

Catalog

2021 – 2022



BETHEL
COLLEGE

N o r t h N e w t o n , K a n s a s

Bethel College

N O R T H N E W T O N , K A N S A S

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Bethel College is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools:

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Bethel College's Invitation to You

We invite you to live and study with us at Bethel College. Here you will find a community that supports your pursuit of knowledge, a fulfilling vocation and a meaningful direction for your life. Here you will join classmates and professors who make service to one another and to the world an integral part of learning. As you nurture your faith, enhance your intellect and hone your skills at Bethel, you will grow to become a caring member and faithful leader of the world community. We invite you to:

Expand Your Mind

A wide range of [academic programs](#) and study abroad options means you are sure to find the right program to prepare you for your future. You'll find that your professors and classmates will engage, challenge and inspire you as they join you in an exhilarating pursuit of knowledge and personal fulfillment. Indeed, one of the values of Bethel College is scholarship that prizes intellectual curiosity— you will be required to ask questions and pursue discoveries. The mission of Bethel College emphasizes active learning and rigorous instruction imbued with the spirit of liberal arts, asking you to become a critical thinker and engaged citizen.

Engage Your Community

Whether through living and studying together or participating in activities together, students come to know and care for each other. Students understand that they are accountable to each other and must act with honesty and integrity. Our community values diversity that prizes all individuals for their unique combination of heritage, personality and talents. You will also be encouraged to integrate faith and learning, empowering you to view questions and dilemmas from multiple perspectives. You also will have regular opportunities to give of yourself to [serve others](#)— on campus, in the community and around the globe --in order to stretch and strengthen your spiritual life.

Embrace Your Potential

Bethel provides you the space and support you need to grow as a person, build your faith and have some fun. We value discipleship that prizes a high level of conviction and pursuit of authentic faith. Intellectual and spiritual growth converge to start you on your chosen path — toward a career, possibly grad school, certainly a fulfilling life. Our caring community will challenge you to excel academically, to think creatively and carefully and to live with integrity. Our regularly scheduled convocation series and weekly chapel services will help you better understand yourself and our society.

Excellent academic and student life programs foster a wonderful Christian intellectual community at Bethel College. You are welcome here.

Dr. Jon Gering, President

About the College

Bethel College at a Glance

Bethel College is affiliated with Mennonite Church USA. Though Mennonites represent the largest single denomination at Bethel, more than two-thirds of our students come from backgrounds other than Mennonite.

Bethel's mission is "to prepare students for meaningful lives of work and service through faith formation, the liberal arts, and practical experience in career pathways."

Distinctive elements of a Bethel education include requirements in cross-cultural learning; peace; justice and conflict studies; and Bible and religion.

Among Bethel's seven core values are high standards and expectations for behavior and performance; dialogue that transforms conflict; creative approaches for living harmoniously; and community with global consciousness.

A Templeton Character Building College and one of only eight colleges to be listed in Mother Jones as a college that combines "great values with good value."

Number 12 in the nation in Washington Monthly's annual list of the Top 200 Bachelor's Colleges; top Kansas college in Zippia.com's ranking of institutions with the highest-earning graduates; and #26 in U.S. News & World Report's list of Best Regional Colleges-Midwest for 2020-21.

1 out of every 17 graduates earns a doctoral degree, ranking Bethel first in the state and 92nd in the nation in percentage of bachelor's degree students who go on to earn a Ph.D.

Student-faculty ratio is -12:1 and the average class size is 21

The most common reasons given over the past five years by a first-year student for choosing Bethel College are "academic reputation" and "opportunities for participation."

Postsecondary Education Opportunity ranks Bethel in the top 12 nationally of liberal arts colleges whose actual graduation rates surpass predictions.

77% of Bethel's traditional age students live on campus.

Freshman class 2020-2021:

Average ACT score: 21

21% in the top 10% of their high school class

36% in the top 25% of their high school class

Opportunities for undergraduate research and internships available in every major.

Bethel students often participate in affiliated study abroad programs, available at 19 colleges and universities in 17 countries.

Teacher education program completers who passed the Principles of Learning and Teaching Test (PLT) required for licensure in Kansas in 2020: 100%

One of seven colleges or universities that have sent students to the American Forensic Association's National Individual Events Tournament (AFA-NIET) every year since its beginning in 1978.

More than 80 students have participated in the Ministry Inquiry Program since 1987.

More than 400 students, faculty and staff volunteered at local agencies during the 2020 fall Service Day.

15 varsity intercollegiate sports under the auspices of the Kansas Collegiate Athletic Conference and the National Association of Intercollegiate Athletics: football, men's and women's basketball, cheer, dance, women's volleyball, men's and women's track and field, men's golf, men's and women's soccer, men's and women's tennis, women's softball and men's and women's cross country.

Location

The 90-acre Bethel College campus is in North Newton, which is adjacent to the city of Newton (population 20,000). Located in the rich agricultural and industrial region of south-central Kansas, Bethel borders Interstate 135 and Kansas Highway 15. Newton is served by the Chicago-Los Angeles Amtrak line. Wichita, the largest city in Kansas, lies 25 minutes to the south. Wichita has an excellent symphony orchestra, art and cultural museums, professional baseball, hockey, indoor soccer and arena football teams, theaters and shopping malls and is served by five major airlines.

Academic Year Calendar (2021-22)

Fall Semester

Tuition and fees for fall due	July 29
Students coming from a hotspot country or state	August 5
Fall sports athletes, international students, not from hotspot	August 6
New and transfer students, international students	August 13
Thresher Days Orientation	August 13-17
Returning students, commuter students, international students	August 16
Classes Begin	August 18
Labor Day	September 6
Fall Break	October 1-3
Thanksgiving Break	November 24-26
Final Exams	December 14-16
Semester Ends	December 16

Spring Semester

New student orientation and registration	January 11
Classes Begin	January 11
Martin Luther King Day	January 17
Spring Break	March 7-11
Good Friday	April 15
Final Exams	May 10-12
Semester Ends	May 12
Baccalaureate and Commencement	May 15

Admissions

Bethel recognizes the value of a strong liberal arts education. Therefore, the college seeks to admit students who appreciate a broad-based education and demonstrate a desire to learn. Consideration is given to many different expressions of a student's ability, including intellectual capacity, the potential to complete college work, maturity, motivation, talent in extracurricular areas, a desire to participate in campus activities and a lifestyle that will contribute to the life of the community. Admission is granted on the basis of a wide range of abilities, not just class rank, test scores or grade point average.

Because diversity is essential to liberal arts learning, Bethel College does not discriminate on the basis of race, color, sex, disability, age, national or ethnic origin. To enhance cultural diversity, Bethel encourages application and enrollment of minority and international students.

The college reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student whose personal history and background indicate that his or her presence at the college would endanger the health, safety, welfare or property of the members of the academic community or interfere with the orderly and effective performance of the college's functions.

Student Enrollment Classification

College students at Bethel are assigned an enrollment status as a regular student or a special student.

Regular Student

This status is assigned to all students who have been granted full admission to the college. At the discretion of the Admissions, Scholarship and Financial Aid Committee of the college, students demonstrating academic deficiencies may be subject to certain conditions to be stipulated at the time of admission. Conditions may include the enrollment and successful completion of stipulated courses to correct the identified deficiencies. Application for regular student admission is made through the Office of Admissions.

Special Student

This status is assigned to all persons who wish to take courses during a semester, but who are not working toward a degree or teacher licensure. These students may enroll for college credit without making regular application for admission, but may not pursue a degree or teacher licensure until they have made regular application for admission and are admitted as a regular student. Special students may take up to 10 hours per semester. Application for special student admission is made through the Registrar's Office.

Pre-College Student

Pre-college students are students currently enrolled in high school. Pre-college students may enroll for credit for up to two courses per semester for an unlimited number of semesters. A letter of support from the student's high school guidance counselor is required. Application for pre-college student admission is made through the Registrar's Office.

Admissions Pathways

Effective for students applying for the fall 2021 semester and beyond, submitting scores from the ACT or SAT is now optional for admission. At the time of application, students will share their plans regarding the submission or consideration of ACT or SAT as part of their application.

If you apply test optional, your high school transcript will be the primary criteria for determining academic preparedness at Bethel College. Please note: Students who had only pass/fail or similar grading options during the spring 2020 term will not be penalized.

Many students will still provide scores and will be able to self-report their scores at the time of application. Students who submit a test score at time of application will be considered in Bethel College's standard admission process, which considers several factors that predict academic success. Students who submit self-reported, unofficial scores will be accepted during the admissions process at Bethel College. Providing a test score allows for accurate course placement and maximizes your opportunity for scholarships at Bethel College.

Application Deadlines

Bethel College operates on a "rolling admission" system. Applications are accepted at any time prior to the term of entry. It is strongly advised, however, that applications be completed no later than one month prior to the term of entry (i.e., August 1 for fall term and December 1 for spring term).

Late Admit Policy

New students applying for the current semester may be admitted after the start of school through the fifth day of classes and up to the tenth day on a case-by-case basis (as determined through the Office of Admissions).

First-Time Students

First-time students are recognized as those students who have not attended college after graduation from high school. If you took classes from a college while in high school, you are still considered a first-time student.

Regular Admission: First-Time Students

Students who wish to attend Bethel College must apply for admission and submit evidence of academic ability. Students may apply for entry into fall or spring terms.

Submission of the following documents is required:

- High school transcript (through grade 11) or General Educational Development (GED) score
- American College Test (ACT) or Scholastic Aptitude Test (SAT) scores (waived for students over age 25)

Regular Admissions Decision Criteria:

Automatic Admission

- Granted to students with a HS cumulative GPA of 2.66 and an ACT of 19 or SAT of 990.
- Granted to students with a GED score of 50 with an ACT of 19 or SAT of 990.

Committee Admission

- May be granted to students upon committee review with a combination of HS cumulative GPA and ACT/SAT test scores.
- Additional documents may be requested for committee review including but not limited to; current HS transcript, written personal statement and academic references.
- Placement test(s) may be required for students admitted under committee review.

Test-Optional Admission: First-Time Students

Student who wish to attend Bethel College must apply for admission and submit evidence of academic ability. Students may apply for entry into fall or spring terms.

Submission of the following documents is required:

- A high school transcript (through grade 11) or General Educational Development (GED) score.
- Placement testing will be required for all test-optional admitted students.
 - Course placement will be determined by Bethel College designated course placement rubric.

Test-Optional Admissions Decision Criteria:

Automatic Admissions:

- Granted to students with HS GPA of 3.0 or higher.

Committee Admissions

- May be granted to students upon review with a HS GPA range of 2.7 and 2.99 and the additional consideration of 2 of the following: personal essay, reference letter (limit 1), writing sample and/or a personal interview.
- May be granted to students upon review with HS GPA of 2.69 and below with committee review and the submissions of 3 of the following: personal essay, reference letter (limit 2), writing sample, and/or personal interview.

Home Schooled Students

Home-schooled students may pursue either the regular or test-optional admissions pathway. Home-schooled students are required to submit an evaluative high school equivalent transcript or a GED score.

Transfer Students

Transfer students are defined by Bethel as those students who have graduated from high school (or who have a GED) and have earned 24 hours or more of college credit. Students with less than 24 hours of transferable credit will be admitted under first-time student guidelines.

Regular Admission: Transfer Students

Students who wish to attend Bethel College must apply for admission and submit evidence of academic ability. Students may apply for entry into fall or spring terms.

Submission of the following documents is required:

- High school transcript or GED
- College or university transcript(s): NOTE: Transcripts issued to student are not considered official.
- ACT or SAT scores: waived if student has more than 24 earned hours of college credits accepted in transfer to Bethel College, or transfer students with less than 24 hours of earned credits may choose either regular or test-optional first-time admissions pathway.

Regular Admission Decision Criteria:

Automatic Admission

- Granted to students with 24 or more earned and transferrable credits with Bethel College registrar calculated GPA of 2.25.

Committee Admissions

- May be granted to students upon committee review of additional materials including, but not limited to; personal interview, essay or academic references.

Additional Program Admission Requirements

Some programs or departments of study may have additional application or admission requirements. Students are advised to review requirements for specific programs as presented elsewhere in this catalog.

Providing Required Documents upon Admission

A student entering Bethel College from high school or any post-secondary institution must provide Bethel College with all official transcripts of all prior course work, and official results from any testing source used for a regular admission (ACT/SAT/TOEFL) pathway by the end of the first semester of attendance.

Failure to provide official final transcripts from all institutions previously attended will result in a Registration Hold being placed on the student record. The registration hold will prevent registrations in future semesters until all required official final transcripts are received.

Course Placement policy: All students admitted to Bethel College on the test-optional pathway are required to complete course placement testing in the areas of English and Math, thus eliminating the need for test scores as a necessary part of the admissions process.

The Course Placement Rubric:

Subject Area	High School GPA requirement	ACT Score (SAT equiv.)	TOEFL	Accuplacer Placement Scores	Bethel Competency Course Placement
REQUIRED	Less than 3.0 cumulative	N/A		N/A	IDS 100 Fundamentals of Reading and Study Skills
MATH*		17 – 20 (470 – 520)		QRAS Score: 250-262	MAT 104 Intermediate Algebra
MATH*		0-16 (0-460)		QRAS Score: 200-249	MAT 102 Basic Algebra
ENGLISH	Less than 3.0 cumulative	Less than 17	Below 50 (250 CBT)	Writeplacer Score: 0 to 4	ENG 101 Introduction to College Writing
ENGLISH	Greater than 3.0 cumulative	17 or greater	Greater than 50 (251 CBT)	Writeplacer Score: 5 +	ENG 103 Critical Writing

*Students can automatically clear the Math competency requirement upon admission under specific conditions, see Competency Requirements section.

Scholarship consideration: In alignment with the regular and test-optional admission pathways, students would be considered for scholarship and/or endowment funding in a holistic manner, with the highest weight given to academic rigor and high school performance. Students may also qualify for additional need-based financial resources and are encouraged to complete the Free Application for Federal Student Aid (FAFSA).

Students will be encouraged to submit ACT/SAT scores as an additional support to their scholarship application if possible/applicable.

Former Bethel Students

Former Bethel College students are encouraged to return and complete their college degree at any time.

Former students must complete the following for re-admission:

- A completed admissions application,
- College or University transcripts if applicable,
- A minimum GPA of 2.0, and
- A positive reference from the Bethel College Office of Student Life.

International Students*

This school is authorized under federal law to enroll nonimmigrant students.

Bethel College values the diversity, perspective, gifts and talents students from around the world can bring to our campus. The Bethel College Office of Student Life offers a number of programs to help international students with their transition to life at Bethel College. International students are especially encouraged to contact the Student Life office to register for a local host family. Registering for a host family can also be done online at [Registering for Host Family](#).

International students may enter Bethel College either in the fall or spring term. Entering in the fall term gives students a chance to participate in a higher level of orientation activities that will ease the transition to life at Bethel. A fall entry also gives international students a better chance for available financial aid. The preferred application deadline is March 1. Moving through the admission process for international students takes additional time. Last minute admission is not possible.

Bethel College requires either the Test of English as a Foreign Language (TOEFL), the SAT or the ACT. Students submitting the TOEFL must provide an official score report with a minimum score of 76 internet. Bethel’s code number is 6037. Bethel does not offer English as a Second Language (ESL) courses. Students submitting the SAT must provide an official score report with a minimum combined math and verbal score of 990 or official ACT score report with a minimum cumulative score of 19.

*Canadian students should follow the same process as U.S. students.

Regular Admission for International Students

Submission of the following documents is required*:

- Completed admissions application
- Official high school records (sent through InCred or WES electronic transcript service)
- Official college records (if applicable)
- Official TOEFL IBT, ACT or SAT score report

*All information must be in English

Upon admittance to Bethel College, international students will be asked to provide evidence of financial support. This evidence may include, but is not limited to, proof of income, income tax returns or bank statements. The United States government requires we have proof of your ability to pay before we can issue you an I-20 form. Upon receipt of your I-20, you can apply for an F-1 visa from immigration officials at the American Embassy in your country.

2021-22 Cost (International Students, U.S. Funds)

Tuition	30,924
Fees	240
*Room & board	9,260
**Health Insurance	1,750
Books (estimated)	750
Total	42,924.00

*Room and board options

Haury Hall	\$9,260 (required for first-time freshmen)
Voth Hall	\$9,810
Warkentin Court	\$9,810

***Liability Deposit 2,000

****Athletic Insurance- Dependent upon participating sport

**Health Insurance - All students are required to have health insurance coverage. If the student is covered under a family plan, additional health insurance is not required. The full health insurance premium is due in the fall at the start of school.

***Liability Deposit - A \$2,000 USD deposit is required prior to issuance of the I-20. This deposit is credited to the student's account.

****Athletic Insurance - All students are required to have the athletic insurance coverage that corresponds to the specific sport the student is participating in. The full athletic insurance premium is due in the fall at the start of school.

Interviews and Campus Visits

An interview is not required for admission to Bethel, but we do strongly recommend a visit to campus. A campus visit will provide the student with an opportunity to visit with students, faculty, coaching staff and/or admissions and financial aid staff to learn more about the college and communicate his or her goals and aspirations. Calling a week in advance for a campus visit appointment is advised. The Office of Admissions is open weekdays 8 a.m. to 5 p.m. Evening and weekend interviews and campus visits may also be arranged by contacting the Office of Admissions.

Notification and Reply

Applicants whose files are complete will be considered for admission and will be notified of the admission decision in a timely manner.

Deposit

Students who have been admitted for full-time study will be asked to provide confirmation of their intent to attend by submitting a \$200 advance tuition deposit. The deposit ensures that there will be a place for the student in the academic program, acts to reserve a space in a residence hall (if the student is living on campus), ensures the naming of an academic adviser and guarantees receipt of scholarships and financial aid offered on the financial aid notice. The deposit is credited to the student's account at Bethel.

Providing Required Documents

A student entering Bethel College after having attended any post-secondary institution for any length of time must provide Bethel College with all official transcripts of all prior course work by the end of the first semester attended. Failure to provide official transcripts from all institutions attended will result in a Registration Hold being placed on the student record. The Registration Hold will not allow for registrations in future semesters until all required transcripts are received.

Financial Aid and Expenses

Financing a Bethel Education

The responsibility for financing a college education rests with the students and their families. Bethel is committed to providing an education to academically qualified students from all financial backgrounds. To that end, the college offers a comprehensive, personalized financial aid program. The availability of scholarships and financial aid means the net cost of attending Bethel may be only a portion of the total cost of attending the college.

Students qualify for financial aid for two basic reasons: (1) they have merit/ability in academic and/or performance areas or (2) they have financial aid eligibility. A financial aid brochure is available, which describes application procedures and deadlines. Financial aid eligibility is determined by filling out the Free Application for Federal Student Aid (FAFSA) form. Eligibility for federal and Kansas grants is based on financial aid eligibility. Financial aid awards may include funds from one or more scholarship, grant, loan and/or campus employment sources.

Retention of Financial Aid

Bethel College students must maintain certain academic standards to remain eligible for financial aid. That standard is defined as Satisfactory Academic Progress for Financial Aid and may be found in the “Academic Policies” section of this catalog.

Academic Scholarships

To be considered for academic scholarships, students must complete the admissions process and be accepted for admission. Scholarship amounts currently range from \$5,000-\$12,000 and are awarded automatically to full-time students based on the high school academic record and ACT/SAT scores (college academic record if more than 24 hours).

Performance Scholarships

Performance awards are offered to full-time students each year who have exceptional ability in athletics or fine arts performance areas. The award amounts vary. Recipients are selected by the coaches or faculty members in the performance area. In order to apply for a performance award, students should indicate their interests to the appropriate faculty member or coach or an admissions counselor.

Aid Based on Financial Aid Eligibility

To apply for aid based on financial aid eligibility, students must complete the Free Application for Federal Student Aid (FAFSA).

The forms should be completed online at www.fafsa.gov by April 1 to be considered for Kansas aid and as soon as possible for federal aid.

Federal Aid

To apply for federal aid, complete the need analysis form listed above (FAFSA) and have your results sent to the colleges you are considering. You may be eligible for the types of federal aid listed below. (The federal aid code for Bethel is 001905.)

Federal Pell Grant

This grant is available to students who have high financial aid eligibility. Currently these grants range from \$657 to \$6,195.

Federal SEOG

Bethel College receives a specific amount of Federal Supplemental Educational Opportunity Grant (SEOG) funding each year to distribute to students who have financial aid eligibility. These grants can range from \$500 to \$1,000.

Teacher Education Assistance for College and Higher Education (TEACH) Grant Program. This federal program provides up to \$4,000 a year for students going into the education field in hard-to-fill areas. Students must teach four out of eight years in a high-need school. If the conditions are not met, the grant reverts back to a loan with interest accruing from when the money was disbursed. Student must be accepted into the teacher education program.

Federal Stafford Loan

Aid eligibility is required for the interest-subsidized loan. A separate loan application must be completed by the student and the college he or she plans to attend. Processing takes four to six weeks. Interest and repayment are deferred until six months after graduation.

Federal Unsubsidized Stafford Loan

An Unsubsidized Stafford Loan is available to students who do not have aid eligibility. Interest on the Unsubsidized Stafford Loan is charged to the student from the date the loan is disbursed. Interest can be paid monthly, quarterly, annually or capitalized on the note. Interest on the Unsubsidized Stafford loan is a fixed 4.5%.

Federal PLUS Loan

The Parent Loan for Undergraduate Students is made to the student's parents, with interest and principal repayment expected to begin when the funds are received. Like the Stafford Loan, the PLUS Loan is made through a private lender. Financial aid eligibility is not required to qualify for the PLUS Loan. Like the Stafford Loan, interest is fixed but is currently at 7.8%.

Federal College Work Study

Each year, Bethel receives some federal funds to help pay student employees. Students with aid eligibility may be offered work as a part of their financial aid package. Job earnings are not guaranteed. Reporting for work as soon as you arrive on campus will improve your chances of getting the number of hours needed to meet your college work study eligibility amount. Students are paid monthly at an hourly rate of minimum wage.

Kansas Aid

Kansas Comprehensive Grant

Kansas residents who want to attend Bethel College or another private Kansas college may be eligible to apply for the Kansas Comprehensive Grant. This grant helps make up some of the cost difference between tuition at a state school and a private college. It is awarded to Kansas students who have financial aid eligibility. In the past, about 35 percent of Bethel's Kansas students have been eligible for the Kansas Comprehensive Grant. Currently, the amount awarded is up to \$3,000.

To apply for Kansas aid, you must fill out the Free Application for Federal Student Aid (FAFSA) by April 1 and the Kansas Student Aid Application. Bethel's federal school code is 001905.

Kansas State Scholarship

Students are selected as State Scholars by the Kansas Board of Regents based on their ACT Test score and/or high school grade point average. If you are designated as a State Scholar, you must also have financial aid eligibility in order to qualify for scholarship funds. The scholarship stipend is \$1,000.

Kansas Ethnic Minority Scholarship

This is a competitive scholarship chosen by the Kansas Board of Regents. It is for students who are identified as members of any of the following ethnic/racial groups: African American, American Indian or Alaskan Native, Asian or Pacific Islander or Hispanic.

Kansas Nursing Service Scholarship and Kansas Teacher Service Scholarship

This scholarship is for juniors and seniors who have declared nursing or teaching as a major. Recipients are chosen by the Kansas Board of Regents in a competitive process.

Tuition Discounts

Discounts of up to 40% tuition are offered to unmarried dependent children of faculty/staff at sister Mennonite colleges and high schools and administrative-level employees and missionaries of Mennonite Church USA and its area conferences.

Church Scholarships and Outside Scholarships

Many Bethel students come from churches who believe that the mission of providing Christian education for their members should extend beyond their own Sunday school programs. These churches have established scholarship programs to provide financial help to their members who want to attend Bethel. For students who receive federal or state aid that is based on aid eligibility, the college aid office is required to monitor the total aid sources so that no student will receive total aid funds that exceed the student's aid eligibility.

Potential sources for other outside scholarships include parents' employers and professional organizations in the community. We encourage you to contact your high school counselor for more information about local and high school scholarship opportunities.

Expenses

Tuition, other student fees and residence (room and board) costs account for about 75% of the total income needed to operate Bethel College each year. The remainder comes from endowment earnings; gifts from alumni, churches and friends; and other miscellaneous sources. Bethel College expects its students to assume responsibility for payment of their fees when due, according to the payment plan selected.

The college reserves the right to withhold grades, transcripts and other academic credentials or certifications as well as to deny or to rescind diplomas or degrees with respect to any student who fails to meet all financial obligations to the college. The failure of the college to enforce this provision at any one time or with respect to any one student shall not constitute a waiver of the right of the college to enforce it any other time, at all times or with respect to any other student.

The tuition, fees and other charges described below are good faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the college in order to meet its financial commitments and to fulfill its role and mission.

2021-22 Costs

In 2021-22 the tuition will cost \$30,924 with the lowest residential fee for room and board costing \$9,260. There are special fee structures for students taking fewer than 12 credit hours per term, fewer than six credit hours per term and pre-college students. Tuition and fees do not cover the expenses associated with certain courses. There are other fees and charges that are attendant upon a student's matriculation at the college. The above special fee structures or charges may be determined by contacting the business office. Other academic fees may also apply.

All full-time students under the age of 23 are required to live in college residence halls and participate in the college dining hall plan. Exceptions to this policy include students living with their families, students who are married, single parents with children at home or students with permission from the vice president for student life. Any student not in compliance with the residential requirement and not having the approved exception is responsible for the normal room and board fees. If an exception is granted for residential requirements or meal plan, a campus life fee will be charged.

Student Health Insurance

Bethel College offers a student health insurance plan through an independent insurance agency. The cost is in addition to regular tuition and fees. Information concerning the plan is mailed each summer.

Bethel College requires each student enrolled in nine hours or more and/or resident student to be covered by some type of medical insurance while enrolled at Bethel. Students not covered by their parent's plan or not carrying their own plan should be prepared to enroll in the student health insurance plan at registration. This plan is also available on a semester basis for students whose coverage expires during the school year.

Payment of Fees

All college charges—tuition, room, board and fees—are due by the date listed in the academic calendar.

Fees may be paid by one of the following plans:

- Payment in full by semester—each semester's charges paid in full by the date listed on the financial worksheet
- Two payments per semester—one-half of each semester's charges due by the first day of class each semester, the remaining half is due by the date listed on the deferred payment form. A service charge of \$40 per semester will be added for the use of this plan
- Enrollment in our direct, monthly payment plan. A service charge of \$100 will be added for the use of this plan

All statements of account are sent directly to the student unless the student signs a waiver instructing statements to be sent to parents.

Interest at the rate of 1.0% per month on the unpaid balance will be added to past due accounts.

Those students who do not have their financial aid awarded at registration will be enrolled on a conditional basis. All applications for financial aid must be completed before registration is finalized.

Please note:

A payment plan must be in place through Student Accounts by the July date for fall semester and by the January date for spring semester. Students who have not made payment arrangements by these dates will be dropped from classes, lose their residence hall assignment, not be able to eat in the cafeteria and not be able to participate in athletics. A \$100 late registration fee starts on the July date for fall semester and the January date for spring semester. See the academic calendar for specific dates in July and January.

Policies Related to Unpaid Accounts

All student accounts must be paid in full before any official or unofficial transcripts are released.

Students will not be permitted to register if their accounts for the preceding academic year have not been paid in full, except by approval of the Business Office.

Official transcripts or an official letter verifying completion of a degree or academic program will not be released for any purpose. Diplomas will not be issued.

If an account is turned in for collection, the added collection costs will be the responsibility of the debtor.

Bethel College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's ability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs.

Return of Title IV Funds/Institutional Refund Policy

Federal regulations require each educational institution to have a written policy for the refund and repayment of aid received by students who withdraw from all classes during a term for which aid has been approved. These policies are effective only if the student completely terminates enrollment (e.g., voluntarily withdraws from all classes or is dismissed from all classes.)

If the student provides official notification of withdrawal, the college will base the refund on the later of the withdrawal date or the date of notification.

If the student does not provide notification of withdrawal the college will base the refund on the last date the student attended class or a class related activity (lab, study session, etc.). This will be done by contacting the faculty involved.

Title IV funds include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, TEACH Grant, Federal Subsidized/Unsubsidized Family Federal Education Stafford Loan, Federal Perkins Loan and the Federal PLUS Loan. At Bethel College, the same policy will be used for state, institutional and outside aid sources.

Tuition and room and board charges for students who withdraw or are dismissed on or after the first day of classes during the semester will be prorated on a daily basis, including weekends, over the first 60% of the semester (the end of the ninth week). All other fees and personal costs are not prorated and are non-refundable. No refunds are given for tuition, room or board under any circumstances of withdrawal or dismissal after the ninth week of a semester. Refunds will be issued within 45 days of the date the school determined the student withdrew.

Financial aid that is not earned (as a result of the prorated amount of time the student has been in school for the semester) will be forfeited. If a student has not earned all of the federal aid received to date at the point of withdrawal, funds will be repaid in the following order:

Federal Unsubsidized Stafford Loan; Federal Subsidized Stafford Loan; Federal Perkins Loan; PLUS Loan; Federal Pell Grant; TEACH Grant; Federal SEOG; state grant and scholarship funds; institutional aid; outside grant/ scholarships. If there is a student account balance resulting from these adjustments, the student is responsible for payment. Further details and examples can be obtained at the Financial Aid/Student Accounts Office.

Bethel College offers the bachelor of arts degree (B.A.), the bachelor of science degree (B.S.) and the bachelor of science in nursing degree (B.S.N.). The B.A. degree is broader, more general degree, while the B.S. degrees reflect more specialization in the area of concentration.

Bethel College reserves the right to terminate or modify program requirements, content and the sequence of program offerings from semester to semester for educational reasons. The content, schedule, requirements and means of presentation of courses may be changed at any time by the college for educational reasons. Programs, services or other activities of the college may be terminated at any time due to reasons beyond the control of the college, including, but not limited to, acts of God, natural disasters, destruction of premises, labor disturbances, governmental orders, financial insolvency or other reasons or circumstances beyond the control of the college.

College Community

The Bethel College Seal and Scripture

(adopted by the Bethel College Board of Directors, April 2019)

“Other foundation can no one lay, than that is laid, which is Jesus Christ”

(Updated from 1 Corinthians 3:11)

Religious Identity and Welcoming Statement

(approved by the Bethel College Board of Directors, April 2019)

Bethel College is rooted in Christian theology, sustained by Anabaptist distinctiveness, and guided by Mennonite values. We welcome all people to our campus and prize individuals for their unique personalities, talents, and life experiences.

Statement of Agency

(approved by the Bethel College Board of Directors, April 2019)

Bethel College is an independent institution of higher education, enjoying mutually beneficial and freely chosen relationships with churches, congregations, and agencies that are supportive of the mission and vision of the College.

Bethel College Mission Statement

(approved by the Bethel College Board of Directors, April 2019)

Bethel College prepares students for meaningful lives of work and service through faith formation, the liberal arts, and practical experience in career pathways.

Bethel College Vision Statement

(approved by the Bethel College Board of Directors, April 2019)

Bethel College graduate students who increase human flourishing (shalom) in society by owning and enacting their faith, demonstrating compassion for the powerless, engaging in critical thought, and bringing value to the workplace.

Bethel College Values Statement

(approved by the Bethel College Board of Directors, April 2019)

Creative approaches for living harmoniously within a constantly changing world and workplace.

Vocational discernment that helps students identify their calling and God’s purpose for their professional lives.

Dialogue that transforms conflict within communities where there are differences in opinion and understanding.

Holistic wellness through a balance of mental, physical, and spiritual practices.

Peace and justice that seek fair and equitable treatment for all members of society.

Community with global consciousness that cherishes social connectivity, shared endeavors, and intergenerational living.

High standards and expectations for behavior and performance in all dimensions of campus life.

History of Bethel College

Bethel College was founded at Newton, Kansas, in 1887 as a Mennonite coeducational liberal arts college. The Bethel founders, religious and intellectual leaders of the 1874 immigration of Mennonites to Kansas from the Ukraine, Prussia, Poland, Switzerland and South Germany, made higher education one of their first priorities. Little more than a decade after the settlement, the founders chartered the college (1887) and laid the cornerstone for the main building on a slight knoll upon the “rolling prairie” (1888). The Bethel building, designed by architects William T. Proudfoot and George W. Bird, became one of the architectural monuments of the region. Situated on its tiny hill, grandly called Mount Hebron, the stately building appeared “pure white and could be seen for miles,” a symbol of the desire to do something truly significant for education and the church.

The founding vision of Bethel College was splendidly conceived. Bethel was, first of all, to serve the Mennonite church religiously by promoting education “where the principles of the church are upheld and its historical traditions preserved”. Equally important, Bethel was to be a liberal arts college of all fields of knowledge. The first president, Cornelius H. Wedel and his faculty, praised all knowledge, sacred and secular and promised instruction in Latin, Greek, German, English, history, literature, mathematics and more. The life of the mind, as well as pragmatic skills, were stressed. Professor G. A. Haury lauded the role of such subjects in the curriculum as Latin. “Latin cultivates the intellect . . . We educate ourselves for some other purpose than merely for the race after the almighty dollar.” The founding vision invoked the spirit of both Athens and Jerusalem. Previously, many Mennonites had shunned higher education as dangerous to faith. The founding of Bethel, the first Mennonite college of higher education in the United States, pointed new religious and intellectual directions.

Bethel was a Kansas college as well as a Mennonite college. The college offered cultural and religious gifts to the pioneer frontier community of the 1880s. The town of Newton and its environs had thus far barely advanced beyond its cowboy and railroad origin. “The toughest, cussedest, Wild West town I ever knew,” said Buffalo Bill Cody in describing Newton. The town and the college grew and progressed together. Bethel invited students who were Mennonites or from other religions or cultures, thus to “pay the debt of gratitude to other denominations by opening wide the doors of the institution, so that all may have an opportunity to partake of whatsoever advantages may be offered by it.” The early students and faculty keenly sensed the unique challenge of being not only the only U.S. Mennonite college, but also the “only Mennonite institute for higher education in the western hemisphere.” Eventually, other Mennonite colleges were established in North America.

Although clearly identified by history and choice with Mennonite Church USA, Bethel is an independent legal corporation governed by a 22-member board of directors. The college seal proclaims “Faith, hope, charity” and displays I Corinthians 3:11, “Other foundation can no one lay than that is laid which is Jesus Christ.” This was the foundational text of Menno Simons (c. 1496-1561), one of the early leaders of the Anabaptist-Mennonite movement in Europe.

In line with its religious and intellectual heritage, Bethel has become noted for the achievements of its graduates in careers of service and scholarship. Bethel alumni have held prominent positions in church and national service agencies and have manifested a high degree of success in graduate and professional study. Since 1920, one out of every 17 graduates has gone on to earn the doctoral degree. This ratio compares favorably to that of prestigious liberal arts institutions nationwide and places Bethel first among all the colleges and universities in Kansas.

—Keith Sprunger, Oswald H. Wedel Professor Emeritus of History

Faculty and Staff

The enduring strength of Bethel is in its faculty and staff, dedicated to teaching, scholarship and service in the liberal arts and sciences setting.

Faculty at Bethel have received national recognition for teaching excellence. Nearly one hundred percent of tenured faculty currently hold the highest appropriate degree in their field. Faculty of all ranks teach first-year students as well as upper-level students and a special core of faculty serve as advisers to freshmen. The small student-faculty ratio of 12:1 allows much interaction in and out of the classroom. Faculty are active in scholarly research and enlist students as collaborators in their research. The special emphasis that Bethel places on service abroad and cross-cultural learning is reflected in the fact that more than 50% of Bethel fulltime faculty have been engaged in international service and travel.

Professional staff also play a crucial role in each student's education. Services of particular interest to students include those offered in the Registrar's Office, Library, Center for Academic Development, Admissions, Financial Aid, Student Life Office, Academic Health Center, Wellness Center, Campus Ministries, Office of Career & Leadership Development and the Office of Diversity and Inclusion.

Student Facts and Figures

Though its coeducational student body changes its composition somewhat each year, Bethel College usually enrolls approximately 500 students representing almost half of the states in the United States and nine countries. Some 32 different religious traditions are represented in the Bethel student body. Not surprising, given the college's affiliation with Mennonite Church USA, Mennonites account for the highest percentage (ca. 24.1% full-time). Bethel students rank significantly above the national average on ACT or SAT scores.

Outcomes

In accordance with the institutional mission, Bethel graduates are characterized by exceptionally effective preparation for graduate school or workplace and an unusually strong commitment to service. The tradition of academic preparation is demonstrated by the fact that Bethel continues to rank first in Kansas in the percentage of graduates who go on to earn doctoral degrees. A 60-year longitudinal study of the baccalaureate origins of doctorate recipients indicated that Bethel ranked 37th in the nation in this regard when compared with 100 of this country's most productive and prestigious undergraduate institutions.

Bethel graduates have enrolled in some of the nation's most highly regarded graduate programs: e.g., the University of Chicago, Stanford University, the University of Southern California, University of California, the University of Texas, Harvard University, the University of Notre Dame, Eastman School of Music and Yale University, among others.

Bethel has a strong commitment to scholarship and it is similarly committed to service. That commitment is reflected in strong and successful departments in the "helping professions" like nursing, social work and education. Bethel offers a minor in peace, justice and conflict studies and has a valuable resource in the Kansas Institute for Peace and Conflict Resolution on campus. Bethel graduates from all disciplines are represented in service agencies around the world in Africa, the Middle East, Asia and Central and South America.

Academic Services

Library Resources

The Bethel College Library and Mennonite Library and Archives are housed in the Mantz Library building and the original library building.

The Bethel College Library's resources are easily accessible to the campus community. Professional librarians are readily available to help students make the best use of the library's collection, including print materials, full-text and bibliographical databases, and ebooks. These online tools not only help Bethel students identify relevant materials owned by the library, but they open up a world of research. The College Library offers an extensive interlibrary loan service whereby students, faculty, staff and other library patrons can obtain materials owned by libraries across the United States and in other countries.

The College Library staff emphasizes service to the college community. As a result, students and other library patrons can receive individualized research assistance, tutorials in using electronic resources, including the internet and class-based library instruction. The library's extensive operating hours, along with computer workstations, study tables, carrels, lounge areas and small and large study rooms, provide an environment conducive to research and group and private study.

The Mennonite Library and Archives houses thousands of volumes, photographs and slides, archives and manuscripts as well as an increasing number of digital collections relating to Mennonite experiences around the world. The MLA also boasts one of the largest oral history collections in Kansas and a fine art collection.

Center for Academic Development

Located in the James A. Will Family Academic Center, the Center for Academic Development (CAD) offers academic support free of charge to all students at Bethel College. The CAD provides a wide range of services including the following: individual tutoring, computer access, practice taking the math competency exam, resources on study skills and recording and note-taking services. The CAD also features a Writing Center, staffed by a writing consultant and supported by tutors, who are available to assist in writing, critiquing and revising papers. Other support includes assistance in preparation for GRE, MCAT, LSAT, licensure and other post-baccalaureate placement exams. The CAD also serves as the coordinating office for Americans with Disabilities Act (ADA) services.

Services for Students with Disabilities

Bethel College recognizes its responsibility to make reasonable accommodations for persons with disabilities who wish to participate in our academic program.

A. Eligibility. Students requesting a substitution of requirements for graduation or admission to a program based upon hearing impairments, visual impairments or specific learning disabilities must submit documentation from competent professionals verifying that these disabilities exist.

B. Request for Substitution of Requirements. A student who requests a substitution of requirements shall make the request in writing to the vice president for academic affairs. That request must include: (1) identification of the specific requirement for which a substitution is sought; (2) identification of the disability which is the basis for the request; and (3) documentation that the inability to meet the requirement for which a substitution is requested is related to the student's disability.

C. Review of Requests for Substitution of Requirements. Within 10 working days from receipt of the request, the Vice President for Academic Affairs shall review it to determine its validity and whether or not a reasonable substitution exists that does not constitute a significant alteration in the academic program. The decision shall be conveyed directly to the student.

D. Appeal Process. Students whose requests for reasonable substitutions have been denied may appeal that decision to the president in writing. The president may convene the Dean's Advisory Committee to review the appeal. The student has the right to be represented at that review. Decisions of that review are final.

Student Services

Office of Career & Leadership Development (OCLD)

The Office of Career & Leadership Development is located in the Will Academic Center, Room 215. Services from this Office include: Major & Career Exploration, Career Advising, Employer Connections, Student Employment, and Service Learning Placement. See the web page at: <https://www.bethelks.edu/success/career-leadership-development>.

Students are offered personalized service along with the opportunity to prepare for post-graduation success. By using a wide variety of career-related resources, tools and Web-based links, students can actively participate in the career development process. Assistance is available in self-assessment and career exploration, career plan development, resume or cover letter writing, conducting a job search, preparing for an interview, seeking internships or graduate schools, and preparing teaching credential files. Workshops, career fairs and employment opportunities, both on and off campus, are coordinated and/or advertised through this office. The office of Career & Leadership Development maintains the following hours: Monday – Friday: 8 a.m. – 5 p.m. by appointment.

Counseling

Bethel College has a licensed counselor available to provide students confidential and free counseling with the goal of helping students develop plans to overcome barriers in their personal and academic lives to make the struggles of going to college a bit easier. There are no issues too "minor" or severe for students to visit with student wellness about. Services are provided for a variety of needs such as homesickness, addiction concerns, interpersonal issues, lack of connection, feeling overwhelmed, time management, depression, anxiety, anger issues, trouble adjusting to the college environment, and many more. To make an appointment email jhoopes@bethelks.edu, call 316-284-5326 or stop by office 102 in the William Academic Center (WAC). If you are having an emergent mental health crisis, the following free resources are available: Local Crisis Hotline: 1-800-362-0180 National Suicide Prevention Line: 1-800-273-TALK Crisis Text Line: 741-741 Trevor Project Lifeline (LGBTQIA): 1-866-488-7386 Safehope (Domestic Violence and Sexual Assault) 316-283-0350.

Health Services

The mission of the Thresher Health Center is to promote the health and wellbeing of Bethel College students by providing health care services and advice to prevent and treat common physical illness. The Thresher Health Center is located in WAC 128. Appointments may be made by calling 316-284-5308.

The following is an alphabetical listing of community alternatives.

Axtell Clinic
700 Medical Center Drive, Suite 210
Newton, KS 67114
(316) 283-2800

Harvey County Health Department
215 S. Pine St.
Newton, KS 67114
(316) 283-1637

Health Ministries Clinic
720 Medical Center Drive
Newton, KS 67114
(316) 283-6103

Via Christi
720 Medical Center Drive
Newton, KS 67114
Clinic hours: Monday - Friday from 8 a.m. to 5 p.m.
Appointments: 316-284-5000
Immediate care: Monday-Friday, 5 p.m.-8 p.m.; Saturday, 9 a.m. to 1 p.m.
(316) 284-5011

Jennifer Koontz, MD, MPH, FAAFP (physician for Bethel College athletics)
Newton Orthopedics & Sports Medicine
800 Medical Center Drive, Suite 240
(316) 283-9977

Student Life

Student Life Vision Statement

Every Bethel College student will believe they BELONG and MATTER to the Bethel College community, and the Office of Student Life will be recognized as a premier division on campus, across the denomination, and throughout the region.

Student Life Mission Statement

The Office of Student Life advances the Bethel College mission through its commitment to an inclusive and welcoming community rooted and open in our Anabaptist history and institutional values.

Community Standards

All members of the community are expected to act responsibly and conduct themselves in a way that reflects the central values of Bethel College. The following Community Standards support and maintain a healthy community and are part of the Student Life Contract, which all Bethel College students sign. Students who breach these standards will be expected to demonstrate accountability for their actions and may be subject to Bethel College's Student Conduct process. All public laws (including city, county, state and federal) are to be obeyed. Bethel College does not shield students from investigation or prosecution from illegal activity.

The Bethel College community* and its members will:

- be weapons free;
- be free of violence against others;
- be respectful at campus activities and considerate of others' right to a quiet environment;
- respect personal space and property;
- be alcohol and drug free;
- be tobacco free, except for designated outdoor areas;
- abstain from sexual relations between unmarried persons;
- affirm individual rights by rejecting verbal, sexual, physical and emotional harassment or discrimination of any kind;
- respect and maintain the integrity of campus grounds and facilities;
- support and protect each other by following all safety protocols and guidelines;

- be good citizens by supporting all local, state and federal laws
- show appropriate respect to campus visitors and life-safety agencies (i.e. police department, fire department, paramedics); and
- support Bethel College's goals and values by cooperating with students and employees in establishing and maintaining a positive environment for living and learning.

*The term "community" is defined as any college-owned property, including campus-owned houses and the semi-wilderness park and natural area adjacent to the college property on the east of campus commonly known as "Sand Creek."

Student Activities

The Bethel College community supports and promotes personal growth within and outside the classroom and allows students who actively participate in the Bethel College community to realize a full and rich college experience. Student Activities provides opportunities for student involvement, service and leadership. Students may choose to join a variety of clubs and campus organizations as well as attend or participate in athletics, music, drama and dance. There are also a number of Bethel College traditional events to attend, including Fall Fest and Lighting of the Green.

Spiritual Life

The spiritual life of Bethel College is a vital, palpable dynamic that contributes to and reflects our vibrant, diverse and stimulating community life. The categories below highlight some of the more salient spiritual life activities at Bethel. However, many a student, staff or faculty member would add that their spiritual life is formed as much in the classroom or lunchroom as in chapel or person through campus ministries. Our faith is routinely challenged by our roommates or colleagues in ways that help us grow. A convocation speaker may trigger a healthy theological discussion as easily as a chapel speaker. In other words, the spiritual life of Bethel College is a dynamic happening in every pocket and hour of campus life. Bethel College is uniquely equipped to both challenge and nurture the spiritual life of its students, faculty and staff members, given our commitment to our spiritual community. Bethel students are trained to think through and articulate their faith even as they are invited to practice it in service and mission to the world.

Chapel

Weekly chapel services are central to the spiritual life of our Bethel community. Although attendance is voluntary, many students, staff and faculty members regularly attend and participate. Chapel services provide a variety of worship experiences that draw from the traditions and experiences of our community and contribute to our spiritual development. We maintain a faithful adherence to Mennonite faith and worship practices even as we honor other denominational traditions through varying liturgies, music and emphases.

Church Attendance

To ensure a healthy balance in one's spiritual life, students are encouraged to attend a local church. Many students go to church together on Sunday mornings. It is important for college students to fellowship with others of every age and to receive the nurturing, edifying benefits of pastoral and congregational care.

Campus Ministries

Bethel College encourages an open and accepting faith environment for all students, and supports students in the formation of an owned and enacted faith. The campus pastor oversees campus ministries activities, including weekly Chapel services, the student chaplain program, and annual events like Service Day, 24-hour prayer, and Lighting of the Green. Other standing opportunities for engagement include the Fellowship of Christian Athletes, Vocation Seminar, and Centering Prayer. In addition to these, the campus ministries team responds to campus needs and interests by offering small groups, prayer meetings, worship experiences, Bible studies, or other groups or special events.

Service

Bethel College values its rich Anabaptist heritage that emphasizes service to others as evidence and fruit of our faith. When students give of themselves to serve others, they find that their spiritual life is deepened, stretched or even challenged. Some students voluntarily serve throughout the school year with organizations such as Big Brothers/Big Sisters. Many students, staff and faculty members participate in our annual Service Day each fall.

Student Chaplains

Bethel College students are characteristically involved in leading and participating in a host of service and ministry opportunities. To tap the energy and gifts of our students and to give our students more ownership in Bethel's spiritual life, students are appointed by the campus pastor each year to assist in chapel planning, lead informal worship, take leadership in Bible studies and small groups and serve as student chaplains. These students work closely with the campus pastor and with student leaders to help provide a vital, dynamic and relevant spiritual life that supports and leads the Bethel College community.

Residential Life

Residence Life at Bethel College aims to further the academic mission of the college by creating living communities that stimulate, enhance and extend the learning experience within the context of a Christian college.

Community Assistants

A community assistant (CA) is a full-time Bethel College student, selected and trained by the Coordinator of Residence Life to serve as a resource within their assigned community. CAs help roommates and neighbors maintain a safe, caring and responsive community that supports each resident's ability to succeed at Bethel College. They do this by presenting opportunities for community building, facilitating social and educational programs, serving as a liaison for student concerns and communicating and supporting the Community Standards, policies and regulations.

Coordinator of Residence Life

The Coordinator of Residence Life (CRL) coordinates the administrative services and operations in all three residence halls. This may include: helping residents with academic, housing and personal problems; facilitating various programs, events or conversations; and supervising and training student staff members. The CRL also helps community assistants respond to unacceptable behavior that violates policies and regulations.

Residential Requirement

All full-time students are required to live in college residence halls and participate in a college meal plan. Any student not in compliance with the residential requirement is responsible for the normal cost of room and board fees.

Automatic exemptions are granted for:

- 1) students who are married
- 2) students living with their families
- 3) single parents with a child at home
- 4) students age 23 or older
- 5) fifth-year students

To request an exemption from the Residency Requirement, students must complete an APPLICATION FOR RESIDENCY REQUIREMENT EXEMPTION via the Office of Student Life for review by the Exemption Committee.

Commuter Students

Bethel College students who commute to campus are important members of our community. We welcome their contributions and encourage them to participate in all aspects of community life. We welcome the families of our commuter students to participate in Bethel College community events and gatherings.

Intercollegiate Athletics

The Bethel College Athletics Program is committed to the true spirit of competition where the core values of respect, integrity, responsibility, servant leadership and sportsmanship serve as the foundation for each of the sports programs. Student athletes are invited to pursue excellence in an atmosphere of Christian higher education that provides them with opportunities for physical, intellectual, emotional and spiritual growth. Teachers and coaches recognize and affirm that the most important reason to provide college students with an opportunity to participate in intercollegiate athletics is to enhance their educational experiences. We challenge student athletes to be Champions of Character, persons who strive toward excellence and include goals beyond winning in their criteria for success. These goals include community involvement, the joy of playing, cooperation, friendship, skill improvement and the pride of representing Bethel College. In intercollegiate athletics, student athletes develop lifelong skills of teamwork, self-discipline and leadership. Bethel College has a proud tradition of intercollegiate athletics. The Threshers strive to be successful on the playing fields and in the classroom. This is evident in more than 125 student-athletes who have been named National Association of Intercollegiate Athletics (NAIA) All-America Scholar-Athletes. As a testament to their commitment to success, the Threshers have won more than 60 Kansas Collegiate Athletic Conference (KCAC) championships.

Bethel College currently sponsors the following 16 varsity athletic teams: men's & women's basketball, competitive cheer, men's & women's cross-country, competitive dance, football, men's golf, men's and women's soccer, softball, men's and women's tennis, men's and women's track, and volleyball. The Thresher sports teams compete in the KCAC, which is made up of 13 private, church-affiliated institutions across Kansas, Missouri, Nebraska, and Oklahoma. Other members of the KCAC include Avila University, Bethany College, Friends University, Kansas Wesleyan University, McPherson College, Oklahoma Wesleyan University, Ottawa University, the

University of Saint Mary, Southwestern College, Sterling College, Tabor College, and York College. Bethel is also a member of the NAIA and competes in NAIA Division I in all sports except basketball, which competes in NAIA Division II Affiliate Organizations.

Bethel College Academy of Performing Arts (BCAPA)

K. Kliewer

The Bethel College Academy of Performing Arts (BCAPA) is a non-profit multidisciplinary art school affiliated with Bethel College, offering programs in the arts for Newton, North Newton and surrounding communities. Founded in 1996, BCAPA's vision is to bring quality performing arts instruction with professional faculty to all who desires it, regardless of age, skill level and socio-economic background. The academy's classically based dance program teaches students aged three years to senior citizens and has a pre-professional track for serious-minded dancers. BCAPA full-curriculum Suzuki Strings program is the only one of its kind in the region. Music instruction is available in both private-lesson and group-class settings. Acting and visual art education is available through workshops. BCAPA produces many recitals and concerts each year, involving students from all programs.

Kansas Institute for Peace and Conflict Resolution (KIPCOR)

S. Wilson; D. Wassink

The Kansas Institute for Peace and Conflict Resolution functions as an institute within Bethel College to strengthen conflict resolution and peace-building capacities in the communities and institutions it serves. KIPCOR encourages research, education, skill development and dialogue to enhance the understanding and practice of resolving conflict and to prepare individuals and groups to be peacemakers and to seek social justice.

The field of conflict resolution is growing rapidly as organizations, schools, churches and the legal system search for long-term strategies for managing and/or resolving conflict peacefully and effectively. The conflict resolution certificate program offered by KIPCOR is designed to prepare teachers, pastors and congregational leaders, court services officers and others working within the legal system, social workers, nurses and other health care professionals and business entrepreneurs to successfully manage the inevitable conflicts of the workplace. KIPCOR trainings are also designed for persons seeking Kansas Supreme Court "approved mediator status."

