



# BETHANY COLLEGE

OF THE ASSEMBLIES OF GOD

## Academic Catalog 2001–2002

800 Bethany Drive  
Scotts Valley, California 95066  
Telephone: (831) 438–3800  
(800) 843-9410  
E-Mail Address: [info@fc.bethany.edu](mailto:info@fc.bethany.edu)  
WEB Site: <http://www.bethany.edu>

Serving with distinction since 1919



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BETHANY COLLEGE 01/02

# Course Descriptions

## ADST—Addiction Studies

### ADST 4233 Counseling of Addictive Behavior II

An advanced addiction counseling course utilizing role-play and lecture to teach individual, group and family counseling skills for addictive behaviors. (Prerequisite: Enrollment in CPAC or instructor's consent.)

### ADST 4913 Supervised Field Work I

Hands on volunteer work in an agency setting with supervision by both agency personnel and faculty. First Semester course. (Prerequisite: Enrollment in CPAC or instructor's consent.)

### ADST 4923 Supervised Field Work II

Hands on volunteer work in an agency setting with supervision by both agency personnel and faculty. Second Semester course. (Prerequisite: Enrollment in CPAC or instructor's consent.)

### ADST Special Courses

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

## ANTH—Anthropology

### ANTH 1103 Cultural Anthropology

A survey of the field and major premises of cultural anthropology, including organization and dynamics of human cultures, marriage and family systems, thought processes, language, worldview, religion, social change and intercultural relations.

### ANTH 1203 Voices & Visions: Intercultural Values and Adaptations in Education

An analysis and application of intercultural learning as people from diverse backgrounds immigrate to the United States for educational purposes, with special focus on the different expectations of academia at the college level. Approaches to thinking, speaking and writing will be evaluated, with students sharing their own cultural experiences in learning and developing a broader understanding of current academic expectations for success. Oral presentations, library and Internet research, written analysis, and formal research paper required.

### ANTH 1303 Cultural and Ethnic Diversity

Analysis of subcultures in the United States including contact, conflict, prejudice, discrimination and the process of cultural change. Oral presentations required.

### ANTH 2103 Intercultural Communications

Study of value systems of other cultures; the tools needed for effective communication with them; and the consideration of changes resulting from cross-cultural contacts including missions activities. Oral presentations required.

### ADST 4103 Introduction to Addictive Behavior Studies

Historical and contemporary issues related to understanding and responding to substance abuse problems will be covered in this introductory course. (Prerequisite: Enrollment in CPAC or instructor's consent.)

### ADST 4113 Physiology and Pharmacology of Addiction

Examines the physiological effects and biopharmaceutics of alcohol and other drugs, especially as to tolerance, withdrawal and addiction patterns. HIV, AIDS, STDs and addiction related pathology are also covered. (Prerequisite: Enrollment in CPAC or instructor's consent.)

### ADST 4123 Counseling of Addictive Behavior I

An introductory course focusing on counseling issues, skills and knowledge, progressing to applied counseling skills for substance abuse and addiction issues. (Prerequisite: Enrollment in CPAC or instructor's consent.)

### ADST 4133 Sociology of Addictive Behavior

A study of social issues and patterns related to substance abuse, with particular focus on interaction between co-laterals and the dependent person. Family theory, intervention and counseling will be investigated. (Prerequisite: Enrollment in CPAC or instructor's consent.)

### ADST 4203 Treatment of Addictive Behavior

A study of the patterns of addiction for various sub-groupings of society as well as society as a whole. This course is a survey of current models of prevention and intervention in substance abuse. It is designed to provide a practical understanding of how to help a client arrive at sobriety in both religious and secular programs. (Prerequisite: Enrollment in CPAC or instructor's consent.)

### ADST 4213 Professional Treatment Skills

A survey of law, documentation, protocol, ethics, recordkeeping and management issues related to program development and management. (Prerequisite: Enrollment in CPAC or instructor's consent.)

### ADST 4223 Human Services

Case management, program development and management, as well as clinical supervision will be studied along with specific case presentation skills such as screening, assessment, crisis intervention and referral. (Prerequisite: Enrollment in CPAC or instructor's consent.)

### ANTH 2113 Religion and Culture

Examination of the forms and functions of the religious urge in different cultures, the so-called "primitive" religions and actual folk practices—often in sharp contrast to official dogma associated with the great religions including Christianity.

### ANTH 3103 Culture and Personality

Anthropological insights into the structuring of individual human personality by cultural factors. Examines child-rearing practices, social/national character, values, mental health and deviance, and psycho-cultural change. Moderate writing requirement. (Prerequisites: PSYC 1103 General Psychology and ANTH 1103 Cultural Anthropology).

### ANTH 3703 Linguistics

This course presents a study of language in a social/cultural context including morphology (the structure of words), grammar and semantics (the structure of meaning in communication), and phonetics and phonology (sound systems in language). Particular focus is placed on the structure of English with comparisons to other language systems. Skills acquired in this course may be applied to language acquisition and teaching English as a second language. Note: Candidates taking this course to apply toward the subject matter competency requirement for a CTC-approved major, or a California teaching credential requirement must receive a grade of C or higher.

### ANTH 4103 Cultural Change and World Problems

Survey of the dynamics of culture change and the role of change agents, including pastors, missionaries, commercial agents and civil authorities. Selected current world problems and crisis situations are examined in the light of culture change processes. Heavy writing requirements, oral presentation required.

### ANTH Special Courses

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

## BIBL—Bible

### BIBL 1103 Old Testament

Four frameworks will be utilized in the study of the Old Testament, in order to provide a sound grasp of its message: historical, literary, canonical and theological. (Prerequisite for all other Old Testament courses)

### BIBL 1203 New Testament

Four frameworks will be utilized in the study of the New Testament, in order to provide a sound grasp of its message: socio-historical, literary, canonical, and theological. (Prerequisite for all other New Testament courses)

### BIBL 2203 The Life and Teachings of Jesus

An analysis is made of the gospel materials with a view to establishing a life of Christ. Special emphasis is given to the teachings of Jesus in their historical and contemporary contexts.

### BIBL 2303 The Life and Literature of Paul

A study of the life (Acts), literature (epistles), and thought (theology) of the Apostle Paul within its historical and cultural setting. Concentration is given to Paul's masterpiece (Romans), examining its content, structure, and contemporary application.

### BIBL 3203 Johannine Literature

A detailed investigation of the gospel and three epistles of John. In addition to a thorough exegesis of these books, consideration will be given to John's unique style in contrast to the synoptic gospels and distinctive contribution to the life of Christ and to guidelines for Christian living.

### BIBL 3213 Paul and Spiritual Development

A study of spiritual development using the life and ministry of the Apostle Paul as a model. Special attention will be given to understanding the stages of spiritual development of Paul and the implications of Church Leaders. (Prerequisite: BIBL 1203 New Testament and THEO 2113 Introduction to Spiritual Formation.)

### BIBL 3313 Prison Epistles

This course includes Paul's prison epistles, consisting of Colossians, Philippians, Ephesians, and Philemon. These four Pauline works are given careful and thorough investigation.

### BIBL 3403 Pentateuch

This course deals with historical, literary and theological issues in the first five books of the Bible.

### BIBL 3413 Old Testament Historical Books

This course covers the books of the Protestant Canon from Joshua - Esther.

### BIBL 3503 The Major Prophets

An introductory study of Biblical prophecy with a systematic investigation of the three major prophets: Isaiah, Jeremiah and Ezekiel. Consideration is given to historical backgrounds and the contributions of each prophet to developments in Old Testament thought.

### BIBL 3513 The Minor Prophets

The minor prophets are each considered and expounded in the light of their distinctive messages, time and place of ministry, and circumstances of writing.

### BIBL 3603 Hermeneutics I

A study of the science and laws of Biblical exegesis and interpretation. The principles, methods, and rules by which a true and exact meaning of the Scriptures may be ascertained are established and classified. Focus will be put on qualifications of an interpreter, the Holy Spirit's role, the history of interpretation and inductive Bible study. The first half of an extensive analytical paper will be expected on a New Testament paragraph.

### BIBL 3613 Hermeneutics II

A continuation of Biblical exegesis and interpretation with an emphasis on special hermeneutics (parallels, types, symbols, numerics and genres) and expository preaching. The second half of the exegetical paper and a sermon will be required of the passage selected in BIBL 3603 Hermeneutics I.

### BIBL 3703 Revitalization Spiritualities

This class is designed to introduce students to Biblical texts that reveal the impulses toward revitalization (renewal) within ancient communities of faith. A "close reading" of selected OT and NT texts will disclose particular aspects and dynamics of revitalization as experienced and expressed within the spirituality of a community of believers. Our study will be informed by insights from the sociological and anthropological literature on revitalization movements. The study presents students with a foundational understanding of the element of spiritualities of revitalization and a perspective that will facilitate their engagement in the contemporary world of ministry and scholarship.

### BIBL 4213 Acts

A comprehensive study of the origin and nature of Apostolic Christianity, as a Jewish community, through its early development beyond this Jewish background. Special attention will be given to the role of the Holy Spirit in this process.

### BIBL 4313 Hebrews and General Epistles

Hebrews consists of a detailed study of the fulfillment of Old Testament types and institutions in the person and work of Christ. The distinctive message and content of selected general epistles are carefully considered, including James and the two epistles of Peter.

### BIBL 4403 Poetic Literature

An introduction to the character of Hebrew poetry prepares the student for the study of the five great Old Testament poetic writings, and investigation of Old Testament wisdom prepares for the study of the three Old Testament wisdom books. While each writing is studied in its historical setting, attention is also given to the spiritual and moral lessons which apply to contemporary society.

### BIBL 4703 Apocalyptic Literature

This is a study of Daniel and Revelation. After a brief exposure to this literary genre both inside and outside the Bible, an analytical study of Daniel is made in connection with its historic setting and prophetic prediction. The prophetic of the Revelation are studied in detail and comparisons are made with predictions of Daniel.

### BIBL Special Courses

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

## BUSI—Business

### BUSI 1103 Principles of Management

Discusses the development of an integrated concept of principles of management which have general applicability to all types of organizations. A study of principles involved in the functions of planning, organizing, staffing, directing and controlling an organization. An introduction to basic management philosophy and the decision-making process.

### BUSI 1113 Introduction to Business

A basic survey of the scope, function, and organization of contemporary business with an emphasis on the careers available within the world of business. This course will be of interest to both business majors and other students.

### BUSI 1203 Computer Applications of Business I

The theory and practice of the major uses of computers in business. Particular emphasis on hands-on experience with word processing, spreadsheets, database management, and presentation graphics. Discussion of the evaluative process in selecting both software, hardware, and peripheral products.

### BUSI 1223 Quantitative Business Methods

Prerequisite: The college general education math requirement, MATH 2403. Provides the student with experience in the mathematical applications unique to the business worlds of retailing, banking, and finance.

### BUSI 2103 Macroeconomics

An introduction to the principles of economic analysis, economic institutions, and the issues of public policy. Includes analysis of the national economy, money and credit, income, employment, prices, and monetary and fiscal policies.

### BUSI 2113 Microeconomics

An introduction to the economics of private enterprise and resource allocation, including the theories of supply and demand, elasticity, factors of production, price and output determination under various market structures, market equilibrium. Also includes discussion of wages, rent, interest, profits, and income together with their functions in the market system.

### **BUSI 2123 Personal Financial Management**

A discussion of individual and family management of budgets, bank accounts, loans, credit, insurance, real estate, investments, and retirement. Provides students with an integrated perspective to managing one's personal financial affairs. This course will be of interest to both business majors and other students.

### **BUSI 2203 Principles of Accounting I**

An introduction to the basic assumptions which underlie contemporary accounting with emphasis on the fundamental procedures used in preparing journals, ledgers, and financial statements. Discusses the various uses of accounting data in management and decision-making.

### **BUSI 2213 Principles of Accounting II**

Prerequisites-Quantitative Business Methods and Principles of Accounting I. A study of accounting principles pertaining to partnerships and corporations. Payroll and some tax issues will also be discussed. Introduction to manufacturing and cost accounting is included.

### **BUSI 3103 Legal Aspects of the Business Process (Business Law I)**

Prerequisites-Financial Management, Organizations and Organizational Behavior and Management. An examination of the law and its historical development, courts and procedures, and basic legal principles as they relate primarily to business ethics, business crimes, product and service liability, warranties, business organization and operation, insurance, property, contracts, commercial paper, and sales of real and personal property.

### **BUSI 3113 Managerial Accounting**

Prerequisites-All lower division core requirements. A study of the principles of cost accounting, cost determination, procedures, control and analysis of cost, and managerial problems which depend upon cost accounting for adequate solutions. Specifically preparing students to carry out three essential functions in organizations; 1) Planning operations, 2) controlling activities, 3) decision-making.

### **BUSI 3203 Computer Applications of Business II**

Prerequisite-Computer Applications of Business I. Emphasizes continuing hands-on experience with word-processing, spreadsheets, database management, and presentation graphics. Introduction to network issues, internet activities, and integration of communication and information technologies as specifically applicable to the business community.

### **BUSI 3303 Marketing Management**

Prerequisites-Macroeconomics and Principles of Management. An introduction to fundamentals involved in the marketing process, including the functions, institutions, channels of distribution for goods and services from manufacturer to consumer. Includes discussion of the behavior of firms in the competitive economy as related to the retail and wholesale markets, pricing models, and government regulation.

