

# College of Adult & Professional Studies

2012–2013 Catalog

3900 Bethel Drive  
St. Paul, Minnesota 55112  
651.635.8000  
or 800.255.8706, ext. 8000

Email • [caps@bethel.edu](mailto:caps@bethel.edu)  
Web • [caps.bethel.edu](http://caps.bethel.edu)

**BETHEL**  
UNIVERSITY

The logo for Bethel University, featuring the text "BETHEL UNIVERSITY" in white serif font on a black rectangular background. Below the black background is a solid blue horizontal bar.

# Table of Contents

## General Information

Publications.....	1
Policies.....	1
Accreditation and Membership.....	2
Catalog Information.....	2
Bethel University Mission, Vision, and Values.....	2
College of Adult & Professional Studies Mission.....	3
Bethel University Structure.....	3
College of Adult & Professional Studies.....	3
Bethel Community Expectations.....	5

## Academic Calendar

Fall Term 2012.....	6
Spring Term 2013.....	6
Summer Term 2013.....	6

## Admission

Admission Requirements.....	7
General Requirements for Admission to the College of Adult & Professional Studies.....	7
Admission Requirements: General Studies Program.....	8
Admission Requirements: Majors.....	9
Admission Requirements: Certificates.....	12
Admission Categories.....	12
Admission Calendar.....	12
Course/Cohort Cancellation Policy.....	12

## Finances

Typical and Program Specific Student Costs.....	13
Student Account Information.....	13
Tuition Payment.....	13
Online Monthly Statements.....	13
Payment Options.....	13
Authorized Users.....	14
Registration Hold.....	14
Transcript Hold.....	14
Financial Clearance for Graduation.....	14
Past Due Accounts.....	14
Non-sufficient Funds Fee.....	15
Refund Schedule and Withdrawal Policy.....	15
Employer Tuition Reimbursement.....	15
Military and Veterans Educational Benefits.....	16
Student Health Insurance.....	16
Business Office Questions.....	16

# Table of Contents

Financial Aid.....	16
Application Procedure.....	16
Financial Aid Programs.....	16
Financial Aid Criteria.....	17
Satisfactory Academic Progress (SAP) Policy.....	17
Process Overview and Responsibilities.....	17
Evaluating Financial Aid SAP.....	17
Treatment of Special Academic Course Situations.....	19
Failure to Meet Minimum SAP Standards.....	21
Appeal of Financial Aid Termination.....	21
Student Notification.....	22
Regaining Eligibility.....	22
Interpretation and Enforcement.....	22
Return of Title IV Funds Policy.....	22

## Academic Information

College of Adult & Professional Studies.....	23
General Requirements for an Associate of Arts Degree.....	23
General Requirements for a Baccalaureate Degree.....	24
General Requirements for a Certificate.....	25
Curriculum.....	25
General Education Overview.....	26
General Education Course Categories.....	27
Purpose of General Education Courses and Course Categories.....	27
Transfer Levels.....	31
General Education Requirements.....	32
General Education Transfer Levels.....	34
Electives.....	35
Elective Credit Options.....	35
Transfer Student Requirements.....	37
Associate of Arts Degree.....	38
Calendar and Student Load.....	39
International (F-1) Student Load.....	39
Class Attendance.....	39
Prerequisites.....	40
Changes in Registration.....	40
Grading System.....	41
Transcripts.....	43
Degree Honors.....	43
Commencement Ceremony Honors.....	43
Honor Societies.....	43
Academic Progress, Probation, and Dismissal.....	44
Academic Honesty.....	45
Academic Appeals.....	46

# Table of Contents

Concurrent Registration .....	47
Classification of Learners .....	47
Extracurricular Activities .....	47
Readmission Procedure .....	47
Individualized Study .....	48
Academic Internship .....	48
Course by Arrangement .....	49
Directed Study .....	50
Family Educational Rights and Privacy Act (FERPA) .....	51

## Academic Programs and Disciplines

Course Numbers, Levels, and Credits .....	53
Academic Discipline Codes and Descriptions .....	53
Suffix Codes and Descriptions .....	54
Program Code and Description .....	54
Major Codes and Descriptions .....	54
Minor Codes and Descriptions .....	54
Certificate Codes and Descriptions .....	55
General Studies .....	56
General Studies Curriculum .....	56
Business Management .....	57
Major in Business Management .....	57
Minor in Business Management .....	59
Christian Ministries .....	59
Major in Christian Ministries .....	59
Minor in Christian Ministries .....	61
Minor in Christian Thought .....	61
Communication .....	62
Major in Communication Studies .....	62
Minor in Communication Studies .....	64
Healthcare Leadership .....	65
Major in Healthcare Leadership .....	65
Minor in Healthcare Leadership .....	66
Certificate in Healthcare Leadership .....	67
Human Resource Management .....	67
Minor in Human Resource Management .....	67
Certificate in Human Resource Management .....	68
Human Services .....	68
Major in Human Services .....	68
Minor in Human Services .....	70
Nursing .....	71
Major in Nursing .....	71
Organizational Leadership .....	72
Major in Organizational Leadership .....	72
Minor in Organizational Leadership .....	74

# Table of Contents

## Course Descriptions

Biblical Studies .....	75
Business .....	76
Christian Ministries .....	78
Communication .....	79
Economics .....	83
English .....	84
General Studies .....	84
Health and Physical Education .....	86
Healthcare Leadership .....	86
History .....	88
Human Resource Management .....	88
Human Services .....	90
Mathematics .....	92
Nursing .....	92
Organizational Leadership .....	94
Philosophy .....	96
Psychology .....	97
Sociology .....	97
Theatre Arts .....	97
Theology .....	98

## Personnel

Board of Trustees .....	99
Administration: University .....	101
Administration: College of Adult & Professional Studies .....	104
Faculty .....	105
Academic Administration .....	105
Faculty of Instruction .....	106
Adjunct Faculty .....	107
Emeriti .....	110

# General Information

## Publications

This catalog is part two of a three-part series. Part one is the application and required materials. Part two relates to the academic programs and institutional policies. Part three is the College of Adult & Professional Studies/Graduate School *Student Handbook*, which outlines university procedures, expectations for students, and student services.

Every student is to be familiar with and will be held responsible for the academic regulations, campus procedures, and Bethel Community Expectations as stated in these three publications, as well as information published in *Bethel E-Announcements*, which are distributed electronically three times a week via email and available online through Blink ([blink.bethel.edu](http://blink.bethel.edu)).

## Policies

It is the official policy and commitment of Bethel University not to discriminate on the basis of race, color, national or ethnic origin, age, gender, or disability in its educational programs, admissions, or employment practices. The president of Bethel University has designated the director of human resources as the compliance officer for the institution. Inquiries regarding compliance may be directed to: Compliance Officer, Bethel University, 3900 Bethel Drive, St. Paul, MN 55112; phone: 651.638.6119 or 800.255.8706, ext. 6119.

Bethel University adheres to the provisions of the federal Family Educational Rights and Privacy Act (FERPA) of 1974. For a copy of Bethel policy, contact the Office of the Registrar.

The Office of Disability Services exists to create equal opportunities for students, faculty, and staff with disabilities at Bethel University by providing reasonable accommodations to assist Bethel in being a community that welcomes people of all abilities. Accommodations and services for students with disabilities are coordinated through the Office of Disability Services. The office serves students with various types of disabilities, including physical, sensory, learning, psychiatric, systemic, and some chronic illnesses. To receive services through this program, students must provide documentation of a disability. For further information or to schedule an appointment to discuss your needs, please contact Disability Services at 651.638.6833 or 800.255.8706, ext. 6833. Information is online at [bethel.edu/disability](http://bethel.edu/disability).

### Accreditation and Membership

Bethel University is accredited by The Higher Learning Commission and a member of the North Central Association ([www.hlcommission.org](http://www.hlcommission.org), 312.263.0456). Bethel is also accredited by the Commission on Collegiate Nursing Education at the undergraduate and master's levels (One Dupont Circle Northwest, Suite 530, Washington, D.C. 20036-1120; phone: 202.877.6791). The nursing program is approved by the Minnesota Board of Nursing.

The academic program at Bethel University is enriched by its membership and participation in programs of the Christian College Consortium and the Council for Christian Colleges and Universities.

Bethel University is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

### Catalog Information

Information in this catalog is descriptive only and not contractual. All listed courses and programs are current at the time of printing, but are subject to change without notice based on enrollment, faculty availability, and other considerations. Bethel reserves the right to withdraw a course or program or to limit its enrollment.

While Bethel publishes program information and materials and assigns advisors, the student is ultimately responsible to assure that he or she has fulfilled all graduation requirements. Bethel reserves the right to withdraw a previously awarded degree if it is subsequently determined that the student did not complete degree requirements.

### Bethel University Mission, Vision, and Values

Boldly informed and motivated by the Christian faith, Bethel University educates and energizes men and women for excellence in leadership, scholarship, and service. Bethel is committed to being a world-class Christian university preparing women and men to serve in strategic capacities to renew minds, live out biblical truth, transform culture, and advance the gospel.

We are Christ-followers—orthodox, conversionist, and evangelical; rooted in the authority of Scripture.

We are character-builders—concerned with personal and spiritual formation and therefore committed to the development of whole and holy persons.

We are truth-seekers—recognizing that all truth has its source in God as revealed in creation and Scripture, and personified in Christ.

We are learners—committed to academic excellence within a community characterized by teaching, scholarship, and service.

We are reconcilers—honoring the worth and dignity of people from all races and purposely seeking to create a community that reflects the diversity of the body of Christ.

We are salt and light—relating to the world and society in culturally relevant ways while being informed by our pietistic denominational heritage and characterized by an irenic spirit.

We are world-changers—driven to prepare graduates who will shape and change the world through exemplary leadership in the church and throughout society.

### College of Adult & Professional Studies and Graduate School Mission

The College of Adult & Professional Studies and the Graduate School strive to meet the unique educational and personal needs of adult learners in a supportive Christian environment offering academic excellence at the undergraduate through graduate levels, integrating faith and learning, and applying theoretical perspectives to contemporary issues, thus empowering students to attain personal, educational, and career objectives, and stimulating them to lifelong learning.

### Bethel University Structure

Bethel University is a leader in Christ-centered higher education with approximately 6,600 students from 48 states and 25 countries enrolled in undergraduate, graduate, seminary, and adult education programs. Based in St. Paul, Minn., with additional seminary locations on both coasts, Bethel University offers rigorous bachelor's and advanced degrees in nearly 100 relevant fields. Programs are taught by renowned faculty within a distinctly evangelical Christian framework, equipping women and men for culturally sensitive leadership, scholarship, and service around the world. For further information on Bethel University, go to [www.bethel.edu](http://www.bethel.edu).

Bethel University offers its academic programs through multiple divisions:

### College of Adult & Professional Studies

The College of Adult & Professional Studies (CAPS) at Bethel University helps busy adults achieve their educational goals by offering courses taught within a framework of Christian values. CAPS offers seven career-relevant bachelor's degree-completion programs, including business management, Christian ministries, communication studies, healthcare leadership, human services, nursing (RN to B.S.), and organizational leadership. The General Studies program allows students with few or no credits to take the courses they need to enter a bachelor's degree program or to earn an associate of arts degree. All programs are taught on an accelerated schedule, with courses meeting evenings or weekends at convenient locations in the Twin Cities or online.

### Graduate School

The Graduate School at Bethel University offers 12 advanced degree programs, as well as education licenses, certificate programs, and academic writing seminars. Designed to help adults enhance or redirect their careers, the programs include master's degrees in business administration (MBA), communication, counseling psychology, education K–12, gerontology, literacy education, nursing (M.S.), organizational leadership, physician assistant (M.S.),\* special education, and teaching, as well as a Doctor of Education in Educational Leadership (Ed.D.). The programs are academically rigorous, offered on an accelerated schedule, and taught within a framework of Christian values. Classes for most programs are held evenings and/or weekends on the St. Paul campus as well as other convenient locations in the Twin Cities or online.

\* Pending approval from the Accreditation Review Commission on Education for the Physician Assistant.

### College of Arts & Sciences

The College of Arts & Sciences at Bethel University offers 61 majors within 88 areas of study, including the arts, humanities, business, natural sciences, and social sciences. It is renowned for a highly credentialed faculty dedicated to teaching, integration of faith and learning, and the translation of Christian belief into global service. The college consistently ranks among top Midwestern Universities in the “America’s Best Colleges” issue of *U.S. News & World Report*, and is listed in “Top Colleges for Top Students” in Peterson’s Competitive Colleges.

### Bethel Seminary

Bethel Seminary is a world-class evangelical seminary offering nine master of arts degrees, a master of divinity degree, a variety of doctor of ministry degrees, and several certificates. Accreditors have praised the seminary’s approach to developing whole and holy Christian leaders through three-part emphases on biblical/theological foundations, transformational leadership, and spiritual and personal formation. With locations in St. Paul, San Diego, New England, and Washington, D.C., as well as a model distance learning program, Bethel Seminary is breaking new ground in effective ministry training.

### Bethel Community Expectations

Bethel University is an educational community committed to the integration of evangelical faith with learning. A statement called *A Covenant for Life Together* has been adopted to help clarify how Christian faith informs and guides the lives and actions of members of the Bethel community. This document interprets the values by which Bethel has chosen to define itself and is intended to facilitate growth, development, and learning. Although some of these values relate to the developmental stages of traditional students and are not necessarily the norm for all Christians, adult students are asked to honor this community statement by abstaining from the use of tobacco, alcohol, and profane language on the campus and at off-campus class sites. A copy of *A Covenant for Life Together* is available from the Office of the Dean of the College of Adult & Professional Studies/Graduate School.

The 2012–2013 academic year includes three academic terms: Fall 2012, Spring 2013, and Summer 2013. Students are provided a course schedule. Special dates and holidays for the 2012–2013 academic year are listed below.

## Fall Term 2012

### August 20, 2012–December 23, 2012

Fall Term Begins.....	August 20
Commencement Application Deadline .....	October 31
Registration Opens for Summer Term.....	December 1
Fall Commencement .....	December 14
Fall Term Ends .....	December 23
Christmas Break (no classes) .....	December 24–30

## Spring Term 2013

### December 31, 2012–May 5, 2013

Spring Term Begins .....	December 31
Commencement Application Deadline .....	March 31
Registration Opens for Fall Term .....	April 1
Spring Term Ends.....	May 5
Spring Commencement.....	May 24

## Summer Term 2013

### May 6, 2013–August 18, 2013

Summer Term Begins.....	May 6
Registration Opens for Spring Term.....	August 1
Summer Term Ends.....	August 18

## Admission Requirements

The College of Adult & Professional Studies will consider applicants who meet the general admission requirements. For admission to a major or certificate, applicants must meet additional admission requirements.

Meeting minimal entrance requirements does not necessarily guarantee admission. Exceptions to minimum criteria may be made at the discretion of the admissions committee.

Apply for admission online at [caps.bethel.edu/admissions/apply](http://caps.bethel.edu/admissions/apply). Or call the College of Adult & Professional Studies office at 651.635.8000 or 800.255.8706, ext. 8000 for an application. Send all application materials to: College of Adult & Professional Studies, Bethel University, 3900 Bethel Drive, St. Paul, MN 55112.

### General Requirements for Admission to the College of Adult & Professional Studies

The College of Adult & Professional Studies will consider applicants, including applicants to the General Studies program, who:

- Submit a completed application form.
- Submit official transcripts from **all** schools attended for college credit.
- Submit official evaluations of foreign transcripts from a National Association of Credential Evaluation Services (NACES) member organization or an *Academic Report* official evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) if applicable. NACES member organizations are identified at [www.naces.org](http://www.naces.org).
- Submit an official high school transcript or GED, unless at least 30 credits have been accepted in transfer.
- Submit a current resume that indicates a minimum of three years of full-time work experience or its equivalent.
- Demonstrate college-level writing ability through the positive evaluation of an *Application Essay*.
- Submit a TOEFL examination score report (required of all international student applicants and all student applicants whose primary language is not English). A minimum score of 550 is required on the paper-based test, 213 on the computer-based test, or 80 on the Internet-based test.
- Indicate acceptance of Bethel Community Expectations by signing the application form.
- Interview, if requested, by the admissions committee.

# Admission

## Additional General Admission Requirements: International Applicants

An international student applicant is any candidate who is neither a U.S. citizen nor a U.S. permanent resident alien. International student applicants must:

- Submit a completed *Certificate of Finances* form along with a copy of current bank statement(s) that show evidence of adequate funds to cover a minimum of one year's full tuition and living expenses.
- If an applicant is receiving funds from a sponsor(s), submit:
  1. Notarized Affidavits of Support (I-134).
  2. Letters of support from sponsors.
- Submit a copy of I-94 (applicants living in the U.S.).
- Submit a copy of passport (applicants living in the U.S.).
- Submit a copy of current visa (applicants living in the U.S.).
- Submit documentation of health insurance.
- Complete a required English language evaluation as part of the admissions process if the applicant's primary language is not English.

## Additional General Admission Requirements: U.S. Permanent Resident Alien Applicants

U.S. permanent resident alien student applicants must:

- Present the applicant's green card.

## Admission Requirements: General Studies Program

- Meet the general requirements for admission to the College of Adult & Professional Studies.
- Develop an academic plan in consultation with an enrollment counselor to determine how outstanding course requirements or needed credits, if any, will be fulfilled. Requirement is waived if official transcripts document completion of all prerequisite and general education courses and the full number of credits required outside of the chosen major, or if applying for a certificate program.
- Prospective students will complete an essay in the application process. Results from that essay will enable the institution and the learner to determine the best strategy for success. A variety of enrollment strategies will be used to ensure optimal effectiveness, based upon the learner's skills and goals.

# Admission

## Business Management (B.A.)

The business management major will consider applicants who:

- Complete at least 60 semester credits.
- Have a cumulative GPA of 2.0 or higher on a 4.0 scale on all previous academic work.
- Develop an academic plan in consultation with an enrollment counselor to determine how outstanding course requirements or needed credits, if any, will be fulfilled. Requirement is waived if official transcripts document completion of all prerequisite and general education courses and the full number of credits required outside of the chosen major, or if applying for a certificate program.