Kauffman Museum

Andi Andres

Kauffman Museum preserves and interprets the human and natural history of the central prairies—a mission integral to the Bethel experience since 1896, when students and friends of the college invited contributions of artifacts and specimens for teaching purposes. Charles J. Kauffman from Marion, SD, merged his collections with those of the college and in 1941 opened the campus museum to the public.

Kauffman Museum provides both academic and social opportunities for Bethel College students. The museum's exhibits, collections and tallgrass prairie reconstructions offer laboratories for exploration via undergraduate research projects. Course curriculums and internships introduce students to methods of investigation and modes of inquiry utilizing material culture and natural history artifacts. The museum hosts a yearly back-to-school Root Beer Float Night and offers special Christmas season discounts for students in the museum store. Admission is always free for Bethel College students.

Academic Program Structure and Purposes

Bethel College strives to be a multi-faceted learning environment. At the heart of its enterprise lies the academic program. Bethel is committed to the notion that the curriculum, as manifested in the daily teaching and learning of the Bethel community, is the primary means by which its ultimate mission is attained: to “prepare students, through active learning and rigorous instruction imbued with the spirit of liberal arts, to become critical thinkers and engaged global citizens.”

Many forms and fields of knowledge are essential to this end. Bethel’s academic program stands at the junction of three great educational traditions: that of the liberal arts, of the church and of career preparation. At Bethel, the Common Ground curriculum provides a broad understanding of the social and natural world through the perspective of the liberal arts and sciences and develops foundational capacities in basic academic skills. Requirements in Bible and religion help to enhance ethical perspectives, inspire service and integrate intellectual and spiritual values. Focused study in a major field stimulates intellectual achievement and lays the groundwork for vocational success.

Common to all these traditions is a powerful sense of purpose. In the words of John Cardinal Newman, writing in *The Idea of a University*, “If a liberal education be good, it must necessarily be useful, too.” Some programs, like cross-cultural learning, Bible and religion or peace, justice and conflict studies, reflect a distinctive idea of educational purpose. Others, like athletic training, education, nursing and social work, are consonant equally with the values of service and licensure for a specific profession. But all courses of study at Bethel aim for the world beyond the classroom.

The academic program at Bethel, in general, is unusually rigorous. Most courses require some research and writing; some courses require a great deal of research and writing. This commitment to research and writing is one of the reasons Bethel students do so well in graduate school. Opportunities and scholarships for undergraduate research are available to students from the first year. All majors include a senior-level project (seminar, recital, internship or practicum experience) that represents a crowning achievement in the student’s major.

Bethel places a high priority on internships as a way both to enrich the classroom experience and to prepare students for the job market or graduate school. Internships have long been part of the training for nurses, social workers and teachers, but other majors at Bethel have a similar expectation. Natural science majors, for example, frequently spend their summers doing research at major laboratories such as the National Institutes of Health, Baylor College of Medicine and the University of Kansas Medical School. Research performed during those internships frequently becomes the basis for the senior projects mentioned above.

Consistent with its Anabaptist character, Bethel’s curriculum attempts to balance a wide range of individual choice with the maintenance of a learning community. First-Year Seminar, Convocation and Basic Issues of Faith and Life are graduation requirements that bring all students together in common educational experiences throughout the standard course of study. Many departmental or divisional programs are deliberately integrative and interdisciplinary.

Finally, the academic program of Bethel College aims at high achievement, believing that the ultimate goal of “leadership” demands more of its graduates than self-fulfillment or passive citizenship. Bethel expects that the qualities of creativity, discipline and intellectual stewardship will manifest themselves in academic achievement of a high order, both at Bethel College and in the careers of students after they graduate.

Accreditation and Affiliation

Bethel College is accredited by and is a member of the Higher Learning Commission (800-621-7440). <https://www.hlcommission.org/>

The following academic programs are accredited by specific organizations:

- Teacher Education – [Kansas State Board of Education](#) and the [National Council for Accreditation of Teacher Education](#)
- Nursing – [Kansas State Board of Nursing](#) and the [Commission on Collegiate Nursing Education](#)
- Social Work – [Council on Social Work Education](#)

Such accreditations are subject to review and revision from time to time. The college’s accreditation status may be changed or modified without notice or obligation to matriculated students, provided the college will notify students of any changes in accreditation status which will result in the loss of accredited degree status.

Kansas Independent College Association (KICA)

Bethel College a member of the Kansas Independent College Association (KICA). KICA strengthens the competitive standing of the 19 member independent, nonprofit, regionally accredited, degree-granting colleges and universities in Kansas through professional development and collaboration, governmental advocacy, and public engagement collectively aimed at supporting the ability of students to choose and afford an independent college education that fits their goals. KICA offers specialized course work for students in Special Education and Secondary Methods instruction.

Member institutions of KICA include Kansas Wesleyan University and Baker University (Baldwin City), Barclay College (Haviland), Benedictine College (Atchison), Bethany College (Lindsborg), Bethel College (North Newton), Central Christian College of Kansas (McPherson), Cleveland University-Kansas City (Overland Park), Donnelly College (Kansas City), Friends University (Wichita), Hesston College (Hesston), Manhattan Christian College (Manhattan), McPherson College (McPherson), MidAmerica Nazarene University (Olathe), Newman University (Wichita), Ottawa University (Ottawa), Southwestern College (Winfield), Sterling College (Sterling), Tabor College (Hillsboro), and the University of Saint Mary (Leavenworth). Bethel has also developed several cooperative programs with Hesston College, a two-year Mennonite Church USA college seven miles away.

The Council of Independent Colleges

The Council of Independent Colleges (CIC) is the major national association of small and mid-sized private liberal arts colleges and universities in the U.S. Its mission is to support college and university leadership; advance institutional excellence; and enhance public understanding of private higher education's contributions to society.

Programs of Study

Bethel College offers a range of academic venues and programs. Students are encouraged to use any and all to fulfill their own educational objectives.

Academic Divisions and Departments

The Bethel College instructional program consists of course offerings in three divisions. Major courses of study are offered by each department, grouped below by division.

Division of Arts and Humanities

- Bible and Religion
- English Studies
- Communication Arts
- Languages
- Music
- Philosophy
- Visual Arts and Design

Division of Science and Mathematics

- Biology
- Chemistry
- Health and Physical Education
- Mathematical Sciences
- Nursing
- Psychology

Division of Social Sciences and Human Services

- Business
- Education
- Health and Physical Education
- History and Conflict Studies
- Kansas Institute for Peace and Conflict Resolution (KIPCOR)
- Social Work

Advising Tracks

Graduates of Bethel College have successfully entered medical, law and other professional schools from a variety of disciplinary backgrounds. Proper advising and sequencing of courses is essential, however, to maximize a student's chances of success in professional study. Students should inform their liberal education or major advisers as soon as possible about pre-professional interests or contact Francisca Mendez-Harclerode, pre-medical adviser and Mark Jantzen, pre-law adviser, for assistance.

Dual Degree Programs in Engineering

Bethel College students may earn a baccalaureate degree from Bethel and a baccalaureate degree in engineering or applied science from an accredited engineering school. Normally a student will spend the first three years at Bethel and complete the program with approximately two years of study at an accredited engineering school. Students planning to transfer are urged to familiarize themselves with the admission and transfer requirements of the professional engineering program they plan to attend. Bethel College will grant the baccalaureate degree when the student completes the engineering degree and meets all Bethel requirements.

Articulation Agreement between Hesston College and Bethel College

Bethel College assures the acceptance of any Hesston College Associate of Arts graduate as a baccalaureate degree-seeking student with junior standing. Beginning with the Hesston College graduating class of 2001, Bethel College accepts the Associate of Arts degree as meeting the Bethel College lower-level (100 and 200 level) general education requirement. All competencies and upper-level (300 and 400 level) general education requirements must be met on the same basis as any other Bethel College student. The Bethel College cross-cultural learning requirement must be met during the junior or senior year.

Some Bethel College degree programs have specific general education and grade point average requirements. Hesston College graduates entering these programs must meet these requirements to be part of these degree programs.

The Hesston College Associate of Applied Arts and Sciences graduates are not included in this agreement. Bethel College will assess the records of these graduates on an individual basis.

Certificate Program

A certificate provides support for major areas of interest. They do not replace majors, but are taken in addition to a relevant major. A certificate is designed to enhance a student's future practice in a chosen profession. Bethel College does not offer certificates that qualify a student for gainful employment. Upon completion of a certificate, students are not able to obtain professional licensure or certification (or sit for a licensure exam).

Study Abroad

These programs are normally for junior year study although qualified students may study off campus in the sophomore year by special arrangement. All students enrolled in any of the programs described below are considered to be enrolled as full-time Bethel students living off campus. For the most part, academic progress and financial aid are similarly maintained for off-campus students and on-campus students. Students interested in international study should contact the study abroad adviser for more information. Students interested in off-campus study in the United States should consult their major adviser or the Registrar's Office.

Off-Campus Programs

Wuppertal

The language department at Bethel sponsors a program of student exchange with the Bergische Universität in Wuppertal, Germany. Each year one or two Bethel students exchange for students from Wuppertal who spend a year on the Bethel campus. Consult with the study abroad adviser for details.

Amizade

This program offers undergraduates a semester or summer of study in Austria (International Culture Institute of Vienna), Belgium (Vesalius College, Free University in Brussels), Bolivia (West Virginia University), Ecuador (University of San Francisco in Quito), England (University of Gloucestershire in Cheltenham or University of Roehampton in London), Italy (Dolomit in Trentino), Morocco (Dar Loughat Cross-Cultural Language Center in Tetouan), New Zealand (University of Otago in Dunedin), Spain (University of Barcelona or University of Castille in Valladolid), or Trinidad and Tobago (University of the West Indies in St. Augustine).

IPSL

The International Partnership for Service-Learning and Leadership (IPSL) was founded in 1982 as an organization providing programs around the world to students, colleges and universities that link academic study and volunteer service to the community.

“Today, IPSL, a registered Social Benefit [Corporation \(B-Corp\)](https://www.ipsl.org/us), offers fully accredited graduate programs and credit-bearing, undergraduate service-learning programs in nations across the globe—programs in which over 4,000 students from more than 400 universities or colleges in the U.S. and 25 other nations have participated.” <https://www.ipsl.org/us>

An official transcript with course titles, letter grades, and number of credits and in some instances the number of credit hours is issued by the host institution upon successful completion of the program. (NOTE - for some IPSL programs, a transcript will be issued by IPSL's Official School of Record, an accredited U.S.-based institution. Please contact IPSL for details.) <https://www.ipsl.org/us>

Currently IPSL offers programs in Austria, Cambodia, Columbia, Greece, Guatemala, Ireland, Peru, South Africa, and Vietnam.

For more detailed information, schedule a visit with the Bethel College Study Abroad Adviser and/or go to the IPSL website <https://www.ipsl.org/us>.

Acadeum

Acadeum is an academic sharing platform that allows students to take online courses at colleges and universities belonging to Acadeum with minimal extra paperwork for the student. Transcripts and grade delivery are streamlined and students can search for approved courses on the Acadeum website that will transfer to Bethel by the school offering it, course name, cost, and other criteria. For questions about approved courses offered through Acadeum, please contact the Registrar's Office.

Washington Community Scholars' Center (WCSC)

The Washington Community Scholars' Center (WCSC) program provides students opportunities to explore city life, cultural diversity, career-building opportunities, a broad range of university classes and the connections between faith and work. WCSC brings students to Washington, D.C. to learn hands-on about their vocations, urban social change, ethnicity, faith and personal growth. WCSC programs combine service internships with group living, university courses and seminar courses.

Urban Studies

In the Urban Studies program, students can begin to understand the forces at work in shaping American cities by studying, living and working in Chicago. The Chicago Center for Urban Life and Culture provides a program of study which includes courses on urban life, arts and culture in Chicago and group dynamics. Up to 15 hours may be earned for a semester or 6-9 hours for a two-month summer term.

UNICACH

The University of Sciences and Arts of Chiapas provides students with a wide array of options. Students may spend a summer earning hours towards their degrees and obtaining valuable field and research experience, or they may choose to spend a semester taking formal courses. Students interested in the sciences, healthcare, and engineering can rotate through different labs to gain experience in those fields; whereas students interested in the arts and humanities can obtain similar experiences.

GAP Year Service Learning

The GAP Year Service Learning program recognizes the learning experience gained through participating in service and affirms the Mennonite heritage of concern for one's neighbor. After graduating from high school, some students choose to spend a year in a service assignment before attending college. Bethel College affirms this decision and has created a means by which the student can earn academic credit for the experience through GAP Year Service Learning which recognizes the experience in service under the auspices of an agency of Mennonite Church USA. Entrance to this program is open to students who are participating in a service assignment before beginning collegiate study. The student is required to make all of the arrangements for the service assignment with the service agency. Prior to beginning the service assignment, the student must apply to be a part of GAP Year Service Learning at Bethel College. The student will work with a faculty member to determine the requirements which may include email discussions, journal or blog writing with periodic evaluations, final evaluation of supervisor from the service agency as well as a final interview with the faculty member. Students may earn one hour of academic credit for each month in the service assignment. For further information and application forms, consult the Registrar's Office.

Academic Degrees

Bethel College offers the bachelor of arts degree (B.A.), the bachelor of science degree (B.S.) and the bachelor of science in nursing degree (B.S.N.). The B.A. degree is broader, more general degree, while the B.S. degrees reflect more specialization in the area of concentration.

Bethel College reserves the right to terminate or modify program requirements, content and the sequence of program offerings from semester to semester for educational reasons. The content, schedule, requirements and means of presentation of courses may be changed at any time by the college for educational reasons. Programs, services or other activities of the college may be terminated at any time due to reasons beyond the control of the college, including, but not limited to, acts of God, natural disasters, destruction of premises, labor disturbances, governmental orders, financial insolvency or other reasons or circumstances beyond the control of the college.

Degree Requirements

All degree programs require a number of specified general education courses and successful completion of a program of study in one of the majors listed below. The general education courses provide the opportunity to develop basic academic skills, understandings of the disciplines and of cross-cultural issues and integrative abilities. The major requirement is designed to ensure that each graduate attains a basic mastery of a particular discipline.

The general education courses and the academic major are the only coherent programs of study required for the degree. Since more total course work is required for graduation than that specified by these programs, it is common for students to voluntarily choose additional programs of study to be a part of the total educational experience. Such additional programs may include a second major, concentration, or minor area of study; a professional licensure or certification program such as those in teacher education or social work; specific course work to prepare for graduate or professional school; or simply a broad sampling of courses. Non-required courses that are not part of an organized program are referred to as elective courses.

Ways of Meeting Requirements

Most academic requirements are met by taking regularly scheduled classroom courses. However, there are a variety of alternative ways to meet requirements, including credit by exam, directed study, independent study, transfer of credits and waiver of requirements based on demonstrated competence. Additional information on these alternatives can be found in the sections on “General Education Outcomes and Requirements” and “Credit Policies” below.

Courses of Study

Bethel College organizes its curricula in the following types of programs, which will be recorded on the student’s transcript after graduation if successfully completed. Only the major is required for graduation. Departmental major programs, concentrations, minors, and licenses are described in this catalog under the appropriate department headings in the sections on “Programs” and “Course Descriptions.”

Major Requirement

The purpose of the major is to afford students the opportunity to study a particular subject in depth. Majors are intended to complement the broad education provided by competency courses, distribution requirements and electives.

Students are normally asked to declare to the registrar their choice of major after 45 credit hours of work. For full-time students this will typically be at the beginning of their fourth semester of work. At that time, students can choose an adviser in their major field of study. Transfer students normally declare their major during their first semester at Bethel.

The following majors must be taken with the B.A. degree:

- Art
- Bible and Religion
- Biology
- Communication Arts
- English
- English Teaching
- History
- History and Political Science
- Mathematical Sciences
- Music
- Natural Sciences
- Psychology

The following majors may be taken with the B.S. degree or the B.A. degree:

- Biochemistry and Molecular Biology
- Business Administration
- Elementary Education

Health and Physical Education
Social Work

The following program must be taken with a B.S.N. degree:

Nursing
RN to BSN

Individualized Major

In addition to the majors listed above, Bethel offers an Individualized Major. Bethel's Individualized Major (IM) is designed to provide flexibility for students while ensuring program quality. Through the integration of knowledge from different disciplines across the Bethel curriculum, qualified students are able to create a major focused on their interests and plans.

Every Individualized Major will have a foundation or primary concentration in one of Bethel's regularly established programs of study. Students may propose additional customization of that major in collaboration with two sponsoring faculty advisers.

The Individualized Major may be taken with the B.A. degree or the B.S. degree. Contact the Registrar's Office for additional information and guidelines.

Concentration

A concentration is an area of special focus within a major. The following concentrations are available within the associated major:

Accounting (Business Administration)
Management (Business Administration)
Marketing (Business Administration)

Minor

A student may choose to complete any listed minor to complement a major. The following minors are available:

Accounting	Interprofessional Health Studies
Art	Management
Bible and Religion	Marketing
Biology	Mathematical Sciences
Business Administration	Music
Chemistry	Neuroscience
Clinical and Counseling Studies	Peace, Justice and Conflict Studies
Coaching	Philosophy
Communication Arts	Psychology
Criminal and Restorative Justice	Spanish
English	Sport Management
German	Theater
History	Writing and Publishing
Human Services	Youth Ministry

Certificate

A certificate provides support for a specific area of interest. A certificate does not replace a major, but is taken in addition to a relevant major. It is designed to enhance a student's future practice in a chosen profession. Bethel College does not offer certificates that qualify a student for gainful employment. Upon completion of a certificate, students are not able to obtain professional licensure or certification (or sit for a licensure exam). Certificates exist for enrichment purposes only. The following certificate is available:

Conflict Resolution

Graduation Requirements

Students are responsible for knowing and complying with all graduation requirements relevant to their degree and major.

- General Education Program: 37-45 credit hours
- Major Field: 30-60 credit hours, 14-55 upper-level hours
- Amount of Work: 120 credit hours
- Grade Point Average: Not less than 2.000 (in all work, in all major work, in all Bethel work and in all Bethel major work)
- Upper-Level Work (courses number 300 and above): 38 credit hours
Only two credit upper level hours per varsity sport
Freshmen may only enroll in upper-level courses with the permission of the instructor
- Residency: At least 30 credit hours earned at Bethel
24 of the last 30 credit hours or 50 of the last 60 credit hours earned at Bethel
At least nine credit hours in the major field earned at Bethel
- Restrictions on credit hours that count toward the 120 required:
 - Not more than four credit hours (upper or lower-level) per varsity sport
 - Not more than 15 credit hours earned via experience-based credit
 - Not more than 20 credit hours earned via directed study
 - Not more than 60 credit hours earned in one department
 - Must earn 60 baccalaureate hours (hours earned at a four-year postsecondary institution)
- Foreign language competency is required for Bachelor of Arts degree programs (see general education requirements, below); other graduation requirements are the same for all degrees
- Submit a Request to Graduate and be approved by the faculty

General Education Goals

In alignment with the Bethel College Mission to prepare students for meaningful lives of work and service through faith formation, the liberal arts, and practical experience in career pathways, the College faculty has adopted the following general education goals:

Students will develop effective communication skills. Conveying ideas cogently, fostering interpersonal relationships and cultivating collaboration are essential to professional success and to meaningful participation in community.

Students will develop the ability to gather, interpret and evaluate information from a wide range of sources and to integrate knowledge from various disciplines. Responsible decision-making and effective problem-solving are possible only after understanding the complexity of problems and the interrelatedness of systems.

Students will acquire a broad understanding of the social and natural world. A foundational engagement in the liberal arts and sciences, characterized by scholarly inquiry, creativity and methodological diversity, prepares students for in-depth study in their chosen major, and for active engagement in the world beyond the classroom.

Students will acquire experience in cross-cultural learning and an understanding of the global nature of human community. Cross-cultural sensitivity and a global perspective are critical to working and living productively in diverse communities.

Students will acquire experience in examining basic questions of faith and life. Within an academic community that values personal faith development, peace-making, social justice and service—as reflected in both Christianity (e.g., the Mennonite faith) and other faith traditions—students learn to consider the moral and ethical ramifications of the personal and professional decisions they will make throughout life, and within the different communities they find themselves.

A typical four-year general education curriculum for students with standard entering competence will look like this:

Critical Writing	3 hours
Public Speaking	3 hours
First-Year Seminar	3 hours
Convocation	4 hours
Basic Issues of Faith and Life	4 hours
Additional Bible and Religion course	3 hours
Peace, Justice and Conflict Studies	*
Cross-Cultural Learning	**
Arts and Humanities distribution	6 hours
Science and Mathematics distribution	6 hours
Social Science distribution	6 hours
(Language requirement for B.A.)	8 hours

*The Peace, Justice and Conflict Studies core requirement may fulfill either a distribution requirement in the area which the course is offered or meet a major requirement. Thus, this requirement does not add to the total number of general education hours.

**The Cross-Cultural Learning core requirement may fulfill either a distribution requirement in the area which the course is offered or meet a major requirement. Thus, this requirement does not add to the total number of general education hours.

Specific expectations and requirements for general education are detailed below.

1) Competencies

Basic academic competencies are acquired and developed through experience. Students may gain experience through course work or other avenues but must demonstrate a level of competence in each area in order to graduate. Prior to enrollment at Bethel, all new students are evaluated by means of their high school or college official transcripts, ACT or SAT scores. They may also elect to take placement exams to determine their requirements for speech, language and mathematics courses at Bethel. Competence in basic academic skills should normally be established as soon after a student's initial enrollment as possible. Achieving basic competences provides the necessary conditions for becoming critical thinkers and engaged global citizens.

Fundamentals of Reading and Study Skills Competency

IDS 100 Fundamentals of Reading and Study Skills, 3 hours credit, is required of new students whose high-school GPA is less than 3.0.

Fundamental English Competency

ENG 101 Introduction to College Writing, 3 hours credit, is required of all first-time freshmen whose ACT English score (or its SAT equivalent) is less than 17 or whose Accuplacer Writeplacer score is less than 5. It is required for all first-time freshmen whose high-school GPA is less than 3.0. It is also required for international freshmen whose TOEFL score is below 50 (250 CBT). Fundamental English Competency is met by receiving a grade of "C-" or better in ENG 101.

Writing Competency

All students will be required to enroll in ENG 103 Critical Writing, 3 hours credit, during the freshman year. Writing Competency is met by receiving a grade of "C-" or better in Critical Writing.

Transfer students with only one previous course in writing from an accredited institution can also meet their Writing Competency requirement by receiving a grade of "C-" or better in Critical Writing. Transfer students with two previous courses (at a level above fundamental) from an accredited institution receiving a "C-" or better in the second course automatically have met the Writing Competency requirement.

Prior to enrolling in ENG 103 students must have met one of the following requirements; received an ACT English score (or its SAT equivalent) of 17 or higher, or an Accuplacer Writeplacer score of 5 or higher, or a high-school GPA in English courses of 3.0 or higher, or successful completion of the Fundamental English Competency or a grade of "C-" or better in ENG 101. For international students: TOEFL score of 50 (250 CBT) of higher.

Students who do not meet these standards need to retake ENG 103 Critical Writing each semester until the competency requirement is met. When Writing Competency is met, ENG 199 Writing Competency will be listed on the student's transcript.

Oral Competency

The following groups of students automatically fulfill the Oral Competency requirement: (1) students with four semesters in high school of public speaking, debate or forensics in any combination; (2) students with two semesters in college of public speaking, debate or forensics in any combination; (3) students with a grade of "C-" or better in a college speech course.

The following groups of students may attempt to demonstrate competency in oral communication through an extemporaneous or prepared oral presentation: (1) students with two semesters in high school of public speaking, debate or forensics in any combination; (2) transfer students considered to have met their general education competency through prior coursework (see "General Education Competency for Transfer Students"). Assessment of such presentations will be done by a committee of three faculty, at least one of whom will be a member of the communication arts department. Students judged not to be competent will be required to meet this requirement through Bethel course work. Such skills are crucial to becoming critical thinkers.

All other students may fulfill the requirement by passing COA 101 Public Speaking, COA 202 Introduction to Communication or COA 325 Persuasion and Argumentation with a grade of "C-" or better. When Oral Competency is met, COA 199 Oral Communication Competency will be listed on the student's transcript.

Language Competency for B.A. Degree

Students who have passed the language competency examination or are international students whose primary language is a language other than English are automatically considered competent. Transfer students with a two course, eight-hour minimum course sequence in one language are also considered competent.

Students who do not pass the language competency exam but who score above a specified level are considered to have partial competence and may elect to begin language study at the second-semester level. Students wishing to receive academic credit for foreign language competency may take the departmental examinations in German or Spanish or the College Level Examination Program (CLEP) foreign language examinations in French, Spanish or German. Credit will be awarded for scores above the cutoff determined by the language department. Interested students should consult with the department chair upon their initial enrollment at Bethel.

All Bethel students seeking to complete the language requirement by enrolling in language courses at any other institution (community college, language institute, university, etc.) will be required to demonstrate competency by passing the Bethel competency exam. When Foreign Language Competency is met, LAN 199 Foreign Language Competency will be listed on the student's transcript.

Students will complete the following two course sequence to fulfill the foreign language requirement for the Bachelor of Arts degree:

8 hours	LAN 111/112	Elementary German I and II
8 hours	LAN 131/132	Elementary Spanish I and II
8 hours	LAN 141/142	New Testament Greek I and II
8 hours	LAN 161/162	Elementary Chinese I and II
8 hours	LAN 171/172	American Sign Language I and II

Mathematics Competency

The following groups of students automatically fulfill the mathematics competency requirement; eight semesters of high school mathematics with a minimum GPA of **3.0** in courses comparable to Algebra I, Geometry, Algebra II, Pre-Calculus sequence; (2) students with an ACT mathematics score of 21 or higher or an SAT mathematics score of 530 or above; (3) students with a grade of “C-” or better in an intermediate algebra course acceptable to the registrar.

Students who do not automatically fulfill the mathematics competency requirement may attempt to demonstrate competence through the Accuplacer QRAS. Students with an Accuplacer QRAS score of 263 or above will meet the competency requirement. Students may attempt the Accuplacer exam two times. The best of the two Accuplacer QRAS scores will be used to determine competency or placement into appropriate math courses. For a first-time freshman and for a transfer student, the Accuplacer attempts must be made by the end of the first semester at Bethel College.

Students with a mathematics ACT score of 17 to 20 *or SAT mathematics score of 470 to 520 or Accuplacer QRAS score of 250 to 262* should enroll in MAT 104 Intermediate Algebra. Passing Intermediate Algebra with a grade of C- or better will fulfill the mathematics competency requirement.

Students with a mathematics ACT score of 16 or below *or SAT mathematics score below 460 or an Accuplacer QRAS score of 200 to 249* should enroll in MAT 102 Basic Algebra. Upon passing Basic Algebra, the student must take MAT 104 Intermediate Algebra. Passing Intermediate Algebra with a grade of C- or better will fulfill the mathematics competency requirement.

Transfer students who do not enter with competency or pass the mathematics competency or meet the required Accuplacer QRAS score prior to the start of their first semester at Bethel are strongly encouraged to enroll in MAT 104 Intermediate Algebra immediately, so that they have this competency for courses which require it. When Mathematics Competency is met, MAT 199 Mathematics Competency will be listed on the student’s transcript.

2) Core

Foundational competencies and understandings enable academic achievement. To be exercised well, however, they must be brought to bear on fundamental questions of value and meaning beyond the classroom. Bethel’s commitment to fostering personal and community growth finds powerful expression in the following Common Ground courses shared by all Bethel students:

First-Year Seminar

IDS 102 First-Year Seminar, 3 hours credit, is designed to help new students adjust academically and socially to Bethel College and to enhance the skills of liberal education: to think critically and cogently and to communicate in writing and speech with grace and precision. This course is required of all first-time freshmen entering the fall semester.

Convocation

IDS 300 Convocation is a regular assembly of the campus community to engage Bethel’s vision, mission, and values through shared experiences and meaningful interaction. Through programming that aims to broaden understanding of the social and natural world, members of the community critically and civilly explore basic value issues and multiple points of view. It is an integral part of the liberal arts education experience at Bethel. Specifically, the purpose of Convocation is expressed in the following statement:

Bethel College gathers in convocation to celebrate our diversity as well as reinforce experiences that unify us as a campus; to strengthen our life together and enable us to participate more effectively within a local and global community.

One-half credit hour is required for each of the first eight semesters a student is enrolled as a full-time student (12.0 or more credit hours) at Bethel. Students with a previous baccalaureate degree or those who have acquired four hours of convocation credit or exemptions are exempted from enrolling in convocation. A student must attend 18 convocations during each semester in order to receive credit. If a student does not have sufficient convocation credit for graduation, the only option is to enroll in a directed study course with the convocation coordinator.

Transfer students from another religious based institution may have a record of chapel attendance which may or may not have been awarded credit. Chapel does not equate to convocation credit at Bethel College. Transfer students must earn .5 credit hour of convocation for each full-time (12 or more credit hours) semester they attend Bethel College.

Students whose off-campus courses prevent them from attending convocation may apply to the registrar for a semester's exemption. Nursing students and aviation interns have specific accommodations.

Nursing: When a conflict with a scheduled clinical occurs that precludes attendance of at least one-half of the available convocations, the minimum requirement for nursing students shall be reduced to .25 credit hours (attendance at 9 convocations).

Aviation: All aviation students seeking a bachelor's degree at Bethel College are expected to fulfill the convocation requirement as stated above and do not qualify to apply to the registrar for a semester's exemption. However, if the aviation student is a "Flight Instructor Intern" contracted with Hesston College (and approved by the Hesston College director of aviation), this intern student will be expected to attend at least one-half of the available convocations. The minimum requirement for this student shall be reduced to .25 credit hours (attendance at 9 convocations).

Integrating Faith and Learning

Connections between a student's value orientation and course of study are central to Bethel's educational mission. Requirements in Bible and religion are designed to foster objectivity in understanding and interpreting religious perspectives and to empower students to develop their own world views and ethical orientations by integrating knowledge from academic disciplines and professional fields with theological and ethical reflection. These in turn contribute to the achievement of critical thinking and engaged global citizenship.

Students are required to take:

4 hours BRL 457 Basic Issues of Faith and Life

In addition, students are required to choose another Bible and religion course (any course with BRL prefix, minimum 3 hours):

3 hours BRL 102 Introduction to Biblical Studies
3 hours BRL 103/303 Vocation Seminar
3 hours BRL 213 Mennonite History, Life and Thought
3 hours BRL 240 Introduction to Youth Ministry
3 hours BRL 304 World Religions
3 hours BRL 305 Jerusalem Seminar
3 hours BRL 323 Old Testament Studies
3 hours BRL 324 New Testament Studies
3 hours BRL 330 Christian Social Ethics
3 hours BRL 372 Nonviolence Theory and Practice

Peace, Justice and Conflict Studies (PJCS)

The requirement in peace, justice and conflict studies is designed to generate critical engagement with issues of power, violence and social justice; foster a capacity for understanding conflict from diverse perspectives and develop skills to analyze and/or manage conflicts and practice peacemaking. Of course, the outcomes contribute greatly to students becoming critical thinkers and engaged global citizens. The general education requirement provides students the opportunity to explore PJCS through course offerings in multiple departments.

The following is a list of courses approved to meet the PJCS requirement. Additional courses may be approved each year. Please note: a minimum of 2 hours is needed to meet this requirement.

3 hours ART 435 Selected Topics in Art History
3 hours BRL 330 Christian Social Ethics
3 hours BRL 372 Nonviolence: Theory and Practice
3 hours CRJ 210 Restorative Approaches to Justice
3 hours ENG 241 Studies in Fiction: War Literature
3 hours ENG 251 Studies in Poetry: Archivists and Agitators
3 hours HIS 111/112 History of Civilization I, II
3 hours HIS 221/222 US History I, II
3 hours HIS 240 Twentieth-Century Global Mennonite History
3 hours IDS 360 Healthcare Ethics

3 hours	NSG 417	Nursing Management and Leadership (nursing students only)
3 hours	PSY 260	Social Psychology
3 hours	PSY 270	Biopsychology & Health
3 hours	SSC 235	Introduction to Peace Studies
3 hours	SSC 250	Introduction to Conflict Management
3 hours	SSC 345	Political Violence
2 hours	SSC 460	Practical Skills for Managing Interpersonal Conflict
2 hours	SSC 461	Practical Skills for Managing Group and Organizational Conflict
2 hours	SSC 462	Working with Culture, Gender and Power in Conflict
1 hour	SSC 469	Transforming Difference and Disagreement within Faith Communities
2 hours	SSC 4610	Negotiation Theory and Practice
3 hours	SWK 220	Introduction to Social Work / Social Welfare Institutions (Policy I)
3 hours	SWK 364	Social Justice and Social Change (on-campus or travel sections)

Cross-Cultural Learning (CCL)

The cross-cultural learning requirement is designed to prepare students for working and living in a diverse and global community by exposing them to a cross-cultural experience in a culture significantly different from their own. This requirement is a college-level, guided, reflective experience in which students meet the people of another culture within their social and physical environmental context. The involvement in another cultural setting is extensive enough that students are challenged to see their own experience through different cultural lenses. This could be accomplished in a variety of ways: an intensive course, an intercultural feature within a semester-long course or study abroad, or a semester-long local immersion with an immigrant community, e.g. Hindu Indians, or with an indigenous community, e.g. Native Americans. This experience should raise students' consciousness to the possibilities of reconciliation among peoples. This requirement is waived for international students from countries other than the U.S. or Canada.

The following is a partial list of courses previously approved to meet the CCL requirement. Some were approved on a one-time basis. Additional courses are approved each year.

3 hours	ART 435	Selected Topics in Art History—Italian Renaissance
4 hours	BIO 303	Biological and Cultural Richness of Mexico
3 hours	BRL 304	World Religions
3 hours	BRL 305	Jerusalem Seminar
3 hours	COA 313	Gender, Race, Class and the Media
3 hours	COA 333	Prison Theater Project
3 hours	EDU 310	School and Community (Professional Teacher Ed program acceptance required)
4 hours	HIS 462	History of East Central Europe
3 hours	IDS 220	Seminar on Diversity
3 hours	IDS 333	Seminar in Cross-Cultural Learning (variable topics, as approved)
15-30 hours	IDS 350	Study Abroad
4 hours	LAN 111	Elementary German I
4 hours	LAN 131	Elementary Spanish I
4 hours	LAN 141	New Testament Greek I
4 hours	LAN 161	Elementary Chinese I
4 hours	LAN171	American Sign Language I
4 hours	MUS 381	European Choir Tour
3 hours	NSG 403	Community Health (nursing students only)
3 hours	SSC 201	Principles of Political Science
3 hours	SWK 364	Social Justice and Social Change (on-campus or travel sections)
3 hours	SWK 464	Special Topics in Social Work: Trauma, Self-care and Resilience for the Helping Professional

3) Distribution

Graduates of Bethel shall acquire a basic understanding of academic disciplines in the following areas: arts and humanities; science and mathematics; social sciences. To fulfill this requirement a student must earn six hours from two or more disciplinary prefixes within each distribution area below. The outcome desired is an understanding of how disciplines in each area acquire and

organize facts to form coherent intellectual structures. Each of these in turn contribute to the necessary conditions for becoming critical thinkers and engaged global citizens.

Arts and Humanities (minimum 6 hours)

Students will complete 6 hours from two or more disciplinary prefixes from the following courses:

3 hours	ART 108	2-D Design
3 hours	ART 110	3-D Design
3 hours	ART 131	Art History I
3 hours	ART 133	Art History II
3 hours	ART 270	Principles of Visual Communication
3 hours	ART 435	Selected Topics in Art History
2-4 hours	ART xxx	Art studio courses
1 hour	COA 104	Theater Practicum
1-2 hours	COA 108, 308	Forensics
3 hours	COA 201	Living in Performance
3 hours	COA 210	Introduction to Theater
3 hours	ENG 123	Introduction to Literature
3 hours	ENG 241	Studies in Fiction
3 hours	ENG 251	Studies in Poetry
1 hour	MUS xxx	Music ensembles
3 hours	MUS 102	Jazz History/Appreciation
3 hours	MUS 105	Meet the Beatles
1 hour	MUS 110	Steel Drum Ensemble
3 hours	PHI 200	General Philosophy

Science and Mathematics (minimum 6 hours)

Students will complete 6 hours from two or more disciplinary prefixes from the following courses:

4 hours	BIO 110	Environmental Science
3 hours	BIO 115	Animal Behavior
4 hours	BIO 125	Zoology
3 hours	BIO 130	Botany
4 hours	BIO 140	Cell Biology and Microbes
4 hours	BIO 303	Biological & Cultural Richness of Mexico
3 hours	CHE 100	Current Topics in Science
3 hours	CHE 101	Introductory Chemistry
4 hours	CHE 111	Chemistry I
4 hours	MAT 111	Calculus I
4 hours	MAT 201	The Nature of Mathematics
3 or 4 hours	MAT 221	Applied Statistics
4 hours	PHY 141	Introductory Physics I

Social Science (minimum 6 hours)

Students will complete 6 hours from two or more disciplinary prefixes from the following courses:

3 hours	ECN 211	Principles of Macroeconomics
3 hours	HIS 111	History of Civilization I
3 hours	HIS 112	History of Civilization II
3 hours	HIS 221	United States History I
3 hours	HIS 222	United States History II

3 hours	HPE 254	Personal and Community Health
3 hours	PSY 211	General Psychology
3 hours	SSC 201	Principals of Political Science
3 hours	SSC 205	Social and Physical Geography
3 hours	SSC 222	Principles of Sociology
3 hours	SSC 230	United States Government
3 hours	SSC 235	Introduction to Peace Studies
3 hours	SSC 250	Introduction to Conflict Management
3 hours	SWK 255	Gender and Sexuality

General Education Competency for Transfer Students

Transfer students whose official transcripts evidence at least 21 credit hours of general education courses, with at least 6 hours from different departments in the areas of science and mathematics, social sciences and human services and arts and humanities will be considered to have met the requirements listed under “Distribution,” above. Other transfer students whose official transcripts evidence at least 21 credit hours of the above general education courses will be considered to have met Bethel’s requirements for “Distribution” if they complete 6 hours in general education qualifying courses in each of the divisions by the time of graduation. General education courses include courses in art, Bible and religion, biology, chemistry, economics, English, history, languages, mathematics, music, peace studies, philosophy, physics, political science, psychology, sociology and communications, with the exclusion of courses used to prepare for or to meet competency requirements. The cross-cultural learning course requirement, the peace, justice and conflict studies course requirements, BRL 457 Basic Issues of Faith and Life and IDS 300 Convocation requirement, in addition to all competencies (writing oral communication, mathematics, foreign language [Bachelor of Arts degree only]), must still be met.

Credit Policies

Successful completion of courses in the Bethel curriculum is the only one way to receive academic credit at Bethel College. Policies governing the transfer and assignment of academic credits are listed in this section.

Credit Hour Definition

Bethel College defines one credit hour as the amount of student learning achieved by a typical student through work consistent with the Carnegie Unit. Therefore, the minimum expectation for awarding one credit is one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for a semester. An amount of student work equivalent to this minimum expectation applies to other academic activities such as laboratory work, internships, practicums, studio work, or other academic work leading to the award of credit hours. Students registered for 12 or more credit hours are considered full-time students during the fall and spring semesters. Registration for more than 18 hours requires the approval of the registrar and an additional overload fee.

Transfer of Academic Credit

Academic work done at a regionally accredited institution by incoming students will be accepted as transfer credit subject to all the regulations and restrictions that apply to resident credit. Academic work which does not transfer to Bethel includes the following: courses considered to be developmental (e.g., orientation, time management, library skills), remedial (e.g., those in English, mathematics and reading) and vocational.

The transfer of credits from an institution that is not regionally accredited may be considered upon receipt of documentation that demonstrates equivalency regarding course description, learning outcomes and content. It is the student’s responsibility to provide this documentation.

Because courses with similar titles and numbering at different institutions may not be similar in content and course requirements, there is no presumption that a course at another institution can fulfill a particular Bethel general education or major requirement. The substitution of transfer course work for specific general education or major requirements is determined at the time of admission by the registrar and appropriate faculty. Current Bethel students must obtain permission for such substitutions from the chair of the division in which the course resides. The division chair will in turn seek advice from the appropriate department chair. Course substitution forms are available in the Registrar’s Office. Two-year college work may not be used to fulfill upper-level requirements.

Students who intend to transfer work completed at Bethel to another institution should consult the other school for information on their policies. Credit is always granted by the institution receiving the credit.

Credit By Examination

College credit can be earned through three national examination programs: Advanced Placement (AP), the International Baccalaureate Program (IBP) and the College Level Examination Program (CLEP). In addition, some departments will arrange to provide students the opportunity to earn credit by examination.

Advanced Placement (AP)

Credit is awarded for a performance at the level of four or five on AP examinations offered in high schools under the College Board unless noted otherwise on the AP chart available in the Registrar's Office. Credit is accepted by most, but not all, departments at Bethel. Specific information regarding transfer of credit can be obtained from the registrar. Credit earned will be recorded as CR.

At most colleges that accept AP credit in foreign languages, a score of 4 or 5 allows the student 8 hour credit (CR) and exemption from the foreign language competency requirement. In some schools a score of 3 allows the student 4 hours of credit for one semester.

International Baccalaureate Courses (IB)

Bethel College recognizes the International Baccalaureate Program under the following condition: general education credit will be granted for courses in appropriate areas of study provided the student has scored five or higher on the Higher Level (HL) exam. Credit earned will be recorded as CR. The specific credits awarded will be determined by the appropriate academic department.

College Level Examination Program (CLEP)

Students with fewer than 16 semester hours of college credit are eligible to receive up to 15 hours of credit by scoring at the "B" level or above according to the American Council on Education (ACE) recommendations in the following examinations: business, composition and literature, history and social sciences, science and mathematics and world languages. There is no limit to the number of courses a student may pass by exam. However, no more than 15 hours of credit will be awarded. See the registrar for details about the amount of credit for each examination. <https://clep.collegeboard.org/develop-your-clep-program/create-a-clep-policy/ace-credit-recommendations>

Credit will be granted for CLEP examinations provided the student has not already received credit either through classwork or other testing programs. Information about the use of such credit to meet general education requirements may be obtained from the registrar. Applicability of a course to a major is determined by the academic department and applicability to teacher licensure is determined by the teacher education department. Credit earned will be recorded as CR.

Departmental Exams

Any department at Bethel may develop an examination for one or more of its courses to provide credit by examination. The availability of these exams depends upon departmental policy. It should be noted that in most areas, exams for upper-level courses will not be available. A special exam fee is charged as well as the usual fee for credit by examination. Students should consult the department involved to obtain information on the availability of particular courses. Credit earned through departmental exams is graded as determined by the department.

The Department of Languages offers "The University of Wisconsin College-Level Placement Test" in German, Spanish, French, and Latin through which students may earn up to four semesters of college-level credit.

Directed Study

Directed study consists of periodic planned conferences between the student and instructor to review work done and make further assignments. It emphasizes assigned readings, directed laboratory or other work. Term papers and other written assignments may be required. Such study may cover catalog courses but only if the student has adequate reason for not taking them at regularly offered times. Approval of the instructor and the registrar are required. Other regulations are listed on the application form available through the Registrar's Office. All students registering for directed studies should use course number 280 if the course is to be taken for lower-level credit and 380 for upper-level credit. Registration should be in the department in which credit is earned. A directed study fee is charged for each directed study to help cover the administrative costs involved. Arrangements for directed studies are completed as a part of academic registration.

Independent Study (Honors)

Honor students with an interest in creative and original research, writing or laboratory experimentation are encouraged to undertake independent study. Work is normally done in the major or in a related field where proficiency and ability to work independently have been demonstrated.

To qualify, the student must: (1) have junior or senior standing, (2) have a cumulative grade point average of 3.0 or better the preceding full term and (3) demonstrate proficiency in the department in which the study is done. Proficiency will be determined by the chairperson of the department. A student registering for an independent study must register in the department in which credit is to be earned and should use the course number 490, which is reserved for this purpose.

Arrangements for independent studies are completed as a part of academic registration. In addition, application must be made on a special form available from the registrar. It must be completed and returned by the student to the Registrar's Office no later than 10 days after the beginning of a full term.

Expanded or Reduced Credit For a Course

Students may request permission from an instructor to enroll in a course for a different number of hours than is listed in the catalog. Once a student has received permission to do this, a special form must be completed and approved by the course instructor and the registrar. These forms are available from the registrar and must be filed with the registrar by the end of the first 10 days of the semester.

Auditing Courses

Students may register for a regular course as an auditor on a space available basis and with the permission of both adviser and instructor prior to enrollment. The transcript will indicate that the student participated in the classroom lectures but did not undergo graded evaluations in the course. No credits or grades are given for audit experiences and they do not count toward satisfaction of any given academic requirements.

Military Credit

Students who present appropriate documentation can receive up to 15 hours of credit for educational experiences in the armed services. Credit is granted by Bethel based on several factors: consistency with institutional mission; character and historical tradition; applicability to the student's program; standards for student achievement (successful completion of the course/training); college curriculum. Assessment is done by the registrar. Military credit is evaluated according to the recommendations of the American Council on Education (ACE).

Internships

An internship is a supervised practical experience in a chosen profession or career. Typically, such an experience is in a field placement that allows students to explore career options, apply and test principles learned in class or develop and refine career skills. A successful internship allows students to integrate knowledge and experience. While all internships may be useful for building a résumé, some may be appropriate for college credit as well. The policies discussed below refer primarily to internships that are part of the Bethel College course offerings.

The liberal arts program provides students with a foundational, broad understanding of the social and natural world. Focused study in a major field equips students with the intellectual achievement vital to vocational success. Internships are thus an additional, integrated component of a larger academic program that fosters in students a powerful sense of purpose. The skills developed in a liberal education—the ability to speak, read and write correctly, clearly and cogently—are the skills needed in employment. Internship experiences help students understand the relationship of their educational experience to potential careers.

Internships are available for credit in every department or program at Bethel College. For internships taken to fulfill a program requirement, a minimum grade point average of 2.0 is required. Some programs may require a grade point average of 2.5 or higher. Internships that are required for the major normally require junior-level standing. Internships for initial career exploration, such as shadowing, are open to students at any level. Internships must have a faculty supervisor, be project-oriented and have clearly defined objectives and must not duplicate another course in the major. The evaluation of the internship by the faculty supervisor consists of a grade and occasionally a written qualitative evaluation. For internships on the Bethel College campus, students earn credit but do not receive financial compensation. For some off-campus internships, students may be paid.

Students should consult with the faculty contact person in the department or with the Registrar's Office to make appropriate arrangements for receiving credit before the internship. No retroactive credit is given. For further information regarding internships, consult the Bethel College Internship Handbook, available in the Registrar's Office.

Experience-Based Credit Restriction

A maximum of 15 hours of experience-based credit is applicable toward the 120 total hours required for the baccalaureate degree. Experience-based credits include those earned in departmental internships, GAP Year service learning, urban studies, military credit and other learning experiences.

Undergraduate Research Program

Undergraduate research provides students direct experience with the methods and processes of inquiry of the student's discipline. The undergraduate research program at Bethel College is based on collaboration between students and faculty and between students. All students at Bethel College have the opportunity and are encouraged to participate in at least one undergraduate research experience.

Students are offered four ways to participate in undergraduate research:

Class-oriented projects provide an initial undergraduate research experience for students. Students work together with other students and their course instructor on shared research projects.

Undergraduate Research Internship and Creative Arts (URICA) Summer Research Grants are awarded through a competitive process, to students for study and research to be done during the summer following their sophomore or junior year. The work is done in collaboration with faculty on a topic of potential interest to students in their senior seminar or a topic that they might wish to pursue in graduate school.

Directed study courses taken during the summer provide students with opportunity to work on a collaborative research project with a faculty mentor. Typically, directed study courses are related to the student's major.

Senior seminar courses. Many students at Bethel College participate in a senior seminar course. Each student works with a faculty member to develop and implement an original research project. Research topics may be related to summer research projects, internships, culminating art shows or performance or other experiences.

Bethel College Institutional Review Board

Established in 1992, the Bethel College Institutional Review Board (BCIRB) consists of five members as required by the Health and Human Services (45 CFR 46.107) from a variety of backgrounds. Therefore, membership of Bethel College Institutional Review Board will consist of the Academic Dean (serving as IRB chair), the Faculty Chair, the Dean of the Humanities and Fine Arts Division, the Dean of the Social Sciences and Human Services Division, and the Dean of the Sciences and Mathematics Division. In addition, per federal guidelines, an outside community member such as a healthcare provider or clergy member will sit on the board for full board reviews (outside member may not be wedded or related to any current BCIRB members). The BCIRB's principal charge is to deliberate on the ethical considerations of proposed research projects being conducted at Bethel College, both those originating from within and outside the institution. The consequences of such deliberation shall be in the form of an approval or disapproval of the proposed research. The BCIRB can pass judgment on any proposed full board review research as long as three committee members are in attendance. Lower level, limited reviews (i.e., exempt and expedited) may be approved by the Chair or the single IRB member in that subject area, as delegated by the Chair. The BCIRB will convene as a full board in mid-September, late February, and late spring semester for summer. Other meetings of the board during the year will be convened as appears warranted on a case-by-case basis.

Data collection through surveys, questionnaires, or other means for course activities may not qualify as research under IRB guidelines. However, the Office of Academic Affairs requests that such studies be submitted to the IRB for approval if they contain questions or activities regarding sensitive information or material that will result in data being analyzed as part of a course assignment (e.g., racism, sexism, sexual activity, gender identity, mental health or suicidal ideation, among others). This will ensure that the rights of participants providing their data are protected, whether the results of data collection will be widespread or not.

A copy of all IRB applications regardless of approval status will be retained in the Academic Dean's office for four years, unless stated for a longer length of time within the project/study application.

Assessment of Academic Outcomes

Bethel College is committed to academic excellence. As part of an ongoing effort to assure high quality in academic programs, Bethel College conducts assessments of student learning. These assessments take different forms. For example, students may be asked to participate in satisfaction surveys, to sit for achievement examinations and to submit samples of written work.

Students are strongly encouraged to participate in these assessment efforts when asked to do so. Participants can be assured that assessment results will be treated in the strictest professional confidence. Whenever Bethel College publishes reports of these assessment results, they will be presented anonymously and in aggregate fashion.

Academic Procedures

Academic Calendar

The regular school year at Bethel College consists of a nine-month program of study, divided into two semesters of approximately four months each. A limited summer session is also held. Students may enter at the beginning of any term, although there are social and academic advantages in beginning with the fall term of the school year.

Classification

Students will be placed in one of the following classifications:

Freshman – Having completed fewer than 28 credit hours

Sophomore – Having completed 28-56 credit hours

Junior – Having completed 57-86 credit hours

Senior – Having completed 87 or more credit hours

Post Baccalaureate – Students with previous baccalaureate degrees

Pre-college – High school students allowed to take college courses while continuing enrollment in high school

Special – Students not seeking degrees or teacher licensure

Classification is updated at the close of each academic term. Freshmen and sophomores are considered lower-level students while juniors and seniors are considered upper-level students.

Advising

Bethel College values a developmental approach to academic advising that both encourages and challenges students in their educational experience. All students are assigned a faculty adviser not only to help them achieve academic goals through selection of courses appropriate to their individual goals, skills and interests, but also to assist them in achieving personal goals through frequent interaction and personal concern. Bethel views the academic adviser as a primary figure in helping students in their efforts to make their academic experience as successful as possible. Advisers are not authorized to change established policy of the college. Students are solely responsible for assuring that their academic programs comply with the policies of the college. Any advice that is at variance with established policy must be confirmed by the Vice President for Academic Affairs.

Freshman Advising

Bethel has developed a comprehensive, developmental advising and residence life program for freshmen that is designed to give freshmen a supportive and challenging experience in and out of the classroom. Upon admission, freshmen are assigned to Liberal Education Advisers (LEA), who help students select courses appropriate to their individual goals, skills and interests. The Liberal Education Advisers are also concerned about students' personal, social and spiritual lives and meet regularly with them to discuss issues of importance to the student. Freshmen who are relatively sure about their major will also be assigned to a Major Exploration Adviser (MEA) in their major field. In these cases, the LEA and the MEA work cooperatively to provide the best possible advising for their students.

All first-time, full-time freshmen entering in the fall semester are assigned to an advising group. Each advising group forms a section of the course IDS 102 First-Year Seminar, required of all first-time freshmen. First-Year Seminar is offered in the fall of each academic year and is taught by the LEA.

Course Description

First-Year Seminar is required of all first-time freshmen who enter Bethel College in the fall semester. First-Year Seminar is designed to help new students adjust academically and socially to Bethel College and to enhance the skills of liberal education: to think clearly and cogently and to communicate in writing and speaking with grace and precision.

Course Objectives

To strengthen language skills essential to academic success, including: (a) the ability to read, write and speak at the college level and (b) skills in the exchange of ideas in an intellectual community.

To strengthen study and research skills.