### **BUSI 3333 Statistics**

Prerequisites-Math 2403 and Quantitative Business Methods. This course is an introduction to techniques for the treatment of data in the social and behavioral sciences, business, and education. Among the topics discussed are frequency distributions, percentiles, measures of central tendency, variability, the normal curve function and probability, simple correlation analyses, and some application of sampling theory. Also discussed is the use of the t-statistic as well as an introduction to Analysis of Variance models.

### **BUSI 4103 Organizational Behavior and Management**

Prerequisites-Introduction to Business and Principles of Management. An examination of organizational behavior, principles of leadership and their application to group settings. Emphasis will be placed on organization and work design, goal setting, reward systems, managing change, theories of motivation, role of power, and decision-making.

### **BUSI 4123 International Business**

Prerequisites-All lower division business core requirements, Marketing Management, Financial Management of Organizations. This course provides an introduction to the complexities of the globalization issues. Attention will be directed to multinational marketing and the issues of cross-cultural communication. International finance and international economics will be discussed. The complexities created by the significant differences in national laws and customs will be explored.

### **BUSI 4203 Management Information Systems**

Prerequisites-All lower division core requirements and Computer Applications of Business II. A study of business systems and the role of technology in contemporary business organizations. Topics include timeliness of information processing and dissemination, the obsolescence of technological equipment and its impact on businesses, the use of technology for strategic planning and implementation.

### **BUSI 4213 Financial Management of Non-Profit Organizations**

Prerequisite-Permission of instructor. This course is designed for both religion majors and business majors to gain a comprehensive theoretical foundation underlying the appropriate church/non-profit organization financial administration. Simultaneously, emphasis is given in providing practical, hands-on information and procedures to be integrated with the theoretical foundation. There exists an assumption in this course that it is God's business being discussed and therefore requires excellence in performance and the very highest integrity.

### **BUSI 4223 Quantitative Analysis**

Prerequisites-All lower division core requirements, Computer Applications of Business II, and Statistics. The application of quantitative methods to enhance decision-making. Emphasis is placed on decision theory, advanced linear programming, game theory, PERT, forecasting, queuing, simulation, and Markov analysis.

### **BUSI 4233 Business Policy and Strategic Management**

Prerequisites-All lower division business core requirements and most upper division business core requirements. Student may be taking some upper division core requirements concurrent to this course. Clearance should be obtained from the instructor. This course is the capstone course for the business major. It is designed to allow the business major the opportunity of integrating the knowledge obtained from accounting, economics, finance, marketing, organizational and personnel management into coherent analytic skills on case studies approximating real world business situations.

### **BUSI 4243 Financial Management of Organizations**

Prerequisites-Quantitative Business Methods, Principles of Accounting I and II, and Personal Financial Management. A study of basic principles and theories of business finance, including cash flow analysis, working capital management, capital budgeting, investment activities, credit management, mergers, acquisitions, reorganizations, and liquidations. Includes discussion of financial principles and practices related to business corporations, identifying methods, instruments, control factors in raising, administering, distributing funds and the sources and uses of financial information.

### **BUSI 4303 Legal and Ethical Environment of Business (Business Law II)**

Prerequisites-Legal Aspects of the Business Process. This course explores the historical, philosophical, and religious bases of legal systems, the ethical posture of law as related to the moral dimensions of an economic complex, and the policies and implementation procedures of federal, state, and local regulatory agencies.

### **BUSI 4903 Business Internship I**

Prerequisites-All lower division business core requirements, may be taking some upper division core requirements concurrently. Must have permission of instructor. This is actual work experience in a business firm providing an opportunity to integrate classroom learning in practical application under direct supervision. The work assignment is in the area of the student's major interest. Students are required to do outside reading.

### **BUSI 4903 Business Internship II**

The job obtained for Business Internship I may be continued for a second semester for additional credit with the permission of the instructor and mutual consent of the employer. An entirely different job can be used for Business Internship II with the same requirements as are found in Business Internship I.

### **BUSI 4952 Leadership and Total Quality Management**

Prerequisites-All lower division core requirements. This course explores the multifaceted world of leadership and its contemporary application. The dynamic developments of Total Quality Management (TQM) and its integration into the functions of business will be examined.

### **CDVL—Child Development**

#### **CDVL 1103 Introduction to Early Childhood Learning**

This course provides an overview of careers which involve working with young children. Students are exposed to current issues and trends in early childhood education as compared to the historical progression. Major leaders in the field of early education are presented as they relate to specific issues. Further, students will examine each developmental aspect of the growing child as related to the learning environment. Diversity and intercultural awareness are integral to course content.

#### **\*CDVL 1203 Program and Curriculum Development**

These courses fulfill the requirements with the state of California for the Child Dev. Assoc. Certification. This course offers the student comprehensive study and practice in the preparation of developmentally appropriate curriculum for children birth through age eight. Curricular areas will include language, mathematics, science, motor, art and literature, and social-emotional development. Specific topics will include: scope and sequence, goals and objectives, practical presentation, and assessment. A concurrent, two hour per week lab session provides the forum for the student to implement learned methods. Lab fee required.

#### **CDVL 1312 Health and Nutrition**

This course presents both the science of proper nutrition and the application of nutritional principles to children. Students are provided the opportunity to evaluate nutritional and health practices for children from birth through adolescence. Cross-cultural health care and safety issues for children, related to societal structures, are integrated throughout course content.) May be taken concurrently with CDVL 1321.

#### **CDVL 1321 Motor Development**

This course prepares the student to develop programs which enhance the child's gross and fine motor skills. Specific areas of motor development are addressed in conjunction with practical application in the preschool setting. To be taken concurrently with CDVL 1312.

#### **\*CDVL 1413 Child, Parent, and Community Relations**

Involvement with parents and the community is key to the successful implementation of any early childhood program. This course presents practical methods for working effectively with parents as well as techniques for involving them in the educational process. Specifics of developing parent education programs, conferencing, and effective communications are each developed throughout the semester.

#### **CDVL 2323 Infant and Toddler Development**

This course presents an overview of the developing child from conception through age three. Specifically the course will examine how the child develops through the various stages and factors which enhance or inhibit development. Students will be exposed to a variety of techniques for working with infants and toddlers beginning at birth and will be trained in the development of curriculum and activities for individual as well as group programs.

\*These courses fulfill the requirements with the State of California for the Child Development Associate Certification.

#### **\*CDVL 3203 Administration and Supervision of Early Childhood Programs**

This course provides an overview of administrative and supervisory programs for young children. Such areas as development of philosophy and curriculum along with establishing the appropriate environments are discussed. Students also are guided to issues relating to staff development, working effectively with parents, financial management and the day-to-day management of child care programs. California state regulation for child care programs, Title 22, is presented and addressed throughout the course of the semester.

#### **CDVL 3213 Sensorial Education**

This course in sensorial education covers the theory and use of the five senses as an approach to educating children. These activities are used with young children to develop and design sensory perception, language, movement, independence and social development and are easily applied to cross cultural settings. Specifics such as the use of sensory and practical life materials, are presented. A basic component of this course is the Montessori method. This is a hands-on class where by students will actively participate in the development of learning activities. Lab fee required.

#### **CDVL 3973 Supervised Field Work**

This course may be taken in segments of 3 units each in a given semester and requires a minimum of 7 hours per week (morning only) working in the ECLC laboratory school. The student will work under the supervision of the preschool director as well as the Child Development program director. Throughout the assignment, the student will experience first hand the task of the teaching in early childhood settings. Students will be involved in the total planning and implementation of the children's programs and will be afforded the opportunity to learn from experienced teachers. (Prerequisite: CDVL 1103 Introduction to Child Development, CDVL 1203 Program and Curriculum Development, CDVL 1413 Child, Parent and Community Relations and PSYC 2103 Child Growth and Development.) Lab fee required. This course may be repeated once for credit.

#### **CDVL 4806 Domestic Student Teaching and Internship**

After the completion of the core child development courses, including supervised field work, the student will be placed in an early childhood program. This experience lasts from 8 to 10 weeks. The student will assist in the teaching process including the development of curriculum and activities. Further, the student will learn about the children and families and how to meet their educational and spiritual needs.

#### **CDVL 4856 International Student Teaching and Internship**

After the completion of the core child development courses, including supervised field work, the student will be placed at an overseas school. This experience lasts from 8 to 10 weeks. The student will assist in the teaching process including the development of curriculum and activities. Further, the student should learn about the children and families in that specific culture and how to meet their educational and spiritual needs.

#### **CDVL Special Courses**

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

### **CHST—Church History**

#### **CHST 1103 Church History**

The history of the Christian Church will be studied according to the four major periods of the Early Church, Medieval Church, Modern Church, and Contemporary Church, with consideration of the expansion, movements and leaders, councils, creeds, doctrines, societal dynamics, within each period. (Prerequisite for all other Church History courses)

### CHST 2103 History of Christian Spiritualities I

(2nd-12th centuries) Building on basic church history, this class will pursue some of the primary themes and expressions of spiritual life within the church's history. We will consider spiritual tradition as lived out in the lives of individuals, communities of faith and revitalization movements during the second century and through the twelfth century. The class will also seek to relate insights from the history of spirituality to forms of Christian spirituality as experienced and expressed in contemporary spiritualities.

### CHST 2113 History of Christian Spiritualities II

(13th-20th centuries) This class is the second part of History of Christian Spiritualities. It focuses on the 13th-20th centuries. (See description of CHST 2103 History of Christian Spiritualities I). CHST 2103 History of Christian Spiritualities I is not a prerequisite.

### CHST 2123 Pentecostal Doctrine and History

A course which presents Pentecostalism through the perspective of doctrine and history, with a special focus on the Assemblies of God. Special attention is given to unique contributions Pentecostalism has made to Christianity. Students will examine current trends, challenges, opportunities, issues and growth patterns within Pentecostalism. (Prerequisite: CHST 1103 Church History)

### CHST 2213 History of Pentecostal Spiritualities

The class will explore the rich variety of the burgeoning spiritual tradition commonly called the 20th century Pentecostal (and/or Charismatic) movement. It will examine the traditions of spirituality as lived by (experienced and expressed) individuals and communities of faith. Our investigation will focus upon the historical expressions and development within the movement as well as contemporary presentations of Pentecostal/Charismatic spirituality.

### CHST 2223 History of Protestant Spiritualities

This class will examine the 16th century roots of the Protestant spiritualities. Tracing the development of the of the four main Protestant European forms (Lutheran, Reformed, Anabaptist, Anglican), we will outline the development of other Protestant spiritualities as they emerge in the succeeding centuries. Special attention will be given to characteristics of Protestant spiritualities (e.g., Puritan, Quaker, Baptist, Methodist, Frontier/Revivalist, Pentecostal) within North America as they (re)formed and matured.

### CHST 3103 Contemporary Spiritualities

This class will give an overview of spiritualities of the twentieth century as expressed and experienced within a variety of spiritual traditions, including the major forms of Christianity (Protestant, Roman Catholic, and Orthodox), and particular variations within the primary forms. We will examine representative literature as a means to understand the spiritualities of this century.

### CHST Special courses

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

### CLDR—Church Leadership

#### CLDR 1103 Pentecostal Ministry and Leadership

A course which explores the question, what is Pentecostal ministry and leadership? Special attention will be placed on practical matters associated with being a Pentecostal minister. Students will be encouraged to discover and affirm their own ministry giftings. This course also will present the principles necessary for effectively working with people, for management and entrepreneurial leadership, for taking initiative within one's assignment, and for developing proper work ethic within the context of Pentecostal ministry.

#### CLDR 1203 Ministry and leadership

A course which addresses the essential components regarding ministry and leadership. Special attention will be given to the foundational principles of effective ministry and leadership. The course will also examine the role of character, intercultural awareness, and professional excellence within ministry and leadership.

#### CLDR 2103 Issues in Church Leadership

A course which addresses contemporary issues in church leadership. In the first section of the course, lectures will be presented by individuals who have recognized leadership within Pentecostal/Evangelical churches and parachurch organizations. In the second section of the course, students will be required to conduct observations within local churches. Special attention will be given to examining the history, mission, vision, philosophy of ministry, programs and organizational processes within these churches.

### CLDR 2203 Evangelism

This course will include class instruction, weekly assignments and practical training in how to share and how not to share your faith. Class instruction will cover such terms as the proper use of personal testimony, handling objections, a presentation of the gospel, illustrations, do's and don'ts of witnessing, and follow-up of the new believer. Weekly assignments will include required reading, memorization of scripture, the gospel outline, illustrations, the development of a personal testimony, prayer, and building relationships with unbelievers. On-the-job training may involve visitation of referrals we receive from local churches, surveys on university campuses as well as bridges you will build with a non-Christian. Elective course, offered Fall, alternating years.

### CLDR 2273 Introduction to Church Ministries

This class will orientate adult reentry students to Church Ministries studies. Emphasis is given to adult learning theory, ministry career analysis, church Ministries degree planning, research methodology in religious studies, personality analysis in relation to ministry preparation, time management, and other issues affecting the adult reentry student. This course is a prerequisite to courses offered in the Extension Education Church Ministries program.

### CLDR 3503 Pastoral Care and Administration

A course which addresses the duties of the pastor as they relate to pastoral care and administration. In the first section of the course, special attention is given to the principles and practices of pastoral care, including hospital visitation and pastoral counseling. In the second section of the course, special attention is given to the principles and practices of pastoral administration, including legal issues, managerial accounting procedures, Assemblies of God church polity, strategic planning and assessment, development and management of volunteer workers and paid staff and community relations. (Prerequisites: PSYC 1103 General Psychology, CLDR 1103 Pentecostal Ministry and Leadership and THEO 2113 Introduction to Spiritual Formation.)

