Catalog

2025 – 2026



BETHEL COLLEGE

North Newton, Kansas

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North Newton, Kansas
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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, Ph.D.
President

About the College

Bethel College at a Glance

Bethel College is affiliated with Mennonite Church USA. Mennonite traditions remain important to Bethel College. However, Mennonites no longer represent the largest denomination on campus.

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; Bible and religion.
- Among Bethel's seven core values: high standards and expectations for behavior and performance; dialogue that transforms conflict; creative approaches for living harmoniously; 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."
- Ranks #15 in the nation in the *Washington Monthly* annual list "Best Bachelor's Colleges," and #26 in *U.S. News & World Report*'s "Best Regional Colleges-Midwest" for 2021-22.
- Only Kansas college selected for the American Association of Colleges & Universities 2021 Institute on Truth, Racial Healing and Transformation and subsequently named a TRHT Campus Center.
- 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.
- 100% of nursing graduates in 2022 and 2023 passed their credentialing exams on the first attempt.
- Most common reasons given over the past five years by a first-year student for choosing Bethel College: "academic reputation;" "opportunities for participation."
- Ranked by *Postsecondary Education Opportunity* in the top 12 nationally of liberal arts colleges whose actual graduation rates surpass predictions.
- 77% of traditional-age students live on campus.
- Opportunities for undergraduate research and internships available in every major.
- Many students participate in affiliated study abroad and exchange programs, available in colleges and universities around the world.
- Teacher education program completers who passed the Principles of Learning and Teaching (PLT) test required for licensure in Kansas in 2020-2021: 100%
- One of a handful of colleges and universities nationwide to 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 300 students, faculty and staff volunteered at local agencies during the 2021 Fall Service Day.
- 17 varsity intercollegiate sports under the auspices of the Kansas Collegiate Athletic Conference and the National Association of Intercollegiate Athletics: women's flag football, football, men's and women's basketball, cheer, dance, women's volleyball, men's and women's track and field, men's and women'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 (2025-2026)

Fall Semester

Tuition and fees for fall due	July 31
Fall sports athletes	August 8
Freshmen, transfers	August 14
All returning students	August 15
Thresher Days Orientation	August 14-17
Classes Begin	August 18
Labor Day	September 1
Fall Break	October 13-14
Thanksgiving Break	November 26-28
Final Exams	December 9-11
Semester Ends	December 11

Spring Semester

New student orientation and registration	January 9
Classes Begin	January 12
Martin Luther King Day	January 19
Spring Break	March 16-20
Good Friday	April 3
Final Exams	May 5-7
Semester Ends	May 7
Baccalaureate and Commencement	May 10

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 admission for special students is made through the Admissions 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 admission for pre-college students is made through the Admissions 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 on a Third Test Series or a 600 on each of the five tests in the battery on the Fourth Test Series or a 150 for each of the four content area modules on the Fifth Test Series and 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.
- Granted to students with a GED score of 50 on a Third Test Series or a 600 on each of the five tests in the battery on the Fourth Test Series or a 150 for each of the four content area modules on the Fifth Test Series.

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 completed 24 hours or more of college credit. Students with less than 24 hours of completed 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 completed hours of college credits accepted in transfer to Bethel College, or transfer students with less than 24 hours of completed 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 completed 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/Duolingo/IELTS) 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	IELTS	DUOLINGO	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); 76 Internet	Less than 6	Less than 100 Subscores: 120 = Literacy 120 = Production	Writeplacer Score: 0 to 4	ENG 101 Introduction to College Writing
ENGLISH	3.0 cumulative or greater	17 or greater	50 or greater (251 CBT); 76 Internet	6 or greater	100 or greater Subscores: 120 = Literacy 120 = Production	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.

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

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 International English Language Testing System (ILETS), Duolingo, the SAT or the ACT. Bethel's code number is 6037. Bethel does not offer English as a Second Language (ESL) courses.

Language Proficiency and Academic Test Score Matrix

TOEFL iBT	IELTS	DUOLINGO	SAT	ACT
76	6	Overall: 100 Sub scores: 120 = Literacy 120 = Production	990 (Verbal & Math)	19

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, 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.

2025-2026 Cost (International Students, U.S. Funds)

Tuition	$34,774
Student Government Fee	$240
Housing	$5,702
Food	$5,590
Books, materials & supplies	$1.432
**Health Insurance	$2,100
Total	$49,838

Housing and food options

Haury Hall	$4,604 (required for first-time freshmen)
Voth Hall	$5,702
Warkentin Court	$5,188
Food – 20 meal plan	$5,590
Food – 12 meal plan	$5,258
***Liability Deposit	$2,000

****Athletic Insurance: depending 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 studentaid.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 $692 to $6,895.

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 6.28%.

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. Application can be found at kansasregents.org.

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. Application can be found at kansasregents.org.

Tuition Discounts
Tuition discounts 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 (housing and food) 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.

2025-2026 Costs

In 2025-2026 the tuition will cost $34,774 with the lowest residential fee for housing and food costing $9,862. 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 housing and food 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, housing, food 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 $50 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

A 2.75% convenience fee will apply to all payments made using debit or credit cards.

All returned checks will incur a $100 fee. This fee will be applied automatically to your account and must be paid in addition to the original payment amount.

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 l.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 may be dropped from classes, may lose their residence hall assignment, may not be able to eat in the cafeteria and may 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
Students who have not made satisfactory progress on their account payments may be required to withdraw from classes and vacate campus. This will be determined prior to fall break for the fall semester and prior to spring break for the spring semester.

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.

Diplomas will not be issued to any graduate who still has financial obligations to the college. When the balance is paid in full, the graduate can request the diploma.

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). After the R2T4 calculation has occurred, the financial aid office will notify the student of the results of the calculation and that the student accounts office will follow up with how the calculations have affected their student account balance.

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 Direct Loans and the Federal Parent PLUS Loan. At Bethel College the same policy will be used for state and institutional sources. Outside scholarships will follow the guidelines provided by the outside scholarship entity.

Tuition and living expenses 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). Food expense will be prorated for students up until the census date (20th day). 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 are issued for partial drops only during the first 10 days of classes. 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:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Direct PLUS Loan
4. Federal Pell Grant

5. Federal SEOG Grant
6. TEACH Grant
7. 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 Financial Aid/Student Accounts Office.

Credit Balances When a Student Withdraws
The school must determine the correct Title IV credit balance, taking into account the results from both the Return to Title IV calculation and the institutional refund calculation. If after the Return to Title IV funds and the institutional refund calculations are applied to the student's account and a credit balance results, the credit balance will be disbursed as soon as possible but no later than 14 days after the date of the Return to Title IV calculation is performed.

Post-Withdrawal Disbursements
If a student has accepted Title IV, HEA financial aid by the date of the withdrawal, but the financial aid has not disbursed, the student may be eligible for a post-withdrawal disbursement. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement for the earned aid that was not received.

Under these circumstances, a R2T4 calculation must be performed to determine whether the student is actually eligible for a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, Bethel must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. You will have 14 days to respond to accept or decline the loan funds.

Bethel may automatically use all or a portion of your Post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). These grants will be disbursed within 45 days. Permission is required to use the post-withdrawal grant disbursement for all other school charges.

Students will be notified of post-withdrawal disbursement eligibility within 30 days of the date of withdrawal determination. The school must return the Title IV funds within 45 days of the date the school determines the student withdrew.

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.


BETHEL COLLEGE
BETHEL
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 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 many 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, and Employment Experiences.

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. 15% 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

Employment Experiences
The Office of Employment Experiences is located in the Administration Building, offices 205, 206 and 207. 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/employment-experiences /

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 Employment Experiences maintains the following hours: Monday – Friday: 8 a.m. – 5 p.m. by appointment.

Health Services
The college in partnership with Health Ministries Clinic (HMC) operates an on-campus clinic two days per week during the fall and spring semesters. The HMC hours of operations are: Tuesday afternoons from 1-4:30 p.m. in the HMC mobile clinic, parked in the Kauffman Museum parking lot, and Friday afternoons from 1-4:30 p.m. in WAC 129.

The clinic is available for students, faculty and staff. There is no need to make an appointment, just stop by and sign in. The clinic is being staffed by a board-certified family medicine and psychiatric-mental health nurse practitioner (PMHNP-BC). To make use of the service, you will need to fill out some paperwork and provide a copy of your insurance card. Regardless of your insurance, the charge typically will not exceed $25.

Other health-related resources include:

Health Ministries Clinic main facility
720 Medical Center Dr.
Newton, KS 67114
316-283-6103

Students have access to medical, dental and behavioral health services through Health Ministries Clinic, a Community Health Center. Students may seek after-hours care by using this link: https://hmcks.org/portal/ All patients are welcome at Health Ministries Clinic, both insured and uninsured. Services are charged on a sliding fee scale based on income. Medicare, Medicaid and private insurance is accepted. Students who do not have transportation to and from their appointments can get free rides to the Health Ministries Clinic. Please allow for a 24-hour notice. Call 316-281-6103 to schedule a ride or for more information.

Student Wellness Office

College life can be stressful. The Bethel Student Wellness Office seeks to support student wellness through the employment of two part time Wellness Counselors. Composed of a Licensed Master Social Worker and a Certified Health and Wellness Coach, the Student Wellness Center provides a multidisciplinary approach to student support. Whether the student is struggling, needing a safe space to process, or wanting to work towards future goals, the Wellness Counselors are happy to help.

The Student Wellness Center is designed to provide free, short term, focused support for Bethel students. If your counselor determines that you may benefit from more intensive or long-term care, you will be given a list of outside referrals that can offer the appropriate services.

To request an initial appointment, please stop by the Student Wellness Center Room WAC 129 OR send an email to studentwellnesscounselor@bethelks.edu. **If you are experiencing a life-threatening mental health crisis, immediately call 911. If you are experiencing a NON-life-threatening mental health crisis, please text or call 988.

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, Faith Formation 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 Director 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.

Director of Residence Life
The Director of Residence Life 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 director 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 housing and food 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 aims to create life changing experiences for all of its athletes. The athletic department 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 200 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 75 Kansas Collegiate Athletic Conference (KCAC) championships.

Bethel College currently sponsors the following 17 varsity athletic teams: men's & women's basketball, competitive cheer, men's & women's cross-country, competitive dance, football, women’s flag football, men's and women’s golf, men's and women's soccer, softball, men's and women's tennis, indoor and outdoor men's and women's track, and volleyball. The Thresher sports teams compete in the KCAC, which is made up of 14 private, church-affiliated institutions across Kansas, Missouri, Nebraska, and Oklahoma. Other members of the KCAC include Avila University, Bethany College, Evangel University, 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 nationally recognized NAIA collegiate athletic organization.

Affiliate Organizations

Bethel College Academy of Performing Arts (BCAPA)

H. Berning

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)

K. Kandel

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

A. 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 student gatherings 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, Vocation 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 Council for Accreditation of Educator Preparation
- Nursing – Kansas State Board of Nursing and the Commission on Collegiate Nursing Education. *The baccalaureate degree program in nursing at Bethel College is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).*
- 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 is 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.

National Council for State Authorization Reciprocity Agreements (NC-SARA)
Bethel College participates in the State Authorization Reciprocity Agreements. NC-SARA helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs.

NC-SARA requires institutions provide current and prospective students with contact information with the member's state portal agency and process to file consumer complaints that cannot be resolved with the institution. Complaints only related to distance education are covered under this policy. The Kansas Board of Regents (KBOR) is authorized to investigate complaints received from out-of-state students enrolled in programs offered by Kansas-based SARA member institutions. Any complaints can be made by using the KBOR SARA Complaint form (https://kansasregents.gov/academic_affairs/sara). More information on Bethel's complaint policies and procedures can be found at bethelks.edu/consumer-information/.

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
- Communication Arts
- Languages
- Music
- Philosophy
- Visual Arts and Design

Division of Science and Mathematics

- Biology
- Chemistry
- Health and Human Performance
- Mathematical Sciences
- Nursing
- Psychology

Division of Social Sciences and Human Services

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

Articulation Agreements

Bethel College has articulation agreements with several schools and entities. As of the 2025-2026 school year, the following are in place:

Academum (as of June 12, 2019)
Hesston College
Kansas Independent College Association (KICA)

All agreements can be found in detail on the Bethel College website or in the Registrar's Office.

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 Bolivia (West Virginia University), Ecuador (University of San Francisco in Quito), Italy (Dolomit in Trentino), New Zealand (University of Otago in Dunnedin), Spain 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), 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 .

Academum

Academum is an academic sharing platform that allows students to take online courses at colleges and universities belonging to Academum with minimal extra paperwork for the student. Transcripts and grade delivery are streamlined and students can search for approved courses on the Academum website that will transfer to Bethel by the school offering it, course name, cost, and other criteria. For questions about approved courses offered through Academum, 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 Leaning 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 Human Performance
Social Work
Software Development

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

Nursing

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:

Exercise Science (Health and Human Performance)
Health and Fitness (Health and Human Performance)
Health and Physical Education Teaching (Health and Human Performance)
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:

Art
Bible and Religion
Biology
Business Administration
Chemistry
Counseling Studies
Coaching
Communication Arts
Criminal and Restorative Justice
English
German
History
Interprofessional Health Studies
Management
Marketing
Mathematical Sciences
Music
Neuroscience
Peace, Justice and Conflict Studies
Philosophy
Psychology
Software Development
Spanish
Sport Management
Theater
Writing and Publishing
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: 38-46 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
- Completion of Employment Experiences requirement – see the "Program Basics – Work Requirement" and the "Policies and Procedures – Work Warning System" sections of the Employment Experiences Handbook from April 2024.
- 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
Vocation Seminar	2 hours
Convocation	2 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 First Year Success, 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 high-school GPA is less than 3.0, ACT English score (or its SAT equivalent) is less than 17 and whose Accuplacer Writeplacer score is less than 5. It is also required for international freshmen whose TOEFL, IELTS, or Duolingo score is below the stated minimums (see Course Placement Rubric chart). 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: a cumulative high-school GPA of 3.0 or higher, received an ACT English score (or its SAT equivalent) of 17 or higher, or an Accuplacer Writeplacer score of 5 or higher, or successful completion of the Fundamental English Competency or a grade of "C-" or better in ENG 101. For international students: English proficiency score above the stated minimums (see Course Placement Rubric chart).