## Christian Ministries (B.A.)

The Christian ministries major will consider applicants who:

- Complete at least 60 semester credits.
- Have a cumulative GPA of 2.0 or higher on a 4.0 scale on all previous academic work.
- Develop an academic plan in consultation with an enrollment counselor to determine how outstanding course requirements or needed credits, if any, will be fulfilled. Requirement is waived if official transcripts document completion of all prerequisite and general education courses and the full number of credits required outside of the chosen major, or if applying for a certificate program.
- Have completed *GENS225R: Academic Research Writing* or equivalent.
- Submit a *Spiritual Reference* form.

## Communication Studies (B.A.)

The communication studies major will consider applicants who:

- Complete at least 60 semester credits.
- Have a cumulative GPA of 2.0 or higher on a 4.0 scale on all previous academic work.
- Develop an academic plan in consultation with an enrollment counselor to determine how outstanding course requirements or needed credits, if any, will be fulfilled. Requirement is waived if official transcripts document completion of all prerequisite and general education courses and the full number of credits required outside of the chosen major, or if applying for a certificate program.

## Healthcare Leadership (B.A.)

The Healthcare Leadership major will consider applicants who:

- Complete at least 60 semester credits.
- Have a cumulative GPA of 2.0 or higher on a 4.0 scale on all previous academic work.



## Admission

- ❑ Develop an academic plan in consultation with an enrollment counselor to determine how outstanding course requirements or needed credits, if any, will be fulfilled. Requirement is waived if official transcripts document completion of all prerequisite and general education courses and the full number of credits required outside of the chosen major, or if applying for a certificate program.

### Human Services (B.A.)

The human services major will consider applicants who:

- ❑ Complete at least 60 semester credits.
- ❑ Have a cumulative GPA of 2.0 or higher on a 4.0 scale on all previous academic work.
- ❑ Develop an academic plan in consultation with an enrollment counselor to determine how outstanding course requirements or needed credits, if any, will be fulfilled. Requirement is waived if official transcripts document completion of all prerequisite and general education courses and the full number of credits required outside of the chosen major, or if applying for a certificate program.

### Organizational Leadership (B.A.)

The organizational leadership major will consider applicants who:

- ❑ Complete at least 60 semester credits.
- ❑ Have a cumulative GPA of 2.0 or higher on a 4.0 scale on all previous academic work.
- ❑ Develop an academic plan in consultation with an enrollment counselor to determine how outstanding course requirements or needed credits, if any, will be fulfilled. Requirement is waived if official transcripts document completion of all prerequisite and general education courses and the full number of credits required outside of the chosen major, or if applying for a certificate program.

### Nursing (B.S.)

The nursing major will consider applicants who:

- ❑ Complete at least 60 semester credits.
- ❑ Have a cumulative GPA of 2.5 or higher on a 4.0 scale on all previous academic work.
- ❑ Develop an academic plan in consultation with an enrollment counselor to determine how outstanding course requirements or needed credits, if any, will be fulfilled. Requirement is waived if official transcripts document completion of all prerequisite and general education courses and the full number of credits required outside of the chosen major, or if applying for a certificate program.

## Admission

- ❑ Fulfill the admission requirements for either Category A or B.

Category A applicants must:

- Hold an Associate of Science (A.S.) degree in Nursing with a cumulative GPA of 2.5 or higher on a 4.0 scale from a regionally accredited institution and a grade of C or better in each nursing course. (If any part of Category A requirements is not met, select Category B.)

Category B applicants must:

- Hold an associate's degree in nursing from a regionally accredited institution or a diploma from an accredited hospital nursing program.
- Have completed the following prerequisite college-level courses from a regionally accredited institution. Each course must have earned at least two semester credits.
  - Anatomy and Physiology I and II (8 semester credits recommended)
  - Chemistry: organic or biochemistry (4 semester credits recommended)
  - Lifespan Development (3 semester credits recommended)
  - Microbiology (4 semester credits recommended)
- Have earned in the prerequisite science courses a grade of C or better in each of the courses.

- ❑ Submit a current resume that includes work experience that indicates a minimum of one year of nursing experience. May be waived for direct A.S. degree transfer students; contact an enrollment counselor for details.
- ❑ Submit two *Admission Reference* forms—one from a supervisor and one from a colleague if employed in nursing or from a nursing instructor or professor.
- ❑ Demonstrate character and professional dedication consistent with the role and responsibility of the professional nurse.
- ❑ Submit a copy of current unencumbered Minnesota registered nurse license.
- ❑ Submit documentation of current health insurance coverage (a copy of card or other proof).
- ❑ Submit a completed *Nursing Student Immunization Record*.
- ❑ Submit a copy of current CPR certification.

Note: Bethel nursing malpractice insurance coverage is required. Prior to any clinical practicum, a criminal background check must also be completed.

Applicants will be notified of their admission category status by mail following approval of the Nursing Department.

## Certificate in Healthcare Leadership

The Certificate in Healthcare Leadership program will consider applicants who:

- ❑ Complete at least 60 semester credits.
- ❑ Have a cumulative GPA of 2.0 or higher on a 4.0 scale on all previous academic work. Nursing applicants must have a cumulative GPA of 2.5 on a 4.0 scale on all previous academic work.

## Certificate in Human Resource Management

The Certificate in Human Resource Management program will consider applicants who:

- ❑ Have a cumulative GPA of 2.0 or higher on a 4.0 scale on all previous academic work. Nursing applicants must have a cumulative GPA of 2.5 on a 4.0 scale on all previous academic work.

## Admission Categories

If accepted, the student will receive an official letter of acceptance. This letter is valid for up to one year from its date. Students may be accepted directly into a degree-completion cohort or may petition to enter a cohort after acceptance.

- ❑ **Acceptance:** All admission criteria have been met and all admission materials have been received.
- ❑ **Conditional Acceptance:** The student has not met all admission requirements. Remaining requirements must be met prior to deadlines stated in the acceptance letter.
- ❑ **Provisional Acceptance:** Students admitted provisionally may be at some risk regarding academic success. The student has not achieved the minimum GPA, grade standards, or other assessment criteria. Therefore, as stated in the acceptance letter, a minimum GPA of 2.0 overall and 2.25 in one's major must be maintained to continue in the program.

## Admission Calendar

Students are accepted on a rolling basis throughout the year. Bethel University reserves the right to change a course or program start date.

## Course/Cohort Cancellation Policy

Bethel University reserves the right to change the start date or to cancel any course/cohort 10 calendar days prior to the start date if minimum enrollment has not been met.

## Typical and Program-specific Student Costs

Current tuition and fees are published at [caps.bethel.edu/financial-aid/tuition](https://caps.bethel.edu/financial-aid/tuition). Any changes will be reflected as details are released and will typically take effect at the beginning of an academic term. Published information includes tuition for each academic program, course audit fees, and other costs.

The Board of Trustees reserves the right to change any financial charges or regulations listed in this catalog.

## Student Account Information

### Tuition Payment

Tuition and fees are charged on a per-credit basis and vary based on a student's program of study. Tuition is generated through information from the Office of the Registrar. Therefore, the student account will be billed once the student has been registered for course(s). Full payment is due at the beginning of each course. Students are responsible for payment reaching Bethel's St. Paul Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance of registration for funds to be disbursed at the beginning of the term. A finance charge of 1 percent per month will be assessed on any charges more than 30 days old. Enrollment for succeeding terms is dependent on full payment of the previous expenses.

### Online Monthly Statements

Around the 17th of each month, an email will be sent to every student's Bethel email address alerting them that the Bethel University Online Monthly Statement (paperless) is available to view. (Monthly statements will not be mailed to the student's home address.)

View online monthly statements through Blink (Student Services tab > My Statement channel > click Statement and Payment History > View Statement).

### Payment Options

Students can view their account and/or pay online through Blink (Student Services tab > My Bethel Account channel > select term > click Statement and Payment History).

**Online by E-Check:** Authorize a one-time payment or automatic withdrawal from your checking or savings account.

**Online by Credit Card:** Mastercard, American Express, or Discover are accepted, with a non-refundable convenience fee of 2.75 percent or \$3 minimum.

**In Person:** Pay by cash, check, or money order at the St. Paul Business Office (CC208), 8 a.m.–4:30 p.m., M–F (credit cards accepted online only).

For after-hour payments, a drop box is located in the hallway near the Business Office door.

**Mail checks to:** Bethel University Business Office, 3900 Bethel Drive, St. Paul, MN 55112-6999. (Please include your student ID number in the memo portion of the check.)

## Authorized Users

If a student wants to give electronic access to a spouse or another person to view their account and/or pay online, the student needs to authorize him/her as an authorized user. Once the student has followed the steps below, the authorized user will be sent an email with further instructions. If the email does not arrive, ask the authorized user to check their spam mailbox.

Students can authorize another user through Blink (Student Services tab > My Bethel Account channel > select term > click Make a Payment > click Authorized Users found on the toolbar and follow instructions).

## Registration Hold

Registration for classes in succeeding terms is dependent upon full payment of the previous term's expenses. A student whose account is in arrears will have a registration hold on their account and will not be permitted to register for subsequent courses.

## Transcript Hold

When full payment has not been received, a transcript hold is placed on the student account. A transcript hold will prevent an official transcript from being printed by the Office of the Registrar.

## Financial Clearance for Graduation

A student will not be issued an official transcript or receive a diploma until all financial obligations have been met.

## Past Due Accounts

A student who is not currently enrolled at Bethel University and has an account balance more than 60 days past due may be transferred to Educational Computer Systems, Inc. (ECSI). ECSI is a collections service that offers payment plans for students not currently enrolled at Bethel University. Accounts sent to ECSI are automatically reported to the Credit Bureau. No student who has an account balance with ECSI will be considered for re-admittance.

In the event Bethel University has to incur any expense in collecting on a student account, the student will be required to pay all of Bethel's costs for collection. This includes, but is not limited to, a collection agency fee and/or attorney's fees at the rate of 33–40 percent.

## Non-sufficient Funds Fee

If payment is returned from the bank for non-sufficient funds, a \$20 returned check fee will be assessed on the student account.

## Refund Schedule and Withdrawal Policy

After registration, changes made to a student's schedule must be completed through web registration through Blink or in writing to the student's learner success advisor at the College of Adult & Professional Studies and Graduate School. Please note that changes may affect financial aid that was awarded. Provided the change is made prior to the day the course begins, a full refund is granted. Students who withdraw from a course after it begins will be granted a refund according to a sliding scale.

## Employer Tuition Reimbursement

Employer tuition reimbursement is not considered a payment option. Tuition charges are required to be paid by the student when due. It is the student's responsibility to receive reimbursement from their employer. Students may request Tuition Reimbursement Billing Invoices by contacting the Business Office at 651.638.6208, or [business-office@bethel.edu](mailto:business-office@bethel.edu). (Please include your student ID number with your email.)

The requested invoices will automatically be sent to the student during the final week of each course. The student may submit this invoice to their employer for reimbursement.

Bethel will provide the following information on the invoices:

- Student name and address
- Student Bethel ID number
- Course number
- Course name
- Number of credits
- Beginning and ending dates of the course
- Tuition amount
- Stamped "PAID" (provided payment for the course has been received)

## Military and Veterans Educational Benefits

Students needing assistance to determine military or veteran benefits for which they may be eligible may contact Bethel's Veterans Resource Center at 651.635.8096 or [veterans-center@bethel.edu](mailto:veterans-center@bethel.edu). If you qualify for GI benefits and intend to use them, you must contact the certifying official at Bethel University in the Office of the Registrar at 651.635.8734 or 800.255.8706, ext. 8734.

## Student Health Insurance

Students who are registered for one credit or more may purchase the health insurance plan made available through Bethel University. Students may request information about health insurance options by contacting Tim Donovan, the health insurance agent who works with Bethel students, at [timd@dauidagencyinc.com](mailto:timd@dauidagencyinc.com) or call 952.277.0674. Students should mention they are enrolled in the College of Adult & Professional Studies or Graduate School.

## Business Office Questions

Questions regarding student accounts may be directed to the Business Office at 651.638.6208 or 800.255.8706, ext. 6208 or [business-office@bethel.edu](mailto:business-office@bethel.edu). (Please include your student ID number.)

## Financial Aid

### Application Procedure

1. Apply for admission to Bethel University College of Adult & Professional Studies.
2. Complete the *Free Application for Federal Student Aid* (FAFSA), available online at [www.fafsa.gov](http://www.fafsa.gov) (use Bethel's federal school code: 002338).
3. Complete the *Bethel University Application for Federal Aid*, available at [caps.bethel.edu/financial-aid/apply](http://caps.bethel.edu/financial-aid/apply).
4. Become familiar with the gift-aid options. Students should bring to our attention any opportunities for which they believe they might be eligible. (Most grants are automatically considered for students when they submit the FAFSA and Bethel Financial Aid Application.)

## Financial Aid Programs

Visit [caps.bethel.edu/financial-aid/types](http://caps.bethel.edu/financial-aid/types) or contact the Office of Financial Aid for information regarding the availability of scholarships, grants, and loans.

## Financial Aid Criteria

Financial aid is calculated with the assumption that students will progress through the sequence of courses in their chosen majors with their assigned cohort group. Students considering a change in enrollment status are strongly encouraged to contact the Office of Financial Aid, the Bethel Business Office, and the College of Adult & Professional Studies academic services office prior to taking any action.

Any federal student loan recipient who graduates, withdraws, transfers to another school, or drops below half-time attendance must complete loan exit counseling. The student will be informed of his or her rights and responsibilities as a borrower, including repayment options for student loans.

## Financial Aid Satisfactory Academic Progress Policy

*To review the complete current policy, please visit [bethel.edu/offices/financial-aid/academic-progress](http://bethel.edu/offices/financial-aid/academic-progress).*

### Process Overview and Responsibilities

The Code of Federal Regulations, title 34, section 668.34 requires that an institution establish, publish, and apply reasonable standards for measuring whether a student is maintaining satisfactory progress in his or her course of study in order for the student to receive financial aid under a Title IV program of the Higher Education Act. Minnesota Statute 136A.101 Subd. 10 applies this federal Satisfactory Academic Progress (SAP) regulation to Minnesota financial aid programs. Bethel University applies this federal SAP regulation to institutionally controlled financial aid programs.

All financial aid recipients must progress at a reasonable rate (make satisfactory progress) toward achieving a certificate or degree. This requirement applies to all terms regardless of whether or not the student received financial aid.

### Evaluating Financial Aid SAP

Financial aid SAP evaluation begins six (6) days after the end of each term (fall, spring, and summer) using three benchmarks: Qualitative Measure, Pace, and Maximum Time Frame.

**Qualitative Measure.** Undergraduate students must maintain a cumulative GPA of at least 2.0. Graduate School students must maintain a cumulative GPA of at least 3.0. All undergraduate coursework is considered when calculating the cumulative GPA for undergraduate degrees. At the graduate level, cumulative GPA is calculated separately for Graduate School doctoral programs and Graduate School non-doctoral programs.

**Pace of Completion.** Students must progress through their educational program at a pace that ensures they will complete the program within the maximum time frame. The Pace is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted. Students must successfully complete a minimum of 67 percent of their cumulative attempted credits (including any transfer credits, advanced placement (AP), or College Level Examination Program (CLEP) credit).

**Maximum Time Frame.** Students are expected to complete their program within the normal time for completion (122 credits for a baccalaureate degree). However, there may be special circumstances such as a program change or an illness that would prevent students from completing their program of study within the normal time frame.

To accommodate these special circumstances, students may continue receiving aid until they either (a) complete graduation requirements for their program of study, or (b) attempt 150 percent of the number of credits (including transfer credits, advanced placement, or CLEP credits) required for their program of study, or (c) reach the point where they cannot earn the number of credits necessary to complete their program of study within 150 percent of required credits for the degree, whichever comes first.

Students become ineligible for financial aid at the time that it is determined that they are unable to complete their degree within the maximum time frame. Transfer students who will transfer more than 50 percent of the credits needed for their program of study should request that only the credits that apply to their program of study are accepted by Bethel to ensure that they do not exceed the maximum time frame prior to completing their program of study, and therefore become ineligible for financial aid.

Program of Study	Maximum Time Frame
Undergraduate Certificate	45 semester credits
Associate Degree	$60 \times 1.5 = 90$ semester credits
Baccalaureate Degree	$122 \times 1.5 = 183$ semester credits
Graduate Certificate	Varies (150% x ____ credits in certificate)
Master of Arts/Master of Science	Varies (150% x ____ credits in degree)
Master of Business Administration	$42 \times 1.5 = 63$ semester credits
Ed.D.	$61 \times 1.5 = 92$ semester credits

## Treatment of Special Academic Course Situations

- **Term.** The Office of Financial Aid evaluates SAP at the end of each regular semester. All terms of enrollment are counted for SAP, including terms in which a student did not receive financial aid.
- **Remedial Courses.** Bethel does not offer any remedial courses.
- **Pass/Fail Courses.** Some of Bethel's courses receive a grade of Satisfactory (S) or Unsatisfactory (U). These courses are not included in the calculation of GPA; they are counted as attempted credits. Courses with an S grade are considered earned credits. Courses with a U grade are not earned credits.
- **English as a Second Language Courses.** Bethel does not offer any ESL courses.
- **Repeated Courses.** Courses that a student is repeating are included when determining the student's enrollment status for Title IV purposes as long as the course is not a result of (a) more than one repetition of a previously passed course, or (b) any repetition of a previously passed course due to the student failing other coursework.

Repeated courses are always included in the cumulative credits attempted and maximum time frame calculation. They are included in the GPA and cumulative credits earned calculations provided the grade for the repeated courses, and the original course, are both included in the GPA calculation.

- **Audited and Enrichment Courses.** Courses that are audited, or not eligible for academic credit, are excluded from SAP calculations since they are ineligible for federal, state, or institutional financial aid programs.
- **Earned Credits.** For purposes of this policy, credits in which the student earns a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, or S are considered earned credits, and are counted as both attempted and earned in the Pace calculation.
- **Transfer Credits.** College-level courses taken outside of Bethel before students received their high school diploma or GED (e.g., CLEP, Post-secondary Enrollement Option (PSEO), AP) are treated as transfer credits. (PSEO credits attempted at Bethel are treated the same as other courses taken at Bethel after receiving a high school diploma.) Transfer credits are included as both attempted and completed credits when measuring Pace, and are included in the maximum time frame calculation. All transfer credits accepted by Bethel will be used in determining when the maximum time frame requirement has been reached. The student may, however, appeal to have only the credits accepted toward his or her Bethel program of study included in the maximum time frame calculation.
- **Change of Majors.** If a student changes majors, the credits earned under all majors will be included in the calculation of attempted, earned, and maximum time frame credits, as well as the GPA calculation.