### CLDR 3613 Principles of Pastoral Counseling

A course which addresses the role of pastoral counseling with pastoral ministry. Special attention will be given to the integration of biblical standards and values within pastoral counseling. The course will also examine selected theories of personality theories, listening techniques, and various counseling methods which are compatible to the discipline of pastoral counseling.

### CLDR 4201 Seminar in Ministry

A course designed to assist students in integrating his/her studies with the requirements for ministry placement. (Prerequisite: must have senior status.)

### CLDR 4906 Pastoral Internship

A field-based course in which students demonstrate general attributes and competencies necessary for effective pastoral leadership within the local church. Other requirements for the course include the completion of selected required reports and a minimum of 300 hours of supervised field ministry within a local church.

### CLDR 4103 Introduction to Biblical Preaching

Will change according to new course description in Church Leadership program.

### CLDR Special courses

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

### CMIN — Children's Ministries

#### CMIN 1103 Principles of Children's Ministries

A course designed to survey programs, issues and philosophies relating to children's ministries. Special attention is given to current trends and requirements for effective ministry leadership within children's ministry.

#### CMIN 2313 Issues and Creative Strategies in Children's Ministries

A course which presents specific paradigms of children's ministerial programs and creative strategies in children's ministries. In the first part of the course, selected children's ministry paradigms will be presented, along with specific, preassigned issues and practical matters relating to children's ministries. In the second part of the course, creative strategies in children's ministries will be presented which incorporate such communication tools and mediums as computers, desktop publishing, Internet, web page, multi-media, sound systems, video productions, drama and music. (Prerequisite: CMIN 1103 Principles of Children's Ministries.)

#### CMIN 2103 Child Growth and Development

See PSYCH 2103.

#### CMIN 3123 Principles & Practices to Enhance Self Esteem in Children and Adolescents

See PSYCH 3123.

#### CMIN 3913 Children's Ministries Practicum

A course which requires students to serve in an actual and specific role within a pre-approved children's ministries program. Work will be completed under the auspices of a Bethany faculty member in conjunction with a minister serving in children's ministries.

### CMIN 4943 Children's Ministries Senior Project

A course which requires students to construct a project that helps demonstrate that the objectives of the Children's Ministries component of the program has been successfully fulfilled. Furthermore, the requirements for the project will be constructed so that students can demonstrate that they have properly integrated the Children's Ministries core with the Church Leadership Core.

### CMIN Special Courses

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

### ECON—Economics

#### ECON 1103 Consumer Economics/Personal Finance

This course is a survey of financial information necessary for the modern world. Included will be tax forms, bank accounts and loans, equity, life insurance and the stock market. Light writing requirement.

#### ECON 2103 Macroeconomics

See BUSI 2103

#### ECON 2113 Microeconomics

See BUSI 2113

#### ECON Special courses

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

### EDUC—Education

#### EDUC 1001 Study Skill Tutorial—Basic

This course is designed to provide students with an opportunity to develop their study skills to a level of competence which will ensure success in college level course work. Study strategies are discussed and applied in both a classroom and laboratory setting.

#### EDUC 1002 Study Skills—Advanced

This course is designed as a continuation of the Study Skills Tutorial for those students who desire to continue to develop their academic skills. Completion of Study Skills I is required.

#### EDUC 1102 Issues in Education for Adult Learners

This course is required for enrollment in the External Degree Program (EDP). Emphasis will be given to adult learning theory, adult learning needs, career analysis, degree planning, research methodology, distance learning procedures, self-esteem, time management, stress management, nutrition and exercise strategies for adults. Individualized projects are required.

### EDUC 1200 Future Teachers' Seminar

This course is designed to provide students interested in going on into teaching as a profession information on California credential requirements, the realities of the teaching profession, subject matter competency requirements, and self-assessment skills related to their match for the profession. (May be taken more than once)

### EDUC 1201 Introduction to Computers: Education Lab

This course will provide students the opportunity to utilize and evaluate computer technology, including evaluation of educational software and learning strategies for inclusion of computer technology in classroom instructional procedures. Lab fee required, unless enrolled concurrently with EDUC 1202 Introduction to Computers. (Prerequisite: completion of, or concurrent enrollment in EDUC 1202 Introduction to Computers, or its equivalent) *3*

### EDUC 1202 Introduction to Computers

See BUSI 1202. *ACTUALLY BUSI 1203*

### EDUC 3201 Issues in Education

Current topics in the field of education, such as diversity, AIDS, national standards, and assessment, will be presented and discussed in a seminar format. Juniors in the Teacher Education Program - Liberal Studies major are required to enroll in this course. In this course students begin work on their Senior Portfolio and Senior Thesis. During the senior year students complete and present these projects in the required course, ENGL 4101 Writing Lab.

### EDUC 4102 Historical Perspectives and Contemporary Issues in Education

See EDUC 5102 for course description.

### EDUC 4113 Teaching Reading and the Language Arts

See EDUC 5113 for course description.

### EDUC 4203 Linguistics for Educators

See EDUC 5203 for course description.

### EDUC 4502 Educational Psychology

This course is designed to provide the candidate with information on research and theorists related to the cognitive, affective, social and personal development of all students, including those from diverse ethnic, cultural, linguistic, and racial backgrounds. Emphasis is placed on the application of research to the establishment of a classroom environment which will produce optimum learning for all students. This includes the study of psycho-social and environmental factors influencing the development of language for both first- and second-language learners. Prerequisite: Acceptance into the Teacher Education Credential Program, or written approval of Academic Advisor. Note 1: Satisfactory completion of this course with a C grade or higher is one prerequisite for EDUC 5909 Student Teaching or EDUC 5899 Student Teaching (CLAD Emphasis). Note 2: Candidates desiring recommendation for a California teaching credential must maintain a B average in all course work.

### EDUC 4511 Psychology of Health

Health is defined as a state of complete physical, mental, social and spiritual well being. Within this framework, such topics as family life, nutrition, AIDS and STDs and the use and abuse of alcohol, tobacco and drugs will be addressed. Course work is designed to provide both personal knowledge and strategies applicable to an educational context. Prerequisite: Acceptance into the Teacher Education Credential Program, or advanced class standing. Spring yearly.

### EDUC 4703 Curriculum and Instructional Design

See EDUC 5703 for course description.

### EDUC 4743 Teaching in a Multicultural Setting (Multiple Subjects)

See EDUC 5743 for course description.

### EDUC 4921 Supervised Field Practicum (CLAD emphasis)

See EDUC 5921 for course description.

### EDUC 5101 Computer Literacy for Teachers

This course focuses on the use of computer hardware and software, computer terminology, operation and care of computer related hardware, troubleshooting techniques, utilization of word-processing skills effectively in a variety of formats, and email basics. This course is a prerequisite for EDUC 5201 Technology & Society, EDUC 5211 Data Bases & Spreadsheets for Teachers, and EDUC 5221 Presentations, Home pages, and Web based Instructional Applications.

### EDUC 5102 Historical Perspectives and Contemporary Issues in Education

In this course students will examine the social and political organization of schools, and be introduced to key historical figures and philosophies of education. The legal foundations for educational practices, including service to immigrants, bilingual education, and other factors related to serving a diverse cultural, racial, and linguistic population will also be examined. The historical, political, legal, and social context will be utilized in examining contemporary issues within schools including segregation, bilingual education, demographic changes, AIDS, community relations, gangs, and other concerns. Note 1: Satisfactory completion of this course with a grade of "C" or higher is required for consideration in making a recommendation for a California teaching credential. Note 2: Candidates desiring recommendation for a California teaching credential must maintain a "B" average in all course work.

### EDUC 5113 Teaching Reading and the Language Arts

This course involves a study of various approaches to teaching reading, listening, speaking, and writing skills as interrelated processes. Emphasis is on providing the knowledge base and instructional skills necessary to teach reading at various grade levels, to all students including English language learners, speakers of non-mainstream English, and students with special needs. Topics included are: phonemic awareness, phonics, word identification strategies, spelling, vocabulary, literature, written expression, assessment strategies, study strategies, comprehension, and other issues relevant to the reading and language instruction within current realities of the K-12 classroom. Prerequisite: Acceptance into the Teacher Education Credential Program. Note 1: Satisfactory completion of this course with a grade of "C" or higher is one of the prerequisites for EDUC 5909 Student Teaching (CLAD or EDUC 5899 Student Teaching (CLAD Emphasis)). Note 2: Candidates desiring to be recommended for a California teaching credential must maintain a "B" average in all course work.

### EDUC 5143 Human Relations and Crosscultural Skills for Educators

Techniques for working collaboratively with colleagues and community groups, in conjunction with problem solving and conflict resolution strategies, will be presented in relation to the educational context. Emphasis will be on working within the diverse social milieu of the contemporary public school environment. Prerequisite: Acceptance into the Master of Arts in Education program with teaching credential.

### EDUC 5201 Technology and Society

This course will address the historical, social, ethical and legal issues related to implementing computer-based technology in the teaching-learning environment. Key topics will include: the history of computers, including the industrial and social implications; copyright issues; limiting student access to the Internet; ethical concerns related to computer software and Internet use including such issues as appropriate use of chatrooms, confidentiality of records on students, Acceptable Use Policies (AUP), and the evaluation of Internet sites and software in relation to bias, authenticity, and reliability of information and sources. Course strategies will include lecture, video, and hands-on activities including evaluation of software and Internet sites. Prerequisites: Acceptance into the Teacher Education Program and EDUC 5101 Computer Literacy for Teachers (or equivalent). Lab fee required.

### EDUC 5203 Linguistics for Educators

This course presents a study of language in a social/cultural context including morphology (the structure of words), grammar and semantics (the structure of meaning in communication), and phonetics and phonology (sound systems in language). Particular focus is placed on the structure of English with comparisons to other language systems. Skills acquired in this course are applied to the educational context. Issues specific to classroom teaching of both primary and secondary language learners are discussed. Prerequisite: Acceptance into the Teacher Education Program or by approval of instructor. Note: Candidates taking this course for a California teaching credential requirement must receive a grade of "C" or higher.

### EDUC 5211 Data Bases and Spreadsheets for Teachers

This course presents the necessary skills and information needed to effectively develop and utilize data bases and spreadsheets for a variety of classroom applications, including grading, curriculum planning, communication with parents, and instruction. Software and web sites will be evaluated to determine sources of reliable and valid data. Prerequisites: Acceptance into the Teacher Education Program, EDUC 5101 Computer Literacy for Teachers (or equivalent) and EDUC 5201 Technology and Society. Lab fee required.

### EDUC 5221 Presentations, Home Pages, and Web-based Instructional Applications

This course provides students with the necessary knowledge and skills to develop classroom presentations utilizing computer-assisted media tools, to design and implement lesson and classroom learning activities utilizing web-based resources, and to design, develop and maintain a classroom home page. Emphasis will be on helping teacher candidates become critical and reflective users of technology in the instructional process, including assessment of instructional effectiveness, student progress, and personal presentation skills. Prerequisites: Acceptance into the Teacher Education Program, and EDUC 5211 Data Bases and Spreadsheets for Teachers (or equivalent) Lab fee required.

### EDUC 5313 Educational and Psychological Assessment

This course provides for an overview of key issues related to test development and administration. Psychological measurements, teacher-made tests, and standardized tests, are discussed. Application of this information for use in an educational setting is presented. Prerequisite: Acceptance into the Teacher Education Program or by approval of instructor.

### EDUC 5333 Statistics for Educators

This course is an introduction to techniques for the treatment of data in the social and behavioral sciences, including an emphasis on application to the field of education. Among the topics discussed are frequency distributions, percentiles, measures of central tendency, variability, the normal curve function and probability, simple correlation analysis and some application of sampling theory. Also discussed is the use of the t-statistic as well as an introduction to simple analysis of variance models. (Prerequisites: MATH 2104 Intermediate Algebra, or equivalent; selection into the Teacher Education Program; or consent of instructor.)

### EDUC 5401 Classroom Management

This course focuses on practical strategies for maintaining a productive learning environment and promoting educational equity among students with different ethnic, gender, socioeconomic, and handicapping conditions. Topics covered include: effective use of cooperative learning strategies; establishing a positive emotional climate within the classroom; developing classroom rules, expectations, procedures, and consequences for behavior; developing humanistic and behavioral systems to motivate students; and developing an effective physical environment. Prerequisite: Acceptance into the Teacher Education Program.

### EDUC 5502 Educational Psychology

This course is designed to provide the candidate with information on research and theorists related to the cognitive, affective, social and personal development of all students, including those from diverse ethnic, cultural, linguistic, and racial backgrounds. Emphasis is placed on the application of research to the establishment of a classroom environment which will produce optimum learning for all students. Prerequisite 1: Acceptance into the Teacher Education Credential Program and/or M.A. in Education Program, or written approval of Academic Advisor. Prerequisite 2: PSYC 2103 Child Growth & Development or PSYC 3113 Adolescent Psychology or permission of instructor.

Note 1: Satisfactory completion of this course with a "C" grade or higher is one prerequisite for EDUC 5909 Student Teaching or EDUC 5899 Student Teaching (CLAD Emphasis). Note 2: Candidates desiring recommendation for a California teaching credential must maintain a "B" average in all course work.