To facilitate adjustment to the college social environment by increasing understanding of self and community, including knowledge of the religious, historical and social environment unique to Bethel College.

Major Advising

Freshmen work with their Liberal Education Adviser for the first semester and often for the entire first year. When students are ready to declare a major, an adviser in the major department will be selected. Students who are not ready to declare a major may remain with their Liberal Education Adviser until they are prepared to make a decision that is right for them. Once students have chosen or been assigned to an adviser in their major field, both students and major advisers will work together closely in a mentoring relationship in an effort to equip students to realize academic, personal and career goals.

Academic Registration

Registration must be done before the work begins. The act of registration is a declaration of intent to undertake academic work. Once an entry of registration has been made on the permanent record, it cannot be removed or changed. Each such entry must be ultimately completed with a grade or other mark that indicates how the student carried out the work. Ultimately, the content of the permanent record is the sole responsibility of the student. The student is responsible for requesting each entry and is responsible for following the rules when attempting to withdraw from classes or requesting credit-no credit grading.

Participating in a Course

Individuals who are participating in a course must be officially enrolled for credit or as an audit. Adult, non-degree seeking individuals enrolling in travel courses must enroll for credit or as an audit.

Adding and/or Dropping a Course

Courses may not be added after the fifth class day of the semester or the third class day of a half-semester course. Course additions after this add period require the approval of the course instructor, the student's adviser, and the registrar. Courses may be dropped within the first ten class days of the semester or the fifth day of half-semester course without establishing a permanent record or grade. Registration becomes official and is recorded on the permanent record after the tenth class day of the semester or the fifth class day of a half-semester course. Prior to these dates, registration can be changed without record and without a change fee providing the desired additions or deletions in the student schedule are accomplished in the manner prescribed by the registrar. Change fees apply as listed in the academic calendar.

Withdrawals

After the close of the registration period, all registrations are entered on the permanent record and it is impossible to remove a course from the record. A student may withdraw from a course and receive the official sign of withdrawal on the permanent record rather than a grade. Students will not normally be withdrawn from a course unless they personally initiate and complete the official withdrawal procedure. Students wishing to formally withdraw from school must see the Office of Student Life to initiate this process. A grade of "WP" or "WF" must be used for all official withdrawals from a course after the 10th class day of the semester or the fifth class day of half-semester classes. No withdrawals are permitted after 60% of the semester has been completed.

Administrative Drop

Each course instructor has the right to drop a student from his or her course for excessive absence, misconduct or for disruptive or endangering behavior that interferes with the faculty member's obligation to set and meet academic and behavioral standards in each class. Misconduct or disruption does not apply to the content of speech or written work protected by freedom of expression or academic freedom. The registrar may also effect an administrative drop. These drops are subject to the deadlines for student withdrawal from a course. Before such a drop is effected, the instructor, academic adviser and the registrar must make a reasonable effort to discuss with the student the reason(s) the administrative drop is being utilized. The student may appeal the decision to the Vice President for Academic Affairs within 10 calendar days of the withdrawal.

Repeating a Course

A student who wishes to improve his or her grade in a course may repeat the course in a subsequent term. The higher grade given in the course will be used in determining the grade point average and the awarding of credit hours. All course entries will remain on the permanent record.

Permanent Academic Record (Transcript)

Each student has an official record kept of all academic work attempted. The official record is informally referred to as a transcript. This record of academic work includes a listing of courses taken (whether completed or not), grades received, the semester and cumulative grade point averages and academic suspension. The work to meet course requirements must be undertaken during the term of enrollment except for 400-level seminars. The transcript is the official proof of a degree. The diploma is a ceremonial document awarded after completion of all degree requirements.

Since an Incomplete grade can be carried for one calendar year, the academic record remains “open” during that time. After one year, the record becomes permanent.

Upon graduation, the academic record is closed and becomes permanent with the stipulation that the student has the right to challenge or appeal a grade (under the Grade Appeal process) assigned during the last academic term (session). After that period the academic record is sealed.

Correction to the Bethel College Record

Current and former students may make corrections to their academic record by contacting the Registrar’s Office. These changes will be shared with the Bethel College Business Office as well as the Office of Advancement and Alumni Relations. In order to have name, date of birth, and/or social security number changed or corrected on a college record, the student must provide the Bethel College Office of the Registrar with a copy of the appropriate official document, including one of the following that display the new name: state-issued driver’s license, state identification card, passport, social security card, military ID, certified copy of an executed marriage license or divorce decree. To change gender, provide identification that confirms corrected gender, such as a driver’s license or passport. Note: the completed form and/or copies of legal documentation are not accepted through email or fax.

Final Exam Scheduling

Final exam schedules, except for courses ending at mid-semester, are published on ThresherConnect. Final exams may not be scheduled before the exam period. Students may arrange to take a final exam before its regularly scheduled time if the instructor agrees to provide an early exam. The student may have to pay an early exam fee. No student shall be required to take more than two consecutive final exams or more than three final exams in one day. Students whose exam schedule does not conform to this policy may check with the instructor of the class or the Vice President for Academic Affairs for rescheduling.

Course Numbering

Course numbers indicate the level for which a course is primarily designated:

100-199	Introductory courses, primarily for freshmen
200-299	Intermediate courses, primarily for sophomores
300-399	Advanced courses, primarily for juniors or sophomores with adequate preparation
400-499	Advanced courses, primarily for seniors
500-699	Graduate level

Courses for freshmen and sophomores (numbered 100 to 299) are known as lower-level courses. Courses for juniors and seniors (300 to 499) are known as upper-level courses. A minimum of 38 hours of upper-level credit is required for graduation from Bethel.

Availability of Classes

Bethel College does not offer all the classes listed within this catalog each semester or each academic year. The college reserves the right to withdraw from its offering’s low enrollment classes during any term. Other courses may be added any term if there is sufficient demand. In some programs, certain courses may be offered on an alternate year basis or as determined by demand.

Core Course Substitutions

If a student wants to substitute a course from another institution for general education or major requirements, the student must seek and obtain approval from the division chair within whose division the course resides; the division chair in turn would seek the advice of the chair within whose department the course resides. Final approval is determined by the registrar.

If a student wants to substitute a required Bethel College course for another Bethel College course, approval must be obtained from the major department chair, the major academic adviser and the registrar.

Degree Check

Each student pursuing a degree at Bethel should schedule a degree check with the Registrar's Office when the student declares a major, at the beginning of the junior year or no later than the beginning of the senior year. The degree check advises whether the student is progressing as planned toward the degree.

Leave of Absence

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 extraordinary medical or financial situations, compulsory military service or church-related service assignments. Requests for leaves should be made in writing to the vice president for academic affairs, explaining the reasons for the leave. Normally academic work undertaken during a leave of absence may not count toward degree requirements at Bethel. A leave of absence shall normally not last more than one calendar year, though students may petition for extensions. Students who return to Bethel after an approved leave of absence shall enjoy all the catalog privileges of continuous enrollment.

Study at Another KICA College

KICA course listings are available at the Registrar's Office. Full-time resident Bethel students may enroll through Bethel for appropriate KICA courses without additional tuition charges if required for the major. Credits earned will be recorded at Bethel.

Reimbursement may be available for travel to and from other KICA campuses. Students are responsible for securing their own transportation. Students may not use college vehicles. The Bethel activity card will admit qualified students to a noon meal at the other campus.

Summer School

Courses and workshops are usually offered during summer school. In addition, individualized instruction is available in some fields. A maximum of 12 credit hours may be earned in any one summer. Interested students should contact the Registrar's Office for information on the current summer session.

Request to Graduate

A request to graduate form is required to be filed with the registrar no later than the beginning of the fall term of the academic year in which the degree is to be conferred. Candidates for graduation must be approved by the faculty.

Graduation Policies

Students may graduate after the close of any of the regular terms of study: fall or spring. During summer, students may graduate early July or August. All requirements for the degree must be completed and official transcripts from all academic institutions for all academic work must be received before the graduation date. A student may not graduate from Bethel College with an Incomplete recorded on the academic transcript. See the Registrar's Office for specific dates for degree conferral.

Commencement exercises are held only at the close of spring semester. All the year's graduates are required to participate in the spring commencement; exceptions require the approval of the President. Summer graduates who will complete their degree by August 1st may participate in the graduation exercises prior to their graduation. For students seeking education licensure, if the degree requirements are met with only student teaching left in the following fall semester the student may request to participate in the May ceremony. See the registrar for details.

Completion of Degrees and Majors

Students may satisfy the graduation requirements in effect at the time of their initial admission or a subsequent catalog or the catalog at the time of graduation, provided their enrollment is continuous. When students are not continuously enrolled or have not enrolled in any course work at Bethel in the past two semesters, they must satisfy the graduation requirements in effect at the time of their readmission or graduation. All course work done prior to re-admission will be considered transfer credit for the purposes of determining degree requirements. (The residency requirement is an exception to this consideration.) Students may

add majors to their degrees at any time subsequent to graduation, provided they fulfill the major requirements of the current catalog. Majors completed after graduation will be recorded at the end of the official transcript record.

Multiple Degrees

Students who have completed one degree (B.S. or B.A.) have the privilege of completing a second degree program. They may do this by completing any additional general education requirements for the second degree program and another major or area of concentration, as well as the residency requirement.

Multiple Majors

Students may complete more than one major. To complete another major, the student must complete all requirements for the additional program. No more than eight hours of work may be applied to two majors concurrently. Additional majors are listed at the end of the permanent transcript upon their completion without requiring participation in commencement or other graduation activities. A student with two majors will receive one degree. If one of the majors is under the Bachelor of Science degree and the other major is under the Bachelor of Arts degree, the student will receive a Bachelor of Arts degree since it has the additional requirement of foreign language competence.

Minors

At least three hours must be earned in residence. A maximum of three hours of work may be applied to two minors concurrently. A maximum of six hours of work may be applied to a major and minor earned concurrently.

Petitioning for B.A. Degree

Any student who has completed all the requirements for a B.S. degree and in addition completes the B.A. general education requirements may petition the registrar in writing for the privilege of graduating with a B.A. degree.

Reverse Transfer

Bethel College participates in a universal 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 Bethel College with credits earned at the community college. Students who transfer at least 45 credit hours to Bethel College 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 Agreement. At the end of each semester, Bethel College will submit an official transcript back to the student's community college for each student who is enrolled in the Reverse Transfer program and has at least 60 cumulative earned credit hours. 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.

Academic Policies

Class Attendance and Absence

Regular class attendance is expected of all students at Bethel College. Academic class time takes precedence over rehearsals or practices, including athletic practices. When a student encounters a time conflict between a scheduled classroom activity and college-sponsored athletic competition, fine arts performance or a class-related field trip, the student must notify and seek counsel from the class instructor and college-sponsored activity director on which activity to attend. The student who has notified the instructor will not be automatically penalized for the absence from the activity (i.e. class) but is responsible, to the degree possible, to complete the work (assignments/experience) missed by the excused absence. If the student fails to notify the instructor in advance of the absence, then normal penalties as outlined in the course syllabus may apply.

Irregular class attendance normally leads to unacceptable work. If a student stops attending the class sessions in a course for which he/she is registered, a failing grade will be assigned in the course unless the student officially withdraws from the course.

Students are responsible for notifying their instructors of any upcoming events that will require them to miss class. It is also the responsibility of students who encounter serious medical or personal crises that unexpectedly require them to miss an excessive amount of class to consult with their instructors about their situation and acquaint themselves with the instructors' policies regarding incompletes.

Students missing an excess of 25% of the scheduled meetings of the course may receive a failing grade in that course. Instructors will be responsible for documenting the attendance record that triggers this action. The nature of any alteration to a course grade

must be described in the course syllabus. Absences due to college-sponsored events do not count as unexcused absences or towards the 25% of scheduled meetings.

Intellectual Honesty and Plagiarism

The college believes intellectual honesty is a virtue central to the life of an academic community. All members of the Bethel community are held accountable for upholding that virtue. Academic misconduct, including cheating or plagiarism (the act of offering another's words, ideas, data or conclusions as one's own), will not be tolerated.

An instructor may, with written notice to the student, treat as unsatisfactory any student work that is a product of academic misconduct. An instructor may impose sanctions ranging from failure on the assignment or test to failure in the course. All cases of plagiarism will be reported to the Vice President for Academic Affairs, the Vice President for Student Life and the student's adviser.

Grading

The traditional letter grades form the basis of the grading system. In addition, there is an alternative credit/no credit system which is available for limited use upon request (see below).

Traditional letter grades:

A (Excellent)	4.0 grade points for each credit hour
A -	3.7 grade points for each credit hour
B +	3.3 grade points for each credit hour
B (Good)	3.0 grade points for each credit hour
B -	2.7 grade points for each credit hour
C +	2.3 grade points for each credit hour
C (Adequate)	2.0 grade points for each credit hour
C -	1.7 grade points for each credit hour
D +	1.3 grade points for each credit hour
D (Poor)	1.0 grade points for each credit hour
D -	.7 grade points for each credit hour
F (Failing)	No grade points given

Other symbols on permanent records:

CR/NC	Credit, No Credit
I	Incomplete
IP	In Progress
W	Withdraw
WP	Withdraw Passing
WF	Withdraw Failing

Credit/No Credit Grading

The traditional letter grades are used to evaluate a student's performance in a course unless the student completes a request calling for the use of CR/NC (Credit/No Credit) grading. Forms are available from the registrar and must be submitted by the end of the date listed in the academic calendar. Such requests are irreversible after the application deadline has passed. Deadlines are published each term in the academic calendar.

A grade of "C -" or better is required for assignment of "CR." Grades of CR or NC will not be computed in the grade point average. Students interested in graduate work should note that some graduate institutions consider "CR" grades equivalent to a grade of "C."

No more than 10 credit hours may be taken for CR/NC grades and no more than one course per semester may be taken CR/NC, excluding courses offered only for CR/NC. Students may not choose the CR/NC grading for courses used to satisfy the general education requirements. Courses taken for CR/NC grades may not be applied to a major or minor.

Grade Changes

Final grades submitted to the Registrar's Office are considered official and may be changed only on the basis of clerical, computational or judgmental error. Within the next semester (not including summer), an instructor may change a final course grade by filing the appropriate form with the registrar. Beyond that time period an instructor desiring to change a final course grade must file such a request with the Registrar's Office and the Vice President for Academic Affairs. The decision is final. In no case may a grade be changed after one calendar year or after graduation without the permission of the Registrar's Office and the Vice President of Academic Affairs. Incomplete grades are handled under a separate policy.

Incomplete

A temporary grade of "I" may be assigned at the instructor's discretion. Under no circumstances may an Incomplete grade extend beyond one year. Work not completed within one year will be considered a failure and automatically become an "F."

Grade Point Average

The grade point average is computed by dividing the number of grade points earned by the number of graded hours (hours taken under the traditional A to F grading system).

Grade Reports

Faculty members formally report grades to students twice each semester. Both midterm and final grades are available to students and their advisers on ThresherConnect. Students with low mid-term grades are counseled to determine the cause of the difficulty and to try to work out a satisfactory solution. For first-time freshmen that have signed the consent to release academic information form, final grade reports are mailed to parents or guardians during the first year.

Academic Standing

Categories of academic standing are established to recognize exceptional merit, maintain the academic standards of the community and provide for the welfare of each student.

Honors

Degree honors are awarded to students at the time of graduation on the basis of cumulative college grade point average. In determining honors, acceptable credits transferred from other schools are counted. Honors are considered in the following order:

Summa Cum Laude	GPA of 3.80 or higher
Magna Cum Laude	GPA of 3.65 to 3.799
Cum Laude	GPA of 3.50 to 3.649

Each semester, students whose semester grade point average is 3.50-3.699 will be listed as members of the Honor Roll. Those with grade point averages of 3.7 or higher are listed as members of the Dean's List. Students are eligible for semester honors provided they complete a minimum of 12 letter-graded hours and do not have an I (Incomplete), NR (Not Reported) or IP (In Progress) in any letter-graded courses that term. Seminars may have an I, NR or IP designation. These lists are customarily released for publication.

Satisfactory Academic Progress for Financial Aid

To maintain satisfactory academic progress a student must pass 67% of the courses taken, with a grade point average above the published academic suspension level. Students who have completed 48 credit hours must maintain a minimum of a 2.000 cumulative grade point average. Students who have attempted more than 186 hours of college credit are not eligible for financial aid unless they appeal and the appeal is granted.

Academic Probation

Whenever the cumulative GPA and/or Bethel GPA falls below 2.000 at the end of the fall or spring semester or a full-time student completes fewer than 24 credit hours a year, the student is placed on academic probation.

A student placed on academic probation should negotiate with his or her adviser a program for improved performance. The objective is to analyze the difficulties and problems preventing satisfactory academic performance and to develop a program that will lead to the solution of those problems and the improvement of performance. Elements of such a program may include assigned remedial activities and stipulated levels of improvement to be achieved at the end of one semester and at the end of two semesters, including a stipulated minimum GPA goal for each semester and restrictions on extracurricular activities, work load

and/or academic load. Probationary activities and/or restrictions may be stipulated at the discretion of the college and may be required for continued enrollment.

Students who subsequently achieve a cumulative GPA and Bethel GPA of 2.000 or above will no longer be on probation but will be restored to good standing. Students who do not conform to the expectations of a probationary program or who are on probation for two consecutive semesters or more may be subject to academic suspension.

Academic Suspension

Suspension will be automatic if a student's cumulative GPA falls below the specified suspension level at the end of fall or spring semester, provided that the student's record shows Bethel College course entries for at least 20 semester hours (graded hours including letter grades, CR/NC, WF or WP). Suspension level is 1.400 for freshmen, 1.600 for sophomores and 1.900 for juniors and seniors.

Academic Appeals

Students have the right to appeal grades and academic standing.

Grade Appeal

A student who receives for a course a final grade that the student feels is the result of misapplication, misinterpretation or violation of policy, unlawful discrimination or without a rational basis should discuss the grade with the instructor. Students should make every effort to resolve problems with the instructor in a face-to-face meeting before filing an appeal. If, after such discussion, the student still believes that the grade is unwarranted, the student may initiate a grade appeal. To initiate such an appeal, the student must write a letter to the Vice President for Academic Affairs requesting a hearing and explaining in detail the grounds for an appeal.

Grade Appeal Hearing Procedures

If a hearing is granted, the instructor and the student each will present their case. The student may invite one person to provide support (e.g., another student or member of the campus community). This support person may not speak for the student and this individual may not be an attorney (practicing or non-practicing). The presence of attorneys at a hearing is not permitted, as the proceeding is not meant to function as a court of law. The hearing will not be audio, video or digitally recorded. Both the instructor and the student are informed in writing of the decision. All grade appeals must be made within 30 calendar days of the date on which the grade in question was issued from the Registrar's Office.

Appeal of Academic Suspension

A student may make an appeal in writing to the Vice President for Academic Affairs, who will consider the appeal, in consultation with the registrar and the student's adviser. If the decision is negative, the student must leave the college. The appeal must be received by July 1 for academic suspensions at the end of spring semester. For academic suspensions occurring at the end of fall semester, the appeal must be received by January 4.

After one semester, the suspended student may apply for readmission. A decision to readmit the student will be based upon an assessment by the Admissions, Scholarship and Financial Aid Committee of a potential for satisfactory performance. Suspended students who wish to reapply are encouraged to undertake activities that will give evidence of their potential to improve performance; e.g., successful completion of course work at another institution. In making its decision, the Admissions, Scholarship and Financial Aid Committee will consult with the Vice President for Academic Affairs, the registrar and the student's adviser. If readmitted, a suspended student will usually be on academic probation.

Academic Bankruptcy

A current student who has had an academically poor semester may petition the Vice President for Academic Affairs to have any D or F grades from that semester counted as NC (no credit) for the purpose of calculating the Bethel grade point average. In order to qualify for academic bankruptcy, the student must have a minimum of 25 consecutive letter grade semester hours earned in which the earned GPA (grade point average) is at least a full point above that of the semester that the student wishes to declare bankruptcy. The intent of this provision is to cover full terms where conditions affected the performance overall and not just in a particular course. Although D or F grades are not calculated in the Bethel College grade point average if bankruptcy is allowed, they will continue to appear on the student's permanent record as originally earned.

To be eligible the student must be currently enrolled as a full time degree seeking student and in good standing. It can never be used as a means of obtaining academic honors or athletic eligibility. It cannot be applied to transfer courses. It can be used only once and cannot be revoked once approved. Once a degree is earned, a student is no longer eligible for bankruptcy.

Dependency Provision

The college reserves the right, as allowed under the Federal Educational Rights and Privacy Act of 1974 (as amended), to disclose educational records or components thereof without written consent to parents of dependent students. All students will be assumed to be “dependent” unless the student notifies the Registrar’s Office in writing within 30 calendar days after the commencement of each term that they consider themselves to be “independent.” A certified copy of the parents’ most recent Federal Income Tax Form establishing the student’s dependent status shall be required before any educational records or components thereof will be released to the parent of a student who has properly notified Bethel College of his or her “independent” status.

For a statement on access to student records see the Student Handbook. Any questions concerning the student’s rights and responsibilities under the Family Educational Rights and Privacy Act should be referred to the Registrar’s Office.

Privacy of Student Records

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law requiring an educational institution to maintain the confidentiality of student educational records. Bethel College accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to, nor will the institution disclose, any information from a student’s educational records without prior written consent of the student except to personnel within the institution who have a legitimate educational interest, to persons or organizations providing student financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of students or others. All these exceptions are permitted under the act. Within the Bethel College community, only those members, individually and collectively acting in the students’ educational interest, are allowed access to student educational records. These members include personnel in:

Vice President for Academic Affairs

Admissions Office

Registrar’s Office

Student Life Office

Business Office

KICA Computer Center

Financial Aid Office

Library

Career Planning and Placement Office

And other administrative and academic personnel within the limitation of the need to know

Social Security and student status data may be provided to other state agencies for use in the detection of fraudulent or illegal claims against state monies. At its discretion, Bethel College may provide “directory information” to anyone in accordance with the provisions of the act.

Directory Information

Bethel College hereby designates the following student information as public or “directory information”:

Name

Local address(es)

Telephone number(s)

E-mail address(es)

Date of birth

Place of birth

Photographs

Parent(s) and/or next of kin name(s) and address(es)

Classifications

Major field(s) of study

Participation in officially recognized activities and sports
Weight and height of members of athletic teams
Dates of attendance
Enrollment status (full-time/part-time)
Degree(s) and award(s) received
Previous educational agency(ies) or institution(s) attended

Currently enrolled students may withhold disclosure of all or some of this information to non-institutional persons or organizations. To withhold disclosure, written notification must be received in the Registrar's Office by the end of the fifth day of classes. Forms requesting the withholding of "directory information" are available in the Registrar's Office. This will also keep you out of Bethel's pictorial campus directory published each fall. In the absence of written notification otherwise, the college assumes you approve disclosure of this information. The directory is primarily an internal document for use by students, staff, faculty and administration, used to facilitate communication and advising. The student directory is distributed at the discretion of Bethel College. The college does not give or sell lists of students to private companies. Request for non-disclosure will remain in effect until rescinded in writing.

Open Record Policy

Students have the right, upon written request, to inspect and review information in their educational records maintained by the college. The college has 45 days to respond to individual requests, though in most situations this should not be necessary. Students must present appropriate identification before being permitted to review records. Students wishing to challenge the accuracy of the records are entitled to a hearing. This should be requested in writing from the vice president of academic affairs. Exceptions to the policies involving student records and public directory information are noted in Public Law 93-380 (copies are available in the Registrar's Office).

Privacy Rights of Deceased Students

FERPA rights of an individual expire with that individual's death. However, it is Bethel College's policy to not release educational records of deceased individuals, unless required to do so by law by a court order or subpoena or authorized to do so by upon written request, to a spouse, a parent, the executor of the estate, the eldest surviving child, the eldest surviving sibling, and surviving descendent. Bethel College may request identification information of the deceased and proof of death. Only the college registrar or Associate Registrar may release the academic records of deceased students.

Advising Tracks

Aviation

The Aviation Advising track is offered by Hesston College but students may enroll at Bethel College as with any other course in our curriculum. This is not a Bethel College major and will not appear as such on a transcript or diploma. The aviation program is designed for career preparation or personal enrichment. The flight curriculum prepares students for flight instruction, charter or business flying, and airline flying for experienced pilots. Flight training coupled with training in airplane maintenance (not offered) provides background for mission flying. The Private Pilot, Instrument Rating, and Commercial Pilot flight & ground schools are approved under Federal Aviation Administration (FAA) Part 141. All other flight courses are conducted under FAA Part 61. Students may choose among 3 tracks: FAA Certifications, Professional Pilot, or Air Traffic Control. The Air Traffic Control curriculum follows guidelines and curriculum provided by the Federal Aviation Administration's Air Traffic-Collegiate Training Initiative (AT-CTI) program and prepares students for the FAA's Air Traffic Selection and Training evaluations (ATSAT). Students who pass the ATSAT are eligible for admission to the FAA Academy in Oklahoma City for further training.

All aviation students seeking a bachelor's degree at Bethel College are expected to fulfill the convocation requirement as stated in the Academic Program section of the catalog (see General Education Outcomes and Requirements; 2) Core; Convocation). However, if the aviation student is a "Flight Instructor Intern" contracted with Hesston College (and approved by the Hesston College Director of Aviation), this intern student will be expected to attend at least one-half of the available convocations. The minimum requirement for this student shall be reduced to .25 credit hours (attendance at 9 convocations). No other aviation students may apply for exemption or a reduced convocation requirement. Additional fees apply to aviation courses. Contact Hesston College for additional information.

FAA Certifications Track (must be accomplished in order listed to desired certification level)

3 hours AVIA 101 Introduction to Aviation

3 + 1 hours AVIA 103/104 Private Pilot I/II (co-requisite AVIA 101)

1 + 2 hours AVIA 220/221 Instrument Flight I/II (co-requisite AVIA 222)
2 hours AVIA 222 Instrument Rating Principles
2 hours AVIA 229 Commercial Pilot Principles
3 + 2 hours AVIA 230/231 Commercial Flight I/II (co-requisite AVIA 229)
1 hour AVIA 331 Multiengine Ground School
1 hour AVIA 332 Airplane Multiengine Land (co-requisite AVIA 331)
4 hours AVIA 336 Flight Instructor Ground School
2 hours AVIA 337 Flight Instructor Airplane (co-requisite AVIA 336)
1 hour AVIA 341 Flight Instructor - Instrument
1-3 hours AVIA 432 Multiengine Experience
1 hour AVIA 470 Flight Instructor - Multiengine

Professional Pilot Track

Flight & Ground School Courses (listed in FAA certifications track)

Academic Courses

1 hour AVIA 106 Airspace & Air Traffic
3 hours AVIA 121 Meteorology
2 hours AVIA 161 Aviation Regulations
3 hours AVIA 205 Aircraft Systems
2 hours AVIA 206 Aerodynamics & Aircraft Performance
2 hours AVIA 251 Human Factors
3 hours AVIA 281 Aviation Safety
3 hours AVIA 305 Advanced Aircraft Systems
3 hours AVIA 316 Advanced Aircraft Performance
3 hours AVIA 321 Aviation Weather
3 hours AVIA 406 National Airspace System
3 hours AVIA 451 Crew Resource Management
3 hours AVIA 461 Aviation Law
3 hours AVIA 481 Safety Management

Recommended Electives

1 hour AVIA 225 Mountain Flying
1 hour AVIA 360 Airline Training Orientation Program

Air Traffic Control Track

3 hours AVIA 101 Introduction to Aviation
3 + 1 hours AVIA 103/104 Private Pilot I/II
1 hour AVIA 106 Airspace & Air Traffic
3 hours AVIA 121 Meteorology
2 hours AVIA 161 Aviation Regulations
3 hours AVIA 215 Air Traffic Control
2 hours AVIA 222 Instrument Rating Principles
2 hours AVIA 251 Human Factors
3 hours AVIA 281 Aviation Safety

Environmental Science

Environmental science is the study of how people can best live in harmony with the natural world. Because economies, ecologies and societies are interdependent, environmental science is inherently interdisciplinary, using and combining information from such varied disciplines as ecology, chemistry, economics, sociology, geology, natural resource management, law and politics. Nevertheless, a well-prepared environmentalist is firmly grounded in the basic sciences. Bethel College has a long tradition in environmental education, having developed one of the nation's first environmental studies majors in 1971. The aim of the current curriculum is to prepare the student well for any of various environmental careers (e.g., basic research, natural resource

conservation, wildlife management, public policy, journalism, advocacy) by combining a depth in the basic sciences with the breadth necessary for examining the interconnections between human needs and the health of the natural world which sustains us.

Bethel's environmental science program is an advising program that fits well within the biology, natural sciences or individualized major. Students can opt to add another major or minor that supports a particular interest.

In addition to our fine academic resources, Bethel also boasts several excellent natural areas for field study. On the edge of campus are restored prairies and woodlands as well as a several-mile-long hiking path through a wild riparian habitat. The biology department manages a rare 80-acre Sand Prairie Natural History Preserve just minutes from campus and the 80-acre Broadie Prairie Preserve in the Kansas Flint Hills. The Dyck Arboretum of the Plains, a 17-acre exhibit of prairie plants and ecosystems, is located just up the road in Hesston.

Internship and independent study possibilities abound in the area. In the past, Bethel faculty and students have studied the plants, animals and soils of grasslands, forests and aquatic ecosystems. Numerous opportunities for study exist at several local and regional environmental and conservation organizations as well. Off-campus options are nearly unlimited.

Physics

Physics is the study of how the natural, physical world works at its most fundamental level. Although Bethel does not offer a physics major, we do offer general physics and the foundational math and science preparation necessary if you wish to continue graduate or undergraduate engineering study at a school with an engineering program. Also, with the guidance of one or more faculty members you can supplement Bethel's course offerings with individualized directed studies or internships. If you are interested in attending graduate school in engineering, you may choose to complete our pre-engineering program along with a major in mathematics or related major. See the department of chemistry for listing of physics courses.

Pre-Allied Health Sciences

Bethel prepares students in the arts and sciences necessary for entry into post-baccalaureate schools of dentistry, occupational therapy, optometry, physical therapy and veterinary science, as well as a variety of other graduate programs in the allied health professions. Several majors are possible for students in these career areas. Since many courses in the natural sciences are required, it is easiest to major in one of those disciplines (e.g., biology, chemistry, psychology), but other majors are possible as well. Careful advising and course sequencing are important for successful study in the allied health sciences.

Pre-Engineering

Engineering uses mathematics and scientific knowledge to invent, design and improve materials, structures, and machines. Engineering is divided into several specialized fields that focus on particular areas of applied science or technology. Since engineering is a rapidly changing process, the liberal arts education you will receive at Bethel will give you a good foundation in communication skills and basic science to help you negotiate the changes you'll encounter as an engineer throughout your career.

Bethel students can pursue engineering studies via one of two routes. In the first route, you will complete most of the prerequisites for engineering school (introductory science courses, mathematics and general education requirements) at Bethel in two or three years and then transfer to any accredited engineering school. In the second route, students apply to graduate school after graduation from Bethel. Students opting to pursue this second route are encouraged to major in areas that are closely related to the targeted engineering program. Common majors for pre-engineering students at Bethel are Biochemistry, Molecular Biology and mathematics.

All pre-engineering students should be in close contact with the pre-engineering adviser. In order to ensure a smooth transfer to an engineering school, pre-engineering students should become familiar with the targeted engineering program as soon as possible.

The grid below indicates the courses (major and coordinate courses) that the department recommends that students should take during their freshman and sophomore years.

Recommended courses for the pre-engineering advising track:

4 hours	CHE 111	Chemistry I
4 hours	CHE 112	Chemistry II
4 hours	CSC 110	Intro to Computer Programming
4 hours	MAT 111	Calculus I

4 hours	MAT 112	Calculus II
3 hours	MAT 206	Linear Algebra
4 hours	MAT 301	Multivariable Mathematics
4 hours	MAT 321	Applied Differential Equations
5 hours	PHY 221	General Physics I
5 hours	PHY 222	General Physics II

Pre-Law

Law is the foundation of a just society, important for righting wrongs and ensuring everyone receives fair treatment. To practice law, you must be able to problem-solve, to communicate well through writing and speaking and to function as a counselor. If you have those skills and interests and want to help other people, you might be a good candidate to become a lawyer. If you're thinking about a career in law, Bethel College's pre-law professional advising track is known for its academic rigor and excellence. Over the past 30 years, Bethel graduates have enjoyed an acceptance rate into law school of nearly 100 percent. Bethel pre-law studies will prepare you for success in law school and beyond. Law schools look for students who have excellent communication skills, understand human institutions and human nature and are able to think critically, creatively and analytically. Because many different majors can help you develop those skills, Bethel requires no specific major for students interested in studying law. However, common majors for those looking toward law school include history, communication arts, literary studies, social work, business administration and psychology.

Recommended courses for the pre-law professional advising track:

2 hours	COA _08	Forensics
3 hours	ECN 211	Principles of Macroeconomics
3, 4 hours	HIS	History course
3, 4 hours	HIS	History course
3 hours	PHI 200	General Philosophy
3 hours	PSY 211	General Psychology
3 hours	SSC 201	Principles of Political Science
3 hours	SSC 222	Principles of Sociology
3 hours	SSC 230	United States Government

Pre-Medical

Bethel prepares students in the arts and sciences necessary for entry into post-baccalaureate schools of medicine as well as a variety of other graduate programs in the medical sciences. A pre-medical professional advising track is designed for students interested in such allied health professions as dentistry, medical technology, optometry, physical therapy, veterinary science, etc. The pre-allied health sciences program is typically taken with a major in one of the natural sciences (i.e., biology, chemistry, psychology), although other majors are possible with careful planning. Careful advising and course sequencing are important for successful pre-medical study.

Courses commonly recommended in preparation for medical careers are:

4 hours	BIO 125	Zoology
4 hours	BIO 140	Cell Biology and Microbes
4 hours	BIO 335	Molecular Genetics
4 hours	CHE 111	Chemistry I
4 hours	CHE 112	Chemistry II
4 hours	CHE 211	Organic Chemistry
4 hours	CHE 312	Advanced Organic Chemistry
4 hours	CHE 323	Biochemistry
4 hours	MAT 221	Applied Statistics
4 hours	PHY 141	Introductory Physics I
4 hours	PHY 142	Introductory Physics II
3 hours	PSY 211	General Psychology
3 hours	PSY 270	Biopsychology and Health
3 hours	SSC 222	Principles of Sociology

Programs and Course Descriptions

The programs and course descriptions below are based upon reasonable projections of faculty availability and appropriate curriculum considerations. They are subject to changes deemed necessary by the college to fulfill its role and mission.

Art – see Visual Arts and Design

Bible and Religion

Member of the Division of Arts and Humanities

P. Goerzen (Chair); Adjunct Faculty: K. Goerzen; Supporting Faculty: M. Jantzen, R. Milliman, D. Quinlin, P. Shelly

Religion is an activity through which human beings interpret and express the meaning of their lives with respect to the most basic questions of life and death: Who are we? What is of highest value? What ought we to do with our lives? How do we respond to suffering, evil and death?

The Bible and Religion department offers the following programs:

1. General education courses that help students understand how the Bible and other religious texts approach basic questions of faith and life.
2. A Bible and religion major that offers study for those with a special interest in seminary or other graduate programs.
3. A youth ministry minor that offers multi-disciplinary study and training for work in the field of youth ministry.
4. One of the biblical languages, Greek, may be offered every 2-3 years.

LAN 141 / 142 New Testament Greek I, II are recommended for those interested in seminary. BRL 457 Basic Issues of Faith and Life does not count toward meeting the requirements for the major or minor. BRL 457 is the senior capstone course required for all students.

Bible and Religion Major Student Learning Goals

Upon successful completion of the major, students will:

- understand the Christian tradition through the study of the Bible and church history;
- gain competence in thinking theologically and ethically in conversation with diverse theological points of view, in particular with Anabaptist/Mennonite perspectives;
- develop the capacity to understand and interpret other religions in historical and cultural contexts; and
- relate the skills and knowledge of the discipline to life beyond the classroom.

Bible and Religion Major Requirements

Major requirements 30 hours (15 hours must be upper-level hours). Must be taken within the Bachelor of Arts degree. Students must complete eight hours of foreign language or demonstrate equivalent competence by examination.

Required courses for Bible and religion:

3 hours	BRL 102	Introduction to Biblical Studies
2 hours	BRL 103/303	Vocation Seminar
3 hours	BRL 304	World Religions
3 hours	BRL 480	Bible and Religion Seminar
3 hours	PHI 200	General Philosophy

Choose at least one course from:

3 hours	BRL 323	Old Testament Studies
3 hours	BRL 324	New Testament Studies

Choose at least one course from:

3 hours	BRL 330	Christian Social Ethics
3 hours	BRL 372	Nonviolence Theory and Practice

Choose at least one course from:

3 hours	BRL 213	Mennonite History, Life and Thought
3 hours	HIS 240	Twentieth- Century Global Mennonite History
4 hours	HIS 447	Religion in American History

Other elective courses:

3 hours	BRL 240	Introduction to Youth Ministry
4 hours	LAN 141	New Testament Greek I
4 hours	LAN 142	New Testament Greek II

Bible and Religion Minor Requirements

Minor requirements 16 hours (6 hours must be upper-level hours)

Required courses for the Bible and religion minor:

3 hours	BRL 102	Introduction to Biblical Studies
.5 hour	BRL 103/303	Vocation Seminar
.5 hour	BRL 103/303	Vocation Seminar
3 hours	BRL 304	World Religions

Electives (BRL 457 Basic Issues of Faith and Life will not count toward the minor):

___ hours	BRL
___ hours	BRL

Youth Ministry Minor Student Learning Goals

Upon successful completion of the certificate, students will:

- understand the theology, context and various roles of youth ministry in the church;
- develop practical skills and perspectives for interacting with youth and working with groups;
- reflect on their own faith development and call to youth ministry; and
- acquire experience working with youth in a congregational setting.

Youth Ministry Minor Requirements

Minor requirement 15 hours. This minor provides multi-disciplinary study and training as preparation for the field of youth ministry, with courses in Bible and Religion, conflict management and social work. The youth ministry course and internship focus on skills and perspectives advantageous for youth ministry, including practical experience working with youth in a congregation.

Required courses for the youth ministry minor:

3 hours	BRL 102	Introduction to Biblical Studies
3 hours	BRL 240	Introduction to Youth Ministry
3 hours	IDS 411	Internship
3 hours	SSC 250	Introduction to Conflict Management
3 hours	SWK 310	Skills for Human Service Work

Bible and Religion Course Descriptions (BRL)

102. Introduction to Biblical Studies

3 hours

An introduction to the growth and development of the biblical text, involving: a survey of the historical and cultural contexts of the Old and New Testaments; an investigation into the diversity of literary genres found in the texts; and an exploration of interpretive methods. **Meets core requirement in integrating faith and learning (Bible and religion). Fall, Spring.**

- 103, 303. Vocation Seminar** .5 hour each
The course seeks to build community among those with academic interests in Bible and religion, as well as among non-majors who have a possible interest in a leadership role in the church. The class meets every other week over the supper hour. Activities include: interaction with guests who are serving in the life of the church, discussion of readings focusing on vocational issues and an occasional field trip. **Meets core requirement in integrating faith and learning (Bible and religion - must take BRL 103 / 303 six times to meet 3.0 hours requirement). Fall, Spring.**
- LAN 141, 142. New Testament Greek I, I** 4 hours each
See languages.
- PHI 200. General Philosophy** 3 hours
See philosophy.
- 213. Mennonite History, Life and Thought** 3 hours
Study of the origin and beliefs of Anabaptist-Mennonites in Europe and America. Migrations organizations, activities and peace witness are studied. **Meets core requirement in integrating faith and learning (Bible and religion). Spring, even-numbered years.**
- 240. Introduction to Youth Ministry** 3 hours
Introduces the purposes, principles and programs of youth ministry and explores the context of youth work by looking at youth culture and the developmental needs of youth. **Meets core requirement in integrating faith and learning (Bible and religion). Spring, odd-numbered years.**
- HIS 240. Twentieth-Century Global Mennonite History** 3 hours
See history.
- 304. World Religions** 3 hours
The course will seek to engage the major religions of the world in dialogue with each other. The primary concentration will be on Buddhism, Christianity, Hinduism, Islam, and Judaism. **Meets core requirement integrating faith and learning (Bible and religion), cross-cultural learning, or peace, justice and conflict studies. Spring, even-numbered years.**
- 305. Jerusalem Seminar** 3 hours
A three-week, Jerusalem-based, travel seminar which studies the geographical and historical context of the Bible, surveys the religions and cultures of the area and explores some of the dynamics in the Middle East conflict. **Meets core requirement in integrating faith and learning (Bible and religion) or core requirement in cross-cultural learning. Spring, odd-numbered years.**
- 323. Old Testament Studies** 3 hours
The focus each semester will be upon one of the following: Pentateuch, Psalms and Wisdom literature or The Prophetic Writings. (May be repeated for credit on different topics.) **Meets core requirement in integrating faith and learning (Bible and religion). Fall, odd-numbered years.**
- 324. New Testament Studies** 3 hours
The focus each semester will be upon one of the following: Synoptic Gospels, Pauline Writings, Johannine Writings, Pastoral Epistles or the Apocalypse of John. (May be repeated for credit on different topics.) **Meets core requirement in integrating faith and learning (Bible and religion). Fall, even-numbered years.**
- 330. Christian Social Ethics** 3 hours
A study of some of the resources of the Christian tradition (the Bible, church history and theology) to address current ethical issues such as: violence and peacemaking; poverty and economic justice; criminal and restorative justice; ecological responsibility; the relationship of church and culture. **Meets core requirement in integrating faith and learning (Bible and religion) and peace, justice and conflict studies. Spring, odd-numbered years.**

372. Nonviolence: Theory and Practice**3 hours**

A study of the theology, history and practice of nonviolence as a method of social change in contrast to the practices of holy war, just war and terrorism. Special attention will be given to the religious convictions and rationales for peacemaking and nonviolence. The course will include study of important and influential peacemakers. **Meets core requirement in integrating faith and learning (Bible and religion) and peace, justice and conflict studies. Spring, even-numbered years.**

HIS 447. Religion in American History**4 hours**

See history.

457. Basic Issues of Faith and Life**4 hours**

A capstone course designed to give students a deeper understanding of the Christian faith, to increase their ability to examine theological and ethical issues and to allow them to articulate a personal philosophy of life. Study is organized around two core texts, one of them a biblical book, which are the basis for an oral exam administered to student pairs by two faculty from various departments on campus. **Meets core requirement in integrating faith and learning (Bible and religion). Senior capstone course required for all students. Open only to students graduating within current academic year.**

480. Bible and Religion Seminar**1 hour in fall, 2 hours in spring**

A full-year course sequence required of all students majoring in Bible and Religion. Students will develop an independent research project with the guidance of faculty and orally present a summary of their paper.

Biology

Member of the Division of Science and Mathematics

J. Piper (Chair), F. Méndez-Harclerode

Biology is the scientific investigation of living systems as natural phenomena. The life sciences seek answers to questions about the nature of the vast diversity of organisms from viruses to humans: their form, functional dynamics, their interactions with the environment and the way in which they are adapted for survival. The biology curriculum provides a broad-based preparation for graduate study, secondary teaching and programs in medical science and environmentally-oriented professions.

Biology Major Student Learning Goals

Upon successful completion of the major, students will:

- possess skills in asking scientific questions, creating and executing experimental designs to test those questions, analyzing and interpreting their findings and effectively; communicating as scientists through speaking and writing about their work;
- have adequate understandings of contemporary molecular and cellular biology, animal form and function, plant form and function, molecular genetics, evolutionary biology and ecology; and
- demonstrate the ability to analyze primary literature, critique experimental approaches and evaluate and interpret scientific data.

Biology Major Requirements

Major requirements 45 hours (31 hours in biology, 16 hours of which must be upper-level, plus 14 hours supporting courses in mathematics and the physical sciences). Must be taken within the Bachelor of Arts degree. Students must complete eight hours of foreign language or demonstrate equivalent competence by examination.

Required courses for biology:

4 hours	BIO 125	Zoology
3 hours	BIO 130	Botany
4 hours	BIO 140	Cell Biology and Microbes
4 hours	BIO 335	Molecular Genetics
1 hour	BIO 481	Natural Science Seminar I
2 hours	BIO 482	Natural Science Seminar II

Choose at least one of the following courses:

4 hours	BIO 440	Ecology
4 hours	BIO 441	Conservation Biology

Choose at least one of the following courses:

3 hours	BIO 305	Pathophysiology
4 hours	BIO 350	Developmental Biology

Elective courses:

4 hours	BIO 110	Environmental Science
3 hours	BIO 115	Animal Behavior
4 hours	BIO 221	Human Anatomy and Physiology
4 hours	BIO 303	Biological and Cultural Richness of Mexico

Minimum 14 hours supporting coursework required in mathematics and the physical sciences.

Required supporting courses (12 hours):

4 hours	CHE 111	Chemistry I
4 hours	CHE 112	Chemistry II
4 hours	MAT 221	Applied Statistics

Recommended supporting courses (minimum of 2 additional hours):

4 hours	CHE 211	Organic Chemistry
4 hours	CHE 323	Biochemistry
.5 hour	IDS 281	STEM Learning Community (may be repeated for credit)
4 hours	PHY 141	Introductory Physics I
4 hours	PHY 142	Introductory Physics II

Biology Minor Requirements

Minor requirements 22-23 hours (must include at least three upper-level courses)

Required courses for the biology minor:

4 hours	BIO 125	Zoology
3 hours	BIO 130	Botany
4 hours	BIO 140	Cell Biology and Microbes

Minimum 3 additional upper-level courses:

3,4 hours	BIO ___	
4 hours	BIO ___	
4 hours	BIO ___	

Biology Teacher Licensure Requirements

Students seeking a teaching license must gain acceptance to the Teacher Education program and meet licensure requirements. Licensure requires 35 hours (21 hours in biology, plus 8 hours supporting courses in chemistry and 9 hours required licensure courses) plus additional course work in general education and professional education requirements for teacher licensure.

Required courses for biology:

4 hours	BIO 125	Zoology
3 hours	BIO 130	Botany
4 hours	BIO 140	Cell Biology and Microbes
4 hours	BIO 335	Molecular Genetics
4 hours	BIO 440	Ecology
1 hour	BIO 481	Natural Science Seminar I

1-3 hours BIO 482 Natural Science Seminar II

Supporting courses in chemistry:

4 hours CHE 111 Chemistry I
4 hours CHE 112 Chemistry II

Additional required courses for biology teacher licensure:

3 hours EDU 406 KICA–Methods of Teaching Natural Science in the Secondary School
3 hours SWK 255 Gender and Sexuality

In addition, the student must:

Apply to the Teacher Education program before Junior year
Complete General Education course requirements for Teacher Licensure
Complete Professional Education course requirements for Teacher Licensure

For more information about Teacher Education requirements, students should see the “Education” section of this catalog.

Biology Course Descriptions (BIO)

Note: The numbers in parentheses give, first, the number of classroom meetings per week and, second, the number of laboratory hours per week.

110. Environmental Science (3-3) 4 hours

A course designed to acquaint the student with biology as a scientific methodology for learning about nature, with basic biological principles of ecosystem function, population dynamics organismal function and diversity, with emphasis on their relevance to human environmental problems. **Meets distribution requirement in science and mathematics. Fall.**

115. Animal Behavior (2-3) 3 hours

A course focusing on the evolutionary and developmental underpinnings of behavior of animals in their natural ecological setting a survey of the main categories of behavior- communication, mating, finding food, seeking protection- and the genetic, hormonal, social, and ecological forces that give rise to them. Students will conduct a group research project culminating in an oral report on some aspect of animal behavior. **Meets distribution requirement in science and mathematics. Fall, odd-numbered years.**

125. Zoology (3-3) 4 hours

Introduction to animal form and function. Subject matter includes cellular structure and metabolism, adaptation, reproduction, the organ systems and their functions and a survey of the major phyla. **Meets distribution requirement in science and mathematics. Spring.**

130. Botany (2-3) 3 hours

Introduction to plant form and function. The course covers plant structure, respiration, photosynthesis, mineral nutrition and water relations, growth regulators, flowering and reproduction, seeds, plant adaptations to the environment and the diversity of major plant, algal and fungal groups. **Meets distribution requirement in science and mathematics. Spring, even-numbered years.**

140. Cell Biology and Microbes (3-3) 4 hours

An introduction to contemporary molecular and cellular biology. Cellular communication, molecular composition, metabolism, molecular genetics and reproduction of viruses, prokaryotes and eukaryotes are examined. In the lab students will learn microscopy, standard microbial and viral culture techniques, identification of bacteria, quantitative analysis of virus and bacteria and molecular genetics, including DNA isolation and electrophoresis. **Meets distribution requirement in science and mathematics. Fall.**

221. Human Anatomy and Physiology (3-3) 4 hours

The focus of this course is a comparative study of vertebrate structure and embryological development with special emphasis on the structure and function of the major human body systems. **Prerequisites: BIO 125 or BIO 140 or permission of the instructor. Spring.**

303. Biological & Cultural Richness of Mexico

4 hours

Mexico is a country rich in culture and biological diversity. However, it is easy to overlook its richness and have a unidimensional view of Mexico, one which focuses exclusively on its social disparity, violence, and poverty. This travel course seeks to provide students with a multidimensional view of Mexico by visiting several cities and ecosystems interacting with Mexican professors, participating in research projects alongside Mexican students and reflecting on those experiences.

Recommended course prerequisites: BIO 110, BIO 125, and BIO 130. Meets core requirement in cross-cultural learning. Meets distribution requirement in science and mathematics. Offered periodically.

305. Pathophysiology (3-3)

3, 4 hours

This course analyzes the complex metabolic processes occurring in the human body throughout the life cycle. The effects of environmental and genetic factors on the major body processes (respiration, circulation, digestion, movement, fluid balance, neurological and endocrine function) will be outlined. Selected pathologic conditions will be discussed. This course can be taken without the lab for 3 hours, or with a lab for 4 hours. **Prerequisite: BIO221. Online course.**

335. Molecular Genetics (3-3)

4 hours

The first half of the course focuses on historical, Mendelian genetics and the second half provides an in-depth view of molecular genetic processes including the use of molecular markers to answer population genetic and phylogenetic questions with the use of networks and phylogenetic trees. This same approach will extend into the lab with an early emphasis on *Drosophila* phenotypic problems and later on modern molecular techniques. **Prerequisites: BIO 125 or BIO 140 or permission of the instructor.**

Spring, even-numbered years.

350. Developmental Biology (3-3)

4 hours

Study of the central events of development, with emphasis on patterns of early development and genetic mechanisms of cellular differentiation. Lab includes vertebrate developmental morphology and experimental projects. **Prerequisites: BIO 125 or BIO 140 or permission of the instructor. Spring, odd-numbered years.**

440. Ecology (3-3)

4 hours

A study of the relations of organisms and populations to their environments, of population dynamics, of interspecies relations and dynamics of natural communities and of the organization, energetics and nutrient cycles in ecosystems. Most laboratory exercises take place in the field. **Prerequisite: BIO 125 or BIO 130. Fall, even-numbered years.**

441. Conservation Biology (3-3)

4 hours

An intentionally practical course that applies basic ecological principles to the protection of biodiversity in all its forms. Subjects covered include the management and protection of threatened species and ecosystems, ecological restoration and sustainable harvest of biological resources. Field trips provide encounters with professionals working in the areas of wildlife, conservation and sustainable agriculture. **Prerequisite: BIO 125 or 130 or consent of the instructor. Spring, odd-numbered years.**

481. Natural Science Seminar I

.5 hour fall/.5 hour spring

A junior year requirement. Students attend weekly natural science seminar meetings and design an original research or independent study project to be completed in Natural Science Seminar II. **CR/NC grading.**

482. Natural Science Seminar II

1 hour fall/1 hour spring senior year

Each student collaborates with a mentor-scientist to design and carry out an independent investigation in the laboratory, field or library. Off-campus research is encouraged and facilitated. The research work is presented as a formal paper in a seminar of all junior and senior majors in the natural sciences. Seminar I, emphasizing project design, must be completed before enrollment in Seminar II.

Business

Member of the Division of Social Sciences and Human Services

A. McFarland (Chair), Y. Liu, M. Lehman

The department offers a Bachelor of Science degree in business administration, with optional concentrations in management, marketing and accounting. The Bachelor of Science degree in business administration is designed to supplement the college's liberal arts core curriculum. The academic goals of the department are to facilitate students' acquisition of a basic business knowledge base in functional areas of business including accounting, business law, economics, finance, management and marketing. The department of business strives to prepare students to assume ethically and socially responsible roles in business and society; develop the ability to recognize, analyze and solve problems; help students achieve their personal and career goals; and to prepare students for entry-level positions in the private or public sector of industry. Students are encouraged to consider elective courses for a minor that complements their overall interests and career goals. The business and economics major program requires an internship experience or an applied research seminar, adding to a business graduate's competitiveness in the post-college job market. For State of Kansas licensure to teach business, a student must major in business. For teaching economics, the student may major in business or history. Both licensure options are processed through the Department of Teacher Education.