- **Dropping a Course.** Courses that the student drops after the 100 percent refund period are included in the cumulative credits attempted and in the maximum time frame. (If a student fails all courses attempted during the term, the financial aid staff will check to see if the student was enrolled for the entire period or unofficially withdrew from school.)
- **Incompletes.** Courses assigned an incomplete grade are included in the cumulative credits attempted and in the maximum time frame. These credits cannot be counted as earned credits until a satisfactory grade is assigned.
- **Second Degree.** Students may attempt up to 150 percent of the credits required for a subsequent program of study (183 credits for a baccalaureate degree, plus an additional 183 credits for a second baccalaureate degree). Students who already have a first baccalaureate degree are eligible for loans (not grants) if they are pursuing teacher licensure or a second degree (e.g., a student has a B.A. and is now seeking a B.S.).
- **Multiple Majors and/or Dual Degree Students.** Students who choose to earn more than one major, or more than one degree, at the same time are subject to the maximum time limits of one degree (e.g., 183 credits for a baccalaureate degree).
- **Concurrent enrollment in Bethel's schools.** Students who are concurrently enrolled in more than one of Bethel's schools may receive more than one Financial Aid SAP review each term. Students must be demonstrating SAP in every school they are attending. Failure to demonstrate SAP in any school will impact financial aid eligibility in all schools. For example, if as a result of not demonstrating financial aid SAP in the Graduate School a student's financial aid eligibility is terminated, the student's financial aid eligibility is also terminated at Bethel Seminary, the College of Arts & Sciences, and the College of Adult & Professional Studies.
- **Programs exempt from Financial Aid SAP review.** Some private educational loans and employer educational benefits are available to students who are not demonstrating SAP. Students should check with their employer, or private educational loan provider, to see if they must demonstrate SAP as a condition of receiving these funds.

Students enrolled solely in academic programs that are excluded from eligibility for federal, state, and Bethel-funded financial aid are not subject to the Financial Aid SAP policy. For example, since no federal, state, or unfunded institutional funds are offered to Bethel Seminary students in the Doctor of Ministry (D.Min.) program, D.Min. students are exempt from the financial aid SAP review. (D.Min. students who are offered funded institutional scholarships must demonstrate Financial Aid SAP.)

## Failure to Meet Minimum SAP Standards

Students who are not meeting the minimum SAP standards will be placed on Financial Aid Warning status. Following a warning term, students who are still not meeting the minimum SAP standards become ineligible for financial aid, and will have their financial aid eligibility terminated.

**Financial Aid Warning.** (Formerly referred to as Financial Aid Probation.) Financial Aid Warning is a status assigned to a student who fails to make Financial Aid SAP at an institution that evaluates academic progress at the end of each term. The Financial Aid Warning status lasts for one term. If after the Financial Aid Warning term the student is not demonstrating Financial Aid SAP, the student becomes ineligible for financial aid (i.e., financial aid terminated).

**Financial Aid Terminated.** Financial Aid Terminated is a status assigned to students who have lost their financial aid eligibility due to failure to demonstrate Financial Aid SAP. Students whose financial aid eligibility has been terminated may appeal the termination.

## Appeal of Financial Aid Termination

Students who fail to meet Financial Aid SAP standards and lose financial aid eligibility can appeal this decision. The appeal must be made in writing and should be accompanied by appropriate supporting documentation.

Appeals must be submitted to the Office of Financial Aid within seven calendar days of the date on the notification letter or email. Appeals will be evaluated by a cross-departmental committee. Appeals must explain why the student failed to make SAP, and what has changed to resolve the issue(s) that prevented the student from demonstrating SAP. Acceptable reasons for appeal may include injury or illness of the student, illness or death of an immediate relative of the student, or other extenuating circumstances beyond the student's control. Students who cannot demonstrate Financial Aid SAP within one term will be required to submit an Academic Plan as a part of their appeal.

**Financial Aid Probation** (formerly referred to as Financial Aid Probation on appeal). Financial Aid Probation is a status assigned to a student who has successfully appealed the termination of financial aid due to failure to demonstrate Financial Aid SAP. Students on Financial Aid Probation may receive financial aid for one term.

**Financial Aid Academic Plan Probation.** If it is impossible for the student to meet the minimum SAP standards after one term, then the institution and the student may agree upon an Academic Plan to monitor the student's academic progress for more than one term. The institution will use the Academic Plan as the benchmark for SAP for the length of time specified in the Academic Plan. Students who fail to fulfill the requirements of the Academic Plan become ineligible for financial aid.



- College of Adult & Professional Studies students should contact the Office of Financial Aid for information on available resources to help in developing Academic Plans.

### Student Notification

Students who are not meeting the minimum Financial Aid SAP standards will be notified by the Office of Financial Aid of their Warning or Termination status. Students who submit an appeal will be notified by the Office of Financial Aid of their Financial Aid Probation, Financial Aid Academic Plan Probation, or Financial Aid Termination status. Students whose financial aid status had been at a Warning, Probation, Academic Plan Probation, or Terminated status, but are meeting minimum SAP standards when reviewed, will be notified of the change in their status.

Students who graduated during the term that is being reviewed for SAP and who are not registered for the subsequent term will not be notified of changes in SAP status.

### Regaining Eligibility

Students whose financial aid was terminated due to lack of SAP may choose to enroll without benefit of financial aid. If the standards are met, financial aid eligibility is restored for subsequent terms of enrollment. Students should consult with a financial aid counselor in the Office of Financial Aid if they have any questions about this policy, the appeal process, or reinstatement of financial aid eligibility.

### Interpretation and Enforcement

The Director of Financial Aid will have primary responsibility for the interpretation and enforcement of this policy.

## Return of Title IV Funds Policy

If a student withdraws or is dismissed from Bethel after a semester has begun, the school or the student may be required to return some of the federal aid funds awarded to the student. This “Return of Title IV (meaning ‘federal’) Funds” policy is required by federal regulations.

The federal formula requires a return of Title IV aid calculation if the student received federal financial assistance in the form of a Federal Pell Grant, Direct Loan, or Direct PLUS Loan, and withdrew from all classes on or prior to completing 60 percent of the semester.

A student planning to withdraw must notify the academic services manager and complete the required petition to withdraw prior to the enrollment deposit is refunded. Because the institutional refund policy follows a different formula for reducing tuition, a student may still owe money to the school after all calculations are complete. A student considering withdrawal is encouraged to contact the Office of Financial Aid to determine the effect withdrawing would have on financial aid.

## College of Adult & Professional Studies

Continuing Bethel’s tradition of academic excellence, the College of Adult & Professional Studies offers adults the opportunity to earn an undergraduate degree in a format designed for people already in a career. Courses will be offered when minimum enrollment standards have been met.

Because Bethel values the rich, diverse experience adult learners bring to the classroom, students actively participate in the learning process. Performance is evaluated primarily on written assignments, class discussions, projects, and small-group participation. Courses emphasize the application of learning to the professional interests of each student. A Christian worldview is integrated with coursework throughout the program.

The College of Adult & Professional Studies offers the first 47 credits of required general education courses through the General Studies program. Students can earn an Associate of Arts (A.A.) degree, which requires 60 credits, by completing the 47 credits in the General Studies program and an additional 13 credits of elective courses. Majors are offered in: business management, Christian ministries, communication studies, healthcare leadership, human services, nursing, and organizational leadership. Minors are offered in business management, Christian ministries, Christian thought, communication studies, healthcare leadership, human resource management, human services, and organizational leadership. Certificates in Healthcare Leadership and Human Resource Management are also offered. Detailed information about each degree, minor, and certificate program—including admission and graduation requirements and course descriptions—is provided in this publication.

The core sequence of each major is structured as a series of courses taken one at a time with classes meeting one evening or Saturday morning each week, or online. A supportive learning community is achieved through the cohort model—a small group of usually no more than 24 learners progressing through the program together.

## General Requirements for the Associate of Arts Degree

### Associate of Arts (A.A.)

1. A cumulative GPA of at least 2.0.
2. A minimum of 60 semester credit hours. Of these, at least 28 credits must be taken in programs that meet Bethel residency requirements.
3. Completion of required lower-division general education curriculum for College of Adult & Professional Studies students and electives, distributed as indicated (see: Academic Information: Associate of Arts Degree).
4. Upon completion of requirements 1–3, participation in a commencement ceremony is expected. The *Application for Commencement* must be submitted to the College of Adult & Professional Studies.

Students graduate under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions are determined by the College of Adult & Professional Studies.

## General Requirements for a Baccalaureate Degree

### Bachelor of Arts (B.A.), Bachelor of Science (B.S.)

1. A cumulative GPA of 2.0 and a 2.25 GPA in one's major. The major GPA includes all courses required in the major and all electives taken for the major.
2. A minimum of 122 semester credit hours. Of these, the following must be taken in programs that meet Bethel residency requirements:
  - At least 28 credits
  - At least half of the credits used to meet the requirements of the major
  - A contemporary Christian issues course
  - A minimum of three semester credit hours in general education Bible and theology courses
3. Completion of required general education curriculum for College of Adult & Professional Studies students, distributed as indicated (see: Academic Information: Associate of Arts Degree).
4. Completion of the requirements of a major (see: Academic Programs and Disciplines).
5. A minimum of 37 credits at the upper-division (300 and 400) level.
6. Demonstration of basic competencies in writing, speaking, and computing.

Bethel faculty require the applications of these three competencies to regular courses in each major. Student knowledge of basic applications in their fields will be required.

7. Completion of departmental and institutional assessment activities.
8. Upon completion of requirements 1–7, participation in a commencement ceremony is expected. The *Application for Commencement* must be submitted to the College of Adult & Professional Studies.

Students graduate under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions are determined by the College of Adult & Professional Studies.

## General Requirements for a Certificate

### Certificate

1. A cumulative GPA of 2.25 in certificate courses. The certificate GPA includes all courses required in the certificate and all electives taken for the certificate.
2. At least 50 percent of the credits used to meet the requirements of the certificate must be taken in programs that meet Bethel residency requirements. In each certificate, certain courses may be required to be taken in residence.
3. Completion of the requirements of a certificate (listed by discipline in this catalog).
4. Completion of departmental and institutional assessment activities.

Students complete certification under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions are determined by the College of Adult & Professional Studies.

## Curriculum

The curriculum in the College of Adult & Professional Studies is designed to provide opportunities for adult learners to develop the skills and insights to live successfully and to serve effectively in the world. The resulting graduation requirements are not a random sampling of academic fields. Instead, they are focused around themes that form a coherent view of the world, with each course designed to help learners develop specific skills applicable to many situations in that world. The general education curriculum, when combined with one of the majors, results in an academic program that is setting the pace for Christian higher education well into the future.



Programs will incorporate six common themes, including:

- Skills, strategies, and plans for self-directed learning;
- Critical thinking skills and dispositions;
- Ethical principles in areas of study and daily life;
- Collaboration, leadership, and communication skills;
- Relationships among Christian faith and program areas of study; and
- Human, social, and environmental relationships in a global and diverse world.

## General Education Overview

The General Studies program in the College of Adult & Professional Studies encompasses the courses that all learners are required to take. General education courses have four major themes designed to respond to the world of the future:

Communication	Natural Sciences/Mathematics
Humanities	Social Science

In each required course under these themes, learners work on one or more of the personal capacities, such as mathematics, writing, and speaking. These university-wide requirements, courses in one's major field, and elective courses that learners select constitute the total Bethel academic program and result in a minimum of 122 semester credit hours for graduation. To summarize:

General education and electives	73–83 semester credit hours
Major core sequence	+ 39–49 semester credit hours
Required to graduate	122 semester credit hours

Learners may take more than the minimum of 122 credits required to graduate. Additional elective credits are created when a course satisfies more than one requirement. This does not reduce the total credits required for graduation.

Minors: Though not required, many learners choose to complete a minor in order to pursue an area of interest or as a complement to their major. Students may choose to use their elective credits toward the minor or take additional credits. Students may not earn a minor in a program in which they are receiving or have received a major or certificate except where specifically noted in the Academic Programs and Disciplines section of this catalog.

## General Education Course Categories

Courses that meet requirements for general education categories are designated by the category letter in the course number suffix. For example, MATH180M fulfills general education category “M” (Mathematics).

<u>Letter</u>	<u>Category</u>
A	Reading and Responding to the Arts
E	Global Cultures and the American Mosaic
H	Ethics
M	Mathematics
P	Contemporary Christian Issues
R	Academic Research Writing
T	Technology in Our World
V	Studies in Our Surrounding World
W	Work and Family Dynamics
Y	Health and Wellness

## Purpose of General Education Courses and Course Categories

### Communication

#### COMM160 • Basic Communication Skills

Examination of the fundamentals of the communication process with an interactive emphasis on interpersonal, groups/teams, and public speaking; integrating these three specific components and concentrating on how meaning is created, communicated, and transformed within the social/social diversity and human contexts. COMM160 is required at transfer level 4 and down.

#### GENS130 • Successful Writing

Development of skills necessary for expressing oneself competently through writing. Emphasis is on the writing process, critical thinking, sensitivity to audience, core documentation skills and responsibilities, and revision (with peer and instructor feedback). GENS130 is required at transfer level 3 and down.

## **Category R • Academic Research Writing**

Development of academic research writing skills: critical evaluation of logical and rhetorical persuasion, and documentation of research sources—attributions, in-text citations and a source list—according to a recognized academic format (APA, MLA, or the like). Also, a review of core writing skills such as planning, drafting, revising, and editing. A category R course is required at transfer level 6 and down.

The CAPS general education requirement in academic research writing may be fulfilled by the completion of a course or sequence of courses typically comprising at least 3 credit hours of instruction in written English only if the course(s) display all of the following components:

- Academic Focus: learners compose, format, and edit text according to the idioms and expectations of the academic community.
- Research: learners complete a library research project at the undergraduate level.
- Research Writing: learners compose a formal essay compiling accumulated research.
- Documentation: learners document their information sources according to a standard academic format such as those maintained by the APA or MLA.
- Completion of Sequence: the course completes a lower division sequence of writing courses required of all graduates.

## **Humanities**

### **BIBL230 • The Bible in Real Life**

Exploration of connections between key portions of the Bible and challenges faced by learners in their own lives. Learners will trace the journey of God's people from Abraham and Sarah through the New Testament church, tracing God's self-disclosure through biblical cultures and their genres of writing. BIBL230 is required at transfer level 2 and down.

### **CHMN140 • Spiritual Quest**

Exploration of a Christian model of spirituality. Hermeneutical and exegetical skills will guide learners as they examine this concept in biblical and extra-biblical contexts. Though asked to explore spirituality from a Christian perspective, learners will be free to decide how they wish to define it. CHMN140 is required at transfer level 4 and down.

**Theology:** A theology course is required of all learners and is offered in the major core sequence in each major.

## **Select one course from:**

### **THEO415 • Understanding Worldviews**

Study of the basic elements of a Christian philosophy of life, including comparison with other life philosophies and application to life in contemporary organizations and professions.

### **THEO441 • Christian Theology**

Examination of Christian doctrine from a systematic perspective. Subjects include, but are not limited to, the triune God, the person and work of Jesus Christ (incarnation and atonement), and salvation. The unity and diversity of Christian belief will constitute the backdrop for subjects covered.

## **Category A • Reading and Responding to the Arts**

Cultivation of critical reading and writing skills through an examination of artistic "texts" from literature, drama, cinema, music, or the visual arts. Learners will develop their discernment of rich dimensions of the texts—technique, genre, social-historical context—and reflect on their spiritual signification. An "A" course is required at transfer level 6 and down.

## **Category H • Ethics**

Application of ethical principles to real-life situations involving moral dilemmas with consideration of duty, virtue, responsibility, and Christian values. An "H" course is required of all learners and is offered in the major core sequence in each major.

## **Category P • Contemporary Christian Issues**

Courses in this category will explore selected topics that challenge learners to make personal and collective choices within the broad demands of life. Courses emphasize either deeper levels of self-understanding or a sharpened sense of some of the complex issues present in our contemporary society. The primary goals are to cultivate holistic and biblically based views of oneself and the world and to facilitate ethical decision making in facing these issues. A "P" course is required of all learners and is offered in the major core sequence in each major.

## Natural Science and Mathematics

### Category M • Mathematics

Courses in this category explore mathematical ideas with which a liberally educated person should be familiar in order to function well in a technological society. In the business management major, this requirement is met by a course in the major core sequence, *MATH301M: Managerial Mathematics*. In the nursing major, a statistics course is recommended. An “M” course is required at transfer level 6 and down.

### Category T • Technology in Our World

Courses in this category address the linkages of science and technology with other aspects of our lives in contemporary society. Each course covers the scientific and technological basis of a particular area and then focuses on the relationships between that area and other human values, choices, lifestyles, aesthetics, or worldviews. A “T” course is required at transfer level 4 and down.

### Category V • Studies in Our Surrounding World

Courses in this category are designed to introduce the process of modern science and science as a way of knowing via an in-depth examination of a specific science content area, including biology, physics, chemistry, geology, general science, astronomy, or closely related fields. A “V” course is required at transfer level 6 and down.

### Category Y • Physical Wellness for Life

Addresses a variety of physical aspects of the human person and how they relate to one’s overall well-being and lifelong personal stewardship. Contemporary issues related to physical well-being, such as drugs, alcohol, nutrition, sleep, and exercise, are discussed, as well as the relationship between personal health-related lifestyle choices and responsibilities to others. Learners are encouraged to develop and practice personal strategies for physical well-being through exercise and other means. A “Y” course is required at transfer level 6 and down.

## Social Science

### GENS110 • Succeeding in College

Introduction to core strategies and resources for effective studying, writing, and researching; principles of a Christian liberal arts education at Bethel; relationships among college, family, and career; and the Moodle learning management systems. GENS110 is required at transfer level 1.

### GENS120 • Personal Mission and Leadership Development

Development of an understanding of personal mission and a study of the application of that mission to leadership roles. Emphasis is on identifying personal talents and gifts, and developing leadership skills for interdependent realities. GENS120 is required at transfer level 1.

### GENS240 • Christianity and Civilizations

Survey of the mutual influence of the Christian church and the civilizations that arose from the Roman Empire. Learners will consult historical documents, literary and philosophical texts, video and audio clips, and artistic images. They will reflect on how the past shapes and informs the present. GENS240 is required at transfer level 6 and down.