### EDUC 5511 Psychology of Health

Health is defined as a state of complete physical, mental, social and spiritual well being. Within this framework, such topics as family life, nutrition, AIDS, and STDs and the use and abuse of alcohol, tobacco, and drugs will be addressed. Course work is designed to provide both personal knowledge and strategies applicable to an educational context. Spring yearly. Prerequisite: Acceptance into the Teacher Education Credential Program and/or M.A. in Education Program or advanced class standing.

### EDUC 5603 Education and the Exceptional Child (Mainstreaming)

An introductory course designed to familiarize students with the characteristics of, and educational provisions for, all types of exceptional children. This course provides an understanding of psychological characteristics, cognitive styles, behavior patterns, and learning problems evidenced by exceptional students. Emphasis is placed on developing teaching strategies to maximize student learning within the mainstreamed classroom. (California Teaching Commission's requirements for credential.) Prerequisite: Acceptance into Teacher Education Program or by approval of instructor.

### EDUC 5671 Leadership Seminar I

The first of three seminars provides a theoretical overview of the essential principles and skills necessary to organize and administrate educational programs within a variety of organizational structures. Special attention will be given to the application of learning theories to leadership in education within the Christian church, para-church, school, profit and non-profit organizational setting. Prerequisite: Acceptance into M.A. in Education or permission of instructor.

### EDUC 5681 Leadership Seminar II

The second seminar moves from theoretical constraints to begin to address concrete challenges pertaining to actual administration of viable educational programs. Accreditation policies, state and federal laws and other regulations concerning governmental requirements are discussed from an educational perspective. Prerequisite: EDUC 5881 Leadership Seminar I and Acceptance into M.A. in Education or permission of instructor.

### EDUC 5691 Leadership Seminar III

The third and final seminar addresses community, parent, faculty, employee and board relations and the challenges that arise out of those interactions. Basic leadership policies and administrative management tools are presented and critiqued. Prerequisite: EDUC 5881 Leadership Seminar I, EDUC 5891 Leadership Seminar II and Acceptance into M.A. in Education or permission of instructor.

### EDUC 5703 Curriculum and Instructional Design

This course provides candidates with the knowledge to develop effective teaching skills through analysis of their students and the subject matter. Students look at the curriculum in relation to family issues, state and national curricular goals, and demographic issues. Planning of curricula for a student population having diverse cultural, linguistic, racial, ethnic, and socioeconomic groups, as well as students with handicapping conditions, is the focus of the course. Within the social milieu, emphasis is placed on designing effective lessons, units of study, a semester plan, and effective evaluation strategies. Prerequisite: Acceptance into the Teacher Education Credential Program and/or M.A. in Education Program. Note 1: Satisfactory completion of this course with a "C" grade or higher is one prerequisite for EDUC 5909 Student Teaching or EDUC 5899

Student Teaching (CLAD Emphasis). Note 2: Candidates desiring to be recommended for a California teaching credential must maintain a "B" average in all course work.

### EDUC 5723 Socio-Psychological Issues in Second Language Acquisition

This course provides an overview of the social and psychological issues in second language acquisition, including the political and pedagogical factors affecting the first and second language development. It includes the study of theories and methods of bilingual education and programs for English learners. Note 1: Satisfactory completion of this course with a grade of "C" or higher meets one of the requirements for a CLAD certificate. Note 2: Prerequisite or concurrent enrollment: Linguistics, six semester units of foreign language learning (or equivalent), EDUC 5733/5743 Teaching in a Multicultural Setting, and acceptance into the Teacher Education Credential Program and/or M.A. in Education Program, or written approval of the Director for non-mainstreaming students. Note 3: Candidates desiring to be recommended for a California teaching credential must maintain a "B" average in all course work.

### EDUC 5733 Teaching in a Multicultural Setting (Single Subjects)

This course focuses on theories and methods of teaching and methods of teaching for limited-English proficient students, including programs used in bilingual classrooms. It includes strategies for teaching content in and through English using SDAIE methodologies, focusing on various ESL methods such as total physical response, communicative, and content area instruction. State requirements and methods of assessment appropriate for limited-English proficient students are included. The nature of culture and its manifestations are studied. Prerequisite: Acceptance into the Teacher Education Credential Program and/or M.A. in Education Program. Note 1: Satisfactory completion of this course (or EDUC 5743) with a "C" grade or higher is one prerequisite for EDUC 5899 Student Teaching with a CLAD emphasis. Note 2: Candidates desiring recommendation for a California teaching credential must maintain a "B" average in all course work. Note 3: Meets CLAD certificate requirement for SDAIE methodologies.

### EDUC 5743 Teaching in a Multicultural Setting (Multiple Subjects)

This course focuses on theories and methods of teaching for limited-English proficient students, including programs used in bilingual classrooms. It includes strategies for teaching content in and through English using SDAIE methodologies, focusing on various ESL methods such as total physical response, communicative, and content area instruction. State requirements and methods of assessment appropriate for limited-English proficient students are included. Prerequisite: Acceptance into the Teacher Education Credential Program and/or M.A. in Education Program. Note 1: Satisfactory completion of this course (or EDUC 5733) with a "C" grade or higher is one prerequisite for EDUC 5899 Student Teaching

with a CLAD emphasis. Note 2: Candidates desiring recommendation for a California teaching credential must maintain a "B" average in all course work. Note 3: Meets CLAD certificate requirement for SDAIE methodologies.

#### **EDUC 5751 Strategic Planning I: Planning**

The first of three modules, this course concentrates on the use of Strategic Planning for the administration of an effective program in a generic organizational context. This phase provides an overview of the planning process. Issues such as History and Background, Purpose, Environmental Analysis (Internal & External), Strengths and Weaknesses, Assumptions, Objectives & Goals, Strategies and Evaluation procedures are addressed. Over the course of the three phases students will be expected to plan, implement and assess a complete strategic plan for one department or aspect of a specific organization. Prerequisite: Acceptance into M.A. in Education or permission of instructor.

#### **EDUC 5761 Strategic Planning II: Implementation**

In this course, the second of three modules, students will learn to formulate mission and purpose statements, compile history and background for specific organizations and begin the process of defining purpose for an organization. The exploration of various resources for conducting internal and external environment analyses as well as the development of objectives and strategies for a plan's implementation are accentuated. Prerequisite: EDUC 5751 Strategic Planning I. Acceptance into M.A. in Education or permission of instructor.

#### **EDUC 5771 Strategic Planning III: Assessment**

This final module of three addresses the scope and limitations of strategic planning for realistic self-evaluation and outcomes assessment. Various means for assessing the effectiveness of the various aspects of the overall planning and implementation process are offered. Individual student plans will be presented and evaluated by the class and instructor. Prerequisite: EDUC 5751 Strategic Planning I, EDUC 5761 Strategic Planning II and Acceptance into M.A. in Education or permission of instructor.

#### **EDUC 5783 Research Design and Statistical Procedures**

This course deals with the fundamentals necessary for students to complete a comprehensive research project for the social science genre. Students will become familiar with the latest quantitative, qualitative, experimental and quasi-experimental research methodology. Attention is given to design characteristics for a research project, program evaluation, various data gathering approaches and basic statistical procedures for evaluating the data as they apply in organizational contexts, such as private schools and youth programs. Prerequisite: Acceptance into the M.A. in Education program or permission of instructor.

#### **EDUC 5823 Introduction to Research and Evaluation in Education (3 units)**

This graduate level course is designed to provide students with the skills, methodologies, and concepts necessary to carry out research within an educational context. Quantitative, qualitative, experimental, quasi-experimental, and participant observer methods will be presented. Students will become acquainted with the processes of data collection, analysis, report writing, and the utilization of technology in the research process. Prerequisite: Acceptance into M.A. in Education, or permission of instructor.

#### **EDUC 5831 Educational Research Seminar and Project I**

This graduate level course is designed to provide students with the opportunity to utilize research methodologies within the educational context. Students will develop their research proposal comprising their literature review and method section in preparation for completing their master's thesis original research project and writeup of that project. Students are required to take this course first in their thesis project sequence. This course is graded CR/NCR. Field course fee required. Before a student may sign up to take EDUC 5841 and EDUC 5851 in subsequent semesters, the Teacher Education Program Graduate Council and the Human Subjects Review Board must approve their research proposal and their thesis committee. A student may apply to be given a grade of incomplete in this course if at least one third of the coursework is completed satisfactorily, they have actively participated in all class sessions, and the extenuating circumstances preventing completion of their proposal's approval include serious extenuating circumstances. Prerequisites: EDUC 5333 Statistics for Educators (or equivalent) course with a grade of "B" or higher and passage of the Bethany College competency exam, acceptance into the Master of Arts in Education program, and approval of the Graduate Council.

#### **EDUC 5833 Educational Integration of Faith and Values**

A systematic review of spirituality from both historical and experiential perspectives is provided. Students will develop a philosophy/theology of Christian Education as it applies to integration of biblical principles, and based on general revelation in the scriptures and the example of Christ's incarnation, into curriculum, classroom management, and relationships with those in authority including teachers, administrators and school boards. The course investigates the classical spiritual disciplines of prayer, Bible study, worship, and sharing faith and their application for teaching about, and effecting spiritual formation in an academic setting. Prerequisite: Acceptance into M.A. in Education or permission of instructor.

#### **EDUC 5841 Educational Research Seminar and Project II**

This graduate level course is designed to provide students with the opportunity to utilize research methodologies within the educational context. Students will implement their research project designed in EDUC 5831 during this course. This course is graded CR/NCR. M.A. thesis fee required. Students are required to take this course second in their thesis project sequence. Prerequisites: Students must have successfully completed EDUC 5831 with a grade of CR and have been approved by the Graduate Council for Advancement to Candidacy prior to registering for this course. EDUC 5333 Statistics for Educators (or equivalent) course with a grade of "B" or higher and passage of the Bethany College Competency Exam, acceptance into the Master of Arts in Education program, approval of the Graduate Council.

#### **EDUC 5851 Educational Research Seminar and Project III**

This graduate level course is designed to provide students with the opportunity to utilize research methodologies within the educational context. Students will analyze their data from their research project, and complete the writing of their master's thesis during this course. This course is graded CR/NCR. Field course fee required. Students are required to take this course last in their thesis project sequence. Candidates who do not complete their thesis project during their first time taking this course may retake this course for up to a maximum of 5 units, taking one unit per semester. Prerequisites: EDUC 5831 and EDUC 5841 have been successfully completed and a grade of CR earned.

#### **EDUC 5853 Conceptual Foundations for Effective Outreach Programs**

A course designed to challenge the student to develop a comprehensive and practical model for organizational outreach. Using practical theology as a relevant methodology, five essential characteristics of Christian outreach are advanced for discussion, various beliefs about recruitment are analyzed in light of a paradigm of spiritual pilgrimage, and the effects of such beliefs upon outreach practices are investigated. The theoretical foundation provides a basis for dialogue relating to the planning and execution of an effective organization-based outreach program. The Christian community of faith is used as a model for other organizations throughout the course. Prerequisite: Acceptance into the M.A. in Education or permission of instructor.

#### **EDUC 5861 Advanced Supervised Practicum I**

This practicum will provide a venue for students to apply principles learned and skills obtained throughout the Master's coursework in an actual hands-on context. The course is comprised of two components: 1) a curriculum designed by the student and instructor that challenges the student to learn about specific theoretical concepts pertaining to the student's field of interest, i.e., outreach, administration, planning & evaluation; 2) the actual practical application of those concepts within an environment ideally suited to the students' experience, skills and future employment.

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Prerequisite: Completion of a minimum of 20 semester units of the 40 units required for degree completion or permission of instructor.

#### **EDUC 5871 Advanced Supervised Practicum II**

This practicum will provide a venue for students to apply principles learned and skills obtained throughout the Master's coursework in an actual hands-on context. This course is comprised of two components: 1) an advanced curriculum designed by the student and instructor that challenges the student to learn more about specific theoretical concepts pertaining to the student's field of interest, i.e., outreach, administration, planning & evaluation; 2) in addition to the actual practical application of those concepts within an environment ideally suited to the students' experience, skills and future employment a critique by student, instructor and any mentors/supervisors involved in the coursework requirements.

Prerequisite: EDUC 5861 Advanced Supervised Practicum I, and completion of a minimum of 20 semester units of the 40 units required for degree completion, or permission of instructor.

#### **EDUC 5893 Organizational Development Through Personal Outreach**

This course is designed to equip the student in basic principles involved in effectively communicating the organization's message to a target community. Students learn several approaches for use in the educational setting. Special emphasis is given to prepare students to instruct others in outreach and implement effective outreach to those outside the organization through organization-based educational and outreach programs. Various methods of approach and problems frequently encountered are studied. Additional emphasis will be given to prepare the student for involvement in the follow-up process for incorporating new members into the organization. The Christian church is used as a model for organizations throughout the course. Prerequisite: Acceptance into the M.A. in Education or permission of instructor.

