethany semester. The Agency and the Practicum student negotiate a mutually convenient schedule to meet the necessary time commitment. The Practicum experience is a unique opportunity to simulate the type of employment that is in the Student's area of interest. The difference between employment and the Practicum is that the Student maintains affiliation with the College during the experience. This affiliation serves to protect and provide the Student with feedback regarding progress during the Practicum. Prerequisite: BU270 Network Marketing with a minimum grade of "B."

**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. Prerequisite: BU221.

**CAREER PLANNING**

Riordan

**CP101 Career Planning Seminar****2 hour**

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. Pass/fail only.

**CHEMISTRY**

Lockyear, McCormick

\*Alternate year course

**CH101 Introduction to Chemistry****3 hours**

An inquiry into the important aspects of chemistry for those with limited educational background in chemistry. Offered as needed.

**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**

A continuation of the emphasis in course CH110. Prerequisites: Grades of C or higher in both MA104 and CH110 (or equivalent courses); any higher level math course meets this 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 Spring.

**CH350\* Physical Chemistry I** **3 hours**

A study of the states of matter, an introduction to quantum and statistical mechanics, thermodynamics, and the application of thermodynamics. 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 Fall of odd years.

**CH351\* Physical Chemistry II** **3 hours**

A continuation of the emphasis in course CH350. Prerequisite: Grade of C or higher in CH350 Physical Chemistry I or equivalent. Normally offered 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 Spring.

**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 every Spring.

**COMMUNICATION**

LeGault, Shafi

\*Alternate year course

**CM105 New Media Writing** **3 hours**

This course is focused on the foundational theory and production skills required for writing in various new media genres through the layering of multiple communicative modes. Students will investigate, rhetorically examine, and compose new media texts such as infographics, visual memes, blogs, videos, websites, and podcasts. The course requires no prior knowledge of specialized technology or software.

**CM110 Speaking & Listening** **3 hours**

An introduction to speech communication with an emphasis upon preparing and delivering public speeches. The course also includes segments on developing listening and critical thinking skills. Prerequisite: 2.50 grade point average in the high school arts courses (guides 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). Students who have not met this prerequisite will be required to complete EN095 Introduction to Composition prior to enrolling in CM110.

**CM210\* Introduction to Mass Media** **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. Consideration of career opportunities will also be presented.

**CM211\* Argumentation****3 hours**

Students will gain the knowledge and skills needed to engage in and adjudicate reasoned public debates. Students will define terms such as argument and persuasion, critique inductive and deductive reasoning, identify common reasoning fallacies, prepare and adjudicate debate cases, and discuss basic philosophies of the role of argument in the search of truth. Assignments include in-class oral debates. Prerequisites: Sophomore standing and CM110.

**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.

**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.

**CM225\* Convergent Journalism I****3 hours**

An overview of writing news for multiple media, with special attention to news feeds for the web. Emphasis is giving to techniques of news gathering and critique of mediated messages delivered on multiple channels synchronously and asynchronously. Prerequisites: CM110, EN101 or ID—W.

**CM325\* Convergent Journalism II****3 hours**

This course is a "reporting semester" focused on interview tactics and storytelling skills in different mediums. Students will continue their development composing text, audio, and visual communication in various mediums by creating and maintaining a course website. Prerequisites: CM225

**CM330\* Survey of Rhetoric I****3 hours**

In this course, students will explore the history and theory of ancient, medieval, and renaissance rhetorics from classical thinkers—including sophists, Plato, Aristotle, Cicero, Augustine, and Ramus—as well as women and other minority groups. Students will gain a clear understanding of what rhetoric is and its central role in oral and written communication and throughout human history. Prerequisite: Junior or senior standing or permission of the instructor.

**CM335\* Survey of Rhetoric II****3 hours**

In this course, students will examine the history and theory of enlightenment, nineteenth-century, modern, and postmodern rhetorics. Students will read traditional rhetoricians such as Campbell, Blair, Whately, Perelman, Toulmin, Bitzer, and Burke as well as notable women such as Woolf and Langer, and they will explore the proliferation of "new rhetorics" that developed with the rise of mass and new media. Prerequisite: CM330

**CM345\* Rhetorical Topics****3 hours**

The ancients observed that Rhetoric was not primarily a discipline that had its own subject, but was rather involved in every subject. One could persuade others about medicine, government, military matters, consumer goods, really anything at all. But the means of persuasion will vary according to the audience to be persuaded, the context of persuasion, and the contents of the subject matter upon which arguments will be made. This series of courses will examine how rhetoric varies according to subject. The model for our enquiries is Kenneth Burke's *Rhetoric of Religion: studies in logology*. Like Burke, this course proposes to examine "The Rhetorics of . . ." a variety of topics. May be repeated with a different topic and with completion of a different project.

**CM391 Senior Project****3 hours**

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****3 hours**

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 ACCK colleges)** **3 hours**  
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** **3 hours**  
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** **3 hour**  
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

B. Kinnaird

\*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.
- 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. Prerequisite: CJ100.
- 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. Prerequisite: CJ100 and CJ203.
- CJ220 Criminal Law** **3 hours**  
History, scope and substantive nature of criminal law. Includes classification of offenses, jurisdiction, liability and elements of the crime. Prerequisite: CJ100 and CJ203.
- 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. Prerequisite: CJ100 and CJ203.
- 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. Prerequisite: CJ100 and CJ203.
- 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.

**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

**DA100 Introduction to Digital Media****2 hours**

This course is an introduction to the processes and pipeline of digital art practice as related specifically to film making. Students will be introduced to camera techniques, film editing, visual effects, 3D animation, and sound recording. They will be taught skills that are used throughout the film making industry through hands on learning, lecture, and through the use of computer software, such as Autodesk Maya and Adobe After Effects and Adobe Premiere.

**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.

**DA103 Video Game Seminar****3 hours**

Students will produce a playable game level within the Epic Unreal Development Kit (UDK).

**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.

**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.

**DA119 Introduction to Broadcast Journalism****3 hours**

This course is an introduction to Broadcast Journalism with emphasis on the techniques of short-form storytelling and journalistic writing.

**DA184 History of Cinema****3 hours**

This course explores the evolution of cinema from the late 1800s to 1960. Four key components of film making will be given emphasis: technological advancements including visual affects, aesthetic and visual strategies, along with cinema's affect on societal values.

- DA190 Camera Techniques** **3 hours**  
 This course will focus on the pre-production aspects of digital filmmaking such as camera angles and positioning, raw footage storage and editing, keying and shot set-ups, titles and compositional components of depth of field, character positioning, and narrative use of light and sound.
- DA191 Basic Recording Techniques** **3 hours**  
 This course will focus on the use of basic recording techniques such as the use and placement of microphones, along with proper sound studio arrangements, for the use of sound/ music recording via a mixing board.
- DA192 Sound for Picture** **3 hours**  
 This course will focus on the use of sound and audio as a part of the story telling process of filmmaking.
- DA202 Preproduction Design Process** **3 hours**  
 An introduction to pre-production techniques for film and for visual communication, including storyboarding, lighting design and visual effects preparation and execution. Study of the elements and principles of design as they relate to formal issues and the making of art.
- DA218 Introduction to Unreal Engine**  
 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 work flow, motion control, triggers, and actor animation, through environmental leveling protocols.
- 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.
- DA225 Prop and Character Design** **3 hours**  
 In this course students will work to refine their character and asset designs then build those designs in 3D space. The course will cover intro to poly modeling in Maya, UV mapping and texture creation in Photoshop. By the end of this class the students should have two characters and a prop all modeled and textured.
- DA243 Game Level Design I** **3 hours**  
 In this course students produce a playable game level within the Epic Unreal Development Kit (UDK) or the Unreal Engine.
- DA244 Interactive Game Scripting I** **3 hours**  
 In this programming course the student will code input controls and user interface for a video game engine. The student will learn to utilize the Unreal Engine 4 and Visual Studio 2013 to design, write, execute, debug and package an executable that can be deployed to windows computers and mobile devices. The student will create their own game projects and implement the basics of input and output in an executable file intended for their demo reels.
- DA290 Transitions and Visual Effects** **3 hours**  
 This course will focus on the use of the computer to establish digital filmmaking transitional effects and special effects through the use of Adobe After Effects and Photoshop CS6.
- DA301 Screenplay Form** **3 hours**  
 This course is designed to give students an understanding of screen writing as a blueprint for filmmaking and animation. Students will develop skills in the fundamental structure of visual grammar along with techniques in developing compelling stories through visual imagery.
- 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.
- 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.
- DA310 Principals and Ethics of Film** **3 hours**  
 Introduces students to the ideas to the ways their films will be interpreted by society as a whole. Combining the philosophical, ethical, and economic ways film reflects and affects society in terms of racial, sexual and cultural relations. Business models, strategies for marketing, distribution of product, audience research, and feedback mechanisms are all analyzed, as the class offers insight and understanding of how film and broadcast media continue to evolve.
- 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.

- DA314 ZBrush** **3 hours**  
 Students will gain a moderate knowledge of the softwares 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.
- DA315 Business of Filmmaking** **3 hours**  
 Learn about the entertainment business and its practices. Students will gain an understanding and knowledge of being a freelance artist bidding for projects, or being a part of a studio's organization; they will also learn how to create and function within the confines of a budget. They will learn about copyright law and the ethics behind it. They will leave the class with a greater understanding of the business world and how the art form functions within it.
- DA316 Animation Capstone Experience II – Team Project Development (EBE)** **3 hours**  
 This course is a final capstone experience within the program. It will be team based and consist of a project that showcases the team's ability develop and manage a project from concept to completion for client presentation.
- 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.
- 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.
- DA322 Introduction to Compositing and VFX** **3 hours**  
 This course will focus on blending computer generated content into live action. This course will cover many subjects from rotoscoping, to tracking, to color matching. The student will achieve high quality live action visual effects shots demonstrating a competency within the medium.
- 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.
- DA328 Intermediate Unreal Engine**  
 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.
- DA330 Non-Fiction Storytelling** **3 hours**  
 This course examines non-fiction film techniques. Students will learn how to make documentary films, news vignettes and other non-fiction style films. From lighting an interview, "fly-on-the-wall" filming techniques, and understanding how to construct a riveting non-fiction story, this course will cover all aspects of the process. This course will also teach journalistic ethics so the students' stories will cover all angles and sides of the story to uncover the facts and the truth. Students will leave the class prepared to present a documentary they worked on.
- DA333 Advanced Storytelling (Fiction)** **3 hours**  
 Students build on the fundamental camera and lighting techniques with the addition of advanced camera movement, stage lighting, location lighting to further tell their story. The theory of cinematography is examined more deeply through screenings and discussions. Practical application and different roles are explored through lighting exercises and discussions with guest lecturers. Students will also be developing their own look and artistic approach as they develop their skills to make a riveting dramatic film, scary horror film and heart-warming romance. (This course can be taken instead of Non-Fiction Storytelling.)
- DA334 VFX Cinematography** **3 hours**  
 This course is designed to teach students lighting and video taping basics for the blue and green screens. The students will be exposed to the similarity and differences of live action lighting and CG lighting and will allow the students to understand the roll of the director of photography during the process of VFX filming.
- DA336 Matchmoving for Visual Affects** **3 hours**  
 This class introduces the students to the workflow of matchmoving. The students will learn how to create 3D cameras and scenes based on 2D footage and how to use photogramms techniques.
- DA338 Advanced Unreal Engine**  
 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.
- 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.