### Category E • Global Cultures and the American Mosaic

Courses in this category aim to develop an understanding of ethnic cultural diversity as manifested in areas such as religion, politics, the arts, language, literary forms, etc. This descriptive study illustrates the reality of cultural diversity and the ways in which cultures interact, and helps learners come to a deeper understanding of what it means to live in a culturally diverse world. In the Christian ministries and nursing majors, this requirement is met by a course in the major core sequence. An “E” course is required at transfer level 5 and down.

### Category W • Work and Family Dynamics

Courses in this category will be led by an instructor with a background in history or one of the social or behavioral sciences (psychology, sociology, anthropology, economics, gerontology, or the like) who will bring the power of his or her discipline to bear on an issue that is likely to be of primary concern to many of the learners in the program (e.g., sociology of work, gerontology and aging family members, economics of the job market, etc.). A “W” course is required at transfer level 3 and down.

## Transfer Levels

When a student is accepted and enrolls as a degree-seeking student in the College of Adult & Professional Studies, general education requirements are determined by transfer level and may not be modified thereafter unless at least two years have elapsed during which no courses have been taken at Bethel.

90 credits or more .....	Level 6
60–89.99 credits .....	Level 5
45–59.99 credits .....	Level 4
30–44.99 credits .....	Level 3
15–29.99 credits .....	Level 2
0–14.99 credits .....	Level 1

Students holding regionally accredited Associate of Arts (A.A.) or Bachelor’s degrees, and transferring completed Minnesota Transfer Curriculum (MNTC) programs are not categorized according to these levels.

## General Education Requirements for College of Adult & Professional Studies Students

For transfer levels 3, 4, 5, and 6, general education prerequisites are waived.

- The following courses taken at Bethel, or comparable courses transferred from another institution:
  - Academic Research Writing (R category)
  - Christianity and Civilizations (GENS240)
  - Studies in Our Surrounding World (V category)
  - Ethics (H category)
  - Mathematics (M category)
  - Physical Wellness for Life (Y category)
  - Reading and Responding to the Arts (A category)
- All students are required to complete the following courses at Bethel:
  - A Contemporary Christian Issues (P category) course
  - A Theology course (THEO415 or THEO441)
- Additional requirements are by transfer levels:

### Level 6

- No additional requirements

### Level 5

- A Global Cultures and the American Mosaic (E category) course or two college-level courses in one modern world language

### Level 4

- A Global Cultures and the American Mosaic (E category) course or two college-level courses in one modern world language
- Basic Communication Skills (COMM160)
- Spiritual Quest (CHMN140)
- A Technology in Our World (T category) course

### Level 3

- A Global Cultures and the American Mosaic (E category) course or two college-level courses in one modern world language
- Successful Writing (GENS130)
- Basic Communication Skills (COMM160)

- Spiritual Quest (CHMN140)
- A Technology in Our World (T category) course
- A Work and Family Dynamics (W category) course

### Level 2

- All general education requirements except *GENS110: Succeeding in College* and *GENS120: Personal Mission and Leadership Development*

### Level 1

- All general education requirements
- The Minnesota Transfer Curriculum (MNTC) completed at a regionally accredited institution prior to enrollment in the College of Adult & Professional Studies fulfills many general education requirements. Students whose complete MNTC packages are accepted in transfer need to complete only the following courses to fulfill their general education requirements:
    - A Contemporary Christian Issues (P category) course
    - An Academic Research Writing (R category) course
    - Christianity and Civilizations (GENS240)
    - A Theology course (THEO415 or THEO441)
  - An Associate of Arts (A.A.) degree earned at a regionally accredited institution prior to enrollment in the College of Adult & Professional Studies fulfills many general education requirements. Students whose A.A. degrees are accepted in transfer need to complete only the following courses to fulfill their general education requirements:
    - A Contemporary Christian Issues (P category) course
    - An Academic Research Writing (R category) course
    - An Ethics (H category) course
    - A Theology (THEO415 or THEO441) course
  - A bachelor's degree earned at a regionally accredited institution prior to enrollment in the College of Adult & Professional Studies fulfills many general education requirements. Students whose bachelor's degrees are accepted in transfer need to complete only the following courses to fulfill their general education requirements:
    - A Contemporary Christian Issues (P category) course
    - An Ethics (H category) course
    - A Theology course (THEO415 or THEO441)

## General Education Transfer Levels

Students must complete all General Education required courses and experiences listed on the General Education Transfer Level chart below that are indicated by an “X” for their entry level. Some requirements are fulfilled within the requirements of certain majors. See major requirements for details.

Entry Level	1	2	3	4	5	6	MNTC*	AA	BD
General Education Course Requirements									
BIBL230	X	X							
CHMN140	X	X	X	X					
COMM160	X	X	X	X					
GENS110	X								
GENS120	X								
GENS130 <sup>1</sup>	X	X	X	<sup>2</sup>					
GENS240	X	X	X	X	X	X	X		
THEO415 or THEO441 <sup>4,5</sup>	X	X	X	X	X	X	X	X	X
General Education Category Requirements									
Category A	X	X	X	X	X	X			
Category E	X	X	X	X	X				
Category H <sup>4</sup>	X	X	X	X	X	X	X	X	X
Category M	X	X	X	X	X	X			
Category P <sup>4,5</sup>	X	X	X	X	X	X	X	X	X
Category R	X	X	X	X	X	X	X	X	
Category T	X	X	X	X					
Category V	X	X	X	X	X	X			
Category W	X	X	X						
Category Y	X	X	X	X	X	X			

<sup>1</sup> GENS109 may be substituted for GENS130 by learners whose assessment results place them into GENS109.

<sup>2</sup> GENS109 or GENS130 may be required for learners whose assessment results place them into these courses.

<sup>4</sup> This General Education requirement is fulfilled within the requirements of the major.

<sup>5</sup> Residency requirement.

\* Course requirements for those transferring the complete Minnesota Transfer Curriculum.

## Electives

Elective courses are open to College of Adult & Professional Studies students, but may be offered on a different schedule.

NOTE: The College of Adult & Professional Studies elective courses are not open to degree-seeking students enrolled in the College of Arts & Sciences.

Elective courses may be taken:

- To fulfill prerequisite or general education requirements.
- When students are working toward admission to a degree-completion cohort.
- To meet minimum credit requirements for graduation.
- To fulfill prerequisites for students working toward admission to a graduate program.
- For personal interest or to foster personal growth.

## Elective Credit Options

In the admission process, applicants receive an academic evaluation to help them determine whether they have satisfied the general education portions of their degree programs and how many additional credits they will need to earn for their degrees. The number of total credits needed for graduation is 60 for the A.A. degree and 122 for all bachelor's degree programs.

Applicants need to pursue elective credit options unless they meet all the prerequisite and general education courses required for admission and graduation, and transfer in the following number of semester credits:

- **DSST (DANTES Subject Standardized Tests):** For the convenience of students, Bethel offers online DSST examinations several times each month. More than 30 DSST examinations are available on a variety of academic subjects. With a passing score, three semester credits are earned.
- **CLEP (College-Level Examination Program):** Examinations are administered at various testing sites in the Twin Cities. More than 30 CLEP examinations are available on a variety of academic subjects. With a passing score, college credit is earned. CLEP scores are valid for 20 years.
- **AP (Advanced Placement), Excelsior, and IB (Higher Level International Baccalaureate):** Learners who have passed these exams may earn college credit based on their exam scores.

## Option 5 Selected Professional Training/Examinations

Many career fields offer non-collegiate-sponsored training courses, examinations, or certifications. Learners may earn college credit at CAPS for completing non-collegiate-sponsored training that has been recommended for credit by the American Council on Education (ACE). Learners may have their trainings evaluated for potential credit by submitting appropriate documentation to the coordinator for prior learning.

## Option 6 Documented Prior Learning

Some college-level learning obtained through work or life experience may be demonstrated by the documented prior learning (DPL) portfolio process. Based on an evaluation of a portfolio, Bethel University faculty will determine if credit will be awarded. Learners may contact the coordinator for prior learning for the most current information and policies related to the DPL portfolio process. An assessment fee of \$50–\$150 is charged based on the number of credits requested, not based on the number of credits awarded.

## Elective Credit Options Guidelines

1. Credit earned through elective credit options follows the guidelines listed below:
  - Options 1, 2, and 3:** Official transcripts will be reviewed by academic services to determine the number of credits Bethel will accept.
  - Option 2:** Total credit from this option may not exceed 30 semester credits.
  - Option 3:** A copy of DD Form 214 or DD Form 295 may be submitted for evaluation only if none of the specified transcripts exist.
  - Option 4:** Total credit from this option may not exceed 30 semester credits.
  - Options 5 and 6 (Prior Learning Assessment):** Total combined credits from Options 5 and 6 may not exceed 30 semester credits. This total includes credit earned from competency-based education (CBE) at other regionally accredited institutions. Credit earned through Options 5 and 6 is identified on the transcript as *Prior Learning Assessment Credit*.
2. Credit is awarded only when the content does not overlap or repeat courses already on a student's transcript. To avoid overlap or repetition, approval from academic services will be required.
3. All official transcripts for transfer credit and all submissions for prior learning assessment credit must be submitted to the College of Adult & Professional Studies no later than one academic term after the learner's final semester of enrollment. Permission to exceed this time frame is required from academic services for transfer credit or from the coordinator for prior learning for prior learning assessment credit.

4. Bethel awards credit for Options 3, 4, and 5 based on recommendations in the *Directory of the American Council on Education's College Credit Recommendation Service (CREDIT)* in *The Guide to Educational Credit by Examination*; *The Guide to the Evaluation of Educational Experiences in the Armed Forces*; and *The National Guide to College Credit for Workforce Training*.

## Credit for Prior Learning

Bethel University is one of more than 900 American colleges and universities listed in the *Directory of the American Council on Education's College Credit Recommendation Service (CREDIT)*, a publication of the American Council on Education.

More than 500 accredited institutions or institutionally affiliated individuals are members of the Council for Adult and Experiential Learning (CAEL), of which Bethel is a member. Bethel follows the national standards established for prior learning by CAEL.

## Transfer Student Requirements

The College of Adult & Professional Studies accepts transfer credit based on the source of credit, level of credit, and grade earned.

Credit is acceptable from regionally accredited institutions of higher education, nationally accredited institutions of higher education, and comparably accredited international institutions of higher education. Credit from other institutions will be accepted only when there is an officially approved transfer articulation agreement with the institution.

Coursework must be designated by the originating institution as freshman-level or higher.

Courses receiving a satisfactory passing grade will be accepted in transfer. With limitations, grades of *CR* (Credit), *P* (Pass), and *S* (Satisfactory) are acceptable. When grades are transcribed as percentages only, grades must be 70 percent or higher. Students must have a cumulative GPA of 2.0 or higher on a 4.0 scale on all academic work. Nursing applicants must have a GPA of 2.5 or higher.

Courses accepted in transfer must be relevant or equivalent courses required for the learner's program of study. CAPS broadly evaluates the relevancy or equivalency of transfer courses in light of its deep integration of the liberal arts and high quality professional education.

For more information regarding transfer credit policies, contact the academic services manager at 651.635.8033 (800.255.8706, ext. 8033).



## Associate of Arts Degree

The associate of arts degree contains a balanced program of liberal arts education without orientation to a particular major. Requirements for the degree (60 semester credit hours in total) include 47 semester credits of general education courses and 13 semester credits of elective courses. These requirements are listed below and can usually be met in two years of full-time study.

### General Education Courses and Course Categories **47 credits**

For each category, select a single course from a grouping of courses. Courses in a category will have the category letter at the end of the course number.

<u>Courses</u>	<u>Semester Credit Hours</u>
BIBL230 The Bible in Real Life	3
CHMN140 Spiritual Quest	3
COMM160 Basic Communication Skills	3
GENS110 Succeeding in College	3
GENS120 Personal Mission and Leadership Development	3
GENS130 Successful Writing	3
GENS240 Christianity and Civilizations	4

Select one course from each of the following categories:

Academic Research Writing (R category)	4
Studies in Our Surrounding World (V category)	3
Global Cultures and the American Mosaic (E category)	3
Mathematics (M category)	3
Physical Wellness for Life (Y category)	3
Reading and Responding to the Arts (A Category)	3
Technology in Our World (T category)	3
Work and Family Dynamics (W category)	3

### Electives **13 credits**

## Calendar and Student Load

Bethel University operates on a semester calendar. For students in the degree-completion phase, the calendar of class sessions for the full program is found through Blink ([blink.bethel.edu](http://blink.bethel.edu)).

Student load for each semester is:

1. Full time = 12 credits or more per semester
2. Part time = fewer than 12 credits
  - a. Half time = 6 – 11 credits
  - b. Less than half time = fewer than 6 credits

Applying for an extension or a grade of *Incomplete* in a course does not extend a student's enrollment beyond the final date of class. Dropping below full-time or below half-time status may affect the student's eligibility for certain financial aid programs. If students are working full time, it is not usually recommended that any other courses be taken concurrently with College of Adult & Professional Studies courses.

## International (F-1) Student Load

Under the Code of Federal Regulations [8 C.F.R. §214.2 (f)(6)(i)(G)], for F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken online or through distance education and does not require the student's physical attendance for classes, examination, or other purposes integral to completion of the class. An online or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no online or distance education classes may be considered to count toward a student's full course of study requirement.

## Class Attendance

The model of learning practiced in the College of Adult & Professional Studies relies on active, self-directed learners who enhance each other's learning interactively. Learners are accountable not only for completing individual work, but also for participating in all interactive learning activities designed by course faculty:

- Online interaction as directed by faculty
- Energetic participation in classroom sessions
- Participation in clinicals, field tours, etc.

The CAPS attendance and participation policy emphasizes faculty and learner responsibility for interactive adult learning:

- In course syllabi, faculty will designate the value of participation in interactive learning activities in the classroom, in the field, and online.
- Learners are responsible to participate in and complete all interactive learning activities and to master their content.
- Course syllabi will indicate whether make-up work is or is not appropriate for attendance in the classroom or participation in designated learning activities.
- Absence or non-participation due to illness or other emergency may be excused at the discretion of the faculty.
- Learners should expect that non-participation in interactive activities associated with more than 20 percent of the schedule of the course will reduce a course grade or risk course failure.

## Attendance Requirements for Students Auditing a Course

Auditing is defined as “observation in the classroom setting.” Auditors are required to meet the attendance and other requirements set by the instructor. Auditors who do not meet the attendance and other requirements will be graded W. Participation for auditors beyond attendance in class activities is at the instructor’s discretion. Students may change their registration status in a course between credit and audit no later than the midpoint of the course.

## Prerequisites

**Program** prerequisites are listed with each major’s admission requirements.

**Course** prerequisites are listed with each course description.

## Changes in Registration

1. Any student needing to add, drop, or change course registration may do so through Blink (Student Academics tab > Registration Tools channel > Add or Drop Classes). Drop classes through the Action menu above the course listing. Add classes through the Add Classes Worksheet (use Class Search to find course registration numbers). Contact academic services for further assistance.
2. The student is responsible for all charges incurred (see: Tuition and Fees) and for any loss of financial aid or change of loan deferment status.
3. A new course may not be added without Business Office permission to register.
4. Regulations for dropping a course are explained in this catalog (see: Grading System—Grade of W).
5. No change of registration is complete until the completed change is displayed through Blink or a petition form has been properly completed and filed with academic services.

## Grading System

Coursework is evaluated on the following scale:

Grade	Definition	Grade Points	Grade	Definition	Grade Points
A	Exceptional	4.0	AU	Audit	NA
A-		3.7	CR	Credit	NA
B+		3.3	I	Incomplete	NA
B	Good	3.0	IP	In Process	NA
B-		2.7	N	No Grading	NA
C+	Satisfactory	2.3	NR	Not Reported	NA
C		2.0	S	Satisfactory	NA
C-		1.7	U	Unsatisfactory	NA
D+		1.3	W	Withdrawal	NA
D	Minimally Acceptable	1.0			
F	Failing	0.0			

An instructor has the option of affixing a minus to the grade of A, a plus or a minus to the grades of B and C, and a plus to the grade of D. A plus increases the number of grade points awarded by 0.3, and a minus decreases the number of grade points awarded by 0.3. All grades are considered final and are not subject to change except for errors in calculation, or as a result of a formal grade appeal process. Contact academic services for procedure. The *I* is changed when work is completed or the deadline has been reached (see: Grade of *D*).

The GPA is determined by dividing the number of grade points by the number of credits the student has attempted. Courses with the following grades are not included in the GPA calculation: *AU*, *CR*, *I*, *IP*, *N*, *NR*, *S*, *U*, and *W*. Any course may be repeated, in which case only the last attempt is used in computing the GPA.

The GPA is calculated only on the basis of credits attempted at Bethel. In order to receive a baccalaureate degree, the student shall have earned at least a 2.0 overall GPA and a 2.25 GPA in the major.

## Grade of AU

The grade *AU* is given when the student audits the course. Students wishing to audit a course must secure the consent of the academic services manager and the course instructor at the beginning of the term for such enrollment status. Not all courses are available to audit. Auditing at Bethel is defined as observation in the classroom setting. Auditors are required to meet the attendance requirements set by the instructor. Students who do not meet the attendance requirements will be graded W. Participation beyond attendance in class activities is at the instructor’s option. A student may change to or from audit status with the instructor’s approval only during the first half of the course.



## Grade of *CR*

The grade *CR* is used for coursework that is excluded from GPA calculations.

## Grade of *I*

The grade *I* is given when a student is unable to complete the course requirements in the regular time due to extenuating circumstances beyond the student's control. The incomplete must be negotiated with and approved by the instructor before a grade of *I* will be allowed. Remaining work must be of the kind that can be done largely through independent effort. Unless the grade of *I* is removed by the deadline designated by the instructor, the student will be graded for the course using the default grade designated by the instructor.

The maximum deadline the instructor may assign for the removal of the *I* grade is six weeks. Students with multiple grades of *I* may be required to withdraw from their original cohorts and finish their program with another cohort after all grades of *I* have been resolved.

Incompletes in practicums may be handled differently. The following courses have a one year maximum extension:

- CHMN391 Ministry Practicum I
- CHMN491 Ministry Practicum II

## Grades of *IP*, *N*, and *NR*

The grades *IP*, *N*, and *NR* are generated for administrative use only.

## Grades of *S* and *U*

The *S/U* grading option is used in designated courses as indicated in the course description. Other courses are graded on an *A–F* basis. A student may count no more than 12 credits of *S/U* graded courses toward graduation requirements. The *S* grade indicates at least *D*-level achievement.