#### **EDUC 5899 Student Teaching (CLAD Emphasis)**

Student teaching consists of a minimum of eighteen weeks of classroom training as a time of final preparation for a possible career in education. It requires the student to put into practice the knowledge gained in their professional course work under the immediate direction of a master teacher and with the oversight of the college supervisor. The successful completion of student teaching fulfills one of the requirements needed to be recommended for a California teaching credential. Prerequisites: Must be completed candidate's professors and field supervisors. EDUC 4502 Educational Psychology, EDUC 5113 Teaching Reading and the Language Arts, EDUC 5703 Curriculum and Instructional Design, EDUC 5733 or 5743 Teaching in a Multicultural Setting, EDUC 5911 Supervised Field Practicum. Note 1: Students not achieving the required standards established by the California Commission on Teacher Credentialing during their student teaching experience may not be recommended for a credential, or may be required to do additional training to verify competence. Individuals may be able to acquire the appropriate knowledge within the college classroom, but not be able to work within the dynamics of the public school classroom and community context. Every attempt is made to select candidates, during the admission process, who will be successful. In the event that issues arise throughout the program, it is the goal of Bethany's Teacher Education Credential Program to provide help and training to ensure every student's success, however, development of the necessary interpersonal, management, and social skills required may be beyond the scope of this program. Note 2: The candidate may appeal decisions of the Graduate Council to the Vice President for Academics. Note 3: Candidates not completing all student teaching requirements during the assigned time by the Field Coordinator will be charged a continuation fee for one semester only. If requirements are still not met, the grade will be

Teacher Credentialing during their student teaching experience may not be recommended for a credential, or may be required to do additional training to verify competence. Individuals may be able to acquire the appropriate knowledge within the college classroom, but not be able to work within the dynamics of the public school classroom and community context. Every attempt is made to select candidates, during the admission process, who will be successful. In the event that issues arise throughout the program, it is the goal of Bethany's Teacher Education Credential Program to provide help and training to ensure every student's success, however, development of the skills required may be beyond the scope of the program. Note 2: The candidate may appeal decisions of the Graduate Council to the Vice President for Academics. Note 3: Candidates not completing all student teaching requirements during the assigned time by the field coordinator will be charged a continuation fee for one semester only. If requirements are still not met the grade will be an "F" and student must retake student teaching at their own expense.

#### **EDUC 5909 Student Teaching**

Student teaching consists of a minimum of eighteen weeks of classroom training as a time of final preparation for a possible career in education. It requires the student to put into practice the knowledge gained in their professional course work under the immediate direction of a master teacher and with the oversight of the college supervisor. The successful completion of student teaching fulfills one of the requirements needed to be recommended for a California teaching credential. Prerequisites: Must be completed with a satisfactory recommendation from the candidate's professors and field supervisors. EDUC 4502 Educational Psychology, EDUC 5113 Teaching Reading and the Language Arts, EDUC 5703 Curriculum and Instructional Design, EDUC 5733 or 5743 Teaching in a Multicultural Setting, EDUC 5911 Supervised Field Practicum. Note 1: Students not achieving the required standards established by the California Commission on Teacher Credentialing during their student teaching experience may not be recommended for a credential, or may be required to do additional training to verify competence. Individuals may be able to acquire the appropriate knowledge within the college classroom, but not be able to work within the dynamics of the public school classroom and community context. Every attempt is made to select candidates, during the admission process, who will be successful. In the event that issues arise throughout the program, it is the goal of Bethany's Teacher Education Credential Program to provide help and training to ensure every student's success, however, development of the necessary interpersonal, management, and social skills required may be beyond the scope of this program. Note 2: The candidate may appeal decisions of the Graduate Council to the Vice President for Academics. Note 3: Candidates not completing all student teaching requirements during the assigned time by the Field Coordinator will be charged a continuation fee for one semester only. If requirements are still not met, the grade will be

an "F" and the student must retake student teaching at their own expense.

### EDUC 5911 Supervised Field Practicum

This course consists of two major components. It includes a sequence of supervised field experiences in which candidates observe and interact with children and receive feedback from the classroom teacher. The second major component consists of regular seminars with the college faculty and provides candidates with the opportunity to analyze and evaluate instructional experiences and observations of learners in relation to educational theories and pedagogical principles. Prerequisite: Acceptance in the Teacher Education Credential Program and/or M.A. in Education Program. Note 1: Satisfactory completion of this course with a letter grade of "C" or higher is one prerequisite for EDUC 5909 Student Teaching.

### EDUC 5921 Supervised Field Practicum (CLAD Emphasis)

This course consists of two major components. It includes a sequence of supervised field experiences in which candidates observe and interact with children including English language learners and receive feedback from the classroom teacher. The second major component consists of regular seminars with college faculty. During these seminars candidates analyze and evaluate instructional experiences and their observations of learners in relation to educational theories and pedagogical principles. Prerequisite: Acceptance in the Teacher Education Credential Program and/or M.A. in Education Program. Note 1: Satisfactory completion of this course with a letter grade of "C" or higher is one prerequisite for EDUC 5899 Student Teaching—CLAD emphasis.

### EDUC 5961 Seminar in Christian Ethics

This course will present the assumptions and values related to a Christian ethical position. Scenarios and practical application of a Christian ethical viewpoint, as it relates to the educational context, will be discussed in seminar format. Prerequisites: Acceptance into the Teaching Credential Program or Master of Arts in Education program.

### EDUC Special courses

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

## ENGL—English

### ENGL 1003 English Fundamentals

Structure of standard American English, grammatical relationships, words, and forms. Practice in analyzing and constructing sentences, paragraphs, spelling, and punctuation.

### ENGL 1103 Written and Oral

#### Communication

The exploration and analysis of culturally and cross-culturally diverse speeches and essays, and the sharpening of language arts skills that will contribute to the clarity and accuracy of the student's communication. The course emphasizes the interrelationship of listening, speaking, reading, and writing. (Prerequisite: qualifying score on entrance exams or passing grade in ENGL 1003 English Fundamentals.)

### ENGL 1113 English Composition and Grammar

The study and practice of writing, including form, rhetoric, and a review of grammar. The emphasis is upon exposition and argumentation with practice in essays and research papers. The analysis of the essay as a literary form comprises part of the course structure. (Prerequisite: qualifying score on entrance exams or passing grade in ENGL 1003 English Fundamentals.)

### ENGL 1123 Introduction to Literature

An introduction to such basic genres as poetry, drama and the short story and the tools for comprehending them. Emphasis on explication and expository writing. Discussions and writing on fictive works provide students opportunity to develop critical and analytical skills. (Prerequisite: ENGL 1113 English Composition and Grammar or ENGL 1103 Written and Oral Communication)

### ENGL 2103 Children's Literature

[Does not satisfy the General Education literature requirement for most majors] This course provides an introduction to the history, trends, and issues in literature commonly used by children through reading and written and oral expression. It acquaints the student with literature from various genres including fantasy, poetry, folk tales, myths, biographies, legends, historical novels, contemporary novels, and nonfiction. These genres are studied in the context of themes which illustrate the diversity of content found in literature, as well as the diversity represented by the authors and illustrators of children's literature. Observations of children utilizing literature are a required component of the course. (Prerequisite: ENGL 1123 Introduction to Literature)

### ENGL 2201 Journalism Workshop

Supervised workshop in the publication of the campus newspaper. Provides students with valuable experience in writing, layout, design, photography, advertising, and publication management. May be repeated for credit. (Prerequisite: ENGL 1123 Introduction to Literature)

### ENGL 2403 Ethnic Literature

Survey of various fictional and non-fictional writings by mostly American authors from diverse ethnic backgrounds. Some of the writers include Gabriel Garcia Marquez, Malamud, Maya Angelou, Amy Tan, James Baldwin, Li-Yang Lee, Wole Soyinka, and Alice Walker. (Prerequisite: ENGL 1123 Introduction to Literature)

### ENGL 2413 Christian Classics:

#### Dante/Milton

An analysis of the works of Dante Alighieri and John Milton. The course includes intensive study of Dante's *Divine Comedy* and Milton's *Paradise Lost* and considers the theological as well as literary, artistic, and socio-historical issues. (Prerequisite: ENGL 1123 Introduction to Literature)

### ENGL 2423 Contemporary Christian Writers

A survey of the works of prominent contemporary writers who have explored the Christian faith in poetry, biography, essay, allegory, and the novel. The course may include works by Tolkien, C.S. Lewis, George MacDonald, Solzhenitzyn, Flannery O'Connor, Buechner and others. (Prerequisite: ENGL 1123 Introduction to Literature)

### ENGL 2503 British Masterpieces

A survey of the most representative works in British literature from the early Middle Ages to the present. Attention is also given to the philosophic and cultural characteristics of periods: Medieval, Renaissance, Neoclassicism, Romantic, Victorian, and Modernism. (Prerequisite: ENGL 1123 Introduction to Literature)

### ENGL 2513 Shakespeare

A study and analysis of representative Shakespearean comedies, histories and tragedies, with attention given to the art, music, and thought of his day. (Prerequisite: ENGL 1123 Introduction to Literature)

### ENGL 3103 Creative Writing: Poetry

Techniques and practice in the writing of poems. In-class discussion of student writing. Practice in writing query letters and in submitting a manuscript for publication may comprise part of the course structure. (Prerequisite: ENGL 1123 Introduction to Literature)

### ENGL 3203 Creative Writing: Prose

Techniques and practice in the writing of stories, essays, and dramatic sketches. In-class discussion of student writing. Practice in writing query letters and in submitting a manuscript for publication may comprise part of the course structure. (Prerequisite: ENGL 1123 Introduction to Literature)

### ENGL 3353 Advanced Composition

Intensive practice in developing a high level of competence in writing expository prose. Attention is given to the stages of writing as a process. Analysis and comparison of writing styles from literary masterpieces. Recommended especially for prospective teachers in all disciplines. (Prerequisite: ENGL 1123 Introduction to Literature)

### ENGL 3403 Early American Literature

A study of the works of major American authors from Colonial times to the year 1900. Attention is given to relate art, music, and religious, philosophic and historic movements to the literature studied. (Prerequisite: ENGL 1123 Introduction to Literature)

### ENGL 3413 20th Century American Literature

Intensive reading and analysis in the works of major American novelists, poets, and dramatists from 1900 to the present. Writing assignments will include assignments for other courses, including the senior paper for Liberal Studies majors (TEP) in EDUC 4201 Issues in Education. (Prerequisites: ENGL 1123 Introduction to Literature)

### ENGL 3553 World Masterpieces

Literature as philosophic, humanistic, and theological exploration. Representing diverse ethnic, gender, and cultural perspectives, the course surveys ancient to modern masterpieces from the non-English-speaking world. (Prerequisite: ENGL 1123 Introduction to Literature)

### ENGL 3703 Linguistics

See ANTH 3703

### ENGL 3713 Methodologies in Teaching English as a Second Language

Teaching techniques and methodologies used in English as a Second Language (ESL) classrooms or with Limited English Proficiency (LEP) students in the mainstream setting. Emphasis is on the integration of teaching and learning the four language skills (speaking, listening, reading, and writing) in authentic contexts. (Prerequisites: one year of high school level foreign language study or one semester of college level foreign language study, ENGL 1123 Introduction to Literature and ENGL 3703 Linguistics. Though not required, ENGL 3353 Advanced Composition, is also recommended as a prerequisite.)

### ENGL 3723 Socio-Psychological Issues in Second Language Acquisition

This course provides an overview of the social and psychological issues in second language acquisition, including the political and pedagogical factors affecting first and second language development. It includes the study of theories and methods of bilingual education and programs for limited-English proficient students. Note 1: Satisfactory completion of this course with a grade of C or higher meets one of the requirements for a CLAD certificate. Note 2: Prerequisite or concurrent enrollment: Linguistics, six semester units of foreign language learning. Note 3: Candidates desiring to be recommended for a California teaching credential must maintain a B average in all course work.

### ENGL 4101 Writing Lab

This course provides intensive practice in writing with attention given to the stages of writing as a process. Writing assignments will include assignments for other courses, including the senior paper for Liberal Studies majors (TEP) in EDUC 4201 Issues in Education. (Prerequisites: ENGL 1113 English Composition and Grammar or ENGL 1103 Written and Oral Communication, and ENGL 1123 Introduction to Literature.) (Students enrolled in the Liberal Studies major leading to a credential are required to enroll in this course concurrent with EDUC 4201 Issues in Education.)

### ENGL 4403 Chaucer and His Contemporaries

An in-depth study of Medieval English literature with special emphasis on Chaucer. The readings for the course are in translation with the exception of the works of Chaucer, which are read in Middle English. (Prerequisite: ENGL 2503 British Masterpieces)

### ENGL 4423 20th Century British Literature

An in-depth study of British literature in the 20th Century (1890-present) with special emphasis on the novel and Yeats. Attention is given to historical, social, political, and artistic developments of the century. (Prerequisite: ENGL 2503 British Masterpieces)

### ENGL 4453 English Renaissance

An analysis of the flowering of literature in England between 1485 and 1660, with particular consideration of the development of drama, prose and poetry. The major works of Milton and Shakespeare are taken up in ENGL 3423 Christian Classics and ENGL 3503 Shakespeare and thus are not included in this course. (Prerequisite: ENGL 2503 British Masterpieces)

### ENGL 4503 Rise of the Novel: The 18th Century

The development of the English novel in the Eighteenth century. Defoe, Swift, Fielding, and Richardson are emphasized. Some background attention also is given to the writings of Dryden, Pope, and Johnson. (Prerequisite: ENGL 2503 British Masterpieces)

### ENGL 4533 British Romantic Age

An analysis of the English Romantic movement (1798-1832), with special emphasis on the poetry of Blake, Wordsworth, Coleridge, Byron, and Keats. Attention is given to relate music, art, philosophy and historical-social movements to the literature studied. (Prerequisite: ENGL 2503 British Masterpieces)

### ENGL 4553 Victorian Age

A detailed examination of English literature written during the reign of Queen Victoria with special emphasis on the Victorian novel and the poetry of Tennyson, Browning, and Hopkins. Attention is given to significant historic, socio-political, and artistic developments of the time. (Prerequisite: ENGL 2503 British Masterpieces)

### ENGL 4603 Literary Criticism

Lecture and discussion of the various theories and approaches to criticism of literature from Plato and Aristotle to the present with special attention given to the various approaches/schools of 20th century criticism. (Prerequisites: ENGL 1123 Introduction to Literature and upper division standing.)