**DA344 Interactive Game Scripting II** **3 hours**

In this programming course the student will continue to implement more code for their Unreal Engine 4 C++ game engine project. The basic input and output system created in Interactive Game Scripting I will be expanded as more advanced C++ techniques are taught. The new modules developed will include Finite State Machine, Camera Controller, Character Controller, Game Play and Scoring Logic. The executable will be a complete game with a goal, scoring and statistics.

**DA346 Introduction to Motion Capture for Games**

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.

**DA348 Video Game Capstone Experience – Team Project Development**

Students will gain knowledge of working with an actual client in building a functional multi-level 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.

**DA350 Cinema Capstone Experience – Team Project Development** **3 hours**

Students will work together on a short film, in teams, through the entire seven week course. They will write the screenplay, work on the budget for shooting, work on the storyboard, cast it, shoot and then edit it. They will enter the post production process where they will color correct, add visual effects, sound effects and a soundtrack. At the end of the course, they will try to get it submitted for a film festival.

**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.

**DA390 Visual Storytelling** **3 hours**

This course is a capstone experience whereby a short film is produced and viewed which incorporates the techniques of filming, camera manipulation, visual transitions and special effects, sound transitions and special effects, combined with editing and layering techniques for a full feature film.

**DA392 Documentary Film Techniques** **3 hours**

This course is a capstone experience where students understand the history and philosophy of documentary filmmaking as well as audio and visual filming techniques from portable devices.

**DA394 Avid Pro Tools** **3 hours**

This course will focus on recording inside audio as well as the audio suite of tools within Avid's Pro Tools software toward certification in Pro Tools recognized by industry professionals and the use of vst (virtual studio technology) along with rtas (real time audio suite).

**DA397 Pre and Post Music Production** **3 hours**

This course will focus on the use of pre and post production techniques in editing, mixing and analyzing digital audio and music files along with the use of digital instruments.

**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: 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.

**EC311\* Intermediate Macroeconomics****3 hours**

A study of the behavior of the U.S. economy as a whole, including an analysis of national income, consumption, investment, money, interest, the price level, the level of employment, monetary and fiscal policy, and economic growth. The policy implications for the above topics will be explored in relation to contemporary problems. Prerequisite: EC211, EC212.

**EC312\* Intermediate Microeconomics****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.

**EC338\* International Economics****3 hours**

A survey of the economic foundations of international trade and finance. Topics include theory of international trade, trade policy, and protectionism, foreign exchange markets, income and foreign exchange, balance of payments, the international monetary system, international finance and the world debt situation. Emphasis will be on understanding policies in a global community. Attempts will be made to explore the interaction of Western culture with non-Western culture including similarities and the differences in values and patterns of behavior. Prerequisite: EC211.

**EDUCATION** - See Section II, [Teacher Education Program](#), pages 26-28

Antonik, Frost, Green, Hensel, Holmquist, Konzem, Lucas, McDonald, McCormick, Norland, Peng, Pigge, 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 combines an exploration of the teaching profession with an exploration of the student as a potential teacher. Students learn about the varying levels and subjects available for teachers and the professional potential for each. In addition, each student constructs an Individual Development Plan to examine not only his or her skills and interests, but also his or her strengths and weaknesses as a future teacher.

**ED150 Methods of College Tutoring** **1 hour**  
 This course is to be taken by those who want to be approved tutors for the Academic Center of Excellence (ACE) during the first semester that the student is hired as a tutor by ACE. To be considered for employment in subsequent semesters, the student needs to have passed this class with at least a B. The student will be tutoring during the semester this class is in session.

**ED200 Introduction to Teaching: Classroom Experience** **3 hours**  
 An exploratory opportunity in which one who is considering becoming a teacher works with a classroom teacher, full-time, during the January Interterm. Prerequisites: ED100, sophomore status or transfer student or declared Music Education major, or consent of the instructor.

**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 classroom within all disciplines and at all grade levels. In order to become exceptional teachers, it is necessary to understand how students' cultural values are expressed in beliefs and behaviors. This understanding helps teachers to respond appropriately and promote congruity between teacher and student interaction. This course will include an early field experience in a culturally diverse classroom setting. (3 hours credit). Prerequisites: PY101, ED200 and declaration of elementary education major or consent of the instructor.

**ED250 Classroom Management** **2 hours**  
 This course examines the classroom conditions and student behaviors necessary for a healthy learning environment. Prospective teachers completing this course will have considered the factors necessary for good classroom management. These include, but are not limited to planning, implementation, and maintenance of structures designed to maximize the learning opportunities for all students. 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. Prerequisites: Sophomore standing, ED100, and ED200. Must apply to teacher education or consent of education department chair.

**NOTE:** In order to enroll in the following upper-level professional education courses (excluding ED310), 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. Students 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: C or higher in EN101 and CM101 or CM110. 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 give practical field experiences in teaching content area subject matter within a balanced literacy program in grades K-3 classrooms. Emphasis will be placed on monitoring student 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. Prerequisites: ED200 and a C or higher in EN101 and CM101 or CM110.

**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. Students 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 practical experiences in teaching content area 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. Prerequisites: ED 200 and a "C" or higher in EN101, CM101 or CM110.

**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. Prerequisites are one of the following or consent of the instructor: AR100, AR105, AR130, or AR180 for Elementary Education and Art majors. 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 train those Elementary Teaching Candidates who wish to gain licensure as a teacher of English Language Learners to do so. The course will concentrate upon the skills of teaching methodology to English Language Learners within a diverse learning environment. In addition, specific methods of assessing ELL students will be experienced, including formal and informal assessments, diagnostic assessment, formative and summative assessments. Practice will be given in analyzing assessment data, as well as training teachers of English Language Learners to become reflective practitioners as they provide appropriate learning experiences for their students. Prerequisite: ED200 and must be accepted into the Teacher Education Program.
- ED326 Teaching of Social Science 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 from the K-8th grade levels. Methods include the use of concrete experience, technology, group processes, questioning, problem-solving, leading and techniques of assessment. Students will be required to construct and use teaching and resource units. Prerequisites: One U.S. History course and GO120. Must apply to teacher education or consent of the department chair.
- ED327 Teaching Mathematics in the Elementary/Middle Level Classroom** **3 hours**  
A course for pre-service teachers designed to develop competencies in: 1) knowledge of developmentally appropriate standards based curricula, 2) pedagogy to empower all students and direct them toward mathematical understanding and 3) mathematical theory as it applies to current reform efforts. Prerequisite: MA104 and MA225. Must apply to teacher education or consent of education department chair.
- ED328 Teaching Science/Health in the Elementary/Middle Level Classroom** **3 hours**  
This course integrates content and pedagogy to assist pre-service teachers in studying methods of teaching science and health. Topics include inquiry-based instruction, process skills, and real-life applications of life, physical, and health and space science. Pre-service teachers are asked to examine research findings regarding health issues frequently experienced in an elementary classroom. Prerequisite: Lab science course. Must apply to teacher education or consent of education department chair.
- ED329 Methods of Integrating Health, Music and Physical Education into Elementary Curriculum for Teachers** **3 hours**  
Elementary Music and PE methods is a study of concepts and methods in teaching elementary school music and physical education. The analysis of student and teacher behavior and interaction will be covered with an emphasis on the relationship between a student's health and physical education. The primary focus of the course will be on the overall concept of both the elementary school music program and the physical education program including the development of a viable curriculum. This methods course will provide a greater knowledge base for the both the music and the physical education content areas, enhanced teaching strategies for the physical environment, and to better instill professional and positive attitudes and values towards physical education as a class and promoting healthy lifestyles to future teachers and students.
- ED340 Secondary School Art Methods** **3 hours**  
This course focuses on the art education secondary learner and the development of discipline-based curriculum materials, the role of the art educator as a professional, state and national standards for art education, methods of teaching, assessment processes, advocacy, history of art education, and the preparation of materials to take the student into their clinical practice. An additional emphasis of this course for the Art Education major is to develop an in-depth understanding of scope and sequence for the preK-12 art learner. Prerequisite: ED320 and must be taken the year prior to clinical practice. Must apply to teacher education or consent of education department chair.
- ED341 Music Education Methods: Secondary** **2 hours**  
The student demonstrates or acquires competencies for specific instructional objectives in each of the following general areas: analysis and evaluation of instructional practices, analysis and evaluation of musical behavior, design of instructional strategies, practice of instructional skills, investigation of teaching-learning processes, preparation for a role in music education, and entry into the teaching profession. Prerequisite: MU151. Must apply to teacher education or consent of education department chair.
- ED342 Middle Level/Secondary (6-12) Teaching and Learning Strategies** **3 hours**  
A course that is concerned with course objective, selection and organization of content, teaching materials, techniques of instruction, and assessment in the selected secondary teaching field. Opportunity is given to observe teaching methods employed by experienced teachers in the selected field. Prerequisite: ED200. Must apply to teacher education or consent of education department chair.
- ED343 Elementary Physical Education Methods for Health/PE Teachers** **2 hours**  
A study of concepts and methods in teaching elementary school physical education. Analysis of student and teacher behavior and interaction will be covered with emphasis on the relationship between a student's health and physical education. The primary focus of the course will be on the overall concept of the elementary school physical education program including the development of a viable curriculum. Prerequisites: Junior status required for students majoring in health-physical education; sophomore status required for students majoring in elementary education; or consent of instructor. Must apply to teacher education or consent of education department chair.

- ED344 Secondary Physical Education Methods for Health/PE Teachers** **2 hours**  
 A study of the methods and materials for teaching physical education in the middle and high schools. The course will be primarily concerned with writing objectives, selecting and organizing content and teaching materials, practicing techniques of teaching, constructing a curriculum and developing procedures for the evaluation of students and instruction. Of secondary consideration will be the discussion of the role of physical education within the total educational picture, the problems and concerns of the beginning teacher and the legal ramifications of actions within the physical education setting. Prerequisites: PE135. Junior status or consent of instructor. Must apply to teacher education or consent of education department chair.
- ED345\* Methods and Materials for Health Education** **2 hours**  
 A study of the principles of health as they relate to the triad of health education, school environment, and student health. The primary focus of this course is on the methods and materials that can be used in teaching health at the elementary, middle, and secondary school levels. Prerequisites: Junior status or consent of instructor. Must apply to teacher education or consent of education department chair.
- ED346 Reading Strategies for Middle Level/Secondary (6-12) Teachers** **2 hours**  
 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 reading skills in specific subject areas, 2) textbook analysis and 3) remedial and developmental reading. Prerequisites: Junior status or consent of instructor. Must apply to teacher education or consent of education department chair.
- ED355 Educational Psychology** **3 hours**  
 A course designed to help teaching candidates at the Pre-K through post- graduation level to apply psychology to teaching. This course attempts to provide the candidate with as many options as possible for dealing with typical classroom concerns at all levels of teaching. Prerequisite: PY205 or consent of the instructor. (ED355 is a required course for all education majors, but will be open to students preparing for graduate level training in preparation for teaching positions at the college level upon recommendation to the Education Department Chair by the student's advisor).
- 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: ED100, ED200, and junior/senior status. 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 the responsibility of the student.
- ED371 Clinical Practice: Middle Level Math** **5 hours**  
 See course description for ED370.
- ED372 Clinical Practice: Middle Level Science** **5 hours**  
 See course description for ED370.