## Grade of *W*

The grade *W* is given only to a student who officially withdraws from a course after the first session and before the midpoint of the course. Course withdrawals are official on the date the request is received by the learner success advisor. Learners may withdraw from a course (or change from credit to audit) until one-half of the course has been completed. Any learner dropping a course after that time will receive the grade they have earned to that point. If no grade is indicated by the instructor, a grade of *F* will be assumed. Extenuating circumstances that may warrant exception to the withdrawal policy will be considered on a case-by-case basis. Note that scheduled online sessions count as “class sessions” when determining refunds and grades. Any refund due to withdrawal will be governed by the refund policy (see: Finances).

## Transcripts

Transcripts are available showing all academic work done to date at Bethel University. Both electronic and paper versions of transcripts are available. Electronic transcripts start at \$6 and are processed within 2–3 business days. Paper transcript costs vary and are processed within 5 business days (plus mail time). Questions regarding transcripts should be addressed to the Office of the University Registrar.

To order a transcript:

Those with a Bethel Community Account (students and alumni) can order official transcripts online at [bethelnet.bethel.edu/ureg/transcripts](http://bethelnet.bethel.edu/ureg/transcripts).

Those without a Bethel Community Account can visit [iwantmytranscript.com](http://iwantmytranscript.com) to order an official transcript.

Please note: transcripts will only be sent if all outstanding financial obligations have been met.

## Degree Honors

Honors at graduation for bachelor's degrees will be awarded to learners who achieve a cumulative CAPS GPA of 3.9 or higher.

## Commencement Ceremony Honors

Honors in the commencement program and ceremony for bachelor's degrees will be recognized for learners who have achieved a cumulative CAPS GPA of 3.9 or higher as of March 31 for the spring ceremony and as of October 31 for the fall ceremony.

## Honor Societies

The following academic society has been approved to award honors cords to graduates to wear in the commencement ceremony:

- Sigma Theta Tau International, Honor Society of Nursing

Graduates requesting to wear honors cords from societies that are NOT on the approved list will need to submit requests by March 1 or October 1 for the spring and fall ceremonies respectively. The graduate will be informed of the decision (approved or denied), and approved societies will be listed in future catalogs.

## Academic Progress, Probation, and Dismissal

### 1. Academic Warning

Students may be given an academic warning any time their cumulative GPA is below 2.0 overall and/or below 2.25 in their major. Academic warnings are advisory and are not recorded on the transcript.

### 2. Academic Probation

Students are placed on academic probation when they are not in good academic standing at the end of an academic term as defined below:

<u>Cumulative Semester Credit Hours</u>	<u>Minimum Cumulative GPA for Good Standing</u>
0–29.99	1.65
30–59.99	1.85
60–74.99	1.95
75 or more	2.0

A student may not remain in the program on academic probation for more than two consecutive academic terms.

### 3. Academic Dismissal

The following students will be subject to academic dismissal:

- Students who have not achieved the minimum GPA for good standing after two terms of academic probation
- Provisionally admitted students who do not meet the requirements of their provisional acceptance
- Students who do not meet the stipulations set at the time of being placed on academic probation

Patterns of poor performance not listed above also may lead to academic dismissal. Academic warning and academic probation do not always precede academic dismissal.

### 4. Appeals

Student appeals of academic policies must be filed according to the College of Adult & Professional Studies Academic Appeals Process policy. *Academic Appeal* form is available through Blink (Home tab > Forms channel > CAPS Programs menu > CAPS Students submenu > Academic Appeal).

## Grade Forgiveness Policy

Current students who have returned to Bethel after an absence of at least six years may petition to have their earlier work removed from the current cumulative GPA calculations. All prior academic work at Bethel will then be treated as transfer credit in the calculation of all GPAs for academic status, and will therefore not be calculated into the cumulative GPA on the official transcript. Students who receive grade forgiveness are not eligible for degree honors.

## Academic Honesty

Since Bethel University is a Christian academic community, its fundamental purpose is the pursuit of knowledge and the development of growing Christian persons. Essential to the success of this educational mission is a commitment to principles of ethical academic integrity. Every member of the university community is responsible for upholding the highest standards of honesty at all times. Students, as members of this community, are also responsible for adhering to the principles and spirit of academic honesty. Violation of honesty standards can result in denial of credit (*U* or *F*) in a course, as well as dismissal from the university. Penalties are given at the discretion of the faculty member, and offenders may be referred to the dean of the College of Adult & Professional Studies/Graduate School. Students charged with a violation have the right to appeal any disciplinary action. Contact the academic services manager for details on the appeal process.

### Academic Dishonesty Definitions

Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited. Examples of such activities include, but are not limited to, the following definitions:

- Cheating:** Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids. Examples: using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, etc.
- Plagiarism:** Using the ideas, data, or language of another without specific and proper acknowledgment. Examples: misrepresenting another's work (paper, lab report, article, or computer work) as one's own original creation and submitting it for an assignment, using someone else's ideas without attribution, failing to cite a reference or to use quotation marks where appropriate, etc.
- Fabrication:** Submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment, fudging data, citing nonexistent or irrelevant articles, etc.
- Multiple Submission:** Submitting, without prior permission, any work submitted to fulfill another academic requirement. Example: submitting the same paper for two different classes, etc.

- **Misrepresentation of Academic Records:** Misrepresenting or tampering with, or attempting to tamper with, any portion of a student's transcripts or academic record, either before or after coming to Bethel University. Examples: forging a registration form or a change of grade slip, tampering with computer records, etc.
- **Facilitating Academic Dishonesty:** Knowingly helping or attempting to help another violate any provision of this code. Example: working together on a take-home exam or other individual assignment, etc.
- **Unfair Advantage:** Attempting to gain unauthorized advantage over fellow students in an academic exercise. Examples: gaining or providing unauthorized access to examination materials (either past or present); obstructing or interfering with another student's efforts in an academic exercise; lying about a need for an extension for an exam or paper; continuing to write even when time is up during an exam; destroying, hiding, removing, or keeping library materials; etc.
- **Computer Crimes:** Damaging or modifying computer programs without permission. Examples: software piracy, hacking, constructing viruses, knowingly introducing viruses into a system, copying programs and data belonging to others, etc.

### Academic Appeals

Appeals related to academic progress, probation, and dismissal are made to the College of Adult & Professional Studies Academic Appeals Committee. Consult the academic services manager for procedures.

All other academic appeals (course grades, graduation, status in programs, academic dishonesty, application of academic policies, complaints about course content or procedures, etc.) are handled in the following manner:

1. Within three weeks following the decision or incident in question, the student will seek to resolve the matter first with the instructor, or with the party directly responsible for the decision, and then with the program director, department chairperson, or faculty committee (hereafter referred to as program director).
2. If, after talking with the instructor and the program director, the student still thinks he or she is being treated unfairly, or not in accordance with announced academic policies, the student may appeal in writing to the dean of the College of Adult & Professional Studies/Graduate School. This written appeal must be received within three weeks after the decision or incident in question.

### Concurrent Registration

Students who are regularly registered in the College of Adult & Professional Studies may take College of Adult & Professional Studies elective courses, certain courses from other College of Adult & Professional Studies majors, courses from other Bethel University programs, or courses at other regionally accredited institutions for credit. Learner success advisors should be consulted before undertaking concurrent enrollment.

The College of Adult & Professional Studies courses are not open to degree-seeking students enrolled in the College of Arts & Sciences at Bethel University.

### Classification of Learners

The official classification of learners is made on the basis of a student completing credits according to the following schedule:

- Freshman: 0–29.99 credits
- Sophomore: 30–59.99 credits
- Junior: 60–89.99 credits
- Senior: 90 credits or more

At the freshman and sophomore levels, students may enroll only in lower-division courses (100- and 200-level). Students must have at least junior standing to enroll in 300- and 400-level courses, except where specifically noted in the course description in this catalog.

### Extracurricular Activities

Students in the College of Adult & Professional Studies are ineligible to participate in College of Arts & Sciences-sponsored extracurricular organizations and programs, including competition sports, music performance groups, study abroad programs, etc.

### Readmission Procedure

Former students who wish to re-enroll at Bethel must submit a *Petition to Add Course Registration* and obtain permission to register from the Business Office and their program director. In addition, students who have been away for one full academic year or more must file an *Application for Readmission*. Contact College of Adult & Professional Studies academic services for forms and procedures.

## Individualized Study

### Academic Internship

An academic internship is preferably an off-campus learning/practicing experience in which the student applies a body of knowledge and skill in a structured, non-classroom setting. It can take place in many settings: governments, social organizations and agencies, churches, or business enterprises. It can make use of almost every knowledge and skill area in Bethel's curricula. Credit is available through some departments to qualified students in their majors. Inquiries should be made to the program director.

#### Policy

1. An acceptable internship is one that expects the student to:
  - a. Make a deliberate application of one's academic knowledge and skills.
  - b. Continue to learn as stimulated by the problems and issues encountered.
  - c. Grow in one's personal maturity and confidence in one's abilities.
  - d. Develop empathy with and understanding of persons, groups, and settings typically not encountered on campus.
2. The proposed internship must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within the existing course structure.
3. It is conducted under joint supervision of a Bethel faculty member and an onsite supervisor. Both parties agree on the specific objectives and assignments before beginning and jointly evaluate the student's work during the experience and at the end. There should be a plan for ongoing processing of the experience (log, weekly meetings, etc.). It is expected that the Bethel faculty supervisor will meet at least bi-weekly with the student.
4. The internship position may be part time or full time and may be salaried or non-salaried. Routine jobs or work that repeats experience does not qualify for an academic credit internship. The work must provide an opportunity to meet academic/educational objectives.
5. The learner must meet the following criteria:
  - a. Declare a major or minor in the department of the internship being proposed.
  - b. Hold junior, senior, or graduate standing. (Individual departments may permit qualified sophomores to undertake exploratory internships under special circumstances.)
  - c. Have a minimum of ten credit hours completed in the department.
  - d. Have a minimum cumulative GPA of 3.0 and a 3.0 GPA in the major. (Individual departments may require a higher GPA.)
  - e. Meet additional criteria as established by each department.

6. An internship must be two to four credits with the following minimum time required onsite:
  - Two-credit internship.....90 hours
  - Three-credit internship.....135 hours
  - Four-credit internship.....180 hours
7. A maximum of nine credits in internships may be taken. Each separate internship must have goals and objectives different than the prior ones taken for credit.
8. Internships are graded *S/U* (see: Grading System).
9. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.
10. Students must submit a completed and signed *Contract for Academic Internship* for approval to the registrar no later than the final day of the preceding semester. The form is available through Blink (Home tab > Forms channel > CAPS Programs > CAPS Students > Internship).

### Course by Arrangement

A learner may sometimes arrange to take a regular course listed in this catalog at a time other than when the course is offered. The design of the course must allow the learner to achieve its outcomes and objectives by studying outside the regular class setting independently. Course by Arrangement (CBA) may only be requested when there is no other option open to the learner.

#### Policy

1. Students may engage in a CBA under the following regulations:
  - a. The course must be a specific requirement in the student's major or minor, or a prerequisite to a specific requirement (not an elective course).
  - b. Learners must have demonstrated in program coursework that they have the capability and background to study independently. Students must have an overall GPA of 2.5 or higher at the time the request is submitted and at the time the CBA begins as certification of this ability.
  - c. Learners must have at least sophomore-level class standing (at least 30 earned credits) at the time the CBA begins.
  - d. Learners may take only one CBA per term and no more than a total of eight credits of CBA toward graduation. A faculty supervisor may direct no more than two study projects (directed studies and courses by arrangement) per term and must have taught the course in its regular format.
  - e. Upon fulfilling the CBA, students receive credit on their transcript for the course. A copy of the CBA request will be placed in a student's permanent file. CBA is graded on an *A-F* or *S/U* basis according to the normal grading system of the course in its regular format.

2. Complete the following procedures to obtain approval of a CBA request:
  - a. The *Course by Arrangement* form is available through Blink (Home tab > Forms channel > CAPS Programs > CAPS Students > Course by Arrangement).
  - b. The learner meets with the faculty member who will supervise the study. They review the course syllabus and determine the number and frequency of regular contacts between the learner and supervisor. Learners doing research off campus will contact their supervisor by phone at regular intervals, at the learner's expense.
  - c. The CBA request is then submitted to the program director for approval, if different from the supervisor of the study, and to academic services.
  - d. The learner submits the completed and signed agreement to CAPS during the registration dates for the term in which it is to take place.
  - e. Processing of the agreement by the registrar validates the agreement.
  - f. Should the learner wish to appeal the above policies, the proposed agreement will be reviewed by the College of Adult & Professional Studies Academic Appeals Committee.

### Directed Study

Depending on the major, a student may be required to complete a directed study experience or may have the option of completing an elective directed study experience in their major under the guidance of a faculty member and receive academic credit. The directed study may consist of independent reading and/or research, or travel with related study. Learners shall design such an experience in cooperation with academic services and the faculty member who is to supervise it. A directed study will receive course number 470 in the appropriate discipline.

### Policy

1. Students may engage in an elective directed study under the following regulations:
  - a. The proposed study must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within an existing course. The amount and distribution of work should be similar to that of a regularly offered course of comparable credit.
  - b. Learners must have demonstrated in program coursework that they have the capability and background to study independently. Learners must have an overall GPA of 3.0 or higher as certification of this ability.
  - c. Learners may take only one directed study per term and no more than a total of two directed studies toward graduation. A faculty supervisor may direct no more than two directed studies per term.

- d. Upon fulfilling the agreement, learners receive credit on their transcript for the course as titled. A copy of the agreement will be placed in a student's permanent file. Directed study is graded on an A–F basis, not S/U.
2. Complete the following procedures to obtain approval of a directed study proposal:
  - a. The *Directed Study Agreement* form is available through Blink (Home tab > Forms channel > CAPS Programs > CAPS Students > Directed Study—PDF).
  - b. The student meets with the faculty member who will supervise the study. They jointly prepare the agreement form, listing the objectives of the study, its relationship to the student's overall program, the specific content and procedures of the study, the definition of student and faculty roles, and the product or response to be made by the student on which his or her learning will be evaluated, and the number and frequency of regular contacts between the student and supervisor. Learners doing research off campus will contact their supervisor by phone at regular intervals, at the learner's expense.
  - c. The *Directed Study Agreement* is then submitted to the program director for approval, if different from the supervisor of the study, and to academic services.
  - d. The student submits the completed and signed agreement to CAPS during the registration dates for the term in which it is to take place.
  - e. Processing of the agreement by the registrar validates the agreement.
  - f. Should the student wish to appeal the above policies, the proposed agreement will be reviewed by the College of Adult & Professional Studies Academic Appeals Committee.

## The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law enacted to establish procedures for disclosing information contained in student records and to protect the privacy of these records. The Act applies to currently enrolled students beginning at the point of deposit ("fee paid") and former students, but does not apply to individuals who have applied for admission, but never attended Bethel University. Applicants for admission who are denied enrollment or who are accepted but do not make a deposit do not have a right to review their records. Information obtained on a former student subsequent to graduation or termination of enrollment is not covered under the Act (e.g., data accumulated on alumni). All rights under the Act cease when a person dies—the university will decide on an individual basis what records of deceased students can be released and to whom they will be released.

## Academic Information

Bethel University will notify students annually of their rights under the act by publishing such information in the university catalog. A complete policy is included in the College of Adult & Professional Studies/Graduate School Student Handbook at Bethel University or from the Office of the Registrar.

Currently enrolled and former students have a right to inspect their educational records upon written request. Students must request permission in writing to inspect their records and must present that request to the appropriate office as noted in item three of this policy. The records will be made available to the student for inspection not more than 45 days following the request. A university employee will be present when students inspect their records.

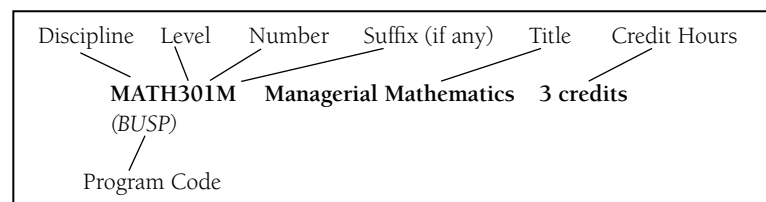
## Academic Programs and Disciplines

### Course Numbers, Levels, and Credits

The primary purpose of Bethel's course number system is to identify the intended clientele of each course, its level of content and material, and any necessary course background. Courses are primarily designed for students at the levels indicated below. Students must have at least junior standing to enroll in 300- or 400-level courses except when noted in the course description in this catalog.

100s: Freshman                      300s: Junior  
200s: Sophomore                    400s: Senior

Courses in a major core sequence are numbered in the 300 and 400 series, thus qualifying them to count toward the upper-division credits required for graduation.



### Academic Discipline Codes and Descriptions

The discipline code indicates the academic discipline being studied.

<b>BIBL</b>	Biblical Studies	<b>HRMA</b>	Human Resource Management
<b>BUSN</b>	Business	<b>HUSE</b>	Human Services
<b>CHMN</b>	Christian Ministries	<b>MATH</b>	Mathematics
<b>COMM</b>	Communication	<b>NURS</b>	Nursing
<b>ECON</b>	Economics	<b>ORGL</b>	Organizational Leadership
<b>ENGL</b>	English Literature	<b>PHIL</b>	Philosophy
<b>GENS</b>	General Studies	<b>PSYC</b>	Psychology
<b>HCLP</b>	Healthcare Leadership	<b>SOCL</b>	Sociology
<b>HEPE</b>	Health and Physical Education	<b>THEA</b>	Theatre Arts
<b>HIST</b>	History	<b>THEO</b>	Theology

## Suffix Codes and Descriptions

The suffix code, if any, indicates what general education requirement a course fulfills.