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: (1) students with an ACT mathematics score of 21 or higher or an SAT mathematics score of 530 or above; (2) 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 with a grade of C- or better, 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.

Vocation
Students will explore their openness and response to the vocation (or "calling") of increasing "human flourishing (shalom) in society" (from Bethel College Vision Statement) in the overall story of their lives and communities, as well as in specific meaningful expressions of work and service. In this way, students will understand their undergraduate education at Bethel (and their vocation) not just as preparation for success in work and career, but also, in the best spirit of the liberal arts, as preparation for a meaningful life seen as connected and contributing to the well-being of others. Beginning in Fall 2024, IDS 250 Vocation Seminar is required for all sophomores. Students transferring in at the junior or senior level are exempt.

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.

One-quarter (.25) 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 eight semesters of convocation credit or exemptions are exempted from enrolling in convocation. If a student does not have sufficient convocation credit for graduation, the student will need to take a special summer course or enroll in a directed study course to make it up.

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 .25 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.

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 202	Introduction to Biblical Studies
3 hours	BRL 213	Mennonite History, Life and Thought
3 hours	BRL 240	Introduction to Congregational and 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 Registrar's Office maintains a list of courses currently approved for PJCS credit and publishes this information in the course schedule. Some courses are approved on a one-time basis and additional courses may be approved each year. Please note: a minimum of 2 hours is needed to meet this requirement.

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 inter-cultural 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 Registrar's Office maintains a list of courses currently approved for CCL credit and publishes this information in the course schedule. Some courses are approved on a one-time basis and additional courses may be approved each year.

General Education Waiver for Transfer Students
Students entering Bethel as first-time students will complete all Core General Education requirements. Transfer students are eligible for a modified Core General Education curriculum as follows:

- Transfer students with Senior classification or with an Associate of Arts or Associate of Science degree in hand at the time of matriculation will complete the requirements in Convocation, Integrating Faith and Learning (Basic Issues of Faith and Life only), Peace, Justice and Conflict Studies, and Cross-Cultural Learning. (First-Year Seminar, Vocation Seminar and the lower level BRL course are waived).
- Transfer students with Junior classification at the time of matriculation will complete the requirements in Convocation, Integrating Faith and Learning (Basic Issues of Faith and Learning and one other course), Peace, Justice and Conflict Studies, and Cross-Cultural Learning. (First-Year Seminar and Vocation Seminar are waived)
- Transfer students with sophomore or freshman classification at the time of matriculation will complete the requirements in Vocation, Convocation, Integrating Faith and Learning (Basic Issues of Faith and Life and one other course), Peace, Justice and Conflict Studies, and Cross-Cultural Learning (First-Year Seminar is waived)
- For nursing transfers, see the Nursing Admissions section of the Catalog for additional details.
- Articulation Agreements (including KICA) take precedence over the General Education Waiver. The Registrar's Office will assess the academic records of individual students who do not clearly fit within any of these above scenarios.

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	Graphic Design
3 hours	ART 435	Selected Topics in Art History
2-4 hours	ART xxx	Art studio courses
1 hour	COA 104, 304	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 103	Music: How We Listen

3 hours	MUS 106	Music Appreciation
3 hours	MUS 107	20th Century American Music
3 hours	MUS 108	Music Technology
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	HHP 254	Personal and Community Health
3 hours	PSY 211	General Psychology
3 hours	SSC 201	Principles 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

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 18.25 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.

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 27.99 or fewer credit hours
Sophomore – Having completed 28-56.99 credit hours
Junior – Having completed 57-86.99 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.

IDS 102 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.

IDS 102 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 normally 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 Success to initiate this process. A grade of "W" 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 Withdrawal
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 myBC. 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

Bethel 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, 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 via form/email to the Vice President for Academic Affairs, the Vice President for Student Life, and the student's advisor by the instructor. The Vice President for Student Life will visit with the student following the first offense. The Vice President for Academic Affairs will visit with the student on any following offense.

Plagiarism and Academic Misconduct

Plagiarism shall mean representing the words, creative work, or ideas of another person/AI system as one's own without providing proper documentation of source. Examples include, but are not limited to:

- copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;
- representing the words, ideas, or data of another person/AI system as one's own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;
- producing, without proper attribution, any form of work originated by another person/AI system such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code, *unless prior permission has been given by the professor*;
- paraphrasing, without sufficient acknowledgment, ideas taken from another person/AI system that the reader might reasonably mistake as the author's;
- and borrowing various words, ideas, phrases, or data from original sources and blending them with one's own without acknowledging the sources.

Academic misconduct includes but is not limited to:

- unauthorized notes or aids;
- unauthorized collaboration with another person on coursework;
- unauthorized assistance on a take home examination;
- cheating on tests/exams;
- completing coursework assigned to another student;
- intention to obtain, or knowingly obtaining tests or other academic material belonging to a member of the College without permission;
- submitting research and assignments prepared by others (e.g. purchasing the services of a commercial term paper company or from the internet);
- and fabricating or falsifying data, research procedures, or data analysis.

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

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 myBC. 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
Students are required to pass or satisfactorily complete (not withdraw from) a minimum of 67% of the courses taken (PACE), with a grade point average (GPA) above the published academic suspension level. The current GPA levels are 1.4 for freshmen and 1.6 for sophomores. Federal regulations require students who have attempted 48 credit hours to maintain a minimum of a 2.0 cumulative GPA. Transfer credits that are accepted from another institution, and are included on a student's Bethel transcript, will count as both attempted and completed hours.

The time frame, (the Dept of Ed calls it "PACE") for completion of an undergraduate program cannot exceed 150% of the published program length. The minimum number of credit hours required to graduate from Bethel is 120. Therefore, students who have attempted fewer than 180 hours of college credit, either here or elsewhere, are eligible to apply for financial aid. Transfer credit hours that are transcribed by Bethel are included in the calculation of a student's maximum time frame to complete their degree. However, withdrawals, incompletes, failures, courses at non-accredited institutions, or non-college level remedial courses that are not reflected on official BC transcripts, will not be counted toward the determination of the 180 hours attempted.

GPA and PACE are evaluated for all students (full-time and part-time) who receive Title IV Federal Financial aid or Bethel College Institutional financial aid after the end of each semester (Fall/Spring). Students are notified by mail and email if they failed SAP standards. Duration is evaluated at the end of each semester. Students are also evaluated each semester to see if they can become SAP eligible based on GPA and/or PACE and are notified by mail and email if they become eligible. Students who are on SAP probation are reviewed at the end of each semester to ensure probation requirements are met.
Students who lose financial aid eligibility due to not meeting SAP requirements may regain eligibility by:

- earning the necessary GPA or credit hours to meet the minimum requirements while not receiving federal and institutional financial aid or
- submitting a SAP appeal** (see below) which is then reviewed by the Office of Financial Aid.

Satisfactory Academic Progress Appeal
Students may appeal either warning or suspension status in writing by explaining to the Financial Aid Director why they failed to meet satisfactory academic progress as defined herein. Reasons may include but are not limited to: illness, death in the family, other unusual circumstances, or by listing course work completed successfully in summer term or interterm following the initial determination of warning status. The student will also need to articulate what steps they plan to take in order to meet SAP by the time of the next evaluation.

Students on suspension due to the 180-hour limit may appeal if their course work attempted while at Bethel has not exceeded the 150% of the minimum hours needed to complete their degree objective. The Financial Aid Director will respond to the appeal in writing by mail or email. A student may appeal the decision of the Financial Aid Director by writing to the Admissions and Financial Aid Committee.

If the appeal is approved, students will be placed on Financial Aid Probation for one semester. Students on Probation are eligible for aid, but must make SAP to receive aid beyond one semester. At the end of the semester an evaluation will be made to determine if the student has met the SAP as reflected in GPA and PACE. If SAP is met then the student is back on normal status. If the SAP is not met, the aid is suspended.

For the fall and spring semesters, SAP appeals must be submitted to the Director of Financial aid no later than two weeks before the start of the fall term (the date will be listed). For a Spring semester appeal, due to the limited number of days between the semester, the specific date will be listed on the suspension notification that is mailed and emailed to the student.

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, or W). 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
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

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.

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 and 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	CHE112	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 (Calculus III)
4 hours	MAT 321	Applied Differential Equations (Calculus IV)
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 I
4 hours	CHE 312	Organic Chemistry II
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); T. Voth; Supporting Faculty: M. Jantzen, D. Quinlin

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 202	Introduction to Biblical Studies
2 hours	BRL 303	Faith Formation 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 157	Religion and Human Identity
3 hours	BRL 240	Introduction to Congregational and 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 202	Introduction to Biblical Studies
.5 hour	BRL 303	Faith Formation Seminar
.5 hour	BRL 303	Faith Formation 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 minor, 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 202	Introduction to Biblical Studies
3 hours	BRL 240	Introduction to Congregational and 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)

157. Religion and Human Identity **3 hours**

An exploration of religion and its various dimensions, including narrative, social imaginary, meaning-making, purpose/vocation, moral vision, community, ritual, and transcendence. Engages the Christian tradition in particular, in conversation with other traditions, in seeking answers to questions about the meaning and purpose of human life. **Meets core requirement in integrating faith and learning (Bible and religion). Spring.**

LAN 141, 142. New Testament Greek I, I **4 hours each**
See Languages.

PHI 200. General Philosophy **3 hours**
See Philosophy.

202. 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.**

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.**

223/323. Old Testament Studies **3 hours**
A focused study of the frameworks for interpretation, historical and cultural contexts, theology, and contemporary significance of a corpus or theme from the Hebrew Bible, Apocrypha, Pseudepigrapha, and/or Dead Sea Scrolls. Topic is announced in advance. May be repeated for credit on different topics. **Meets core requirement in integrating faith and learning (Bible and religion). Fall, odd-numbered years.**

224/324. New Testament Studies **3 hours**
A focused study of the frameworks for interpretation, historical and cultural contexts, theology, and contemporary significance of a corpus or theme from the New Testament and/or New Testament Apocrypha. Topic is announced in advance. May be repeated for credit on different topics. **Meets core requirement in integrating faith and learning (Bible and religion). Fall, even-numbered years.**

240. Introduction to Congregational and Youth Ministry **3 hours**
An introduction to the person, office/role, and task of congregational ministry, with a particular focus on youth ministry in the congregational setting. For students interested in professional (pastors, chaplains, etc.) or lay (teachers, youth sponsors, church leaders, spiritual caregivers, camp counselors, etc.) ministry. **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 and Conflict Studies.

303. Faith Formation 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 an interest in faith formation or in a leadership role in the church. The class meets ten times over the course of the semester during lunch or supper. 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. May be taken for repeat credit. **Fall, Spring.**

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. Offered occasionally.**

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 and Conflict Studies.

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. Woods (Chair), M. Schrock

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:

- Demonstrate 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;
- Demonstrate 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 I
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 **3 hours**
A course focusing on the evolutionary and developmental underpinnings of behavior of animals in their natural ecological setting and 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. **Meets distribution requirement in science and mathematics. Fall, even-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**.

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, odd-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), N. Dobbs, M. Schemenaur

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 major program requires an internship experience or an applied research seminar, adding to a business graduate's competitiveness in the post-college job market.

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, 1 hour business capstone and 3 hours required supporting course). Taken within the Bachelor of Science degree. Effective for seniors in Fall 2027, 1 hour BUS495 is the only option for Senior capstone requirement.

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 315	Pathway to Purpose: Vocational Discernment in the 21st Century
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
4 hours	BUS 481/482	Research Seminar
3 hours	BUS 491	Senior-year Internship

Required Course:

1 hour	BUS 495	Business Capstone

Required supporting course:

3 hours	MAT 221	Applied Statistics

Business Administration - Management Concentration Major Requirements

Major requirements 45 hours (27 hours required core courses, 12 hours elective courses, 1 hour business capstone 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. Effective for seniors in Fall 2027, 1 hour BUS495 is the only option for Senior capstone requirement.

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 315	Pathway to Purpose: Vocational Discernment in the 21st Century
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	BUS 481/482	Research Seminar
3 hours	BUS 491	Senior-year Internship
4 hours	HIS 348	History of American Capitalism

Required Course:

1 hour	BUS 495	Business Capstone

Required supporting course:

3 hours	MAT 221	Applied Statistics

Business Administration - Marketing Concentration Major Requirements

Major requirements 45 hours (27 hours required core courses, 12 hours elective courses, 1 hour business capstone 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. Effective for seniors in Fall 2027, 1 hour BUS495 is the only option for Senior capstone requirement.

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
4 hour	BUS 481/482	Research Seminar
3 hours	BUS 491	Senior-year Internship
3 hours	COA 313	Gender, Race, Class, and the Media
3 hours	COA 315	Media Analysis

Required Course:

1 hour	BUS 495	Business Capstone

Required supporting course:

3 hours	MAT 221	Applied Statistics

Please note: Departmental minors cannot be earned by students taking the business administration major.