<b>ED373 Clinical Practice: Middle Level Social Studies</b>	<b>5 hours</b>
See course description for ED370.	
<b>ED376 Clinical Practice: Secondary</b>	<b>7 hours</b>
A course to acquaint students with the overall function of the secondary teacher. This involves observation, participation, and teaching secondary school students under the supervision of secondary teachers and college supervisors in the field of the student's preparation. 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.	
<b>ED380 Clinical Practice: Secondary</b>	<b>12 hours</b>
See course description for ED376.	
<b>ED381 Clinical Practice: Secondary Vocal Music</b>	<b>6 hours</b>
See course description for ED376.	
<b>ED382 Clinical Practice: Secondary Instrumental Music</b>	<b>6 hours</b>
See course description for ED376.	
<b>ED383 Clinical Practice: Secondary Art</b>	<b>6 hours</b>
See course description for ED376.	
<b>ED384 Clinical Practice: Secondary Health-Physical Education</b>	<b>6 hours</b>
See course description for ED376.	
<b>ED395 Clinical Practice Seminar</b>	<b>1 hour</b>
This course is taken in conjunction with clinical practice. It serves as a supplement and support to clinical practice. Students will be introduced to current best practices and review skills already studied in earlier courses. Integral parts of this course will include evening study sessions for the Principals of Learning and Teaching (PLT) test and implementation of the Kansas Performance Teaching Portfolio (KPTP), both of which are required by the State of Kansas for teaching licensure.	

#### **Education: ACCK Secondary Methods Courses**

The following are discipline-specific secondary methods courses offered by the Associated College of Central Kansas (ACCK; see [Section II](#), page 16)) to students enrolled at any of the six campuses within the ACCK consortium. Although Bethany offers a generic course (ED342) in instructional planning, methodology, classroom management, and evaluation at the secondary level, these ACCK 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 ACCK-sponsored methods course(s) in their particular discipline(s).

<b>ED406 Methods for Teaching Natural Science in the Secondary School</b>	<b>3 hours</b>
This course is designed to provide the prospective teacher with knowledge and skills for teaching the natural sciences at the secondary level (grades 6-12). Content includes curriculum selection and design, safe laboratory management and operation, integration of curriculum, inclusionary practices, methods and modalities of teaching, assessment, classroom application of various forms of technology, and professional organizations. Microteaching, classroom observation, and group and self evaluation are included. Prerequisite: ED342 Teaching Methods in the Secondary School. (Offered spring semester). Must apply to teacher education or consent of education department chair.	
<b>ED415 Methods for Teaching English &amp; Language Arts in the Secondary School</b>	<b>3 hours</b>
This course is designed to assist clinical practitioners in becoming confident, effective professional educators in secondary level English (grades 6-12). Students will become familiar with a variety of specific methods to use in teaching literature, composition, and language. Among topics to be considered will be current trends in English curriculum development, the six-trait writing 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.	
<b>ED416 Methods for Teaching Speech and Theatre in the Secondary School</b>	<b>3 hours</b>
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**

Hensel, Van Tassel

\*Alternate year course

**Language & Composition****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** **1 hour**

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.

**EN113 Introduction to the Art of Film** **3 hours**

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** **3 hours**

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.

**EN130/330\* Travel Writing** **3 hours**

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.

**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. Prerequisites: Writing-intensive interdisciplinary course (IDW 102, 201, or 202) or equivalent (EN101) or consent of the instructor.

**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.

**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. Prerequisites: Writing-intensive interdisciplinary course (IDW 102, 201, or 202) or equivalent (EN101) or consent of the instructor.

### *Literature*

**EN212\* Young Adult Literature** **3 hours**  
 An introduction to literature written about and for 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. Prerequisites: Writing-intensive interdisciplinary course (IDW 102, 201, or 202) or equivalent (EN101) or consent of the instructor.

**EN224\* Classics of Western World Literature** **3 hours**  
 A survey of masterpieces of Western world literature of the Classical, Medieval, and Renaissance periods, with an emphasis on the development of Western cultural traditions and the study of poetry as genre. Prerequisites: Writing-intensive interdisciplinary course (IDW 102, 201, or 202) or equivalent (EN101) or consent of the instructor.

**EN233\* Survey Of American Literature I** **3 hours**  
 A survey of American literature from the Colonial period to 1865, with emphasis upon the historical evolution of American letters. Prerequisites: Writing-intensive interdisciplinary course (IDW 102, 201, or 202) or equivalent (EN101) or consent of the instructor.

**EN234\* Survey of American Literature II** **3 hours**  
 A survey of American literature from 1865 to the present, with emphasis upon the modern and post-modern writers. Prerequisites: Writing-intensive interdisciplinary course (IDW 102, 201, or 202) or equivalent (EN101) or consent of the instructor.

**EN243\* Survey of British Literature I** **3 hours**  
 A survey of British literature from the Anglo-Saxon period to the English Enlightenment, with emphasis upon the historical evolution of British letters. Prerequisites: Writing-intensive interdisciplinary course (IDW 102, 201, or 202) or equivalent (EN101) or consent of the instructor.

**EN244\* Survey of British Literature II** **3 hours**  
 A survey of British literature from the Romantic to the contemporary period, with emphasis upon the historical evolution of British letters. Prerequisites: Writing-intensive interdisciplinary course (IDW 102, 201, or 202) or equivalent (EN101) or consent of the instructor.

**EN312\* Shakespeare** **3 hours**  
 Intensive study of many of the plays and poems, with emphasis on the theatrical, historical, and critical contexts, to show the range and depth of Shakespeare's works. Prerequisites: Writing-intensive interdisciplinary course (IDW 102, 201, or 202) or equivalent (EN101) or consent of the instructor.

**EN325/225\* Travel Writing** **3 hours**  
 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.

**EN333\* The American Novel** **3 hours**  
 A study of selected novels of eighteenth through twentieth century America with emphasis upon the evolution of the genre, along with the aesthetics and the social and historical issues addressed within individual works. Prerequisites: Writing-intensive interdisciplinary course (IDW 102, 201, or 202) or equivalent (EN101) or consent of the instructor.

**EN343\* The English Novel** **3 hours**  
 A study of selected novels of eighteenth through twentieth century Britain, with emphasis upon the evolution of the genre, along with the aesthetics and the social and historical issues addressed within individual works. Prerequisites: Writing-intensive interdisciplinary course (IDW 102, 201, or 202) or equivalent (EN101) 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.

**EXPERIENCE-BASED EDUCATION**

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**EB297/397 Experience-Based Education (Staff)****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 a faculty sponsor. Consult with the EBE coordinator 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 (Anderson)****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 108 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 108-109, for further details.

**SA300 Study Abroad (Anderson)****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 Charlotte Anderson in the office of Student Life 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 109, for further details.

**SA350 Harlaxton College (Pigge)****Variable Credit**

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 Enrollment Services 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 109, 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.

**GENERAL OFFERINGS (GOxxx) - See Experience-Based Education****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.

GLOBAL CITIZENSHIP

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**GC101 Seminar in Global Citizenship** **1 hour**

A one-credit course in which the student begins to gain a greater understanding of him- or herself in relation to the world in general and their future host country in particular. Through reading and discussion, reflective journals, students will explore the concept of global citizenship and what it means to be a "global citizen," as well as the difficulties inherent in attempting to merge local and global perspectives. Students will identify and research some of the ethical and social issues currently at play in their future host country and begin to develop the community-based learning experience they will engage in while studying there.

**GC201 Seminar in Global Citizenship: Overseas Study** **1 hour**

A one-credit course in which the student continues to gain a greater understanding of him- or herself in relation to the world while engaging in study abroad or within a diverse community in the United States. The student will also participate in the community-based learning experience developed in GC101 and begin to develop a play or performance piece that deals with their experience. He or she will also continue to explore the concept of what it means to be a "global citizen" through reflective journals, selected readings, and weekly discussions via Skype.

**GC301 Seminar in Global Citizenship: Post-Overseas Study** **1 hour**

Course description will be available in a future catalog.

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 German 111. 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. Knowledge of the culture of German speaking people will be expanded. Prerequisite: GR211 and 212 or equivalent.

HEALTH AND PHYSICAL EDUCATION—See [Physical Education and Health](#), pages 148-150.

HISTORY

Jorsch

\*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.

**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.

### *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.

**HI390\* Historiography** **3 hours**  
 This is to be a capstone, giving the major student a working knowledge of the techniques of the historical professions. Methods of handling research materials, and an introduction to what prominent historians say about the practice of history are stressed. Prerequisite: Junior or Senior standing.

**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 2015-16 are listed on pages 160-162  
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**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., ID101H).

**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

**ID102 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. Some courses may also meet the Religious Literacy competency. There are several suffixes attached to the course numbers that indicate the following emphases: W = Writing Intensive; RL = Religious Literacy; and R = Research Intensive.

**ID201 Interdisciplinary Topics****3 hours**

See course description for ID102.

**ID202 Interdisciplinary Topics****3 hours**

See course description for ID102.

**MATHEMATICS**

Ford, Peng

\*Alternate year course

**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.

**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.

- 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 College Algebra or other accepted course with a grade of C or higher.
- 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**

Atkinson

**MN120 Peer Ministry****1 hour**

Peer ministry provides training for students in the areas of communication, listening, welcoming, confidentiality, decision-making, and making referrals in order to better help students reach out to one another and create a campus culture 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. Because class participation and presentation are critical for mastery of the subject matter, students must be present and participate in no fewer than 12 class sessions in order to pass.

**MN121 Peer Ministry II****1 hour**

Peer Ministry II builds on the skills learned in MN120 Peer Ministry and provides additional training for students in the areas of communication, listening, welcoming, dealing with grief, spiritual gifts, family concerns, and drug and health concerns 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. Because class participation and presentation are critical for mastery of the subject matter, students must be present and participate in no fewer than 12 class sessions in order to pass. Prerequisite: MN120.

**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**

Green, Lucas, Masterson, Re

\*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 expanded 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.
- MU113 Piano Proficiency III** **1 hour**  
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.
- |                       |                          |                         |                           |                    |
|-----------------------|--------------------------|-------------------------|---------------------------|--------------------|
| <b>MU120-Piano</b>    | <b>MU125-Oboe</b>        | <b>MU130A-Trombone</b>  | <b>MU133A-Cello</b>       | <b>MU136-Other</b> |
| <b>MU121-Voice</b>    | <b>MU126-Bassoon</b>     | <b>MU130B-Euphonium</b> | <b>MU133B-String Bass</b> |                    |
| <b>MU122-Organ</b>    | <b>MU127-Saxophone</b>   | <b>MU130C-Tuba</b>      | <b>MU134-Percussion</b>   |                    |
| <b>MU123-Flute</b>    | <b>MU128-Trumpet</b>     | <b>MU131-Violin</b>     | <b>MU135-Guitar</b>       |                    |
| <b>MU124-Clarinet</b> | <b>MU129-French Horn</b> | <b>MU132-Viola</b>      |                           |                    |
- 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: Piano Proficiency Level I 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.
- MU167 Bethany College Symphony Orchestra; Bethany College Chamber Orchestra** **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.