### ENGL 4733 TESL Practicum

Supervised practice in teaching non-native speakers of English. (Prerequisites: ENGL 3703 Linguistics; ENGL 3723 Methodologies and ENGL 3720 Socio-psychological Issues; or ENGL 3720 Socio-psychological Issues. May be taken simultaneously with Practicum.)

### ENGL Special courses

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

## GREK—Greek

### GREK 2104 Elementary Greek I

This course introduces students to phonetics and morphology of New Testament Greek. A limited vocabulary will be learned.

### GREK 2204 Elementary Greek II

The morphology of New Testament Greek will be completed, and basic syntax will be introduced. Practice reading in the Greek New Testament is the core of the course. A vocabulary consisting of all words occurring forty or more times in the New Testament will be learned. (Prerequisite: GREK 2104 Elementary Greek I)

### GREK 3103 Greek III

Syntax of case, voice, tense, and mood will be studied. Inner-clause syntax will be learned through sentence diagramming. Vocabulary will be expanded, especially of the irregular verbs. (Prerequisite: GREK 2204 Elementary Greek II)

### GREK 3203 Greek IV

Inter-clause relationships will be studied through syntax of subordinate clauses. The bearing of semantics on exegesis will occupy a significant portion of this class. Review of verb conjugation and case, voice, tense, and mood syntax will be given, as well as continued vocabulary building. (Prerequisite: GREK 3103 Greek III)

### GREK Special courses

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

## HEBR—Hebrew

### HEBR 4103 Elements of Hebrew I

The course will focus on phonetics and morphology of Biblical Hebrew, including weak verbs. An initial vocabulary will be learned.

### HEBR 4203 Elements of Hebrew II

Reading extensively in the Hebrew text will occupy the major portion of this course. Syntactical issues will be addressed as they are encountered in the text, acquainting the student with the use of reference grammars. Vocabulary control will be expanded. (Prerequisite: HEBR 4103 Elements of Hebrew I)

### HEBR Special courses

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

### HIST—History

#### HIST 1103 History of Civilization I

A survey of history from earliest times to 1648. Emphasis is placed on the emergence of values and institutions which shaped the major world empires. The historical development of political, cultural and religious institutions in Europe, Asia, Africa and the Middle East is stressed.

#### HIST 1203 History of Civilization II

A survey of history from 1648 to the present. Attention is given to the development of the nation-state, Enlightenment thought, the consequences of the Industrial Revolution, Imperialism, and modern political and social movements.

#### HIST 2103 American Institutions

The development of American institutions and values from Colonial times to the present. Particular emphasis is placed on the development and historical interpretation of the Constitution, the extension of suffrage, civil rights, and foreign policy.

#### HIST 2113 Ancient History

An examination of early civilizations from Babylon to Rome with emphasis on the social and political organization of the ancient world. The course provides useful background for Biblical studies and the humanities.

#### HIST 2203 California History

The political, social, and economic history of California since the Spanish Colonial foundations. Emphasis is placed on the emergence of a distinctive California approach to contemporary social and political problems.

#### HIST 3103 Medieval and Renaissance Europe

A study of European history from the beginnings of the Christian era through the Renaissance. Emphasis is placed on the development of the church as an institution and its function in Medieval society.

#### HIST 3123 History of Modern Europe

A study of the history of Europe from 1648 to the outbreak of World War I. The main emphasis of the course is the shaping of the modern world through Colonialism, technological change and the development of the modern state.

### HIST 3203 Geography and History of the Near East

A study of the geographical and political relationships of Near Eastern lands from ancient times to the present, with emphasis on the importance of oil and the clash of cultures.

### HIST 3213 Geography and History of the Far East

A survey of Asian peoples with emphasis on geographical setting and the development and recent modifications of their historical use of resources and traditions.

### HIST 3303 Geography and History of Africa

A survey of Africa from the pre-European empires to the present. Emphasis is placed on geographical setting, use of resources, the impact of Colonialism and the emergence of the contemporary African states.

### HIST 3313 Geography and History of Latin America

A survey of Latin America from the pre-Columbian civilizations to the present, including an analysis of the Colonial foundations, the geographic setting, use of land and other resources, the development of the modern nation-states, and the problems of development and social change.

### HIST 3323 United States History to 1865

The development of American institutions and values from Colonial times through the Civil War. Emphasis is placed on the formative years of the new republic, including the events leading to the Constitution, the development of political precedents and parties, the congealing of national values, westward expansion, and sectional conflict.

### HIST 3333 United States History Since 1865

A consideration of the social, economic, political, and cultural development of the United States from Reconstruction to the present. Emphasis is placed on the emergence of contemporary policies and problems and on the stresses imposed on the inherited national values in the 20th century.

### HIST 4103 History of Political Thought

The ideas and influences of the principal political philosophies in the 20th century, including communism, fascism, socialism, and liberal democracy.

### HIST 4113 Intellectual History of the West

A study of the major intellectual and cultural developments in the West from the Middle Ages to the present. The course compares the philosophical assumptions of European and American life in successive eras as understood by representative figures in science, politics, religion and art.

### HIST 4123 Religious History of the United States

The development of the diverse religious traditions of the American people from Colonial times to the present. Attention is given to the social sources and significance of religious ideas and movements in the framework of national history.

### HIST 4203 The 20th Century

An intensive study of historical events in this century. Particular emphasis is placed on the rise and fall of communism, fascism, the break up of Colonial empires, and the creation of a world economy.

### HIST Special Courses

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

### HUFA—Humanities & Fine Arts

#### HUFA 1303 Music and the Arts

General survey of music, arts, and literature, and how they have interrelated through various stylistic periods (e.g. Renaissance, Baroque, Impressionistic, etc.). Includes a study of the philosophy of human contribution to music and the arts.

#### HUFA 2103 History and Appreciation of Art

A survey of the history, philosophy, techniques and nature of art. In addition, this course includes an introduction into sketching and drawing.

#### HUFA 2112 Graphic Arts I

Introduction to the theory and practice of graphic arts, design, layout, copy presentation, including supervised workshop in the publication of the campus yearbook. Enrollment requires approval of the yearbook advisor in consultation with the current yearbook editor. This course is offered in the fall semester. It is expected that the student enroll for this course in the fall, followed by HUFA 2122 Graphic Arts II in the spring.

#### HUFA 2122 Graphic Arts II

Continuation of HUFA 2112 Graphic Arts I. Enrollment requires approval of the yearbook advisor in consultation with the current yearbook editor. This course is offered in the spring semester. (Prerequisite: HUFA 2112 Graphic Arts I, or approval of the yearbook advisor)

#### HUFA 2203 Principles and Elements of Art

Basic principles of the plastic and graphic arts, historical and contemporary. The course presents a method of guidance using problems of art that will encourage the development of understanding and ability in the recognition of the total art form.

#### HUFA Special Courses

Special courses are offered periodically. See page 81 of the catalog for descriptions of special courses.

### LIBR—Library

#### LIBR 2101 Reference Services I

Introduction to reference service, identifying and using standard reference sources. Includes philosophy and ethics of reference assistance.

#### LIBR 2201 Reference Services II

This course discusses the use of computers in the library for finding information on CD-ROM, bibliographic services and the Internet. Some attention will be paid to developing programs for bibliographic instruction. (Prerequisite: LIBR 2101.)

#### LIBR 3101 Cataloging Services I

Introduction to descriptive cataloging and its relationship to machine-readable cataloging. Course work will be both theoretical and practical.

#### LIBR 3201 Cataloging Services II

This course will include an introduction to subject cataloging, some discussion of collection organization, both theoretical and practical, and collection development. (Prerequisite: LIBR 3101.)

#### LIBR Special Courses

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

### MATH—Mathematics

#### MATH 1003 General Mathematics

This course provides a review of arithmetic and practical mathematical application and personal consumer math, followed by an introduction to mathematical relationships and concepts necessary for successful entry into elementary algebra. Pre-algebraic content includes the discussion of: properties of whole numbers, integers, and rational numbers, set theory, exponents, square roots, algebraic expressions, formulas, metric and non-metric measurement, and coordinate geometry. Prerequisite: Appropriate score on math placement test.

#### MATH 1103 Elementary Algebra

This course briefly reviews arithmetic with integers, fractions, and decimals. It covers linear equations, polynomials, rational expressions, integer exponents, square roots, radical expressions, quadratic equations, and the quadratic formula. Prerequisite: Appropriate score on math placement test.

#### MATH 1201 Introduction to Computers: Education Lab

See EDUC 1201

#### MATH 1202 Introduction to Computers

See BUSI 1202 Lab fee required.

#### MATH 2104 Intermediate Algebra

This course is equivalent to second year high school algebra and reviews elementary algebra, including factoring, rational expressions, linear equations and inequalities, exponents, radicals, complex numbers, functions and graphs, quadratic equations, and exponential and logarithmic functions. Prerequisite: Appropriate score on math placement test.

### MATH 2203 Intuitive Approach to Geometry

This course attempts to develop an intuitive understanding of geometric concepts allowing the use of geometry as a tool in understanding other areas of mathematics (e.g. "picturing complex concepts"). In addition, developing insight into principles of symmetry and proportion (enhancing esthetics appreciation) and developing an understanding of geometric principles at the level of useful application. Also emphasized is the use of deduction and its generalization to daily contexts. Covered will be measurement, constructions, congruence, coordinate geometry, and introduction to transformations. Microcomputers will be used where appropriate to facilitate the learning of certain concepts. Prerequisite: Appropriate score on math placement test.

### MATH 2403 Mathematics for General Education

This is a survey course covering mathematical ideas and concepts in fulfillment of the general education requirement. Emphasis is on analysis and problem-solving of real-life situations utilizing quantitative reasoning methodologies. Special topics in algebra are reviewed, and basic concepts presented in geometry, trigonometry, probability, and statistics. Students will use computer-based mathematical modeling and graphics software. Prerequisite: Appropriate score on Bethany's entry-level mathematics test. Note: This course satisfies Bethany's general education objectives for all AA and BA programs.

### MATH 3103 Math Concepts

This course is a college level presentation of the mathematics normally considered important for comprehensive elementary and middle school mathematics curricula. Topical sequence is roughly equivalent to that used in the elementary curriculum along with an initial segment covering approaches to problem solving. The development of the real number system is also included. Microcomputers will be used where appropriate to facilitate the learning of certain concepts. Prerequisite: Appropriate score on math placement test.

### MATH 3333 Statistics

See BUSI 3333 Lab fee required.

### MATH Special Courses

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

### MISS—Missions

#### MISS 1103 Introduction to Missions

An introductory course in urban and world missions. Special attention will be given to the biblical and theological foundations, history, contemporary trends and demands of missions ministry of urban and world missions.

#### MISS 1303 Cultural and Ethnic Diversity

See ANTH 1303

### MISS 2103 Intercultural Communications

See ANTH 2103

### MISS 2113 Religion and Culture

See ANTH 2113

### MISS 2203 Theology of Missions and Evangelism

Introduction to the Biblical basis of Christian missions with special attention to the operation of the Trinity; the missionary call, methods and motives; and problems of syncretism, contextualization, nationalism, and theology of liberation.

### MISS 2213 Church Mission and Church Growth

Study of theological, sociological, and statistical dimensions of church growth, church planning, and congregational expansion in the United States and overseas. Assesses strengths and weaknesses of the church growth movement and highlights the work of the Holy Spirit and Pentecostal growth in the non-Western World.

### MISS 2313 Issues in Urban Ministries

A course which presents paradigms of urban missions ministries from the context of specific geographical, cultural and ethnic contexts by individuals with proven and established leadership in urban missions ministries. Each paradigm presentation will also be required to address specific, preassigned issues and practical matters relating to urban missions ministries.

### MISS 2323 Issues in World Missions

A course which presents paradigms of world missions ministries from the context of specific geographical, cultural and ethnic contexts by individuals with proven and established leadership in world missions ministries. Each paradigm presentation will also be required to address specific, preassigned issues and practical matters relating to world missions ministries.

### MISS 3123 World Missions and Pentecostalism

A course which addresses world missions from the perspective of Pentecostalism. Special attention will be given to the Book of Acts and the history, trends and activities within Pentecostal missions and the impact that Pentecostal leadership within missions has had on world missions activity in general.

### MISS 3203 Urban Evangelism

As a basic preparation for personal soul winning, the student engages in scripture memorization. This is elaborated into a definite program for the church in community evangelism, visitation, and Sunday school enlargement campaigns. Actual plans are presented so that the entire church may be put to work. Topics considered include motives and methods of modern evangelism including the Biblical basis, the role of the pastor and the church, special evangelistic efforts and audiences, and great evangelists and evangelistic sermons of the present and recent past.



**MISS 3703 Linguistics**  
See ANTH 3703

**MISS 3913 World Missions Practicum**  
A course which requires students to serve in an actual and specific role within a pre-approved World Missions program. Work will be completed under the auspices of a Bethany faculty member in conjunction with a minister serving in world missions.

**MISS 3972 Preparation for Short-term Missions Trips**  
A course which prepares for and includes ministry through a short-term mission trip. Students prepare for an intense, short-term ministry trip to a selected location. During these times, students are able to apply the training received from other courses in real-life situations. Short-term missions trips may be repeated for credit.