Business Administration Minor Requirements

For non-Business majors

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 upper level management courses)
3 hours	BUS 251	Principles of Marketing (prerequisite for upper level marketing 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

For non-Business majors

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 (prerequisite for upper level management courses
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
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

For non-Business majors

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 marketing 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
3 hours	COA 313	Gender, Race, Class and Media

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 with a grade of C- or better. Fall.**

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 with a grade of C- or better. 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 with a grade of C- or better. 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 with a grade of C- or better. 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 with a grade of C- or better, BUS 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 with a grade of C- or better, BUS 213. Fall.**

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 with a grade of C- or better 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 with a grade of C- or better. 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 with a grade of C- or better, BUS 213. Fall, even-numbered years.**

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 with a grade of C- or better, BUS 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 with a grade of C- or better, BUS 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 with a grade of C- or better, BUS 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 with a grade of C- or better, BUS 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 with a grade of C- or better, 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 with a grade of C- or better, 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 with a grade of C- or better, 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 with a grade of C- or better, BUS 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, and will fulfill the capstone requirement through Summer 2027. 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. 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.**

495. Business Capstone **1 hour**

The business capstone course focuses on integration of previous coursework with current events and trends for the purpose of making a successful transition from life as an undergraduate to 21st Century employment. Students will engage in personal reflection, discussion, written assignments, and self-assessment as they address such topics as developing a personal vision statement, assessing personal strengths and areas of improvement, burnout, and work-life balance. Other topics of importance include analysis of the job market, analyzing companies, the job-hunting process, resume presentation, job interviewing skills, networking, professional presentation and communication, and codes of ethics. External speakers representing various business industries will be integrated into course content. Beginning Fall 2027, BUS495 will be the only option to fulfill the senior capstone requirement for Business majors. **Prerequisite: Senior standing**.

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 with a grade of C- or better, BUS 340, ECN 211, 212. (Offered periodically).**

Chemistry

Member of the Division of Science and Mathematics
K. Layman (Chair), W. Wiebe-Friesen

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 61-65 hours (46-48 hours required courses and 15-17 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 I
4 hours	CHE 312	Organic Chemistry II
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 (Calculus IV)

Recommended for students interested in a pre-health profession:

4 hours	BIO 305	Pathophysiology

Chemistry Minor Requirements

Minor requirements 20 hours

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

4 hours	CHE 111	Chemistry I
4 hours	CHE 112	Chemistry II
4 hours	CHE 211	Organic Chemistry I

Minimum of 8 upper-level 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 I
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

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**. Prerequisite: Must have met math competency. 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 with a grade of C- or better; 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. Spring.**

211. Organic Chemistry I (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 with a grade of C- or better; or the consent of the instructor.**

312. Organic Chemistry II (3-3) **4 hours**
Organic Chemistry II is a continuation of Organic Chemistry I. In Organic Chemistry II students will continue to learn about the structure, preparation and properties of organic compounds. **Prerequisite CHE211 or equivalent with a grade of C- or better; or the consent of the instructor. Spring, even-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 with a grade of C- or better. 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. Pre**requisite: CHE 211 or equivalent with a grade of C- or better; or consent of the instructor. Spring.**

324. Advanced Inorganic Chemistry **3 hours**
Coordination chemistry, periodicity, advanced descriptive chemistry, crystal field theory, inorganic synthesis and other topics. **Prerequisite: CHE 211 or equivalent with a grade C- or better. Spring, odd-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 with a grade of C- or better and PHY 142 or 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), C. Dougherty, D. Klassen, J. Wilkinson

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**
COA104--Active participation in some or all of the following: set design, construction, set dressing and painting, lighting design and implementation, sound design and implementation, costuming, prop procurement and maintenance, etc. for the given semester's theatrical production. Cast members and stage managers (as cast by the stage director) may also earn credit. **Some weekend hours will be required** in addition to all class meetings (30 hours of production work required). **Meets distribution requirement in arts and humanities. May be repeated for credit. Fall, Spring.**

COA304—Active participation in the given semester's theatrical production as a member of the "running crew." Potential roles include, but are not limited to: backstage hands (responsible for set changes, prop procurement and maintenance, costume changes, etc.), light board operator, sound board operator, camera/livestream operator, house manager or stage manager. **Participants must attend all production-week rehearsals and performances in order to earn credit (6 pm-10 pm Sunday through Friday, plus Saturday and Sunday performances, and the final set strike). Meets distribution requirements in arts and humanities. May be repeated for credit. 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. **May be repeated for credit. 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. May be repeated for credit. 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. **Prerequisite: ENG103 or consent of the instructor. 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. **Prerequisite: ENG103 or consent of the instructor. 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, A. Webb; KICA Faculty: L. Cross, M. Graber, M. Larson, 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 to be admitted into the Teacher Education Program and be approved for student teaching. These requirements are outlined below. Complete information about all required steps and program policies are in the Teacher Education student handbook which is available to students when applying. 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 (KSDE) 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: Pre-K to 6 including 6th grade in middle schools.
- Elementary and Secondary: Pre-K to 12. (Art, Health Education, Music, Physical Education)
- Secondary: 6-12. (Biology, Chemistry, English, History and Government, Mathematics, Speech/Theater)
- Bethel College offers as an added endorsement through KICA: Special Education: High-Incidence levels Pre-K to 6, 6-12 and Pre-K to 12.

Licensure Disclosure Statement

Bethel College Teacher Education (BCTE) program has been accredited by the Kansas Department of Education (KSDE) and the Council for the Accreditation of Educator Preparation (CAEP) **showing that it meets requirements for a professional license in Kansas.** BCTE has not made a determination if the program meets educational requirements in all other US states and territories. Students planning to seek licensure outside of Kansas are recommended to meet with Bethel College's Teacher Education licensing officer to discuss their plans and for guidance on finding information regarding licensure requirements for other states. Students can also contact the Education Board/Agency of the state they wish to teach in.

Title II pass rates

Bethel College data demonstrates that of the students that completed the Bethel College Teacher Education program during the three-year period of 2020-21 to 2022-23 and completed the appropriate Praxis tests, 84% passed assessment testing. The full state Title II report can be accessed at https://www.bethelks.edu/area-of-study/education/teacher-education/teacher-education-accreditation/

Teacher Education Program Requirements from Admission to Licensure

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.

1. **Admission into the Teacher Education Program**
   Steps for admission should be completed before a student's junior year.

a. GPA & Course grades

- Have an overall 2.500 Cumulative GPA as indicated on your Bethel College transcript. (This is labelled "cumulative" on your transcript.) GPA must be maintained or student will be dropped from program.
- Maintain a 2.700 GPA (B- average) or better in Program Required EDU courses (listed below*) (Any course with a NC/"C-" or lower will have to be retaken for licensing or graduation requirements.)* Course GPA will be checked at Program Admission, Student Teaching Approval and before graduation from program.

  EDU101/301 Early Field
  EDU 210 Intro to Infants, Children and Youth with Special Needs
  EDU 255 Intro to Education
  EDU 300 Educational Technology
  EDU 310 School and Community
  EDU 325 Methods of Teaching
  EDU 345 Behavior Management
  EDU 353 Psychological Foundations of Education
  EDU 460, 470 or 475 Student Teaching and Seminar

b. Application, references & portfolio

- Turn in a completed application
- Student requests three references
- Positive references must come from one each:
  - Your major advisor
  - Faculty from the English Dept/or your FYS instructor
  - A non-major instructor or coach (not faculty from Teacher Education)
- Have positive recommendations from Teacher Education faculty & Student Life
- Turn in Portfolio I and receive a passing score (9 points) for program admission

c. Admission Interview

- Admission interview & written statement – interview with Education faculty to assess standing, expectations in program and discuss plan of study.

d. Required Competencies (these appear on your transcript)

- Oral Communication Competency -- Successfully completed
- Writing Competency-- Successfully completed
- Mathematics Competency -- Successfully completed

e. Prerequisite courses for program admission Completed or in-process (C- or Credit required)

- EDU 101/301 Early Field Experience
- EDU210 Intro to Infants, Children and Youth with Special Needs
- EDU255 Intro to Education

f. Declare Major

- Declaration of Major with Registrar's Office

2. Approval for Student Teaching

Before student teaching students are required to apply for approval from the Teacher Education Committee. Applications for student teaching are completed the spring semester before the student teaching year. Required steps are:

a. Previous admission to the Teacher Education Program– and maintaining the required GPA and required course grades.
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 "Student Teacher Resume"
f. Have successfully completed math, speech and writing basic competencies
g. Have completed prerequisite courses:
  i. PSY 111 General Psychology
  ii. SSC 222 Principles of Sociology

3. **Program Completion–Candidate for Licensure**
    - **a.** Previous admission to the Teacher Education Program– and maintaining the required GPA and required course grades. (*Any EDU course with a C- or below or a NC will need to be retaken for licensure).*
    - **b.** Turning in a final portfolio for a passing score (36)
    - **c.** Passing score on the teacher work sample (K-TWS)
    - **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

4. **Licensure Recommendation**
    - **a.** Successful program completion of all requirements for graduation
    - **b.** Have maintained the required GPA and required course grades *(Any EDU course with a C- or below or a NC will need to be retaken for licensure).*
    - **c.** Passing score on appropriate Content Test(s)
    - **d.** Fingerprinting completed by certified official & payment to Kansas Department of Education for background check
    - **e.** Completed state application for Licensure (Licensure fees vary depending on application.)
    - **f.** Successful completion of all previous program requirements

General Education Requirements for all levels of 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.

Teacher Licensure Requirements 6-12 and Pre-K to 12

For 6-12 and Pre-K to 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 an approved licensure program. In addition, candidates may take an endorsement in special education. Students can pursue 6-12 or Pre-K to 12 Licensure in Art, Biology, Chemistry, English, Health, History, Math, Music, PE, or Speech/Theater. (For a major course plan of study, please visit the section for the major and look for the Teacher Licensure Requirements).

Education Course Requirements for Licensure 6-12/Pre-K to 12 (for Elementary see below)

All candidates for initial teacher licensure at the 6-12 and Pre-K to 12 levels are required to complete 44 to 49 hours of professional education requirements. (They must also complete a major.) *(Any EDU course with a C- or below or a NC will need to be retaken for licensure).*

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	Educational Technology
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 Pre-K to 12 level licensure are require to take the appropriate elementary and secondary methods course(s) for their content area (three to eight hours).

Elementary Education Course Requirements for Licensure Pre-K to 6

All candidates for initial teacher licensure at the Pre-K to 6 level are required to complete 49 hours of professional education requirements plus 33 hours required supporting courses for a total of 82 hours. *(Any EDU course with a C- or below or a NC will need to be retaken for licensure).*

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	Educational Technology
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*

Elementary Education 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

Teacher Education Licensure Student Learning Goals

Upon successful completion of the licensure, students will:

Goal 1: Possess general and content knowledge bases

Goal 2: Have knowledge of and be able to apply pedagogical knowledge to help all children learn

Goal 3: Demonstrate the dispositions of an effective and professional educator

Elementary Education Major Student Learning Standards

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

Standard 1: Professional Practice

The teacher candidate demonstrates an understanding of the individual differences of learner development; creates safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive

learning, encourages positive social interaction; active engagement, and self-directedness; and participates in ongoing professional growth.

Standard 2: Mathematics

The teacher candidate demonstrates an understanding and uses the tools of inquiry, structures of mathematics and content concepts 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.

Standard 3: 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 learners in curiosity, exploration, sense-making, conceptual development, and problem solving.

Standard 4: Social Studies

The teacher candidate demonstrates an understanding of the central concepts, tools of inquiry, and disciplines of the social studies (civics and government, geography, economics, history), to plan, implement, and assess developmentally appropriate social studies learning experiences that enable all learners to develop the skills for problem solving, critical thinking, and decision making, so they may understand and make informed decisions about their world.

Standard 5: Theoretical and Foundational Knowledge of Literacy

The teacher candidate identifies and applies the theoretical and foundational knowledge for reading, writing (including composition, letter formation, manuscript and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading, the Simple View of Writing, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate demonstrates an understanding of the interrelated components of general literacy and disciplinary specific literacy processes that serve as a foundation for all learning.

Standard 6: Structured Literacy Instruction (Elements and Principles)

The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.

Standard 7: Literacy Assessment and Evaluation of Diverse Learners

The teacher candidate uses a variety of appropriate literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening comprehension, writing, and emergent literacy) to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (eg. language, culture, and socioeconomic differences) on student learning. The candidate selects, implements and analyzes screening, diagnostic and progress monitoring data of students' language acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.

Standard 8: Creative Experiences

The teacher candidate demonstrates an understanding of and implements elements of visual arts, music, dance, theater, movement, and physical activity to plan, implement, and assess learning experiences that engage all learners in critical thinking, creativity, collaborative problem solving, and communication.

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, PreK to 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.

Elementary (Pre-K to 6) and Secondary (Pre-K to 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.

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. Educational Technology **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 PreK to 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 (Pre-K to 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 (Pre-K to 6) 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 for grades (Pre-K to 6) 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 (Pre-K to 6) 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 (Pre-K to 6) 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 (Pre-K to 6) 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.**

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 Practicum and Seminar Courses

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

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.**

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 PreK-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 Pre-K to 6:

5 hours	SPE 321	KICA–Grades Pre-K to 6 Methods for Special Needs
5, 6 hours	SPE 431	KICA–Grades Pre-K to 6 Clinical Experience
	OR	
5, 6 hours	SPE 433	KICA–Grades Pre-K to 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 to 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 – Pre-K to 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 Pre-K to 6 Methods for Special Needs **5 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. **Prerequisites: SPE 310, 315.**

341. Grades PreK-3 Methods for Special Needs **5 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.

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 **5 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. **Prerequisites: SPE 310, 315.**

381. Grades 4-12 Methods for Special Needs **5 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. **Prerequisites: SPE 310, 315.**

431. Grades Pre-K to 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, and 321. Concurrent or subsequent semester: SPE 499.**

433. Grades Pre-K to 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, and 321. 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 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 and 381. 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 and 361. 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 and 361. 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 and/or 361 or 341/381. 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.