- 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.
- |                       |                          |                         |                           |                    |
|-----------------------|--------------------------|-------------------------|---------------------------|--------------------|
| <b>MU180-Piano</b>    | <b>MU185-Oboe</b>        | <b>MU190A-Trombone</b>  | <b>MU193A-Cello</b>       | <b>MU196-Other</b> |
| <b>MU181-Voice</b>    | <b>MU186-Bassoon</b>     | <b>MU190B-Euphonium</b> | <b>MU193B-String Bass</b> |                    |
| <b>MU182-Organ</b>    | <b>MU187-Saxophone</b>   | <b>MU190C-Tuba</b>      | <b>MU194-Percussion</b>   |                    |
| <b>MU183-Flute</b>    | <b>MU188-Trumpet</b>     | <b>MU191-Violin</b>     | <b>MU195-Guitar</b>       |                    |
| <b>MU184-Clarinet</b> | <b>MU189-French Horn</b> | <b>MU192-Viola</b>      |                           |                    |
- 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: MU250 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: MU151, and Piano Proficiency Level I 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: MU250, and Piano Proficiency Level II 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: MU251, and Piano Proficiency Level III.
- MU303 Instrumental Conducting and Rehearsal Techniques** **2 hour**  
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** **1 hour per half hour weekly lesson**  
The following lesson numbers will be used for the private lessons of the fifth semester and beyond. See MU120-138 for description.
- |                       |                          |                         |                           |                     |
|-----------------------|--------------------------|-------------------------|---------------------------|---------------------|
| <b>MU320-Piano</b>    | <b>MU325-Oboe</b>        | <b>MU330A-Trombone</b>  | <b>MU333A-Cello</b>       | <b>MU336A-Other</b> |
| <b>MU321-Voice</b>    | <b>MU326-Bassoon</b>     | <b>MU330B-Euphonium</b> | <b>MU333B-String Bass</b> |                     |
| <b>MU322-Organ</b>    | <b>MU327-Saxophone</b>   | <b>MU330C-Tuba</b>      | <b>MU334-Percussion</b>   |                     |
| <b>MU323-Flute</b>    | <b>MU328-Trumpet</b>     | <b>MU331-Violin</b>     | <b>MU335-Guitar</b>       |                     |
| <b>MU324-Clarinet</b> | <b>MU329-French Horn</b> | <b>MU332-Viola</b>      |                           |                     |
- MU346\* Counterpoint** **3 hours**  
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** **3 hours**  
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: MU251, and Piano Proficiency Level IV or consent of the instructor.
- MU360 Music History I: Antiquity through Baroque** **3 hours**  
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** **3 hours**  
A survey of music from the Classical period to the present. Prerequisite: MU250 or consent of the instructor.
- MU363\* Instrumental Pedagogy and Repertoire** **3 hours**  
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** **2 hours**  
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** **2 hours**  
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** **2 hours**  
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** **2 hours**  
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** **2 hours**  
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.

<b>MU373* Piano Literature and Pedagogy</b>	<b>3 hours</b>			
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.				
<b>MU374* Service Playing</b>	<b>2 hours</b>			
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.				
<b>MU375 Beginning Improvisation</b>	<b>2 hours</b>			
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.				
<b>MU376* Organ Literature and Pedagogy</b>	<b>3 hours</b>			
A survey of organ literature, organ building, performance practice, and pedagogy from the fourteenth century to the present. Prerequisite: Consent of the instructor.				
<b>MU377* Music in Worship</b>	<b>3 hours</b>			
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.				
<b>MU379 Voice Literature and Pedagogy</b>	<b>3 hours</b>			
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.				
<b>MU380-396 Music Lessons-Principal Emphasis</b>	<b>2 hours credit per one hour weekly lesson</b>			
The following lesson numbers will be used for the private lessons of the fifth semester and beyond. See MU180-198 for description.				
<b>MU380-Piano</b>	<b>MU385-Oboe</b>	<b>MU390A-Trombone</b>	<b>MU393A-Cello</b>	<b>MU396-Other</b>
<b>MU381-Voice</b>	<b>MU386-Bassoon</b>	<b>MU390B-Euphonium</b>	<b>MU393B-String Bass</b>	
<b>MU382-Organ</b>	<b>MU387-Saxophone</b>	<b>MU390C-Tuba</b>	<b>MU394-Percussion</b>	
<b>MU383-Flute</b>	<b>MU388-Trumpet</b>	<b>MU391-Violin</b>	<b>MU395-Guitar</b>	
<b>MU384-Clarinet</b>	<b>MU389-French Horn</b>	<b>MU392-Viola</b>		

## PHILOSOPHY

Mullen

\*Alternate year course

<b>PL101 Introduction to Philosophy</b>	<b>3 hours</b>
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.	
<b>PL102 Ethics</b>	<b>3 hours</b>
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.	
<b>PL202 Business Ethics</b>	<b>3 hours</b>
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.	
<b>PL216* Symbolic Logic</b>	<b>3 hours</b>
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.	
<b>PL217* Critical Thinking</b>	<b>3 hours</b>
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.	
<b>PL320* Ancient and Medieval Philosophy</b>	<b>3 hours</b>
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.
- PL398 Special Topics in Philosophy** **3 hours**  
An advanced course focusing on an ethical, epistemological, or metaphysical issue of interest. Since the content of the course will vary, students may repeat the course with the consent of the instructor.

## PHYSICAL EDUCATION AND HEALTH

Caiola

\*Alternate year course

- PE101 Concepts of Wellness and Leisure** **2 hours**  
This course will include both lecture and laboratory experiences. These experiences will include the study of various concepts of fitness and leisure which contribute to total wellness. The student will be introduced to each concept and actually participate in laboratory sessions.
- PE110 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.
- PE125 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.
- PE130 History and Principles of Physical Education** **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.
- PE135 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.
- PE161 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.
- PE240 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.
- PE241 Measurement and Evaluation in Physical Education** **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.
- PE245 Individual Activities for Physical Education and Lifetime Fitness** **3 hours**  
A course dealing with the performance and study of various individual physical education activities and lifetime activities including aerobics, aquatics, archery, badminton, golf, handball/racquetball, pickleball, tennis, and weight training. Methods of organizing the activities for leisure enjoyment and for educational settings will be discussed in each activity.

- PE246 Team Activities for Physical Education and Lifetime Fitness** **2 hours**  
A course dealing with the performance, teaching, and study of various team physical education activities and lifetime activities including soccer, softball, speedball, flag football, volleyball, basketball, team handball, indoor hockey, scooter games, and gym games.
- PE250 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.
- PE260 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.
- PE261 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.
- PE262\* 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.
- PE263\* 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.
- PE264 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.
- PE303 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.
- PE305 Tournament and Event Management** **3 hours**  
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.
- PE308 Motivational Sports Leadership** **3 hours**  
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.
- PE340 Motor Growth and Development** **3 hours**  
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.
- PE341 Elementary and Secondary Rhythms** **3 hours**  
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.
- PE342 Physiology of Exercise** **3 hours**  
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.
- PE343 Kinesiology** **3 hours**  
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
- PE346 Adaptive Physical Education** **2 hours**  
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.

**PE347 Adaptive Physical Education Practicum** **1 hour**

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.

**PE370 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.

**PE375 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: PE135.

**PE387 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. PE387 may be taken for variable credit of 1-12 hours. It may be repeated to a maximum of 12 credits.

**PE390 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.

**PHYSICS**

Antonik

\*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.

**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**

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 C grade in high school Algebra I, or MA095, passing grade in college-level math course. (For course description of 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: PY300, 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

\*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.
- RL322\* Medieval Christianity** **3 hours**  
 A study of the major movements, thinkers, and ideas from the rise of Islam in the seventh century to the fall of Constantinople in 1453. Special attention will be given to missional trajectories of the Christian movement after 600 CE; the historical significance and motivation for the crusades; and the intellectual history and theological development of Scholasticism.
- RL323\* Reformation and Counter-Reformation** **3 hours**  
 A study of the major movements, thinkers, and ideas from the fall of Constantinople in 1453 to the diverse regional praxes of Christianity in the 17th century. Special attention will be given to the theological controversy related to the Reformation and Counter-Reformation of the 16th century.
- RL324\* Christianity in Modernity** **3 hours**  
 A study of the major movements, thinkers, and ideas developing in Christianity during the 18th and 19th centuries. Special attention will be given to the variety of theological positions manifest in various global contexts of Christianity during the 18th century; the Second Great Awakening; and the development of Liberal Theology.
- 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 IDXXXRL.
- 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.

**SC180 Science for Citizens** **3 hours**

Science for Citizens is a topics-oriented general education course. Topics will vary by semester. During the course, students will demonstrate an understanding that science is a process used to examine the causes and patterns of natural phenomena, will learn how science is used to examine a range of phenomena that impact their lives and the world around them, and produce a final product relevant to the course topic. Offered as needed.

**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 an opportunity to further develop their scientific writing skills, knowledge of the process of science, and their understanding of the social context of science. Students in Seminar IV will participate in Seminar II and serve as group leaders/mentors in small group activities. An important component of the course is the continued development of the student portfolio. 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 criminalistic 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**

The laboratory is an enhancement of material covered in SC365, because the students are able to do hands-on experiments to explore typical methods of analysis used by forensic scientists. The lab experience will provide realistic and meaningful connections to work the students will likely participate in after graduation and placement in an appropriate agency. This course is required for all Criminal Justice majors who do not have another science lab course in their academic history.

**SC395 Forensic Science Practicum** **1-6 hours**

Planned program observation in selected forensic science agencies representing the major components of law enforcement, laboratory, or field experience (crime scenes). Recurring enrollment to a maximum of 6 hours. Offered as needed.

**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**

An introduction to the concepts and perspectives of sociology. Fundamentals of the study of the structures, functions, patterns, and processes of human society and social behavior.

**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, Composition, and Grammar****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 (ACCK 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.

**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.

**SE320 Beginning American Sign Language****2 hours**

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****4 hours**

This course addresses IEP implementation using evidence-based practices. Emphasis is on collaborative teaching models. Topics of study include lesson planning, basic skill and content area instruction, adapting methods and materials, positive behavior supports, and progress monitoring. SE331 Grades K-6 Field Experience must be taken concurrently. Prerequisites: SE310 & 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.

**SE331 Grades K-6 Field Experience****1 hour**

This course is a supervised field experience with children in grades K-6 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SE321. Students will participate in IEP development, lesson planning, and instruction. SE321 Grades K-6 Methods for Special Needs must be taken concurrently. Prerequisites: SE310 & SE315.

**SE341 Grades PreK-3 Methods****4 hours**

This course addresses matching strategies to individual and group needs using evidence-based practices. Topics of study include learning plans, embedded instruction within a tiered framework, setting up the environment, adapting methods and materials, positive behavior supports, and progress monitoring. SE351, Grades PreK-3 Field Experience, must be taken concurrently. SE341 will involve 15 to 20 contact hours including 10 hours reading/pre-literacy and writing/prewriting interventions with 1 child.

**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).

**SE351 Grades PreK-3 Field Experience****1 hour**

This is a supervised field experience with children in grades PreK-3 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SE341. Students will participate in IEP development, lesson planning, and instruction.

**SE361 Grades 6-12 Methods for Special Needs****4 hours**

This course addresses IEP implementation, including transition components. Emphasis is on self-determination, self-advocacy, career awareness and post-school options in specific outcome areas. Topics of study include curriculum standards, lesson planning, basic skills instruction, learning strategies, adapting methods, materials and assessments, positive behavior supports, and progress monitoring. SE371 Grades 6-12 Field Experience must be taken concurrently. Prerequisites: SE310 & SE315.

- SE371 Grades 6-12 Field Experience** **1 hour**  
 This course is a supervised field experience with children in grades 6-12 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SE361. Students will participate in IEP development, lesson planning, and instruction. SE361 Grades 6-12 Methods for Special Needs must be taken concurrently. Prerequisites: SE310 & SE315.
- 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** **4 hours**  
 This course covers both general and specific methods used by special educators to teach students with disabilities. The course includes transition planning and IEP development, instructional planning, and selection of instructional methods to meet the needs of students with high-incidence special education needs. Approaches for selecting methods and materials, for delivering instruction, and for evaluating instructional outcomes based on assessment information will also be demonstrated.
- SE391 Grades 4-12 Field Experience** **1 hour**  
 This field experience course requires the learner to be assigned to work with a cooperating special education teacher for 15 hours and to work in the same setting(s) as the cooperating teacher. The learner may function in programs described as self-contained, interrelated, categorical, resource, itinerant, special day school, or some combination of these. This one-hour credit placement is made by arrangement through ACCK. Outside preparation time will be required (six to nine hours per week outside preparation) beyond attendance at field experience meetings and required field-based hours. The grade for this class is contingent upon successful completion of the SE381 Methods course.
- 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, ACCK 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](#), page 138

**SUSTAINABLE LIVING**

Atkinson

**SU101 Integrative Seminar in Sustainable Living: Cosmology****3 hours**

This seminar explores the nature and origins of the universe from both a scientific and religious perspective in order to consider compatibility of perspectives, expand one's understanding of the world, and understand humanity's place as a part of nature, not apart from nature. Considerable time will be spent in relevant group projects that seek to implement practices and/or tangible artifacts related to sustainable living on Bethany College's campus.