Business Administration Major Student Learning Goals

Upon successful completion of the major, students will:

- demonstrate a level of professional proficiency necessary for success in 21st Century commerce;
- apply critical thinking and problem solving skills to actual and hypothesized business scenarios;
- utilize suitable and advanced communication skills to successfully interact with various business entities; and
- display an understanding of their ethical, legal and social responsibilities as business professionals.

Business Administration Major Requirements

Major requirements 45 hours (27 hours required core courses, 12 hours elective courses, 3 hours internship or seminar and 3 hours required supporting course). Taken within the Bachelor of Science degree.

Required core courses for business administration – no concentration:

	3 hours	ACC 252	Principles of Accounting
	3 hours	BUS 114	Introduction to Business (prerequisite for all departmental courses)
	3 hours	BUS 213	Principles of Management (prerequisite for upper level management
courses)			
	3 hours	BUS 251	Principles of Marketing (prerequisite for upper level marketing courses)
	3 hours	BUS 340	Principles of Finance
	3 hours	BUS 453	Business Law
	3 hours	BUS 455	Business Ethics
	3 hours	ECN 211	Principles of Macroeconomics
	3 hours	ECN 212	Principles of Microeconomics

Choose four courses from among the following:

3 hours	ACC 253	Principles of Managerial Accounting
3 hours	ACC 263	Intermediate Financial Accounting I
3 hours	ACC 363	Intermediate Financial Accounting II
3 hours	ACC 374	Income Taxation
3 hours	ACC 451	Auditing Theory and Practice
3 hours	BUS 235	Entrepreneurial Small Business Management
3 hours	BUS 317	Marketing Research
3 hours	BUS 328	Leadership
3 hours	BUS 330	Special Topics in Management and Marketing
3 hours	BUS 364	Organizational Behavior
3 hours	BUS 365	Advertising
3 hours	BUS 381	Human Resource Management

3 hours	BUS 391	Junior-year Internship
3 hours	BUS 413	Marketing Management
3 hours	BUS 440	Managerial Finance
3 hours	BUS 443	International Business
3 hours	BUS 461	Consumer Behavior
3 hours	ECN 330	Special Topics in Finance and Economics
4 hours	HIS 348	History of American Capitalism

Choose one of the options below:

1 hour	BUS 481	Research Seminar
2 hours	BUS 482	Research Seminar
	OR	
3 hours	BUS 491	Senior-year Internship

Required supporting course:

3 hours	MAT 221	Applied Statistics
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Business Administration - Accounting Concentration Major Requirements

Major requirements 45 hours (27 hours required core courses, 12 hours elective courses, 3 hours internship or seminar and 3 hours required supporting course). Students who wish to complete more than one concentration must obtain the permission of the department chair and must complete one senior year internship or research project for each concentration.

Required core courses for business administration - accounting concentration:

3 hours	ACC 252	Principles of Accounting
3 hours	BUS 114	Introduction to Business (prerequisite for all departmental courses)
3 hours	BUS 213	Principles of Management (prerequisite for upper level management courses)
3 hours	BUS 251	Principles of Marketing (prerequisite for upper level marketing courses)
3 hours	BUS 340	Principles of Finance
3 hours	BUS 453	Business Law
3 hours	BUS 455	Business Ethics
3 hours	ECN 211	Principles of Macroeconomics
3 hours	ECN 212	Principles of Microeconomics

Required accounting courses:

3 hours	ACC 253	Principles of Managerial Accounting
3 hours	ACC 263	Intermediate Financial Accounting I
3 hours	ACC 363	Intermediate Financial Accounting II

Choose one of the following:

3 hours	ACC 374	Income Taxation
3 hours	ACC 451	Auditing Theory and Practice

Choose one of the options below:

1 hour	BUS 481	Research Seminar
2 hours	BUS 482	Research Seminar
	OR	
3 hours	BUS 491	Senior-year Internship

Required supporting course:

3 hours	MAT 221	Applied Statistics
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Business Administration - Management Concentration Major Requirements

Major requirements 45 hours (27 hours required core courses, 12 hours elective courses, 3 hours internship or seminar and 3 hours required supporting course). Students who wish to complete more than one concentration must obtain the permission of the department chair and must complete one senior year internship or research project for each concentration.

Required core courses for business administration - management concentration:

3 hours	ACC 252	Principles of Accounting
3 hours	BUS 114	Introduction to Business (prerequisite for all departmental courses)
3 hours	BUS 213	Principles of Management (prerequisite for upper level management courses)
3 hours	BUS 251	Principles of Marketing (prerequisite for upper level marketing courses)
3 hours	BUS 340	Principles of Finance
3 hours	BUS 453	Business Law
3 hours	BUS 455	Business Ethics
3 hours	ECN 211	Principles of Macroeconomics
3 hours	ECN 212	Principles of Microeconomics

Choose four courses from among the following:

3 hours	ACC 253	Principles of Managerial Accounting
3 hours	BUS 235	Entrepreneurial Small Business Management
3 hours	BUS 328	Leadership
3 hours	BUS 330	Special Topics in Management and Marketing
3 hours	BUS 364	Organizational Behavior
3 hours	BUS 381	Human Resource Management
3 hours	BUS 413	Marketing Management
3 hours	BUS 443	International Business
4 hours	HIS 348	History of American Capitalism

Choose one of the options below:

1 hour	BUS 481	Research Seminar
2 hours	BUS 482	Research Seminar
	OR	
3 hours	BUS 491	Senior-year Internship

Required supporting course:

3 hours	MAT 221	Applied Statistics
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Business Administration - Marketing Concentration Major Requirements

Major requirements 45 hours (27 hours required core courses, 12 hours elective courses, 3 hours internship or seminar and 3 hours required supporting course). Students who wish to complete more than one concentration must obtain the permission of the department chair and must complete one senior year internship or research project for each concentration.

Required core courses for business administration - marketing concentration:

3 hours	ACC 252	Principles of Accounting
3 hours	BUS 114	Introduction to Business (prerequisite for all departmental courses)
3 hours	BUS 213	Principles of Management (prerequisite for upper level management courses)
3 hours	BUS 251	Principles of Marketing (prerequisite for upper level marketing courses)
3 hours	BUS 340	Principles of Finance
3 hours	BUS 453	Business Law
3 hours	BUS 455	Business Ethics
3 hours	ECN 211	Principles of Macroeconomics
3 hours	ECN 212	Principles of Microeconomics

Choose four courses from the following:

3 hours	BUS 317	Marketing Research
3 hours	BUS 365	Advertising
3 hours	BUS 413	Marketing Management
3 hours	BUS 461	Consumer Behavior
3 hours	COA 313	Gender, Race, Class, and the Media
3 hours	COA 315	Media Analysis

Choose one of the options below:

1 hour	BUS 481	Research Seminar
2 hours	BUS 482	Research Seminar
	OR	
3 hours	BUS 491	Senior-year Internship

Required supporting course:

3 hours	MAT 221	Applied Statistics
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Please note: Departmental minors cannot be earned by students taking the business administration major.

Accounting Minor Requirements

Minor requirements 18 hours

Required courses for the accounting minor:

3 hours	ACC 252	Principles of Accounting
3 hours	ACC 253	Principles of Managerial Accounting
3 hours	ACC 263	Intermediate Financial Accounting I
3 hours	ACC 363	Intermediate Financial Accounting II
3 hours	BUS 114	Introduction to Business (prerequisite for all departmental courses)

Choose one of the following:

3 hours	ACC 374	Income Taxation
3 hours	ACC 451	Auditing Theory and Practice

Business Administration Minor Requirements

Minor requirements 18 hours

Required courses for the business administration minor:

3 hours	ACC 252	Principles of Accounting
3 hours	BUS 114	Introduction to Business (prerequisite for all departmental courses)
3 hours	BUS 213	Principles of Management (prerequisite for all departmental courses)
3 hours	BUS 251	Principles of Marketing (prerequisite for upper level management courses)
3 hours	BUS 340	Principles of Finance

Choose one of the following:

3 hours	ECN 211	Principles of Macroeconomics
3 hours	ECN 212	Principles of Microeconomics

Management Minor Requirements

Minor requirements 18 hours

Required courses for the management minor:

3 hours	BUS 114	Introduction to Business (prerequisite for all departmental courses)
3 hours	BUS 213	Principles of Management
3 hours	BUS 381	Human Resource Management
3 hours	BUS 453	Business Law
3 hours	BUS 455	Business Ethics

Choose one of the following:

3 hours	BUS 235	Entrepreneurial Small Business Management
3 hours	BUS 328	Leadership
3 hours	BUS 330	Special Topics in Management and Marketing: Management
3 hours	BUS 364	Organizational Behavior
3 hours	BUS 413	Marketing Management (must have taken BUS 251: Principles of Marketing)
3 hours	BUS 443	International Business
4 hours	HIS 348	History of American Capitalism

Marketing Minor Requirements

Minor requirements 18 hours

Required courses for the marketing minor:

3 hours	BUS 114	Introduction to Business (prerequisite for all departmental courses)
3 hours	BUS 251	Principles of Marketing (prerequisite for upper level management courses)
3 hours	BUS 317	Marketing Research
3 hours	BUS 365	Advertising
3 hours	BUS 413	Marketing Management

Choose one of the following:

3 hours	BUS 461	Consumer Behavior
3 hours	COA 315	Media Analysis

Accounting Course Descriptions (ACC)

252. Principles of Accounting

3 hours

Principles of Accounting is an introductory course in accounting for students with no previous training in accounting or business. It presents financial accounting as it is practiced and explains the theory that underlies these practices. Primary areas of study include the theory of debit and credit, the accounting cycle, accruals and deferrals, accounts receivable, inventory, fixed assets, liabilities, equity and the preparation and analysis of financial statements. Note: students may substitute a score of 65 or above on the College Level Examination Program (CLEP) Financial Accounting exam for enrollment in this course. Please see the Registrar's Office for details regarding CLEP policies and procedures. The Financial Accounting CLEP score must be received by the registrar before the student takes upper-level accounting courses. **Prerequisite: BUS 114. Fall.**

253. Principles of Managerial Accounting

3 hours

This course introduces a business-management approach to the development and use of accounting information for internal reporting and decision-making. Major topics include cost behavior, cost analysis, profit planning and control measures. Accounting for decentralized operations, capital budgeting decisions and ethical challenges in managerial accounting are also covered. **Prerequisite: ACC 252, BUS 114. Spring.**

263. Intermediate Financial Accounting I

3 hours

This course focuses on financial accounting theory and methodology including Generally Accepted Accounting Principles, with special emphasis on the valuation of assets and measurement of income. **Prerequisite: ACC 252. Fall.**

363. Intermediate Financial Accounting II

3 hours

Advanced application of accounting principles to the accounting and reporting of asset, liability and equity accounts and financial statements. Includes coverage of professional pronouncements related to proper reporting and disclosure of financial information. The conceptual framework of accounting, current and noncurrent assets and liabilities, stockholders' equity, leases, pensions, earnings per share, deferred taxes and stock options are also presented. **Prerequisites: ACC 252, 263. Spring.**

374. Income Taxation

3 hours

This course provides an introduction to basic concepts of federal income taxation as applied to individuals and corporations, including the tax formula, accounting methods, property transactions, income determination, deductions and losses, tax credits and the alternative minimum tax. Structure of the U.S. tax system and tax law is covered including the tax research process.

Prerequisites: ACC 252, 253. Spring, odd-numbered years.

451. Auditing Theory and Practice**3 hours**

This course provides an introduction to the principles and concepts of the audit as an attestation service offered by the accounting profession. Primary emphasis is placed on Generally Accepted Auditing Standards, the role of the CPA/auditor in evidence collection, analytical review procedures and reporting, the CPA/auditor's ethical and legal responsibilities, the role of the Securities and Exchange Commission as well as other constituencies. **Prerequisites: ACC 252, 253, 263, 363. Spring, even-numbered years.**

Business Administration Course Descriptions (BUS)**114. Introduction to Business****3 hours**

Introduction to Business is a survey course designed to provide an overview of business and the role that business plays in economic, social and political environments. Specifically, this course will provide students with exposure to content and career opportunities within the following business sub-disciplines: management, marketing, finance, accounting, leadership, business law, production/operation and the management of human resources. Special attention will be paid to helping students use business administration methodologies to understand and analyze the complexities and development of human societies. **BUS 114 Introduction to Business is a prerequisite for all departmental courses. Fall and Spring.**

213. Principles of Management**3 hours**

Course content will focus on current and traditional management principles, issues and challenges with specific attention paid to applying these issues to industries relevant to student employment. Topics include (but are not limited to) effective management practices organizational change, strategic management and planning organizational culture, ethical decision making, goal setting, social responsibility and faith applied to the marketplace. **Prerequisite: BUS 114. Spring.**

235. Entrepreneurial Small Business Management**3 hours**

This course will focus on both the entrepreneurial aspect and continuing management of small businesses. The course will focus on leadership, decision making, management, marketing, financial controls and other necessary processes to insure the successful start-up and long-term health of the small business enterprise. **Prerequisite: BUS 114, BUS 213. Spring.**

251. Principles of Marketing**3 hours**

Course content will focus on current and traditional marketing principles, issues and challenges with specific attention paid to applying these issues to industries relevant to student employment. Topics include (but are not limited to) understanding the marketplace and customer needs, designing a customer-driven marketing strategy, strategic planning, the marketing environment, marketing research, consumer behavior, marketing channels, the global marketplace and marketing ethics and social responsibility. **Prerequisite: BUS 114. Fall.**

317. Marketing Research**3 hours**

This course focuses on advanced questionnaire design, enhancing the validity of survey research, value of information and analysis of market research data. The course will be based around market research projects. Emphasis will be on how to: (1) specify information needs and design a research study to meet those needs; (2) collect, analyze and use marketing research data to make effective marketing decisions; (3) communicate the research findings and their implications to various publics.

Prerequisites: BUS 114, 251. Spring, even-numbered years.

328. Leadership**3 hours**

This course is designed to give students preparing for careers in business, government and the nonprofit sector a working knowledge of leadership styles, principles, models and practical applications. **Prerequisite: BUS 114. Spring, odd-numbered years.**

330. Special Topics in Management and Marketing**3 hours**

This course is an adaptable elective course, which investigates a topic in the areas of management or marketing that is not normally offered. Topic selection is based on specialized knowledge of the instructor, current trends in business and student interest. **Prerequisites: BUS 114 or permission of the instructor. (Offered periodically).**

340. Principles of Finance**3 hours**

Principles of Finance focuses on the most important concepts and principles of corporate finance in a manner that is approachable for a wide audience. Topics will include understanding cash flows, valuing stocks and bonds, capital budgeting, risk and return, long-term financing and short-term financial management. **Prerequisite: BUS 114. Suggested prerequisites: ACC 252, satisfaction of mathematics competency. Fall.**

364. Organizational Behavior **3 hours**
Organizational Behavior focuses on assisting future managers in gaining insight into human behavior within a business setting. Topics will include employee motivation, individual differences, personality and ability, group and team processes and organizational culture. Special attention will be placed on ethical decision making and leadership. **Prerequisite: BUS 114, 213. Fall.**

365. Advertising **3 hours**
Advertising will include a study of the planning, strategy, analysis and measurement of advertising effectiveness with a special emphasis on ethics in advertising. This course seeks to introduce and give an overview of advertising; explain the basic role advertising plays; examine the impact of advertising in society; discuss the use of advertising in the various media; and discuss the creation of advertisements. **Prerequisites: BUS 114, 251. Spring, odd-numbered years.**

381. Human Resource Management **3 hours**
Human Resource Management is a course focusing on recruitment, selection, utilization and development of human resources, with emphasis on employee-management relations. This course is designed to assist managers in developing strategies and procedures related to employee selection, training, evaluation, compensation, labor relations and personnel planning. Federal legislation related to labor law will also be presented. **Prerequisite: BUS 114, 213. Spring.**

391. Junior-year Internship **3 hours**
This internship is designed to provide a work experience which may accentuate the student's knowledge of a particular field or may add to his or her general preparedness for entering the work environment after graduation. This course requires a minimum of 120 work hours and the supervision of a department member. This is a graded internship. Prerequisite: junior standing, major in the department and departmental approval. **Application required. Students who are pursuing a minor from another department in which an internship is required must secure a second internship placement with an emphasis in the minor area. Fall and Spring.**

413. Marketing Management **3 hours**
This course focuses on managing the marketing function including market analysis, formulation of marketing strategies and implementation of market plans. Extensive use of case studies. Topics include: market assessment, market segmentation, targeting and competitive analysis. **Prerequisite: BUS 114, 251. Spring, odd-numbered years.**

440. Managerial Finance **3 hours**
This course introduces the application of financial concepts to a firm's financial decisions. Topics include: cash flow analysis and management, capital budgeting, capital allocation, firm capital structure and financial risk management. **Prerequisites: ACC 252, BUS 114, 340, ECN 212 or consent of the instructor. Offered periodically.**

443. International Business **3 hours**
This course is designed to provide a basic, integrated understanding of the complexity of the international business environment and the challenges it poses for businesses that are engaged in cross-border activities. The course introduces concepts and processes of global trade and foreign direct investment, the international monetary system, regional economic integration and foreign exchange markets. **Prerequisites: BUS 114, ECN 211, 212. Fall, odd-numbered years.**

453. Business Law **3 hours**
This course introduces the student to the rules of common and statutory law under which business operates. This course provides the student with a basic understanding of the legal rights and duties which arise from common business transactions. Topics covered include contracts, personal property, real property, sales, employment law, negligence and product liability. **Prerequisite: BUS 114, BUS 213, BUS 251, departmental major and senior standing or consent of the instructor. Fall.**

455. Business Ethics **3 hours**
An analysis of ethical issues arising in contemporary business life. Sample topics include: fair and unfair competition; responsibilities towards employees, society and the environment; honesty and integrity in business; the moral status of corporations. The case study method is used to examine what roles ethical and social responsibility play in corporate activity and decision making. **Prerequisite: BUS 114, BUS 213, BUS 251, departmental major and senior standing or consent of the instructor. Fall.**

461. Consumer Behavior **3 hours**

Consumer Behavior includes a study the influence of cultural, social and psychological factors on consumer behavior and practices. Special attention will be paid to the implications of this study to the development of strategic marketing practices.

Prerequisite: BUS 114, 251. Spring, even-numbered years.

481, 482. Research Seminar **1 hour fall, 2 hours spring**

Students will participate with other students in the fall semester and research and report on an approved topic during the spring. Research topics are those appropriate for work in the field of business or economics. Either BUS 491 Senior-year Internship or BUS 481 and BUS 482 Research Seminar is a requirement for graduation for students entering fall 2006. Students who will be attending graduate school are encouraged to choose this option. **Prerequisite: senior standing and department major.**

Students should enroll in BUS 481 in the fall and BUS 482 in the spring.

491. Senior-year Internship **3 hours**

This internship is specifically designed to complement the student's knowledge of the field that he or she plans to enter after graduation. This course requires a minimum of 120 work hours and the supervision of a department member. This is a graded internship. Either BUS 491 Senior-year Internship or BUS 481 and BUS 482 Research Seminar is a requirement for graduation for students entering fall 2006. Overlap of the Sport Management Minor internship is not endorsed by the Business department. If you are pursuing a Sport Management Minor you should secure a second internship placement with that emphasis.

Prerequisite: senior standing, major in the department and departmental approval. Application required.

Economics Course Descriptions (ECN)

211. Principles of Macroeconomics **3 hours**

Macroeconomics studies the economy as a whole. It seeks to understand the big picture rather than detailed individual choices. Macroeconomics studies the state of the economy, considering how unemployment, aggregate income, average prices, interest rates and inflation determine the overall level of economic activity. Fiscal and monetary policies in the macro economy as well as contemporary policy issues are also included. ECN 212 is not required, but is strongly recommended as a pre-requisite. *Note: students may substitute a score of 62 or above on the College Level Examination Program (CLEP) Macroeconomics exam for enrollment in this course. Please see the Registrar's Office for details regarding CLEP policies and procedures.* **Meets**

distribution requirement in social sciences. Spring.

212. Principles of Microeconomics **3 hours**

This course is an introduction to the behavior of markets and the individual decision-makers in the economy. Course content includes discussion of price and output determination in different market structures, production costs, consumer decisions and contemporary public policy issues. *Note: students may substitute a score of 64 or above on the College Level Examination Program (CLEP) Microeconomics exam for enrollment in this course. Please see the Registrar's Office for details regarding CLEP policies and procedures.* **Fall.**

330. Special Topics in Finance and Economics **3 hours**

This course is an adaptable elective course, which investigates a topic in finance or economics that is not normally offered.

Topics may fall in international economics or finance, development, political economy, econometric analysis, regional economics, economic history, economic thought or another topic of the students' or faculty members' interest. **Prerequisites:**

ACC 252, BUS 114, 340, ECN 211, 212. (Offered periodically.)

Chemistry

Member of the Division of Science and Mathematics

K. Layman (Chair), J. Mitchell-Koch

Chemistry is frequently referred to as “The Central Science” because of its central importance to many areas of science. Through the methods of experimentation, analysis and conceptual model building, students receive a broad based education in the chemical sciences that is both compatible with the liberal arts and necessary for today’s fast changing environment. Students are encouraged to do internships, on/off campus research and study abroad.

The goals of the chemistry program are to: 1) teach students the fundamentals of chemistry, including chemical reactions, reaction mechanisms, the composition of atoms, the structure and bonding of molecules, the characteristics of different chemical substances and the dynamic ways in which chemists are able to use the properties of matter; 2) give students a sense of how the world at the atomic and molecular levels relates to that of the macroscopic world; 3) provide students with the tools to solve chemical problems and to undertake the critical thinking necessary to make chemistry enjoyable, comprehensible and useful; 4) show students the many ways in which chemistry impacts their everyday lives; 5) help students learn the skills of information retrieval and of communicating scientific results through speech and writing; 6) help students gain skills for safely performing a wide variety of laboratory techniques, for operating selected analytical instrumentation and for using computers to gather, analyze and present data and to do molecular modeling and computational chemistry; 7) prepare students for careers in industry, teaching, engineering and for entry into graduate programs or schools of medicine, dentistry or pharmacy.

General Physics I and II (PHY 221/PHY 222) are recommended for students interested in attending graduate school.

Biochemistry and Molecular Biology Major Student Learning Goals

Upon successful completion of the major, students will:

- possess the skills necessary to solve real world problems at the interface between chemistry and biology;
- demonstrate a broad conceptual understanding of the nature of chemistry and how chemistry influences biological systems; and be able to communicate scientific findings in oral, written and poster formats.

Biochemistry and Molecular Biology Major Requirements

Major requirements 44-63 hours (42-44 hours required courses and 15 hours required supporting courses). Taken within the Bachelor of Science degree.

Required Chemistry courses:

4 hours	CHE 111	Chemistry I
4 hours	CHE 112	Chemistry II
4 hours	CHE 211	Organic Chemistry
4 hours	CHE 315	Bioanalytical Chemistry
4 hours	CHE 323	Biochemistry
4 hours	CHE 336	Biophysical Chemistry
1 hour	CHE 481	Natural Science Seminar I
1-3 hours	CHE 482	Natural Science Seminar II

Required Biology courses:

4 hours	BIO 140	Cell Biology & Microbes
4 hours	BIO 221	Human Anatomy & Physiology
4 hours	BIO 335	Molecular Genetics
4 hours	BIO 350	Developmental Biology

Elective major courses:

1 hour	CHE 202	PittCon (Pittsburgh Conference on Analytical Chemistry/Applied Spectroscopy)
3 hours	CHE 324	Advanced Inorganic Chemistry

Required supporting courses:

4 hours	MAT 111	Calculus I
4,5 hours	PHY 141	Introductory Physics I
	OR	
	PHY 221	General Physics I
4,5 hours	PHY 142	Introductory Physics II
	OR	
	PHY 222	General Physics II
3 hours	PSY 211	General Psychology

Recommended for students interested in a career as a chemist or graduate school:

4 hours	MAT 212	Calculus II
4 hours	MAT 221	Applied Statistics
4 hours	MAT 321	Applied Differential Equations

Recommended for students interested in a pre-health profession:

4 hours	BIO 305	Pathophysiology
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Chemistry Minor Requirements

Minor requirements 16 hours

Required courses for the chemistry minor (CHE 101 Introductory Chemistry does not count toward the minor):

4 hours	CHE 112	Chemistry II
4 hours	CHE 211	Organic Chemistry

Minimum of 8 additional hours:

___ hours	CHE ___
___ hours	CHE ___

Chemistry Teacher Licensure Requirements

Students seeking a teaching license must gain acceptance into the Teacher Education program and meet licensure requirements. Licensure requires 24-26 hours, plus additional course work in general education requirements and professional education.

Required courses for chemistry:

4 hours	CHE 111	Chemistry I
4 hours	CHE 112	Chemistry II
4 hours	CHE 211	Organic Chemistry
4 hours	CHE 315	Bioanalytical Chemistry
1 hour	CHE 481	Natural Science Seminar I
1-3 hours	CHE 482	Natural Science Seminar II

Additional required courses for biology teacher licensure:

3 hours	EDU 406	KICA—Methods of Teaching Natural Science in the Secondary School
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In addition, the student must:

- Apply to the Teacher Education program before Junior year
- Complete General Education course requirements for Teacher Licensure
- Complete Professional Education course requirements for Teacher Licensure

For more information about Teacher Education requirements, students should see the “Education” section of this catalog.

Chemistry Course Descriptions (CHE)

Note: The numbers in parentheses give, first, the number of classroom meetings per week and, second, the number of laboratory hours per week.

100. Current Topics in Science 3 hours

This course introduces students to the interdisciplinary nature of science by discussing the underlying physics, biology, chemistry, mathematics, etc. of a current/hot topic. Students will also use their scientific knowledge and skills to explore the economic and sociological implications of current and emerging technologies and practices. **Meets distribution requirement in science and mathematics. Spring, odd-numbered years.**

101. Introductory Chemistry (2-3) 3 hours

A study of atomic structure, bonding, reactivity and physical properties of the common elements. Formulas, equations, oxidation-reduction, acids, bases and nuclear phenomena are among the topics included. Recommended for those interested in nursing, agriculture and general science. **Meets distribution requirement in science and mathematics.**

111. Chemistry I (3-3) 4 hours

An introduction to fundamental chemical principles. Topics include atomic structure, molecular structure, naming of simple inorganic compounds, types of chemical reactions, gas laws, thermochemistry, bonding concepts, reaction and solution stoichiometry and the theory and interpretation of the periodic table. Lab work emphasizes topics related to material covered in class. **Meets distribution requirement in science and mathematics. Fall.**

112. Chemistry II (3-3) 4 hours

A continuation of first semester chemistry. Topics include properties of liquids and gases, solution chemistry, chemical kinetics, chemical equilibria, acid/base equilibria, solubilities, electrochemistry and thermochemistry. **Prerequisite: CHE 111 or the consent of the instructor. Spring.**

202. PittCon 1 hour

Students will prepare for and attend the one-week Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy in March. Intended for those pursuing chemical careers or teaching. Consult department chairperson for details. **Offered alternate years.**

211. Organic Chemistry (3-3) 4 hours

A survey of the structure and properties of the main classes of carbon compounds and mechanisms of reactions, spectroscopy, stereochemistry, synthesis and bio-organic topics. **Prerequisite: CHE 112 or consent of the instructor.**

312. Advanced Organic Chemistry (3-3) 4 hours

Advanced Organic Chemistry is a continuation of Organic Chemistry. In Advanced Organic Chemistry students will continue to learn about the structure, preparation and properties of organic compounds. **Prerequisite CHE211 or equivalent. Spring, odd-numbered years.**

315. Bioanalytical Chemistry (3-3) 4 hours

Focuses on the fundamentals of analytical chemistry, particularly quantitative analysis, as applied to biochemical systems. Topics covered in this course include gravimetric and titrimetric methods of analysis, solution chemistry, chemical equilibrium, electrochemistry, potentiometric methods of analysis, spectroscopy, chromatography, sample preparation and statistical analysis. The development of analytical laboratory skills is a major emphasis of this course. **Prerequisite: CHE 112. Fall, odd-numbered years.**

323. Biochemistry (3-3) 4 hours

Constitution and metabolism of carbohydrates, lipids and proteins; action and constitution of vitamins, enzymes, hormones and nucleic acid; chemistry of respiration and tissues; energy relationships; inorganic metabolism and other topics. **Prerequisite: CHE 211 or consent of the instructor.**

324. Advanced Inorganic Chemistry 3 hours

Coordination chemistry, periodicity, advanced descriptive chemistry, crystal field theory, inorganic synthesis and other topics. **Prerequisite: CHE 211. Fall, even-numbered years.**

336. Biophysical Chemistry (3-3) **4 hours**
Focuses on the fundamentals of physical chemistry as applied to biochemical systems. Topics covered in this course include thermodynamics, kinetics, structure, and spectroscopy. **Prerequisites: CHE 112 and PHY 222. Fall, even-numbered years.**

481. Natural Science Seminar I **5 hour fall/.5 hour spring**
A junior year requirement. Students attend weekly natural science seminar meetings and design an original research or independent study project to be completed in Natural Science Seminar II. CR/NC grading.

482. Natural Science Seminar II **1 or more hours senior year**
A senior year requirement. The student carries out an investigation and presents a written report to the faculty adviser and an oral report in the natural science seminar meeting. If prearranged, credit can be given for reports on work done at an off-campus laboratory. **Prerequisite: CHE 481.**

Physics Course Descriptions (PHY)

141, 142. Introductory Physics I, II (3-3) **4 hours each**
An algebra-based study of classical mechanics, heat and thermodynamics, electricity, magnetism and electromagnetic theory and an introduction to modern physics. Emphasis on fundamental principles and problem solving. Prerequisite: Satisfaction of mathematics competency. **Introductory Physics I meets distribution requirement in science and mathematics. PHY 141 Fall; PHY 142 Spring.**

221, 222. General Physics I, II (4-3) **5 hours each**
A calculus-based study of classical mechanics, heat and thermodynamics, electricity and magnetism and electromagnetic theory. Emphasis on fundamental principles and problem solving. **Prerequisite or concurrent: MAT 111. PHY 221 Fall; 1`PHY 222 Spring.**

Communication Arts

Member of the Division of Arts and Humanities
C. Crouse-Dick (Chair), D. Klassen, K. Robu, C. Dougherty

The Bethel College Communication Arts Department fosters academic excellence through courses that challenge students to expand their knowledge in the field of human communication. Students develop a greater understanding of self, ethics and values through the study of theory related to interpersonal, group and public communication; creative performance and production; and print and electronic media. Students gain practical experience through participation in forensics, theater and print and electronic journalism. The department emphasizes critical awareness of and competence in the creation, transmission and reception of verbal and nonverbal messages by requiring students to establish, cultivate and maintain meaningful relationships in a variety of contexts.

Communication Arts Major Student Learning Goals

Upon successful completion of the major, students will:

- exhibit knowledge of a variety of communication theories that explain messages across various media platforms directed toward unique audiences;
- demonstrate confidence and competence in public presentations/performances and academic writing; and
- articulate meaningful connections among historical, theoretical and practical implications of communication processes.

Communication Arts Major Requirements

Major requirements 30 hours (23 hours in core courses, 3 hours in electives and 4 hours in practicum). Must be taken within the Bachelor of Arts degree. Students must complete eight hours of foreign language or demonstrate equivalent competence by examination.

Required courses for communication arts:

3 hours COA 201 Living in Performance

3 hours	COA 202	Introduction to Communication
3 hours	COA 313	Gender, Race, Class and the Media
3 hours	COA 315	Media Analysis
3 hours	COA 325	Persuasion and Argumentation
3 hours	COA 337	Communication Theory and Research Methods
2 hours	COA 409	Field Experience in Communication Arts
3 hours	COA 430	Communication Arts Seminar

Choose one of the following:

3 hours	COA 210	Introduction to Theater
3 hours	COA 335	Styles of Acting
3 hours	COA 413	Theater Production and Direction

Choose four hours from at least two of the following practica (must have a minimum of 2.0 hours upper-level):

___ hours	COA 104/304	Theater Practicum
___ hours	COA 105/305	Radio Practicum
___ hours	COA 106/306	Journalism Production
___ hours	COA 108/308	Forensics
___ hours	ENG 108/308	Literary Magazine Production

Communication Arts Minor Requirements

Minor requirements 17 hours

Required courses for the communication arts minor:

3 hours	COA 201	Living in Performance
3 hours	COA 202	Introduction to Communication
3 hours	COA 313	Gender, Race, Class and the Media
3 hours	COA 315	Media Analysis
3 hours	COA 325	Persuasion and Argumentation

Choose two hours of credit from any combination of the following:

1 hour	COA 104/304	Theater Practicum
1 hour	COA 105/305	Radio Practicum
1 hour	COA 106/306	Journalism Production
1 hour	COA 108/308	Forensics
1 hour	ENG 108/308	Literary Magazine Production

Theater Minor Requirements

Minor requirements 20 hours.

1 hour	COA 104	Theater Practicum
3 hours	COA 201	Living in Performance
3 hours	COA 210	Introduction to Theater
3 hours	COA 304	Theater Practicum
4 hours	COA 333	Prison Theater Project
3 hours	COA 335	Styles of Acting
3 hours	COA 413	Theater Production and Direction

Speech and Theater Teacher Licensure Requirements

Students seeking a teaching license must gain acceptance to the Teacher Education program and meet licensure requirements. Licensure requires 27 hours plus additional course work in general education and professional education requirements for teacher licensure.

Required courses for speech and theater teacher licensure:

2 hours	COA _04	Theater Practicum (1 hour must be upper-level)
1 hour	COA _08	Forensics
3 hours	COA 201	Living in Performance
3 hours	COA 202	Introduction to Communication
3 hours	COA 210	Introduction to Theater
3 hours	COA 315	Media Analysis
3 hours	COA 325	Persuasion and Argumentation
3 hours	COA 335	Styles of Acting
3 hours	COA 413	Theater Production and Direction
3 hours	COA 430	Communication Arts Seminar
3 hours	EDU 416	Methods of Teaching Speech and Theater in the Secondary School

In addition, the student must:

- Apply to the Teacher Education program before Junior year
- Complete General Education course requirements for Teacher Licensure
- Complete Professional Education course requirements for Teacher Licensure
- For more information about Teacher Education requirements, students should see the “Education” section of this catalog.

Communication Arts Course Descriptions (COA)

101. Public Speaking **3 hours**
Introduction to and practice in effective platform speaking. **A grade of “C-” or better meets oral competency. Fall, Spring.**

104, 304. Theater Practicum **1, 2 hours**
Participation in college stage productions, including acting and/or stage crew work in any facet of production. Not more than six credit hours may be counted toward the baccalaureate degree. **Meets distribution requirement in arts and humanities. Fall, Spring.**

105, 305. Radio Practicum **1, 2 hours**
Participation in the operation of the college radio station, KBCU-FM 88.1. Course work includes applied training in basic production at the college radio station and the formal study of radio journalism, broadcast programming, production techniques, broadcast regulation and radio sales and promotion. **By permission only. May be repeated for credit. Fall, Spring.**

106, 306. Journalism Production **1, 2 hours**
Participation in the production of the college newspaper, The Collegian. Course work includes applied training in basic news writing for the college newspaper and the formal study of reporting, interviewing, research and various types of news writing. **Fall, Spring.**

108, 308. Forensics **1 hour**
Instruction and practice in competitive communication. Students receive individualized assistance to prepare events for tournament participation. General areas of preparation include both the interpretation of literature and public address. **Meets distribution requirement in arts and humanities. Fall, Spring.**

201. Living in Performance **3 hours**
An overview of artistic verbal performance ranging from the Broadway stage to storytelling in everyday conversation. The course focuses on achieving a theoretical and practical understanding of performance techniques in the theater, literature and everyday life. **Meets distribution requirement in arts and humanities. Fall.**

202. Introduction to Communication **3 hours**
An introduction to the fundamentals of communication theory and practice. Students will probe the role of communication in a variety of contexts: interpersonal, small group, public and mass-mediated. **A grade of “C-” or better meets oral competency. Fall, Spring.**

- 210. Introduction to Theater** **3 hours**
 This course introduces students to theater as a fine art. The course is designed to broaden students' understanding and appreciation of stage performance through the study of theater history, dramatic literature, and production techniques. **Meets distribution requirement in arts and humanities. Spring.**
- 313. Gender, Race, Class and the Media** **3 hours**
 This course explores the social construction of gender, race and social class in the mass media. The course provides students with a critical understanding of the way the media reflect and influence relationships, behaviors, attitudes and identities. Students will analyze rhetoric, images and symbols of gender found in multiple media forms. As we examine our role as consumers of media products, we will also explore possibilities for positive social change. **Meets core requirement in cross-cultural learning. Spring, even-numbered years.**
- 315. Media Analysis** **3 hours**
 This course trains students to function as discerning consumers of public messages by equipping them with tools for systematically decoding, evaluating and analyzing information found in mass-mediated rhetorical texts. It introduces a grammar of communication that allows students to explore the symbol-using and -misusing capacities of humankind. Students will analyze public speeches, news stories, editorials, advertisements and websites. **Spring.**
- 325. Persuasion and Argumentation** **3 hours**
 The study of the nature and effects of messages designed to influence or alter the attitudes, beliefs and/or actions of others. The course explores the psychological and rhetorical foundations of persuasion theory, examines methods of argumentation (including a survey of standard public and competitive debate formats) and offers practical experience in various modes of persuasive speaking. **A grade of "C-" or better meets oral competency. Spring, odd-numbered years.**
- 333. Prison Theater Project** **4 hours**
 Bethel College students will collaborate with Hutchinson Correctional Facility (HCF) inmates to stage a performance on the prison grounds. Participants study, rehearse and perform several short plays, in addition to reflecting on the experience in journals, excerpts of which become the narrative frame for the final performances. In the process, students and inmates learn about the disparate communities and cultures they represent and gain insight into privilege and marginalization in the criminal justice system. At the end of the term students and inmates perform for an inmate audience at HCF. In addition, students are required to perform a revised presentation on the Bethel College campus early in the spring term. Enrollment contingent upon students' successful completion of prison volunteer training by December 1. **Meets core requirement in cross-cultural learning.**
- 335. Styles of Acting** **3 hours**
 This course is a process-oriented workshop designed to develop students' understanding of and skills in acting for the stage. Students will investigate philosophical, psychological, and artistic theories of acting and develop techniques for physical and vocal expression of characters in dramatic literature. **Prerequisite: COA 210 or consent of the instructor. Spring, odd-numbered years.**
- 337. Communication Theory and Research Methods** **3 hours**
 This course examines the assumptions and methods of research used to study human communication. Specifically, this course serves as an introduction to the concepts, methods, tools, and theories by which communication research is designed, conducted, interpreted, and critically evaluated. **Fall, odd-numbered years.**
- 409. Field Experience** **2-12 hours**
 Faculty will help arrange off-campus internships in such areas as print journalism, broadcasting, advertising, public relations, corporate communications, drama and ministry. **CR/NC grading. Fall, Spring.**
- 413. Theater Production and Direction** **3 hours**
 Theory and practical experience in all aspects of stage production, both the technical and directorial. Each student is responsible for the production of a one-act play for the campus audience. **Prerequisite: COA 335 or consent of the instructor. Spring, even-numbered years.**

430. Communication Arts Seminar

1 hour fall, 2 hours spring

Required of all students majoring in the department of communication arts. Designed to broaden perspectives or intensify study in a communication area of particular interest. A prospectus following departmental guidelines is required that justifies a performance project, an area of communication research or an advanced study of an approved topic. **Fall, Spring.**

ENG 108/308. Literary Magazine Production

1, 2 hours

See English.

Education

Member of the Division of Social Sciences and Human Services

A. Jantz (Chair), L. Janzen Scott, D. Siemens; KICA Faculty: N. Chamberlain, L. Cross, K. DeVoe, M. Graber, G. Lickteig, A. Robb, B. Schottler

The faculty in the department of teacher education at Bethel College is dedicated to preparing students to be effective teachers by providing them with the necessary tools to be successful. Maintaining that the ethics of discipleship, scholarship, service and integrity create the foundation of the teacher education program, the faculty provide the highest quality instruction in the classroom and design field experiences that challenge students to meet and exceed the high expectations set by the program.

The Elementary Education Major can only be accomplished by completing Teacher Licensure requirements, including satisfactory completion of EDU 460A Elementary School Practicum/Seminar and EDU 460B Student Teaching in the Elementary School, which represents the culminating capstone practicum for the Elementary Education Major.

To be considered a candidate for graduation with the B.S. or B.A degree students must meet requirements for satisfactory progress which allows them to be admitted into the Teacher Education Program and be approved for student teaching. These requirements are outlined below, Teacher Education Program Requirements. Complete information about all required steps and program policies are in the Teacher Education student handbook which is available in print and online. Students may review the handbook at any time and will receive a copy when admitted to the program or by request. Questions about the program can be discussed with the department program manager and all faculty members.

State-Approved Programs

Bethel College is accredited by the Kansas State Board of Education and the Council for the Accreditation of Educator Preparation (CAEP) to prepare teachers for elementary and secondary schools. The State of Kansas licenses teachers on the basis of completion of an approved program. Students who successfully complete the approved programs at Bethel College are licensed upon recommendation of the Teacher Education Committee.

The program is designed to enable each student to acquire the requisite knowledge, skills and dispositions needed to become an effective teacher in public and private schools. Bethel College offers state-approved teaching programs in the following areas:

- Elementary Education: K-6 including 6th grade in middle schools.
- Special Education: High-Incidence levels K-6, 6-12 and PreK-12.
- Elementary and Secondary: P-12. (Art, Health Education, Music, Physical Education)
- Secondary: 6-12. (Biology, Chemistry, English, History and Government, Mathematics, Speech/Theater)

Licensure Disclosure Statement

Bethel College Teacher Education program has been accredited by the Kansas State Department of Education (KSDE) showing that it meets requirements for a professional license in Kansas. These program requirements may not meet educational requirements for a license in another state. Students planning to seek professional licensure outside of Kansas are strongly recommended to meet with Bethel College's Teacher Education licensing officer to discuss their plans to seek licensure outside of Kansas and for guidance on how to gain information regarding licensure requirements for other states.

Bethel College Teacher Education Department has not made, nor is required to make, a determination as to whether our program's curriculum meets the State's educational requirements for licensure on the following states: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon,

Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

Bethel College data demonstrates that of the students that completed the Bethel College teacher education program in the 2018-19 school year, 100% passed the professional knowledge component of the Praxis Exam (Principles of Learning and Teaching– PLT). Of the students who completed the program and the appropriate Praxis content test(s), 87% passed the appropriate content test for licensure. Data from the 2016-17, 2017-18 and the 2018-19 school years show a 97% pass rate for assessment testing. The full state Title II report can be accessed at <https://www.bethelks.edu/academics/areas-study/education>.

Teacher Education Program Requirements

Students pursuing teaching at Bethel College are asked to complete several steps. They include being admitted to the Teacher Education Program, getting approval to student teach, completing requirements for graduation and then applying for a teaching license. These steps are outlined below. Students can explore teacher education by taking lower level courses as freshman and sophomores. Taking upper level education courses (300+) requires students be admitted to the Teacher Education Program. Students will follow the admission procedures stipulated by the current catalog at the time of acceptance into the Teacher Education Program.

Students will learn more about the admission process after meeting with Teacher Education faculty or the program manager.

Admission into the Teacher Education Program

Steps for admission should be completed before a student's junior year. Students may choose one of two program admission options, Option A or Option B. Required steps for options are:

Option A: Testing required	Option B: No testing required
GPA & Course grades	
2.50 Cumulative GPA as indicated on your Bethel College transcript -- GPA must be maintained or student will be dropped from program. (This is the combined GPA and labelled "cumulative" on the transcript.)	2.75 Cumulative GPA as indicated on your Bethel College transcript – GPA must be maintained or student will be dropped from program. (This is the combined GPA and labelled "cumulative" on the transcript.)
"C" or better in all EDU courses	"C+" or better in all EDU courses
Application, references, portfolio and testing	
A completed application	A completed application
Four positive references from Advisor, English/FYS, Student Life, Non-Major	Four positive references from Advisor, English/FYS, Student Life, Non-Major
Positive recommendations from Teacher Education faculty	Positive recommendations from Teacher Education faculty
A Portfolio for program admission, with passing score (9)	A Portfolio for program admission, with passing score (9)
Passing scores on required standardized testing : Praxis Core, or ACT + Writing, or SAT + Writing	No required testing
Assessment Interview	
	Interview with Teacher Education faculty to assess standing & expectations in program
Required Competencies	
	Oral Communication Competency -- Successfully completed
	Writing Competency -- Successfully completed
	Mathematics Competency -- Successfully completed
	Fundamentals of Reading and Study Skills Competency – Successfully completed
Courses required for program admission <i>Completed or in process</i>	
	EDU 101 Early Field Experience – Credit Achieved
	EDU210 Intro to Infants -- Course Grade C+ or Better
	EDU255 Intro to Education -- Course Grade C+ or Better
	PSY211 General Psychology (or equivalent) Course Grade -- C or Better
	SSC222 Principles of Sociology (or equivalent) Course Grade -- C or Better

I. Approval for the Student Teaching Program

After successful admission into the Teacher Education program, students will apply for student teaching. Applications for student teaching are completed the spring semester before the student teaching year. Required steps are:

- A. Admission to the Teacher Education Program through Option A or Option B – and maintaining the required GPA and required course grades. For instance, a student who received admission through Option A must have a 2.500 GPA for student teaching approval; a student who received admission through Option B must have a 2.750 GPA for student teaching approval.
- B. Submit an application for student teaching
- C. Submit four recommendations for student teaching
- D. Submit a second portfolio for a passing score (20)
- E. Complete a “Personal Sketch”
- F. Have successfully completed math, speech and writing basic competencies

II. Program Completion–Candidate for Licensure

- A. Admission to the Teacher Education Program through Option A or Option B – and maintaining the required GPA and required course grades. For instance, a student who received admission through Option A must have a 2.500 GPA for program completion; a student who received admission through Option B must have a 2.750 GPA for program completion.
- B. Turning in a final portfolio for a passing score (36)
- C. Passing score on a teacher work sample
- D. Satisfactory completion of student teaching
- E. Successful completion of all previous program requirements
- F. Successful completion of all required content and professional education coursework

III. Licensure Recommendation

- A. Successful program completion of all requirements for graduation
- B. Have a 2.500 (option A) or 2.75 (Option B) cumulative grade point average (GPA)
- C. Passing score on the Principles of Learning and Teaching Test (PLT)
- D. Passing score on appropriate Context Test(s)
- E. Fingerprinting completed by certified official payment to Kansas Department of Education
- F. Completed application for Licensure (Licensure fees vary depending on application.)
- G. Successful completion of all previous program requirements

Elementary Education Major Student Learning Goals

Upon successful completion of the major, students will meet goals in:

- **Learning**
The teacher candidate understands how learner development uses understanding of individual differences while creating an environment inclusive of high standards that supports individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.
- **English/Language Arts**
The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking and Listening, and Language) to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.
- **Mathematics**
The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.
- **Science**

The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving.

- **Social Studies**
The teacher understands and uses the central concepts, tools of inquiry, and structures of the social studies (people and places, civics and government, geography, economics, and history), to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.
- **The Arts**
The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and theater) to plan, implement, and assess artistic learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.
- **Health, Movement, Physical Activity**
The teacher candidate understands and applies health, human movement and physical activity.

Teacher Education Licensure Student Learning Goals

Upon successful completion of the licensure, students will:

- possess general and content knowledge bases;
- have knowledge of and be able to apply pedagogical knowledge to help all children learn; and
- demonstrate the dispositions of an effective and professional educator.

Elementary Education Teacher Licensure (K-6) Requirements

All candidates for initial teacher licensure at the K-6 level are required to complete 49 hours of professional education requirements plus 33 hours required supporting courses for a total of 82 hours

Required courses for elementary education with licensure:

1 hour	EDU 101	Early Field Experience - Elementary
3 hours	EDU 210	Introduction to Infants, Children and Youth with Special Needs
3 hours	EDU 255	Introduction to Education
1 hour	EDU 300	Media and Computers for Educators
3 hours	EDU 310	School and Community
3 hours	EDU 321	Reading and the Language Arts
3 hours	EDU 324	Elementary School Science
3 hours	EDU 325	Methods of Teaching
3 hours	EDU 326	Elementary Social Science
2 hours	EDU 345	Behavior Management
3 hours	EDU 350	Teaching the Expressive Arts
3 hours	EDU 353	Psychological Foundations of Education
3 hours	EDU 422	Elementary School Mathematics
3 hours	EDU 455	Reading Practicum
2 hours	EDU 460A	Elementary School Practicum and Seminar*
2-10 hours	EDU 460B	Student Teaching in the Elementary School*
2-10 hours	EDU 470	Student Teaching in the Middle School or Junior High School*

*The distribution of student teaching hours will vary for students with a second teaching field, such as special education; but the total will remain the same.

Required supporting courses (this sequence could also partially fulfill the general education distribution requirements):

3 hours	BIO	Biology course
3 hours	CHE/PHY	Physical Science course
3 hours	COA 101	Public Speaking
3 hours	HIS	History course

3 hours	HPE 254	Personal and Community Health
3 hours	ENG 256	Literature for Children and Young Adults
3 hours	ENG	Literature course
4 hours	MAT 201	The Nature of Mathematics
3 hours	MAT 202	Geometry/Algebra for Elementary Teachers
3 hours	PSY 211	General Psychology
3 hours	SSC 222	Principles of Sociology

Secondary and P-12 Teacher Licensure Requirements

For 6-12 and P-12 level licensure, candidates are required to complete a major leading to a Bachelor of Arts or Bachelor of Science degree, as well as all coursework in approved licensure programs. In addition, candidates may take an endorsement in special education. The majors with secondary and P-12 licensure are listed as the major with teacher licensure. Students can pursue Secondary or P-12 Licensure in Art, Biology, Chemistry, English, Health, History, Math, Music, PE, or Speech and theater.

General Education Requirements for Teacher Licensure

Each candidate seeking an initial teaching license must complete the Bethel College general education degree requirements for graduation. General education requirements for non-degree seeking candidates for initial licensure will be evaluated on an individual basis according to department of teacher education policy.

Professional Education Course Requirements for Teacher Licensure (6-12/P-12)

All candidates for initial teacher licensure at the 6-12 and P-12 levels are required to complete 44 to 49 hours of professional education requirements.

Requirements:

3 hours	EDU 210	Introduction to Infants, Children and Youth with Special Needs
3 hours	EDU 255	Introduction to Education
1 hour	EDU 300	Media and Computers for Educators
1 hour	EDU 301	Early Field Experience - Secondary
3 hours	EDU 310	School and Community
3 hours	EDU 325	Methods of Teaching
2 hours	EDU 345	Behavior Management
3 hours	EDU 353	Psychological Foundations of Education
2-10 hours	EDU 460B	Student Teaching in the Elementary School*
2-10 hours	EDU 470	Student Teaching in the Middle School or Junior High School*
2 hours	EDU 475A	Secondary School Practicum/Seminar
2-10 hours	EDU 475B	Student Teaching in the Secondary School*
3-8 hours	EDU ____	Appropriate Secondary Methods Course(s)**

Additional required supporting courses for teacher licensure, not included in the 44 to 49 hours, but may be included in general education hours:

3 hours	COA 101	Public Speaking
3 hours	PSY 211	General Psychology
3 hours	SSC 222	Principles of Sociology

*The distribution of student teaching hours will vary for students with a second teaching field, such as special education, but the total will remain the same.

**The number of hours required for licensure will vary with the level and the content area. All candidates seeking 6-12 level licensure are required to take the appropriate secondary methods course for their content area (three hours). All candidates seeking P-12 level licensure are required to take the appropriate elementary and secondary methods course(s) for their content area (three to eight hours).

Foundation Courses for Teaching

The main objective of the professional education component is to provide the basic knowledge, skills and dispositions necessary for effective teaching at a beginning level. All elementary, P-12 and secondary education students are required to take these courses (14 semester hours). Acceptance into the teacher education program is a prerequisite for taking 300 (or above) level education courses.