(KICA) Dyslexia Course Descriptions (DYS)

331. Foundations of Literacy and Knowledge of Diverse Reading Profiles **2 hours**
This course is designed to provide knowledge of the foundations of literacy acquisition and knowledge of diverse reading profiles that include dyslexia. This course assists candidates in understanding the science of reading (foundation of literacy acquisition) and dyslexia (knowledge of diverse reading profiles, including dyslexia) and covers *Standard 1: Foundations of Literacy Acquisition and Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia* of the International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading. **Prerequisite: None. Taught through KICA. Online format.**

351. Assessment of Diverse Reading Profiles Including Dyslexia **2 hours**
This course is designed to provide knowledge regarding screening and assessment procedures and processes utilized in making decisions for struggling readers. This course assists candidates in understanding screening, test construction, statistics commonly used in assessment, progress-monitoring, curriculum-based measures (CBMs), informal diagnostic surveys, and communicating educational assessment data. A field experience with a struggling reader is an integral part the coursework to practice administering diagnostic surveys often used with struggling readers, including students with dyslexia. This course covers *Standard 3: Assessment* of the International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading.
Prerequisite: DYS 331. Taught through KICA. Online format

371. Literacy Instruction in Phonological and Phonemic Awareness **2 hours**
This course is designed to provide knowledge regarding essential principles and practices of structured literacy instruction and phonological awareness. This course assists candidates in understanding structured literacy instruction of phonological awareness. A field experience with a struggling reader is an integral part the coursework to practice structured literacy and phonological awareness instruction. This course covers Substandard A and Substandard B of *Standard 4: Structured Literacy Instruction* of the International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading.
Prerequisite: DYS 331, 351. Taught through KICA. Online format.

391. Literacy Instruction in Phonics, Fluency, Vocabulary, Comprehension, and Written Expression **2 hours**
This course is designed to provide knowledge regarding phonics and word recognition, fluent text reading, vocabulary, listening and reading comprehension, and written expression. A field experience with a struggling reader is an integral part of the coursework to practice literacy instruction. This course covers Substandard C, D, E, F and G of *Standard 4: Structured Literacy Instruction* of the International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading.
Prerequisite: DYS 331, 351, 371

English

Member of the Division of Arts and Humanities
S. Scarry (Chair), E. Graber, D. Quinlin, D. Raschke

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 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.

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 English proficiency score is below the stated minimums (see Course Placement Rubric chart). 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: English proficiency score above the stated minimums (see Course Placement Rubric chart).**

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; and 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. **Both "War Literature" and "Literature of Sport" meet the distribution requirement in arts and humanities and the core requirement in peace, justice and conflict studies.**

251. Studies in Poetry **3 hours**
Major poetry of a selected country, period or theme. **Both "Archivists and Agitators" and "American Poetries of Witness and Protest" meet the distribution requirement in arts and humanities and the core requirement of 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 other 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 other 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, odd-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 postcolonial 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 Human Performance

Member of the Division of Science and Mathematics

M. Siemens (Chair), M. Dorton, E. Funk

The Department of Health and Human Performance offers a Bachelor of Science in Health and Human Performance with opportunities for concentrating in Exercise Science, Health and Fitness, and Health and Physical Education Teaching. The Exercise Science concentration will provide students with a deep understanding of human physiology, biomechanics, adaptations to exercise to body systems, and research methodologies. Graduates will be well-equipped for graduate programs and careers in exercise physiology, athletic training, physical therapy, and research.

The Health & Fitness concentration will focus on promoting and maintaining health and wellness in individuals and communities. Students will gain knowledge in nutrition, lifestyle behavior change, wellness programming, and fitness assessment. Graduates will be prepared for careers in corporate wellness, community health promotion, personal training, and health coaching.

The Health & Physical Education Teaching concentration will prepare students to become qualified and effective health and physical education teachers. It will encompass topics such as curriculum development, teaching methodologies, motor skill acquisition, assessment strategies, and classroom management. Graduates will be eligible for teaching positions in PreK-12 schools and will contribute to the health and well-being of future generations.

Health and Human Performance Major Student Learning Goals

Upon successful completion of major, students will:

- understand and promote physical literacy and healthy lifestyle habits
- understand risks and benefits associated with physical activity and exercise
- work with people of diverse backgrounds and abilities
- be prepared for their future in the workforce or graduate studies in Health and Human Performance

Health and Human Performance Major Requirements

Major requirements include 51-55 hours including 20 hours of required core courses and three options for concentrations: Exercise Science (31 hours), Health and Fitness (32 hours), or Health and Physical Education Teaching (35 hours).Taken within the Bachelor of Science degree.

Health and Human Performance – Exercise Science Concentration

Required core courses:

2 hours	HHP 150 Introduction to Health and Human Performance
3 hours	HHP 110 First Aid and CPR
3 hours	HHP 254 Personal and Community Health
3 hours	HHP 281 Prevention and Care of Injuries
3 hours	HHP 320 Adapted Physical Education
4 hours	HHP 329 Kinesiology (Lab required)
4 hours	HHP 360 Exercise Physiology (Lab required)

Required concentration courses:

3 hours	HHP 222 Introduction to Exercise Science
3 hours	HHP 332 Advanced Exercise Science
3 hours	HHP 323 Principles of Nutrition for Health
1 hour	HHP 481 Health and Human Performance Seminar 1
1 hour	HHP 482 Health and Human Performance Seminar 2

Choose one of the following:

3 hours	BIO 305 Pathophysiology
3 hours	HHP 365 Neuromuscular Physiology
3 hours	HHP 370 Cardiopulmonary Physiology

Required supporting courses:

4 hours	BIO 221 Human Anatomy and Physiology
4 hours	CHE 111 Chemistry 1
3 hours	MAT 221 Applied Statistics
4 hours	PHY 141 Introductory Physics I

Recommended supporting courses:

3 hours	PSY 111 General Psychology
3 hours	HHP 355 Sport Psychology

Health and Human Performance – Health and Fitness Concentration

Required core courses:

2 hours	HHP 150 Introduction to Health and Human Performance
3 hours	HHP 110 First Aid and CPR
3 hours	HHP 254 Personal and Community Health
3 hours	HHP 281 Prevention and Care of Injuries
3 hours	HHP 320 Adapted Physical Education
3 hours	HHP 329 Kinesiology (Lab not required)
3 hours	HHP 360 Exercise Physiology (Lab not required)

Required concentration courses:

3 hours	HHP 201 Functional Anatomy
3 hours	HHP 205 Introduction to Personal Training
3 hours	HHP 210 Introduction to Health and Fitness
3 hours	HHP 310 Administration in Health and Fitness
3 hours	HHP 323 Principles of Nutrition for Health
3 hours	HHP 410 Essentials of Strength Training and Conditioning
3 hours	HHP 420 Exercise Testing, Prescription and Evaluation
4 hours	HHP 470 Internship

Required supporting courses:

3 hours	CHE 101 Introductory Chemistry
4 hours	BIO 221 Human Anatomy and Physiology

Recommended supporting courses:

3 hours	PSY 111 General Psychology
3 hours	HHP 355 Sport Psychology

Health and Human Performance – Health and Physical Education Teaching Concentration

Required core courses:

2 hours	HHP 150 Introduction to Health and Human Performance
3 hours	HHP 110 First Aid and CPR
3 hours	HHP 254 Personal and Community Health
3 hours	HHP 281 Prevention and Care of Injuries
3 hours	HHP 320 Adapted Physical Education
3 hours	HHP 329 Kinesiology (Lab not required)
3 hours	HHP 360 Exercise Physiology (Lab not required)

Required for Physical Education licensure:

3 hours	HHP 201 Functional Anatomy
3 hours	HHP 202 Introduction to Physical Education
2 hours	HHP 230 Foundations of Physical Education: Team Sports
2 hours	HHP 235 Foundations of Physical Education: Individual/Dual Sports
2 hours	HHP 240 Foundations of Physical Education: Activity Trends
2 hours	HHP 261 Teaching Rhythms and Movement
3 hours	HHP 325 Motor Behavior
3 hours	HHP 343 Curriculum and Teaching Methods in Elementary Physical Education
3 hours	HHP 345 Curriculum and Teaching Methods in Secondary Physical Education
3 hours	HHP 410 Essentials of Strength Training and Conditioning
2 hours	HHP 475 Measurement and Evaluation in Health and Physical Education

Optional: Health Education licensure:

3 hours	HHP 323 Principles of Nutrition for Health
3 hours	HHP 379 Curriculum and Teaching Methods in Health Education

Required supporting courses:

3 hours	CHE 101 Introductory Chemistry
4 hours	BIO 221 Human Anatomy and Physiology

Recommended supporting courses:

3 hours	PSY 111 General Psychology (required for Teacher Education program)
3 hours	HHP 355 Sport Psychology

In addition to coursework, students in the Health and Physical Education Teaching concentration 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 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	HHP 221	Sport in American Culture
3 hours	HHP 275	Facility and Event Management
3 hours	HHP 340	Sport Communication and Marketing
3 hours	HHP 390	Financial Management in Sport
2 hours	HHP 470	Internship – Sport
2 hours	HHP 270	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 minor requires 21 hours of courses, with 14 of the 21 hours being distinct.

The coaching minor 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 be prepared to sit for the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist (NSCA-CSCS) exam.

Required courses for the coaching minor:

3 hours	HHP 110	First Aid, Safety and CPR
3 hours	HHP 201	Functional Anatomy
3 hours	HHP 301	Principles of Coaching
3 hours	HHP 410	Essentials of Strength Training and Conditioning
2 hours	HHP 470	Internship in Sport – Coaching

Choose at least one:

3 hours	HHP 329	Kinesiology
3 hours	HHP 360	Exercise Physiology

Choose at least one:

3 hours	HHP 200	Introduction to Physical Education, Sport and Fitness
2 hours	HHP 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	HHP 281	Prevention and Care of Injuries
3 hours	HHP 320	Adaptive Physical Education
3 hours	HHP 325	Motor Behavior
3 hours	HHP 355	Sport Psychology

Health and Human Performance Course Descriptions (HHP)

110. First Aid, Safety and CPR **3 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
122, 322. Varsity Sport – Flag Football

150. Introduction to Health and Human Performance **2 hours**
This course is intended to introduce students to the Health and Human Performance department and its concentrations of Exercise Science, Health and Fitness, and Health and Physical Education Teaching **Fall.**

201. Functional Anatomy **3 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.**

202. Introduction to Physical Education **3 hours**
This course is designed to provide students with general physical education principles and the application of these principles in the physical education setting. **Prerequisite: HHP 150. Spring**

205. Introduction 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. **Fall.**

210. Introduction to Health and Fitness **3 hours**
This course is designed to introduce students to principles of health and fitness as well as careers in the field. Students will participate in activities allowing them to experience working with diverse clientele in a health and fitness setting. **Prerequisite: HHP 150. 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.**

222. Introduction to Exercise Science **3 hours**
This course is designed to provide students with the basic principles of exercise science. Students will experience laboratory activities and explore careers in exercise science. **Prerequisite: HHP 150. Spring.**

230. Foundations of Physical Education: Team Sports **2 hours**
This course is designed for the professional student in physical education to develop the basic skills and knowledge used in a variety of team sports**. Spring. Instructor permission required for non-HHP majors.**

235. Foundations of Physical Education: Individual/Dual Sports **2 hours**
This course is designed for the professional student in physical education to develop the basic skills and knowledge used in a variety of individual and dual sports. **Fall. Instructor permission required for non-HHP majors.**

240. Foundations of Physical Education: Activity Trends **2 hours**
This course is designed for the professional student in physical education to develop the basic skills and knowledge used in new activity trends for the physical education area. **Spring. Instructor permission required for non-HHP majors.**

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.**

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.**

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.**

310. Administration in Health and Fitness **3 hours**
This course will provide an overview of administration in health and fitness including personal training and fitness management. Topics include leadership, management, decision making and legal and financial issues in health and fitness settings**. Fall, even-numbered years.**

320. Adapted Physical Education **3 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.**

323. Principles of Nutrition for Health **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. **Prerequisite: CHE 101 or CHE 111. 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 involves, joint movements and mechanical details. **Lab is included. Prerequisite: HHP 201; BIO 221. Spring.**

332. Advanced Exercise Science **3 hours**
This course gives students the opportunity to synthesize material from courses throughout the field of exercise science. Students will participate in laboratory activities and interact with professionals in the field. This course will introduce students to research design and statistical methods common in exercise science. **Spring, odd-numbered years.**

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: HHP 270. Spring, odd-numbered years.**

343. Curriculum and Teaching Methods in Elementary Physical Education **3 hours**
The course is designed to present the total curriculum in physical education at the elementary school level with emphasis on special experiences with children at the PreK-Grade 6 levels in various curricular areas of activity. **Prerequisite: Admission to Teacher Education Program. Fall, odd-numbered years.**

345. Curriculum and Teaching Methods in Secondary Physical Education **3 hours**
The course is designed to present the total curriculum in physical education at the secondary level with emphasis on special experiences with children at the middle and high school levels in various curricular areas of activity. **Prerequisite: Admission to Teacher Education Program. Fall, even-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. Neuromuscular Physiology **3 hours**
This course will focus in depth on the structure and function of the neuromuscular system. Special attention will be given to adaptations due to exercise as well as various disease states**. Prerequisite: BIO 221. Fall, odd-numbered years.**

370. Cardiopulmonary Physiology **3 hours**
This course explores in detail the structure and function of the cardiopulmonary system. Attention will be given to adaptations to exercise as well as disease states. **Prerequisite: BIO 221. Spring, even-numbered years.**

379. Curriculum and Teaching Methods 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. Actual teaching 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: HHP 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: HHP 360, and junior or senior standing. Spring.**

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. **Prerequisites: Junior or Senior standing, HHP 329, HHP 360. Spring, odd-numbered years.**

470. Internship **2 hours**
Students gain an in-depth practical experience in health and human performance, 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. **Fall, odd-numbered years.**

481, 482. Health and Human Performance Seminar **1 hour each**
This course is designed as a culminating experience for the student majoring in health and human performance. 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 HHP majors with additional opportunities to present the research at professional meetings and conferences. **HHP 481 Fall; HHP 482 Spring.**

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.**

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
4 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
4 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

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.**

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. Spring.**

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 minor, 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 17 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	BRL 330	Christian Social Ethics
3 hours	HHP 323	Principles of Nutrition
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. First Year Success and Support **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.**

250. Vocation Seminar **2 hours**

Explores openness and response to the purposeful summons to "increase human flourishing (shalom) in society" (Vision Statement) in the overall story of one's life and community, as well as in specific meaningful expressions of work and service. **Meets core requirement in vocation. Fall, Spring**. *Required for all Sophomores beginning in 2024-2025.*

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 **.25 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.**

Kansas Institute for Peace and Conflict Resolution (KIPCOR)

Member of the Division of Social Sciences and Human Services
E. Omole

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

The Conflict Resolution Certificate requires 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 over either full days, half-days, or 3-hour evening sessions once a week during a regular semester (for 5-10 weeks depending on the credit hours). 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. Fall, 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. Spring, 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. F**all, 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. Spring, odd-numbered years.**

470. Facilitating for Change **1 hours**

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, even-numbered years.**

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. Fall, odd-numbered years.**

Languages

Member of the Division of Arts and Humanities
D. Quinlin (Chair); Adjunct Faculty: P. Sawatzky

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
L. Delibas (Chair), C. Hines, 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, business, computer science, psychology, data science 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. Some upper-level courses required for the major are shared by the colleges and are taught in an online or hybrid format.