**SU102 Integrative Seminar in Sustainable Living: Systems & Change****3 hours**

This seminar seeks to cultivate an understanding of the systemic interconnectedness of all things, the intricate interplay among organisms and their environments in all types of systems, the value of diversity, and how changes affects entire systems. Considerable time will be spent in relevant group projects that seek to implement practices and/or tangible artifacts related to sustainable living on Bethany College's campus.

**SU201 Integrative Seminar in Sustainable Living: Justice****3 hours**

This seminar seeks to cultivate an understanding of the injustices (economic, environmental, social, and spiritual) that occur in unsustainable systems and how we are called to be agents of change for justice. Considerable time will be spent in relevant group projects that seek to implement practices and/or tangible artifacts related to sustainable living on Bethany College's campus.

**SU202 Integrative Seminar in Sustainable Living: Importance of Place****3 hours**

This seminar explores the "places" of our lives—geographic, spiritual, and physical—with a view towards healing and holistic wellness for self, neighbor, and creation. Considerable time will be spent in relevant group projects that seek to implement practices and/or tangible artifacts related to sustainable living on Bethany College's campus.

**SU301 Capstone Project in Sustainable Living: Planning****2 hours**

This course incorporates the theoretical and practical experience from the four semesters of the Integrative Seminar in Sustainable Living, as well as insights from the Sustainable Living program's core courses, to plan a major project that will produce a tangible artifact pertaining to sustainable living and/or promote practices of sustainable living on the campus of Bethany College. The course will be organized as a directed study. Prerequisites: SU101, SU102, SU201, SU202.

**SU302 Capstone Project in Sustainable Living: Implementation****2 hours**

This course builds upon the planning work of SU301 by implementing the production of a tangible artifact pertaining to sustainable living and/or the promotion of practices of sustainable living on the campus of Bethany College. The course will be organized as a directed study. Prerequisite: SU301.

**SWEDISH**

Van Tassel

**SV131 Elementary Swedish I****3 hours**

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****3 hours**

A continuation of the emphasis in Swedish 131. Prerequisite: SV131 or equivalent.

**THEATRE**

LeGault

\*Alternate year course

**TH110\* Introduction to the Theatre****3 hours**

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****3 hours**

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** **1-2 hours**  
 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** **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 of the American form.
- TH211 Introduction to Play Analysis** **3 hours**  
 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** **1-3 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. *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** **2 hours**  
 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** **0 hours**  
 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.

## Interdisciplinary Course Offerings 2015-16

### Fall 2015

- ID201HW Connected by Flesh: Animals and Gender (Honors Only)** **3 hours**  
 We will explore connections and disconnections between animals and gender in philosophy, gender studies, literature, art, and biology. You will read a variety of literary texts (fiction, creative nonfiction, and poetry), analytical nonfiction, and texts in biology, art, and philosophy that explore questions around "flesh" as objectified, utilitarian, aesthetic, symbolic, and experienced. You will formulate new knowledge and ideas as you read and write summaries and responses to these texts. You will participate in the academic conference *Animal Suffering: Interdisciplinary Investigations in Animal Studies* on Oct. 22 and 23 where you will encounter a variety of disciplinary approaches to the course's questions, and you will finish the course with a personal argument that you develop in at least two drafts and a mini-conference presentation with visual component. This course fulfills the Writing Intensive component of the Interdisciplinary Experience.

**ID201R-A Does It Work?****3 hours**

This course is designed to explore the use of the Christian religion and faith in the treatment of mental illness and clinical practice. Looking at the history, practice and benefits/obstacles of Biblical Counseling from both an individual and community viewpoint. This course fulfills the Research Intensive component of the Interdisciplinary Experience

**ID201R-B From Reel to Real: Philosophy, Film and the Art of Illusion**

This course explores both the literal translations of philosophical thought directly into the film medium, as well as more subtle expressions and/or reflections of various philosophical viewpoints through the film medium. Through the viewing of films and the reading and discussion of novels and essays, this course will focus primarily on the following questions: What is reality?, What can we know (or reasonably believe) about reality?, What should we do, given what we believe about reality? How do we define the term "realism"? How do popular culture and the high arts attempt to represent reality? By expanding their basic understanding, challenging conventional wisdom, and examining themselves and their lives, students will gain a new awareness of the power of conceptual thinking and artistic expression. This course fulfills the Research Intensive component of the Interdisciplinary Experience

**ID201R-C Sound and Silence****3 hours**

From the beginning of the cinematic era, music has been used to enhance and strengthen the emotional impact and dramatic effect of film. This course will explore the intersections of the distinctive languages of film and music. We will also explore the variety of ways that music and film impact our daily lives. This course fulfills the Research Intensive component of the Interdisciplinary Experience.

**ID201R-D Fit to Be Well****3 hours**

This course will include the study of various concepts of fitness and leisure, which contribute to total wellness. These concepts will include (but are not limited to) Physical Activities, Nutrition, Stress Management, Avoiding Destructive Behaviors and Making Informed Choices. The student will be introduced to several concepts and actually participate in laboratory sessions. This course fulfills the Research Intensive component of the Interdisciplinary Experience.

**ID201R-E Profit Without Honor: The Business of Crime****3 hours**

This course presents the latest trends in criminal activity in business and exposes the dark side of our American justice and business systems. Using research and popular sources, the course will address the flaws in the current economic and business environments where "crime pays". The class will examine both predator and prey as key players in a society where power, control, apathy, and denial is "business as usual." This course fulfills the Research Intensive component of the Interdisciplinary Experience.

**ID201RL-A What's Love Got to Do with It?****3 hours**

*Welcome to a journey into the heart of our lives. Being mindfully aware, attending to the richness of our here-and-now experiences, creates scientifically recognized enhancements in our physiology, our mental functions, and our interpersonal relationships. Siegel, 2007, p. 3.* As the quote suggests, this course digs into the core of our being. The concepts we will explore weave together our values, including religious and spiritual traditions, with science, including brain functioning and social behavior. We will not just learn about the interconnections between these concepts, but will spend time experiencing them firsthand. This course fulfills the Religious Literacy component of the Interdisciplinary Experience.

**ID201RL-B "Jesus Walks" Explorations into African American Music and Religion****3 hours**

This course provides an in-depth study of African American culture from the antebellum period to the present day using a historical, religious, and musical approach. This course fulfills the Religious Literacy component of the Interdisciplinary Experience.

**ID201RLR Religion and Ethics in Moviemaking****3 hours**

Religion and Ethics in Moviemaking is an advanced course designed specifically for Digital and Media Arts Majors. As a follow up to the Spring 2015 Cinema Studies: How Not To Re-invent the Reel, this course delves further into the area of ethics, primarily looking at how religious faiths have been represented or misrepresented on the screen. Though there are historical and aesthetic dimensions to the course, the main focus will be textual readings, comparing and contrasting depictions of a variety religious faiths, in addition to learning about the origins and writings of those faiths. Ideally, this course will lead to a greater understanding about groups who differ from our own and to increased sensitivity in portraying "the other" in popular culture and the lively arts. This course fulfills the Religious Literacy and Reserach components of the Interdisciplinary Experience.

**ID201W-A Horrific Futures: The Political Contexts and Effects of Dystopian Fiction****3 hours**

This course is combines literary study of dystopian fiction with a close look at each text's political causes/context and the effects it had on the political landscape of the nation in which it was written. This course fulfills the Writing Intensive component of the Interdisciplinary Experience.

**ID201W-B We All a Have Dream: Searching for Justice****3 hours**

The big question guiding this course will be: What is social justice? Smaller questions within this big question include but are not limited to: Who deserves the wealth that is created and how should that wealth be distributed? How do we empower others as well as ourselves? How do race, gender, and sexuality affect one's place or status in society? What role does government play in promoting or limiting justice? In what ways do concerns about justice transcend national boundaries and cultural identities? Is there such a thing as "universal justice" and should we even bother looking for it? We will look at specific incidents, past and present, in order to explore these questions and think about our rights and responsibilities as humans living in the world. This course fulfills the Writing Intensive component of the Interdisciplinary Experience.

## Spring 2016

### **ID102A The Psychology of Money 3 hours**

This course is designed to help students analyze personal values about money, while exploring vocational and personal goals. Help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. This course will provide a foundational understanding for making informed personal financial decisions and goal setting strategies.

### **ID102B How to be a YouTube Millionaire 3 hours**

Would it be possible for you to make money - maybe even a great deal of money - with web casting? This course examines how the videos are made, how they are marketed and how they are monetized. In the course of our exploration we'll watch all the videos of particular "stars," attempt to invite them into our classroom, learn how to read Google analytics, and how to monetize our YouTube account.

### **ID102C The Sound of War 3 hours**

This course is designed to examine the variety of ways music and warfare have intersected before, during and after a military crisis. Questions that assist the student in thinking deeply about music and its effect upon soldiers, communities, political leaders and the physical act of warfare will be addressed.

### **ID102/202HRLR (Honors Only) What Does it Mean to be Human? Learning from the Margins 3 hours**

This course views the topic of personhood through the lenses of theological, critical-theoretical, and scientific discourses on disability. At the most basic level, this course asks in what ways the presence of persons with disabilities reorients the anthropological assumptions within these fields. At the same time, it asks whether these disciplines offer resources for thinking of disability in ways that ultimately better serve our neighbors. Thus, there is a dialectical movement between disability challenging our theoretical deliberations and these disciplines providing insight and language for our speech-action vis-à-vis disability. This Honors course fulfills the Religious Literacy and Research components of the Interdisciplinary Experience.

### **ID102R-A The Celluloid Ceiling 3 hours**

This course will provide the opportunity to see and discuss the work of women both in front of and behind the cameras of the film, animation and video game industries; and to explore the impact that many key women creators had on the development of the mediums. This course aims to create a better understanding of a significant but overlooked aspect of American visual culture. This course fulfills the Research Intensive component of the Interdisciplinary Experience.

### **ID102W-A World Mythology 3 hours**

This class functions as an introduction to world myths and to the methodologies of studying the texts in which they appear and the cultural context in which they were created. Students will be exposed to a spectrum of myths from the Pacific Rim to Scandinavia (yes, we'll talk about Thor and Odin). We will end the course with our own modern-day version of these myths: so-called "urban myths." This course fulfills the Writing Intensive component of the Bethany College Core Experience.

### **ID202R-A The Economics of Hollywood and the Business of Filmmaking 3 hours**

This course will provide a comprehensive overview of the evolution of Hollywood and the industry of filmmaking through research-intensive historical examination, review of existing industry literature, and case study analysis. Students will examine the filmmaking industry and the role economics plays throughout the supply chain from project financing, castings, production, to the overall quality of the finished product. This course will fulfill the Research Intensive component of the Bethany College Core Experience.

### **ID202RL-A Trauma on Stage and in the Pulpit 3 hours**

Trauma refers to a deeply distressing or disturbing experience. Theatre and Religion reach deeply into us and cause us to confront the difficult questions that arise in our lives and relationships with one another. This course will examine a series of plays at the intersection of trauma and religion, and we will discover together how virtues such as justice and beauty intersect with these dark themes in both theatre and religion. This course will fulfill the Religious Literacy component of the Bethany College Core Experience.