**MISS 4103 Cultural Change and World Problems**  
See ANTH 4103

**MISS 4113 Cultural Area Studies**  
An analysis of a particular culture, worldview, culture, religious history, demography, missionary activity, and historical background is included for study. Particular attention is given to developing the ability to minister effectively to the cultural area of study.

**MISS 4913 Urban Ministries Practicum**  
A course which requires students to serve in an actual and specific role within a pre-approved Urban Ministries program. Work will be completed under the auspices of a Bethany faculty member in conjunction with a minister serving in urban ministries.

**MISS 4943 World Missions Senior Project**  
A course which requires students to construct a project that helps demonstrate that the objectives of the World Missions component of the program has been successfully fulfilled. Furthermore, the requirements for the project will be constructed so that students can demonstrate that they have properly integrated the World Missions core with the Church Leadership Core.

**MISS Special Courses**  
Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

**MUSI—Music**

**MUSI 1000 Music Recital**  
Music majors are required to attend evening recitals one hour per week. No units are granted. A credit/no credit grade is given.

**MUSI 1003 Fundamentals of Music I**  
This course is designed to assist the student with no (or limited) musical training to read, write, and understand the symbols of music notation, and to use this knowledge and skill in a practical way by correlating it with performance and listening activities.

**MUSI 1013 Fundamentals of Music II**  
A continuation of Fundamentals of Music I. Prerequisite: MUSI 1003 or by permission of the instructor.

**MUSI 1021 Computer Music**  
This course is designed to introduce the student to the music lab equipment and software which will be utilized by a number of music classes (e.g. Musicianship, Comprehensive Music Theory, Orchestration). This course is to be taken in the Fall semester of the first year. (The Music Department may elect to waive this requirement for previous experience.)

**MUSI 1101 Musicianship I**  
Proper notation, interval recognition, triad recognition, meter recognition, sight singing, rhythmic dictation, and dictation of diatonic melodies based on scale step motion and leaps within the primary triads. Also covers the practical application of music theory. (MUSI 1113 Comprehensive Music Theory must be taken concurrently)

**MUSI 1113 Comprehensive Music Theory I**  
Survey of harmony, melody, and form. Introduction to traditional western harmonic practice including four-part diatonic writings, simple harmonic progressions, typical cadences, basic chord types, and melodies. Introduction to concepts of instrumentation, transposition, and conducting. (MUSI 1101 Musicianship I concurrent.)

**MUSI 1201 Musicianship II**  
Continuation of MUSI 1101. Musicianship I. Melodies of greater length with wider leaps and some syncopation. Harmonic dictation in recognition of diatonic progressions of triads with inversions. The practical application of music theory. Prerequisite: MUSI 1101 Musicianship I (MUSI 1213 Comprehensive Music Theory concurrent.)

**MUSI 1213 Comprehensive Music Theory II**  
Continuation of MUSI 1113 Music Theory I. Study of harmonic practices including sevenths, ninths, elevenths, thirteenths, secondary dominants, and modulation. Continued analysis of musical parameters in stylistic context. (Prerequisite: MUSI 1113 Comprehensive Music Theory I) (MUSI 1201 Musicianship II concurrent.)

**MUSI 1221 Concert Choir**  
A select mixed chorus open to those who wish to perform concert literature. Limited performances. By permission of the instructor.

**MUSI 1231 Ambassadors**  
A select vocal/instrumental ensemble that travels. (MUSI 1221 Concert Choir concurrent for vocalists)

**MUSI 1241 Piano Ensemble**  
Reading and performance of piano accompaniments.

**MUSI 1251 Band**  
An ensemble open to instrumentalists who wish to perform in an instrumental ensemble. By permission of the instructor.

**MUSI 1261 Instrumental Ensemble**  
A select group open to those who wish to perform standard and contemporary literature. By permission of the instructor.

**MUSI 1271 Vocal Ensemble**  
Reading and performance of sacred music in churches and/or standard literature in recitals. By permission of the instructor.

**MUSI 1303 Music and the Arts**  
General survey of music, arts, and literature, and how they have interrelated through various stylistic periods (e.g. Renaissance, Baroque, Impressionistic, etc.). Includes a study of the philosophy of human contribution to music and the arts.

**MUSI 1351 Class Voice**  
Class instruction in the fundamental techniques of vocal reproduction. May be repeated once.

**MUSI 1381 Guitar**  
Class instruction in the fundamental techniques of guitar.

**MUSI 1501 Piano**  
Required each semester of lower division piano majors. Private instruction in piano technique and performance.

**MUSI 1511 Organ**  
Required each semester of lower division organ majors. Private instruction in organ technique and performance.

**MUSI 1521 Voice**  
Required each semester of lower division voice majors. Private instruction in vocal technique and performance.

**MUSI 1541 Brass**  
Required each semester of lower division brass majors. Private instruction in brass technique and performance.

**MUSI 1551 Woodwind**  
Required each semester of lower division woodwind majors. Private instruction in woodwind technique and performance.

**MUSI 1561 Strings**  
Required each semester of lower division string majors. Private instruction in string technique and performance.

**MUSI 1571 Percussion**  
Required each semester of lower division percussion majors. Private instruction in percussion technique and performance.

**MUSI 1652 Musical Production**  
Rehearsal and performance of musical or operetta literature. Concentration on all aspects of the production related to performance. By audition only.

**MUSI 2000 Music Recital**  
Music majors are required to attend evening recitals one hour per week. No units are granted. A credit/no credit grade is given.

**MUSI 2101 Musicianship III**  
Continuation of MUSI 1201 Musicianship II. Includes singing and dictation of modulating melodies containing some altered tones in simple and compound meters. Harmonic dictation of chorals containing diatonic triads and introducing seventh and altered chords. The practical application of music theory. (Prerequisite: MUSI 1201 Musicianship II) (MUSI 2113 Comprehensive Music Theory III concurrent.)

**MUSI 2113 Comprehensive Music Theory III**  
Continuation of MUSI 1213 Comprehensive Music Theory II. Study of harmonic practices including Neapolitan sixth, augmented sixth, altered chords, and chromatic modulation. Continued analysis of musical parameters in stylistic context. (Prerequisite: MUSI 1213 Comprehensive Music Theory II) (MUSI 2101 Musicianship II concurrent.)

**MUSI 2201 Musicianship IV**  
Continuation of MUSI 2101 Musicianship III. Singing and dictation of modulating chromatic melodies in simple and compound meters. Harmonic dictation of four-part chorales with altered chords and modulation. Recognition of twentieth century sonorities. The practical application of music theory. (Prerequisite: MUSI 2113 Musicianship III) (MUSI 2213 Comprehensive Music Theory IV concurrent.)

**MUSI 2213 Comprehensive Music Theory IV**  
Continuation of MUSI 2113 Comprehensive Music Theory III. Study of compositional practices of the twentieth century. Creative compositions for instruments and voices. (Prerequisite: MUSI 2113 Comprehensive Music Theory III) (MUSI 2201 Musicianship IV concurrent.)

**MUSI 3000 Music Recital**  
Music majors are required to attend evening recitals one hour per week. No units are granted. A credit/no credit grade is given.

**MUSI 3103 Music History I**  
Chronological survey of the development of the art of music from the ancients through the Renaissance. (Prerequisite: MUSI 1213 Comprehensive Music Theory II or by permission of instructor.)

**MUSI 3203 Music History II**  
Chronological survey of the development of the art of music from the baroque to the present. (Prerequisite: MUSI 1213 Comprehensive Music Theory II or by permission of instructor)

**MUSI 3212 Conducting**  
Basic choral and instrumental conducting techniques, with emphasis on choral conducting. (Prerequisite: MUSI 1213 Comprehensive Music Theory II or by permission of instructor.)

**MUSI 3221 Concert Choir**  
See MUSI 1221

**MUSI 3231 Ambassadors**  
See MUSI 1231

**MUSI 3241 Piano Ensemble**  
See MUSI 1241

**MUSI 3251 Band**  
See MUSI 1251

**MUSI 3261 Instrumental Ensemble**  
See MUSI 1261

**MUSI 3271 Vocal Ensemble**  
See MUSI 1271

**MUSI 3302 Church Music Administration**  
This course studies the character, role, and duties of the minister of music in the local church. Special lectures and workshops will be conducted by resource people who are currently engaged in various areas of music ministry.

**MUSI 3312 Worship Music**  
A study of congregational songs (i.e.: hymns, gospel songs and choruses) and their use in contemporary music worship services.

**MUSI 3501 Piano**  
Required each semester of upper division piano majors. Private instruction in piano technique and performance.

**MUSI 3511 Organ**  
Required each semester of upper division organ majors. Private instruction in organ technique and performance.

**MUSI 3521 Voice**  
Required each semester of upper division voice majors. Private instruction in vocal technique and performance.

**MUSI 3541 Brass**  
Required each semester of upper division brass majors. Private instruction in brass technique and performance.

**MUSI 3551 Woodwind**  
Required each semester of upper division woodwind majors. Private instruction in woodwind technique and performance.

**MUSI 3561 Strings**  
Required each semester of upper division strings majors. Private instruction in string technique and performance.

**MUSI 3571 Percussion**  
Required each semester of upper division percussion majors. Private instruction in percussion technique and performance.

**MUSI 3652 Musical Production**  
Rehearsal and performance of musical or operetta literature. Concentration on all aspects of the production related to performance. By audition only.

**MUSI 3703 School Music Curriculum**  
Principles and problems of music curriculum development are studied. Emphasis on development of a curriculum based on behavioral objectives and methods best suited to obtaining those objectives.

**MUSI 3712 Elementary School Music**  
Music programs in the elementary school: philosophies, technology, materials, observations, and performance of school music.

**MUSI 3722 Secondary Vocal Music**  
Vocal music programs in secondary schools: principles, organization, techniques, literature, materials, and observation.

**MUSI 3732 Secondary Instrumental Music**  
Instrumental music programs in secondary schools: principles, organization, techniques, literature, materials, and observation.

**MUSI 3912 Practice Teaching**  
A program for advanced music students selected by the division head. Candidates receive specific coaching in methods and procedures in giving private instruction.

**MUSI 4000 Music Recital**  
Music majors are required to attend evening recitals one hour per week. No units are granted. A credit/no credit grade is given.

**MUSI 4212 Advanced Conducting**  
Advanced choral and instrumental conducting techniques; includes instrumental and vocal score reading and conducting ensembles under supervision. Emphasis on instrumental conducting. (Prerequisite: MUSI 3212 Conducting)

**MUSI 4222 Orchestration**  
The study of ranges, sonorities, transpositions, and technical consideration of orchestral instruments. Scoring short examples for ensembles and orchestra. (Prerequisite: MUSI 2213 Comprehensive Music Theory IV)

**MUSI 4242 Counterpoint**  
Based on the theoretical practice of the eighteenth century historical period. The five species, imitation, canon, and invertible counterpoint studied by analysis and writing. (Prerequisite: MUSI 2213 Comprehensive Music Theory IV)

**MUSI 4252 Form and Analysis**  
Recognition and analysis of the standard forms of music in the historical context of the eighteenth and nineteenth centuries. The opportunity for the writing of original short compositions demonstrating a basic understanding of the various forms. (Prerequisite: MUSI 2213 Comprehensive Music Theory IV)

**MUSI 4301 Brass Techniques and Literature**  
The fundamentals, literature, techniques and ensemble of brass instruments.

**MUSI 4311 Percussion Techniques and Literature**  
The fundamentals, literature, techniques and ensemble of percussion instruments.

**MUSI 4321 Strings Techniques and Literature**  
The fundamentals, literature, techniques, and ensemble of stringed instruments.

### **MUSI 4331 Woodwinds Techniques and Literature**

The fundamentals, literature, techniques and ensemble of woodwind instruments.

### **MUSI 4400 Senior Recital**

The senior music major will receive a credit/no credit grade for performance in recital. No units are granted.

### **MUSI Special Courses**

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

### **PBSP—Public Speaking**

#### **PBSP 1103 Public Speaking**

A basic course in public speaking which combines elementary rhetorical principles with opportunity for individual improvement through practice. The course considers the various aspects of the speaker, his speech, the audience, and the occasion. Practical class presentation of speeches is required.

#### **PBSP 2103 Argumentation and Persuasion**

Theory and principles of persuasion and argumentation, including analysis of lines of argumentation found in contemporary social, political, and religious public addresses. Class presentation of speeches is required. (Prerequisite: PBSP 1103 Public Speaking or instructor consent.)

### **PBSP Special Courses**

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

### **PEDU—Physical Education**

#### **PEDU 1101 Introduction to Physical Fitness and Wellness**

This course is designed to provide students with the skills to develop and implement their own physical fitness and wellness programs within the context of study of the historical, cultural, and social factors related to physical fitness in the United States. Students are required to implement their own program during the course. This course in combination with PEDU 1201 Nutrition, Self-Esteem, and Exercise, fulfills half of general education requirement.

#### **PEDU 1121 Introduction to Baseball & Softball**

This is an introductory course designed to provide the student with a knowledge of the history, fundamental skills, playing rules, and social impacts of baseball and softball.

#### **PEDU 1131 Introduction to Soccer & Football**

This is an introductory course designed to provide the student with a history, fundamental skills, playing rules, and social impacts of soccer and football.

#### **PEDU 1141 Introduction to Volleyball & Basketball**

This is an introductory course designed to teach the history, fundamental skills, playing rules, and social impacts of volleyball and basketball.