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 (Calculus III)
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 (Calculus IV)
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 at least 16 hours. The following courses may count towards a mathematical sciences minor:

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 (Calculus III)
3 hours	MAT 303	Discrete Mathematics
4 hours	MAT 321	Applied Differential Equations (Calculus IV)
3 hours	MAT 341	Modern Geometry
3 hours	MAT 411	Modern Algebra

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 (Calculus III)
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.**

105. College Algebra **3 hours**
This course is designed to prepare students to take courses, such as trigonometry and calculus, in which algebraic reasoning is required. Topics of study include the foundational concepts of functions and their graphs, use and analysis of linear, exponential, polynomial, and rational functions, and solving systems of equations and inequalities. **Fall.**

110. Trigonometry **3 hours**
This course explores the foundations and interrelationships of trigonometric functions, beginning with their origins in right triangles and extending to their critical applications as periodic functions in the plan. It is designed to prepare students for advanced mathematics courses, such as calculus and science courses, where a solid understanding of trigonometric functions is essential. **Prerequisite: MAT105 College Algebra. Spring.**

111. Calculus I **4 hours**
An introduction to functions, limits, the derivative and the Riemann integral. **Recommended prerequisite (not required): 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: MAT 111 or the consent of the instructor. Offered alternate years. Spring, odd-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 (Calculus III) **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: MAT 111 or the consent of the instructor. Offered alternate years. Spring, even-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 (Calculus IV) **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.**

Software Development

Software development is the sub-specialty within computer science that is concerned with the development of computer programs to solve problems posed by other people. We begin with the fundamentals of computer programming — formulating a real-world problem as a problem that a computer can solve, implementing that solution as a computer program, and then verifying that our program does indeed satisfy the original need. But software development is more than "just programming." Software developers need to understand what types of problems can and cannot be solved by a computer. Software developers also need good communication skills and an understanding of how people perceive the information that is presented to them, and how they use that information to make decisions.

Software Development Major Student Learning Goals

Upon successful completion of the major, graduates will demonstrate:

- an ability to analyze problems, implement solutions, and present results using a high-level computer programming language
- an understanding of software development processes that allow software to be developed successfully in a reliably repeatable manner
- familiarity with programming in open- and closed-source environments
- an understanding of the importance of people (as clients, management, teammates) in the software development process; and
- an understanding of professional and ethical responsibility.

Graduate Track

The Software Development Major includes an optional Graduate Track to prepare students for graduate study in Computer Science or Computer Engineering. *Courses that are recommended for the Graduate Track are marked with an asterisk*.* Students on the Graduate Track are responsible for all required prerequisites for these recommended courses.

Software Development Major Requirements

Major requirements: Minimum of 41 hours (29–30 hours required software development courses and 12–20 hours supporting courses). Taken within the bachelor of science degree.

Required CSC courses for Software Development (29–30 hours):

4 hours	CSC 110	Introduction to Computer Programming
4 hours	CSC 210	Intermediate Programming: Data Structures
4 hours	CSC 230	Intermediate Programming: Graphical User Interfaces
3 hours	CSC 310	Advanced Data Structures
3 hours	CSC 330	Human-Computer Interaction
4 hours	CSC 361	Software Design & Development

Choose one of the options below:

1 hours	CSC 482	Seminar
2 hours	CSC 485	Internship

At least two upper-level courses totaling at least 6 hours:

3 hours	CSC 381	Programming Languages*
3 hours	CSC 401	Operating Systems*
3 hours	CSC 421	Database Management Systems*
3 hours	CSC 441	Web Application Development

Required supporting courses (6 hours):

3 hours	MAT 303	Discrete Mathematics
3 hours	MAT 206	Linear Algebra

Supplemental supporting courses (at least 6 hours)

3 hours	BRL 330	Christian Social Ethics
3 hours	PSY 211	General Psychology
4 hours	MAT 111	Calculus I*
4 hours	MAT 221	Applied Statistics*

Courses that are recommended for the Graduate Track are marked with an asterisk.*

Software Development Minor Student Learning Goals

Upon successful completion of the minor, graduates will demonstrate:

- an ability to analyze problems, implement solutions, and present results using a high-level computer programming language and
- familiarity with programming in open- and closed-source environments.

Software Development Minor Requirements

Minor requirements: 16 hours of software development courses

Software Development 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. **Prerequisite: CSC 110. Fall, even-numbered years.**

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. **Prerequisite: CSC 110. Fall, odd-numbered years.**

310. Advanced Data Structures **3 hours**
A study of algorithm design and analysis techniques including divide-and-conquer and dynamic programming. Analysis techniques include solutions to recurrence relations for recursive algorithms. Applications may include game tree searches and graph/network algorithms. The course will include an introduction to the theory of computation and NP-complete problems. **Prerequisite: CSC 210. Spring, even-numbered years.**

330. Human-Computer Interaction **3 hours**
A study of the principles of human-computer interaction with a focus on graphical user interfaces. Students will learn techniques for designing and evaluating human-centered computer interfaces. **Prerequisite: CSC 230. Spring, odd-numbered years.**

361. Software Design and Development **4 hours**
A survey of design methods and project management tools and techniques used in the development of large software systems. Students will apply this knowledge in a significant group project that spans the duration of the course and consists of multiple releases and evaluations. Ethics in software development will be explored. **Prerequisite: CSC 210 or CSC 230. Fall.**

381. Programming Languages **3 hours**
A survey of topics fundamental to programming language design and their implications for programming, as well as for language implementation. Topics will include early vs. late binding, memory management, and strong vs weak typing. Students will be exposed to a new language in the major programming language paradigms: procedural, object-oriented, functional, and logical. **Prerequisite: CSC 210 or CSC 230. Spring, odd-numbered years.**

401. Operating Systems **3 hours**
An introduction to major concepts in operating systems, including multi-tasking, resource allocation and management, and virtualization. Basics of computer architecture, and the role of hardware in the development of operating systems, will be studied. Practical aspects of inter-process communication and synchronization will be emphasized. **Prerequisite: CSC 210 or CSC 230. Spring, even-numbered years.**

421. Database Management Systems **3 hours**
An introduction to database systems emphasizing the relational model and creating queries and reports using SQL. Students will learn to read and write Entity-Relationship Diagrams to model data relationships and to implement those models as tables and relationships. Some time will be devoted to alternate data storage models (so-called NoSQL) and appropriate situations where their use is appropriate. **Prerequisite: CSC 210 or CSC 230. Fall, odd-numbered years.**

441. Web Application Development **3 hours**
This course emphasizes practical aspects of web application development. Students will learn to create static web pages using HTML and then move on to creating dynamic content with JavaScript (or a similar language). High-level concepts in computer networking including the domain name system (DNS), and the use of cryptographic certificates for encryption and authentication purposes will be covered. **Prerequisite: CSC 230. Fall, even-numbered years.**

482. Seminar **1 hour**
Each student writes and presents a research paper on an advanced topic of software development or its application. **Prerequisite: senior standing as a software development major. May be taken either fall or spring semester.**

485. Internship **2 hours**
A capstone experience allowing students to apply their knowledge and training in an environment where they are called upon to solve practical problems posed by other people. A minimum of 80 work hours are required. Students will be required to provide a written report of their work and a public presentation of their work at the conclusion of the experience. Usually satisfied with a summer internship, but other arrangements are possible. **Prerequisite: senior standing as a software development major. Offered in May term of the junior year or by agreement during the senior year.**

Music

Member of the Division of Arts and Humanities

C. Liu (Chair), R. Adrian, C. Miertschin, H. Swartzendruber; Adjunct Faculty: L. Garcia, T. Gehring, H. Glanton, D. Hetrick, K. Hilding, N. Johnson, R. Penner-Kaufman, M. Rome, K. Shaffer, C. Thompson, A. Tillberg

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 37 hours (37 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:

4 hours	MUS 116	Music Theory and Aural Skills I
4 hours	MUS 117	Music Theory and Aural Skills II
4 hours	MUS 212	Music Theory and Aural Skills III
3 hours	MUS 214	Music Theory IV
3 hours	MUS 415	Music History & Literature I
3 hours	MUS 416	Music History & Literature II
1 hour	MUS 320	Junior Recital
1 hour	MUS 420	Senior Recital

Choose at least 8 hours of Large Ensemble credit (must have at least 4 credit hours be upper level):

1 hour	MUS 118, 318	Chapel Choir
1 hour	MUS 351	Concert Choir
1 hour	MUS 353	Jazz Ensemble I
1 hour	MUS 354	Chamber Orchestra
1 hour	MUS 356	Wind Ensemble

The following 6 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

Piano 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 140 Class Piano or MUS 121 Applied Music – Piano until successful completion of the piano competency requirements (which must be passed before students will be approved for student teaching).

Music Minor Requirements

Minor requirements 19 hours

Required courses for music minor:

4 hours	MUS 116	Music Theory and Aural Skills I
4 hours	MUS 117	Music Theory and Aural Skills II

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:

3 hours	MUS 314	Conducting
3 hours	MUS 415	Music History & Literature I
3 hours	MUS 416	Music History & Literature II

Choose at least 4 hours of Large Ensemble credit:

1 hour	MUS 118, 318	Chapel Choir
1 hour	MUS 351	Concert Choir
1 hour	MUS 353	Jazz Ensemble I
1 hour	MUS 354	Chamber Orchestra
1 hour	MUS 356	Wind Ensemble

Music Teacher Licensure Requirements

Students seeking a teaching license must gain acceptance to the Teacher Education program and meet licensure requirements. Licensure requires 53 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:

4 hours	MUS 116	Music Theory and Aural Skills I
4 hours	MUS 117	Music Theory and Aural Skills II
1 hour	MUS 121	Applied Music - Piano*
1 hour	MUS 128	Applied Music - Guitar*
1 hour	MUS 140	Class Piano
4 hours	MUS 212	Music Theory and Aural Skills III
3 hours	MUS 214	Music Theory IV
1 hours	MUS 261	Beginning Technique in Woodwind Instruments
1 hours	MUS 262	Beginning Technique in Percussion Instruments
1 hours	MUS 263	Beginning Technique in String Instruments
1 hours	MUS 264	Beginning Technique in Brass Instruments
3 hours	MUS 314	Conducting
3 hours	MUS 415	Music History & Literature I
3 hours	MUS 416	Music History & Literature II
1 hour	MUS 320	Junior Recital
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

Choose at least 8 hours of Large Ensemble credit (must have at least 4 credit hours be upper level):

1 hour	MUS 118, 318	Chapel Choir
1 hour	MUS 351	Concert Choir
1 hour	MUS 353	Jazz Ensemble I
1 hour	MUS 354	Chamber Orchestra
1 hour	MUS 356	Wind Ensemble

Choose 1 hour of Small Ensemble credit:

1 hour	MUS 371	Jazz Combo
1 hour	MUS 372	Small Ensemble
1 hour	MUS 373	Chamber Singers

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

* All music majors must enroll in MUS 140 Class Piano or MUS 121 Applied Music – Piano until successful completion of the piano competency requirements (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.