<b>A</b>	Reading and Responding to the Arts
<b>E</b>	Global Cultures and the American Mosaic
<b>H</b>	Ethics
<b>M</b>	Mathematics
<b>P</b>	Contemporary Christian Issues
<b>R</b>	Academic Research Writing
<b>T</b>	Technology in Our World
<b>V</b>	Studies in Our Surrounding World
<b>W</b>	Work and Family Dynamics
<b>Y</b>	Health and Wellness

## Program Code and Description

<b>GESA</b>	General Studies
-------------	-----------------

## Major Codes and Descriptions

<b>BUSP</b>	Business Management
<b>CHMP</b>	Christian Ministries
<b>COSP</b>	Communication Studies
<b>HCLP</b>	Healthcare Leadership
<b>HUSP</b>	Human Services
<b>NURP</b>	Nursing
<b>ORLP</b>	Organizational Leadership

## Minor Codes and Descriptions

<b>BUSM</b>	Business Management
<b>CHMM</b>	Christian Ministries
<b>CHTM</b>	Christian Thought
<b>COSM</b>	Communication Studies
<b>HCLM</b>	Healthcare Leadership
<b>HRMM</b>	Human Resource Management
<b>HUSM</b>	Human Services
<b>ORLM</b>	Organizational Leadership

## Certificate Codes and Descriptions

<b>CHCL</b>	Certificate in Healthcare Leadership
<b>CHRM</b>	Certificate in Human Resource Management

*Note: Bethel University reserves the right to withdraw, modify, or add to the list of courses or the course descriptions printed in this catalog.*



# Academic Programs and Disciplines

## General Studies

The General Studies curriculum offers a balanced program of liberal arts education without orientation to a particular major. Learners will complete the 47 credits of lower-division general education courses required of all learners intending to earn an Associate of Arts (A.A.) or Bachelor of Arts (B.A.) degree through the College of Adult & Professional Studies. Learners will also be given the opportunity to complete the number of credits required for the A.A. degree (60 credits) by taking elective courses or by earning credits for prior learning experiences.

The program design and schedule are as follows:

- Courses will meet one time per week for either five or six weeks.
- Consecutive completion of the 47-credit, 15-course sequence of general education requirements may be completed in approximately 24 months.

## General Studies Courses (GESA)

The General Studies curriculum comprises 47 semester credits.

<u>Courses</u>	<u>Semester Credit Hours</u>
BIBL230 The Bible in Real Life	3
CHMN140 Spiritual Quest	3
COMM160 Basic Communication Skills	3
GENS110 Succeeding in College	3
GENS120 Personal Mission and Leadership Development	3
GENS130 Successful Writing	3
GENS240 Christianity and Civilizations	4

Select one course from each of the following categories:

Academic Research Writing (R category)	4
Studies in Our Surrounding World (V category)	3
Global Cultures and the American Mosaic (E category)	3
Mathematics (M category)	3
Physical Wellness for Life (Y category)	3
Reading and Responding to the Arts (A category)	3

# Academic Programs and Disciplines

	Technology in Our World (T category)	3
	Work and Family Dynamics (W category)	+ 3
<b>TOTAL</b>	<b>General Studies Program</b>	<b>47</b>

## Business Management

### B.A. in Business Management Major in Business Management (BUSP)

The business management major is a technology-enhanced course of study relevant to a wide range of business careers. The major reflects current trends in the key disciplines of business management. At the completion of the business management program, students will be able to:

- Apply ethical principles to current business practice.
- Apply critical thinking to synthesize a wide body of knowledge and experience to business issues.
- Demonstrate the ability to work collaboratively with diverse groups.
- Exhibit skills, strategies, or plans for self-directed learning.
- Apply systems thinking to integrate knowledge and experience from multiple disciplines to solve business-related needs.
- Demonstrate the knowledge and application of business tools such as business plans, marketing plans, financial analysis, operations principles, and economic modeling.
- Apply Christian principles to business situations.
- Demonstrate oral and written communication skills appropriate for the field of business management.
- Analyze the complex relationship between business and the global economy.
- Demonstrate the ability to integrate the areas of business, social responsibility, and global responsibility.
- Demonstrate leadership skills.

Learners are expected to demonstrate character, ethics, and relational skills consistent with the role and responsibility of a business professional. Behaviors that impede the learning of others are not tolerated. Any learner failing to meet these expectations may be asked to discuss other options or consequences with the program director.



## Academic Programs and Disciplines

### Courses

The required curriculum for the business management major comprises a 43 semester credit sequence of courses intended to be taken consecutively throughout the calendar year. For course sequence, request a program calendar from the College of Adult & Professional Studies.

<u>Core Courses in the Major</u>	<u>Semester Credit Hours</u>
BUSN301 Foundations of Business Management*	3
BUSN304 Business Communication	3
BUSN308 Strategic Management and Planning	3
BUSN323 Introduction to Marketing Management	3
BUSN360 Information Technology and Applications	3
BUSN401 Operations Management	3
BUSN420 Accounting for Managers	3
BUSN460 Human Resources Management	3
BUSN490 Financial Decision Making*	3
BUSN499 Synthesizing Seminar*	1
ECON404 Managerial Economics and Organizational Architecture*	3
GENS413P The Modern World: Trends and Forces Impacting Organizations*	3
MATH301M Managerial Mathematics	3
PHIL425H Applied Ethical Decisions in Life and Business	3
THEO415 Understanding Worldviews*	+ 3
<b>TOTAL Core Courses</b>	<b>43</b>
<u>Degree program includes:</u>	
Business Management Major Core Courses	43
General Education and Elective Courses	+ 79
<b>TOTAL B.A. in Business Management</b>	<b>122</b>

\*Course must be taken for credit at Bethel.

## Academic Programs and Disciplines

### Minor in Business Management (BUSM)

The required curriculum for a minor in business management comprises a 21 semester credit sequence of courses.

<u>Courses</u>	<u>Semester Credit Hours</u>
BUSN301 Foundations of Business Management*	3
BUSN308 Strategic Management and Planning	3
BUSN323 Introduction to Marketing Management	3
BUSN420 Accounting for Managers	3
BUSN460 Human Resources Management	3
<u>Select one from:</u>	3
BUSN360 Information Technology and Applications (3)	
BUSN401 Operations Management (3)	
<u>Select one from:</u>	+ 3
ECON404 Managerial Economics and Organizational Architecture* (3)	
MATH301M Managerial Mathematics (3)	
<b>TOTAL Minor in Business Management</b>	<b>21</b>

\*Course must be taken for credit at Bethel.

## Christian Ministries

### B.A. in Christian Ministries

#### Major in Christian Ministries (CHMP)

The Christian ministries major explores the biblical, theological, theoretical, and practical dimensions of ministry. The major educates students for effective ministry or prepares them for graduate programs or seminary study through courses in:

- Significance of the Old and New Testaments
- Christian theology and apologetics
- The gospel in cross-cultural perspective
- Personal spiritual formation
- Skills in ministry
- Trends and forces influencing ministry

## Academic Programs and Disciplines

Students will be involved in a faculty-supervised ministry practicum during two semesters of the Christian ministries program. This practicum experience will relate directly to the courses CHMN391 and CHMN491.

### Courses

The required curriculum for the Christian ministries major comprises a 42 semester credit sequence of courses to be taken consecutively throughout the calendar year. For course sequence, request a program calendar from the College of Adult & Professional Studies.

<u>Core Courses in the Major</u>	<u>Semester Credit Hours</u>
BIBL300 Understanding the Bible*	3
BIBL341E The Gospel in Cross-cultural Perspective*	3
BIBL441 Significance of the Old Testament*	3
BIBL442 Significance of the New Testament*	3
CHMN350 Personal Spiritual Formation	3
CHMN391 Ministry Practicum I*	3
CHMN451 Communication in Ministry*	3
CHMN452H Leadership in Ministry*	3
CHMN455 Spiritual Formation for Discipleship	3
CHMN491 Ministry Practicum II*	3
GENS413P The Modern World: Trends and Forces Impacting Organizations*	3
THEO320 Theology of Ministry*	3
THEO441 Christian Theology*	3
THEO442 Apologetics*	<u>+ 3</u>
<b>TOTAL Core Courses</b>	<b>42</b>
<u>Degree program includes:</u>	
Christian Ministries Major Core Courses	42
General Education and Elective Courses	<u>+ 80</u>
<b>TOTAL B.A. in Christian Ministries</b>	<b>122</b>

\*Course must be taken for credit at Bethel.

## Academic Programs and Disciplines

### Minor in Christian Ministries (CHMM)

The required curriculum for the minor in Christian ministries comprises an 18 semester credit sequence of required courses.

<u>Courses</u>	<u>Semester Credit Hours</u>
BIBL300 Understanding the Bible*	3
CHMN350 Personal Spiritual Formation	3
CHMN451 Communication in Ministry*	3
CHMN452H Leadership in Ministry*	3
CHMN455 Spiritual Formation for Discipleship	3
THEO320 Theology of Ministry*	<u>+ 3</u>
<b>TOTAL Minor in Christian Ministries</b>	<b>18</b>

\*Course must be taken for credit at Bethel.

### Minor in Christian Thought (CHTM)

The required curriculum for the minor in Christian thought comprises an 18 semester credit sequence of required courses.

<u>Courses</u>	<u>Semester Credit Hours</u>
BIBL300 Understanding the Bible*	3
BIBL441 Significance of the Old Testament*	3
BIBL442 Significance of the New Testament*	3
THEO320 Theology of Ministry*	3
THEO441 Christian Theology*	3
THEO442 Apologetics*	<u>+ 3</u>
<b>TOTAL Minor in Christian Thought</b>	<b>18</b>

\*Course must be taken for credit at Bethel.

## Communication

### B.A. in Communication Studies Major in Communication Studies (COSP)

The communication studies major addresses the reality that competent communication is at the heart of all successful personal, social, and business relationships. The program's focus is on the combination of a Christian liberal arts education and the development and refinement of accessible, practical skills within the global marketplace.

Learners will be able to:

- Verify basic knowledge of the theoretical principles applicable to the communication discipline.
- Demonstrate the oral, written, and listening skills necessary to function as competent communicators in all categories of interaction processes.
- Demonstrate higher-level thinking processes by evaluating evidence, analyzing communication texts (public, media, technological texts), and applying information to life decisions.
- Respond to ethical dilemmas in light of a Christian worldview.
- Confirm that the equitable treatment of all people regardless of gender, race, or class is based on Christian principles and related to empathic, responsible communication.
- Enter graduate study and/or their chosen areas of work.

#### Courses

The required curriculum for the communication studies major comprises a 49 semester credit sequence of courses to be taken consecutively throughout the calendar year. For course sequence, request a program calendar from the College of Adult & Professional Studies.

<u>Core Courses in the Major</u>	<u>Semester Credit Hours</u>
COMM330 Introduction to Communication Studies	4
COMM331 Interpersonal Processes	3
COMM332 Communication in Organizations	3
COMM430P Introduction to World Media*	3
COMM431 Global Approaches to Group Process	3
COMM432 Research Methods	4

COMM433H Ethics of Communication	3
COMM491 Field Assignment*	5
THEO415 Understanding Worldviews*	+ 3
<b>TOTAL Core Courses</b>	<b>31</b>

\*Course must be taken for credit at Bethel.

#### Elective Communication Courses

Select at least six upper division communication elective courses (18 credits). At least five of the following courses will be online.

COMM340E Cross-cultural Communication	3
COMM341 Oral Communication of Narratives	3
COMM342 Gender Communication	3
COMM343 Topics in Political Communication	3
COMM344 Global Speechmaking	3
COMM345 Media Law	3
COMM346 Production of Digital Content	3
COMM347 Presentation Methods and Popular Culture	3
COMM349 Marketing Communication	3
COMM440 Advertising and Public Relations	3
COMM441P Advanced Family Communication	3
COMM443 Religious Communication and American Cinema	3
COMM444 Computer Mediated Communication	3
COMM445 Communication in World Entertainment	+ 3
<b>TOTAL Elective Courses</b>	<b>18</b>

#### Degree program includes:

Communication Core Courses	31
Elective Communication Courses	18
General Education and Elective Courses	+ 73
<b>TOTAL B.A. in Communication Studies</b>	<b>122</b>

## Minor in Communication Studies (COSM)

The required curriculum for a minor in communication studies comprises a 19 semester credit sequence of courses that includes COMM330, COMM433H, and one option.

<u>Courses</u>	<u>Semester Credit Hours</u>
COMM330 Introduction to Communication Studies	4
COMM433H Ethics of Communication	3
<u>Select one option:</u>	<u>+ 12</u>
<b>Option 1</b>	
Select one course from each of the Options 2–5	
<b>Option 2</b>	
COMM345 Media Law (3)	
COMM349 Marketing Communication (3)	
COMM440 Advertising and Public Relations (3)	
COMM444 Computer Mediated Communication (3)	
<b>Option 3</b>	
COMM331 Interpersonal Processes (3)	
COMM340E Cross-cultural Communication (3)	
COMM342 Gender Communication (3)	
COMM441P Advanced Family Communication (3)	
<b>Option 4</b>	
COMM341 Oral Communication of Narratives (3)	
COMM343 Topics in Political Communication (3)	
COMM344 Global Speechmaking (3)	
COMM431 Global Approaches to Group Process (3)	
<b>Option 5</b>	
COMM347 Presentation Methods and Popular Culture (3)	
COMM430P Introduction to World Media* (3)	
COMM443 Religious Communication and American Cinema (3)	
COMM445 Communication in World Entertainment (3)	
<b>TOTAL</b>	<b>19</b>

\*Course must be taken for credit at Bethel.

## Healthcare Leadership

### B.A. in Healthcare Leadership Major in Healthcare Leadership (HCLP)

The healthcare leadership major is designed to enhance a collaborative appreciation for and understanding of an industry that continues to rapidly grow and change. In order to exert momentum yet retain consistency and continuity within the healthcare realm, many questions are considered in order to establish best practice outcomes: Who provides care? How and when should care be delivered? How is care financed? The questions are many, and the demand for skilled and knowledgeable healthcare leaders increases daily.

The major is specifically designed for the non-traditional working professional who desires to integrate leadership understanding skills and competencies with the most current trends and challenges of the growing healthcare industry.

Upon completion of the major, learners will be able to:

- Identify the broad spectrum of the healthcare world.
- Demonstrate competency in knowledge, strategies, and skills for effective healthcare leadership within diverse organizations and environments.
- Understand the healthcare industry as it relates to social, economic, political, and legal issues.
- Analyze the ethical issues embedded in the everyday delivery of healthcare and apply ethical principles and values to healthcare situations.
- Develop confidence in the ability to effectively lead and follow.
- Demonstrate essential technical writing skills.
- Examine and integrate the principles of teamwork, group dynamics, and interdepartmental relationships.
- Understand the concepts and practices of healthcare informatics.
- Critique the appropriate use of financial accounting and budgeting principles.

### Courses

The required curriculum for the healthcare leadership major comprises a 39 semester credit sequence of courses to be taken consecutively throughout the calendar year. For course sequence, request a program calendar from the College of Adult & Professional Studies.

## Academic Programs and Disciplines

<u>Core Courses in the Major</u>	<u>Semester Credit Hours</u>
GENS413P Modern World: Trends and Forces Impacting Organizations*	3
HCLP345 Writing and Research for Healthcare Professionals*	3
HCLP360 Communication Skills for Healthcare Professionals*	3
HCLP375 Healthcare Information Technology*	3
HCLP425 Culturally Competent Healthcare Leadership*	3
HCLP465 Healthcare Financial Accounting and Budgeting*	3
HCLP485H Healthcare Organizational Law and Ethics*	3
HCLP490 Healthcare Leadership and Change*	3
ORGL310 Leadership and Adult Development*	3
ORGL330 Theories of Organizations and Leadership*	3
ORGL400 Principles of Leading and Managing*	3
ORGL462 Integrated Principles of Leadership*	3
THEO415 Understanding Worldviews*	+ 3
<b>TOTAL Core Courses</b>	<b>39</b>
<u>Degree program includes:</u>	
Healthcare Leadership Major Core Courses	39
General Education and Elective Courses	+ 83
<b>TOTAL B.A. in Healthcare Leadership</b>	<b>122</b>

\*Course must be taken for credit at Bethel.

### Minor in Healthcare Leadership (HCLM)

The required curriculum for a minor in Healthcare Leadership comprises an 18 semester credit sequence of courses.

<u>Core Courses</u>	<u>Semester Credit Hours</u>
HCLP345 Writing and Research for Healthcare Professionals*	3
HCLP360 Communication Skills for Healthcare Professionals*	3
HCLP375 Healthcare Information Technology*	3
HCLP465 Healthcare Financial Accounting and Budgeting*	3
HCLP485H Healthcare Organizational Law and Ethics*	3
ORGL330 Theories of Organizations and Leadership*	+ 3
<b>TOTAL Minor in Healthcare Leadership</b>	<b>18</b>

\*Course must be taken for credit at Bethel.

## Academic Programs and Disciplines

### Certificate in Healthcare Leadership (CHCL)

The required curriculum for the Certificate in Healthcare Leadership comprises a 15 semester credit sequence of courses. For course sequence, request a program calendar from the College of Adult & Professional Studies.

<u>Courses</u>	<u>Semester Credit Hours</u>
HCLP360 Communication Skills for Healthcare Professionals*	3
HCLP375 Healthcare Information Technology*	3
HCLP465 Healthcare Financial Accounting and Budgeting*	3
HCLP485H Healthcare Organizational Law and Ethics*	3
ORGL330 Theories of Organizations and Leadership*	+ 3
<b>TOTAL Certificate in Healthcare Leadership</b>	<b>15</b>

\*Course must be taken for credit at Bethel.

## Human Resource Management

### Minor in Human Resource Management (HRMM)

The required curriculum for a minor in human resource management comprises a 21 semester credit sequence of courses.

<u>Core Courses</u>	<u>Semester Credit Hours</u>
HRMA305 Compensation	3
HRMA307 Benefits	3
HRMA401 Employment Law*	3
HRMA403 Talent Management for the New World of Work*	3
HRMA407 Employee Relations/Labor Relations	3
<u>Select one from:</u>	<u>+ 3</u>
HRMA235 Foundations of Human Resources (3)	
BUSN460 Human Resource Management (3)	
<u>Select one from:</u>	<u>+ 3</u>
HRMA405 Organizational Development (3)	
ORGL330 Theories of Organizations and Leadership*(3)	
<b>TOTAL Minor in Human Resource Management</b>	<b>21</b>

\*Course must be taken for credit at Bethel.

## Academic Programs and Disciplines

### Certificate in Human Resource Management (CHRM)

The required curriculum for the Certificate in Human Resource Management comprises an 18 semester credit sequence of courses. For course sequence, request a program calendar from the College of Adult & Professional Studies.