Education Course Descriptions (EDU)

101. Early Field Experience-Elementary **1 hour**
Early field experience with emphasis on observation, participation and role model relationships. Observation at different grade levels and in several schools is required. **40 hours of field observation required, transportation will be needed. CR/NC grading. Fall, Spring.**

210. Introduction to Infants, Children and Youth with Special Needs **3 hours**
A survey of PL 94-142 and the Kansas mandate for special education, including an overview of exceptionalities; service delivery systems; advocacy groups; legal rights of the disabled; the concept of least restrictive alternatives; equal educational opportunity; and the purpose and function of the I.E.P. The course is designed to prepare an individual to assist children with disabilities enrolled in the integrated or inclusive classroom and to provide a range of educational services excluding those requiring specialist training in more specific programs for exceptional children. Field observations required, transportation will be needed. **Spring.**

255. Introduction to Education **3 hours**
Contemporary issues in formal education are studied, along with the foundations of education, including the history, philosophy, curriculum and structure of American schools. Students participate in microteaching activities, discussion and writing projects to learn about the role of education and the educator. **Fall.**

300. Media and Computers for Educators **1 hour**
A study of technology and its role in education. Students get hands-on experience with various types of instructional media. **CR/NC grading. Prerequisite: Admission into the Teacher Education program. Spring.**

301. Early Field Experience-Secondary **1 hour**
Early field experience with emphasis on observation, participation and role model relationships. Observation at different grade levels and in several schools is required. 40 hours of field observation required, transportation will be needed. **Prerequisite: Prior or concurrent enrollment with EDU 255, Intro to Education. Admission to Teacher Education not required. CR/NC grading. Fall, Spring.**

310. School and Community **3 hours**
A study of the relationship between public schools and the community by examining issues of cultural diversity, poverty, crisis intervention, sexual harassment, child abuse and neglect, safety and security, controlled substances and infectious diseases. Concurrent enrollment in EDU325 encouraged. Field observations required, transportation will be needed. **Prerequisite: EDU 255. Admission into the Teacher Education program. Meets core requirement on cross-cultural learning. Fall.**

325. Methods of Teaching **3 hours**
A general teaching methods course for elementary, secondary and P-12 education students that will include learning theory, instructional design organization and delivery, assessment, reading theory and methodology. Field observations required, transportation will be needed. Concurrent enrollment in EDU 310 encouraged. **Prerequisite: Admission into the Teacher Education program. Fall.**

345. Behavior Management **2 hours**
This course is designed to enable regular education teachers to work with behavior management issues in their classroom. Specifically, 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 motivation and age appropriateness, problem solving and conflict resolution strategies for students, professional collaboration and functional analysis, non-aversive intervention and behavior intervention plans. **Prerequisite: Admission into the Teacher Education program. Spring.**

353. Psychological Foundations of Education **3 hours**

A study of the psychology of education, including the development of the student, the dynamics of teacher-student interactions, multicultural education, the teaching and learning processes and assessment and classroom management. **Prerequisites: PSY 211; EDU 255. Admission to the Teacher Education program. Spring.**

Courses for Instructional Skills and Competencies

Elementary (K-6) Education

The listing below consists of specialized courses dealing with subject matter content and methodology. Elementary education majors are required to complete all 24 hours of these courses (excluding 460A and 460B) in addition to the 14 hours of foundations courses for teaching. If elementary education majors have a second teaching field or a concentration and student teach in that area, then six hours of student teaching in the elementary school is required. **Prerequisite: Admission into the Teacher Education program (unless waived by Teacher Education advisor).**

321. Reading and the Language Arts **3 hours**

A study of the content, materials, methods and techniques used at all elementary grade levels in developing desirable skills and attitudes in reading and the other language arts. **Prerequisite: ENG 256. Fall, even-numbered years.**

324. Elementary School Science **3 hours**

The teaching strategies for using inquiry, questioning techniques, constructing and organizing lessons around broad, general science concepts will be taught within the framework of problem solving. **Spring, even-numbered years.**

326. Elementary School Social Science **3 hours**

A study of elementary social science curricula with an emphasis on improving instructional methodologies and course design. **Fall, even-numbered years.**

350. Teaching the Expressive Arts **3 hours**

A study of ways in which music, movement (health and physical education) and visual art can be taught at the elementary school level in order to enhance creative and mental growth. Techniques and activities for developing communication through the arts will be introduced via skill development, readings and classroom performance. **Fall, odd-numbered years.**

422. Elementary School Mathematics **3 hours**

This course deals intensively with the mathematical objectives, methods, materials and content of the elementary grades with an emphasis on Kansas, and Common Core standards. **Spring, odd-numbered years.**

455. Reading Practicum **3 hours**

A supervised practicum in reading. Includes assessing reading levels, adapting and implementing instruction, especially for those with reading difficulty, working with professional colleagues and parent/guardians. Includes individual and classroom language arts strategies. **Prerequisite: EDU 321 or its equivalent. Spring, odd-numbered years.**

460A. Elementary School Practicum and Seminar **2 hours**

Supervised student teaching takes place for the first six weeks and students participate in a general methods seminar during one afternoon each week. **Fall, Spring.**

460B. Student Teaching in the Elementary School **2-10 hours**

The application of educational theory and teaching skills takes place in the student teaching experience. Students are assigned to experienced cooperating teachers for most of the semester. **Prerequisite: acceptance into the Teacher Education and Student Teaching Programs and successful completion of EDU 460A. Fall, Spring.**

Elementary and Secondary (P-12) Education

Students majoring in art, health and physical education or music should consult the specific course requirements in their respective departments. In addition to the required foundations courses for teaching (14 semester hours), they will take EDU 325, 460B or 470 and 475A and 475B plus EDU 345 and methods courses for a total of at least 44 hours.

Secondary (6-12) Education:

Students should consult the catalog for courses in their major. They must also take the required courses in the state-approved teaching program in their field(s). Students preparing to teach in English, history and government, mathematics, science and

speech/theater will enroll in a general methods course and KICA methods course(s). A total of 34 hours of education courses is required. Of these, 14 will be in the foundations courses for teaching, three or more in content methods, three in methods of teaching, two in behavior management and 12 in student teaching.

Secondary (6-12) Content Methods Courses

Students are required to complete a methods course for each content area of licensure. Acceptance into the Teacher Education Program is a prerequisite for all of the following methods courses:

406. (KICA) Methods for Teaching Natural Science in the Secondary School **3 hours**

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: EDU 325. Spring.**

415. (KICA) Methods for Teaching English/Language Arts in the Secondary School **3 hours**

This course is designed to assist student teachers 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: EDU 325. Spring.**

416. (KICA) Methods for Teaching Speech and Theater in the Secondary School **3 hours**

This course requires students to apply speech and drama content to the techniques needed for effective secondary level (Grades 6-12) classroom teaching. Opportunities are provided for students to exercise their teaching skills in the areas of unit plans, daily lesson plans, teaching strategies, evaluation, assessment, classroom management, inclusion and different learning styles. Discussions of resource allocation, safety, classroom application of various forms of technology and professional organizations are also included. Each student is encouraged to develop his or 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: EDU 325. Spring.**

440. (KICA) Methods for Teaching Social 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: EDU 325. Spring.**

467. (KICA) 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: EDU 325. Spring.**

Student Teaching Courses

Acceptance into the Teacher Education and Student Teaching Programs is a prerequisite for all of the following courses:

470. Student Teaching in the Middle School or Junior High School **2-10 hours**

Students will be assigned to grades 5-8 in a Middle School or 7-9 in a Junior High School. **Fall, Spring.**

475A. Secondary School Practicum and Seminar **2 hours**

Supervised student teaching takes place for the first six weeks and students participate in a seminar during one afternoon each week. Current issues and trends in education will be discussed. Processing of practicum experiences will be examined. **Fall, Spring.**

475B. Student Teaching in the Secondary School**2-10 hours**Students will be assigned to secondary level classes, grades 9-12. **Fall, Spring.****Intercultural and Multicultural Teaching**

Students interested in teaching in schools of another culture or in a multicultural setting are encouraged to do their student teaching in these environments. The director of teacher education will arrange for student teaching in accredited inner-city schools inside or outside of Kansas, Native American schools or international schools.

Special Education Teacher Endorsement Requirements

Students who are majoring in elementary education or who are working toward licensure in secondary education, may also take a concentration in the approved KICA special education program, leading to endorsement in high-incidence special education (intellectual disabilities, learning disabilities, behavior disorders and other health impairments) at the K-6, 6-12 and PreK-12 levels. Each high-incidence endorsement requires 21 hours.

Courses required for all levels:

4 hours	SPE 310	KICA–Foundations for Special Education Services
4 hours	SPE 315	KICA–General Methods for Special Education Services
2 hours	SPE 345	KICA–Behavior Management
1 hour	SPE 499	KICA–Capstone Issues

Courses required for level K-6:

5 hours	SPE 321	KICA–Grades K-6 Methods for Special Needs
5, 6 hours	SPE 431	KICA–Grades K-6 Clinical Experience
	OR	
5, 6 hours	SPE 433	KICA–Grades K-6 Internship

Courses required for level 6-12:

4 hours	SPE 361	KICA–Grades 6-12 Methods for Special Needs
5, 6 hours	SPE 471	KICA–Grades 6-12 Clinical Experience
	OR	
5, 6 hours	SPE 473	KICA–Grades 6-12 Internship

Courses required for PreK-12 Level:

4 hours	SPE 341	KICA–Grades PreK-3 Methods for Special Needs
4 hours	SPE 381	KICA–Grades 4-12 Methods for Special Needs
5,6 hours	SPE 451	KICA–Grades PreK-12 Clinical Experience
	OR	
5,6 hours	SPE 453	KICA–Grades PreK-12 Internship

Optional:

1 hour	SPE 220	KICA–Field Experience in Services for Students with Special Needs
2 hours	SPE 320	KICA–Beginning American Sign Language
2 hours	SPE 322	KICA–Intermediate American Sign Language
1 hour	SPE 380	KICA–Topics in Special Education (undergraduate)
1 hour	SPE 678	KICA–Topics in Special Education (graduate)

In addition, the student must:

- Complete General Education Requirements for Teacher Licensure
- Complete Professional Education Requirements

Special Education Course Descriptions (SPE)

Students who are majoring in elementary education or who are working toward licensure in secondary education, may also take a concentration in the approved KICA special education program leading to endorsement in high-incidence special education (mild to moderate disabilities) at the K-6, 6-12, or PreK-12 levels. Students are required to complete 21 semester hours, including at

least five semester hours in clinical experience. Students generally complete clinical experience on the level for which they expect licensure. However, students with elementary licensure may qualify for teaching special education on the secondary level provided they complete the required courses.

(KICA) High-Incidence Program in Special Education – K-6 & 6-12 Levels

310. 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 effects of individual differences, language and culture on educational performance (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D.

315. 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: SPE 310.**

321. 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. Concurrent: SPE 331. **Prerequisites: SPE 310, 315.**

341. Grades PreK-3 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. SPE 351: Grades PreK-3 Field Experience must be taken concurrently.

345. 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).

361. 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. **Concurrent: SPE 371. Prerequisites: SPE 310, 315 or with permission of instructor.**

381. Grades 4-12 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. SPE391: Grades 4-12 Field Experience must be taken concurrently. **Prerequisites: SPE 310, 315.**

431. 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: EDU 210, SPE 310, 315, 345, 321 and 331. Concurrent or subsequent semester: SPE 499.**

433. 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 high-incidence endorsement or for students who have completed a special education clinical experience. **Prerequisites: EDU 210, SPE 310, 315, 345, 321 and 331. Concurrent or subsequent semester: SPE 499.**

451. 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: SPE 310, 315, 345, 341, 351, 371 and 381. Concurrent or subsequent semester: SPE 499.**

453. Grades PreK-12 Internship **5, 6 hours**

This course is a supervised teaching experience working 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. **Prerequisites: SPE 310, 315, 345, 341, 351, 381, and 391. Concurrent or subsequent semester: SPE 499.**

471. 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: SPE 310, 315, 345, 361 and 371. Concurrent or subsequent semester: SPE 499.**

473. Grades 6-12 Internship **4, 5 hours**

This course is a 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 high-incidence endorsement or for students who have completed a special education clinical experience. **Prerequisites: SPE 310, 315, 345, 361 and 371. Concurrent or subsequent semester: SPE 499.**

499. Capstone Issues **1 hour**

This course is designed to provide students with an opportunity to reflect on their clinical experience or internship and professional role with peers, KICA faculty and special educators. Topics of discussion include professionalism, ethical issues, advocacy, diversity and resources. **Prerequisites: SPE 310, 315, 345, 321 & 331 and/or 361 & 371 or 341 & 351/381 & 391. Concurrent or previous semester: SPE 431 or SPE 471 or SPE 451 (or comparable Internship).**

OPTIONAL

220. Field Experience in Services for Students with Special Needs **1 hour**

An early field placement for directed observation of special education teachers working with elementary- or secondary-level students with mild/moderate disabilities.

320. 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 SPE 322. Students may enroll for full credit only.

322. 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. SPE 320 is a prerequisite. This class is intended as an elective education course. Students may enroll for full credit only.

380. 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 adviser.

678. Topics in Special Education: (variable secondary title) **1 hour graduate**

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 adviser.

English

Member of the Division of Arts and Humanities

B. Born (Chair); S. Scarry; Adjunct Faculty; E. Graber; Supporting Faculty; D. Quinlin

As the primary means of human expression, language is central to how we understand what it means to be human, as individuals, in community, and as global citizens. The English department examines the role of language in shaping and communicating meaning in literary and social contexts. The study of literature and creative writing in English cultivates strong analytical and communication skills that provide an excellent preparation for teaching, for many careers in business and the professions, and for graduate studies in the fields ranging from law to library science, from journalism to pastoral ministry to social work. A strong career combination is English and Communication Arts. The English department strives to affirm through its curriculum and its programming the diverse, interdependent relationships between readers and writers, texts and canons, self and other, and individuals and communities.

English Major Student Learning Goals

Upon successful completion of the major, students will:

- engage critically with a variety of literary texts, both traditional and contemporary, remaining attentive to issues of social justice and inclusivity;
- produce a substantial body of creative and scholarly writing that demonstrates analytical skill, theoretical fluency, and critical insight.

English Major Requirements

Major requirements 33 hours (27 hours required courses plus 6 hours departmental electives). Must be taken within the Bachelor of Arts degree. Students must complete eight hours of foreign language or demonstrate equivalent competence by examination.

Required courses for English:

3 hours	ENG 123*	Introduction to Literature: Fiction, Poetry, and Drama
3 hours	ENG 320	Reading Race and Gender
3 hours	ENG 324	Major British Authors
3 hours	ENG 325	Major American Authors
3 hours	ENG 330	Diasporic Literatures
3 hours	ENG 410	The Environmental Imagination
3 hours	ENG 413	Structure and Development of the English Language
3 hours	ENG 451	Studies in Modern Critical Theory
1 hour	ENG 481	Senior Thesis
2 hours	ENG 482	Senior Thesis

Choose one of the following two courses:

3 hours	ENG 311	Poetry Writing Workshop
3 hours	ENG 312	Fiction Writing Workshop

Choose one of the following courses:

3 hours	ENG 241	Studies in Fiction
3 hours	ENG 251	Studies in Poetry
3 hours	ENG 256**	Literature for Children and Young Adults

Elective:

1,2 hours	ENG 108	Literary Magazine Production
1,2 hours	ENG 211	Editing/Publishing Internship
1,2 hours	ENG 308	Literary Magazine Production
1,2 hours	ENG 411	Editing/Publishing Internship
1 hour	ENG 431	Composition Theory and Practicum

*With approval from the department, the ENG 123 requirement may be met by substituting one of the 200-level courses. For students seeking English Teacher Licensure, ENG 123 is required and may not be substituted. **ENG 256 is required for students seeking English Teacher Licensure.

English Minor Requirements

Minor requirement 15 hours with at least 7 hours taken for upper-level credit.

Choose 15 hours (7 hours upper-level) from among the following courses:

3 hours	ENG 123	Introduction to Literature: Fiction, Poetry, and Drama
3 hours	ENG 241	Studies in Fiction
3 hours	ENG 251	Studies in Poetry
3 hours	ENG 311	Poetry Writing Workshop
3 hours	ENG 312	Fiction Writing Workshop
3 hours	ENG 320	Reading Race and Gender
3 hours	ENG 324	Major British Authors
3 hours	ENG 325	Major American Authors
3 hours	ENG 330	Diasporic Literatures
3 hours	ENG 410	The Environmental Imagination
3 hours	ENG 413	Structure and Development of the English Language
3 hours	ENG 451	Studies in Modern Critical Theory

English Teaching Major Student Learning Goals

Upon successful completion of the major, students will:

- engage critically with a variety of literary texts, both traditional and contemporary, remaining attentive to issues of social justice and inclusivity;
- produce a substantial body of creative and scholarly writing that demonstrates analytical skill, theoretical fluency, and critical insight;
- demonstrate knowledge of the English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers;
- demonstrate knowledge of English language arts subject matter that specifically includes language and writing as well as knowledge of adolescents as language users.

English Teaching Major Requirements

Major requirements 31 hours. Must be taken within the Bachelor of Arts degree. Students must complete eight hours of foreign language or demonstrate equivalent competence by examination. This major is designed exclusively for students who are seeking secondary teacher licensure. The English Teaching Major can only be accomplished by completing Teacher Licensure requirements, including satisfactory completion of EDU 475, Student Teaching in the Secondary School, which represents the culminating capstone practicum for the English Teaching Major. If a student forgoes completion of Teacher Licensure, then that student must complete the English Major, including Senior Thesis, ENG 481 and ENG 482, the capstone requirement for the English Major.

Required courses for English teaching major:

3 hours	ENG 123	Introduction to Literature: Fiction, Poetry, and Drama
3 hours	ENG 256	Literature for Children and Young Adults
3 hours	ENG 320	Reading Race and Gender
3 hours	ENG 324	Major British Authors
3 hours	ENG 325	Major American Authors
3 hours	ENG 330	Diasporic Literatures
3 hours	ENG 410	The Environmental Imagination
3 hours	ENG 413	Structure and Development of the English Language
1 hour	ENG 431	Composition Theory and Practicum
3 hours	ENG 451	Studies in Modern Critical Theory

Choose one of the following two courses:

3 hours	ENG 311	Poetry Writing Workshop
3 hours	ENG 312	Fiction Writing Workshop

Recommended courses:

3 hours	ENG 241	Studies in Fiction
3 hours	ENG 251	Studies in Poetry
1 hour	ENG 481	Senior Thesis
2 hours	ENG 482	Senior Thesis

English Teacher Licensure Requirements

Students seeking a teaching license must gain acceptance into the Teacher Education program and meet licensure requirements. Licensure requires 34 hours, plus teaching methods, plus additional course work in general education and professional education requirements for teacher licensure.

Required courses for English with teacher licensure:

3 hours	EDU 415	Methods of Teaching English in the Secondary School
3 hours	ENG 123	Introduction to Literature: Fiction, Poetry, and Drama
3 hours	ENG 256	Literature for Children and Young Adults
3 hours	ENG 320	Reading Race and Gender
3 hours	ENG 324	Major British Authors
3 hours	ENG 325	Major American Authors
3 hours	ENG 330	Diasporic Literatures
3 hours	ENG 410	The Environmental Imagination
3 hours	ENG 413	Structure and Development of the English Language
1 hour	ENG 431	Composition Theory and Practicum
3 hours	ENG 451	Studies in Modern Critical Theory

Choose one of the following two courses:

3 hours	ENG 311	Poetry Writing Workshop
3 hours	ENG 312	Fiction Writing Workshop

Recommended courses:

3 hours	ENG 241	Studies in Fiction
3 hours	ENG 251	Studies in Poetry
1 hour	ENG 481	Senior Thesis
2 hours	ENG 482	Senior Thesis

In addition, the student must:

- Apply to the Teacher Education program before Junior year
- Complete General Education course requirements for Teacher Licensure
- Complete Professional Education course requirements for Teacher Licensure

For more information about Teacher Education requirements, students should see the “Education” section of this catalog.

Writing and Publishing Minor

Upon successful completion of the minor, students will:

- develop a professional skill set in writing and editing;
- gain hands-on production experience, including layout and design work; and
- work in publishing through professional internships.

Minor requirement 16 hours. Bethel’s Writing and Publishing minor offers students the opportunity to develop professional skills through a mix of creative writing, editing/publishing, and graphic design courses. Students develop a set of highly sought-

after writing skills, while also participating in professional internships and hands-on production. The minor, which will be reflected on students' transcripts, signals a set of core competencies and job-readiness to future employers. In the final semester of the program, students complete a professional portfolio, and may choose to either give a public reading or submit their most polished work for publication.

Required courses for the Writing and Publishing minor:

2-4 hours	ENG 108, 308	Literary Magazine Production
2 hours	ENG 211, 411	Editing/Publishing Internship
3 hours	ENG 410	The Environmental Imagination

*With approval from the department, the ENG 410 requirement may be met by substituting an additional 300 level writing workshop course (taking both ENG 311 and ENG 312, rather than just one).

Choose at least one of the following:

3 hours	ENG 311	Poetry Writing Workshop
3 hours	ENG 312	Fiction Writing Workshop

Electives:

3 hours	ART 108	2-D Design
1-3 hours	COA 106, 306	Journalism Production

English Course Descriptions (ENG)

101. Introduction to College Writing **3 hours**
 This course is required of all first-time freshmen whose ACT English score (or its SAT equivalent) is less than 17 or whose Accuplacer Writeplacer score is less than 5. **It is required for all first-time freshmen whose high-school GPA is less than 3.0. It is also required for international freshmen whose TOEFL score is below 50 (250 CBT). Fundamental English Competency is met by receiving a grade of "C-" or better in ENG 101.**

103. Critical Writing **3 hours**
 A sustained workshop in critical reading, thinking and researched writing. A grade of "C-" or better meets writing competency. **Prerequisite: ACT English score (or its SAT equivalent) of 17 or successful completion of the Fundamental English Competency or a grade of "C-" or better in ENG 101. For international students: TOEFL score of 50 (250 CBT) of higher.**

108, 308. Literary Magazine Practicum **1, 2 hours**
 Hands-on experience producing the undergraduate literary magazine Yawp! Coursework includes applied training in all stages of production from editorial selection, communication with student and alumni authors, layout and design, and planning/managing literary events on campus. Students will also have the opportunity to interview nationally published writers who come to Bethel College as part of the Literary Studies Department's Visiting Writers Series.

123. Introduction to Literature **3 hours**
 An introduction to literary studies in English, with attention to fiction, poetry, and drama, and inclusion of non-western world literary texts. **Meets distribution requirement in arts and humanities.**

211, 411. Editing/Publishing Internship **1, 2 hours**
 This course is a supervised internship that allows students to gain practical experience in the field of publishing and editing. Students will be responsible for working a minimum of 40 clock hours per credit hour, completing such tasks and reading submissions from the "slush pile" and evaluating texts for possible publication; communicating with authors; conducting research specific to the students interests. **Prerequisites: Minimum GPA of 2.50 or higher and junior/senior status or consent by instructor.**

241. Studies in Fiction **3 hours**
 Major fiction of a selected country, period or theme. The theme "War Literature" meets distribution requirement in arts and humanities and core requirement in peace, justice and conflict studies. Meets distribution requirement in arts and humanities. **Meets distribution requirement in arts and humanities and core requirement in peace, justice and conflict studies.**

- 251. Studies in Poetry** **3 hours**
Major poetry of a selected country, period or theme. The theme "Archivists and Agitators" meets the distribution requirement in arts and humanities and the core requirement of peace, justice and conflict studies. **Meets distribution requirement in peace, justice and conflict studies and core requirement in peace, justice and conflict studies.**
- 256. Literature for Children and Young Adults** **3 hours**
An introduction to a wide variety of literature written for children and young adults, including the literature of minority groups. Students will learn to evaluate and select literature appropriate for a variety of developmental levels and needs, both inside and outside of the classroom setting. **Fall, odd-numbered years.**
- 311. Poetry Writing Workshop** **3 hours**
A beginning course for persons interested in writing poetry. Focuses on developing a poetry portfolio through experimentation with poetic forms and models. **Not open to freshmen. Offered every third year, Fall.**
- 312. Fiction Writing Workshop** **3 hours**
A beginning course for persons interested in writing fiction. Focuses on short fiction models in the development of a portfolio of short fiction. **Not open to freshmen. Offered every third year, Fall.**
- 320. Reading Race and Gender** **3 hours**
A survey of 20th century and contemporary American literature, with special attention to themes of race and gender. **Spring, even-numbered years.**
- 324. Major British Authors** **3 hours**
A survey of major British authors from the early medieval period through the 19th century. **Spring, even-numbered years.**
- 325. Major American Authors** **3 hours**
A survey of major American authors from the colonial period through the early 20th century. **Fall, odd-numbered years.**
- 330. Diasporic Literatures** **3 hours**
A survey of 20th century and contemporary literature by British and Post-Colonial writers, with special attention to diasporic themes. **Spring, even-numbered years.**
- 410. The Environmental Imagination** **3 hours**
This course explores some of the major vectors of American environmental thinking from American poets, writers, and philosophers, from the 19th century to the present. **Spring, even-numbered years.**
- 413. Structure and Development of the English Language** **3 hours**
A study of the history of the English language, its grammatical systems and contemporary linguistic topics (e.g., semantics, usage, standardization and literacy). **Spring, even-numbered years.**
- 431. Composition Theory and Practicum** **1 hour**
A study of current composition research and applications to the teaching of writing.
- 451. Studies in Modern Critical Theory** **3 hours**
A study of major critics and critical theories of the 20th century, in application to a selected theme, group of texts, films, or cultural movement phenomenon. **Spring, odd-numbered years.**
- 481, 482. Senior Thesis** **1 hour fall, 2 hours spring**
Full-year independent research project. Bibliographic instruction during fall semester. Oral presentation of completed work required.

German- See Languages

Health and Physical Education

Member of the Divisions of Social Sciences/Human Services and Science and Mathematics

(Chair), T. Hoops, D. Sigley, B. Thiesen

The Department of Health and Physical Education at Bethel College strives to provide quality programs for its students in physical education and health education teacher licensure, athletic training, sport management and coaching. Our goal is for students to master their program of study as well as the fundamentals of critical and independent thinking, communication, collaboration and creativity needed to enter the world, workforce and graduate school with confidence.

The commitments and mission of the college define the framework within which we set its purposes and objectives. Our purpose is to prepare students for responsible lives of learning, service and leadership. Our goal is that all students learn to live active and healthy lives. Our aim is to advance the study of exercise, sport and athletic training to promote life balance, wellness and peak performance. Our commitment is to educate high quality teachers, coaches, athletic trainers and sports managers dedicated to lifelong learning and reflective practice. Our desire is for students to be models of excellence in all aspects of their lives – intellectual, cultural and spiritual leaders.

Health and Physical Education Major Student Learning Goals

Upon successful completion of major, students will:

- understand the concepts of physical education content and apply these concepts for the development of a physically educated learner;
- understand how individuals learn and develop, including special needs learners and can provide safe, developmentally appropriate opportunities that support their physical, cognitive, social and emotional development in the physical education environment;
- understand the need to foster relationships with colleagues, parents/guardians and other professionals in the learning community and seek opportunities to grow professionally;
- use knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various physical activity settings and understand how individuals differ in their approaches to learning;
- plan and implement a variety of developmentally appropriate instructional strategies to develop physical educated individuals;
- understand and use formal and informal assessment strategies to foster the learning and skill development of all learners in physical activity;
- use an understanding of individual group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning and self-motivation; and,
- demonstrate the ability to think critically and analytically and be able to creatively address problems and issues as measured by successfully completing an undergraduate research project.

Health and Physical Education Major Requirements

Major requirements 48-49 hours (37-38 hours required courses plus 11 hours required supporting courses). Taken within the Bachelor of Science degree.

Required courses for health and physical education:

2 hours	HPE 110	First Aid, Safety and CPR
2 hours	HPE 201	Functional Anatomy
3 hours	HPE 221	Sport in American Culture
3 hours	HPE 254	Personal and Community Health
2 hours	HPE 261	Teaching Rhythms and Movement
3 hours	HPE 281	Prevention and Care of Injuries
2 hours	HPE 320	Adapted Physical Education
3 hours	HPE 325	Motor Behavior
3 hours	HPE 329	Kinesiology

3 hours	HPE 360	Exercise Physiology
3 hours	HPE 365	Teaching Strategies in Physical Education
2 hours	HPE 470	Internship
2 hours	HPE 475	Measurement and Evaluation in Health, Physical Education & Sport
1 hour	HPE 481	Health and Physical Education Seminar
1 hour	HPE 482	Health and Physical Education Seminar

Required supporting courses:

4 hours	BIO 221	Human Anatomy and Physiology
3 hours	CHE 101	Introductory Chemistry
1 hour	HLS 100	Lifetime Wellness
.5 hour	HLS 115	Strength Training and Conditioning
.5 hour	HLS 11*	Health Related Fitness
.5 hour	HLS 11*	Health Related Fitness
.5 hour	HLS 13*	Basic Instruction
.5 hour	HLS 13*	Basic Instruction
.5 hour	HLS 13*	Basic Instruction

Choose one:

2 hours	HPE 270	Introduction to Sport Management
3 hours	HPE 200	Introduction to Physical Education, Sport, and Fitness

Additional courses for HPE majors seeking National Strength and Conditioning Association (NSCA) Strength and Conditioning Certification*:

2 hours	HPE 290	Essentials of Strength Training and Conditioning
2 hours	HPE 470	Internship

*Courses are designed to provide the HPE major with the knowledge and skills to design and implement safe and effective strength and conditioning programs. Completion of the HPE major, HPE 290 and HPE 470 assist a student in preparing to sit for one of the NSCA's Strength and Conditioning certification exams. There is a NSCA examination fee.

Health Education Teacher Licensure Requirements

Students seeking a teaching license must gain acceptance to the Teacher Education program and meet licensure requirements. Licensure requires 41 hours (30 hours required courses plus 11 hours required supporting courses) plus additional coursework in general education professional educational education requirements for teacher licensure.

Required courses for health and physical education with health education teacher licensure:

2 hours	HPE 110	First Aid, Safety and CPR
2 hours	HPE 201	Functional Anatomy
3 hours	HPE 254	Personal and Community Health
2 hours	HPE 320	Adapted Physical Education
3 hours	HPE 323	Principles in Nutrition
3 hours	HPE 325	Motor Behavior
3 hours	HPE 329	Kinesiology
3 hours	HPE 360	Exercise Physiology
3 hours	HPE 379	Teaching Strategies in Health Education
2 hours	HPE 470	Internship
2 hours	HPE 475	Measurement and Evaluation in Health, Physical Education & Sport
1 hour	HPE 481	Health and Physical Education Seminar
1 hour	HPE 482	Health and Physical Education Seminar

Required supporting courses:

4 hours	BIO 221	Human Anatomy and Physiology
3 hours	CHE 101	Introductory Chemistry
1 hour	HLS 100	Lifetime Wellness
.5 hour	HLS 115	Strength Training and Conditioning
.5 hour	HLS 11*	Health Related Fitness
.5 hour	HLS 11*	Health Related Fitness
.5 hour	HLS 13*	Basic Instruction
.5 hour	HLS 13*	Basic Instruction
.5 hour	HLS 13*	Basic Instruction

In addition, the student must:

- Apply to the Teacher Education program before Junior year
- Complete General Education course requirements for Teacher Licensure
- Complete Professional Education course requirements for Teacher Licensure

For more information about Teacher Education requirements, students should see the “Education” section of this catalog.

Physical Education Teacher Licensure Requirements

Student seeking a teaching license must gain acceptance to the Teacher Education program and meet licensure requirements. Major requirements 48-49 hours (37-38 hours required courses plus 11 hours required supporting courses) plus additional coursework in general education and professional education requirements for teacher licensure.

Required courses for physical education teacher licensure:

2 hours	HPE 110	First Aid, Safety and CPR
2 hours	HPE 201	Functional Anatomy
3 hours	HPE 221	Sport in American Culture
3 hours	HPE 254	Personal and Community Health
2 hours	HPE 261	Teaching Rhythms and Movement
3 hours	HPE 281	Prevention and Care of Injuries
2 hours	HPE 320	Adapted Physical Education
3 hours	HPE 325	Motor Behavior
3 hours	HPE 329	Kinesiology
3 hours	HPE 360	Exercise Physiology
3 hours	HPE 365	Teaching Strategies in Physical Education
2 hours	HPE 470	Internship
2 hours	HPE 475	Measurement and Evaluation in Health, Physical Education & Sport
1 hour	HPE 481	Health and Physical Education Seminar
1 hour	HPE 482	Health and Physical Education Seminar

Required supporting courses:

4 hours	BIO 221	Human Anatomy and Physiology
3 hours	CHE 101	Introductory Chemistry
1 hour	HLS 100	Lifetime Wellness
.5 hour	HLS 115	Strength Training and Conditioning
.5 hour	HLS 11*	Health Related Fitness
.5 hour	HLS 11*	Health Related Fitness
.5 hour	HLS 13*	Basic Instruction
.5 hour	HLS 13*	Basic Instruction
.5 hour	HLS 13*	Basic Instruction

Choose one:

3 hours	HPE200	Introduction to Physical Education, Sport, & Fitness
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2 hours HPE270 Introduction to Sport Management

In addition, the student must:

- Apply to the Teacher Education program before Junior year
- Complete General Education course requirements for Teacher Licensure
- Complete Professional Education course requirements for Teacher Licensure

For more information about Teacher Education requirements, students should see the “Education” section of this catalog.

Sport Management Minor Requirements

Minor requirements 16-17 hours

Sport Management is a popular area of academic study and for many graduating students, working in the sport industry is an attractive choice. Career paths in sport require managers, directors and employees to possess knowledge and skills in sport and leadership. Sport management courses focus on the business aspects of sport in culture, sport communication, interscholastic, intercollegiate and professional sport, facility management, sport ethics, sport marketing, sport law and sport finance.

The coursework for the sport management minor provides both a theoretical background and a range of practical experiences that are designed to enable graduates to provide leadership in the sport and fitness industry or to pursue further education at the graduate level. The program is designed to apply business management skills to the world of sport.

Required courses for the sport management minor:

3 hours	HPE 221	Sport in American Culture
3 hours	HPE 275	Facility and Event Management
3 hours	HPE 340	Sport Communication and Marketing
3 hours	HPE 390	Financial Management in Sport
2 hours	HPE 470	Internship – Sport

Choose one:

3 hours	HPE200	Introduction to Physical Education, Sport, & Fitness
2 hours	HPE270	Introduction to Sport Management

Coaching Minor Student Learning Goals

Upon successful completion of the minor, students will:

- know the principles and issues related to planning organizing, staffing and directing functions of a team, commonly considered responsibilities of a coach; and
- implement the physiological principles and applications for physical training in sport, including the ability to develop training programs for individual athletes and teams.

Coaching Minor Requirements

The coaching certificate requires 19 hours of courses, with 12 of the 19 hours being distinct.

The coaching certificate is designed to introduce students to the many principles that are applicable across all sports. It is a supplement to any major field of study and is encouraged for students seeking teacher licensure or pursuing other majors who desire a coaching position or career in an educational setting. Students completing the coaching minor will be certified in First Aid, Pediatric and Adult CPR and AED through the American Red Cross, and sit for the National Strength and Conditioning Association’s Certified Strength and Conditioning Specialist (NSCA-CSCS) exam.

Required courses for the coaching minor:

2 hours	HPE 110	First Aid, Safety and CPR
2 hours	HPE 201	Functional Anatomy
3 hours	HPE 301	Principles of Coaching
3 hours	HPE 410	Essentials of Strength Training and Conditioning
2 hours	HPE 470	Internship in Sport – Coaching

Choose at least one:

3 hours	HPE 329	Kinesiology
3 hours	HPE 360	Exercise Physiology

Choose at least one:

3 hours	HPE 200	Introduction to Physical Education, Sport and Fitness
2 hours	HPE 270	Introduction to Sport Management

Choose two from the following:

.5 hour	HLS 113	Fitness Activities
.5 hour	HLS 115	Strength Training and Conditioning
.5 hour	HLS 137	Recreational Activities

Electives (*may be used to complete distinct credits for minor):

3 hours	HPE 281	Prevention and Care of Injuries
2 hours	HPE 320	Adaptive Physical Education
3 hours	HPE 325	Motor Behavior
2 hours	HPE 355	Sport Psychology

Healthy Lifestyle Course Descriptions (HLS)

100. Lifetime Wellness

1 hour

The course emphasis is placed on studying and adopting components of a healthy lifestyle that will guide the student towards achieving lifetime health, fitness and wellness. The course examines the behaviors and lifestyle choices that lead to increasing the healthy life span of all individuals. The emphasis is on a holistic and life span approach to an active lifestyle with some concentration given to addressing the issues of ageing. **Fall.**

110. Aerobic Kickboxing

.5 hour

Aerobic kickboxing is a combination of aerobics, boxing and martial arts. It is an intense total body workout designed to improve strength, aerobic fitness, flexibility, coordination and balance. **Spring, odd-numbered years.**

111. Aerobic Water Exercise

.5 hour

Designed to enable students to receive an effective cardiovascular, strength and flexibility workout minus the stress to joints. All exercise is done in the pool without putting the head under water. No swimming experience is necessary.

112. Martial Arts for Life

.5 hour

Instruction in the basic skills, blocks, strikes and kicks of Tae Kwon Do with an emphasis on life skills including character building, self-awareness, respect for others and goal setting. **Spring, odd-numbered years.**

113. Fitness Activities

.5 hour

The focus of the Fitness Activities course is on application and participation opportunities in a variety of activities such as Zumba, step aerobics, kick-boxing, boot camp, cardio and weight training and core workout. **Fall.**

114. Pilates & Core Training

.5 hour

Introduction to a movement-based physical conditioning system based on posture, alignment, breathing and muscle control. **Spring, even-numbered years.**

115. Strength Training and Conditioning

.5 hour

Introduction to skills, methods and techniques for improving muscular strength, muscular endurance, cardiovascular endurance and flexibility through specialized program design. Methods of training include machines, free weights and training without apparatus. **Fall.**

116. Yoga

1 hour

Yoga, from the Sanskrit word meaning to unite or yoke, is an ancient practice that teaches discipline of the body, mind and spirit and strives to bring them into unity. Classes will focus on the Hatha Yoga system, primarily in the Iyengar tradition. Students will learn a variety of poses and breathing techniques that with consistent practice will aid in improving strength, flexibility, balance and coordination and can be utilized in managing stress. **Fall, Spring.**

118. Zumba **1 hour**
This course satisfies the requirement for an activity course in the general education core curriculum or other activity requirements for a specific major. Content includes introduction to Zumba®, a Latin inspired aerobic workout. It requires performance of specific skills and safe class participation. Students are encouraged to work within their own limitations and progress at their own pace. A typical class will include rhythms in salsa, merengue, reggaeton, and cumbia. **Spring, odd-numbered years.**

130. Badminton **.5 hour**
Includes fundamental strokes, play in singles and doubles and knowledge of rules and court etiquette. **Fall, even-numbered years.**

131. Basketball **.5 hour**
This course includes the knowledge and development of skills, selection of drills, game rules and strategy, the improvement of basketball skills of individual and team play. **Fall, even-numbered years.**

132. Golf **.5 hour**
Basic fundamentals are taught. Golf etiquette and course rules are explained. Golf clubs are not furnished by the college. Special fees: lab fees. **Fall, odd-numbered years.**

133. Soccer **.5 hour**
This course includes the knowledge and development of skills, selection of drills, game rules and strategy, the improvement of soccer skills of individual and team play. **Spring, even-numbered years.**

134. Tennis **.5 hour**
Includes four fundamental strokes, play in singles and doubles and knowledge of rules and court etiquette. **Spring, even-numbered years.**

135. Volleyball **.5 hour**
This course includes the knowledge and development of skills, selection of drills, game rules and strategy, the improvement of volleyball skills of individual and team play. **Fall, odd-numbered years.**

136. Square/Folk Dance **.5 hour**
Dances of American origin performed in the various formations: square, long ways, circle and couple.

137. Recreational Activities **.5 hour**
A combination of recreational and lifetime leisure activities such as: bowling, ping pong, pocket billiards, horseshoes, croquet, ultimate Frisbee, hiking orienteering and shuffleboard. **Spring, even-numbered years.**

Health and Physical Education Course Descriptions (HPE)

110. First Aid, Safety and CPR **2 hours**
The course is designed for students to earn certification in first aid, safety and CPR. Coursework also includes exposure to the theories of accident causation, risk management and methods of preventing accidents in school, work, home and recreational settings. **\$30 certification fee. Fall, Spring.**

111-119, 311-319. Varsity Sports **1 hour each**
The student will develop physical, mental and social-emotional skills necessary for play and retention appropriate for the year of participation. No more than four credit hours per varsity sport will count toward the 124 hours required for graduation. After two seasons of participation, a student may enroll in upper-level.

- 111, 311. Varsity Sport – Softball**
- 112, 312. Varsity Sport - Soccer**
- 113, 313. Varsity Sport - Football**
- 114, 314. Varsity Sport – Volleyball**
- 115, 315. Varsity Sport - Cross Country**
- 116, 316. Varsity Sport - Basketball**
- 117, 317. Varsity Sport - Tennis**
- 118, 318. Varsity Sport - Track and Field**
- 119, 319. Varsity Sport – Golf**
- 121, 321 Varsity Sport – Cheer and Dance**

- 200. Introduction to Physical Education, Sport, and Fitness** **3 hours**
 This course is a study of the history, philosophy, and contemporary problems and trends of physical education, sport, and fitness and their influence on contemporary American society. It will also examine the career opportunities in the fields of physical education, sport, and fitness. **Fall.**
- 201. Functional Anatomy** **2 hours**
 This course increases student knowledge and exposure to the structural and functional components of human anatomy including musculoskeletal origins, insertions, actions and primary motion. **Suggested to complete prior to BIO 221. Fall.**
- 205. Intro to Personal Training** **3 hours**
 This course is designed to prepare and qualify students to work as personal trainers. The course bridges the gap between exercise science related course work and the practical application skills of personal training. Learn how to: properly screen and evaluate clients for safe participation in an exercise program, design and implement exercise prescriptions for multiple populations and successful goal attainment. **Spring.**
- 221. Sport in American Culture** **3 hours**
 The central goal of the course is to trace the history of sport in America and understand the role of sport in today's society. Students should expect to gain a good understanding of the important inter-relationship between sport and American culture. **Spring.**
- 254. Personal and Community Health** **3 hours**
 This course involves the study of the health-related dynamics of human growth, development and adaptation throughout the life cycle. The course provides exposure to community and environmental health, ecology, emotional and mental health, human sexuality, drug, tobacco and alcohol education, disease prevention and control and consumer health. Emphasis is placed on the six risk behaviors identified by the Centers for Disease Control and Prevention. **Meets distribution requirement in social sciences. Spring.**
- 261. Teaching Rhythms and Movement** **2 hours**
 This course is designed to introduce fundamental rhythms and dance skills, body management skills, movement concepts, manipulative skills and game skills to health and physical education majors who are interest in teaching/coaching in a school or recreational setting. **Fall, odd-numbered years.**
- 270. Introduction to Sport Management** **2 hours**
 This course is an introductory study of management concepts, skills and techniques essential to developing leadership, decision making organizational and management skills in physical education and sport. **Fall, odd-numbered years.**
- 275. Sport Facility and Event Management** **3 hours**
 The course provides students with a solid grasp of the fundamental skills in sport facility planning and management and the knowledge base to apply those skills in a real world environment. Some of the topics include: management theory and human resources, facility planning and construction, facility systems and operations, facility maintenance, facility administration and event management. **Spring, even-numbered years.**
- 281. Prevention and Care of Injuries** **3 hours**
 Theory and practice in the prevention, recognition and management of injuries associated with activity participation. **Laboratory fee additional. Fall, odd-numbered years.**
- 301. Principles of Coaching** **3 hours**
 The course introduces the student to many principles of coaching that are applicable across all sports. The emphasis is placed on coaching philosophy, motor behavior, teaching techniques, physical training and management. **Fall, even-numbered years.**

320. Adapted Physical Education **2 hours**
The course emphasis is placed on a life span approach studying theory and practice in developing physical activity and health-related programs for the special needs population. **A field experience is included. Spring, even-numbered years.**

323. Principles in Nutrition **3 hours**
This course provides a study of the nutrients, their functions and factors affecting their utilization during the life span of individuals. Food habits, eating disorders, athletic performance, global malnutrition and health concerns as they relate to nutrition are included in this course. At the completion of this course, students will sit for the National Council on Strength and Fitness Sport Nutrition Specialist (NCSF-SNS) exam. **\$300 certification fee for HPE and Exercise Science Majors only. Fall.**

325. Motor Behavior **3 hours**
The course emphasis is placed on understanding the interaction of motor development, motor learning and motor control on the acquisition, refinement and retention of movement skills. The coursework includes a study of the hereditary, environmental and socio-psychological influences on the development of motor skills that are utilized in sport and lifetime leisure/recreation activities. Students are introduced to basic teaching strategies and techniques for learning motor skills. **Fall, even-numbered years.**

329. Kinesiology **3 hours**
The course provides a study of the structure and function of the musculoskeletal system and mechanical principles underlying sports performance. Students learn how to analyze performance determining the muscles involved, joint movements and mechanical details. **Lab is included. Prerequisite: HPE 201; BIO 221. Spring.**

340. Sport Communication and Marketing **3 hours**
Introduces the student to all aspects of the sport communication industry and how each is integral to the management, marketing and operational goals of sport organizations. Course content will include (but not limited to) implementing a sport market plan, sport consumer behavior, role of research in sport marketing, sport marketing segmentation, sport brands, promotions, sponsorship, role of media and public relations. **Prerequisite: HPE 270. Spring, odd-numbered years.**

355. Sport Psychology **3 hours**
The course emphasis is placed on the role of sport in society with discussions of current sports-related issues. Some of the topics will include personality, anxiety and arousal, leadership, motivation, coping strategies, behavioral principles, and aggression as they relate to exercise and sport. **Prerequisite: PSY 211 or SSC 222. Spring, even-numbered years.**

360. Exercise Physiology **3 hours**
The course emphasis is placed on the response of the body to exercise, emphasizing generation of energy in skeletal muscle, dynamics of muscular contraction, oxygen transport system, body composition, graded exercise testing and training regimes. Students have opportunities for practical application of technological advances in exercise prescription physical fitness testing. **Prerequisite: BIO 221. Fall.**

365. Teaching Strategies in Physical Education **3 hours**
The course emphasis is on the study of PreK-12 school physical education including curriculum construction, lesson plan development, instructional strategies and materials. Microteaching experiences are included. **Spring, odd-numbered years.**

379. Teaching Strategies in Health Education **3 hours**
The course emphasis is on the study of PreK-12 school health education including curriculum construction, lesson plan development, instructional strategies and materials including the use of technology in the health education classroom. The coursework includes a study and promotion of the total school health program, teaching activities for delivering sexuality, HIV/AIDS information and strategies for teaching the six risk behaviors identified by the Centers for Disease Control and Prevention. Microteaching experiences are included. **Fall, even-numbered years.**

390. Financial Management for Sport **3 hours**
This course is an examination of principles of economics, budgeting and finance as it applies to the sport industry. The concepts of resource acquisition and financial management are examined and applied to the problems faced by sport and leisure organizations. **Prerequisite: HPE 270. Spring, odd-numbered years.**

410. Essentials of Strength Training and Conditioning **3 hours**

The course is designed to assist the student with acquiring knowledge of how to develop and administer safe and effective strength training and conditioning programs. The course is the primary resource for students preparing for the NSCA Certification for the Strength and Conditioning Specialist examination and serves as a valuable resource for those preparing for the NSCA-Certified Personal Trainer certification exam. **Prerequisite: HPE 360, and junior or senior standing. \$420 certification fee. Spring, odd-numbered years.**

420. Exercise Testing, Prescription, and Evaluation **3 hours**

This course will consider the use of health and fitness field and laboratory instruments, techniques, procedures, and equipment. Special emphasis will be placed on the ability to administer test protocols for evaluating the health-related components of physical fitness. At the completion of this course, students will sit for the National Council on Strength and Fitness Certified Personal Trainer (NCSF-CPT) exam. **\$180 certification fee. Prerequisites: Junior or Senior standing, HPE 329, HPE 360. Fall, Spring.**

470. Internship **2 hours**

Students gain an in-depth practical experience in health and physical education area or exercise sciences, i.e., teaching, coaching, sports officiating, recreation, strength/conditioning, athletic training and/or sport management. **The internship is graded pass/fail. Health and physical education teacher licensure majors participate in a PreK-12 school internship. Fall, Spring.**

475. Measurement and Evaluation in Health, Physical Education and Sport **2 hours**

This course is designed to acquaint students with the methods and techniques of research used in health education, physical education and sport. Experiences will be provided for learning about and practicing test construction, selection, administration, analysis and application of test results. The course will include experiences with basic statistics and the use of technology in health and physical education. **Spring.**

481, 482. Health and Physical Education Seminar **1 hour each**

This course is designed as a culminating experience for the student majoring in health and physical education. Each student is required to do an independent research project in consultation with a faculty adviser. The results of the project are presented orally and in writing to the faculty and HPE majors with additional opportunities to present the research at professional meetings and conferences. **HPE 481 Fall; HPE 482 Spring.**

History and Conflict Studies

Member of the Division of Social Sciences and Human Services

M. Jantzen (Chair), K. Wedel

The Department of History and Conflict Studies offers to students a range of program options, including a major and minor in History, a major in History and Political Science, licensure for History and Government teacher education and an interdisciplinary minor in Peace, Justice and Conflict Studies. The Department of History and Conflict Studies also collaborates with Bethel College's Kansas Institute for Peace and Conflict Resolution (KIPCOR) on a wide range of conflict resolution courses and a Conflict Resolution Certificate.

Herodotus, the first historian in the Western tradition, documented the Persian invasion of Greece in his book, *The History*, "so that time may not draw the color from what man has brought into being, nor those great and wonderful deeds, manifested both by Greeks and barbarians, fail of their report." His successor, Thucydides, in his history of the Peloponnesian Wars, immediately criticized Herodotus for making "many incorrect assumptions" and writing "to meet the taste of an immediate public." Thucydides strove for understanding, evidence, and evaluation and to design his writing "to last forever," which so far it has.

Studying history at Bethel provides knowledge of past and present civilizations—knowing history—and also stresses the methods of historical interpretation and writing. There are many opportunities for "hands-on" history experience through oral history, museum internships, working with rare books and manuscripts in the Mennonite Library and Archives and through travel courses.

The Peace, Justice and Conflict Studies minor is designed to generate critical engagement with issues of power, violence and social justice; foster a capacity for understanding conflict from diverse perspectives and develop skills to analyze and/or manage conflicts and practice peace-making. The contours of the minor reflect Bethel's Mennonite/Anabaptist theology, heritage and values; the long history of peace studies and conflict resolution at Bethel; and Bethel's commitment to addressing injustice. Because of its interdisciplinary nature, the minor can be shaped to support and enhance many majors and professional courses of study.

Conflict studies courses also meet general education requirements in history, the social sciences and peace, justice and conflict studies. A few social science courses also support History and Government teacher education.

History Major Student Learning Goals

Upon successful completion of the major, students will:

- demonstrate comprehensive basic knowledge of key themes, events, ideas and persons across a broad expanse of history;
- develop and demonstrate clear written analysis of historical narrative, effective speaking about and explanation of historical events, as well as library and manuscript research skills; and
- and identify and analyze the interrelationship of complex factors (for example, social, cultural, religious, economic factors) involved in the development of historical events.

History Major Requirements

Major requirements 30 hours. Must be taken within the Bachelor of Arts degree. Students must complete eight hours of foreign language or demonstrate equivalent competence by examination.

Required courses for history:

3 hours	HIS 111	History of Civilization I
3 hours	HIS 112	History of Civilization II
1 hour	HIS 211	History Methodologies
1 hour	HIS 481	History Seminar
2 hours	HIS 482	History Seminar

Electives (need 20 hours minimum, 14 hours must be upper-level):

3 hours	BRL213	Mennonite History, Life and Thought
3 hours	HIS 221	United States History I

3 hours	HIS 222	United States History II
3 hours	HIS 240	Twentieth-Century Global Mennonite History
4 hours	HIS 331	Greece and Rome
4 hours	HIS 332	Witches and Heretics in Europe
4 hours	HIS 343	Seminar in Historical Topics
4 hours	HIS 348	History of American Capitalism
3 hours	HIS 353	Race and Gender in American History
3 hours	HIS 360	Kansas History
4 hours	HIS 443	History of U.S. Foreign Policy
4 hours	HIS 447	Religion in American History
4 hours	HIS 452	Nineteenth-Century European History
4 hours	HIS 454	Twentieth-Century European History
4 hours	HIS 456	History of the Holocaust
4 hours	HIS 462	History of East Central Europe

History Minor Requirements

Minor requirements 16 hours (must include 8 upper-level hours).

History and Government Teacher Licensure Requirements

Students seeking a teaching license must gain acceptance to the Teacher Education program and meet licensure requirements. Licensure requires a total of 45 hours, including 17 upper-level hours, plus additional course work in general education requirements and professional education requirements for teacher licensure.