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)

103. Music, How We Listen **3 hours**
This course will explore western and non-western music through active aural and critical analysis. In addition to this exploration, a substantial portion of this course will contain active student engagement through the creation of music in traditional and non-traditional venues. **Meets distribution requirement in arts and humanities. Summer.**

106. Music Appreciation **3 hours**
This course will explore music history through the Western perspective while incorporating regular global connections. Students will be challenged to actively listen to music and use terminology to better articulate your listening experience. **Meets distribution requirement in arts and humanities. Spring, Summer.**

107. 20th Century American Music **3 hours**
20th Century American Music traces the development and progress of American Music through the 20th Century. Students will trace the development of ragtime, jazz, blues, country music, rock and roll, alternative rock, and hip-hop through this defining century of American growth. The course tracks cultural influences and discusses their influence on American music and culture. **Meets distribution requirement in arts and humanities. Fall, even-numbered years.**

108. Music Technology **3 hours**
Music Technology is a survey course designed to give students a basic understanding of current music technology and its application to a career in the field of music. Throughout the semester, we will lay the foundation for a wide variety of topics and applications that can be expanded with more study. **Meets distribution requirement in arts and humanities. Spring, odd-numbered years.**

111. Elementary Keyboard Musicianship **1 hour**
Group-based course in elementary piano instruction for non-music majors who have had little to no previous experience in piano skills. Emphasis will be on music reading and basic keyboard technique. Repeatable for credit. Students must earn 2 credits before enrolling in MUS 121 Applied Lessons - Piano**. Fall, Spring.**

116. Music Theory and Aural Skills I **4 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. this course also 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. **Fall.**

117. Music Theory and Aural Skills II **4 hours**
Music Theory and Aural Skills II is the second of four courses in Music Theory required as partial fulfillment of the music major. Basic concepts of harmony, melody, and rhythm will continue to be reviewed and reinforced, but further emphasis will be placed on advanced harmonic concepts and the analysis of theoretical concepts in existing musical examples. In addition, students will continue to develop more advanced skills in aural proficiency. Students will explore concepts such as four-part voice-leading, harmony, harmonic progressions, seventh chords, modulation, and musical form, and work towards mastering more advanced sight-singing materials with recognition of expanded harmonic vocabulary in different contexts. **Prerequisite: MUS 116. Spring.**

118, 318. Chapel Choir **1 hour**
Chapel Choir is open to all singers, both beginners and those with experience, with no audition required. This ensemble performs in Bethel College chapel services and joins Concert Choir for selected campus concerts such as Bethel Sings and Masterworks. **Repeatable for credit**. **Meets distribution requirement in arts and humanities. Fall, Spring.**

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. **Repeatable for credit. Prerequisite for MUS 121: 2 credits of MUS 111 or consent of the instructor. 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. Repeatable for credit. **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. Repeatable for credit. **Meets distribution requirement in arts and humanities. Fall, Spring.**

160. Athletic Band **0-1 hour**
The Athletic Band, Thresher Sound, performs a wide variety of music, primarily at Bethel College athletic events, including home football and basketball games. Some performances may be off-campus, including postseason athletic events. Other performances will occur at the discretion of the director. Performance experience on a musical instrument is necessary. **Repeatable for credit**. **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. Small Ensemble **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.**

208. Songs of Protest **3 hours**
This is a survey course that examines the use of music as an expression of social protest. Topics such as women's suffrage/rights, antiracism, and antiwar will be considered. A variety of musical styles will be explored including: classical, jazz, folk, rock and rap. **Meets distribution requirement in arts and humanities. Fall, odd-numbered years.**

212. Music Theory and Aural Skills III **4 hours**
Music Theory and Aural Skills III is the third of four courses in Music Theory required as partial fulfillment of the music major. Topics in the course include polyphony (16th and 18th centuries), early chromatic harmony, composition assignments and the study of major forms of the Classical period. In addition, students will continue to work towards mastering more advanced sight-singing materials with recognition of expanded harmonic vocabulary in different countries. **Prerequisite: MUS 117. 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 212. Spring.**

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 Instruments **1 hour**
Fundamentals of pedagogy, tone production and elementary technique on woodwind instruments are studied. Students will learn basic performance technique on each woodwind instrument, as well as elementary repair and maintenance skills. Instrument repertoire and history will also form part of the course. Instruments will be provided..**Spring, even-numbered years.**

262. Beginning Technique in Percussion Instruments **1 hour**
Fundamentals of pedagogy, tone production, and elementary technique on percussion instruments are studied. Students will learn basic performance technique on each percussion instrument, as well as elementary repair and maintenance skills. Instrument repertoire and history will also form part of the course. Instruments will be provided**. Fall, odd-numbered years.**

263. Beginning Technique in String Instruments **1 hour**
Fundamentals of pedagogy, tone production and elementary technique on string instruments are studied. Students will learn basic performance technique on each string instrument, as well as elementary repair and maintenance skills. Instrument repertoire and history will also form part of the course. Instruments will be provided. **Spring, odd-numbered years.**

264. Beginning Technique in Brass Instruments **1 hour**
Fundamentals of pedagogy, tone production and elementary technique on brass instruments are studied. Students will learn basic performance technique on each brass instrument, as well as elementary repair and maintenance skills. Instrument repertoire and history will also form part of the course. Instruments will be provided. **Fall, even-numbered years.**

314. Conducting **3 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 for each other and/or various ensembles. **Fall, odd-numbered years.**

320. Junior Recital **1 hour**
The junior recital is required of all third-year music majors in their principal medium of solo performance. Students receive one 45-minute lesson per week to prepare a minimum of twenty-five minutes of repertoire for a public recital, which is performed after successful completion of a preview performance for the music faculty. **Prerequisite: Four hours of credit in lower-level applied music lessons in the major performance medium and consent of the chair of the department. Fall, Spring.**

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. **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. Repeatable for credit. **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. Arranging and Orchestration **2 hours**
This course focuses on arranging and orchestration for common instrumental ensembles – concert band, marching band, string orchestra, full orchestra, and chamber ensembles. Students will engage in practical arranging and orchestration for various ensembles and study examples from the instrumental canon. **Fall, even-numbered years.**

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. Course fee in terms that include tour. Repeatable for credit. **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. Repeatable for credit. **Meets distribution requirement in arts and humanities. Fall, Spring.**

354. Chamber Orchestra **1 hour**
The Chamber Orchestra is comprised of 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. All students with instrumental experience are welcome to audition. It is expected that ensemble members will make a minimum commitment of one academic year to the ensemble. Repeatable for credit**. Meets distribution requirement in arts and humanities. Fall, Spring.**

356. Wind Ensemble **1 hour**

The Wind Ensemble is the resident wind & percussion ensemble of Bethel College, comprised of outstanding students and talented members of the Newton community. In addition to regular season concerts, members of the ensemble may also serve as members of the wind and percussion sections for the orchestra and Bethel's stage productions. Membership is by audition and it is anticipated that instrumentalists will make a minimum commitment of one academic year to the ensemble. Prior experience on a wind or percussion instrument is required. Repeatable for credit. **Meets distribution requirement in arts and humanities. 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. Repeatable for credit. **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. Repeatable for credit. **Meets distribution requirement in arts and humanities. Fall, Spring.**

372. Small Ensemble **1 hour**

Membership is by audition. Advanced small vocal and/or instrumental chamber ensembles are formed and a public appearance by each is required. Ensembles are coached by the music faculty. Repeatable for credit. **Meets distribution requirement in arts and humanities. Fall, Spring.**

373. Chamber Singers **1 hour**

Chambers Singers is an advanced vocal ensemble that primarily performs early music and works from the 20th/21st century. Commitment to high standards and hard work is essential for participation in this choral ensemble. Chamber Singers is only open by audition, with singers asked to commit to a minimum of one academic year to the ensemble. Musicians are expected to hold membership in the Concert Choir. **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. 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, a key to cross-cultural communication and personal interaction with various Europeans. In addition to visits to many European cities, some homestays may be included. **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. **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. **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: MUS320 and two 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, psychology and/or selected courses from Health and Human Performance (see list below). 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, psychology and/or the specific health and physical education courses listed below (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)
Health and Human Performance (HHP hours)
Approved courses:
- 2 hours HHP 201 Functional Anatomy
- 3 hours HHP 281 Prevention and Care of Athletic Injuries
- 3 hours HHP 323 Nutrition
- 3 hours HHP 325 Motor Behavior
- 3 hours HHP 329 Kinesiology
- 3 hours HHP 360 Exercise Physiology
- 3 hours HHP 410 Essentials of Strength Training and Conditioning

Mathematical Sciences (MAT hours)
Physics (PHY hours)
Psychology (PSY hours)

Nursing

Member of the Divisions of Social Sciences/Human Services and Science and Mathematics
B. Bartell (Chair), S. Francisco, H. Hosford, J. Melin, K. Miller, S. Masem

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. Graduates are committed to the pursuit of transformational nursing service, leadership and scholarship within the global community. In addition, graduates of Bethel's program are provided a student-centered educational experience with an emphasis on safety through incorporation of evidence-based practice, holistic individualized care, and professionalism. 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).

Transfer students who meet the requirements for entry into the Nursing program at the time of matriculation will complete all General Education Competency requirements, all Distribution requirements, and the Common Core requirements in Convocation, Integrating Faith and Learning (Basic Issues of Faith and Life only), Peace, Justice and Conflict Studies, and Cross-Cultural Learning.

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: 54 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
1 hour	NSG 310	Nursing Dosage Calculations
2 hours	NSG 311	Health Assessment
4 hours	NSG 312	Nursing Care of the Adult 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
2 hours	NSG 330	Basic Nursing Pharmacology
3 hours	NSG 335	Clinical Practicum 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
2 hours	NSG 409	Complex Nursing Pharmacology
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	HHP 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.**

310. Nursing Dosage Calculations **1 hour**

This course will focus on a review of essential math concepts for dosage calculation including fractions, percentages, ratios, measurements and conversions. Practice and assessment tests will include problems featuring medication administration, including oral, intravenous and parenteral routes. **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.**

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 310; NSG 311; NSG 312; & 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 310; NSG 311; NSG 312; & NSG 320.**

330. Basic Nursing Pharmacology **2 hours**
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. Medication and the administration process will be explored by drug class and body systems. **Spring. Prerequisites: NSG 300; NSG 310; NSG 311; NSG 312; & 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 310; NSG 311; NSG 312; & 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 310; NSG 311; NSG 312; & 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 310; NSG 311; NSG 312; NSG 320; NSG 327; NSG 329; NSG 330; NSG 335; & 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 310; NSG 311; NSG 312; NSG 320; NSG 327; NSG 329; NSG 330; NSG 335; & 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 310; NSG 311; NSG 312; NSG 320; NSG 327; NSG 329; NSG 330; NSG 335; & NSG 340. Meets core requirement of cross cultural learning for nursing majors only.**

409. Complex Nursing Pharmacology **2 hours**

Complex Nursing Pharmacology builds on the concepts presented in Basic Nursing Pharmacology 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 310; NSG 311; NSG 312; NSG 320; NSG 327; NSG 329; NSG 330; NSG 335; & 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 310; NSG 311; NSG 312; NSG 320; NSG 327; NSG 329; NSG 330; NSG 335; & 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 co-morbidities. 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 310; NSG 311; NSG 312; NSG 320; NSG 327; NSG 329; NSG 330; NSG 335; NSG 340; NSG 401; NSG 402; NSG 403; NSG 409; & 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 310; NSG 311; NSG 312; NSG 320; NSG 327; NSG 329; NSG 330; NSG 335; NSG 340; NSG 401; NSG 402; NSG 403; NSG 409; & 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 310; NSG 311; NSG 312; NSG 320; NSG 327; NSG 329; NSG 330; NSG 335; NSG 340; NSG 401; NSG 402; NSG 403; NSG 409; & 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 310; NSG 311; NSG 312; NSG 320; NSG 327; NSG 329; NSG 330; NSG 335; NSG 340; NSG 401; NSG 402; NSG 403; NSG 409; & 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 310; NSG 311; NSG 312; NSG 320; NSG 327; NSG 329; NSG 330; NSG 335; NSG 340; NSG 401; NSG 402; NSG 403; NSG 409; & NSG 410.**

Peace, Justice and Conflict Studies – see History and Conflict Studies

Philosophy

Member of the Division of Arts and Humanities
T. Voth (Chair), P. Goerzen; Supporting Faculty: A. Sager

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

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

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
N. Peacock (chair), A. Voth-Siebert

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 35 hours (28 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 hours	PSY 251	Life-Span Development
3 hours	PSY 291	Research Methods in Psychology
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 hours	PSY 270	Biopsychology and Health
3 hours	PSY 275	Emotion and Motivation

Choose at least one course from:

4 hours	PSY 331	Cognitive Neuroscience
4 hours	PSY 362	Cognitive Science

Choose at least one course from:

4 hours	PSY 341	Personality and Individual Differences
4 hours	PSY 342	Psychological Disorders

Choose at least one course from:

4 hours	PSY 360	Social Psychology
4 hours	PSY 391	Judgment and Decision Making

Required supporting courses:

4 hours	MAT 221	Applied Statistics
3 hours	PHI 200	General Philosophy

At least 1 upper-level lab per upper-level sequence

Psychology Minor Requirements

Minor requirements 16 hours, including at least one course with a laboratory component, that is, a 4 credit course.

Counseling Studies Minor Requirements

This minor is housed in Social Work. See the Social Work department section for details.

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	Psychological Disorders
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 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.**

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.**

275. Emotion and Motivation **3 hours**
This course explores theories related to psychological emotion and motivation, and how the two are related. Students will explore common reasons behind human actions. Topics include various types of motivation, what leads to motivation loss, and how to keep motivated. **Prerequisite: PSY 211 or consent of instructor. Fall, even-numbered years.**

291. Research Methods in Psychology **3 hours**
This course introduces students to the various ways information in psychology is collected. This course will allow students to be able to critically evaluate sources of information; students will learn how to tell the difference between scientific and anecdotal evidence, high quality vs low quality scientific methods, and the importance of these issues. Students will learn the basics of psychological science study design, and the different types of studies that are covered in psychology. **Prerequisite: PSY 211. Spring.**

322. Psychology of Film **3 hours**
This course will examine psychological processes related to film from both the audience and filmmaker's perspectives. Topics include a history of film, motivations to watch specific genres, impact of directing choices, narrative structures, and psychological impacts of film watching location. Students will watch a selection of films and discuss relevant psychological themes and critique directing decisions. **Prerequisite: PSY 211.**

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. Spring, 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. Psychological Disorders **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.**

360. Social Psychology **3,4 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. Fall, even-numbered years.**

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. Fall, odd-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

Social Work

Member of the Division of Social Sciences and Human Services
J. Chappell Deckert (Chair), S. Williams. Adjunct Faculty: J. Greever, C. Schunn, P. Turner, R. Walker

Social Work Education at Bethel College:

Bethel College Social Work believes all people, regardless of their status, are worthy of dignity, respect, and competent service. Through this, we are committed to anti-oppressive and anti-racist practice and the elimination of poverty. We believe that students must understand how individuals and groups come to be marginalized in their social transactions with oppressive social systems and then must commit to social change and advocacy. Through social work education, students should develop the commitment, knowledge, and skills needed to identify people's strengths and help them achieve racial, economic, and environmental justice. Bethel College Social Work believes that competent practice includes peace-building, advocacy, and creative management of conflict in work with various sizes and types of human systems including individual, family, group, organization, community, and society.