<u>Courses</u>	<u>Semester Credit Hours</u>
HRMA401 Employment Law*	3
<u>Select one from:</u>	<u>+ 3</u>
BUSN460 Human Resource Management (3)	
HRMA235 Foundations of Human Resources (3)	
<u>Select four courses from:</u>	<u>+ 12</u>
HRMA305 Compensation (3)	
HRMA307 Benefits (3)	
HRMA403 Talent Management for the New World of Work* (3)	
HRMA405 Organizational Development (3) or ORGL330 Theories of Organizations and Leadership*(3)	
HRMA407 Employee Relations/Labor Relations (3)	
<b>TOTAL Certificate in Human Resource Management</b>	<b>18</b>

\*Course must be taken for credit at Bethel.

## Human Services

### B.A. in Human Services Major in Human Services (HUSP)

The human services major is an interdisciplinary program that prepares learners to understand and serve individuals and families in an increasingly diverse world. Courses explore individual and family development, intercultural awareness and practice, systems theory, communication, sexuality, and social policy. Learners will think critically about varied dimensions of individual and relational functioning including couple relationships, marriage, family life cycle, parent-child interaction, and professional helping relationships. Attention is given to Christian perspectives and practical application to work with individuals and families.

## Academic Programs and Disciplines

A degree in Human Services prepares learners for entry-level employment in family social services, community mental health, public or private agencies, and congregational settings serving children, adolescents, adults, couples, and/or families. The program also prepares learners for graduate study in:

- marriage and family therapy
- counseling psychology
- mental health counseling
- pastoral care and counseling
- related disciplines

### Courses

The required curriculum for the human services major comprises a 48 semester credit sequence of courses to be taken consecutively throughout the calendar year. For course sequence, request a program calendar from the College of Adult & Professional Studies.

<u>Core Courses in the Major</u>	<u>Semester Credit Hours</u>
GENS413P The Modern World: Trends and Forces Impacting Organizations*	3
HUSE300W Family Perspectives	3
HUSE305 Individual and Family Development Over the Life Cycle	3
HUSE311 Personality Theories	3
HUSE350 Individual and Family Psychopathology	3
HUSE386 Social Inequality	3
HUSE400 Research Methods	3
HUSE405 Family Social Policy	3
HUSE410 Dynamics of Interpersonal Relationships	3
HUSE420 Advanced Family Topics: Gender and Sexuality	3
HUSE430E Families in Cross-cultural Perspective	3
HUSE440 Counseling Microskills	3
HUSE480H Professional Practice Issues and Ethics	3
HUSE490 Integrative Internship Seminar*	3
PSYC335M Introduction to Statistics	3
THEO415 Understanding Worldviews*	<u>+ 3</u>
<b>TOTAL Core Courses</b>	<b>48</b>

Degree program includes:

	Human Services Core Courses	48
	General Education and Elective Courses	+ 74
<b>TOTAL</b>	<b>B.A. in Human Services</b>	<b>122</b>

## Minor in Human Services (HUSM)

The required curriculum for a minor in Human Services comprises a 21 semester credit sequence of courses.

<u>Courses in the Minor</u>	<u>Semester Credit Hours</u>
<u>Select seven courses from:</u>	<u>+ 21</u>
HUSE300W Family Perspectives (3)	
HUSE305 Individual and Family Development Over the Life Cycle (3)	
HUSE311 Personality Theories (3)	
HUSE350 Individual and Family Psychopathology (3)	
HUSE386 Social Inequality (3)	
HUSE400 Research Methods (3)	
HUSE405 Family Social Policy (3)	
HUSE410 Dynamics of Interpersonal Relationships (3)	
HUSE420 Advanced Family Topics: Gender and Sexuality (3)	
HUSE430E Families in Cross-cultural Perspective (3)	
HUSE440 Counseling Microskills (3)	
HUSE480H Professional Practice Issues and Ethics (3)	
PSYC335M Introduction to Statistics (3)	
<b>TOTAL</b>	<b>Minor in Human Services</b>
	<b>21</b>

*\*Course must be taken for credit at Bethel.*

## Nursing

### B.S. in Nursing Major in Nursing (NURP)

The nursing major is offered through the Bethel University Department of Nursing and is administered through the College of Adult & Professional Studies. The College of Adult & Professional Studies nursing major is for registered nurses who have obtained initial preparation in an associate degree or diploma program.

The curriculum is designed to meet the following goals:

- To prepare nurses with skills in critical thinking, with the ability to function in both structured and unstructured professional nursing positions, and with the background necessary for advanced education.
- To prepare learners for lifelong learning with a theoretical foundation based on Judeo-Christian principles and the liberal arts and sciences.
- To express within the nursing profession Christian values and leadership through excellence in professional practice, scholarly endeavors, and community service.

Clinical assignments support classroom learning and are made with attention to each learner's background in relation to course objectives. Clinical assignments are in addition to weekly classes.

The program is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle Northwest, Suite 530, Washington, D.C. 20036-1120; phone: 202.877.6791.

### Progression and Graduation

To progress in the program and graduate, the student must meet Bethel University requirements for academic progress. In addition to graduation requirements common to all undergraduate programs at Bethel, students in nursing must:

1. Earn a grade of C or better in each nursing course and maintain a cumulative GPA of 2.25 or higher. This indicates satisfactory achievement of objectives and completion of course requirements.
2. Function in a safe and ethical manner.

Further details on departmental policies and procedures are described in the *College of Adult & Professional Studies Nursing Program Student Handbook*.



## Academic Programs and Disciplines

### Courses

The required curriculum for the nursing major comprises a 39 semester credit sequence of core courses to be taken sequentially throughout the calendar year. For course sequence, request a program calendar from the College of Adult & Professional Studies.

<u>Core Courses in the Major</u>		<u>Semester Credit Hours</u>
GENS413P	The Modern World: Trends and Forces Impacting Organizations*	3
NURS360	The Professional Nurse*	3
NURS404	Public Health Nursing*	6
NURS410	Nursing Informatics*	3
NURS421E	Cultural Diversity in Healthcare*	3
NURS430	Research and Evidence-based Practice*	6
NURS494	Nursing Leadership*	9
PHIL325H	Ethics	3
THE0415	Understanding Worldviews*	+ 3
TOTAL	Core Courses	39
<u>Degree program includes:</u>		
	Nursing Major Core Courses	39
	General Education and Elective Courses	+ 83
<b>TOTAL</b>	<b>B.S. in Nursing</b>	<b>122</b>

\*Course must be taken for credit at Bethel.

## Organizational Leadership

### B.A. in Organizational Leadership Major in Organizational Leadership (ORLP)

The goal of the Organizational Leadership program is to develop authentic leaders and followers for a changing world through a Christian worldview. The major is an interdisciplinary program designed to develop leaders to move beyond efficiency to effectiveness. Today's leader must:

- Provide direction with clarity and confidence.
- Establish alignment and relationships within teams and stakeholders, rather than function as a solo leader.

## Academic Programs and Disciplines

- Continually develop personal leadership competencies and capacities.
- Anticipate and incorporate personal change and value relationships with others.

Through academic study and personal reflection, learners will analyze and integrate personal, organizational, and global realities into a holistic view of leadership and learn to lead collaboratively to accomplish desired outcomes and goals.

Upon completion of the organizational leadership program, learners will:

- Develop personal competencies and capacities as leaders and followers to better work in partnership with others to achieve shared goals.
- Discover personal leadership strengths and styles and learn to identify the leadership in others.
- Intentionally choose when to lead and when to follow.
- Break the stereotypes and myths associated with leadership and followership.
- Assess and engage the spheres of influence in which they live and work.
- Ascertain immediate application in leadership opportunities for course information, assessments, simulations, and case studies.
- Expand and explore the personal, organizational, and global aspects that create intersection between the academic endeavor and real-world application.
- Identify their leadership voice.

### Courses

The required curriculum for the organizational leadership major comprises a 42 semester credit sequence of core courses to be taken sequentially throughout the calendar year. For course sequence, request a program calendar from the College of Adult & Professional Studies.

<u>Core Courses in the Major</u>		<u>Semester Credit Hours</u>
BUSN301	Foundations of Business Management*	3
GENS413P	The Modern World: Trends and Forces Impacting Organizations*	3
ORGL310	Leadership and Adult Development*	3
ORGL330	Theories of Organizations and Leadership*	3
ORGL340	Principles of Scholarly Writing and Research*	3
ORGL350	Leadership Communication	3
ORGL370	Leadership and Technology	3
ORGL400	Principles of Leading and Managing*	3
ORGL420	Moving Toward Global Leadership*	3



## Academic Programs and Disciplines

ORGL440	Organizational Research*	3
ORGL462	Integrated Principles of Leadership*	3
ORGL465H	Applied Leadership Ethics*	3
ORGL490	Leadership and Change*	3
THEO415	Understanding Worldviews*	+ 3
TOTAL	Core Courses	42

### Degree program includes:

	Organizational Leadership Major Core Courses	42
	General Education and Elective Courses	+ 80
<b>TOTAL</b>	<b>B.A. in Organizational Leadership</b>	<b>122</b>

\*Course must be taken for credit at Bethel.

## Minor in Organizational Leadership (ORLM)

The required curriculum for a minor in organizational leadership comprises a 18 semester credit sequence of courses.

<u>Courses</u>	<u>Semester Credit Hours</u>	
ORGL330	Theories of Organizations and Leadership*	3
ORGL370	Leadership and Technology	3
ORGL400	Principles of Leading and Managing*	3
ORGL462	Integrated Principles of Leadership*	3
<u>Select one from:</u>		3
HCLP425	Culturally Competent Healthcare Leadership* (3)	
ORGL420	Moving Toward Global Leadership* (3)	
<u>Select one from:</u>		+ 3
ORGL101	Leadership in the 21 <sup>st</sup> Century (3)	
ORGL201	The Framework of Leadership (3)	
<b>TOTAL</b>	<b>Minor in Organizational Leadership</b>	<b>18</b>

\*Course must be taken for credit at Bethel.

## Course Descriptions

### Biblical Studies

#### **BIBL230 • The Bible in Real Life** **3 credits** (GESA)

Exploration of connections between key portions of the Bible and challenges faced by learners in their own lives. Learners will trace the journey of God's people from Abraham and Sarah through the New Testament church, tracing God's self-disclosure through biblical cultures and their genres of writing.

#### **BIBL300 • Understanding the Bible** **3 credits** (CHMM, CHMP, CHTM)

Orientation to the Bible as history, literature, and theology. Exploration of issues such as biblical inspiration, trustworthiness, and canonicity focusing on the trustworthy nature of the Bible. Introduction to the grammatical-historical method of interpretation along with the various Bible research sources available. Study is designed to draw the reader into a deeper personal reading of the inspired communication and give application for the meaning of Scripture in life today.

#### **BIBL341E • The Gospel in Cross-cultural Perspective** **3 credits** (CHMP)

How the gospel is influenced, expressed, and experienced through social and cultural systems. Emphasis is on Western and non-Western social structures in light of cultural components of the biblical witness. Skills for hearing and speaking the gospel with cultural sensitivity. Special issues: global theology, missiological concerns, incarnation theology, ethnographic analysis.

#### **BIBL441 • Significance of the Old Testament** **3 credits** (CHMP, CHTM)

Introduction to the Old Testament, which emphasizes foundational themes including creation, life, justice, people of God, covenant, and the Old Testament polemic against the prevailing culture of its time. Development of methodological tools for investigating these themes will enable learners to properly contextualize these themes to their culture. Prerequisite: BIBL300.

#### **BIBL442 • Significance of the New Testament** **3 credits** (CHMP, CHTM)

Introduction to the New Testament, emphasizing major themes including the kingdom of God, eternal life, and justification in Christ. Emphasis also on the hermeneutical issues related to understanding these themes in their original literary and historical settings, and applying them in ministry situations today. Prerequisite: BIBL300.

# Course Descriptions

## Business

### **BUSN102 • Introduction to E-commerce** 3 credits

Introduction to e-commerce including technical infrastructure, applications, and business models currently used in delivering services and products over the Internet. Analysis of economic and managerial foundations as well as key strategies, risks, limitations, issues, and how they are managed in electronic commerce. Incorporates the importance of a Christian perspective and addresses the challenges assumed in an electronic business environment.

### **BUSN104 • Business and Society** 3 credits

Learners will develop an understanding of the relationship between business, government, and nonprofits (NGOs). Exploration of issues of globalization, corporate social responsibility, and how faith impacts each of these sectors. *(Not available to Business Management or Human Resource Management minor learners after starting a bachelor's level cohort.)*

### **BUSN115 • Personal Financial Literacy** 3 credits

Explores fundamental personal financial management topics. Enables learners to make values-based financial decisions. Uses a variety of tools to evaluate risk and make choices regarding debt management, savings, budgeting, investing, and long-range personal financial planning.

### **BUSN301 • Foundations of Business Management** 3 credits

*(BUSM, BUSP, ORLP)*

Exploration of the foundations of modern management theory and practice including how external and internal environmental factors impact the practice of business management. Topics such as global, political and legal, sociocultural, and demographic forces will be used to develop an understanding of the complexities in business management today.

### **BUSN304 • Business Communication** 3 credits

*(BUSP)*

Focus is on effective strategies for business communication, including formats used for various types of business writing. Emphasis is on writing to meet the needs of specific readers.

### **BUSN308 • Strategic Management and Planning** 3 credits

*(BUSM, BUSP)*

Comprehensive look at the art and science of strategic management and planning as it applies to organizations. Focus is on broad organizational concerns utilizing case studies, critical thinking assignments, and the small group format.

# Course Descriptions

### **BUSN323 • Introduction to Marketing Management** 3 credits

*(BUSM, BUSP)*

Study of marketing concepts and decision-making processes related to marketing management in a marketing-oriented firm. Examination of key strategies of consumer and business-to-business marketing and mission-critical variables from within a relationship marketing focus. Development of a course project and its presentation to a business audience using state-of-the-art business presentation techniques. Prerequisite: BUSN308.

### **BUSN360 • Information Technology and Applications** 3 credits

*(BUSM, BUSP)*

Designed for non-technical undergraduate learners in finance, accounting, business management, information systems, and the liberal arts who will find knowledge of information systems and technology vital for professional success. The course has two distinct components. First, it provides an understanding of computer concepts, information technology, and the information age. Second, it is designed to provide an understanding of business applications. Applications covered are the 2010 versions of Microsoft Excel and PowerPoint, the Moodle Learning Management System, and the Internet. Learners may not receive credit for both BUSN360 and ORGL370.

### **BUSN401 • Operations Management** 3 credits

*(BUSM, BUSP)*

Focus is on efficiently and effectively managing the processes to produce and distribute products and services. Operations within both product and service companies will be addressed. Topics include managing purchases, inventory control, quality control, storage, logistics, and evaluations. The use of measurement and analysis of internal processes will be highlighted.

### **BUSN420 • Accounting for Managers** 3 credits

*(BUSM, BUSP)*

Introduction to the language of accounting to aid in understanding what the numbers mean and to provide a general overview of how to use accounting numbers for financial decision making. While not needing the knowledge of a CPA, all managers must have a basic understanding of how money is tracked and accounted for in an organization.

### **BUSN460 • Human Resources Management** 3 credits

*(BUSM, BUSP, CHRM, HRMM)*

Consideration of various relational aspects of management, including motivational theories, group dynamics, and leadership styles, with emphasis on effectively managing change. Exploration of how the organizational structure affects the individual.

## Course Descriptions

### **BUSN490 • Financial Decision Making** 3 credits (BUSP)

Focus is on the conceptual understanding and practical application of finance information. Participation in a simulation project in which learners in teams “run” a business using a computer program. Decision making about the business will include financial decisions as well as the integration of other disciplines learned in the program such as human resource management, marketing, and accounting. Prerequisites: BUSN301, BUSN308, BUSN323, BUSN401, BUSN420, BUSN460, and ECON404. Corequisite: BUSN499.

### **BUSN499 • Synthesizing Seminar** 1 credit (BUSP)

Exploration of personal and professional transformation throughout the entire Business Management program and development of a personal and career plan for the future integrating the concepts learned. Taught in conjunction with BUSN490. Prerequisites: GENS413P, PHIL425H, and THEO415. Corequisite: BUSN490.

## Christian Ministries

### **CHMN140 • Spiritual Quest** 3 credits (GESA)

Exploration of a Christian model of spirituality. Hermeneutical and exegetical skills will guide learners as they examine this concept in biblical and extra-biblical contexts. Though asked to explore spirituality from a Christian perspective, learners will be free to decide how they wish to define it.

### **CHMN350 • Personal Spiritual Formation** 3 credits (CHMM, CHMP)

Investigation of the development of a spiritual life and its disciplines, according to the New Testament and the history of the disciples of Jesus. Includes the integration of faith development, leadership formation, and personality. Special focus is on the spiritual life in the context of Christian community and ministry.

### **CHMN391 • Ministry Practicum I** 3 credits (CHMP)

The integrating experience of the Christian Ministries major, including placement in a ministry setting under the direct supervision of an experienced mentor. Emphasis is on application of ongoing coursework and participation in relevant aspects of ministry. Learners will gain experience in the refinement and integration of a working philosophy of ministry. Opportunity for assessment of personal ministry skills and lifelong leadership development. Graded on an *S/U* basis.

## Course Descriptions

### **CHMN451 • Communication in Ministry** 3 credits (CHMM, CHMP)

Introduction to the essential communication skills needed in ministry, including effective listening, storytelling, and public speaking skills. Special attention to communication that meets the listener's needs.

### **CHMN452H • Leadership in Ministry** 3 credits (CHMM, CHMP)

Introduction to essential leadership skills needed in ministry. Basic skills for self leadership and for leading people, teams, and team leaders. Special attention to conceptualizing leadership as influence through good relationships.

### **CHMN455 • Spiritual Formation for Discipleship** 3 credits (CHMM, CHMP)

Builds on the concepts presented in *CHMN350: Personal Spiritual Formation* and serves as a capstone class for the entire Christian Ministries program. Investigation of the development of leading others into a rich spiritual life through the disciplines of solitude, community, and ministry found in the New Testament in general and discipleship ministry of Jesus in particular. Includes the integration of faith development, leadership formation, and personality theory.

### **CHMN491 • Ministry Practicum II** 3 credits (CHMP)

A continuation of CHMN391. Prerequisite: CHMN391.

## Communication

### **COMM160 • Basic Communication Skills** 3 credits (GESA)

Examination of the fundamentals of the communication process with an interactive emphasis on interpersonal, groups/teams, and public speaking; integrating these three specific components and concentrating on how meaning is created, communicated, and transformed within the social/social diversity and human contexts.