Required courses in history:

3 hours	HIS 111	History of Civilization I
3 hours	HIS 112	History of Civilization II
1 hour	HIS 211	History Methodologies
3 hours	HIS 221	United States History I
3 hours	HIS 222	United States History II
3 hours	HIS 360	Kansas History
1 hour	HIS 481	History Seminar
2 hours	HIS 482	History Seminar

At least one course from the following group (World History):

3 hours	HIS 240	Twentieth-Century Global Mennonite History
4 hours	HIS 331	Greece and Rome
4 hours	HIS 332	Witches and Heretics in Europe
4 hours	HIS 343	Seminar in Historical Topics (World History)
4 hours	HIS 452	19th Century European History
4 hours	HIS 454	20th Century European History
4 hours	HIS 462	History of East Central Europe
4 hours	HIS 456	History of the Holocaust

At least one course from the following group (United States History):

4 hours	HIS 343	Seminar in Historical Topics (U.S. History)
4 hours	HIS 348	History of American Capitalism
3 hours	HIS 353	Race and Gender in American History
4 hours	HIS 443	History of U.S. Foreign Policy
4 hours	HIS 447	Religion in American History

Required supporting courses:

3 hours	ECN 211	Macroeconomics
3 hours	SSC 205	Social and Physical Geography
3 hours	SSC 222	Principles of Sociology

3 hours	SSC 230	United States Government
3 hours	EDU 440	Methods for Teaching Social Science in the Secondary School

In addition, the student must:

- Apply to the Teacher Education program before Junior year
- Complete General Education course requirements for Teacher Licensure
- Complete Professional Education course requirements for Teacher Licensure

For more information about Teacher Education requirements, students should see the “Education” section of this catalog.

History and Political Science Major Student Learning Goals

Upon successful completion of the major, students will:

- demonstrate a comprehensive basic ability to use the concepts and principles of political science to analyze political systems;
- develop and demonstrate clear written analysis of historical influences upon political systems, as well as library and manuscript research skills; and,
- identify and analyze the interrelationship of complex factors (for example, social, cultural, religious, political, and economic factors) involved in the development of historical events.

History and Political Science Major Requirements

Major requirements 33 hours. Must be taken within the Bachelor of Arts degree. Students must complete eight hours of foreign language or demonstrate equivalent competence by examination.

Required courses (16 hours):

1 hour	HIS 211	History Methodologies
1 hour	HIS 481	History Seminar
2 hours	HIS 482	History Seminar
3 hours	SSC 201	Principles of Political Science
3 hours	SSC 230	U.S. Government

Plus any two courses from this list:

3 hours	HIS 111	History of Civilization I
3 hours	HIS 112	History of Civilization II
3 hours	HIS 221	U.S. History I
3 hours	HIS 222	U.S. History II

Electives (need 17 hours minimum)

11-12 hours or three courses from this list:

4 hours	HIS 331	Greece and Rome
4 hours	HIS 332	Witches and Heretics in Europe
4 hours	HIS 343	Seminar in Historical Topics
4 hours	HIS 348	History of American Capitalism
4 hours	HIS 353	Race and Gender in American History
4 hours	HIS 443	History of U.S. Foreign Policy
4 hours	HIS 452	Nineteenth Century European History
4 hours	HIS 454	Twentieth-Century European History
4 hours	HIS 456	History of the Holocaust
3 hours	SSC 345	Political Violence

Plus 6 hours from this list, at least 3 being upper level:

3 hours	BRL 330	Christian Social Ethics
3 hours	COA325	Persuasion and Argumentation
3 hours	ENG 451	Modern Critical Theory
3 hours	PHI 200	General Philosophy

3 hours	PSY 211	General Psychology
3 hours	SSC 235	Introduction to Peace Studies
2 hours	SSC 461	Managing Group and Organizational Conflict
2 hours	SSC 462	Culture, Gender, and Power in Conflict

Or another course approved by the program director.

Peace, Justice and Conflict Studies Minor Student Learning Goals

Upon successful completion of this interdisciplinary minor, students will:

- increase their ability to engage critically with issues of power, violence and social justice;
- demonstrate the capacity to understand conflict from diverse perspectives; and
- develop skills to analyze and/or manage conflicts and practice peace-making.

Peace, Justice and Conflict Studies Minor Requirements

Minor requirements 17-19 hours. An interdisciplinary minor which grounds students in the critical issues and conceptual methodologies of peace, justice and conflict studies, while also encouraging students to apply a methodology from their major to a problem in peace, justice or conflict studies. Coordinated by Kip Wedel.

Required courses:

3 hours	SSC 235	Introduction to Peace Studies
3 hours	SSC 250	Introduction to Conflict Management

And one of the following:

3 hours	BRL 372	Nonviolence: Theory and Practice
3 hours	SSC 345	Political Violence

And one of the following:

3 hours	HIS 240	Twentieth-Century Global Mennonite History
4 hours	HIS 348	History of American Capitalism
4 hours	HIS 443	History of U.S. Foreign Policy

One course from the following electives or the one remaining course from above list or a course approved by the program director:

4 hours	BIO 110	Environmental Science
3 hours	BRL 304	World Religions
3 hours	BRL 330	Christian Social Ethics
3 hours	COA 313	Gender, Race, Class and the Media
3 hours	ENG 241	Studies in Fiction: War Literature
3 hours	PSY 260	Social Psychology
3 hours	SSC 222	Principles of Sociology
3 hours	SWK 364	Social Justice and Social Change

A research project done in conjunction with a seminar project in the chosen major or independently as the following course:

2, 3 hours	HIS 483	Peace Studies Research
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History Course Descriptions (HIS)

111, 112. History of Civilization I, II

3 hours each

A general survey of the history of Western civilization with special emphasis on political, social, cultural and scientific events.

The first course goes to the Reformation and the second course from the 17th century to the present. **Meets distribution requirement in social science and core requirement in peace, justice and conflict studies.**

211. History Methodologies

1 hour

Basic methodologies of historical research and writing, including proper documentation, library research, primary and secondary resources oral history, quantitative history, basic historiography and professional development.

- BRL 213. Mennonite History, Life and Thought** **3 hours**
See Bible and Religion.
- 221, 222. U.S. History I, II** **3 hours each**
A general survey of the history and civilization of the United States with emphasis given to the political, economic and cultural life of the American people and to the increasing role of the United States in world affairs. The first term covers the period up to 1877, the second term up to the present. **Meets distribution requirement in social science and core requirement in peace, justice and conflict studies.**
- 240. Twentieth-Century Global Mennonite History** **3 hours**
The interplay between external social movements and circumstances and internal Mennonite social and theological developments will be examined in a global context with special attention to Pietism, Evangelicalism, missions, liberalism, imperialism and war. **Meets core requirement in peace, justice and conflict studies.**
- 331. Greece and Rome** **4 hours**
The history of ancient Greece and Rome from the beginnings of Greek civilization to the end of the Roman Empire. The growth of philosophy, art, science and development in governments.
- 332. Witches and Heretics in Europe** **4 hours**
This course examines the creation of heresy as a legal and social category in Europe from the fourth century to end persecution during the Enlightenment. The category of witches as a special brand of heretic during the sixteenth and seventeenth centuries is a major focus.
- 343. Seminar in Historical Topics** **4 hours**
A study of selected topics or methods in history. Topic is announced in advance.
- 348. History of American Capitalism** **4 hours**
This course examines American economic history from pre-contact agriculture and trade to the present. Major topics include the colonial system, the market revolution, the evolution of the corporation, industrialization and organized labor, consumerism, the Great Depression, the changing role of the state and globalization.
- 353. Race and Gender in American History** **4 hours**
A history of how race and gender shaped the lives of Americans. The course examines the malleable nature of these concepts and considers how changing categories and expectations have influenced American society, culture, and politics.
- 360. Kansas History** **3 hours**
This course examines the history of the state of Kansas from Native American communities living in the area prior to white contact to contemporary issues facing Kansans today.
- 443. History of US Foreign Policy** **4 hours**
The history of U.S. foreign policy from 1776 to the present. Major themes include the interdependence of domestic and foreign politics, the American contribution to internationalism and the attractions and pitfalls of global power.
- 447. Religion in American History** **4 hours**
The role of religion in shaping life in America and how Americans have drawn on religious belief systems to construct political ideologies, maintain cultural identity, justify economic change/exploitation and critique secular culture.
- 452. Nineteenth-Century European History** **4 hours**
The history of Europe from the French Revolution to the Age of Imperialism. An era of ideology, the course will explore liberalisms both political and economic, socialism, nationalism and conservatism.
- 454. Twentieth-Century European History** **4 hours**
The history of Europe from the First World War to the end of the Cold War. Special attention will be focused on the impact of the century's violence and the relatively peaceful end to a bloody century.
- 456. History of the Holocaust** **4 hours**
This course examines the history of the Holocaust including analysis of victims, perpetrators and bystanders along with evolving understanding of the significance and meaning of the Holocaust in the second half of the twentieth century.

462. The History of East Central Europe **4 hours**
The history and culture of modern East Central Europe will be examined with emphasis on how the religious, linguistic and ethnic mix of the area has bred both conflict and a unique brand of tolerance. **Meets core requirement for cross-cultural learning.**

481, 482. History Seminar **1 hour in fall, 2 hours in spring**
A full-year course sequence required of all students majoring in history. The seminar is designed to allow students to practice the techniques employed in historical research and requires an independent research project in consultation with a faculty adviser. The results of the study are presented (orally and in writing) to the seminar.

483. Peace Studies Research **2, 3 hours**
An advanced research project that brings to bear methodology of a student's major on an issue of peace and justice.

Social Science Course Descriptions (SSC)

201. Principles of Political Science **3 hours**
An introduction to the field of political science. Using a comparative approach, the course will examine political institutions and processes, political theory, and international politics. **Meets distribution requirement in social science and cross-cultural learning.**

205. Social and Physical Geography **3 hours**
This course surveys the human population of the world, including a discussion of how global, political and physical features relate to and shape institutional forms in various societies. This course is designed to greatly expand students' basic knowledge of the sociological and physical realities of the world community. **Spring, odd-numbered years for History and Government, Teacher Licensure as needed. Meets distribution requirement in social science.**

222. Principles of Sociology **3 hours**
An introduction to the study of human society through basic sociological concepts and perspectives: social interaction, culture and social order; social inequality, power, conflict and social change. Using social conflict theory to understand how social forces shape privilege, inequality and social change, this course examines a wide range of topics from the sociological perspective to demonstrate how sociologists view and interpret the social world. **Meets distribution requirement in social science. Fall.**

230. United States Government **3 hours**
The historical and intellectual foundations of the U.S. system of government at the national, state and local level. Topics include the Declaration of Independence, the Constitution, federalism, political culture, public opinion, political parties, elections, interest groups, media, bureaucracy and the interrelationship of the three branches of government—executive, legislative and judicial. Also examined are policy issues in social welfare, civil liberties and civil rights. **Meets distribution requirement in social science. Fall, even-numbered years.**

235. Introduction to Peace Studies **3 hours**
Peace Studies is the systematic study of (1) the causes of violence and conflict (inter-personal, inter-group and international) and (2) the conditions necessary for both "negative" and "positive" peace. Course topics include war and other inter / intra group organized violence; terrorism, nation-building and national reconciliation; religious / philosophical bases of peacemaking; diplomacy; human rights; ecological wholeness; and economic, social and political justice. **Meets distribution requirement in social science and core requirement in peace, justice and conflict studies.**

250. Introduction to Conflict Management **3 hours**
This course provides an introduction to conflict theory, analysis and intervention techniques, with special focus on understanding the causes and management of interpersonal conflict at the micro level (family, friends, intimate relationships, school, work and community). **Meets distribution requirement in social science and core requirement in peace, justice and conflict studies. Fall, odd-numbered years.**

345. Political Violence **3 hours**
This course examines the nature of political violence with an emphasis on case studies involving genocide, ethnic violence, interstate wars, and violence stemming from poverty and ecological degradation. The course will draw upon specific cases of political violence to explore how it is perpetuated and reinforced. It will also examine constructive responses to political violence. **Meets core requirement in peace, justice, and conflict studies.**

[For additional upper-level social science \(SSC\) courses, see listing under the Kansas Institute for Peace and Conflict Resolution \(KIPCOR\).](#)

Interdisciplinary Studies

Certain courses in the academics curriculum lie outside of any department or division of the college. Such courses are given an interdisciplinary status and listed with an “IDS” prefix in lieu of a specific departmental prefix.

Interprofessional Health Studies Minor Student Learning Goals

Upon successful completion of certificate, students will:

- display professional skills related to health studies and professions, e.g., basic communication and analytic skills in working with others within their chosen area of professional study as well as others with different skills, interests and health career goals;
- demonstrate an understanding of major issues that link health professions together in the common goal of high quality patient care and that distinguish their complementary contributions to this care; and
- show an ability to integrate their learning across the diverse health care professions and foundations in the social and natural sciences and to think critically and ethically about health care and its role in society.

Interprofessional Health Studies Minor

The interprofessional health studies minor requires 16 hours of courses.

The interprofessional health studies minor is designed to bring together students with different interests in the health-related and human service professions with the goal of helping students see their own chosen field in the larger context of the many professions that provide health and mental health care. It is becoming more and more common for health and mental healthcare providers to work in interprofessional teams. Hence, each professional team member must have an appreciation of what those with different professional training can contribute. This minor is designed with the assumption that preparation for such collaborative work will be best accomplished through a set of common courses with goals that are shared by a broad range health of human service professions.

Required courses for the interprofessional health studies minor:

3 hours	HPE 323	Principles of Nutrition
2 hours	IDS 360	Healthcare Ethics
1 hour	IDS 411	Internship (50 hours)
3 hours	PSY 270	Biopsychology and Health
3 hours	SWK 310	Skills for Human Service Work

Four (4) hours from the following electives:

3 or 4 hours	BIO 305	Pathophysiology
1 hour	IDS 411	Internship (50 hours)
3 hours	PSY 331	Cognitive Neuroscience
3 hours	PSY 345	Theory and Practice of Counseling
3 hours	SWK 220	Introduction to Social Work and Social Welfare Institutions (Policy I)

Interdisciplinary Studies Course Descriptions (IDS)

100. Fundamentals of Reading and Study Skills

3 hours

This course is required of new students whose high-school GPA is less than 3.0. **Meets fundamentals of reading and study skills competency.**

102. First-Year Seminar

3 hours

First-Year Seminar is required of all first-time freshmen at Bethel College. It is designed to help new students adjust academically and socially to Bethel College and to enhance the skills of liberal education: to think clearly and cogently and to communicate in writing and speech with grace and precision. **Meets core requirement in communication skills. Fall.**

211, 411. Internship **2-11 hours**
A supervised, evaluated internship placement in which the student explores a potential career and/or develops professional skills and an understanding of the world of work. **Credit/ No Credit grading.**

220. Seminar on Diversity **3 hours**
This course will prepare students for working and living in a diverse and global community allowing students to understand the complexities, benefits and challenges of the global environment. This course will also allow students to acquire an understanding of themselves, others and their relationship to the environment in which they live. **Meets core requirement in cross-cultural learning. Spring.**

230. Thresher Transition **1 hour**
Thresher Transition is a one-credit course strongly encouraged for all Bethel College transfer students. This discussion-based course is designed to help students adjust academically and socially to Bethel College, and to enhance the skills of liberal education: to think critically and cogently, and to communicate in writing and speech with grace and precision. It is designed to help the student get the most out of their Bethel experience as they begin to transition into our community. **Fall, Spring.**

281. STEM Learning Community **.5 hour**
A course required of all freshman and sophomore recipients of science or mathematics scholarship and recommended for others. Course content consists of attendance at departmental seminar presentations, some guided readings on the history and practice of science, a faculty-led group project and other team-building activities. **Fall, Spring.**

300. Convocation **.5 hour each semester**
Convocation is a regular assembly of the campus community to engage Bethel's vision, mission, and values through shared experiences and meaningful interaction. Through programming that aims to broaden understanding of the social and natural world, members of the community critically and civilly explore basic value issues and multiple points of view. **Meets core requirement in Convocation. Fall, Spring.**

333. Seminar in Cross-Cultural Learning **3 hours**
Rotating seminar topics that expose students to a cross-cultural experience. Each seminar will provide a reflective process and experiential component exposing students to a culture that differs from their own. These courses may be taught on campus or as travel courses. **Meets core requirement in cross-cultural learning.**

350. Study Abroad **15 hours**
Programs which provide the opportunity for students to live and study outside the United States. **Meets core requirement for cross-cultural learning.**

360. Healthcare Ethics **2 hours**
The delivery of healthcare services and the resulting ethical dilemmas inherent in that delivery challenge healthcare providers in their daily practice. Determining one's own ethical position and working with other healthcare professionals and with the healthcare consumer is a skill tomorrow's healthcare provider will need. Ethical decision making will be outlined from a variety of perspectives. Ethical dilemmas inherent in care delivery will be discussed that include pro-creational issues, end-of-life issues, access to care and racial disparities in healthcare and healthcare resource consumption. The role of faith and faith Communities in determining a response to these issues will also be explored. **Meets core requirement in peace, justice and conflict studies.**

Kansas Institute for Peace and Conflict Resolution (KIPCOR)

Member of the Division of Social Sciences and Human Services
D. Wassink, S. Wilson

The Kansas Institute for Peace and Conflict Resolution functions as an institute within Bethel College to strengthen conflict resolution and peace-building capacities in the communities and institutions it serves. KIPCOR encourages research, education, skill development and dialogue to enhance the understanding and practice of transforming conflict and to prepare individuals and groups to be peacebuilders and to seek social justice.

The field of conflict resolution has grown over the past decades across diverse sectors as institutions and communities search for long-term strategies for managing and/or resolving conflict peacefully and effectively. The KIPCOR/Bethel College Conflict Resolution Certificate program is designed to prepare traditional students and working professionals to successfully manage the inevitable conflicts of the workplace. The program also includes required training for persons seeking Kansas Supreme Court “approved mediator status.”

In addition to hosting the Conflict Resolution Certificate program and providing a wide range of conflict resolution services, KIPCOR collaborates with the Department of History and Conflict Studies to provide conflict resolution courses that meet general education requirements in the social sciences and support the peace, justice and conflict studies minor.

Conflict Resolution Certificate Student Learning Goals

Upon successful completion of the certificate, students will:

- understand a cross-section of the important concepts and approaches to working with conflict; and
- recognize and develop practical skills and techniques to analyze and/or intervene in conflict.

Conflict Resolution Certificate Requirements

Certificate requirements 9 hours, coordinated by KIPCOR. Certificate courses are skills-based taught by KIPCOR staff and outside practitioners and experts. Most courses will be “intensives” taught all day over 2-4 full days or half-days for 2 weeks. There will also be outside reading, writing and/or small group work for each course.

Required courses:

2 hours	SSC 460	Practical Skills for Managing Interpersonal Conflict
2 hours	SSC 461	Managing Group and Organizational Conflict
2 hours	SSC 462	Culture, Gender and Power in Conflict

And three (3) credit hours from the following electives:

2 - 3 hours	SSC 375	Conflict Resolution Internship
1 hour	SSC 464	Domestic Mediation Training
1 hour	SSC 466	Restorative Practices in Schools
1 hour	SSC 469	Transforming Difference and Disagreement within Faith Communities
2 hours	SSC 4610	Negotiation Theory and Practice
1 hour	SSC 470	Facilitating for Change

While this program is not a sanctioned certification for professional practice, SSC 460 and SSC 464 are Kansas Supreme Court approved courses needed in part to become an approved mediator in Kansas. All courses are provided to improve a student’s skills in handling conflict in diverse settings, including in the work place.

Kansas Institute for Peace and Conflict Resolution Course Descriptions (SSC)

375. Conflict Resolution Certificate Internship

2-3 hours

Students will be placed in a specific organization or community program where they will work under the supervision of an experienced practitioner in applying skills and knowledge from their conflict resolution certificate courses. A minimum of 45 contact hours is required for each hour of course credit. Enrollment in the internship includes regular contact with staff from the

Kansas Institute for Peace and Conflict Resolution (KIPCOR), to process and integrate the content and experiences in the internship. **Prerequisite: SSC 460 and approval of KIPCOR staff.**

460-4610. Topics in Peace and Conflict Resolution **1-3 hours**

Administered as a program of the Kansas Institute for Peace and Conflict Resolution (KIPCOR), a variety of courses and trainings are offered under this umbrella, usually as “intensives” of 2-4 full days or half-days for 2 weeks. Offerings vary from year to year, but include both required and elective courses for the conflict resolution certificate. **Meets core requirement in peace, justice and conflict studies.**

460. Practical Skills for Managing Interpersonal Conflict **2 hours**

This course will focus on conflict analysis, personal style in conflict and on the emerging role of working professionals to serve as periodic conflict managers within their normal professional or organizational settings. Emphasis will be placed on training through simulations and interactive exercises. The course focuses on technical proficiency in structured dialogue and mediation techniques and is approved by the Kansas Office of Judicial Administration for core mediation training. **Meets core requirement in peace, justice and conflict studies. Summer intensive.**

461. Managing Group and Organizational Conflict **2 hours**

Conflict within organizations, from workgroups to whole organizations and communities, can be a critical drain on resources or a major source of growth and creativity. This course focuses on the dynamics of groups and organizations of all sizes, models of both inter- and intra-group conflict and practical intervention techniques. Topics include designing and managing effective meetings and decision-making processes; techniques for large- and small-group problem-solving; and facilitation for consensus. **Meets core requirement in peace, justice and conflict studies. Even-numbered years.**

462. Culture, Gender and Power in Conflict **2 hours**

This course will explore how culture, gender and power differences contribute to conflict and complicate positive conflict management in both personal and workplace settings. Particular attention will be given to the clash of worldviews; ethnocentric stereotypes; differing “face” needs; multiple conflict goals; divergent conflict management styles / processes; and the impact of “one-up/one-down” power relationships. **Meets core requirement in peace, justice and conflict studies. Even-numbered years.**

464. Domestic Mediation Training **1 hour**

This course focuses on applying the mediation process in divorce and child custody settings. Topics will include parenting plans and child development, the emotional stages of divorce, divorce as family reorganization, screening for domestic violence and child abuse, strategies for dealing with impasse and working with high-conflict families. Emphasis will be placed on training through simulations and role plays. This course will provide technical proficiency in domestic mediation techniques and is approved by the Kansas Office of Judicial Administration for domestic mediation training. **Prerequisite: SSC 460 (or other Core Mediation training). Summer intensive.**

466. Restorative Practices in Schools **1 hour**

This course explores the philosophical foundations and practical application of restorative practices in schools and similar settings. Blending theory, strategies and best practices from successful restorative practice programs, students will develop technical proficiency in using a multi-tiered approach of circles and conferencing models to transform school climate, foster accountability, repair harm and build stronger school communities. **Fall, Spring or Summer intensive.**

469. Transforming Difference and Disagreement within Faith Communities **1 hour**

Although difference and disagreement are normal and inevitable, most people feel ill-prepared to handle conflict within their faith communities. Focusing on theological principles alongside systems theories and conflict skills, this course is designed to examine how faith communities can transform conflict and change into an experience of spiritual and community renewal. Special attention will be given to congregations as family systems, levels of conflict within faith communities, discernment and consensus, structuring dialogue in high-anxiety situations and nurturing reconciliation. **Meets core requirement in peace, justice and conflict studies. Odd numbered years.**

470. Facilitating for Change **1 hour**

This course provides skills training in facilitation. Working with groups to achieve their goals is not always straight-forward. Whether it is running a productive meeting, facilitating difficult dialogue, or running a training course, there are primary skills used which can maximize productivity while also encouraging creativity and collaboration. Grounded with participant-centered

learning techniques, this course is delivered through immersive experience and reflective practice where students will observe, participate, learn, and practice facilitation skills to improve their leadership potential. **Spring or summer intensive.**

4610. Negotiation Theory and Practice

2 hours

We negotiate every day with employers, co-workers, roommates, landlords, employees, parents, merchants, service providers and many others. This course is designed to provide negotiation skills for managers, professionals and anyone interested in becoming a more skilled negotiator. The course will focus on analyzing negotiation situations, developing strategic plans for effective negotiation, understanding negotiator behavior and gaining personal confidence as a negotiator. Emphasis will be placed on training through case studies and role plays. **Meets core requirement in peace, justice and conflict studies. Odd-numbered years.**

Languages

Member of the Division of Arts and Humanities

D. Quinlin (Chair); Adjunct Faculty: J. Masias

Language as we understand it is a distinctly human invention and we create it anew every day to describe our experiences and to attempt to guide events in an ever changing world. But we learn our own language without conscious effort. A new language, therefore, has the potential for teaching us much about our own language and a great deal more.

Bethel offers basic language training for those interested in careers in other fields. We encourage our students to spend time abroad and because of our size, we are able to design programs around individual student needs.

German Minor Student Learning Goals

Upon successful completion of the minor, students will:

- have intermediate reading, listening, speaking, and grammar competency in German; and
- have deepened their cultural awareness through one or two-semester experience in a German-speaking country.

German Minor

To study a language at Bethel is to do more than memorize vocabulary words and sentence structures. It is to delve into the culture, to understand the people and their history, to truly become a member of a global community. To study German at Bethel is to learn an important part of this college's history. The Mennonite founders of Bethel College in the late 19th century were German-speaking immigrants from Russia.

Since foreign languages are an integral part of the liberal arts, you will develop an increased awareness of other cultures, literatures, history and social and political structures. You will be able to integrate your liberal arts learning with your newfound knowledge of another language and culture.

A popular option for study abroad is the Wuppertal Exchange Program with Bergische Universität in Wuppertal, Germany, one of the oldest exchange programs with a German university in the United States.

German Minor Requirements

Minor requirements: Intermediate language competency plus 9 hours beyond the intermediate level. Students may demonstrate competency at the intermediate level through passing a competency exam, transferring credit or completing intermediate language courses as a part of an approved study abroad program (for instance, Bethel's exchange program with the Bergische Universität Wuppertal). The central component of this minor is the student's participation in a study abroad program for either one or, preferably, two semesters in a German speaking country.

Required for the German minor:

0-6 hours	IDS 350	Study Abroad Intermediate Language
		(0 hours if competency is met in another way)

Required for the German minor (9 hours beyond the intermediate level):

9-30 hours *IDS 350 Study Abroad (prerequisite: competency at the intermediate level)

Elective:

3 hours LAN 350 Foreign Language and Culture in a Study Abroad Environment

*IDS 350 Study Abroad must include courses such as advanced conversation, advanced composition and advanced literature and culture in the German language.

Spanish Minor Student Learning Goals

Upon successful completion of the minor, students will:

- have intermediate reading, listening, speaking, and grammar competency in Spanish; and
- have deepened their cultural awareness through one or two-semester experience in a Spanish-speaking country.

Spanish Minor Requirements

Minor requirements: Intermediate language competency plus 9 hours beyond the intermediate level. Students may demonstrate competency at the intermediate level through passing a competency exam, transferring credit or completing intermediate language courses as a part of an approved study abroad program (for instance, Amizade or Bethel's exchange program with UNICACH). The central component of this minor is the student's participation in a study abroad program for either one or, preferably, two semesters in a Spanish speaking country.

Required for the Spanish minor:

0-6 hours IDS 350 Study Abroad Intermediate Language
(0 hours if competency is met in another way)

Required for the Spanish minor (9 hours beyond the intermediate level):

9-30 hours *IDS 350 Study Abroad (prerequisite: competency at the intermediate level)

Elective:

3 hours LAN 350 Foreign Language and Culture in a Study Abroad Environment

*IDS 350 Study Abroad must include courses such as advanced conversation, advanced composition and advanced literature and culture in the Spanish language.

Languages Course Descriptions (LAN)

111, 112. Elementary German I, II **4 hours each**
A communicative approach to the study of German focusing on speaking, reading, writing and listening, as well as cultural understanding. **Prerequisite: LAN 111 or equivalent before LAN 112. Meets core requirement of cross cultural learning. Fall, Spring.**

131, 132. Elementary Spanish I, II **4 hours each**
Cultural approach to the study of Spanish with functional grammar, reading, pronunciation and vocabulary building. The use of the language laboratory is recommended. **Prerequisite: LAN 131 or equivalent before LAN 132. Meets core requirement of cross cultural learning. Fall, Spring.**

141, 142. New Testament Greek I, II **4 hours each**
A study of the principles of grammar and vocabulary of New Testament Greek. **Prerequisite: LAN 141 or equivalent before LAN 142. Meets core requirement of cross cultural learning. Offered periodically.**

161, 162. Elementary Chinese I, II **4 hours each**
Cultural approach to the study of Mandarin Chinese with emphasis on building vocabulary and developing pronunciation and grammar through communicative contexts. Reading and writing skills are developed in conjunction with speaking and listening. **Prerequisite: LAN 161 or equivalent before LAN 162. Meets core requirement of cross cultural learning.**

171, 172. American Sign Language I, II **4 hours each**
 Communicative and cultural approach to the study of American Sign Language including grammar, syntax and vocabulary building. **Prerequisite: LAN 171 or equivalent before LAN 172. Meets core requirement of cross cultural learning. Offered alternate years. Fall, Spring.**

231, 232. Intermediate Spanish I, II **3 hours each**
 Thorough review of Spanish grammar and syntax. Practice in conversation, composition, and reading. **Prerequisite: LAN 132 or equivalent before LAN 231. LAN231 or equivalent before LAN232.**

350. Foreign Language and Culture in a Study Abroad Environment **3 hours each**
 Students experience life in a German or Spanish speaking country or countries for 12 weeks or longer. A paper is required that reflects on the broad cultural aspects of life in the host country or countries. Requires consent of the instructor. **Meets core requirement in cross-cultural learning.**

Mathematical Sciences

Member of the Division of Science and Mathematics
 Brenna Haines (Chair), L. Janzen Scott; Supporting Faculty: Tabor math faculty

Pure mathematics is the study of abstract structures and the beauty of mathematics can be studied for its own sake as an important area of human thought. The mathematical sciences also serve the needs of students in the physical, social and life sciences, engineering, actuarial science, computer science, operations research, statistics and teacher education. The department seeks to combine these approaches, and all courses for the major include discussion of the historical development of the subject.

Cooperation with Tabor College

Bethel and Tabor Colleges participate in a cooperative program in the mathematical sciences. Most courses required for the major are shared by the colleges and are taught via video conference and online components.

Mathematical Sciences Major Student Learning Goals

Upon successful completion of the major, students will:

- possess computational skills and conceptual understanding in a variety of fundamental areas including multivariate calculus, linear algebra, discrete mathematics and computer programming;
- understand a diverse cross-section of advanced mathematical concepts and their interconnections;
- read, write, listen and speak mathematically; and
- know the historical, philosophical and cultural significance of mathematics.

Mathematical Sciences Major Requirements

Major requirements 40-44 hours (34 hours plus 6-10 hours required supporting courses). Must be taken within the Bachelor of Arts degree. Students must complete eight hours of foreign language or demonstrate equivalent competence by examination.

Required courses for mathematical sciences:

4 hours	CSC 110	Introduction to Computer Programming
4 hours	MAT 111	Calculus I
3 hours	MAT 206	Linear Algebra
4 hours	MAT 212	Calculus II
4 hours	MAT 301	Multivariable Mathematics
3 hours	MAT 303	Discrete Mathematics
1 hour	MAT 481	Mathematical Sciences Seminar I
1 hour	MAT 482	Mathematical Sciences Seminar II

At least 3 upper-level courses totaling 10 hours:

4 hours	MAT 311	Advanced Analysis
4 hours	MAT 321	Applied Differential Equations
3 hours	MAT 341	Modern Geometry
3 hours	MAT 411	Modern Algebra
1-3 hours	MAT 452	Topics in Advanced Mathematics

Required supporting courses are a two course sequence in biology, chemistry, economics or physics. Recommended sequences are:

Two courses from:

4 hours	BIO 125	Zoology
3 hours	BIO 130	Botany
4 hours	BIO 140	Cell Biology and Microbes
	OR	
4 hours	CHE 111	Chemistry I
4 hours	CHE 112	Chemistry II
	OR	
3 hours	ECN 211	Principles of Macroeconomics
3 hours	ECN 212	Principles of Microeconomics
	OR	
5 hours	PHY 221	General Physics I
5 hours	PHY 222	General Physics II

Recommended supporting course: MAT 221 Applied Statistics (4 credit hours).

Mathematical Sciences Minor Requirements

Minor requirements 16 hours (must include some calculus).

Mathematics Teacher Licensure Requirements

Students seeking a teaching license must gain acceptance to the Teacher Education program and meet licensure requirements. Licensure requires 33 hours (30 hours in mathematics department, plus 3 hours required teaching methods course) plus additional course work in general education and professional education requirements for teacher licensure.

Required courses for mathematics teacher licensure:

3 hours	EDU 467	KICA—Methods for Teaching Mathematics in the Secondary School
4 hours	MAT 111	Calculus I
3 hours	MAT 206	Linear Algebra
4 hours	MAT 212	Calculus II
4 hours	MAT 221	Applied Statistics
4 hours	MAT 301	Multivariable Mathematics
3 hours	MAT 303	Discrete Mathematics
3 hours	MAT 341	Modern Geometry
3 hours	MAT 411	Modern Algebra
1 hour	MAT 481	Mathematical Sciences Seminar I
1 hour	MAT 482	Mathematical Sciences Seminar II

In addition, the student must:

- Complete the requirements for a Bachelor's degree
- Apply to the Teacher Education program before Junior year
- Complete General Education course requirements for Teacher Licensure
- Complete Professional Education course requirements for Teacher Licensure

For more information about Teacher Education requirements, students should see the "Education" section of this catalog.

Mathematical Sciences Course Descriptions (MAT)

102. Basic Algebra

3 hours

A review of basic algebra skills including applying the order of arithmetic operations, simplifying algebraic expressions, solving equations in one variable, solving word problems, graphing equations, reading graphs, and understanding linear equations. A grade of C- prepares students to take MAT 104. Required for students with a Math ACT score of 17 or below, Math SAT score of 460 or below, or Accuplacer QRAS score of 200-249. **Fall, Spring.**

104. Intermediate Algebra

3 hours

Emphasis is on using simple mathematical operations to explore polynomials, linear equations and inequalities, quadratic equations, exponential and logarithmic functions and graphs of each. Prepares student to take MAT 201 or MAT 221. Also required for students who have a mathematics ACT score of less than 21 or who fail the mathematics competency test. Required for students who have a Math ACT score of 18-21, Math SAT score of 470-520, or Accuplacer QRAS score of 250-262.

Fall, Spring.

111. Calculus I

4 hours

An introduction to functions, limits, the derivative and the Riemann integral. **Prerequisite: Completion of a pre-calculus course sequence at the high school or college level. Meets distribution requirement in science and mathematics. Fall.**

201. The Nature of Mathematics

4 hours

A course designed to acquaint the student with the philosophy, nature, significance and use of mathematics from early times to the present. The concept of a mathematical system is emphasized. Required for students majoring in elementary education. Recommended for students majoring in the humanities, fine arts and history. **Prerequisite: Satisfaction of mathematics competency. Meets distribution requirement in science and mathematics. Fall.**

202. Geometry and Algebra for Elementary Teachers

3 hours

An intuitive and investigative approach to basic ideas in geometry and algebra. Students will be encouraged to recognize patterns and to form and test conjectures. This is a continuation of MAT 201 and is required of those preparing to teach kindergarten through sixth grade. **Prerequisite: MAT 201. Spring, even-numbered years.**

206. Linear Algebra

3 hours

An in-depth study of vectors, matrices and vector spaces. Includes systems of equations, eigenvectors and eigenvalues, linear independence, dimension and linear transformations. **Prerequisite: Satisfaction of mathematics competency. Fall, even-numbered years.**

212. Calculus II

4 hours

A continuation of MAT 111. More on elementary transcendental functions, methods and applications of integration, sequences, infinite series, power series and Taylor's Theorem. **Prerequisite: MAT 111 with minimum grade of "C". Spring.**

221. Applied Statistics

3, 4 hours

Organization and exploration of data, production of data and inferential statistics, including tests of hypotheses, confidence intervals, regression and correlation. Emphasis on data and statistical reasoning in an applied context. For students taking the 4-hour version, the course will include use of statistical computer software and a substantial project. Recommended for students majoring in natural sciences. **Required for biology, psychology, business, nursing, and social work, see required supporting courses listings for each department for details. Prerequisite: Satisfaction of mathematics competency. Meets distribution requirement in science and mathematics. Fall, Spring.**

301. Multivariable Mathematics

4 hours

Extends the principles of calculus into multiple dimensions. **Prerequisite: MAT 212 with minimum grade of "C" or consent of instructor. Fall.**

303. Discrete Mathematics

3 hours

An introduction to rigor and proof in mathematics using topics drawn from discrete math: the fundamentals of logic, combinatorics, set theory, functions, relations and graph theory. **Prerequisite: Satisfaction of mathematics competency. Fall, odd-numbered years.**

311. Advanced Analysis **4 hours**
Fundamental concepts of analysis, functions of bounded variation, integration, sequences of functions. Fourier series, functions of a complex variable. **Prerequisite: MAT 301. Also recommended: MAT 303. Spring, even-numbered years.**

321. Applied Differential Equations **4 hours**
A continuation of MAT 301. The mathematical modeling process, differential equations, Laplace transforms, Fourier series and some complex analysis. **Prerequisite: MAT 206 and MAT 301. Spring, odd-numbered years.**

341. Modern Geometry **3 hours**
A survey course which includes selected topics in Euclidean geometry, projective geometry, non-Euclidean geometry, foundations of geometry and convex figures. **Prerequisite: MAT 212. Also recommended: MAT 303. Fall, odd-numbered years.**

411. Modern Algebra **3 hours**
Groups, rings, polynomial rings, fields and vector spaces. **Prerequisite/Corequisite: MAT 206 and 303. Fall, even-numbered years.**

452. Topics in Advanced Mathematics **1-3 hours**
A topic will be chosen that is of interest to faculty and students. This course may be taken several times. **Prerequisite: Consent of instructor. Only offered if enrollment is sufficient.**

481. Mathematical Sciences Seminar I **.5 hour fall/.5 hour spring**
A junior year requirement. Students attend weekly mathematical sciences seminar meetings and design an original research or independent study project to be completed in Mathematical Sciences Seminar II. Evaluation includes a test on the history and culture of mathematics. **Credit/No Credit grading.**

482. Mathematical Sciences Seminar II **1-3 hours**
Each student writes and presents a paper on a topic chosen from an advanced area of mathematics or an area of application. **Spring.**

Computer Science Course Descriptions (CSC)

110. Introduction to Computer Programming **4 hours**
A first course in programming focusing on elementary control structures (branches, loops, functions) and data structures (including arrays and classes). Includes principles of good program design and documentation as well as the importance of methodical testing, problem diagnosis and debugging. **Prerequisite: Satisfaction of mathematics competency. Spring.**

210. Intermediate Programming: Data Structures **4 hours**
A continuation of CSC 110 emphasizing the object-oriented paradigm and in-memory data structures. Topics include dynamic arrays, linked lists, stacks, queues, hash tables, trees, graphs, recursion, searching and sorting and algorithm analysis. This course is taught using the Java programming language. **Prerequisite: CSC 110. Fall, odd-numbered years. Only offered if enrollment is sufficient.**

230. Intermediate Programming: Graphical User Interfaces **4 hours**
A continuation of CSC 110 emphasizing the object-oriented paradigm and event-driven programming in the construction of graphical user interfaces. This course is taught using JavaFX. **Prerequisite: CSC 110. Fall, even-numbered years. Only offered if enrollment is sufficient.**

Music

Member of the Division of Arts and Humanities

W. Eash (Chair), J. Boettger, K. Hilding, C. Liu, B. Shores; Adjunct Faculty: M. Blauer, S. Chun, S. Girton, Z. Hague, D. Hetrick, N. Johnson, K. Schaffer, C. Thompson, K. Unruh

Music as an aesthetic form is expressive of human feeling among all persons. Its material is sound and silence; it can be experienced and studied as creator, as performer or as listener.

The music curriculum is designed to meet the needs of:

1. the general college student who studies music and participates in music ensembles for cultural enrichment;
2. liberal arts students who choose music as their major field of study;
3. students desiring preparation in music education and licensure as music teachers;
4. students who desire to continue their study of music in postgraduate settings;
5. students who wish to integrate the study of music with other academic disciplines and career preparations.

Professional Programs

Students interested in graduate school or other postgraduate professional programs should arrange to take a heavier course load in consultation with the music faculty.

Music Major Student Learning Goals

Upon successful completion of the major, students will:

- demonstrate fundamental musical skills;
- demonstrate fundamental understanding of music theory and music history content; and
- integrate skills and understandings in theory, history and performance.

Music Major Requirements

Major requirements 36 hours (36 hours required courses plus piano competency). Must be taken within the Bachelor of Arts degree. Students must complete eight hours of foreign language or demonstrate equivalent competence by examination.

Required courses for music:

3 hours	MUS 113	Music Theory I
3 hours	MUS 114	Music Theory II
1 hour	MUS 115	Aural Skills I
1 hour	MUS _5_	Large Ensemble
1 hour	MUS _5_	Large Ensemble
1 hour	MUS _5_	Large Ensemble
1 hour	MUS _5_	Large Ensemble
3 hours	MUS 213	Music Theory III
3 hours	MUS 214	Music Theory IV
1 hour	MUS 215	Aural Skills II
1 hour	MUS 35_	Large Upper-level Ensemble
1 hour	MUS 35_	Large Upper-level Ensemble
1 hour	MUS 35_	Large Upper-level Ensemble
1 hour	MUS 35_	Large Upper-level Ensemble
3 hours	MUS 415	Music History & Literature I
3 hours	MUS 416	Music History & Literature II
1 hour	MUS 420	Senior Recital

The following 7 hours must be in the major performance medium:

1 hour	MUS 12_	Applied Music
1 hour	MUS 12_	Applied Music
1 hour	MUS 12_	Applied Music

1 hour	MUS 12_	Applied Music
1 hour	MUS 32_	Applied Music
1 hour	MUS 32_	Applied Music
1 hour	MUS 32_	Applied Music

Piano Competency
Aural Skills I Competency
Aural Skills II Competency

Additional requirements

Interview for acceptance into the music major program with the music faculty by the end of the sophomore year or, for transfers, by the end of the first semester of the junior year. All music majors must enroll in MUS 121 Applied Music – Piano or MUS 140 Class Piano until successfully completing a piano competency examination (which must be passed before students will be approved for student teaching). All students enrolled in MUS 115 Aural Skills I or MUS 215 Aural Skills II will be assessed at the beginning of the fall semester to determine skill levels. Students who demonstrate adequate levels upon entering the program will be advised to enroll in Aural Skills II or will be declared competent in aural skills. Students who do not demonstrate competency by the end of one semester in Aural Skills I or II will be required to repeat the course until competency is met.

Music Minor Requirements

Minor requirements 16 hours

Required courses for music minor:

3 hours	MUS 113	Music Theory I
3 hours	MUS 114	Music Theory II
1 hour	MUS 115	Aural Skills I

The following 4 hours must be in the same performance medium:

1 hour	MUS 12_	Applied Music
1 hour	MUS 12_	Applied Music
1 hour	MUS 12_	Applied Music
1 hour	MUS 12_	Applied Music

Choose one of the following courses:

4 hours	MUS 314	Conducting
3 hours	MUS 415	Music History & Literature I
3 hours	MUS 416	Music History & Literature II

Choose two hours of:

1 hour	MUS _5_	Large Ensemble
1 hour	MUS _5_	Large Ensemble

Music Teacher Licensure Requirements

Students seeking a teaching license must gain acceptance to the Teacher Education program and meet licensure requirements. Licensure requires 55 hours plus additional course work in general education requirements for teacher licensure and professional education requirements. NOTE: Only 60 music hours count toward the 120 total needed to graduate with a Bachelor of Arts degree.

Required courses for music:

3 hours	MUS 113	Music Theory I
3 hours	MUS 114	Music Theory II
1 hour	MUS 115	Aural Skills I
1 hour	MUS 121	Applied Music - Piano*
1 hour	MUS 128	Applied Music - Guitar*
1 hour	MUS 140	Class Piano

1 hour	MUS _5_	Large Ensemble
1 hour	MUS _5_	Large Ensemble
1 hour	MUS _5_	Large Ensemble
1 hour	MUS _5_	Large Ensemble
3 hours	MUS 213	Music Theory III
3 hours	MUS 214	Music Theory IV
1 hour	MUS 215	Aural Skills II
3 hours	MUS 261	Beginning Technique in Woodwind and Percussion Instruments
3 hours	MUS 263	Beginning Technique in Brass and String Instruments
4 hours	MUS 314	Conducting
1 hour	MUS 35_	Large Upper-level Ensemble
1 hour	MUS 35_	Large Upper-level Ensemble
1 hour	MUS 35_	Large Upper-level Ensemble
1 hour	MUS 35_	Large Upper-level Ensemble
1 hour	MUS 37_	Chamber Music
3 hours	MUS 415	Music History & Literature I
3 hours	MUS 416	Music History & Literature II
1 hour	MUS 420	Senior Recital
4 hours	MUS 452	Methods and Materials for Teaching Vocal Music
3 hours	MUS 454	Instrumental Materials and Methods 4-12

The following 7 hours must be in the major performance medium:

1 hour	MUS 12_	Applied Music
1 hour	MUS 12_	Applied Music
1 hour	MUS 12_	Applied Music
1 hour	MUS 12_	Applied Music
1 hour	MUS 32_	Applied Music
1 hour	MUS 32_	Applied Music
1 hour	MUS 32_	Applied Music
		Piano Competency
		Guitar Competency
		Aural Skills I Competency
		Aural Skills II Competency

*All music majors must enroll in MUS 121 Applied Music - Piano or MUS 140 Class Piano until successfully completing a piano competency examination (which must be passed before students will be approved for student teaching). Competency in guitar must be demonstrated or MUS 128 Applied Music - Guitar must be taken for 1 hour credit.

Additional requirements

Interview for acceptance into the music major program with the music faculty by the end of the sophomore year or, for transfers, by the end of the first semester of the junior year. All students enrolled in MUS 115 Aural Skills I or MUS 215 Aural Skills II will be assessed at the beginning of the fall semester to determine skill levels. Students who demonstrate adequate levels upon entering the program will be advised to enroll in Aural Skills II or will be declared competent in aural skills. Students who do not demonstrate competency by the end of one semester in Aural Skills I or II will be required to repeat the course until competency is met.

In addition, the student must:

- Apply to the Teacher Education program before Junior year
- Complete General Education course requirements for Teacher Licensure
- Complete Professional Education course requirements for Teacher Licensure

For more information about Teacher Education requirements, students should see the “Education” section of this catalog.

Music Course Descriptions (MUS)

102. Jazz History and Appreciation

3 hours

Jazz History covers the development and progression of the American musical art form Jazz. From the inception of jazz in New Orleans to its modern idiom, students trace the social, historical and musical elements of jazz. The course tracks African and European influences and discusses its influence on American music and contemporary culture. **Meets distribution requirement in arts and humanities. Spring.**

110. Steel Drum Ensemble

1 hour

The Steel Drum Ensemble explores the sound and instrumentation of the Caribbean steel drum band. Originating in the West Indies, students will receive playing instruction, experience regular rehearsals and participate in local performances that explore the music of this particular region. Any student who is interested in actively participating is welcome. No previous playing experience is required. **Meets distribution requirements in arts and humanities. Fall, Spring.**

113. Music Theory I

3 hours

This is the first of four courses in Music Theory required as partial fulfillment of the music major; however, the course is also useful as an elective for students seeking introductory skills in musical theory. Its contents include introductory analysis of Western music and thorough study and drill in pitch and rhythm notation, scales and scale theory, intervals and chord notation and theory. **Fall.**

114. Music Theory II

3 hours

The second course in the music theory sequence focuses on the study of formal analysis, harmony, principles of part writing and simple forms. **Prerequisite: MUS 113. Spring.**

115. Aural Skills I

1 hour

This course covers basic skills in sight singing, interval and chord recognition and melodic, rhythmic and harmonic dictation through in-class drill and the use of computer programs. Repetition of the course is required if minimum proficiency levels are not met. **Fall.**

121-129. Applied Music (lower-level private lessons)

1 hour

Thorough study and drill in the techniques of solo performance using appropriate pedagogical materials and musical literature. This course is private lessons for all instruments and improvisation. Students receive one 30-minute lesson per week per hour of credit and are expected to meet practice requirements set by the instructor. Credit normally includes a short public performance and/or a juried examination. Students must successfully complete four hours of lower-level applied music lessons before being approved for enrollment in upper-level lessons. An extra fee is assessed for each hour of credit. Students may not concurrently enroll in more than two applied music lessons without permission. **Fall, Spring.**

121. Applied Music - Piano

122. Applied Music - Voice

123. Applied Music - Organ

124. Applied Music - Strings

125. Applied Music - Woodwinds

126. Applied Music - Brass

127. Applied Music - Percussion

128. Applied Music - Guitar

129. Applied Music - Improvisation

140. Class Piano

1 hour

Group instruction in piano intended to prepare music majors for the piano competency examination. Skills are developed in basic technique, sight-reading, harmonization, transposition, improvisation, playing by ear and performance of repertoire. Study of current music technology is included in the laboratory experience. **Fall, Spring.**

151. Women's Chorus

1 hour

This chorus focuses on performing the best in choral literature written for female voices. With the literature drawn from both sacred and secular music, this ensemble performs in local churches and presents two concerts on campus each year. The Women's Chorus joins with all choirs for the performance of larger works. All singers are welcome. **Meets distribution requirement in arts and humanities. Fall, Spring.**

- 153. Bethel College Jazz Ensemble II** **1 hour**
 All students with instrumental experience are invited to audition. Classic and modern literature for large jazz ensemble is studied and performed in one or more ensembles. Performances occur both on and off campus and may include touring. **Meets distribution requirement in arts and humanities. Fall, Spring.**
- 154. Men's Ensemble** **1 hour**
 This choral organization sings choral literature drawn from sacred, secular, gospel and contemporary music. It performs in local churches and presents two concerts on campus each year. The Men's Ensemble joins with all choirs for the performance of larger works. All singers are welcome. **Meets distribution requirement in arts and humanities. Fall, Spring.**
- 171. Jazz Combo** **1 hour**
 All students with instrumental experience are invited to audition. Ensembles consist of one or more jazz combos with flexible instrumentation. Emphasis on small group jazz performance and jazz improvisation. Performances occur both on and off campus and may include some touring. **Meets distribution requirement in arts and humanities. Fall, Spring.**
- 172. Camerata Musica** **1 hour**
 Membership is by audition. Small vocal and/or instrumental chamber ensembles are formed and a public appearance by each is required. Ensembles are coached by the music faculty. **Meets distribution requirement in arts and humanities. Fall, Spring.**
- 213. Music Theory III** **3 hours**
 Topics in the third music theory course include polyphony (16th and 18th centuries), early chromatic harmony, composition assignments and the study of major forms of the Classical period. **Prerequisite: MUS 114. Fall.**
- 214. Music Theory IV** **3 hours**
 The final music theory course completes the study of extended chromatic harmony of the 19th century through contemporary techniques employed in 20th century compositions. Continued emphasis is placed on composition assignments and varied approaches to stylistic analysis. **Prerequisite: MUS 213. Spring.**
- 215. Aural Skills II** **1 hour**
 The continuation of Aural Skills I, this course requires more advanced levels of work in sight singing, recognition of expanded harmonic vocabulary and complexity of dictation. Repetition of the course is required if minimum proficiency levels are not met. **Fall, odd-numbered years.**
- 257. Piano Pedagogy I** **2 hours**
 An introductory study of the philosophy, methods and materials of interest primarily to the independent piano teacher. Emphases include studio procedures for the independent music teacher, materials currently available for instruction and techniques of teaching for comprehensive keyboard instruction. Primary focus will be the elementary level. **Fall, odd-numbered years.**
- 258. Piano Pedagogy II** **2 hours**
 A continuation of MUS 257, this course will focus on the intermediate level student in private and group settings. Assessment and grading of teaching, literature and research into pedagogical categories will be included. Specific teaching techniques will be featured. **Prerequisite: MUS 257. Spring, even-numbered years.**
- 261. Beginning Technique in Woodwind and Percussion Instruments** **3 hours**
 Fundamentals of tone production and elementary technique on basic woodwind and percussion instruments are studied. **Spring, even-numbered years.**
- 263. Beginning Technique in Brass and String Instruments** **3 hours**
 Fundamentals of tone production and elementary technique on brass and string instruments are studied. **Spring, odd-numbered years.**
- 314. Conducting** **4 hours**
 The theory and practice of conducting vocal and instrumental ensembles including the development of conducting patterns and techniques, score preparation and rehearsal techniques. The course includes a weekly laboratory situation in which students conduct various ensembles. **Fall, odd-numbered years.**

321-330. Applied Music (upper-level private lessons) 1 hour

Thorough study and drill in advanced techniques of solo performance using appropriate pedagogical materials and musical literature representing a variety of styles. Normally junior and senior music majors or minors enroll in this course for which they receive one 45-minute lesson per week. Public performances and/or juried examinations are part of the course requirements. In consultation with the instructor, students are encouraged to present a half recital during their junior year. Prerequisite: four hours of lower-level applied music lessons in the major performance medium or consent of the chair of the music department. An extra fee is assessed for each hour of credit. Students may not concurrently enroll in more than two sections. **Prerequisite MUS 121.**

Fall, Spring.