Bethel College Social Work Program goals:

1. To prepare students for entry-level professional practice of social work in a variety of settings. Graduates of the program will be prepared to be "generalists" social work practitioners with sensitivity to diversity and competence to intervene with people and their environments for the purpose of enhancing the quality of life and building just systems for individuals, families, groups and organizations and communities.
2. To prepare students for continued social work education on a graduate level through enhancing critical thinking skills, development of research expertise, and use of technology to promote sustainable practice for the future.
3. To be responsive to the needs of the South-Central Kansas community through providing social work educational opportunities for prospective students and practicing professionals and by addressing the social welfare needs of residents.
4. To contribute to the realization of the mission of Bethel College through fostering a greater understanding of diverse people in relation to their environment, encouraging service in a globally interdependent world, and through developing the skills necessary for leadership in the quest for peace, social, racial, environmental, and economic justice.

The Bachelor of Science in social work program is accredited by the Council on 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.

BCSW licensure disclosure statement

Bethel College Social Work (BCSW) 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. Most 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. The BCSW program meets the Kansas state licensing board requirements but has not made a determination if its requirements meet those of all other states & territories. *Students planning to seek licensure in states other than Kansas are encouraged to meet with Bethel College Social Work department faculty for guidance on finding information on licensing in other states.* Students seeking licensure outside of Kansas can contact the Board/Agency of a state/territory to try to determine whether the program meets requirements for licensure. Find state Board/Agency information from the ASWB (Association of Social Work Boards), at aswb.org

Admission Requirements for the Program

Students are eligible to be admitted to the Social Work Program when the following steps have been completed.

1. Have a cumulative GPA of at least 2.500 in all college coursework (no rounding)
2. Completed applications and biographical statement. The application form requires an autobiographical personal statement which reflects on the student's own motivation, values, life experiences, and personal characteristics that may impact their professional work.
3. Submit three positive references for the Social Work program. The references will provide assessment of the applicant's ability to form appropriate and collaborative relationships, dependability, self-discipline, emotional stability under pressure, acceptance of personal and cultural differences, and written and verbal communication skills.

References must come from people who know the student well enough to discuss their qualifications for helping others in a professional capacity. At least one reference should be from an academic setting. Suggestions include:

- Faculty or staff from Bethel College (or a previous college)
- Former or current employer
- Pastor, volunteer supervisor, youth group leader, mentor
- Coach

4. Completed general education basic communication and lower level distribution requirements for the Bachelor of Science degree – as referenced in the Bethel College Course Catalog under General Education Goals. Students should have completed the general education basic communication and lower level distribution requirements set forth for all Bethel students. (Visit the Registrar's office or discuss with your advisor if you have questions about this.)
5. Completion of the following prerequisite courses:
    - SSC222 Principles of Sociology
    - PSY211 General Psychology

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, maintain a 2.50 GPA in required social work courses and a cumulative 2.00 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 demonstrate competency in:

The following 2022 CSWE (Council on Social Work Education) EPAS (Educational Policies and Accreditation Standards):

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice. Apply critical thinking to inform and communicate professional judgements.
3. Engage in Anti-racism, Diversity, Equity and Inclusion in Practice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice 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	Practicum Experience
3 hours	SWK 420	Social Welfare Policy Analysis (Policy II)
3 hours	SWK 460	Intervention in Human Systems (Practice II)
9-11 hours	SWK 472	Practicum 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

Substance Use and Addiction Counseling Licensure Preparation

Students who would like to seek approval from the Behavioral Sciences Regulatory Board as a Licensed Addiction Counselor will need a placement in an addictions treatment facility, and the following electives:

3 hours	SWK 260	Introduction to Addictions in Social Work
3 hours	SWK 305	Addiction Pharmacology in Social Work Practice

Counseling Studies Minor Requirements

This minor will assist students in their preparation for entry-level practical work in helping professions, as well as preparation for successful completion of graduate school. It is also useful for students with majors in other disciplines (History, English, Bible & Religion, Communication Arts, etc.) who are looking for a way to develop practical skills for care-related professions. This minor is offered in collaboration with the Psychology Department.

Upon successful completion of the minor, students will:

- Be prepared to sensitively and responsively engage and interact with diverse population groups in service delivery.
- Understand social and psychological approaches to counseling and the ethical considerations that may come with these interactions.
- Integrate professional knowledge across disciplinary boundaries (psychology, social work, education, dispute resolution)
- Use skills in listening, interviewing and facilitating groups in an agency context

Minor requirements 17-19 hours

Required courses:

3-4 hours	PSY 342	Psychological Disorders
3 hours	SSC 250	Introduction to Conflict Management
3 hours	SWK310	Skills for Human Social Work

Choose one of the following:

2 hours	PSY 450	Practicum in Clinical and Counseling Studies
2 hours	SWK 372	Practicum Experience

Choose one of the following:

3 hours	SWK 460	Intervention in Human Services
3 hours	PSY 345	Theory and Practice of Counseling

Choose one of the following:

3 hours	EDU 210	Introduction to Infants, Children and Youth with Special Needs
3 hours	SWK 255	Gender & Sexuality
3, 4 hours	PSY 341	Personality and Individual Differences*
3 hours	BRL240	Introduction to Congregational and Youth Ministry

Criminal and Restorative Justice Minor Requirements

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 18 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
3 hours	SWK 310	Skills for Human Service Work

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 and 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*	Practicum 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 0studies 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.**

260. Introduction to Addictions in Social Work **3 hours**
Students will study substance use within the social work strengths, systems, and person-in-the-environment perspectives. Course work will seek to remove stigma from individuals, families, and communities impacted by substance use. The focus of the course will be on the recognition and identification of substance use disorders in social work practice and tailoring interventions to priority populations who experience oppression. This course meets the requirements for eligibility for the Licensed Addiction Counselor with the Behavioral Sciences Regulatory Board. **Fall.**

305. Addiction Pharmacology in Social Work Practice **3 hours**
This course will include the study of the nature of psychoactive chemicals; the behavioral, psychological, physiological, and social effects of psychoactive substance use; symptoms of intoxication, withdrawal and toxicity; toxicity screen options, limitations, and legal implications; and the use of pharmacotherapy for treatment of addiction. Common patterns and drug use among diverse populations will be included. This course meets the requirements for eligibility for the Licensed Addiction Counselor with the Behavioral Sciences Regulatory Board. **Spring.**

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, group leadership skills, and conflict management 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 community organizing and community development for anti-racism, diversity, equity, and inclusion in practice across population groups. Students will engage in topics of gender, class, religion, race, and status as they relate to social justice and social change. The course will evaluate concepts in social movements that address historical and current social harm. **Meets core requirement for cross-cultural learning or peace, justice and conflict studies. Fall**

372. Practicum Experience **2-4 hours**
This practicum placement provides an opportunity for a mentoring relationship with a professional practitioner in a specific field of social work. The student will practice general 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 **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. 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. Practicum Instruction **4-11 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 practicum instruction setting. During the year of practicum 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 practicum 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. May include the design and completion of a practice research project or a professional portfolio. **Prerequisite: SWK 481. Spring.**

Spanish – see Languages

Sport Management – see Health and Human Performance

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 321	Digital Photography
4 hours	ART 421	Advanced Photography
4 hours	ART 270	Graphic Design
4 hours	ART 370	Intermediate Graphic Design
4 hours	ART 470	Advanced Graphic Design

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
2, 4 hours	ART 270	Graphic Design
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	ART 370	Intermediate Graphic 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 215	Printmaking
4 hours	ART 216	Sculpture
4 hours	ART 270	Graphic Design
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

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)

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. Graphic Design **2, 4 hours**
Focus of this class is on skills-based learning using Adobe Suite, and an introduction to basic design principles. Course culminates in a comprehensive design project that integrates an understanding and facility in software comprehension and learned design theories. **Meets distribution requirement in arts and humanities.**

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.

370. Intermediate Graphic Design **4 hours**
Emphasis is on visual branding and advanced design concepts, incorporating marketing and business branding theory. Depending on current student interest, topics could include utilizing design briefs, logo development, typography, print layout, or design for digital channels. **Prerequisite: ART270**

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.**

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.**

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.**

470. Advanced Graphic Design **4 hours**
The focus of this course is on portfolio development and is intended for students interested in graphic design careers. Projects such as package design, book covers, and advanced layout work will help strengthen their direction in the design field. (May be repeated for credit). **Prerequisite: ART 370**

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:

1. The first date in parentheses indicates the year in which the faculty/administration member began service at the college.
2. The second date indicates the year of appointment to present rank.

Cabinet

Jonathan C. Gering, President (2018, 2018). B.A., Bethel College; M.S., Miami University of Ohio; Ph.D., Miami University of Ohio.

MeShonya Wren-Coleman, Vice President for Student Life and Dean of Students (2023, 2023). B.A, Rust College; M.Ed., Oakland University; Ph. D., Jackson State University.

Robert Milliman, Vice President for Academic Affairs and Dean of Faculty (2015, 2015). B.S., Pillsbury Baptist College; B.A., University of Minnesota; M.Div., Central Baptist Theological Seminary; Th.M., Central Baptist Theological Seminary; PhD., Trinity Evangelical Divinity School.

Heidi Hoskinson, Vice President of Enrollment Management (2021, 2021). B.A., Fort Lewis College; M.S., Central Connecticut State University; Ph.D., University of Oklahoma.

Tim Swartzendruber, Athletic Director (2023, 2023). B.S., Bethel College; M.S., Wichita State University.

Pam Tieszen, Vice President for Institutional Advancement (2022, 2022). A.A., Freeman Junior College; B.A., Jamestown College; M.A., University of Sioux Falls; Ed.D., University of St. Thomas.

Emily Timperley, Director of Institutional Communication & Marketing (2023, 2025). B.S., Emporia State University.

Sheryl Wilson, Vice President for Culture and Belonging (2017, 2024). B.S., University of Minnesota; M.L.S., University of Minnesota.

Open, Vice President for Business and Finance (2025).

Faculty of the College

Russell Adrian, Associate Professor of Music and Director of Choral Activities (2025, 2025). B.A., Bethel College; M.M., University of Wisconsin; D.M.A., University of Minnesota.

Becky Bartell, Director of Nursing and Assistant Professor of Nursing (2021, 2021). B.S.N., Bethel College; M.S.N., Fort Hays State University.

Rachel Epp Buller, Professor of Visual Arts and Design, (2012, 2021). B.A., Bethel College; M.A., University of Kansas; Ph.D., University of Kansas; M.F.A., University of Plymouth.

Jennifer Chappell Deckert, Professor of Social Work (2016, 2025). B.A., Bethel College; M.S.W., University of Michigan; Ph.D., University of Kansas.

Christine Crouse-Dick, Professor of Communication Arts (2002, 2020). B.A., Tabor College; M.A., Wichita State University; Ph.D., University of Kansas.

Lucas Delibas, Assistant Professor of Mathematics (2024, 2024). B.A., University of Ankara; M.A., University of Missouri; M.S., Gazi University; Ph.D., University of Missouri.

Nakita Dobbs, Assistant Professor of Business (2022, 2022). A.A., Cloud County Community College; B.S., Bethel College; M.B.A., Wichita State University.

Matthew Dorton, Assistant Professor of Health and Human Performance (2023, 2023). B.Sc., Utah Valley University; M.Sc., University of Montana; Ph.D., Simon Fraser University.

Cristy Dougherty, Associate Professor of Communication Arts and Director of Forensics (2021, 2025). B.A., Concordia College; M.A., Minnesota State University; Ph.D., University of Denver.

Elizabeth Funk, Instructor of Health and Human Performance (2025, 2025). B.S., Bethel College; M.S., Wichita State University (In Progress).

Peter Goerzen, Assistant Professor of Bible and Religion (2014, 2017). B.A., Bethel College; M.Div., Anabaptist Mennonite Biblical Seminary.

Elisabeth Graber, Assistant Professor of Educational Access and Literacy and Director of the Center for Academic Development. (2021, 2025). B.S., Emporia State University; M.S., Emporia State University.

Curtis Hines, Associate Professor of Software Development (2024, 2024). M.S., Madison University; M.B.A., Fort Hays State University.

Heather Hosford, Assistant Professor of Nursing (2023, 2023). A.D.N., Hesston College; B.S.N., Wichita State University; M.S.N., Fort Hays State University.

Allen W. Jantz, Professor of Education (1996, 2019). B.A., Bethel College; M.Ed., Wichita State University; S.Ed., Wichita State University; Ed.D., Wichita State University.

Mark Jantzen, Professor of History (2001, 2020). B.A., Bethel College; M.A., Associated Mennonite Biblical Seminaries; Ph.D., University of Notre Dame.

Damon Klassen, Director of Theater and Instructor of Communication Arts (2017, 2023). B.A., University of Kansas.

Kathryn A. Layman, Professor of Chemistry and Physics (2011, 2020). B.A., Occidental College; Ph.D., University of California Irvine.

Christina Liu, Associate Professor of Music (2019, 2020). B.M., Washington State University, 2010; M.M., University of Michigan, 2012; D.M.A., University of Kansas, 2017.

David Long, Professor of Visual Arts and Design (2001, 2011). B.A., Conception Seminary College; B.A., University of Northern Colorado; M.A., University of Colorado; M.F.A., Wichita State University; M.A., Arizona State University.

Sarah H. Masem, Assistant Director of Nursing and Professor of Nursing (2009, 2019). A.A., Cowley County Community College; A.A.A.S., Hesston College; B.S.N., Tabor College; M.S.N., Fort Hays State University; D.N.P. Graceland University.

Allison J. McFarland, Professor of Business, Walter C. Claassen and Helen E. Claassen Distinguished Chair in Business Administration (2006, 2014). B.S., Geneva College; M.S.Ed., University of Kansas; Ph.D., University of Kansas; M.B.A. Western Michigan University.

Chris Miertschin, Jr., Director of Bands and Assistant Professor of Music (2023, 2024). B.M.E., Kansas State University; M.M., University of Georgia.

Krista L. Miller, Assistant Professor of Nursing (2023, 2023). A.A.A.S., Hesston College; B.S.N., Tabor College; M.S.N., Wichita State University.