### **ID202W-A The Dark Side in All of Us: Explorations of Evil in Philosophy and Stories 3 hours**

"The Dark Side in All of Us: Explorations of Evil in Philosophy & Stories" will be a writing intensive course in which students will practice using philosophical texts as frames for reading stories, and stories as a way to examine the enduring difficulty of human evil. While studying various stories – several novels, short stories/essays, and at least one film – that depict the dark side of human nature, we'll draw on philosophical texts to help us think about and wrestle with the universal problem of evil, both internal and external. This course fulfills the Writing Intensive component of the Bethany College Core Experience.

### **ID202W-B Rhetorically Sound 3 hours**

This course uses the topic of sound to focus on writing as a kind of inquiry. While the main goal of this course is to improve your writing and discover your individual process for writing, another goal is to explore how sound communicates and how we listen to and respond to sound. This semester we will explore the rhetorical functions of sound, analyze how multisensory listening affects meaning, uncover its relationship to visuals, and compose using words, sounds, and image. This course will fulfill the Writing Intensive component of the Bethany College Core Experience.

**VII**

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**Spiritual Development**

## VII. SPIRITUAL DEVELOPMENT

### MISSION STATEMENT

The mission of the Division of Spiritual Development 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**

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**Student Development**

## VIII. STUDENT DEVELOPMENT

### MISSION STATEMENT

The Division of 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, and Sustainable Living. 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](http://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.

### FIRST YEAR EXPERIENCE

Bethany College has created a structure for intentionally developing multiple relationships between any one student and faculty, staff, coaches, and other students. In Student Development, we assist by providing the following for first-year students:

- Quest Guides: returning students who assist first-year students as they navigate their Bethany College Quest, through classroom interaction and one-on-one peer follow-up.

- Bethany College Orientation: an intensive 4-day transition to college, followed by a seven-week extended transition program integrated with the Bethany Quest I course required of all first-year students
- First-Year Residential Experience, including a series of gatherings for first-year students hosted in residence halls; and a series of individual support meetings with professional residential staff

## **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 am to 2 pm. 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.

Lindsborg Community Hospital with a 24/7 ER, Family Health Care Clinic and Apotek Pharmacy are all conveniently located together within a couple of miles of Bethany College.

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 resident staff person who will, in turn, contact the appropriate party.

### **Career Development**

Career Development 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 Development helps students learn about their skills and interests, and articulate those themselves confidently in resumes, cover letters, interviews, and personal statements. Career Development also assist students with internships, EBEs (Experience Based Education), and/or part-time and full-time 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 Development is located in the Pihlblad Memorial Union, in the Student Development Office. Email us at [riordanm@bethanylb.edu](mailto:riordanm@bethanylb.edu).

### **International Programs**

**Study Abroad.** Bethany encourages students to get a global experience while in college. The Director for International Studies, ext. 8161, 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 GlobaLinks 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 Director of International Studies. 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 four 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 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 37).

### **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 30 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-Friday, 9am-5pm, when classes are in session. The bookstore is also open M-F during the summer from 9am-12pm and 1-4pm 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 Enrollment Services 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 Provost and Dean of the College, Enrollment Services, or Student Life. 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.



**IX**

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**Admissions & Finances**

## IX. ADMISSIONS AND FINANCES

### ADMISSIONS

The Admissions Office seeks to identify, attract, recruit, and enroll high school graduates whose attributes are complementary 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.

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 final secondary school transcripts,
- 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.

Applicants who fail to meet admissions standards for acceptance to Bethany College may be invited to submit a one-page essay. This information should be sent directly to the Admissions Office.

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 Dean of Admissions and Director of Admissions will together 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. Meet with Dean of Admissions or ACE Director prior to the start of the semester
2. Enroll in no more than 12-13 total semester hours during the first semester
3. Enroll In Academic Writing AS004
4. Enroll in College Reading AS008
5. Enroll in a mathematics course as assigned by the Director of ACE
6. Enroll in Study Skills AS012
7. Meet regularly with your academic advisor
8. Make satisfactory academic progress
9. Regular class attendance is required
10. Meet with the Director of ACE upon their discretion

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 an 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. If they are not received by the first day of the semester, Bethany College reserves the right to administratively withdraw the student. Course work from previous colleges will be added to the student's Bethany College transcript from official copies only, *and only after the student has attended at least one class during their first semester*. Students will not be allowed to pre-enroll for the next term until all official transcripts are received.

However, if a student intends to participate in intercollegiate athletics during the first semester at Bethany, **ALL** transcripts must be received by the Enrollment Services Office before the student will be evaluated for purposes of determining eligibility for participation; this includes the transfer student's high school transcript.

**Transferring Credit to Bethany.** Bethany accepts credits from regionally accredited institutions for all courses transferred for which the student earned a grade of C- or higher. Transfer credit for the Bethany College Core Experience requirements and for all courses required for graduation in a major must be completed with a grade of C or higher. Courses transferred for credit toward College Requirements or electives are approved by the Registrar. Courses transferred for credit toward the major are approved by the major coordinator. A maximum of 62 semester hours of college work will be accepted from a 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 Enrollment Services 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 an accredited college with an Associate of Arts or Science degree, or who has completed 62 or more hours, may transfer as a block all the courses completed as part of the requirements for an A.A. or A.S. degree and is excused from completing the Bethany College Core Experience requirements with the following exceptions: All transfer students are required to take BQ305 Bethany Transfer Quest and BQ301 Bethany Quest V. Transfer students will choose two interdisciplinary courses, but may apply to fulfill these course competencies with an ePortfolio artifact. No college credit will be given for course requirements fulfilled by an artifact. In addition, transfer students will fulfill the Service and Leadership Competency and the Personal Growth and Accountability Competency through ePortfolio artifacts.

**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 Department of Music at (785) 227-3380, ext. 8235, or go to [www.bethanylb.edu/pdf/Music\\_AuditionRequirements.pdf](http://www.bethanylb.edu/pdf/Music_AuditionRequirements.pdf).

## 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 toward the Provost and Dean of the College 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 accident 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 this section, page 177, 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 Provost and Dean of the College.

**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 Provost), 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) .....	\$26,010
Room .....	\$4,000 - \$7,500
Board (Meal Plans).....	\$3,350 - \$4,300
Enhancement Fee .....	\$250
Student Activity Fee .....	\$400
Insurance Fee:	
Accidental Insurance* .....	\$1,000
All International Students .....	\$1,400

\*fee waived upon proof of primary coverage  
**Total Estimated Cost\*\* .....** **\$34,610 to \$38,460**

\*\*total does not include art materials, music lessons, items purchased in the Swede Nation Station, 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)..... \$13,005

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) ..... \$1,025  
 Interterm (per hour) ..... \$545

**Part-Time Tuition.** Students attending less than 12 hours per semester will be charged as follows:

1 to 7 semester hours (per hour) ..... \$545  
 1 to 7 semester hours for ACCK special  
 education courses (per hour)..... \$400  
 8 to 11 semester hours (per hour for all  
 hours taken including ACCK courses)..... \$1,025

**Summer Tuition.** Students enrolling in any summer session will be charged as follows:

All Courses (per hour, includes  
 textbook fees)..... \$250

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.

**Applied Arts Tuition.** Bethany College offers courses via its online Applied Arts Program. The 15 week courses can be taken by both degree seeking and non-degree seeking students.

Tuition (per credit hour) ..... \$545  
 Technology Fee\* (per course)..... \$75

\*Technology fee is \$75 per course, with a maximum charge of \$300 per semester (for 4 courses or more).

**MindFire Tuition.** Bethany College offers 7 and 8 week courses at MindFire in Wichita, Kansas, for both certificate and degree completion. For tuition costs for degree completion, please refer to **Tuition** in this section. Tuition for certificate completion will be as follows:

Tuition (per hour)..... \$545  
 MindFire Tech/Lab Fee (per block) ..... \$750

Audit Tuition\* (per hour) ..... \$272.50  
 MindFire Tech/Lab Fee (per block) ..... \$750

High School Student Tuition* (per hour) .....	\$272.50
MindFire Tech/Lab Fee (per block) .....	\$375

\*Audit and High School students may take a total of two courses at MindFire at the above rates. Any coursework taken at MindFire beyond the first two courses will be at the regular rates.

### Auditing Tuition

Part-time students (per hour).....	\$90
Senior citizens 55 yrs and older (per hour).....	\$45

### Swede Bridge Program\* Tuition (\*page 174)

Area High School Students (per credit hour) .....	\$90
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**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

Anna Marm, Gregory and Warner Halls:

Room per year, two occupants, each.....	\$4,000
Single room per year, designated .....	\$4,900
Double room per year—one occupant* .....	\$6,700

\***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 .....	\$7,500
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New Hall:

Double/Quad, per year .....	\$6,000
Single room, per year .....	\$7,100

### 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 Director of Food Service.

Bethany College provides three different meal plan options as follows (rates listed are yearly totals):

<b>Full Meal Plan</b> - 19 meals/week.....	\$4,300
<b>Modified Meal Plan</b> - 10 meals/week.....	\$3,950
<b>Commuter Plan</b> - 7 meals/week .....	\$3,350

Students residing in the residence halls [Anna Marm Hall, Gregory Hall, Warner Hall, or New Hall] are required to participate in either full board plan of 19 meals or the 10 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 are purchased for a semester. Students can consume meals at any time throughout the semester; however, they are limited to the number purchased, and cannot transfer meals to another person. Meals cannot be carried over from semester to semester. 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 in the Business Office. 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

**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.....	\$150/semester
Part-time students (8-11 hrs.) .....	\$50/semester
Part-time students (1-7 hrs.).....	\$25/semester

**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, health services, library services, 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:

Full-time students.....	\$200/semester
Part-time students (8-11 hrs.) .....	\$100/semester
Part-time students (1-7 hrs.).....	\$50/semester

**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. The annual cost is \$1,400.

**Music Lesson Fee.** Fees for private lessons in voice, piano, organ, orchestra or band instruments are in addition to tuition and figured by units of 30-minute lesson(s) per week

*per semester.* Students taking secondary emphasis lessons (selected from MU120-138) enrolling for one hour credit, have one 30-minute lesson per week per semester, and are billed one credit hour for \$250. Music major students taking the required principal emphasis lessons (selected from MU180-198) enrolling for two hours, have an hour-long lesson per week per semester, and are billed two credit hours for \$500. 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.

Secondary Music Lesson (1 hour credit), Per Semester ..... \$250

Primary Music Lesson (2 hour credit), Per Semester ..... \$500

Accompanist Fee (MU181 or MU381), Per Semester ..... \$215

#### Percentage of lesson fee assessed when lesson is dropped:

On or before the third Friday of classes:

1. With verification signed by the Music Department Chair that the student has had no lessons .....0% of all fees
2. Without verification: .....25% of lesson

On or before the 4th Friday of classes ....50% of lesson

On or before the 5th Friday of classes ....75% of lesson

#### Miscellaneous Costs

Deposit..... \$150.00

**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 semester and by **December 1st** if entering for the spring semester.

Room Key Replacement..... \$100

ID Replacement ..... \$10

**Teacher Placement Credentials.** Teacher Credential paper records prior to 2009 are kept for 10 years. Alumni may request a PDF version be emailed from the Education Office 785-227-3380 ext. 8200. Contact the Education Office for cost.