- 321. Applied Music - Piano
- 322. Applied Music - Voice
- 323. Applied Music - Organ
- 324. Applied Music - Strings
- 325. Applied Music - Woodwinds
- 326. Applied Music - Brass
- 327. Applied Music - Percussion
- 328. Applied Music - Guitar
- 329. Applied Music - Improvisation
- 330. Composition

332. Jazz Composition and Arranging 1, 2 hours

This course focuses on the most common type of jazz composition – the short form, which has been the essence of jazz repertoire since the beginning. It is flexible enough to include blues and several standard song forms, as well as variations and combinations of them. The course features jazz classics as models by composers including Duke Ellington, Charlie Parker, Miles Davis, Cole Porter, John Coltrane, Thelonious Monk, Sonny Rollins, Ornette Coleman, Harold Arlen, Irving Berlin, Herbie Hancock and more.

351. Concert Choir 1 hour

The Concert Choir represents the college through its extensive and vigorous concert schedule. This schedule includes campus performances, concerts in local churches and its annual multi-state tour. Every four years, the choir travels internationally. The Concert Choir joins with all choirs for the performance of larger works. This choral ensemble is open only by audition and it is anticipated that singers will make a minimum commitment of one academic year to this ensemble. **Meets distribution requirement in arts and humanities. Fall, Spring**

352. Chamber Orchestra and Wind Ensemble. 1 hour

The Chamber Orchestra and Wind Ensemble are the resident instrumental ensembles of Bethel College, comprised of outstanding string, wind and percussion students and talented members of the Newton community. In addition to regular season concerts, members of the ensembles also serve as the orchestra for Bethel's stage productions and for the annual presentation of Handel's Messiah. Membership is by audition and it is anticipated that instrumentalists will make a minimum commitment of one academic year to the ensemble. **Meets distribution requirement in arts and humanities. Fall, Spring.**

353. Bethel College Jazz Ensemble I 1 hour

All students with instrumental experience are invited to audition. Classic and modern literature for large jazz ensemble is studied and performed in one or more ensembles. Performances occur both on and off campus and may include touring. Students with exceptional performance and leadership skills may enroll in upper-level credit for Thresher Jazz Ensemble with the instructor's permission and are expected to take a leadership role in the ensemble. This may include responsibilities as section leaders, running sectional rehearsals and assisting the director. **Meets distribution requirement in arts and humanities. Fall, Spring.**

358. Piano Pedagogy IV 1, 2 hours

A supervised practice teaching block utilizing skills, principles, repertoire and methods studied in previous piano pedagogy courses. During the student teaching experience evaluations by various means will be offered at several intervals. **Prerequisite: MUS 257. Fall, Spring.**

369. Opera Workshop 1 hour

On alternate years a major production is produced in cooperation with the department of communication arts. Membership is by audition. **Meets distribution requirement in arts and humanities. Spring, even-numbered years.**

- 371. Jazz Combo** **1 hour**
 Students with exceptional performance and leadership skills may enroll in upper-level credit for Jazz Combo with the instructor's permission and are expected to take a leadership role in the combo. This may include running rehearsals and assisting the director. **Meets distribution requirement in arts and humanities. Fall, Spring.**
- 372. Camerata Musica** **1 hour**
 Advanced instrumentalists enrolled in MUS 352, may audition for this chamber music ensemble which studies and performs works from the standard ensemble literature. Normally, some public performing is required. Meets distribution requirement in arts and humanities. **Fall, Spring.**
- 373. Chamber Singers** **1 hour**
 This vocal chamber ensemble is comprised of carefully selected individuals who represent Bethel's best in musical talent and performing versatility. Music literature representing various styles and periods are performed and a commitment to high standards and hard work is essential for participation in this choral organization. In addition, participants are expected to hold membership in the Concert Choir. This choral ensemble is open only by audition and it is anticipated that singers will make a minimum commitment of one academic year to this ensemble. **Meets distribution requirement in arts and humanities. Fall, Spring.**
- 381. European Choir Tour** **4 hours**
 Choir members will have the opportunity to travel and perform concerts in numerous European countries, most likely Poland, Germany and the Netherlands. In addition to the musical aspects of the tour (performing and attending concerts), choir members will become familiar with certain aspects of European history, culture, economics, social structures and religious life. In addition to visits to many European cities, some homestays will be included, a key to cross-cultural communication and personal interaction with various Europeans. **Meets core requirement for cross-cultural learning. Offered every four years.**
- 415. Music History and Literature I** **3 hours**
 A study of Western musical styles and forms from Antiquity through the Baroque Era and an introduction to non-Western music. Course includes formal analysis, research methodology and extensive use of scores and recordings. Fulfills part of the general education requirements in fine arts. **Prerequisite: MUS 214 or consent of instructor. Spring, even-numbered years.**
- 416. Music History and Literature II** **3 hours**
 A study of the musical forms, trends and styles in Western music from 1750 through the 20th century. Course includes extensive use of scores and recordings with oral presentations and short written research projects. Fulfills part of the general education requirement in fine arts. **Prerequisite: MUS 214 or consent of the instructor. Spring, odd-numbered years.**
- 420. Senior Recital** **1 hour**
 This course is the culminating project in the music major's principal medium of solo performance. Students receive one 45-minute lesson per week to prepare a full-length public recital, which is performed after successful completion of a preview performance for the music faculty. **Prerequisite: Three hours of credit in upper-level applied music lessons in the major performance medium and consent of the chair of the department. Fall, Spring.**
- 452. Methods and Materials for Teaching Vocal Music** **4 hours**
 This course focuses on the many faceted roles of the vocal music educator. Class activities will develop skills and provide practical experience and acquaintance with the resources necessary to successfully teach vocal music. **Fall, even-numbered years.**
- 454. Instrumental Materials and Methods 4-12** **3 hours**
 Philosophy, materials and methods for teaching instrumental music in grades four through 12. Emphasis is placed on beginning instrumental ensembles and lesson procedures, advanced band-orchestra techniques, marching band, related materials and instrumental administration. **Spring, even-numbered years.**

Natural Sciences

Member of the Division of Science and Mathematics

K. Layman, Coordinator

The natural sciences major is an interdisciplinary curriculum of biology, chemistry, mathematical sciences and psychology studies. Typically, students who opt for a natural sciences major have interests in athletic training, the allied health sciences, or environmental sciences.

Natural Sciences Major Student Learning Goals

Student learning goals for the major are the same goals for the student's area of concentration (biology, chemistry, mathematical sciences and psychology).

Natural Sciences Major Requirements

Major requirements 36 hours from among the group of departments that includes biology, chemistry, mathematical sciences, and/or psychology). At least 18 hours must be completed in one department; at least 18 hours must be upper-level from the departments listed. Students in the sciences should meet with their own advisers to decide whether a natural science major is the best option for them before declaring. This major is taken with the Bachelor of Arts degree. Students must complete eight hours of foreign language or demonstrate equivalent competence by examination.

Required courses for natural sciences:

1 hour	BIO/CHE 481	Natural Science Seminar I
2 - 3 hours	BIO/CHE 482	Natural Science Seminar II
	OR	
1 hour	PSY 481	Psychology Seminar
3 hours	PSY 482	Psychology Seminar
	OR	
1 hour	MAT 481	Mathematical Sciences Seminar I
1 hour	MAT 482	Mathematical Sciences Seminar II

Additional coursework from the departments of biology, chemistry, mathematical sciences, and/or psychology (at least 18 hours must be in one department; 18 hours must be upper-level):

Biology

BIO hours ____

Chemistry

CHE hours ____

Computer Science

CSC hours ____

Mathematical Sciences

MAT hours ____

Physics

PHY hours ____

Psychology

PSY hours ____

Nursing

Member of the Divisions of Social Sciences/Human Services and Science and Mathematics
G. Tyrell (Chair), B. Bartel, E. Herbel, S. Masem, J. Melin,

The Bethel baccalaureate nursing program (BSN) builds a comprehensive professional nursing curriculum on a strong liberal arts foundation well known for its academic excellence. Bethel's nursing program with its beginnings in 1908, reflects current trends in nursing education that emphasize the preparation of a professional nurse as a generalist—one who can function as a beginning practitioner in home, hospital, business, community or other settings in an urban or rural environment. In addition, graduates of Bethel's program develop expertise in clinical practice, counseling, teaching, management and in understanding nursing theory and research. The baccalaureate program provides clinical experience in a variety of settings as well as providing the foundation for expanded professional roles.

The nursing curriculum teaches nursing care focused on client needs that emerge throughout the lifespan. The goal for the nurse is to restore, maintain and promote health, utilizing a variety of nursing roles. The nurse provides care to individuals, families and communities in a variety of environments in their clinical experiences. Bethel nursing students are exposed to a variety of urban and rural settings while providing care to individuals, families and communities. Multiple agencies in acute care, long-term care, ambulatory care agencies, home health and hospice environments as well as other community health agencies are utilized to provide a variety of clinical practice experiences. All of these agencies are available within 30-45 minutes of the North Newton community and therefore students are provided a broad exposure to all types of nursing roles.

Applicants

The program accommodates the educational needs of students beginning a four-year college program, transfer students, licensed practical/vocational nurses and graduates with degrees in other fields.

Admissions

High school graduates beginning at Bethel College as four-year students must meet the standard College admission requirements as well as a degree requirement.

Licensed practical/vocational nurse (LPN/LVN) must also meet the standard admission and degree requirements. Following completion of the nursing prerequisites, applicants are evaluated for advanced standing in the nursing curriculum.

Transfer students must meet the standard College admission requirements and the degree requirements specified for nursing majors. Previous coursework in nursing must be evaluated for transfer credit by the department of nursing program director.

Students with degrees in another field are required to meet degree requirements specified for nursing majors and Bethel requirements for graduation.

Achievement of a cumulative grade point average of at least 2.75 for the nursing program in previous coursework is necessary for eligibility to be admitted into the nursing program and a grade of "C" or above is necessary in department required supporting courses (See Nursing Department Admission Policy).

To meet convocation requirements, the following policy applies to nursing students. When a conflict with a scheduled clinical occurs that precludes attendance of at least one-half of the available convocations, the minimum requirement for nursing students shall be reduced to .25 credit hours (attendance at 9 convocations).

Nursing Major Student Learning Goals

Upon successful completion of the major, students will:

- synthesize knowledge from the liberal arts, sciences and nursing to meet the health needs of patients, families and communities;
- evaluate principles of communication and interpersonal relationships in professional nursing practice;
- develop, implement and evaluate a holistic plan of care for the patient, group, family or community with complex needs;
- assume the role of the professional nurse in various settings to meet the needs of patients, families and communities;

- analyze the results of research and scholarly work for applicability into nursing practice;
- synthesize ethical and legal principles and professional values into nursing practice;
- commit to the responsibility of lifelong learning and self-evaluation; and
- support the relationship between spiritual care and service within multicultural society.

Nursing Major Requirements

Major requirements: 52 hours required courses plus 35 hours required supporting courses. Taken within the Bachelor of Science in nursing degree.

Required courses for nursing:

3 hours	NSG 300	Foundations of Nursing
2 hours	NSG 311	Health Assessment
4 hours	NSG 312	Nursing Care of the Adult I
1 hour	NSG 314	Nursing Pharmacology I
3 hours	NSG 320	Clinical Practicum I
3 hours	NSG 327	Mental Health Nursing
4 hours	NSG 329	Nursing Care of the Adult II
3 hours	NSG 335	Clinical Practicum II
1 hour	NSG 336	Nursing Pharmacology II
2 hours	NSG 340	Evidence Based Practice for Nurses
3 hours	NSG 401	Maternal Newborn
3 hours	NSG 402	Child and Family
3 hours	NSG 403	Community Health
1 hour	NSG 408	Nursing Pharmacology III
3 hours	NSG 410	Clinical Practicum III
2 hours	NSG 416	Complex Nursing Care of the Adult
3 hours	NSG 417	Nursing Management and Leadership
2 hours	NSG 425	Clinical Practicum IV
3 hours	NSG 426	Bethel Capstone
3 hours	NSG 430	Synthesis of Concepts

Required supporting courses (grade of “C” or better required):

4 hours	BIO 140	Cell Biology and Microbes
4 hours	BIO 221	Human Anatomy and Physiology
3 hours	BIO 305	Pathophysiology
3 hours	CHE 101	Introductory Chemistry
3 hours	COA 101/202	Public Speaking OR Introduction to Communications
3 hours	HPE 323	Principles in Nutrition
3 hours	ENG 103	Critical Writing
3 hours	MAT 221	Applied Statistics
3 hours	PSY 211	General Psychology
3 hours	PSY 251	Life-Span Development
3 hours	SSC 222	Principles of Sociology

Nursing Course Descriptions (NSG)

300. Foundations of Nursing

3 hours

This introductory nursing course discusses the role and scope of practice of the baccalaureate nurse. Within the context of the course, the historical development of nursing as a profession will be discussed, including nursing theory and foundational concepts related to essential nursing function, ethical and legal issues, and concepts related to providing biopsychosocial, spiritual, and cultural care to patients. **Fall. Prerequisites: Admission to the nursing program.**

311. Health Assessment

2 hours

This course focuses on the role and scope of practice of the baccalaureate nurse in the study of health assessment as it relates to the biopsychosocial, spiritual, and cultural needs of patients with planning of health promotion, maintenance, and restoration.

Emphasis is placed on body systems and the acquisition of skills related to performing health assessments. **Fall. Prerequisites: Admission to the nursing program.**

312. Nursing Care of the Adult I **4 hours**

This course focuses on the role and scope of practice of the baccalaureate nurse in the care of the adult medical surgical patient through the development of the nursing process as it relates to acute and chronic health conditions. Focus will be placed on the use of the nursing process in planning for health promotion, maintenance, and restoration, while meeting the biopsychosocial, spiritual, and cultural needs of adult patients **Fall. Prerequisites: Admission to the nursing program.**

314. Nursing Pharmacology I **1 hour**

This course focuses on the role and scope of practice of the baccalaureate nurse as it relates to legal, ethical, and professional issues related to safe medication administration. In addition, exploration of the science of pharmacology including medication absorption, effects, metabolism, and excretion through the human body will occur. **Fall. Prerequisites: Admission to the nursing program.**

320. Clinical Practicum I **3 hours**

This clinical course focuses on the role and scope of practice of the baccalaureate nurse in providing safe competent care to patients. Emphasis is on the development of basic psychomotor and psychosocial nursing skills. Students will have dedicated experience in the clinical laboratory, simulation, long-term care, and structured clinical environments. **Fall. Prerequisites: Admission to the nursing program.**

327. Mental Health **3 hours**

This course focuses on the role and scope of practice of the baccalaureate nurse in the care for patients who are experiencing acute and chronic mental health illness. Focus will be placed on the use of the nursing process, planning for health promotion, restoration, maintenance, and therapeutic communication. **Spring. Prerequisites: NSG 300; NSG 311; NSG 312; NSG 314; & NSG 320.**

329. Nursing Care of the Adult II **4 hours**

This course builds on the concepts presented in Nursing Care of the Adult I and will focus on the role and scope of practice of the baccalaureate nurse in the care of the adult medical surgical patient through the development of the nursing process as it relates to acute and chronic health conditions. Focus will be placed on the use of the nursing process in planning for health promotion, maintenance, and restoration, while meeting the biopsychosocial, spiritual, and cultural needs of adult patients. **Spring. Prerequisites: NSG 300; NSG 311; NSG 312; NSG 314; & NSG 320.**

335. Clinical Practicum II **3 hours**

This clinical course focuses on the role and scope of practice of the baccalaureate nurse in the care of patients in the medical surgical and mental health setting. Students will have dedicated clinical experiences in the clinical laboratory, simulation, and structured clinical environments. **Spring. Prerequisites: NSG 300; NSG 311; NSG 312; NSG 314; & NSG 320.**

336. Nursing Pharmacology II **1 hour**

This course builds on the concepts presented in Nursing Pharmacology I and focuses on the role and scope of practice of the baccalaureate nurse in providing safe patient care as it relates to medication administration. Using a body systems approach, this course will explore a broad range of common classifications of medications used in various healthcare settings. **Spring. Prerequisites: NSG 300; NSG 311; NSG 312; NSG 314; & NSG 320.**

340. Evidence-Based Practice for Nurses **2 hours**

This course focuses on the role and scope of practice of the baccalaureate nurse and the use of evidence-based practice, the research process in the development of nursing knowledge and practice, and the improvement of healthcare. The emphasis is on understanding the research process, the critical appraisal of published research, and incorporating research findings in clinical nursing practice by becoming informed consumers of nursing literature. **Spring. Prerequisites: NSG 300; NSG 311; NSG 312; NSG 314; & NSG 320.**

401. Maternal Newborn **3 hours**

This course focuses on the role and scope of practice of the baccalaureate nurse in the care of the childbearing family during the preconception, antepartum, intrapartum, postpartum, and newborn periods. The emphasis is designed to utilize the nursing process in the ongoing development of critical thinking, communication, and caring to meet the biopsychosocial, spiritual, and

cultural needs of the childbearing family. **Fall. Prerequisites:** NSG 300; NSG 311; NSG 312; NSG 314; NSG 320; NSG 327; NSG 329; NSG 335; NSG 336; & NSG 340.

402. Child and Family **3 hours**

This course focuses on the role and scope of practice of the baccalaureate nurse in the care of the pediatric patient and their families. Focus will be placed on the use of the nursing process in planning for health promotion, maintenance, and restoration, in varied settings, as well as the developmental changes that occur through infancy, childhood, and adolescence. **Fall.**

Prerequisites: NSG 300; NSG 311; NSG 312; NSG 314; NSG 320; NSG 327; NSG 329; NSG 335; NSG 336; & NSG 340.

403. Community Health **3 hours**

This course focuses on the role and scope of practice of the baccalaureate nurse in the care of patients outside of the acute care setting within a community and the planning for health promotion, maintenance, and restoration of a community as a whole is emphasized through community assessments and environmental analysis. **Fall. Prerequisites:** NSG 300; NSG 311; NSG 312; NSG 314; NSG 320; NSG 327; NSG 329; NSG 335; NSG 336; & NSG 340. **Meets core requirement of cross cultural learning for nursing majors only.**

408. Nursing Pharmacology III **1 hour**

Nursing Pharmacology III builds on the concepts presented in Nursing Pharmacology I and II and focuses on the role and scope of practice of the baccalaureate nurse in providing safe patient care as it relates to medication administration of more complex drugs and more sophisticated routes of administration in caring for complex patients and populations. Alternative and complimentary therapies are also discussed. **Fall. Prerequisites:** NSG 300; NSG 311; NSG 312; NSG 314; NSG 320; NSG 327; NSG 329; NSG 335; NSG 336; & NSG 340.

410. Clinical Practicum III **3 hours**

This clinical course focuses on the role and scope of practice of the baccalaureate nurse in the care of patients in the pediatric, obstetric, and community settings. Students will have dedicated clinical experiences in the clinical laboratory, simulation, and structured clinical environments. **Fall. Prerequisites:** NSG 300; NSG 311; NSG 312; NSG 314; NSG 320; NSG 327; NSG 329; NSG 335; NSG 336; & NSG 340.

416. Complex Nursing Care of the Adult **2 hours**

This course focuses on nursing care of adult patients experiencing complex alterations in body systems and multiple comorbidities. Focus will be placed on the use of the nursing process in planning for health promotion, maintenance, and restoration, while meeting the biopsychosocial, spiritual, and cultural needs in higher-acuity settings. **Spring. Prerequisites:** NSG 300; NSG 311; NSG 312; NSG 314; NSG 320; NSG 327; NSG 329; NSG 335; NSG 336; NSG 340; NSG 401; NSG 402; NSG 403; NSG 408; & NSG 410.

417. Nursing Leadership and Management **3 hours**

This course focuses on the role and scope of practice of the baccalaureate nurse in the development of management and leadership skills assumed by the entry-level professional nurse. It includes an examination of leadership and management principles, the delegation of responsibilities, priority setting and decision making, networking, facilitation of groups, conflict resolution, legal/ethical issues, case management, and collaboration. **Spring. Prerequisites:** NSG 300; NSG 311; NSG 312; NSG 314; NSG 320; NSG 327; NSG 329; NSG 335; NSG 336; NSG 340; NSG 401; NSG 402; NSG 403; NSG 408; & NSG 410. **Meets core requirement in peace, justice and conflict studies for nursing majors only.**

425. Clinical Practicum IV **2 hours**

This clinical course focuses on the role and scope of practice of the baccalaureate nurse in the care of patients in medical surgical, intensive-care, and emergency room settings. Students will have dedicated clinical experiences in the clinical laboratory, simulation, and structured clinical environments. **Spring. Prerequisites:** NSG 300; NSG 311; NSG 312; NSG 314; NSG 320; NSG 327; NSG 329; NSG 335; NSG 336; NSG 340; NSG 401; NSG 402; NSG 403; NSG 408; & NSG 410.

426. Bethel Capstone **3 hours**

The Bethel Capstone is a clinical course that focuses on the role and scope of practice of the baccalaureate prepared nurse through the opportunity to practice in an acute care setting under the supervision of an approved preceptor. Students synthesize the knowledge and skills learned throughout the curriculum with emphasis being placed on patient safety, priority-setting, delegation, decision making, and leadership principles. Legal and ethical care issues are examined as they emerge within the

student's clinical experience. Spring. **Prerequisites:** NSG 300; NSG 311; NSG 312; NSG 314; NSG 320; NSG 327; NSG 329; NSG 335; NSG 336; NSG 340; NSG 401; NSG 402; NSG 403; NSG 408; & NSG 410.

430. Synthesis of Concepts

3 hours

This course utilizes a variety of approaches to assist the student to synthesize content learned throughout the entire nursing curriculum and pre-requisite course work and apply that knowledge to patient care within selected care settings. Individual plans of study guide students through nursing regulations for licensure, knowledge acquisition, test taking strategies, and critical thinking processes in preparation for completion of the nursing licensing exam. **Spring. Prerequisites:** NSG 300; NSG 311; NSG 312; NSG 314; NSG 320; NSG 327; NSG 329; NSG 335; NSG 336; NSG 340; NSG 401; NSG 402; NSG 403; NSG 408; & NSG 410.

RN to BSN Requirements

Major requirements: 32 hrs. required courses plus 29 hrs. required supporting courses. Taken within the Bachelor of Science in nursing degree. Students must meet all graduation requirements including BRL457, Basic Issues of Faith and Life.

Required courses for nursing:

1 hour	IDS 230	Thresher Transition
3 hours	NSGRN 440	Transition to Baccalaureate Nursing
4 hours	NSGRN 445	Health Assessment for the Experienced Nurse
3 hours	NSGRN 450	Interprofessional Healthcare Organizations
3 hours	NSGRN 455	Technology in Health Care
3 hours	NSGRN 460	Healthcare Ethics
4 hours	NSGRN 465	Evidence-Based Practice
3 hours	NSGRN 470	Quality and Safety in Nursing
4 hours	NSGRN 475	Nursing in the Community with Practicum
4 hours	NSGRN 480	Nursing Leadership and Management with Practicum

Required supporting courses (grade of "C" or better required):

4 hours	BIO 140	Cell Biology and Microbes
4 hours	BIO 221	Human Anatomy and Physiology
3 hours	BIO 305	Pathophysiology
3 hours	COA 101/202	Public Speaking OR Intro to Communication
3 hours	ENG 103	Critical Writing
3 hours	MAT 221	Applied Statistics
3 hours	PSY 211	General Psychology
3 hours	PSY 251	Life-Span Development
3 hours	SSC 222	Principles of Sociology

RN to BSN Course Descriptions (NSGRN)

440. Transition to Baccalaureate Nursing

3 hours

This course is designed to enhance and build upon the nurses' previous knowledge gained in both educational and practice settings to assist them in the transition from RN to a Baccalaureate prepared nurse. Emphasis will be placed on lifelong learning and career development. This course will also reintroduce students to roles, critical thinking concepts, and decision making while acclimating them back into the academic setting. **Fall.**

445. Health Assessment for the Experienced Nurse

4 hours

This course is designed to enhance and build upon the nurses' previous knowledge gained in both education and practice settings to enhance their physical assessment skills. This course will examine the roles of the nurse in performing thorough assessments including communication techniques, interviewing methods, mental health aspects, health histories and physical assessment skills. **Fall.**

450. Interprofessional Healthcare Organizations **3 hours**

This course will focus on the interprofessional care delivery setting, their structure, organization, functions, and cultures. It will explore on economic, policy, and organizational issues affecting health care delivery as professional disciplines work together to increase patient outcomes and control costs. **Fall.**

455. Technology in Health Care **3 hours**

This course will focus on technology use in healthcare settings. It will explore strengths and weaknesses of technology, current and future uses of technology, impact on patient care and services, as well as legal implications of technology use. **Fall.**

460. Healthcare Ethics **3 hours**

This course will focus on healthcare ethics from a nursing perspective working within interprofessional organizations. Students will be asked to examine ethical principles of professional practice and analyze ethical dilemmas that take place in everyday healthcare settings. Working as a patient advocate, an exploration of the nursing code of ethics will serve as a foundation of knowledge and discussion. **Fall.**

465. Evidence-Based Practice **4 hours**

The process of nursing research is introduced in this course along with its effect on the development of evidence-based practice (EBP). Emphasis on the critical review of research within practice is accomplished through the review of published nursing research studies. Qualitative and quantitative research methods are explored. **Spring.**

470. Quality and Safety in Nursing **3 hours**

This course will focus on the integration of the Quality and Safety Education for Nurses into current nursing practice. Through the study and application of the six QSEN modules, RN to BSN students will be prepared to incorporate QSEN into their everyday nursing practice. The course will explore patient-centered care, evidence-based practice, teamwork and collaboration, safety, quality improvement, and informatics. **Spring.**

475. Nursing in the Community with Practicum **4 hours**

This course looks at the care of clients in their community as well as the health needs of the community as a whole across the lifespan in rural and urban environments. The planning for health maintenance, restoration and promotion of a community is also emphasized. Nursing process concepts, principles of teaching/ learning, critical thinking, as well as concepts of communication and caring are applied to a population in both rural and urban environments. **Spring. Meets core requirement in cross-cultural learning for nursing majors only.**

480. Nursing Leadership and Management with Practicum **4 hours**

Leadership within the practice of nursing forms the basis and focus of this course. The components of effective leadership within the context of care delivery across a variety of settings will be explored. The effects of organizational values and culture will be examined for their impact on effective leadership along with an exploration of organizational change and change theory. Effective strategies for managing organizational culture change will be outlined from both an individual, departmental and organizational perspective. This course includes a clinical practicum component and capstone project. **Summer. Meets core requirement in peace, justice and conflict studies for nursing majors only.**

Peace, Justice and Conflict Studies – see History and Conflict Studies

Philosophy

Member of the Division of Arts and Humanities

B. Celestin (Chair), P. Goerzen

Philosophy “begins in wonder,” as Socrates said. “Philosophy” itself means “love of wisdom”. The philosopher asks, reflectively and systematically, such questions as: What can I know? What is most real? What values and what standards of conduct are most justifiable? What is the ultimate meaning of life?

Because the concerns of philosophy cut across all other disciplines, its main value lies in its integrative contribution to liberal education. Courses in this minor will give you a broad perusal of philosophy and also a more focused approach related to mathematics, social sciences, natural sciences or the humanities.

Above all, the course offerings are especially designed to highlight the fascinating boundaries and borderlines that exist between philosophy and each of the liberal arts and sciences, as well as to focus a philosophical light on everyday issues and concerns in popular culture (e.g., abortion, physician-assisted suicide, gay marriage, evolution versus intelligent design, the rights and obligations of youth versus those of their parents, etc.). Courses in which everyday life, culturally-based issues are addressed will give you a much deeper and more sophisticated understanding than you had previously: that there are no simple solutions; that well-intentioned and good people can hold positions on either side of the dispute that have some rational and moral justification.

Reading real philosophy will put you in touch with the excitement and intrigue of the discipline that no – or at least the few and far between – secondary text can possibly do. You will find that you are capable of reading and understanding material that is difficult, complex and profound. But more than this, you will realize that the gains from the effort of reading such material make it all worthwhile.

Philosophy Minor Student Learning Goals

Upon successful completion of the minor, students will:

- understand important philosophical schools, e.g., Idealism, Realism, Pragmatism, Existentialism, Modernism, and the Philosophy of Neurosciences;
- integrate different approaches to philosophy, e.g., Modern Literary Criticism, Christian Social Ethics, Persuasion and Argumentation, with the more traditional approaches to philosophy, e.g., Epistemology, Ethics, and Social and Political Philosophy; and
- acquire necessary skills to understand deductive, inductive, and hypothetical-deductive reasoning.

Philosophy Minor Requirements

Minor requirements 12 hours

Required course:

3 hours	PHI 200	General Philosophy
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Choose three of the following courses:

3 hours	BRL 330	Christian Social Ethics
3 hours	COA 325	Persuasion and Argumentation
3 hours	ENG 451	Modern Critical Theory
3 hours	PSY 290	Moral Psychology and Law

Philosophy Course Descriptions (PHI)

200. General Philosophy

3 hours

A broad and general treatment of philosophical thinking and argument by consideration of some specific philosophical questions such as free will and determinism, the existence of God, the independence of minds and brains, etc. and some philosophical schools, e.g., Idealism, Realism, Skepticism, Pragmatism and so on, by way of an examination of original works of philosophy (like Plato's Republic, Descartes' Meditations) and of discussion relating to current philosophical controversies in everyday life.

Meets distribution requirement in arts and humanities. Fall, even-numbered years.

COA 325. Persuasion and Argumentation

3 hours

See Communication Arts.

BRL 330. Christian Social Ethics

3 hours

See Bible and Religion.

ENG 451. Modern Critical Theory

3 hours

See English.

Psychology

Member of the Division of Science and Mathematics

B. Celestin (Chair), Supporting faculty; J. Janes, D. Krehbiel

Psychology is concerned with the scientific study of the behavior of humans and animals. It investigates various psychological processes that determine behavior, such as learning, emotion, perception and thought. The social, physiological and developmental influences on behavior are also considered.

The psychology curriculum is designed to prepare students to enter a variety of fields. It may lead to pursuit of graduate studies preparatory to psychological practice, research or teaching. Those planning graduate study should take additional upper-level courses in psychology as well as further courses in mathematical, social and natural sciences. It may also lead to further study for the ministry, social work, law, medicine or business.

Psychology Major Student Learning Goals

Upon successful completion of the major, students will:

- display professional skills, e.g., basic communication and analytic skills related to work with colleagues both within and outside the profession of psychology and with clients and the public;
- demonstrate psychologically based understandings, e.g., a basic knowledge of psychology, both of its methods and of its theoretical and empirical content; and
- manifest a diverse set of integrative abilities, e.g., being able to think critically and ethically as well as integrate information both within the discipline of psychology and in society at large.

Psychology Major Requirements

Major requirements 32 hours (25 hours required courses plus 7 hours required supporting courses). Must be taken within the Bachelor of Arts degree. Students must complete eight hours of foreign language or demonstrate equivalent competence by examination.

Required courses for psychology:

3 hours	PSY 211	General Psychology
3, 4 hours	PSY 251	Life-Span Development
1 hour	PSY 481	Psychology Seminar
3 hours	PSY 482	Psychology Seminar

Choose at least one course from:

3 hours	PSY 240	The Psychology of Language
3 hour	PSY 270	Biopsychology and Health
3, 4 hours	PSY 290	Moral Psychology and Law

Choose at least one course from:

4 hours	PSY 331	Cognitive Neuroscience
3, 4 hours	PSY 362	Cognitive Science

Choose at least one course from:

4 hours	PSY 341	Personality and Individual Differences
4 hours	PSY 342	Abnormal Psychology

Choose at least one course from:

3 hours	PSY 260	Social Psychology
3,4 hours	PSY 391	Judgment and Decision Making

Required supporting courses:

4 hours	MAT 221	Applied Statistics
3 hours	PHI 200	General Philosophy

Elective (required for clinical and counseling studies minor):

3 hours	PSY 345	Theory and Practice of Counseling
2 hours	PSY 450	Practicum in Clinical and Counseling Studies

Psychology Minor Requirements

Minor requirements 16 hours, including at least one course with a methodology component.

Clinical and Counseling Studies Minor Student Learning Goals

Upon successful completion of the minor, students will:

- demonstrate understanding of the important psychological approaches to clinical and counseling work;
- integrate psychological approaches with other approaches, e.g., social work, special education and mediation in starting to construct their own perspectives on clinical and counseling professionally related work; and
- acquire a professional skill set through construction and application of their own developing clinical and counseling perspective to real-life cases encountered in a practicum experience.

Clinical and Counseling Studies Minor Requirements

The clinical and counseling studies minor program requires 16-17 hours of courses.

In addition to a major in a relevant discipline, the clinical and counseling studies minor helps to prepare students in the arts and sciences for entry into and successful completion of Masters and Ph.D. programs in clinical and counseling psychology, community psychology, school psychology and pastoral counseling. This minor also helps students who are working part or full-time in helping professions-related employment, but majoring in a non-helping professions discipline, e.g., history, English, communication arts, etc., to better understand and carry out their job-related duties.

This minor is designed to provide a deeper and more interdisciplinary undergraduate foundation for future clinical and counseling work than is usually found in a single helping professions discipline. Required (along with recommended) courses from various disciplines provide important information to the development of appropriate clinical and counseling attitudes and skills. Students are expected to apply such attitudes and skills learned in the classroom to a real world helping professional setting. The nature of such a setting will depend on the developing interests of the clinical and counseling student and could include, but not be limited to, mental health, developmental disabilities, youth and family services or substance abuse. Completion of the program will be acknowledged with a minor on the transcript.

The minor includes two credit hours of a supervised practical experience in collaboration with a helping professional agency, e.g., Prairie View, ResCare Newton, or Mirror, Inc.

Required courses:

3 hours	PSY 345	Theory and Practice of Counseling*
3 hours	SSC 250	Introduction to Conflict Management
3 hours	SWK 310	Skills for Human Service Work**

Choose one of the following:

3, 4 hours	PSY 341	Personality and Individual Differences*
3, 4 hours	PSY 342	Abnormal Psychology*

Choose one of the following:

3 hours	EDU 210	Introduction to Infants, Children and Youth with Special Needs
2 hours	EDU 345	Behavior Management

Choose one of the following:

2 hours	PSY 450	Practicum in Clinical and Counseling Studies
2 hours	SWK 372	Field Experience***

* Also meets an elective credit and/or requirement, for the psychology major.

**In collaboration with a local mental health agency such as Prairie View.

***Open only to social work majors who are interested in obtaining the minor. Also meets a requirement for the social work major.

Neuroscience Minor Student Learning Goals

Upon successful completion of the minor, students will:

- display professional skills related to the field of neuroscience, e.g., basic communication, laboratory and analytic skills in neuroscientific research and its applications and in relationship to the many individuals and groups affected by neuroscience – students, patients, families and other professionals;
- demonstrate an understanding of neuroscience, its methods and its theoretical perspectives at multiple levels – molecular, cellular, biological systems, behavioral and cognitive; and
- show an ability to integrate their learning across the diverse disciplines of neuroscience (biology, psychology, chemistry and numerous subfields of these disciplines) and to think critically and ethically about neuroscience and its societal implications.

Neuroscience Minor Requirements

The neuroscience minor program requires 17-19 hours of courses.

This minor is earned as a companion to a biology, psychology or natural sciences major. This minor helps prepare students for advanced study in an extremely active area of contemporary science. It is especially useful for students who may pursue graduate study in one of the many fields now devoted to the study of the nervous system and behavior—neuroscience, biopsychology, neurobiology, etc. It would also be of interest to students who may wish to pursue a health-related career.

The minor is designed to enhance a major either in biology or in psychology. While each of these majors is highly relevant to the advanced study of neuroscience, neither by itself provides adequate background for these pursuits. Thus, this minor brings together courses from these two areas so as to ensure the necessary foundations for advanced study. For complete details, the student should meet with the coordinator of neuroscience.

Required courses for the neuroscience minor:

3 hours	PSY 270	Biopsychology and Health
4 hours	PSY 331	Cognitive Neuroscience

Choose one of the following:

3 hours	BIO 115	Animal Behavior
4 hours	BIO 305	Pathophysiology
4 hours	BIO 335	Molecular Genetics

4 hours BIO 350 Developmental Biology

Choose one of the following:

3, 4 hours PSY 342 Abnormal Psychology

3, 4 hours PSY 362 Cognitive Science

Psychology Course Descriptions (PSY)

211. General Psychology

3 hours

An elementary survey of the field of psychology presenting typical problems, methods and findings in the study of behavior and its determinants in humans and animals. **Meets distribution requirement in social science. Fall, Spring.**

240. The Psychology of Language

3 hours

The course will examine current theory and research on the psychology of language as it occurs throughout the lifespan. Topics will include the nature of language, first language acquisition, bilingualism and multilingualism, the brain and language, language processing, social aspects of language, cultural influences on language and its use (including endangered languages), gender differences in language use and language processing, language use by older adults, and language disorders, among others.

Prerequisite: PSY 211 or consent of the instructor. Fall, odd-numbered years.

251. Life-Span Development

3, 4 hours

An introduction to the processes underlying age-related changes in physical, cognitive, social, emotional and personality functioning in the developing person from before birth to death and beyond. The four-hour option includes research methodology. **Prerequisite: PSY 211 or consent of instructor. Spring; lab option offered every other spring semester.**

260. Social Psychology

3 hours

A study of how the individual is influenced by other individuals, groups and institutions; topics include person perception, attribution theory, conformity and obedience to authority, social cognition, attitude formation and change, interpersonal attraction, aggression and prosocial behavior and prejudice and discrimination. **Meets core requirement in peace, justice and conflict studies. Prerequisite: PSY 211 or consent of the instructor. Spring, odd-numbered years.**

270. Biopsychology and Health

3 hours

A study of the integrated influence of psychological and biological factors on health with emphasis on emotion, stress, pain and associated neural and endocrine events. Topics include psychological effects on the cardiovascular system, psychoneuroimmunology and psychopharmacology. **Meets core requirement in peace, justice and conflict studies.**

Prerequisite: PSY 211 or consent of the instructor. Spring, odd-numbered years.

290. Moral Psychology and Law

3, 4 hours

This course will survey a broad array of scientific research that investigates human and animal moral judgment and its correspondence and overlap with formal legal systems. While traditional moral philosophy is largely prescriptive and details arguments about what "correct" judgments ought to be, we will instead take a primarily descriptive approach that emphasizes how moral judgments are made and their psychological mechanisms. Because moral judgments are formalized legal systems, we will also focus on scientific investigations into areas such as policing and the courts which provide rich examples of enacted, high-stakes moral evaluation in the world. **Prerequisite: PSY 211 or consent of the instructor. Spring, even-numbered years.**

331. Cognitive Neuroscience

3, 4 hours

A study of the foundations of psychological processes in the organization and functions of the brain, especially of the human cerebral cortex; includes an introduction to neuroanatomy and to basic neurophysiology. **Prerequisite: PSY 211 or consent of the instructor; PSY 270 also desirable. Fall, even-numbered years.**

341. Personality and Individual Differences

3, 4 hours

A concentrated examination of the organized nature of personality. This course will review the cumulative evidence (or lack of evidence) for stable personality characteristics and include an analysis of biological and situational/cultural determinants of personality. We will carefully review different approaches to personality, the assessment of personality, and timely related topics such as individual differences in intelligence, dark triad personality traits, curiosity, beliefs and motivation, and empathy.

Prerequisite: PSY 211 or consent of instructor. Fall, odd-numbered years.

342. Abnormal Psychology **3, 4 hours**

A study of the nature, classification systems, causes and treatment styles of the various clinical syndromes including the following: schizophrenia, the affective and anxiety disorders, the somatoform, dissociative and psychosexual disorders, the numerous personality disorders and social maladjustments. **Prerequisite: PSY 211 or consent of instructor. Fall, even-numbered years.**

345. Theory and Practice of Counseling **3 hours**

Psychological approaches to individual counseling (e.g. Psychoanalytic, Humanistic, Cognitive, Behavioral, Gestalt, and Narrative) will be covered. Primary theoretical sources will be discussed, relevant empirical research reviewed and a practical working knowledge gained through role-playing, case study and possible observation and participation in 'quasi' therapeutic sessions. Students will keep a journal. **CR/NC grading. Prerequisite: PSY 211 or consent of instructor. Offered periodically.**

362. Cognitive Science **3, 4 hours**

A study of higher cognitive processes including attention, mental imagery, thinking, problem solving, reasoning and some aspects of language. **Prerequisite: PSY 211 or consent of instructor. Spring, odd-numbered years.**

391. Judgment and Decision Making **3, 4 hours**

This course will investigate normative/rational/ideal principles of decision-making, judgment, and choice, as well as the myriad of systematic deviations from optimal decision-making that have been robustly demonstrated by empirical studies of human psychology. Topics may include attribution theory, heuristics and biases (e.g., representativeness, availability, anchoring and adjustment, etc.), moral judgment and attribution, social decision-making, overconfidence (e.g., the Dunning-Krueger effect), construal theory, selective processing/confirmation bias, assimilation/contrast and framing effects, as well as other related topics. **Prerequisite: PSY 211 or consent of instructor. Spring, even-numbered years.**

450. Practicum in Clinical and Counseling Studies **2 hours**

Students will apply knowledge and skills gained in previous courses in the Clinical and Counseling Studies minor to an on-site practicum in an applied setting during the semester, such as a mental healthcare facility, family resource organization, treatment setting, hospital, school, consulting firm, or other appropriate sites. Students will simultaneously work through a guide to practical experiences, learning to build upon skills and strengthen clinical presence and knowledge. Biweekly, students will complete two skill and reflection sets at a time in the guide and turn in their written work to the practicum adviser, while honoring a standing meeting with the adviser at that time to process and discuss experiences and skill utilization at the site. **CR/NCR grading. Prerequisite: PSY 211 or consent of instructor. Offered periodically.**

481. Psychology Seminar **.5 hour fall/.5 hour spring in junior year**

482. Psychology Seminar **3 hours in senior year**

A course which focuses on the individual research projects of students. PSY 481 is offered fall and spring of the junior year and consists of readings and attendance at meetings of the seminar; CR/NC grading is employed in this portion of the seminar. The main activity of the senior year is an empirical study that the student designs, conducts and presents (orally and in writing) to the seminar. In the senior year students also choose, in consultation with their adviser, to attend the Natural Science Seminar (see BIO 481, 482). **Fall, Spring.**

Social Science — see [History and Conflict Studies for Social Science courses](#)

Social Work

Member of the Division of Social Sciences and Human Services

J. Chappell-Deckert (Chair), N. Banman; Adjunct Faculty: Jason Greever, Christy Schunn Sebes, Percy Turner, Richard Walker

Social Work is a profession which focuses on enhancing and restoring people's capacity for social functioning **and well-being**. Social workers help people to solve problems they experience in transactions with their various environments. The professional practice of social work requires knowledge and skills for work with a variety of human systems including individuals, families, group's organizations and communities. Activities include helping to enhance people's problem solving skills, **instilling hope**, working to connect people with resources, working to make resource systems more responsive to people and working to create new resources when none exist. Another key objective is helping marginalized people to achieve social and economic justice. Social work education focuses on developing an understanding of human behavior in the social environment, on an understanding of the major social welfare institutions and policies, on practice theory and skill development and on the use of research to enhance social work practice. The community, along with its organizations and social agencies, is a laboratory for social work education; therefore, instruction occurs both in the classroom and in field settings.

The Bachelor of Science in social work program is accredited by the Council on Social Work Education. The primary goal of the program is to prepare graduates for entry into professional practice. A secondary goal is to prepare students for entry into graduate level social work education. Graduates of the program are eligible for application for licensure in Kansas and other states with licensing requirements. Graduates are also eligible to be considered for advanced standing in master of social work programs at most universities. A third goal is to provide opportunities for continuing education for practicing social workers and other human service professionals.

Bethel College Social Work program is an accredited program through the Council for Social Work Education (CWSE) showing that it meets requirements to prepare social work students for licensing in social work. All states require that a social worker applying for a license be a graduate of a CSWE-accredited program. Licensing of social work practitioners is under the authority of a designated office in each state. Bethel College Social Work program is familiar with the Kansas state licensing board requirements but cannot guarantee that its requirements are the same as all other states. Students planning to seek licensure in other states are encouraged to meet with Bethel College Social Work department faculty for guidance on how to find information on licensing in other states.

Bethel College Social Work Department has not made, nor is required to make, a determination as to whether our program's curriculum meets the State's educational requirements for licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

Admission to the Social Work Major

In order to major in social work, a student must be admitted as a major in the program. Application to enter the social work major normally occurs during spring semester of the sophomore year or before the conclusion of the first term of the junior year for transfer students. Admission must occur before a student may enroll in SWK 360. The liberal arts perspective and additional content in the social sciences provide a foundation for a social work major. Therefore, students are eligible to be admitted to the social work major when the following requirements have been met:

1. General education basic communication and lower-level distribution requirements for the Bachelor of Science degree.
2. Completion of the following courses in the social sciences: SSC 222, PSY 211.

3. A cumulative grade point average of at least 2.50.

Application for Admission to the Social Work Program

Application for admission to the social work major requires completion of an application and the submission of three references. These application materials may be obtained from faculty members in the social work department. Admission to the social work major will be based on the following criteria:

1. Evidence through past academic work that the student has the aptitude to pursue the social work major.
2. Evidence from academic records and the application process that the student is capable of effective verbal and written communication.
3. Evidence through interview, references and autobiographical material, that the student has the emotional maturity and stability needed for compassionate and effective social work.

Satisfactory Progress Requirements

To be considered a candidate for graduation with the B.S. or B.A. degree, students must meet the requirements for satisfactory progress in the program. This includes the requirement that, in social work courses, students earn a minimum of C- in each course and maintain a 2.50 GPA. Complete information about other satisfactory progress requirements and about program policies and procedures are set forth in the student handbook of the social work department. Students may review the handbook at any time and will receive a personal copy when they are admitted to the program.

Social Work Major Learning Goals

Upon successful completion of the major, students will:

- identify as a professional social worker and conduct oneself accordingly through the application of social work ethical principles;
- engage in research-informed practice and practice-informed research;
- apply critical thinking to inform and communicate professional judgments;
- engage diversity and difference in practice, advance human rights and social and economic justice and engage in policy practice to advance social and economic well-being and to deliver effective social work services;
- apply knowledge of human behavior and the social environment, responding to contexts that shape practice; and
- engage, assess, intervene and evaluate with individuals, families, groups organizations and communities.

Social Work Major Requirements

Major requirements 55 hours (40 hours required courses plus 15 hours supporting courses). Taken within the Bachelor of Science degree.

Required courses for social work:

3 hours	SWK 220	Introduction to Social Work / Social Welfare Institutions (Policy I)
3 hours	SWK 310	Skills for Human Service Work
3 hours	SWK 312	Research Methods for Social Work
4 hours	SWK 355	Human Behavior in the Social Environment
3 hours	SWK 360	Assessment of Human Systems (Practice I)
3 hours	SWK 364	Social Justice and Social Change
2 hours	SWK 372	Field Experience
3 hours	SWK 420	Social Welfare Policy Analysis (Policy II)
3 hours	SWK 460	Intervention in Human Systems (Practice II)
9 hours	SWK 472	Field Instruction
1 hour	SWK 481	Prepractice Seminar I
3 hours	SWK 482	Prepractice Seminar II

Required supporting courses (15 hours required):

3 hours	ECN 211	Principles of Macroeconomics
	OR	
3 hours	SSC 201	Principles of Political Science
3 hours	MAT 221	Applied Statistics

3 hours	PSY 211	General Psychology
3 hours	PSY 251	Life-Span Development
3 hours	SSC 222	Principles of Sociology

Human Services Minor Requirements

Minor requirements 19 hours. A minor in human services is offered for students interested in a practical understanding of the social welfare system and its impact on individuals and families. The minor includes development of helping skills and an application of those skills in a human service setting.

Required courses for the human services minor:

3 hours	SSC 222	Principles of Sociology
3 hours	SSC 250	Introduction to Conflict Management*
3 hours	SWK 220	Introduction to Social Work / Social Welfare Institutions (Policy I)
3 hours	SWK 255	Gender and Sexuality
3 hours	SWK 310	Skills for Human Service Work
4 hours	SWK 372	Field Experience

*SWK 364 Social Justice and Social Change may be substituted for SSC 250 Introduction to Conflict Management.

Criminal and Restorative Justice Minor

Upon successful completion of the minor, students will:

- understand the structure and scope of the U.S. criminal justice system, including major concepts, current trends, and best professional practices pertaining to its operation;
- understand the restorative approach to justice, including its theoretical, cultural, and spiritual roots as well as its applicability; and
- possess practical skills for applying restorative techniques in specific situations.

Minor requirements 11 to 14 hours. Bethel's Criminal and Restorative Justice minor will prepare students for careers in the criminal or restorative justice fields, including but not limited to prisons, police departments, investigative agencies, educational institutions, rehabilitative facilities, mediation facilities or conflict organizations, or related areas of social work, psychology, etc.

Required courses for the Criminal and Restorative Justice minor:

3 hours	CRJ 200	Introduction to Criminal Justice
3 hours	CRJ 210	Restorative Approaches to Justice
1 hour	CRJ 481	Criminal and Restorative Justice Capstone

One of the following courses is required:

3 hours	BRL 330	Christian Social Ethics
3 hours	COA 313	Gender, Race, Class and the Media
4 hours	HIS 332	Witches and Heretics in Europe
4 hours	HIS 353	Race and Gender in American History
3 hours	PSY 260	Social Psychology
3-4 hours	PSY 342	Abnormal Psychology
3 hours	SSC 250	Introduction to Conflict Management
2 hours	SSC 462	Culture, Gender, and Power in Conflict
3 hours	SWK 364	Social Justice and Social Change

One of the following skills-based courses is required:

4 hours	COA 333	Prison Theater Project
2 hours	PSY 450*	Practicum in Clinical/Counseling Studies
2-3 hours	SSC 375*	Conflict Resolution Internship
2 hours	SSC 460	Practical Skills for Managing Interpersonal Conflict
1 hour	SSC 466	Restorative Practices/Discipline in Schools
2-4 hours	SWK 372*	Field Experience

*Required pre-requisite: CRJ 210 Restorative Approaches to Justice

Criminal and Restorative Justice Course Descriptions (CRJ)

200. Introduction to Criminal Justice **3 hours**

This course is designed to give the student systematic exposure to the field of criminology and the U.S. criminal justice system. The course will cover concepts of crime; law and criminology; the criminal justice system, and categories of crime as defined by localities and various governmental bodies in the United States. **Fall, even-numbered years.**

210. Restorative Approaches to Justice **3 hours**

In this course, students will explore the principles of Restorative Justice through its theoretical, cultural, and spiritual roots. Students will identify and examine Restorative Justice Applications in criminal justice, education, and community contexts. **Meets core requirement in peace, justice and conflict studies. Fall, odd-numbered years.**

481. Criminal and Restorative Justice Capstone **1 hour**

This seminar course is for CRJ minor seekers at the end of their certificate studies to synthesize individual learning from internships and practice courses in order to develop grounded theory of Restorative Justice for cross-discipline application. The seminar is designed to integrate diverse applications of Restorative Justice through students' experiences and learning to further enhance students' articulated theory and practice of Restorative Justice.

Social Work Course Descriptions (SWK)

220. Introduction to Social Work and the Social Welfare Institutions (Policy I) **3 hours**

Introduces students to the social work profession, its development, values and goals for responding to human needs; and to the history, philosophy and function of the social welfare institution. **Meets core requirement in peace, justice and conflict studies. Fall.**

255. Gender and Sexuality **3 hours**

Presents basic knowledge about sexual development, sex role socialization and gender identity. The course is designed to help students better understand the expression of their sexuality in group and interpersonal relationships as well as the problems associated with sexual stereotyping and victimization. Required for biology teacher licensure. **Meets distribution requirement in social science. Spring, even-numbered years.**

310. Skills for Human Service Work **3 hours**

An introduction to the helping process in human services. Examines the theoretical basis of individual and group interactions and focuses on interpersonal communications, conscious use of self, development of interviewing and group leadership skills for use in change efforts with various sizes of systems. **Fall.**

312. Research Methods for Social Work **3 hours**

An introduction to research concepts and methods that may be used to improve the quality of social work practice and advance professional knowledge. Emphasizes the application of a scientific stance and a working knowledge of selected research methodologies to social work practice. **Prerequisite: social work major or consent of the instructor. Spring.**

355. Human Behavior in the Social Environment **4 hours**

An integrative examination of the systems relation between people and their social environment through attention to the biological, psychological, social/structural and cultural determinants of this relationship. Adaptation between people and environment is viewed from a human diversity perspective. **Prerequisites: PSY 251 and SSC 222 or consent of the instructor. Fall.**

360. Assessment of Human Systems (Practice I) **3 hours**

An introduction to social work practice theory with special emphasis on general systems and ecological perspectives on practice. Development of the problem solving process with special emphasis on the processes of exploration and assessment. **Prerequisite: social work major, SWK 310. Spring.**

364. Social Justice and Social Change **3 hours**

This course explores social and community development as approaches to empowerment and achievement of social and economic justice for marginalized populations. Students will explore topics of immigration and immigrants; inequality and low-wage work; the intersection of gender, race and status as they relate to issues of social justice; and community development and

social action approaches. Class activities will include various experiential exercises, presentations by local experts including immigrants. **Meets core requirement for cross-cultural learning or peace, justice and conflict studies. Prerequisites: SSC 222 and SWK 310 or consent of the instructor. Spring, odd-numbered years.**

372. Field Experience **2-4 hours**

This field placement provides an opportunity for a mentoring relationship with a professional practitioner in a specific field of social work. The student will practice generic skills of helping and observe delivery of human services.