Navanté Peacock, Assistant Professor of Psychology (2023, 2023). B.A., Kansas State University; M.A., University of Kansas; Ph.D., University of Kansas.

Daniel P. Quinlin, Professor of Languages (1991, 2008). B.A., Augustana College; M.A. University of Illinois; Ph.D., University of Illinois.

Daniel, Raschke, Visiting Assistant Professor of English (2025, 2025). B.A., Johannes Gutenberg University; M.A., Georgia State University; M.A., Johannes Gutenberg University; Ph.D., Florida State University.

Siobhán Scarry, Professor of English (2014, 2017). B.A., University of Arizona; M.F.A., University of Montana; M.A., University of Montana; Ph.D., State University of New York at Buffalo.

Michael Schemenaur, Assistant Professor of Economics (2025, 2025). B.A., Wheaton College; M.A., University of Texas at Austin; Ph.D., University of Arizona.

Madison Schrock, Assistant Professor of Biology (2025, 2025). B.S., Kansas State University; Ph.D., University of Utah.

Lisa Janzen Scott, Associate Professor of Education and Mathematics (1993, 2012). B.A., Bethel College; M.S., Emporia State University.

Melissa Siemens, Associate Professor of Health and Human Performance (2022, 2022). B.S., Fort Hays State University; M.S., Fort Hays State University.

Holly Swartzendruber, Associate Professor of Music (2024, 2024). B.A., Goshen College; M.M., Ohio University; Ph.D., University of Kansas.

Barbara Thiesen, Co-Director of Libraries, Adjunct Instructor of Health and Human Performance (1984, 1993). B.A., Bethel College; M.A., University of Denver; M.A.L.S., University of Denver.

John Thiesen, Co-Director of Libraries, Archivist (1989, 1993). B.A., Bethel College; M.A., Wichita State University.

Aimee Voth Siebert, Assistant Professor of Psychology (2025, 2025). B.A., Bethel College; M.A., University of Denver.

Trenton T. Voth, Assistant Professor of Bible and Religion (2023, 2023). B.A., Tabor College; M.A., Fresno Pacific University Biblical Seminary; Ph.D., Emmanuel College, University of Toronto.

Angela Webb, Assistant Professor of Education and Director of Elementary Education (2025, 2025). B.S., Emporia State University; M.S., Emporia State University.

Kip Wedel, Associate Professor of History and Politics (2012, 2018). B.S., McPherson College; M.A., Emporia State University; Ph.D., Kansas State University.

William L. Wiebe-Friesen, Associate Professor of Chemistry (2023, 2023). B.A., Tabor College; Ph.D., The State University of New York at Buffalo.

Sierra Williams, Assistant Professor of Social Work (2023, 2023). B.A., Bethel College; M.S.W., George Fox University.

Jean Woods, Assistant Professor of Biology (2022, 2022). B.A., The College of Wooster; Ph.D., The University of Michigan.

Other Teaching Faculty

Jayson Artaz, Men’s Basketball Coach and Adjunct Instructor of HHP. B.S., Bethel College.

David Bertholf, Adjunct Instructor of HHP and Head Women’s Golf Coach. B.S., Kansas State University; M.S., Fort Hays State University.

Doug Dutton, Adjunct Instructor of Business. B.A., Wichita State University; M.B.A., Kansas Wesleyan University.

Isaac Entz, Adjunct Instructor of Physics. B.S., Massachusetts Institute of Technology.

Shanna Francisco, Adjunct Instructor of Nursing. B.S., Kansas State University; B.S., Wichita State University.

Gabe Johnson, Adjunct Instructor of HHP and Head Men and Women Tennis Coach. B.A., Bethel College.

Liann Garcia, Adjunct Instructor of Cello. B.A., Friends University.

Trae Gehring. Adjunct Instructor of Percussion. B.A., Bethel College.

Howard Glanton, Adjunct Instructor of Guitar. B.M., Eastern New Mexico University; M.M., Texas Tech University.

Donna Hetrick, Adjunct Instructor of Organ. B.A., Bethel College; M.M., University of Kansas; D.M.A., University of Kansas.

Kristopher Hilding, Adjunct Instructor of Music. B.M., University of Kansas; M.M., University of Kansas.

Nancy Johnson, Adjunct Instructor of Violin. B.M., University of Kansas; M.M., Virginia Commonwealth University.

Dwight Krehbiel, Emeritus Professor of Psychology. B.A., Bethel College; M.S., University of Wisconsin; Ph.D., University of Wisconsin.

Jeri Melin, Adjunct Instructor of Nursing. B.S.N., St. Mary of the Plains College; M.S.N., Newman University.

David Middleton, Women's Softball Coach and Adjunct Instructor of HHP. B.S., Sterling College.

Julie Miller-Steiner, Adjunct Instructor of Visual Art and Design. B.A., Bethel College.

Dan Muhwezi, Adjunct Instructor of Sociology. B.A., Makerer University; M.A., Iowa State University; Ph.D., Iowa State University.

Erin Omole. KIPCOR Director of Education and Training. B.A, Wichita State University; J.D., University of Kansas.

Renae Schmidt Peters, Adjunct Instructor of IDS and Library Assistant. B.A., Bethel College; M.M.E., University of Missouri-Kansas City.

Kathy Schroeder, Adjunct Instructor of Visual Arts. B.A., Bethel College; M.A., Wichita State University.

Hannah Ramey, Adjunct Instructor of Education. B.S., Fort Hays State University M.Ed., Friends University.

Matthew Rome, Adjunct Instructor of Single Reeds. B.M., B.S., Fort Hays State University; M.M., Wichita State University (In Progress).

Phillip Sawatzky, Adjunct Instructor of Languages. B.A., Bethel College; M.A., Wichita State University.

Kathleen Schroeder, Adjunct Instructor of Visual Art and Design. B.A., Bethel College; M.A., Wichita State University.

Christy Schunn-Sebes, Adjunct Instructor of Social Work. B.S., Bethel College; M.S.W., University of Kansas.

Kristin Keefer Shaffer, Adjunct Instructor of Flute. B.M., Wichita State University; M.M., Wichita State University.

Drametrice Smith, Adjunct Instructor of HHP and Assistant Football Coach. B.A., University of South Florida; M.S., Missouri Baptist University; Ed.D., Walden University.

Felicia Teeter, Flag Football Coach and Adjunct Instructor of Health and Human Performance. B.A., Angelo State University; M.P.A., Angelo State University; M.S., Air Command and Staff College.

Adam Tillberg, Adjunct Instructor of Music.

Jocelyn Wilkinson, Technical Director of Theater and Adjunct Instructor of Communication Arts. B.A., Bethel College; M.A., University of Kansas.

Exchange Faculty - KICA Faculty

Secondary Methods

Robin Jackson, Instructor of Methods for Teaching Natural Science I in the Secondary School. B.A., Bethel College; M.S., Emporia State University; Ed.S., Pensacola Christian College; Ph.D., Newburgh Theological Seminary.

Lu Ann Zook, Instructor of Methods for Teaching English/Language Arts in the Secondary School. B.S. University of Kansas; M.A., Fort Hays State University.

Monty Graber, Methods for Teaching Social Science in the Secondary School. B.A., Bethel College; M.S., Wichita State University.

Adam Robb, Methods for Teaching Mathematics in the Secondary School B.S., Bethel College; . M.A., Baker University.

Special Education

Lynette Cross, Instructor of Special Education. B.S. Tabor College; M.S. Wichita State University; A.B.D., Southwestern College.

Michelle Larson, Instructor of Special Education. B.S., Kansas State University; M.S., Kansas State University.

Beverly Schottler, 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
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
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. Zerger, 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, Professor Emeritus 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
Ada Schmidt-Tieszen, Professor Emeritus of Social Work, 1985-2020; 2020
John McCabe-Juhnke, Professor Emeritus of Communication Arts,1986-2020; 2020
William Eash, Professor Emeritus of Music, 1999-2022; 2022
Jon K. Piper, Professor Emeritus of Biology, 1997-2022; 2022

Administrative Staff

President ..... Jonathan C. Gering
Vice President for Academic Affairs and Dean of Faculty ..... Robert Milliman
Vice President for Enrollment Management ..... Heidi Hoskinson
Vice President for Advancement ..... Pam Tieszen
Vice President for Business and Finance ..... Open
Vice President for Student Life and Dean of Students ..... Meshonya Wren-Coleman
Vice President for Culture and Belonging ..... Sheryl Wilson
Assistant Vice President for Employment Experiences……...Joseph Husong
Director of Institutional Communication & Marketing ..... Emily Timperley
Athletics Director ..... Tim Swartzendruber
Registrar ..... Megan Leary
Associate Registrar ..... Jocelyn Wilkinson
Co-Directors of Libraries ..... Barbara Thiesen, John Thiesen
Controller…….Gregg Dick
Coordinator of Institutional Research……..James Allen
Director of Admissions……...Eric Preheim
Director of Advising ..... Dan Quinlin
Director of Alumni Relations ..... Karin Kaufman Wall
Director of the Bethel College Academy of Performing Arts ..... Haylie Berning
Co-Directors of Center for Academic Development ..... Dan Quinlin, Elisabeth Graber
Director of Development ..... George Leary
Director of Facilities…… Adam Akers
Director of Financial Aid ..... Clark Oswald
Director of Human Resources, Compliance, and Title IX ..... Janet Fulmer
Director of Information and Media Services……Mark Brown
Director of Kansas Institute for Peace and Conflict Resolution (KIPCOR) ..... Keren Kandel
Director of Kauffman Museum ..... Andi Andres
Director of Nursing ..... Becky Bartell
Director of Social Work ..... Jennifer Chappell Deckert
Director of Student Success and Retention ..... Joseph Husong
Director of Teacher Education ..... Allen Jantz
Campus Pastor ..... Open

Board of Directors, Officers 2025-2026

Chair ..... Wynn Goering, Ph.D., Albuquerque, NM
Vice-Chair ..... Lori Schmidt-Harrison, B.A. Santa Barbara, CA
Secretary ..... Cynthia A. Perkins, M.S., Indianapolis, IN
Treasurer ..... Thomas A. Penner, M.B.A., Columbus, GA

Representatives

Alumni Association

Lori Schmidt-Harrison, B.A., Thousand Oaks, CA 2026
Joel Gaeddert, B.A., North Newton, KS…..……..……2028
Jonathan Funk, M.S., Hesston, KS 2030

Board Appointees

Thomas A. Adrian, J.D., Newton, KS 2025
Faith A. Allen, Ph.D., Kansas City, MO 2026
Wynn M. Goering, Ph.D., Albuquerque, NM 2027
Salvador Lujano, A.A.S., Newton, KS 2029
Thomas Penner, M.B.A., Columbus, GA 2028

Cynthia A. Perkins, M.S., Indianapolis, IN 2026
Victor D. Simmons, M.B.A., Chicago, IL 2030
Kate Brubacher, J.D., Fairway, KS.....2027

Corporation

J. Eric Rhoades, J.D., Olney, MD ……..……..2027
James Ward, M.A., Sarasota, FL 2029

Pacific Northwest District Conference, Mennonite Church, USA

Roberta Franz Hodgson, B.A., Mountlake Terrace, WA 2026

Pacific Southwest District Conference, Mennonite Church, USA

Daniel P. Flickinger, Ph.D., North Newton, KS 2027

Western District Conference, Mennonite Church, USA

Nathan R.J. Murphy, M.B.A., North Newton, KS 2029
Zandra Sawatsky, B.S., Newton, KS……..…2028
Diana Schunn, M.S., Whitewater, KS.....2025

Bethel College Women's Association

Sandra Zerger, Ph.D., Newton, KS……..……..2027

Mennonite Education Agency

Kate S. Becker, M.A., Washington, DC 2029
Sharon L. Waltner, M.A., Freeman, SD.....2026

Presidents

Cornelius H. Wedel ....1893 – 1910
Jacob H. Langenwalter .....1910 - 1911
John W. Kliewer .....1911 - 1920
John E. Hartzler .....1920 - 1921
Jacob H. Langenwalter .....1921 – 1924
John W. Kliewer .....1925 - 1932
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 - Interim.....2005 - 2006
Barry C. Bartel.....2006 - 2009
John K. Sheriff - Interim.....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 the offices for Employment Experiences on the second floor.

Bethel College Academy of Performing Arts (BCAPA)
The Bethel College Academy of Performing Arts (BCAPA) in 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.

Luyken 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 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, classrooms and the Booster Club Conference Room. Facilities also include visitor football locker rooms, locker rooms for other sports, a training room and a 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 (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, health and physical education, psychology and physics. It also houses the Mabee Observatory and the Lattner Conservatory.

Leisy House
Leisy House is home to the offices of Advancement, Development, and Alumni and includes the Leisy Conference Room, a meeting place available by reservation for campus use. This beautifully restored mission-style house is located at the far southern end of the campus, just past Bethel College Mennonite Church and Goerz House, with an impressive vista of campus looking toward the Administration Building. The house was built by the Leisy family in 1915 and given to the college as a student residence, for which it was used through the 1960s. Many Bethel alumni fondly remember living there.

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 grounds shop, carpentry shop, tool and equipment storage areas, are in this building.

Mantz Library
The Mantz Library, built in 1986, houses the Bethel College Library, IMS, a classroom, multiple individual and group study spaces, and a lounge that is used for studying as well as for meetings and other events.

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 1,860. 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, erected in 1953, houses the Mennonite Library and Archives, part of the Bethel College Library's collection, the Radio/TV lab, and a classroom.

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 the Thresher Shop, which serves as the ticket office for campus events and the location of Business Services; two conference rooms, including the Intrust Bank Conference Room; student mailboxes; photo galleries highlighting Bethel history and alumni accomplishments; and 1887 Café.

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. A clubhouse with locker rooms were added in 2020.

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 four-person suites and includes the resident director's apartment. Voth features suites with private rest-rooms, study areas, lounges, a kitchen facility, 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). A tennis clubhouse was added in 2018.

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 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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