**Transcripts.** Transcript ordering is available online for both current and former Bethany College students. This service is provided by the National Student Clearinghouse. Students can securely order, pay, and track their transcript request online, 24/7. The request must be reviewed by the Business Office to ensure that the student's account is in good standing before transcripts will be sent. Please be aware that transcripts will NOT be released if a NDSL/Perkins Account is delinquent or there is an outstanding obligation to Bethany College. Please visit our website at <http://www.bethanylb.edu> or go to <http://getmytranscript.com> to request a transcript.

#### Payment of Charges

##### ALL ACCOUNT BALANCES ARE DUE PRIOR TO THE FIRST DAY IN RESIDENCE HALLS OR CLASSES FOR EACH SEMESTER.

Most students at Bethany College receive some form of financial aid. Aid will be applied to students' accounts once classes begin. If students have a remaining balance, after aid is applied, they may pay their balances through check, cash, Mastercard, VISA, or Discover debit/credit card in the Business Office in Presser Hall. Payments will also be received via our website, [www.bethanylb.edu](http://www.bethanylb.edu).

**Payment Plan.** Bethany College offers the In-House BC Plan, a monthly payment plan which provides a low cost option for budgeting tuition and other educational expenses without interest charges.

The In-House BC Plan provides two different ways to make payments and two dates to have payment withdrawn from a designated checking account or a debit/credit card. With this plan, students can sign up for a 12, 11, 10 or 9 month payment plan that can be set up as an automatic bank draft or debit/credit on the 3rd or 15th of the month. Students will need to provide a voided check from the checking account or use Mastercard, VISA or Discover. There is an annual enrollment fee of \$50 per year. The 12 month payment option starts in May. The 11 month option starts in June, the 10 month option starts in July, and the 9 month option starts in August; all options go through April. Students will complete the In-House BC Plan form and return it to the Business Office.

All account balances are due at the time of confirmation with the Business Office for each term unless the payment plan is utilized. A service fee of 10% will be charged on all unpaid student account balances Per year except those students who are on the monthly payment plan.

**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 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.

#### Textbooks

The costs of textbooks is included in the full-time tuition rates. At the beginning of each term students will pick up all books. Students are able to mark-up the books during the semester. Upon the conclusion of the semester, books will be returned. If a student chooses to keep their book, or the book is damaged and unreturnable; a fee will be applied to their student account.

## Disbursement of Financial Aid

Financial aid, which includes federal grants, state grants, institutional grants and scholarships, as well as federal loans are applied to the student's account upon confirmation of enrollment within the first two weeks of the 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 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 Enrollment Services 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.

## Emergency Student Loans

Small, short-term loans are available for students through the Business Office. These loans are intended for true emergency situations and should not be treated as a revolving line of credit. Each loan is limited to \$100 and includes a \$5 processing fee. There is a maximum of 2 loans per semester and each loan must be repaid in 30 days. No emergency loans will be issued after March 31.

Students will be asked to complete a promissory note before receiving any emergency loan. This process must be done in person in the Business Office. The Emergency Loan is interest-free. Loans may be repaid through a payroll deduction, by a personal check or cash. No Emergency Student Loan will be transferred to a student account unless the student account has a credit balance. Additional loans will not be made if a prior loan has not been repaid.

Failure to repay the loan by the due date may result in the placement of a financial HOLD on the student's account. This HOLD will prevent students from obtaining official transcripts and may block future registration. Failure to repay an Emergency Loan prior to graduation may result in the withholding of the diploma and official transcripts and may be referred to an outside collection agency and/or reported to credit bureaus.

## 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 2015-16 academic year, over \$16.75 million was awarded to Bethany students from institutional, private and government sources. Aid was awarded in the following categories:

Scholarships/Performance Awards .....	\$9,303,351
Grants .....	\$1,964,854
Student Loans .....	\$5,291,125
Campus Employment.....	\$194,007
<b>TOTAL.....</b>	<b>\$16,753,337</b>

## 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 signed 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 38-39.

**Institutional Aid**

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 2016-2017, 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.

**Bethany Pathway Minor Scholarships (\$3,000 per year).** Bethany College offers three academic minors as a part of our Bethany Pathway Missional Directions of Excellence: Global Citizenship, Servant Leadership and Sustainable Living. Each is rooted in the college’s core values.

**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 to be eligible and are required to submit a separate application.

**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 2016-2017 is \$5,815. 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 2016-2017 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 2016-2017 academic year.

**Kansas State Scholarship (\$1,000 per year)** 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 G.P.A. Renewable for eight semesters. The maximum scholarship will be \$1,000 for the 2016-2017 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 7/1/16-6/30/17, the interest rate is fixed at 3.76%. 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.

### Federal Perkins Loans

This federally-funded, need-based loan program is administered by the College. Loans are awarded to students with exceptional financial need and are at an interest rate of 5.00%, with the student paying neither interest nor principal until nine months after graduating, leaving college or dropping below half-time status.

### 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 6.84% for loans disbursed 7/1/16 – 6/30/17. Dependent students whose parents are denied a PLUS loan may have access to additional Unsubsidized Direct Loans.

### Student Employment

Employment on campus is an opportunity for students to earn money by working at minimum wage. Employment opportunities include clerical, maintenance, instructional support and recreational services. Actual earnings vary but students may not work more than 15 hours a week. The Human Resources Office has applications.

### 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



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**Appendix A**

## PROGRAM MISSION STATEMENTS & STUDENT LEARNING OUTCOMES

### Applied Arts

#### Entertainment & Game Arts Major (B.A.)

*Mission Statement:*

The Entertainment & Game Arts Major provides students who are interested in seeking a career or exploring their current career in the entertainment and game arts profession with opportunities to enhance their artistic skills, develop professional competencies and refine their focus in the area of applied entertainment and game arts.

*Student Learning Outcomes:*

1. Possess and demonstrate the advanced skills, talent and knowledge necessary for professional success in the visual arts sector of the applied arts industry specifically within entertainment and game arts by recognizing visual solutions and innovatively generating, developing, and communicating impactful solutions to problems associated with entertainment and game arts.
2. Students will demonstrate competencies within the entertainment and game arts industry through drawing, painting and general studio practices in traditional and digital media.
3. Students will be capable of achieving future professional success within the applied entertainment and game arts industry, as a result of meeting competency standards in the B.A. program.
4. Students will demonstrate proficiency in the use of the elements and principles of quality entertainment and game art in an environment that accentuates the Core Values of Bethany College.

#### Illustration Major (B.A.):

*Mission Statement:*

The Illustration Major provides students who are interested in seeking a career or exploring their current career in illustration with opportunities to enhance their artistic skills, develop professional competencies and refine their focus in the area of applied illustration.

*Student Learning Outcomes:*

1. Possess and demonstrate the advanced skills, talent and knowledge necessary for professional success in the visual arts sector of the fine arts industry specifically within illustration by recognizing visual solutions and innovatively generating, developing, and communicating impactful solutions to problems associated with the art of Illustration.
2. Students will demonstrate competencies within the illustration industry through drawing, painting and general studio practices in traditional and digital media.
3. Students will be capable of achieving future professional success within the applied illustration industry, as a result of meeting competency standards in the BA program.
4. Students will demonstrate proficiency in the use of the elements and principles of quality Illustration in an environment that accentuates the Core Values of Bethany College.

### 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 students initiates an 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 understands 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 understands 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 educational 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.

**Marketing Major with Network Marketing Emphasis (B.A.)***Mission Statement:*

The Bethany College Network Marketing program seeks to promote integrity, trust, and transparency in network marketing, a business model that is underrepresented in education.

*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.

**Operations Management Major (B.A.)***Mission Statement:*

The mission of the Operations Management Program is to prepare students for careers that control the processes that determine outputs from businesses. The program will develop a student's proficiency in operating systems, quality management, product design, supply chain management, and inventory control.

*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 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 Applications 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

### Digital Art Major - 3D Computer Animation Focus (B.A.)

#### *Mission Statement:*

The Digital Art Major with a Focus in 3D Computer Animation 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. Students know and understand the elements of art and the principles of visual organization, and can skillfully apply them to a variety of 2-D and 3-D materials.
2. Students will demonstrate proficiency in the use of 3D computer modeling, rigging, and animation techniques.

### Digital Art Major - Digital Filmmaking and Cinema VFX Focus(B.A.)

#### *Mission Statement:*

The Digital Art Major with a focus in Digital Filmmaking and Cinema VFX prepares students with the capabilities to visually and artistically compose live action footage, visual editing techniques, sound interactions, and visual effects enhancements; when combined tell a compelling story.

#### *Student Learning Outcomes:*

1. Students will demonstrate proficiency in the use of essential visual storytelling techniques such as: screenplay writing, visual story boarding/directing, film recording and editing along with audio recording and editing techniques.
2. Students will demonstrate proficiency in compositing and the essential principles of visual effects that are utilized in enhancing the visual storytelling experience.

### Digital Art Major - Video Game Design Focus

#### *Mission Statement:*

The Digital Art Major with a Focus in Video Game Design 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.

### Digital Art Certificate

#### *Mission Statement:*

The Certificate of Completion in the Digital Art prepares students with the necessary artistic and computer skills needed to become industry ready digital art professionals.

*Student Learning Outcomes:*

1. The student will demonstrate proficiency in the use and editing of video in the digital art process of storytelling.
2. Student will gain knowledge in the use of cameras, camera angles and time lines, as part of a visual narrative.
3. The student will demonstrate proficiency in digital sound editing techniques to that enhance the digital storytelling experience.

**Media Arts Minor***Mission Statement:*

The mission of the Media Arts minor is to assist students in the understanding of audio, video and/or animation as a sequential art form.

*Student Learning Outcomes:*

1. Students will demonstrate an awareness of recording and editing audio sources.
2. Students will demonstrate awareness of animation or video as a sequential art form through the use of key frames, time lines, and visual movement.

**Media Arts Certificate***Mission Statement:*

The Certificate of Completion in Media Arts prepares students with the necessary artistic and computer skills needed to obtain introductory level placements in 3D Computer Animation and Video Game Design, along with Digital Filmmaking and Audio Recording.

*Student Learning Outcomes:*

1. Students will demonstrate proficiency in the use of 3D computer modeling techniques. (3D Animation Focus Only)
2. Students will gain knowledge in the use of cameras and time lines. (All Focus Areas)
3. Students will demonstrate proficiency in sound editing techniques. (All Focus Areas)

**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 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.

## 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

### 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).

### **Theater and Communication Major - Communication or Theatre Concentration (B.A.)**

*Mission Statement:*

The mission of the Bethany College Theatre & Communications Arts 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.

### **Foreign Language Minor**

*Mission Statement:*

The central component of this minor will be the student's participation in a junior year abroad program for either one or two semesters in a non-English speaking country outside the U.S. whose official language corresponds to that of the chosen. The College strongly encourages a student to spend the full year abroad.

*Student Learning Outcomes:*

In Development

### **Theater Minor**

*Mission Statement:*

The mission of the Bethany College Theatre & Communications Arts 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.

## General Studies, Bethany College Core Experience, Interdisciplinary Studies, and Pathway Minors

### 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. Writing will demonstrate 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. Interpret basic theological claims of Christianity as they relate to other religions and the modern world.
2. Articulate a personal statement of faith, values, and beliefs incorporating both individual and communal dimensions.
3. Articulate one's exploration of vocation and commitment to service and how these will contribute to building community.

### Interdisciplinary Studies Major (B.A.)

*Mission Statement:*

The Interdisciplinary Studies Major is a two-year degree completion program for individuals who have completed a two-year technical degree (e.g., aviation, culinary) from a regionally accredited two-year college. The goal is to give those individuals credit for their prior learning and allow them to obtain a four-year degree.