420. Social Welfare Policy Analysis (Policy II) **3 hours**

An examination of social work's role in the process of development, implementation and evaluation of policy and programs as instruments of social welfare. Examination of policy responses to major problems and of the relationship between social welfare policy and the resources available to clients of the social work profession. **Prerequisite: SWK 220. Spring.**

460. Intervention in Human Systems (Practice II) **3 hours**

Continued focus on the problem-solving process with particular emphasis placed on the link between assessment, intervention and evaluation. Knowledge and skill development in setting goals, planning and carrying out interventions and evaluating outcomes. Interventive roles practiced in the agency and community context are explored along with strategies for organizational and community change. **Prerequisite: social work major, SWK 360. Fall.**

462. Theory-Practice Seminar **2-4 hours**

Each seminar is a self-contained unit including examination of theory related to a subject area, its application to individual, social and organizational problems and skill training in applying theory to the practice situation. Subject area may focus on a methodology and/or a problem area or field of social work practice. Course may be repeated.

464. Special Topics in Social Work: Trauma, Self-care and resilience for the Helping Professional **2-4 hours**

Each semester is a self-contained unit focusing on a specific population group and its needs for social services, the policy implications, practice approaches and skill requirements. Groups studied include the elderly, women, racial and ethnic minorities, immigrants. Course may be repeated. **Meets core requirement for cross-cultural learning.**

466. Workshops and Symposia **.5-2 hours**

Workshops and other educational events periodically offered on a short term basis and focusing on topics of interest primarily to professionals in social work and other human services. Geared toward enhancing the knowledge and skills of the practicing professional.

472. Field Instruction **4-9 hours**

Students are assigned to a specific agency or community program where they work under the supervision of a social worker in the application of the knowledge and skills of social work. Students are required to spend a minimum of 400 hours in the field instruction setting. During the year of field instruction, students are required to enroll in integrative seminars SWK 481 and 482. **Prerequisite: social work major with a minimum of 2.5 GPA in major. Fall, Spring.**

481. Prepractice Seminar I **1 hour**

Integrates values, practice theory and skills through an examination of practice issues arising out of the field instruction experience. Emphasizes application of professional ethics and the use of research and theoretical knowledge to make practice decisions in agency organizational and community contexts. **Prerequisite: To be taken concurrent with or following SWK 460. Fall.**

482. Prepractice Seminar II **3 hours**

Continues the application of values, theory and skills to decision making in the agency organizational and community contexts. Emphasized is the use of research to inform practice. Includes the design and completion of a practice research project. **Prerequisite: SWK 481. Spring.**

Spanish – see Languages

Sport Management – see Health and Physical Education

Visual Arts and Design

Member of the Division of Arts and Humanities

D. Long (Chair); R. Epp Buller

The visual arts provide another way of perceiving, understanding and communicating life's experience. The art curriculum is designed to develop those insights and skills in a broad range of students through encounters with art objects and the process of making art. The curriculum is also designed to equip some to become committed artists and graphic designers, helping to further shape and reflect our culture. The design of the curriculum, particularly in the junior and senior years, encourages and assumes a high level of individual initiative. Those contemplating a major in art should learn to involve themselves in focused studio work that extends beyond minimum classroom structure and requirements. Students considering graduate school may need to arrange for a heavier load in consultation with the art faculty. Graduating majors are required to present an exhibit of their work that best exemplifies their mastery of materials and techniques in a chosen area (s) of concentration.

Art Major Student Learning Goals

Upon successful completion of the major, students will:

- demonstrate fundamental skills in the production of their art work;
- demonstrate a fundamental understanding of art history and theory; and
- integrate their skill set with an understanding of theory and history in the production of their own art works.

Art Major Requirements

Major requirements 40 hours and participation in senior art exhibit. Must be taken within the Bachelor of Arts degree. Students must complete eight hours of foreign language or demonstrate equivalent competence by examination.

Required foundation courses for art:

3 hours	ART 108	2-D Design
3 hours	ART 110	3-D Design
4 hours	ART 113	Drawing
4 hours	ART 216	Sculpture
4 hours	ART 313	Advanced Drawing
.5 hour	ART 481	Art Seminar
.5 hour	ART 487	Senior Art Exhibit

Required courses in art history:

3 hours	ART 131	Art History I
3 hours	ART 133	Art History II
3 hours	ART 435	Selected Topics in Art History

Select a minimum of 3 studio courses in at least one area of emphasis:

4 hours	ART 212	Ceramics
4 hours	ART 312	Intermediate Ceramics
4 hours	ART 412	Advanced Ceramics

4 hours	ART 214	Painting
4 hours	ART 314	Intermediate Painting
4 hours	ART 414	Advanced Painting
4 hours	ART 215	Printmaking
4 hours	ART 315	Intermediate Printmaking
4 hours	ART 415	Advanced Printmaking
4 hours	ART 217	Small Metals/Jewelry
4 hours	ART 317	Intermediate Small Metals/Jewelry
4 hours	ART 417	Advanced Small Metals/Jewelry
4 hours	ART 218	Book Arts
4 hours	ART 318	Intermediate Book Arts
4 hours	ART 418	Advanced Book Arts
4 hours	ART 221	Film Photography
4 hours	ART 270	Principles of Visual Communication
4 hours	ART 321	Digital Photography
4 hours	ART 421	Advanced Photography

Select at least 2 of the following:

4 hours	ART 420	Special Topics in Design: Package Design
4 hours	ART 430	Special Topics in Design: Branding
4 hours	ART 440	Special Topics in Design: Website Design and Media Production

Art Minor Requirements

Minor requirements 19 hours

Required courses for the art minor:

3 hours	ART 108	2-D Design
	OR	
3 hours	ART 110	3-D Design
2, 4 hours	ART 113	Drawing
	OR	
2, 4 hours	ART 216	Sculpture

Select one of the following:

3 hours	ART 131	Art History I
3 hours	ART 133	Art History II
3 hours	ART 435	Selected Topics in Art History

Select additional hours of art studio courses:

2, 4 hours	ART 212	Ceramics
2, 4 hours	ART 214	Painting
2, 4 hours	ART 215	Printmaking
2, 4 hours	ART 216	Sculpture
2, 4 hours	ART 217	Small Metals/Jewelry
2, 4 hours	ART 218	Book Arts
2, 4 hours	ART 221	Film Photography
4 hours	ART 270	Principles of Visual Communication
4 hours	ART 312	Intermediate Ceramics

4 hours	ART 313	Advanced Drawing
4 hours	ART 314	Intermediate Painting
4 hours	ART 315	Intermediate Printmaking
4 hours	ART 317	Intermediate Small Metals/Jewelry
4 hours	ART 318	Intermediate Book Arts
4 hours	ART 321	Digital Photography
4 hours	ART4__	Special Topics in Design

Art Teacher Licensure Requirements

Students seeking a teaching license must gain acceptance to the Teacher Education program and meet licensure requirements. Licensure requirements 51 hours, K-12, plus additional course work in general education and professional education requirements for teacher licensure.

Required courses for art teacher licensure:

3 hours	ART 108	2-D Design
3 hours	ART 110	3-D Design
4 hours	ART 113	Drawing
3 hours	ART 131	Art History I
3 hours	ART 133	Art History II
4 hours	ART 212	Ceramics
4 hours	ART 214	Painting
4 hours	ART 216	Sculpture
4 hours	ART 313	Advanced Drawing
4 hours	ART 321	Digital Photography
3 hours	ART 354	Secondary Art Methods
.5 hour	ART 481	Art Seminar
.5 hour	ART 487	Senior Art Exhibit
3 hours	EDU 350	Teaching the Expressive Arts

Choose one of the following:

4 hours	ART 217	Small Metals/Jewelry
4 hours	ART 221	Film Photography

In addition, the student must:

- Apply to the Teacher Education program before Junior year
- Complete General Education course requirements for Teacher Licensure
- Complete Professional Education course requirements for Teacher Licensure

For more information about Teacher Education requirements, students should see the “Education” section of this catalog.

Visual Arts and Design Course Descriptions (ART)

104, 304. Yearbook Design and Production I, II

1, 2 hours

Students will produce the Bethel College yearbook, The Thresher. Students will develop basic editing skills of writing, copyediting, headline writing, photo selection/preparation and layout/design.

108. 2-D Design **3 hours**

In this course, students are exposed to the elements and principles of design through a variety of mediums and techniques. Students will explore the underlying rules of two dimensional design as they apply drawing, painting, photography, and graphic design. **Meets distribution in arts and humanities.**

110. 3-D Design **3 hours**

This studio course introduces students to the language of art and appropriate construction methods used in making art in three dimensions. In this course, students will be introduced to a variety of media which will enable them to become familiar with the materials, tools, and techniques associated with artistic production. **Meets distribution in arts and humanities.**

113. Drawing **2, 4 hours**

Using a variety of art materials and techniques, students investigate drawing problems related to objects, architectural environments, thematic subjects, landscape and the imagination. Art majors and minors should enroll for four hours of credit. Non-majors may enroll for either two or four hours of credit. **Meets distribution requirement in arts and humanities.**

131. Art History I **3 hours**

A study of religion and power as seen in and conveyed by art and architecture, from ancient Mesopotamia through the 15th century. **Meets distribution requirement in arts and humanities. Fall, even-numbered years.**

133. Art History II **3 hours**

A study of art's intersections with science, politics, ritual, and culture, from the 16th century to the present day. **Meets distribution requirement in arts and humanities. Fall, odd-numbered years.**

212. Ceramics **2, 4 hours**

Introduction to wheel-thrown ceramic forms, glazing and firing. Meets distribution requirement in arts and humanities. **Note:** Students may enroll in 2 or 4 hrs.; however, Art majors are required to enroll in 4 hrs. **Meets distribution requirement in arts and humanities.**

214. Painting **2, 4 hours**

Working from objects, room interiors, landscape studies and the imagination, students learn to express form through color using oil or acrylic paint. A variety of painting techniques are introduced. Students may enroll in 2 or 4 hrs.; however, Art majors are required to enroll in 4 hrs. **Meets distribution requirement in arts and humanities.**

215. Printmaking **2, 4 hours**

Introduction to relief, monoprint, screenprint and other printmaking methods. Note: Students may enroll in 2 or 4 hrs.; however, Art majors are required to enroll in 4 hrs. **Meets distribution requirement in arts and humanities. Spring, even-numbered years.**

216. Sculpture **2, 4 hours**

This course will focus on a number of alternating subjects or materials. Topics may include, but are not limited to, figural and constructed sculpture. Figural projects will include making portraits in clay, figure studies and casting. Constructed projects will involve welding, found-object, site specific and woodworking. Note: Students may enroll in 2 or 4 hrs.; however, Art majors are required to enroll in 4 hrs. **Meets distribution requirement in arts and humanities. Fall, even-numbered years.**

217. Small Metals/Jewelry **2, 4 hours**

Creative approaches in design as applied to jewelry-making, small metals and surface embellishment. Note: Students may enroll in 2 or 4 hrs.; however, Art majors are required to enroll in 4 hrs. **Meets distribution requirement in arts and humanities.**

- 218. Book Arts** **2, 4 hours**
 Students will explore traditional methods of bookbinding, altered books and digital book processes. Note: Students may enroll in 2 or 4 hrs.; however, Art majors are required to enroll in 4 hrs. **Meets distribution requirement in arts and humanities.**
Spring, odd-numbered years.
- 221. Film Photography** **2, 4 hours**
 This course covers camera and darkroom techniques and the equipment used for black and white photography. It also focuses on composition of the photographic image. Note: Students may enroll in 2 or 4 hrs.; however, Art majors are required to enroll in 4 hrs. **Meets distribution requirement in arts and humanities.**
- 270. Principles of Visual Communication** **4 hours**
 Introduction to Typography, layout and production. Students will explore typography and communication, from the origins of writing to its use in modern technology. The course will address the role of the designer, the creative process as it relates to the principles of design and basic approaches to layout design. **Meets distribution requirement in arts and humanities.**
Prerequisite: ART108.
- 312. Intermediate Ceramics** **4 hours**
412. Advanced Ceramics **4 hours**
 Development of more advanced ceramic techniques (412 may be repeated). **Prerequisite: ART 212.**
- 313. Advanced Drawing** **4 hours**
 Further exploration of drawing problems with emphasis on the human figure. **Prerequisite: ART 113. Spring, even-numbered years.**
- 314. Intermediate Painting** **4 hours**
414. Advanced Painting **4 hours**
 Further development of skills and personal approaches to oil or acrylic paint (414 may be repeated). **Prerequisite: ART 214.**
- 315. Intermediate Printmaking** **4 hours**
415. Advanced Printmaking **4 hours**
 Further development of techniques in printmaking appropriate to students' interests and abilities (415 may be repeated).
Prerequisite: ART 215. Spring, even-numbered years.
- 317. Intermediate Small Metal/Jewelry** **4 hours**
417. Advanced Small Metal/Jewelry **4 hours**
 Continued exploration of crafts media including materials and techniques related to students' interests and competencies (417 may be repeated). **Prerequisite: ART 217.**
- 318. Intermediate Book Arts** **4 hours**
418. Advanced Book Arts **4 hours**
 Further development in the creation of books appropriate to students' interests and abilities (418 may be repeated). **Prerequisite: ART 218. Spring, odd-numbered years.**
- 321. Digital Photography** **4 hours**
 Students will use digital (D)-SLR cameras on full manual mode to gain an understanding of aperture, shutter, and ISO. Camera functions will be highlighted with attention to action photography, low light, and studio lighting. The list of assignments, both in-class and out-of-class, are designed to elicit a broader understanding of composition and better picture taking.
- 354. Secondary Art Methods** **3 hours**
 Study in topics relevant to the secondary art teacher, including teaching practices and objectives, adolescent characteristics, history of art education and its relationship to school and community, curriculum and lesson planning, art criticism and the integration of the arts with other subjects.
- 400. Advanced Studio** **1-4 hours**
 The student, in collaboration with the instructor, determines media and work goals for the semester. Weekly individual critiques and group discussions are scheduled. Course may be repeated. **Prerequisites: Art major, junior or senior standing.**

- 410. Art Internship** **credit hours arranged**
 Part- or full-time work in an art-related field. Evaluation is made through one or more of the following means: a journal, a portfolio of work or employer evaluation. **Prerequisites: Senior standing and consent of department chair.**
- 420. Design Special Topics: Principles of Package Design** **3 hours**
 Students will explore three dimensional/spatial ability with an emphasis on hand skills and accuracy. Course explores folding and binding techniques. **Prerequisite: ART 270.**
- 421. Advanced Photography** **4 hours**
 Exploration of more advanced problems and techniques using digital or chemical based photography. Emphasis is placed on the development of an individual style (421 may be repeated). **Prerequisite: ART 221 or 321.**
- 430. Special Topics in Design: Principles of Branding** **3 hours**
 Students will continue in-depth investigation of design software, working with complex layouts and logo designs. **Prerequisite: ART 270.**
- 435. Selected Topics in Art History** **3 hours**
 This course is used to investigate major artistic traditions in greater depth than can be achieved in the Art History survey courses. Topic is announced in advance. Course may be repeated. **Meets distribution requirement in arts and humanities and in peace, justice and conflict studies.**
- 440. Special Topics in Design: Website Design and Media Productions** **3 hours**
 Students will explore the role of the designer in the implementation of these associated areas. **Prerequisite: ART 270.**
- 481. Art Seminar** **.5 hour**
 A weekly forum for the discussion of topics relating to one's role as an artist in society. Topics include aesthetics, art and religious faith, the gallery system, art careers and graduate study in art. Each member of the seminar will make a presentation on a topic of personal interest. **Open only to upper-level majors.**
- 487. Senior Portfolio/Exhibit** **.5 hour**
 In the senior year graduating majors in art and in graphic design are required to present their work for public exhibit. Work for this exhibition or portfolio review should strongly reflect the student's area of concentration and have been completed during their junior and senior years. **This work must be approved by the faculty prior to its inclusion in the Senior Art Exhibit or Senior Portfolio Review.**

Directories

NOTE: The first date in parentheses indicates the year in which the faculty/administration member began service at the college. The second date indicates the year of appointment to present rank.

Cabinet

Jonathan C. Gering, (2018) President, B.A., Bethel College, 1994; M.S., Ph.D., Miami University, Oxford, OH, 1997, 2011.

Samuel Haynes, B.A., M.A., (2018) Vice President for Student Life, and Dean of Students, B.A., M.A., (1991, 1994) State University of New York College.

Tony Hoops, B.S., M.S. (2014, 2014) Men's Basketball Coach; Athletic Director. B.S., Bethel College, 2005; M.S., Baker University, 2013.

Brad Kohlman, B.S., M. Ed., (2016, 2019) Vice President for Institutional Advancement. B.S., Bethel College, 2003; M.Ed., Wichita State University, 2013.

Robert Milliman, B.S., B.A., M.Div., Th.M., Ph.D. (2015, 2015) Vice President for Academic Affairs and Dean of Faculty. B.S., Pillsbury Baptist College, 1980; B.A., University of Minnesota, 1982; M.Div., Central Baptist Theological Seminary, 1984; Th.M., Central Baptist Theological Seminary, 1987; Ph.D., Trinity Evangelical Divinity School, 1997.

Heidi Hoskinson, B.A., M.S., Ph.D., (2021) Vice President of Enrollment Management. B.A., Fort Lewis College; M.S., Central Connecticut State University; Ph.D., University of Oklahoma.

Faculty of the College

Nancy Banman, B.S.W., M.S.W., Ph. D. (2020, 2020) Professor of Social Work. B.S.W., Bethel College; M.S.W., University of Kansas; Ph. D., Bryn Mawr College, School of Social Work and Social Research.

Becky Bartell, B.S.N., M.S.N. (2021, 2021), Adjunct Instructor of Nursing. B.S.N., Bethel College, 2002. M.S.N., Fort Hays State University, 2013.

Joel Boettger, B.A., M.A. (2017, 2017) Director of Bands. B.A., Bethel College, 2014; M.A., Eastman School of Music, 2016.

Brad S. Born, B.A., M.A., Ph.D. (1995, 2015), Professor of English. B.A., Tabor College, 1984; M.A., University of Kansas, 1987; Ph.D., University of Kansas, 1993.

Bradley Celestin, B.A., Ph.D. (2012, 2019), Assistant Professor of Psychology. B.A. Bethel College, 2012; Ph.D., Indiana University, 2019.

Jennifer Chappell Deckert, B.A., M.S.W. , Ph.D. (2004, 2016) Associate Professor of Social Work. B.A., Bethel College, 1996; M.S.W., University of Michigan, 1998; Ph.D., University of Kansas, 2019.

Christine Crouse-Dick, B.A., M.A. Ph.D. (2002, 2011) Professor of Communication Arts. B.A., Tabor College, 1995; M.A., Wichita State University, 2002; Ph.D., University of Kansas, 2019.

Cristy Dougherty, B.A., M.A., Ph.D. (2021, 2021) Assistant Professor of Communication Arts and Director of Forensics. B.A., Concordia College, 2015; M.A., Minnesota State University, 2017; Ph.D., University of Denver, 2021.

William Eash, B.A., M.A., D.M.A. (1999, 1999) Professor of Music. B.A., Bluffton College, 1974; M.A., University of Iowa, 1979; D.M.A., University of Iowa, 1988.

Rachel Epp Buller, B.A., M.A., Ph.D. M.F.A., (2012, 2015) Professor of Visual Arts and Design. B.A., Bethel College, 1996; M.A., University of Kansas, 1998; Ph.D., University of Kansas, 2004; M.F.A., University of Plymouth, 2018.

Peter Goerzen, B.A., M.Div. (2014, 2017) Assistant Professor of Bible and Religion. B.A., Bethel College, 2007; M.Div., Anabaptist Mennonite Biblical Seminary, 2015.

Brenna Haines, B.S., M.S., Instructor of Mathematics. B.A., M.A., Ed.D. (2020, 2020) Instructor of Mathematics. B.A., University of Connecticut, 1998; M.A. University of Delaware, 2000; Ed.D., The George Washington University, 2014.

Elizabeth Herbel, B.S.N., M.S.N. (2020) Instructor of Nursing. B.S.N., Newman University, 2013; M.S.N., MidAmerica Nazarene University, 2019.

Kristopher Hilding, B.M., M.M. (2020, 2020) Adjunct Instructor of Music. B.M., M.M., University of Kansas, 2016, 2018.

Allen W. Jantz, B.A., M.Ed., Sp.Ed., Ed.D. (1996, 2011) Professor of Education. B.A., Bethel College, 1984; M.Ed., Wichita State University, 1988; S.Ed., Wichita State University, 1991; Ed.D., Wichita State University, 2010.

Mark Jantzen, B.A., M.A., Ph.D. (2001, 2012) Professor of History. B.A., Bethel College, 1985; M.A., Associated Mennonite Biblical Seminaries, 1993; Ph.D., University of Notre Dame, 2002.

Kathryn A. Layman, B.A., Ph.D. (2011, 2011) Professor of Chemistry and Physics. B.A., Occidental College, 1996; Ph.D., University of California, Irvine, 2002.

Meredith Lehman, B.A., M.A., (2018, 2018) Assistant Professor of Business. B.A., Bethel College, 2011; M.A. DePaul University, 2017.

Christina Liu, B.M., M.M., D.M.A., Assistant Professor of Music. B.M., Washington State University, 2010; M.M., University of Michigan, 2012; D.M.A., University of Kansas, 2017.

Yanxu Liu, B.A., M.A., Ph.D., (2014, 2017) Associate Professor of Business. B.A., Jilin Finance and Trade College, 1992; M.A., Northeast Dianli University, 2007; Ph.D., Utah State University, 2014.

David Long, B.A., B.A., M.A., M.F.A., M.A. (2001, 2011) Professor of Visual Arts and Design. B.A., Conception Seminary College, 1985; B.A., University of Northern Colorado, 1987; M.A., University of Colorado, 1991; M.F.A., Wichita State University, 1996; M.A., Arizona State University, 1998.

Sarah H. Masem, A.A., A.A.A.S., B.S.N., M.S.N., D.N.P. (2009, 2016) Associate Professor of Nursing. A.A., Cowley County Community College, 1997; A.A.A.S., Hesston College, 2000; B.S.N., Tabor College, 2005; M.S.N., Fort Hays State University, 2011; D.N.P. Graceland University, 2015.

Allison J. McFarland, B.S., M.S.Ed., M.B.A., Ph.D. (2006, 2006) Professor of Business. Walter C. Claassen and Helen E. Claassen Distinguished Chair in Business Administration. B.S., Geneva College, 1983; M.S.Ed., University of Kansas, 1989; Ph.D., University of Kansas, 1992; M.B.A. Western Michigan University, 2003.

Francisca M. Méndez-Harclerode, B.S., M.S., Ph.D. (2008, 2013) Professor of Biology. B.S., East Texas Baptist University, 1996; M.S., Central Missouri State University, 2000; Ph.D., Texas Tech University, 2005.

Jeremy Mitchell-Koch, B.S., Ph.D., (2017, 2017) Associate Professor of Chemistry. B.S., Furman University, 1998; Ph.D., University of Kansas, 2003.

Jon K. Piper, B.S., Ph.D. (1997, 2003) Professor of Biology. Katherine Esau Distinguished Chair in Plant Sciences. B.S., Bates College, 1979; Ph.D., Washington State University, 1984.

Daniel P. Quinlin, B.A., M.A., Ph.D. (1991, 2008) Professor of Languages. B.A., Augustana College, 1981; M.A. University of Illinois, 1984; Ph.D., University of Illinois, 1988.

Karen Robu, B.F.A., M. Div. (2020, 2020) Assistant Professor of Communication Arts. B.F.A., University of Windsor, Canada, 1991; M. Div., Phillips Theological Seminary, 2013.

Siobhán Scarry, B.A., M.F.A., M.A., Ph.D. (2014, 2017) Associate Professor of English. B.A., University of Arizona, 1995; M.F.A., University of Montana, 2004; M.A., University of Montana, 2004; Ph.D., State University of New York at Buffalo, 2013.

Lisa Janzen Scott, B.A., M.S. (1993, 2012) Associate Professor of Education and Mathematics. B.A., Bethel College, 1984; M.S., Emporia State University, 1992.

Brad Shores, B.M.E (2018, 2018) Director of Summer Programs and Extra-Curricular Bands, Steel Drum Band Director, B.M.E Fort Hays State University, 1983.

Douglas T. Siemens, B.A., M.A. (2008, 2014) Associate Professor of Education. B.A., Bethel College, 1984; M.A., University of New Mexico, 1999.

Dan Sigley, B.A., DAT, (2019) Assistant Professor of Health and Physical Education. B.A. Tabor College, 2010; DAT, University of Idaho, 2018.

Barbara Thiesen, B.A., M.A., M.A.L.S. (1984, 1993) Co-Director of Libraries, Technical Services Librarian, Instructor of Health and Physical Education. B.A., Bethel College, 1981; M.A., University of Denver, 1984; M.A.L.S., University of Denver, 1984.

John Thiesen, B.A., M.A. (1989, 1993) Co-Director of Libraries, Archivist. B.A., Bethel College, 1982; M.A., Wichita State University, 1990.

Geraldine Tyrell, B.S.N., M.S.N; D.N.P. (2008, 2016) Director of Nursing, Associate Professor of Nursing. B.S.N., Bethel College, 2007; M.S.N., Oklahoma University, 2010; DN.P., American Sentinel University, 2016.

Kip Wedel, B.S., M.A., Ph.D., (2012, 2018) Associate Professor of History and Politics. B.S., McPherson College, 1987; M.A., Emporia State University, 1989; Ph.D., Kansas State University, 2011.

Other Teaching Faculty

Jayson Artaz, B.S. Men's Basketball Coach, B.S., Bethel College, 2005.

Matt Blauer, Adjunct Instructor of Trombone.

Kay Buskirk, B.M., M.M., Adjunct Instructor of Viola. B.M., Wichita State University, 1985; M.M., Wichita State University, 1993.

Soyoun Lim Chun, B.A., M.M., D.M.A. (2006, 2018) Associate Professor of Music. B.A., Seoul National University, 1995; M.M., New England Conservatory of Music, 1997; D.M.A., University of Kansas, 2004.

James Cottage, B.S., Men's Soccer Coach. B.S. Southwestern Christian College, 2012.

Dennis Danders, B.M.E., M.M., Adjunct Instructor of String Bass. B.M.E., Wichita State University, 1967; M.M., Northwestern University, 1972.

Gregg A. Dick, B.S. Golf Coach, Controller. B.S., Bethel College, 1987.

Mirella Gauldin, B.M., M.M., Adjunct Instructor of French Horn. B.M., Eastman School of Music, 2010; M.M., Wichita State University, 2014.

Howard Glanton, B.M., M.M., Adjunct Instructor of Guitar. B.M., Eastern New Mexico University, 1990; M.M., Texas Tech University, 1994.

Katherine Goerzen, B.A., M.Div., Adjunct Instructor of Introduction to Youth Ministries. B.A., Canadian Mennonite University, 2006; M.Div., Anabaptist Mennonite Biblical Seminary, 2015.

Joseph Gogus, B.S. Cheer Coach. B.S., University of West Alabama, 2007.

Elisabeth Graber, B.S., M.S., Adjunct Instructor of English. B.S., M.S., Emporia State University, 2004, 2012.

Alexander Hagan, B.S., Women's Soccer Coach. B.S., Bethel College, 2015.

Zachary Hague, B.M., M.M., Adjunct Instructor of Bassoon. B.M., Eastman School of Music, 2005; M.M., Louisiana State University, 2007.

Terry Harrison, B.S., Football Coach. B.S., Sterling College, 2004.

Donna Hetrick, B.A., M.M., Adjunct Instructor of Organ. B.A., Bethel College, 1991; M.M., University of Kansas, 1993.

Jennifer Janes, B.A., M.S., (2020, 2020) Instructor of Psychology. B.A., Bethel College, (2006); M.S., Fort Hays State University, 2011.

Nancy Johnson, B.M., M.M., Adjunct Instructor of Violin. B.M., University of Kansas, 1980; M.M., Virginia Commonwealth University, 1984.

Megan Kershner, B.A., M.B.A., Director of Career and Leadership Development. B.A. Bethel College, 2008; M.B.A., Kansas Wesleyan University, 2017.

Damon Klassen, B.A., Adjunct Instructor of Theater and Radio; Technical Director of Theater; Media Services Coordinator. B.A. University of Kansas, 1999.

Dwight Krehbiel, B.A., M.S., Ph.D. (1978, 1988) Professor of Psychology. B.A., Bethel College, 1969; M.S., University of Wisconsin, 1975; Ph.D., University of Wisconsin, 1978.

Adriana Leake, B.S., M.S. Ed., (2020, 2021) Women's Volleyball Coach. B.S., Sterling College; M.S. Ed., Fort Hays State University, 2018.

Jenny Masias, B.A., M.A., Adjunct Instructor of Spanish. B.A., M.A. Wichita State University, 2018, 2020.

Jeri Melin, B.S.N., M.S.N., Adjunct Instructor of Nursing. B.S.N., St. Mary of the Plains College, 1981; M.S.N., Newman University, 2003.

David Middleton, B.S. Women's Softball Coach. B.S., Sterling College, 1992.

Robert Milliman, B.S., B.A., M.Div., Th.M., Ph.D. (2015, 2015) Vice President for Academic Affairs and Dean of Faculty; Adjunct Instructor of Bible and Religion. B.S., Pillsbury Baptist College, 1980; B.A., University of Minnesota, 1982; M.Div., Central Baptist Theological Seminary, 1984; Th.M., Central Baptist Theological Seminary, 1987; Ph.D., Trinity Evangelical Divinity School, 1997.

Derrick Pringle, B.S., M.Ed., Women's Basketball Coach. B.S.,

Amber Russell, B.S., M.Ed., Cross-Country Coach. B.S., M.Ed., Emporia State University, 2007, 2010.

Kathleen Schroeder, B.A., M.A., Adjunct Instructor of Visual Arts. B.A., Bethel College, 1977; M.A., Wichita State University, 1987.

Nick Schroeder, B.M., M.M., D.M.A., Adjunct Instructor of Trumpet. B.M., University of North Texas, 2005; M.M., University of Illinois, 2009.

Kristin Keefer Shaffer, B.M., M.M., Adjunct Instructor of Flute. B.M., Wichita State University, 1991; M.M., Wichita State University, 1993.

Cindy Thompson, B.M., M.M., Adjunct Instructor of Oboe. B.M., Wichita State University, 1981; M.M., University of Akron, 1988.

Dan Wassink, B.A., M.D.R., Manager, Community Mediation Center, Kansas Institute for Peace & Conflict Resolution. B.A., Central Michigan University, 1984; Master in Dispute Resolution, Marquette University, 2012.

Sheryl Wilson, B.S., M.L.S., Director, Kansas Institute for Peace and Conflict Resolution. B.S., Mediation and Communication Studies, University of Minnesota, Twin Cities, 2003; Master of Liberal Studies with a focus in Restorative Justice, University of Minnesota, Twin Cities, 2007

Jennifer Wintermote, B.A., M.L.S., Adjunct Instructor of English Studies. B.A., Bethel College, 2012; M.L.S., Emporia State University, 2016.

Exchange Faculty

KICA Faculty

Secondary Methods

Nikki Chamberlain, B.A., M.S., Instructor of Methods for Teaching Natural Science in the Secondary School. M.S., Kansas State University; B.A., Kansas State University.

Krista DeVoe, B.A., M.S., E.S.L./E.L.L., Instructor of Methods for Teaching English/Language Arts in the Secondary School. M.S. Kansas State University; B.A., Kansas Wesleyan University; E.S.L./E.L.L., Certification, Emporia State University.

Monty Graber, B.A., M.S., Methods for Teaching Social and Behavioral Science in the Secondary School. M.S., Wichita State University; B.A., Bethel College.

Adam Robb, B.S., M.A., Methods for Teaching Mathematics in the Secondary School. M.A., Baker University, B.S., Bethel College.

Special Education

Lynette Cross, B.S, M.S., (A.B.D.), Instructor of Special Education. B.S. Tabor College; M.S. Wichita State University; A.B.D., Southwestern College.

Beverly Schottler, B.S., M.S., Ed.D., Program Director and Instructor of Special Education. B.S., Fort Hays State University; M.S., Fort Hays State University; Ed.D., Kansas State University.

Emeritus Faculty

Harold J. Schultz, President Emeritus, 1971-1991; 1991

Robert W. Regier, Professor Emeritus of Art, 1965-1992; 1992

Marion G. Deckert, Professor Emeritus of Philosophy, 1972-1996; 1996

Dwight Platt, Professor Emeritus of Biology, 1957-1996; 1996

Marjorie H. Warta, Professor Emeritus of Home Economics, 1979-1997; 1997

Marles Preheim, Professor Emeritus of Music, 1977-1999; 1999

Arlo Kasper, Professor Emeritus of Communication Arts, 1965-2001; 2001

Keith Sprunger, Oswald H. Wedel Professor Emeritus of History, 1963-2001; 2001

James C. Juhnke, Professor Emeritus of History, 1967-2003; 2003

Donald A. Kehrberg, Professor Emeritus of Music, 1972-2003; 2003

Duane Friesen, Edmund G. Kaufman Professor Emeritus of Bible and Religion, 1970-2005; 2005

Richard Rempel, Professor Emeritus of Mathematics, 1972-2008; 2007

Kathryn Kasper, Professor Emeritus of Music, 1973-2006; 2007

Verda Deckert, Professor Emeritus of Nursing, 1990-2008; 2009

Gail Lutsch, Professor Emeritus of Art, 1981-2009; 2009

Don Lemons, Professor Emeritus of Physics, 1987-2010; 2010

John K. Sheriff, Ernest E. Leisy Professor Emeritus of English, 1967-2010; 2010

Richard P. Zenger, Professor Emeritus of Chemistry, 1995-2010; 2010

Rodney Frey, Professor Emeritus of Industrial Arts, Education, 1975-2012; 2012

Diane Flickner, Professor Emeritus of Health and Physical Education, 1978-2013; 2013

Russ Graber, Associate Professor of Health and Physical Education, 1981-1986;1993-2007

Paul Lewis, Professor Emeritus of Psychology and Philosophy, 1988-2017

Karen Bauman Schlabaugh, Professor Emeritus of Music, 1993-2017

Merle Schlabaugh, Professor Emeritus of Language, 1985-2018; 2018

Dwight Krehbiel, Professor Emeritus of Psychology, 1978-2020; 2020

Patricia Shelly, Professor Emeritus of Bible & Religion, 1985-2020; 2020

Ada Schmidt-Tieszen, Professor Emeritus of Social Work, 1985-2020; 2020
 John McCabe-Juhnke, Professor Emeritus of Communication, 1986-2020; 2020

Administrative Staff

President	Jonathan C. Gering
Vice President for Academic Affairs	Robert Milliman
Vice President for Admissions.....	Heidi Hoskinson
Vice President for Advancement	Brad Kohlman
Vice President for Business Affairs (Interim).....	Gregg Dick
Vice President for Student Life.....	Samuel C. Haynes
Director of Institutional Communication & Marketing.....	Tricia Clark
Athletics Director.....	Tony Hoops
Registrar	Marcia Miller
Associate Registrar	Tammy Shirley
Co-Directors of Libraries	Barbara Thiesen, John Thiesen
Director of Alumni Relations.....	Brad Schmidt
Director of the Bethel College Academy of Performing Arts	Kristin Kliever
Director of Career and Leadership Development.....	Megan Kerschner
Director of Center for Academic Development	Dan Quinlin
Director of the Center for Teaching and Learning	Brenna Haines
Director of Development	Garrett Whorton
Director of Financial Aid	Clark Oswald
Director of Human Resources, Compliance, and Title IX	Janet Fulmer
Director of Kansas Institute for Peace and Conflict Resolution (KIPCOR).....	Sheryl R. Wilson
Director of Kauffman Museum.....	Andi Andres
Director of Nursing.....	Geraldine Tyrell
Director of Student Success and Retention	Joseph Husong
Director of Student Wellness	Jill Hoopes
Director of Teacher Education	Allen Jantz
Director of the Facilities and Technology Department	Adam Akers
Campus Pastor	Michael Unruh

Board of Directors, Officers 2021

Chair	Thomas A. Adrian, J.D., Newton, KS
Vice-Chair	Lori Schmidt-Harrison, B.A. Santa Barbara, CA
Secretary	Galen Goertzen, Pharm.D., Spokane, WA
Treasurer	Thomas A. Penner, M.B.B., Moorestown, NJ
Representatives	

Alumni Association

Blair Loganbill, B.S.N., Hesston, KS	2024
Lori Schmidt-Harrison, Santa Barbara, CA	2026

Board Appointees

Thomas A. Adrian, J.D., Newton, KS	2025
Faith A. Allen, Ph.D., Kansas City, MO	2026
Kate Brubacher, J.D., Kansas City, MO	2021
Wynn M. Goering, Ph.D., Albuquerque, NM.....	2021
Thomas Penner, B.A., Moorestown, NJ	2022
Cynthia A. Perkins, M.S., Indianapolis, IN	2026

Corporation

TBD

Pacific Northwest District Conference, Mennonite Church, USA

Galen Goertzen, Pharm.D., Spokane, WA	2023
Roberta Franz Hodgson, B.A., Mountlake Terrace, WA....	2020

Pacific Southwest District Conference, Mennonite Church, USA

Daniel P. Flickinger, Ph.D., North Newton, KS	2021
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Western District Conference, Mennonite Church, USA

James R. Ensz, B.A., Beatrice, NE	2022
Sharon Nance, B.A., Dallas, TX	2022
Diana Schunn, M.S., Whitewater, KS	2025

Bethel College Women’s Association

TBD

Mennonite Education Agency

Sharon Waltner, M.A., Parker, SD	2026
Heather S. Esau Zenger, J.D., Newton, KS	2021

Presidents

Cornelius H. Wedel	1893 – 1910
Jacob H. Langenwalter	1910 - 1911
John W. Kliewer	1911 - 1920
John E. Hartzl	1920 - 1921
Edmund G. Kaufman	1932 - 1952
David C. Wedel	1952 - 1959

J. Winfield Fretz	1959 - 1960
Vernon Neufeld	1960 - 1966
Orville L. Voth	1967 - 1971
Harold J. Schultz.....	1971 - 1991
John E. Zehr.....	1991 - 1995
Douglas A. Penner.....	1995 - 2002
E. LaVerne Epp	2002 - 2005
John K. Sheriff.....	2005 - 2006
Barry C. Bartel.....	2006 - 2009
John K. Sheriff.....	2009 - 2010
Perry D. White	2010 - 2016
John K. Sheriff – Interim	2017- 2018
Jonathan C. Gering	2018- current

Buildings and Grounds

Administration Building

The Administration Building cornerstone was laid in 1888, making it the oldest building currently standing on campus. It is the dominating landmark of the college and one of its primary visual symbols. The building, constructed of native limestone, is listed in the National Register of Historic Places. It houses the chapel with its historic stained glass windows and Dobson pipe organ, on the second floor. On the main floor can be found the offices of the president, academic dean, registrar and business manager, the business office and the financial aid office, as well as the admissions office. The office suite for Student Life and Campus Ministries is on the ground level. The Ad Building also contains faculty and staff lounges, classrooms and faculty offices for English studies and foreign language.

Bethel College Academy of Performing Arts (BCAPA)

The Bethel College Academy of Performing Arts (BCAPA) is a non-profit multidisciplinary art school housed in Bethel College's Memorial Hall. BCAPA offers quality art education to all ages and skill levels in a rich collaborative environment. The Academy Music Department consists of Kindermusik classes, instrumental and vocal studies, a full-curriculum Suzuki Strings program, and a String Orchestra with a touring group. Music at BCAPA prepares students from the earliest of years through pre-college age, for a life-long appreciation of music and the disciplines skill required for endeavors in higher education music programs. BCAPA's Dance Department is diverse in dance styles, while maintaining a technical foundation in classical dance. Dancing at BCAPA develops a healthy outlet for self-expression for students three years to senior citizens. The Dance Department has three levels of performing dance companies with a pre-professional program, as well as adult classes. Acting and visual art education is available through workshops. BCAPA produces many inspired recitals and concerts each year, involving students from all departments.

Bethel College Mennonite Church

Bethel College Mennonite Church was founded in 1897 by Bethel College faculty and administrators. The congregation met in the Administration Building chapel for almost 60 years, completing the present building in 1956. It is located just past the south end of the Green and is built of native limestone. As its name and history indicate, BCMC has always enjoyed a close relationship with Bethel College. BCMC traditionally hosts the annual baccalaureate service during commencement weekend in its sanctuary. The annual sing-along of Christmas portions of Handel's Messiah, led by Bethel music faculty and students, also takes place at BCMC.

Broadie Prairie Preserve

A tract of natural prairie north of Winfield, Kansas, was donated to Bethel in 1992 and is used as a biology field location.

Fine Arts Center

The Fine Arts Center (FAC) with its distinctive circular structure houses the music, drama and communication arts departments, with both faculty offices and classrooms. It includes a choir practice room, an art gallery and lounge area, a music library, a theater props area, a drama/dance lab and practice studios for instrumental music. One of the Bethel College Academy of

Performing Arts locations is in the Fine Arts Center. The offices and work areas of the student newspaper, the Bethel Collegian and yearbook, the Bethel Thresher, are located in the Fine Arts Center as is the radio station, KBCU FM 88.1. The center of the building is Krehbiel Auditorium, which is frequently the location of evening lectures and concerts, as well as convocation Mondays and Fridays at 11 a.m. during the school year. All plays and musical theater performances take place in Krehbiel Auditorium, as do many concerts, recitals, dance performances and forensics competitions involving students. Krehbiel Auditorium also hosts community events, such as Life Enrichment activities for senior citizens, throughout the year.

Franz Art Center

The Franz General Shop was renovated in 1992 into the Franz Art Center, a larger, centralized facility for the various sections of the visual arts and design department, including drawing/painting and ceramics studios, a photo lab and art faculty offices. A more recent addition on the east side of the building are wood-fired kilns used for ceramics and pottery.

Goering Hall

Originally a residence hall, Goering Hall, named for Adolph G. Goering, has been converted into the hub of the Bethel College athletic department. Goering Hall now houses the office of the athletic director, coaches' offices, networked classrooms and the Booster Club Conference Room. Facilities also include remodeled football locker rooms for the Threshers and visitors, locker rooms for other sports, a training room and a cutting-edge weight room with a variety of free weights and machines.

Goerz House

Goerz House was the first private residence built on the Bethel College campus, in 1893, by Rev. David and Helene Goerz. David Goerz was a Bethel founder and one of the chief promoters of higher education among U.S. Mennonites and he served as Bethel's business manager until 1910. Bethel College bought the house (located directly south of Bethel College Mennonite Church) from the Goerz family in 1921 and has used it as a student residence, a faculty residence and a guest house. It now serves as the president's residence.

Haury Hall

Haury Hall is located on the east side of the campus Green. It is the freshmen residence hall with double and single rooms, several lounges with cable television (one with a fireplace), laundry facilities and a sun deck.

Kauffman Museum

Kauffman Museum is located across Main Street from Thresher Gym. This west campus location includes a 1.5-acre tallgrass prairie reconstruction with 16 species of native grasses and 120 species of wildflowers, a modern interpretation building with permanent and temporary exhibitions, the 1875 Voth-Unruh-Fast House, 1886 Ratzlaff Barn and heritage flower and vegetable gardens. Kauffman Museum is one of eight pause points along the "Trail of Two Cities" hiker-biker path.

Kaufman House

Kaufman House, located near the south end of the campus and across the street from Goerz House, houses the Kansas Institute for Peace and Conflict Resolution (KIPCOR), a community mediation and training center. The house was built in the early 1930s at the beginning of the 20-year presidency of Edmund G. Kaufman and was home to him, his wife Hazel and their two children. After Hazel's death in 1948, Kaufman renovated the house's second floor for student housing. He deeded the house to Bethel in 1964 and it served as apartments for older students until summer 2002 when major renovations began in order to turn it into KIPCOR's headquarters, according to the wishes of Kaufman's third wife, Edna Ramseyer Kaufman and her estate. KIPCOR moved into the house in summer 2003. In addition to staff offices, the house has a large meeting and conference room, mediation rooms and a kitchen.

Kidron Cottage

Kidron Cottage is located across the street from the Fine Arts Center parking lot. It was built in 1950-51 using student-raised funds and student labor. It is available free for the use of Bethel College students and is a popular spot for hosting post-graduation receptions. Church and family groups may also use Kidron Cottage for a full or half day for a small fee. This happens mostly in the spring, summer and fall. The building has a fireplace but is not heated.

Krehbiel Science Center

Krehbiel Science Center, completed in 2002, has classrooms, conference and seminar rooms, laboratories and offices for faculty in biology, chemistry, psychology and physics. It also houses the Mabee Observatory and the Lattner Conservatory.

Leisy Admissions and Welcome Center

Leisy Welcome Center is meant in its location and design to communicate hospitality and a warm invitation to participate in the life of Bethel College. The beautifully restored mission-style house is located at the far southern end of the campus, just past Bethel College Mennonite Church and Goerz House, so it has a beautiful vista of campus looking toward the Administration Building. Leisy is the home for the offices of Advancement and Development and the Leisy Conference Room and is the official campus welcome center.

Maintenance Shop

The Maintenance Shop is attached to Franz Art Center on the north. The offices of the physical plant director and other maintenance staff, as well as the maintenance staff break room and equipment storage areas, are in this building.

Mantz Library

The Mantz Library houses Bethel College's main library collection. Inter-library loan (ILL) and other technical research assistance is available from library staff there. The spacious Mantz Library lounge on the first floor is occasionally used for meetings or banquets where a smaller space than that found in the cafeteria is desired and is also a location of campus dances. The Mantz Library, completed in 1986, was built on to Bethel's first free-standing library building, which now houses the Mennonite Library and Archives.

Memorial Hall

Memorial Hall was built to honor Bethel's 50th anniversary in 1937. It hosts concerts, lectures and other community events in Joliffe Auditorium on the main floor, which has a seating capacity of 2,800. Commencement took place there until 2009. Mem Hall provides a second gym for athletic practices, off-season workouts and intramural sports. Also housed in the basement of Mem Hall are the Bethel College Wellness Center, which consists of a weight room and aerobic fitness room and the Harms Sports Medicine Center with a state-of-the-art athletic training facility. The offices of Institutional Communications are on the second floor in the front of Mem Hall.

Mennonite Library and Archives

This building was Bethel's first free standing library building and now houses the Mennonite Library and Archives.

Richert House

This building is named for legendary Bethel math professor "Uncle Davy" Richert. The house was built in 1914 as a wedding present for David and Helen von Steen Richert. It was given to the college in 1962. It has been used for campus housing, as the first home of the Kansas Institute for Peace and Conflict Resolution and as offices for retired faculty. It currently houses the Agape Center, a space devoted to campus ministries.

Sand Creek Community Gardens

The mission of the Sand Creek Community Gardens is to provide peaceful and inviting gardening plots for the students and neighbors of Bethel College. The gardens are located in the Northeast area of the Bethel College campus, just to the north of Memorial Grove and the trail head of the Sand Creek Trail. The gardens include 30 plots each measuring 20 by 20 feet, plus additional areas for a shed, compost and mulch bins, perennial flowers, herbs, asparagus, fruit trees and berries. The gardens are sponsored by Bethel College, Bethel College Mennonite Church and the City of North Newton.

Sand Creek Trail

Sand Creek Trail was created starting in 1997, carved out of the overgrown vegetation along the old Kidron Canal and Sand Creek in the northeast corner of Bethel's campus. It was built and is maintained by a group of campus and community volunteers. The trail goes for about two miles through mostly woodland (creekside and hedgerows) alongside wheat fields or the athletic practice fields. The main trailhead is at Memorial Grove, a picnic and campfire area across the vehicle bridge and just north of the maintenance buildings (a bit east of the tennis courts). The trail has several other access points, including the North end of Chisholm Park. In addition, the bike and walking trail that runs along Sand Creek in Newton between First Street and Centennial Park connects with a new trail between Centennial Park and Sand Creek Trail at the Memorial Grove trailhead.

Sand Prairie Natural History Preserve

Environmental laboratory experience and research is conducted at this 80-acre site, located 14 miles from the campus.

Schultz Student Center

The largest area in Schultz Student Center is The Caf, the student dining area overlooking the campus Green. Bethel College's Food Service staff also cater banquets and meetings in this area, particularly when there are fewer students on campus (e.g., summer, breaks). Schultz Student Center also houses Thresher Bookstore, which serves as the ticket office for campus events and the location of Office Services; two conference rooms, including the newly-developed First Bank Conference Room; student mailboxes; an ATM; new photo galleries highlighting Bethel history and alumni accomplishments; and Mojo's Coffee Bar.

Thresher Gymnasium

Thresher Gymnasium is home to Thresher basketball and volleyball. It seats approximately 2,500. Thresher Gym houses the trophy case, across from the concession area, as well as four locker rooms and a training room for use by the Threshers and their competitors.

Allen Wedel Field

Thresher Softball Field is located on the east side of campus, behind Voth Hall. It is a regulation sized softball field for college softball, with new fence and dugouts constructed in 2015.

Thresher Sports Complex

When fans enter the Thresher Sports Complex through the doors at the ticket office, they come out onto Franz Plaza, named for a gift from Minnie and Robert Franz. Franz Plaza, a circular area with benches, serves as a festive gathering spot before games and a place to go for food, Bethel memorabilia and visiting at half-time. There is a small concession stand as well as public restrooms in the entry complex off Franz Plaza.

Thresher Stadium

Thresher Stadium seats 2,000 with visitors' seating adding 500. The stadium features a press box with state-of-the-art technology, an elevator, a large concessions area and public restrooms. The stadium is built from 417 pieces of pre-stressed concrete manufactured by Prestressed Concrete Inc. of Newton and earned public recognition for the company from its trade publication soon after the stadium opened.

Joe W. Goering Field

Joe W. Goering Field is Bethel's lighted artificial turf field for football and men's and women's soccer. It is named for a long-time businessman, banker and community leader from Moundridge, Kan. Goering played football at Bethel and remained a staunch supporter of Bethel athletics until his death. His wife, three children and their families gave the financial naming gift in his honor. Joe W. Goering Field is ringed by Schmidt Track.

Schmidt Track

Schmidt Track, named in honor of the Herbert and Mariam Schmidt family, existed before the Thresher Sports Complex was built. In its regenerated form, it is an 8-lane equal quadrant track. It is home to Bethel's track team and is a popular venue for track meets for both the Kansas Collegiate Athletic Conference and local high school events when the college schedule permits.

Voth Hall

Voth Hall is Bethel's newest residence hall. It is structured in six modules — four-person suites with four suites per mod — and includes the resident director's apartment. Voth features network-accessible suites, private rest-rooms, study areas, lounges, kitchen facilities, a centralized laundry area, zoned heating and cooling and an elevator.

Ward Tennis Courts

Ward Tennis Center, built in 2010, has six courts with 12-foot extensions between them. A 12-foot walkway runs between the north and south sides, black vinyl fencing and windscreen material skirt the perimeter and the playing area is lit by LSI Courtsider lighting. The courts are named for Marty Ward, who coached at Bethel 1985-99 and established one of the most dominant tennis programs in the history of the Kansas Collegiate Athletic Conference (KCAC).

Warkentin Court

Warkentin Court is a residence hall reserved primarily for upper-level students. It is built on the module or apartment, model. Each mod houses nine men or nine women and each has five bedrooms, a living room area and a bathroom. Warkentin has central air, cable television hook-ups and laundry facilities.

Will Family Academic Center

The Will Family Academic Center, the second oldest building on campus, housed all the sciences before Krehbiel Science Center was completed. After undergoing a \$5 million renovation with an addition, the former Science Hall was dedicated Oct. 13, 2012, as the Academic Center. It contains faculty offices and classrooms for Bible and religion, business, history, social work and teacher education; a floor in the addition dedicated to nursing education, with faculty offices, classrooms and state-of-the-art simulation labs; the Academic Health Center; student and faculty lounges; the Center for Academic Development; and, Mac and PC labs for student use.

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