#### **PEDU 1201 Nutrition, Self-Esteem, and Exercise**

This course explores the relationship between a sense of psychological well-being, self-acceptance, nutrition and aerobic exercise. The course consists of a strong aerobic component along with theoretical considerations of wellness and the effects of stress. Emphasis is placed upon systematic strategies for fitness. This course in combination with PEDU 1101 Introduction to Physical Fitness and Wellness, fulfills half of general education requirement. Team-taught course.

#### **PEDU 1301 Varsity Athletics**

This course is taken only by those students competing on an intercollegiate athletic team of Bethany College. This course can be taken only one semester per year and may be repeated for a maximum of 8.0 units, as long as normal academic progress is maintained. (Note: This course does not meet the General Education objectives.)

#### **PEDU 1311 Sports Management**

This course is designed to provide practical management experience working with the intercollegiate athletic teams of Bethany College. Students enrolled in this course will assist the coaching staff with team management. Students will be systematically introduced to the meaning of management in the conduct of athletics. This course can be taken only one semester per year and may be repeated for a maximum of 6.0 units, as long as normal academic progress is maintained. (Note: This course does not meet the General Education objectives.) (Prerequisite: consent of instructor.)

#### **PEDU 1321 Athletic Trainer**

This course is designed to provide supervised practical experience in Bethany's athletic training facility working with the College's intercollegiate athletic teams, including coverage of daily practice, and home and away events. Hands-on experiences will fulfill a portion of the 1500 hours of clinical experience required by the National Athletic Trainers Association (NATA). Students will learn proper taping and icing procedures, and with advance units will learn to provide medical evaluations, emergency treatment and rehabilitation for injured athletes. In addition, students may assist in the management and supervision of the athletic training facility. This course can be taken only one semester per year and may be repeated for a maximum of 6.0 units, as long as normal academic progress is maintained. (Note: This course does not meet the General Education objectives.) (Prerequisite: consent of instructor.)

#### **PEDU 2102 Introduction to Growth and Motor Development**

This is an introductory course designed to give a foundation in growth and motor development, motor learning, biomechanics and kinesiology, and exercise physiology.

### **PEDU Special Courses**

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

### **PHIL—Philosophy**

#### **PHIL 2103 Philosophical Ethics**

This course considers and evaluates major theories of ethics as a basis for students to develop a sound approach to ethical issues in life, personally, socially, and professionally.

### **PHIL Special Courses**

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

### **PSYC—Psychology**

#### **PSYC 1103 General Psychology**

An introductory course in psychology, study includes heredity, environment, personality, emotions, adjustment, physiology, perception, and the learning process.

#### **PSYC 2103 Child Growth and Development**

A study of life from conception to adolescence, with emphasis upon the theories and process of development and upon responsible adult control of relevant phases of nurture. The course will include concrete experiences in working with children. (Prerequisite: PSYC 1103 General Psychology)

#### **PSYC 2213 Personality Theory**

This course begins by reviewing the major components of personality theory development. Then the work of the major personality theorists is reviewed, evaluated, and systematized. (Prerequisite: PSYC 1103 General Psychology)

#### **PSYC 2253 Residence Life Experience**

The course is designed for the highly motivated individual who desires to work in the residence situation with students to develop a more socially healthy environment on the Bethany campus. It is largely a learn-by-doing experience directed by the Office of Campus Life. (May be repeated for credit. Prerequisite: Permission of Dean of Students.)

#### **PSYC 2503 History and Systems of Psychology**

This course centers on an analysis of antecedents of modern psychology and their relevance to major contemporary systematic positions. Emphasis is placed upon philosophy of science, associationism, structuralism, functionalism, behaviorism, gestalt, psychoanalysis, and recent psychological theories, including existentialism. (Prerequisite: PSYC 1103 General Psychology)

#### **PSYC 3101 Integration of Psychology and Theology I**

A study of the contemporary efforts to develop a psychology consistent with Christian values, focusing on the value of integrative efforts to both the theory and practice of psychology and theology. Discussion includes matters of behavior, cognition, emotion, and motivation. (Prerequisite: PSYC 1103 General Psychology and upper level standing.)

#### **PSYC 3103 Culture & Personality**

See ANTH 3103.

#### **PSYC 3113 Adolescent Psychology**

Covering the period of life from puberty to emergence from the teens, this course emphasizes the physical, mental, emotional, social, and personality growth with special attention to guidance toward acceptable behavior and the prevention of delinquent behavior. (Prerequisite: PSYC 1103 General Psychology)

#### **PSYC 3123 Principles and Practices to Enhance Self Esteem in Children and Adolescents**

This course includes lecture and practicum components. The course covers the levels of moral and caring development, teaches some beginning counseling skills, and provides students with an introduction to service learning. Liberal Studies majors complete a 30-hour field time which involves working in an elementary or middle-school setting with a child as well as implementing service learning strategies. Students in Church Leadership majors will work with children or youth within a church-related context as well as implement service learning strategies. This course is valuable to anyone planning to work with children and adolescents. Prerequisite: General Psychology. Note: Meets 30 hours of the field experience hours required for Liberal Studies majors.

#### **PSYC 3201 Integration of Psychology and Theology II**

A study of the contemporary efforts to develop a psychology consistent with Christian values, focusing on the value of integrative efforts to both the theory and practice of psychology and theology. Discussion includes matters of behavior, cognition, emotion, and motivation. (Prerequisite: PSYC 1103 General Psychology and upper level standing.)

#### **PSYC 3203 Human Sexuality**

This course is a comprehensive study of human sexuality from biological, social, psychological, moral, and ethical perspectives. The course is developmentally and topically oriented, beginning with the origins of and influences on sexuality in childhood and culminating with a study of aging and sexuality. (Prerequisite: 6 units of PSYC Psychology and upper division status.)

#### **PSYC 3243 Small Group Therapy**

See SSCI 3243.

#### **PSYC 3313 Testing & Measurement**

This course purposes to give an overview of the use of psychological measurements and evaluations. It will cover both teacher-made and standardized tests, how to construct and administer them, the evaluation and utilization of their results, interpretation of test scores, and reporting of student growth. (Prerequisite: PSYC 1103 General Psychology)

#### **PSYC 3323 Psychology of Adulthood and Aging**

A study of the central concerns of adulthood and aging examined from a development perspective. Special attention is given to modes of interpersonal interaction and to how one's life view influences and is influenced by the aging process. (Prerequisite: PSYC 1103 General Psychology)

#### **PSYC 3333 Statistics**

See BUSI 3333

#### **PSYC 3433 Research Methods**

This course is designed to acquaint the student with basic experimental procedures and designs, laboratory apparatus, and the collection and treatment of experimental and correlational data. Several experiments and experimental reports utilizing appropriate statistical procedures are required of each student. (Prerequisite: PSYC 3333 Statistics) Lab fee required.

#### **PSYC 4101 Integration of Psychology and Theology III**

A study of the contemporary efforts to develop a psychology consistent with Christian values, focusing on the value of integrative efforts to both the theory and practice of psychology and theology. Discussion includes matters of behavior, cognition, emotion, and motivation. This course involves the writing of a senior thesis. (Prerequisite: PSYC 1103 General Psychology and upper level standing.)

#### **PSYC 4103 Abnormal Psychology**

This course is designed to study personality deviation and behavior disorders. The student is acquainted with the nature of the major types of mental disorders, the theories of etiology, and an exposition of the various methods of treatment. Special attention is given to the problems of drug abuse and alcoholism. Field trips to mental health facilities and centers will be included. (Prerequisite: PSYC 1103 General Psychology and upper division standing.)

#### **PSYC 4113 Principles of Counseling**

This course explores methods and characteristic subjects likely to be of concern to the ministerial and professional counselor. The many aspects of working with individuals are investigated by means of case method and free discussion. (Prerequisite: 9 units of PSYC Psychology)

#### **PSYC 4203 Social Psychology**

A course exploring the interaction between people and their group or groups. Areas considered: the nature of man, the description and function of groups, the individual in society, the development of value systems, socialization, group dynamics, and leadership. (Prerequisite: PSYC 1103 General Psychology and upper division standing.)

#### **PSYC 4213 Biological Psychology**

This course studies the biological basis of behavior. Essentially this means examining brain mechanisms and endocrine functions as they relate to behavior as well as a brief treatment of behavior genetics. The course gives the student an elementary knowledge of nervous system physiology and then covers sensory functions, motor functions, motivational functions, and perceptual learning and memory processes. The course briefly examines behavior disorders in relation to physiological functioning. (Prerequisite: PSYC 1103 General Psychology) Lab fee required

#### **PSYC 4223 Sports Psychology**

This course examines sports psychology as a science in which the principles of psychology are applied in a sports setting. The course will examine the history of sports psychology and then will pay particular attention to issues of personality, attention, anxiety and arousal, cognitive processes, motivation and self confidence, and a variety of social psychology factors as they apply to the athlete and sport setting. Finally, there will be a brief examination of exercise psychology. (Prerequisite: PSYC 4203 Social Psychology, Spring Even Years)

#### **PSYC 4301 Mental Health Issues in Pastoral Counseling**

This seminar is designed to address the personal gifted, emotional growth, family of origin issues, and vulnerabilities, such as burnout, privacy, sense of calling, and sexuality, of the pastoral counselor. The counselor who serves primarily within a Christian context faces unique opportunities for ministry as well as challenges to personal well-being.

#### **PSYC 4303 Pastoral Psychology**

This class addresses the practical issues arising in the context of counseling in the church or Christian setting. Specifically, Christian models of mental health and wholeness, counseling techniques, and uniquely Christian resources will be discussed, as well as clinical issues commonly presented to the pastoral counselor. Special attention will be given to the legal and ethical issues involved in the practice of pastoral psychology, particularly use of pastoral position and spiritual authority.

#### **PSYC 4403 Psychology of Leadership**

This course reviews the social and psychological principles of leadership. Students are provided opportunity to apply these leadership principles to real world leadership problems. The goal of the course is to develop students' leadership skills.

#### **PSYC 4502 Educational Psychology**

This course is designed to provide the candidate with information on research and theorists related to the cognitive, affective, social and personal development of all students, including those from diverse ethnic, cultural, linguistic, and racial backgrounds. Emphasis is placed on the application of research to the establishment of a classroom environment which will produce optimum learning for all students.

#### **PSYC 4511 Psychology of Health**

(See EDUC 5511)



**THEO 3103 The Godhead and God the Father**

This course focuses the study of systematic theology upon the areas of the Godhead, including knowledge of God, nature of God, and Trinity; and God the Father, including divine providence and creation.

**THEO 3113 God the Son**

This course continues the study of THEO 3103 The Godhead and God the Father, discussing human need of a Mediator in consequence of the fall, and the personal accomplishment of that need through the life and work of Christ.

**THEO 3123 God the Holy Spirit**

This course continues the study of THEO 3113 God the Son, this course covers the person and work of the Holy Spirit in applying to individual lives the benefits of Christ's work, the establishing of a community of the redeemed, and the culminating of God's redemptive plan.

**THEO 3203 Ecclesiology**

This class aims at a creative and constructive theology of the Church based on a careful exegesis of Scripture, addressing such issues as its inauguration, its relationship to the Godhead, Israel and the Kingdom, polity, Church offices, discipline, worship, architecture, and ordinances.

**THEO 3213 Decision Making and the Will of God**

In the first half of this course, students will be challenged to evaluate their current model for making decisions, especially in view of how decisions fit into God's will. In the second half of the semester, the "way of wisdom" will be offered as an alternative approach to making decisions, with ample time for student discussion of the alternatives and with a view toward responsible action for life decisions.

**THEO 3303 Devotional Classics**

From the myriad of devotional Christian classics, the class will introduce the student to selected, representative texts in the classical literature of Christian spirituality that have had a profound and sustained impact on the spiritual life of Christians throughout the centuries. The class seeks to illuminate the main theological issues inherent in the spirituality of the classics.

**THEO Special courses**

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.

**YMIN - Youth Ministries**

**YMIN 1103 Foundations of Youth Ministries**

A course designed to survey programs, issues and philosophies relating to youth ministries. Special attention will be given to current trends and requirements for effective youth ministry leadership.

**YMIN 2103 Child Growth and Development**

See PSYC 2103

**YMIN 2313 Issues and Creative Strategies in Youth Ministries**

A course which presents specific paradigms of youth ministerial programs and creative strategies in youth ministries. In part of the course, selected youth ministry paradigms will be presented, along with specific, preassigned issues and practical matters relating to youth ministries. In addition, creative strategies in youth ministries will be presented which incorporate such communication tools and media as desktop publishing, computers, internet, web page, multi-media, sound systems, video productions, drama and music.

**YMIN 3113 Adolescent Psychology**  
See PSYC 3113

**YMIN 3123 Child and Youth Learning Theory**

See PSYCH 3123 Principles and Practice to Enhance Self-Esteem in Children and Adolescents

**YMIN 3913 Youth Ministries Practicum**

A course which requires students to serve in an actual and specific role with a pre-approved Youth Ministries program. Work will be completed under the auspices of a Bethany faculty member in conjunction with a minister serving in Youth Ministries.

**YMIN 4943 Youth Ministries Senior Project**

A course which requires students to construct a project that helps demonstrate that the objectives of the Youth Ministries component of the program has been successfully fulfilled. Furthermore, the requirements for the project will be constructed so that students can demonstrate that they have properly integrated the Youth Ministries core with the Church Leadership Core.

**YMIN Special Courses**

Special courses are offered periodically. See page 122 of the catalog for descriptions of special courses.