*Student Learning Outcomes:*

1. Students will broaden their educational background by completing all elements of the Bethany College Core Experience.
2. Students will be challenged beyond their initial technical focus (ie: Associate Degree and/or technical degree) by completing one of the Pathway Minors (Global Citizenship, Servant Leadership, Sustainable Living)
3. Students will broaden their educational background by completing a major at Bethany College.

## Global Citizenship Minor

### *Mission Statement:*

The mission statement of the Bethany College minor in Global Citizenship-Dramatic Writing Concentration is to prepare students, through experiences both local and international in scope, to develop the knowledge, skills, and attitudes that will enable them to become engaged in world issues and to function effectively and successfully in an ever-changing, culturally diverse world.

### *Student Learning Outcomes:*

In Development

## Servant Leadership Minor

### *Mission Statement:*

The Center for Servant Leadership 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.

## Sustainable Living Minor

### *Mission Statement:*

The mission of the Interdisciplinary Minor in Sustainable Living is provide a holistic account of sustainable living and to encourage sustainable practices at both local and global levels by addressing four aspects of sustainable living (economics, environment, spirituality, and community), exploring the themes of sustainable living (cosmology, systems and change, justice, and the importance of place), and working on projects that promote sustainable living at Bethany College.

### *Student Learning Outcomes:*

1. The student will be able to narrate how theories and practices of sustainable living resonate with Bethany College's core values, particularly through the exploration of the themes of sustainable living: cosmology, systems and change, justice, and the importance of place.
2. The student will be able to offer a holistic account of the significance of sustainable living using a variety of disciplinary grammars, addressing four aspects in particular: economics, environment, spirituality, and community.
3. The student will leave a tangible legacy on Bethany College's campus through the production of an artifact or the promotion of a sustainable practice.
4. The student will embody the holistic account of sustainable living by engaging in practices aimed at sustaining one's local community (environmentally, economically, and spiritually), as well as the global community, regardless of one's particular post-college vocation.

## History/Political Science

### History and Political Science Major (B.A.)

#### *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.
3. Students are able to use both analytical and abstract reasoning to organize and write correct arguments.
4. Students are able to use both analytical and abstract reasoning to organize and present correct arguments verbally.
5. 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 3+2 Engineering Program (B.A.)

*Mission Statement:*

The 3+2 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.
3. Students are able to use both analytical and abstract reasoning to organize and write correct arguments.
4. Students are able to use both analytical and abstract reasoning to organize and present correct arguments verbally.
5. 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.
3. Students are able to use both analytical and abstract reasoning to organize and write correct arguments.
4. Students are able to use both analytical and abstract reasoning to organize and present correct arguments verbally.
5. 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. Students will demonstrate problem-solving skills and apply such skills in the real world context.
2. Students will communicate mathematics clearly.
3. Students are able to use both analytical and abstract reasoning to organize and write correct arguments.
4. Students are able to use both analytical and abstract reasoning to organize and present correct arguments verbally.
5. Students will demonstrate the ability to reason and think in abstract terms, construct well-organized and logically sound proofs, and recognize valid mathematical arguments.

## 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.

## **Physical Health and Wellness/Athletic Training**

### **Athletic Training Major (B.A.)**

*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. (AT 101, AT 200)
2. Recognize, assess, and provide appropriate care for acute injuries and medical referral if needed. (AT 105, AT 200, AT 301, AT 351, AT 352)
3. Plan, implement, document, and evaluate the efficacy of therapeutic interventions in the rehabilitation of athletic and physically active individuals. (AT 302, AT 315, AT 403, AT 404, AT 430)
4. Develop, administer, and manage a health care clinic for the physically active. (AT 200, AT 302, AT 403, AT 404, AT 435)
5. Identify professional responsibilities and avenues of professional development in order to promote the athletic training profession. (AT 101, AT 200, AT 302, AT 403, AT 404, AT 405, AT 435)

### **Physical Health and Wellness Major - Exercise Science or Coaching Concentration (B.A.)**

*Mission Statement:*

The mission of the Physical Health and Wellness Department 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, students, or patients and the greater society, as well as the development of professional attitudes and character traits in their chosen field.

*Student Learning Outcomes:*

1. Understand the concepts of physical health and wellness (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 physical health and wellness.
4. Demonstrate the ability to conduct academic and/or professional research. Access and evaluate research for the best practices that enhance physical health and wellness.

### **Coaching Minor**

*Mission Statement:*

The mission of the Physical Health and Wellness Department'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.

## 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 produce an exegetical examination of a pericope.
2. Students will demonstrate facility with primary text(s) of at least one major theologian in a period of Christian history.
3. Students will identify and analyze the cultural ramifications of the intersection of theology with a different academic field.
4. Students will be able to analyze and/or construct theologies with interreligious or ecumenical importance.
5. Students will be able to articulate their understanding of vocation or calling and explain how such a calling is to be pursued.

### Religion Minor

*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 able to identify major genres of Biblical literature and produce an exegetical examination of a pericope.
2. Students will be able to analyze and/or construct theologies with interreligious or ecumenical importance.
3. Students will be able to articulate their understanding of vocation or calling and explain how such a calling is to be pursued.

## 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.



**XI**

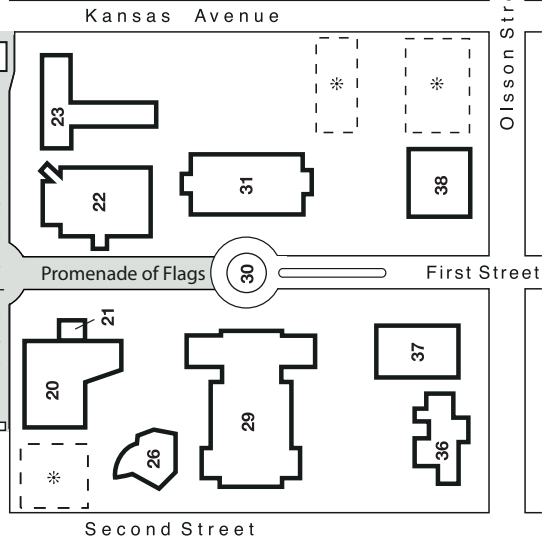
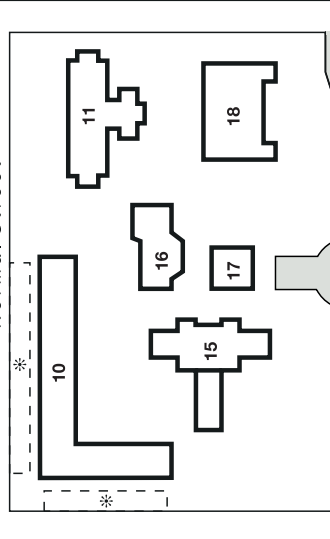
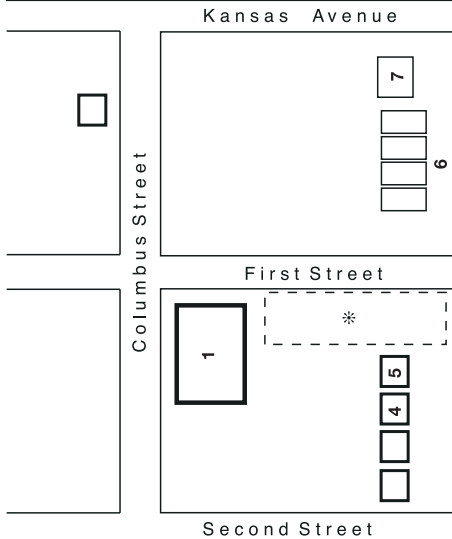
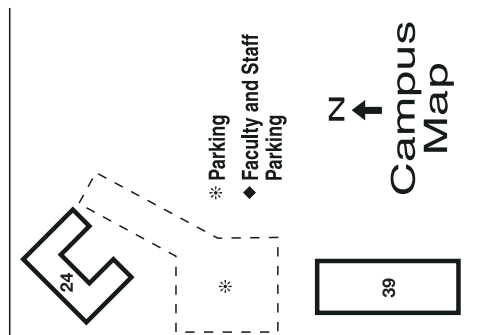
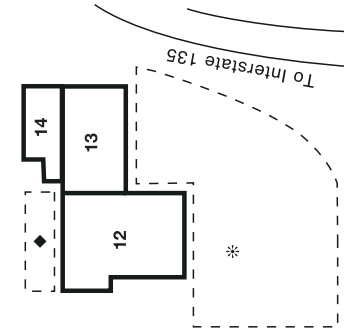
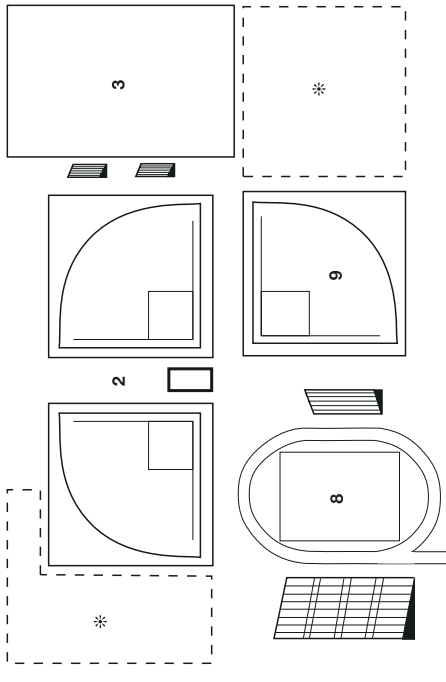
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**Appendix B**

# Welcome to



335 E SWENSSON ST  
LINDSBORG, KS 67456  
(785) 227-3380



### Campus Map Location Key

- 36 Mingenback Art Center  
Art Department  
Mingenback Gallery
- 20-21 Nelson Science Center  
Biology Department  
Chemistry Department  
Computer, Labs and Services
- 10 New Residence Hall
- 4 Norrwillan House
- 18 Pihlbiad Memorial Union  
AAL Room  
Cafeteria
- 17 Amphitheatre
- 31 Alma Swenson Hall
- 9 Anderson Baseball Field
- 6 Anderson Tennis Courts
- 23 Anna Marm Hall
- 22 Bud Pearson Swedish Chapel & J.E. and L.E. Mabee Welcome Center
- 26 Burnett Center  
Campus Pastor  
Burnett Theatre
- 33 Chi Rho House  
Religion/Philosophy Department
- 8 Clyde and Glenn Lindstrom Field
- 29 Dalarna House
- 24 Gregory Hall
- 12-14 Hahn/Stroble-Gibson Athletic Complex  
Athletic Department  
Coaches Offices  
Hahn Gymnasium  
Sports Information  
Stroble-Gibson Centennial Center
- 1 Johnson Maintenance Building
- 38 Messiah Lutheran Church
- 32 Sandzén Guest House
- 37 Sandzén Memorial Art Gallery
- 28 Sjögren Center  
Advancement Office  
Alumni Office
- 35 Skåne House
- 3 Soccer Field
- 2 Softball Fields
- 30 Stolz Circle
- 5 Strom House
- 34 Sunnemo House
- 39 Swede Suites
- 15 Wallerstedt Learning Center-Library  
Provost and Dean of the College  
Archives  
Art Curator  
ACE Department  
Teacher Education Department  
Lindquist Hall
- 16 Wallerstedt Social Science Center  
Business Department  
Criminal Justice Department  
History/Political Science Department  
Psychology Department
- 11 Warner Hall
- 19 Welcome Pavilion
- 25 Welin House
- 7 Racquetball Courts
- 29 Presser Hall  
Business Office  
Communications  
English/Communication/Theatre Departments  
Financial Aid  
International Student Advising  
Music Department  
President's Office  
Publications  
Registrar/Enrollment Services  
Ticket Office