### **COMM330 • Introduction to Communication Studies** 4 credits (COSM, COSP)

Survey of the discipline of communication, examining historical and theoretical foundations in varying contexts.

## Course Descriptions

**COMM331 • Interpersonal Processes** 3 credits  
(COSM, COSP)

Study of the fundamental aspects of interpersonal communication, integrating the pragmatic dimensions of dyadic interaction with theoretical principles. Exploration of both personal and professional relational themes of self-disclosure, dyadic conflict and strategies, verbal and nonverbal messages, and empathic listening. Issues of gender are considered.

**COMM332 • Communication in Organizations** 3 credits  
(COSP)

Practical exploration of communication practices and issues in nonprofit and for-profit organizations. Topics include organizational structure, gender, corporate culture, conflict, leadership, and diversity. Case studies will include multi-national organizations.

**COMM340E • Cross-cultural Communication** 3 credits  
(COSM, COSP)

Examination of the influence of cultural values on human verbal and nonverbal interactions. Analysis of theories of cross-cultural communication and principles of effective cross-cultural process.

**COMM341 • Oral Communication of Narratives** 3 credits  
(COSM, COSP)

Focus is on the creative process involved in the performance of prose, poetry, and drama. Exploration of and practice in methods and techniques for selecting, analyzing, understanding, and adapting literature for oral performance.

**COMM342 • Gender Communication** 3 credits  
(COSM, COSP)

Consideration of gender differences and similarities, both verbal and nonverbal.

**COMM343 • Topics in Political Communication** 3 credits  
(COSM, COSP)

Analysis of political processes as public discourse and mass media. Examination of recent American and global political campaigns.

**COMM344 • Global Speechmaking** 3 credits  
(COSM, COSP)

Global speechmaking in its historical-cultural context with emphasis on the reciprocal effects of speechmaking; specified countries chosen each semester. Topics may include religion, reform movements, and politics.

## Course Descriptions

**COMM345 • Media Law** 3 credits  
(COSM, COSP)

Examination of the legal framework that shapes print and electronic media in both commerce and religious institutions. Portrait of legal topics that impact profit and nonprofit professionals alike (including copyright, defamation, First Amendment rights, obscenity, and trademarks). Introduction to basic legal research of landmark court decisions.

**COMM346 • Production of Digital Content** 3 credits  
(COSP)

Examination of concepts and techniques for creating digital content, and experiencing personal applications for electronic media using a variety of multimedia hardware and software.

**COMM347 • Presentation Methods and Popular Culture** 3 credits  
(COSM, COSP)

Focus is on disseminating communication messages influenced by popular culture. Opportunity to prepare and deliver speeches that enable learners to be change agents in their communities, supportive members in churches, and exemplary workers in the global marketplace.

**COMM349 • Marketing Communication** 3 credits  
(COSM, COSP)

Principles and techniques of marketing communication, including communicating via advertisements, public service announcements, and website content. Emphasis is on using these techniques in for-profit and nonprofit settings.

**COMM430P • Introduction to World Media** 3 credits  
(COSM, COSP)

Examination of media forces shaping global and personal perspectives throughout the world. Includes trends in technology, economics, politics, culture, and religion as related to worldwide media and their influences in shaping global and personal perspectives. The practical use of mass communication as applied to international affairs is highlighted.

**COMM431 • Global Approaches to Group Process** 3 credits  
(COSM, COSP)

Using a case study format, analysis of issues of leadership, followership, cohesiveness, dysfunction, high/low context, and team building from a global perspective.

## Course Descriptions

### **COMM432 • Research Methods** 4 credits

*(COSP)*

Introduction to quantitative and qualitative methods used in communication research, explored through the use of quantitative methods (surveys, interactive analysis, and experimentation) and qualitative methods (focus groups, textual analysis, case studies, interviews, and ethnography). Data analyzed using statistical methods. Emphasis is on understanding research approaches and data interpretation.

### **COMM433H • Ethics of Communication** 3 credits

*(COSM, COSP)*

Using a case study approach, an examination of the ethical dimension of choice in communication contexts along with theory and practice in the interaction process from a Christian worldview. Learners examine ethical dilemmas in various communication settings: corporations, churches, academic institutions, athletic teams, and political arenas.

### **COMM440 • Advertising and Public Relations** 3 credits

*(COSM, COSP)*

Examination of advertising and public relations communication strategies and ethical selling techniques. Consideration of target audience, advertising communication objectives, and unique selling propositions. Development and analysis of ad and promotional layouts, copy, PR writing, news releases, budgets, and media coordination.

### **COMM441P • Advanced Family Communication** 3 credits

*(COSM, COSP)*

Study of communication patterns that help or hinder relationships within the family system. Functioning in simulated family groups, learners research and develop personal roles. Consideration of various approaches to conflict, power, stress, intimacy, and family health in light of Christian attitudes and life patterns.

### **COMM443 • Religious Communication and American Cinema** 3 credits

*(COSM, COSP)*

Examination of religion's relationship with Hollywood. Focus is on analysis of the communication of established religions (e.g., Judeo-Christian); expressions of religious duty; and religious ideals of good and evil, heaven and hell, and of immortality, as expressed by the guild of artists and their media critics who navigate these challenges in a postmodern society. Communication may include such films as *The Passion of the Christ*, *The Apostle*, *Dead Man Walking*, *City of Angels*, *Saved*, and additional appropriate global films. Prerequisite: THEO415 or THEO441.

## Course Descriptions

### **COMM444 • Computer-mediated Communication** 3 credits

*(COSM, COSP)*

Focus is on the practical and theoretical concepts of computer-mediated communications and the styles used in personal, social, and professional environments. Learners will evaluate computer-mediated communication theory, practices, and processes as applied to new electronic media in relation to interpersonal relationships, developing group communication, and supporting public communication both locally and globally.

### **COMM445 • Communication in World Entertainment** 3 credits

*(COSM, COSP)*

Transglobal analysis of theatre, film, and television communication.

### **COMM491 • Field Assignment** 5 credits

*(COSP)*

Capstone course to integrate and assess communication principles and theories in practical settings. Projects may include the design of a public relations campaign, an ad campaign, marketing research, or survey process. Learners may work alone or in small groups within areas of either for-profit or not-for-profit businesses. Results presented in an expo setting. Prerequisites: COMM330, COMM331, COMM332, COMM430P, COMM431, COMM432, COMM433H, THEO415, and three upper-division communication elective courses.

## Economics

### **ECON109 • Introduction to Microeconomics** 3 credits

Introduction to basic microeconomics principles, which result in balancing of market supply and demand. Introduction to consumer choice, how production decisions are made, and types of markets. Major resource factors such as land, labor and capital, and other inputs affecting pricing will be considered, as will government policy influencing markets.

### **ECON404 • Managerial Economics and Organizational Architecture** 3 credits

*(BUSM, BUSP)*

Focus is on understanding and applying basic yet powerful economic tools of analysis for managers to use in designing organizations that motivate employees to make choices consistent with a firm's goals.

# Course Descriptions

## English

### **ENGL214A • Film as Modern Myth** 3 credits

Consideration of how filmmakers have appropriated mythic structures and archetypes to create meaningful narratives of human experience.

## General Studies

### **GENS109 • College Writing** 3 credits

(GESA)

Designed to prepare the adult learner for the reading, writing, electronic, and time expectations for achievement of academic success at the college level. This course can be taken as an alternative to *GENS130: Successful Writing*. Graded on an *S/U* basis.

### **GENS110 • Succeeding in College** 3 credits

(GESA)

Introduction to core strategies and resources for effective studying, writing, and researching; principles of a Christian liberal arts education at Bethel; relationships among college, family, and career; and the Moodle learning management systems.

### **GENS120 • Personal Mission and Leadership Development** 3 credits

(GESA)

Development of an understanding of personal mission and a study of the application of that mission to leadership roles. Emphasis is on identifying personal talents and gifts, and developing leadership skills for interdependent realities.

### **GENS130 • Successful Writing** 3 credits

(GESA)

Development of skills necessary for expressing oneself competently through writing. Emphasis is on the writing process, critical thinking, sensitivity to audience, core documentation skills and responsibilities, and revision (with peer and instructor feedback).

### **GENS135 • Workplace Writing** 3 credits

Writing responsibilities in the workplace require skills that differ from those appropriate for writing in the academic community. Learners will explore the communication dynamics of the workplace and develop strategies and methods for writing memos, emails, letters, and resumes. Prerequisite: *GENS130*.

# Course Descriptions

### **GENS150A • Reading and Responding to the Arts** 3 credits

(GESA)

Cultivation of critical reading and writing skills through an examination of artistic “texts” from a variety of genres: literature, drama, cinema, music, or the visual arts. Learners will develop their discernment of rich dimensions of the texts (technique, genre, social-historical context) and reflect on their spiritual significance.

### **GENS175W • Studies in Work and Family Dynamics** 3 credits

(GESA)

Application of the theories and quantitative research methods of a social science to understand and test hypotheses about dynamics that shape the social contexts of family, community, and workplace in which learners live their lives.

### **GENS215 • Portfolio Assessment and Experiential Learning** 1 credit

Exploration of how adults learn by using written reflection on life experiences to explore theoretical concepts in adult learning. This course is required prior to submission of a Documented Prior Learning (DPL) portfolio for assessment. Graded on an *S/U* basis.

### **GENS225R • Academic Research Writing** 4 credits

(GESA)

Development of core academic skills in research and research writing: critical evaluation of logical and rhetorical persuasion, answering research questions and testing hypotheses by consulting scholarly sources, and formal documentation of research sources (attributions, in-text citations, and a source list) according to a recognized academic format (APA or MLA).

### **GENS240 • Christianity and Civilizations** 4 credits

(GESA)

Survey of the mutual influence of the Christian church and the civilizations that arose from the Roman Empire. Learners will consult historical documents, literary and philosophical texts, video and audio clips, and artistic images. They will reflect on how the past shapes and informs the present.

### **GENS255E • Studies in the American Mosaic** 3 credits

(GESA)

Exploration of and reflection on diversity and/or gender within American culture in a specific social context such as the arts, workplace, religion, education, residential life, government (criminal justice, social services, military), and the like.

### **GENS275V • Studies in Our Surrounding World** 3 credits

(GESA)

Application of core concepts and methodologies from a scientific discipline to explore an aspect of the learner's world by formulating a hypothesis, gathering and interpreting data to test the hypothesis, and reflecting critically on the scientific method and its role in contemporary society.



## Course Descriptions

### **GENS285T • Studies in Technology and Society** 3 credits

*(GESA)*

Critical exploration of and reflection on the historical origins of a technology within scientific disciplines, and its application to and impact on our social, economic, and environmental world.

### **GENS413P • The Modern World: Trends and Forces Impacting Organizations** 3 credits

*(BUSP, CHMP, HCLP, HUSP, NURP, ORLP)*

Survey of technological, economic, political, cultural, and religious trends as well as forces shaping our global and personal futures. Exploration of alternative Christian worldviews and modes of thinking and learning that might be useful in responding to these challenges.

## Health and Physical Education

### **HEPE260Y • Physical Wellness for Life** 3 credits

*(GESA)*

Focus is on helping learners live healthier, more active lives by understanding and practicing healthy exercise, nutritional habits, and stress management. Examination of the use/non-use of tobacco, alcohol, and other drugs in healthy Christian living, as well as strategies to practice regular physical activity and healthy eating.

## Healthcare Leadership

### **HCLP345/HCLP345R • Writing and Research for Healthcare Professionals** 3 credits

*(HCLM, HCLP)*

Principles and processes of research in healthcare: literature review, research design, data collection techniques, statistical analysis, and professional writing through the preparation of proposals, reports, and publications. Focus is on medical documentation and reports that reflect writing styles unique to the healthcare profession.

### **HCLP360 • Communication Skills for Healthcare Professionals** 3 credits

*(CHCL, HCLM, HCLP)*

Introduction to communication theory in the organizational setting with an examination of interpersonal interaction of dyads and groups. Also focuses on listening skills, decision making, and conflict resolution processes in profit and nonprofit organizations.

## Course Descriptions

### **HCLP375 • Healthcare Information Technology** 3 credits

*(CHCL, HCLM, HCLP)*

Introduction to the concepts and practices of healthcare informatics. Examines emerging informatics technologies and processes including consumer informatics, the Internet, telemedicine, electronic medical records and information exchange. Methods in which healthcare informatics could transform healthcare delivery and impact the marketplace, organizations, and individuals are also explored.

### **HCLP425 • Culturally Competent Healthcare Leadership** 3 credits

*(HCLP, ORLM)*

Focus on the need for healthcare industry leaders to be culturally competent to lead a diverse work group and provide quality patient care. Establish a practical framework for racial/ethnic/gender/generational disparities in leading a healthcare team. Study of relevant literature and experiences to reveal sociocultural barriers and key components for intervention. Learners may not receive credit for both HCLP425 and ORGL420.

### **HCLP465 • Healthcare Financial Accounting and Budgeting** 3 credits

*(CHCL, HCLM, HCLP)*

Survey course with focus on understanding financial management in the unique industry of healthcare within an extremely competitive and regulated environment. Students are exposed to healthcare regulatory and reimbursement systems, financial analysis, techniques and value analysis, term investment analysis, and tools essential for an ethical strategic decision-making process.

### **HCLP480H • Healthcare Organizational Law and Ethics** 4 credits

A study of ethical and legal issues identified and associated specifically with the practice of medicine. Designed to initiate dialogue and discussion with current healthcare issues, specifically HIPAA, patient's confidentiality and privacy, advanced directives, physician-assisted suicide, abortion, and professional negligence.

### **HCLP485H • Healthcare Organizational Law and Ethics** 3 credits

*(CHCL, HCLM, HCLP)*

A study of ethical and legal issues identified and associated specifically with the practice of medicine. Designed to initiate dialogue and discussion with current healthcare issues, specifically HIPAA, patient's confidentiality and privacy, advanced directives, physician-assisted suicide, abortion, and professional negligence.

### **HCLP490 • Healthcare Leadership and Change** 3 credits

*(HCLP)*

Designed as the senior seminar, considers the various components of change and transformation in relation to leading and following, with specific application to healthcare venues. Students analyze, synthesize and integrate their learning experiences with real life application. Prerequisite: ORGL462.



# Course Descriptions

## History

### **HIST211 • The United States in the Modern World** 3 credits

Analysis of the major trends of the Modern Age emphasizing historical roots, contemporary implications, and various interpretative analyses. Primary focus of the course will be on the 20<sup>th</sup> century. Exploration of major themes from the 18<sup>th</sup> and 19<sup>th</sup> centuries.

### **HIST219 • Minnesota History** 3 credits

State history takes seriously the local place that shapes us as it has been shaped by historical forces and its physical geography. Examination of Minnesota's geography, economic development, ethnic and religious groups, regionalization, and political history from the early 19<sup>th</sup> century to the present.

## Human Resource Management

### **HRMA235 • Foundations of Human Resources** 3 credits

(CHRM, HRMM)

Provides knowledge and skills in the human resource field while helping the learner assess the desire to make human resource management a career choice. (*Learners may not earn credit for HRMA235 after earning credit for BUSN460.*)

### **HRMA305 • Compensation** 3 credits

(CHRM, HRMM)

Focus on the use of compensation to attract, retain, and motivate employees. Basic concepts and applications of compensation. Assignments and course project will center around a case study for which learners will develop a basic compensation program. Enrollment is open to learners with sophomore class standing and above. Prerequisite: HRMA235 (or BUSN460), and HRMA401.

### **HRMA307 • Benefits** 3 credits

(CHRM, HRMM)

Benefit programs are typically the single greatest cost directly managed by the HR function. Benefit programs also have significant impact on the recruitment, retention, and motivation of employees. A wide range of benefit program designs, including an analysis of relative costs, value, and relationship to business strategy are contained within this course. Prerequisite: HRMA235 (or BUSN460), and HRMA401.

# Course Descriptions

### **HRMA401 • Employment Law** 3 credits

(CHRM, HRMM)

Exploration of the laws that govern workplace behaviors and decisions. Topics will include illegal discrimination, harassment, recruiting and hiring decisions, etc. Learners will use case studies and apply their learning to real-life experiences. Enrollment is open to learners with sophomore class standing and above. Prerequisite: HRMA235 or BUSN460.

### **HRMA403 • Talent Management for the New World of Work** 3 credits

(CHRM, HRMM)

Focus is on attracting, hiring, retaining, providing feedback to, and motivating employees. Learners will develop models and processes to add to their HR tool kit. Enrollment is open to learners with sophomore class standing and above. Prerequisite: HRMA235 (or BUSN460), and HRMA401.

### **HRMA405 • Organizational Development** 3 credits

(CHRM, HRMM)

Organization development, commonly referred to as OD, explores the improvement of organizations through planned, systematic, long-range efforts focused on the organization's culture and its human and social processes. Emphasis is on development of organizational members. Enrollment is open to learners with sophomore class standing and above. Prerequisite: HRMA235 (or BUSN460), and HRMA401.

### **HRMA407 • Employee Relations/Labor Relations** 3 credits

(CHRM, HRMM)

Study of the role of relationships in the workplace, including conflict resolution, employee discipline, and the employment relationship between supervisor and employee. Review of the historical roots and future of labor/management. Christian principles lay the foundation for discussion. Prerequisite: HRMA235 (or BUSN460), and HRMA401.

### **HRMA491 • The Human Resource Consultant and Strategic Partner** 3 credits

Strategic contribution is regarded as the most critical HR competency. Introduction to consulting skills that HR professionals can use in influencing the achievement of organizational objectives. The HR Portfolio is completed, presented, and evaluated during this course. Prerequisites: HRMA305, HRMA307, HRMA403, HRMA405, and HRMA407.

# Course Descriptions

## Human Services

### **HUSE300W • Family Perspectives** 3 credits

*(HUSM, HUSP)*

An analysis of sociological and theological perspectives on family relationships, with special attention given to understanding families as systems. Learners will be encouraged to identify and challenge their assumptions about families and to examine their own family-of-origin experiences in light of course concepts.

### **HUSE305 • Individual and Family Development Over the Life Cycle** 3 credits

*(HUSM, HUSP)*

An examination of how individuals, couples, and families change over time. Cognitive, spiritual, physical, and relational trends and challenges in infancy, childhood, adolescence, and adulthood are studied, with special attention given to the influence of culture and religion on developmental processes. Learners are encouraged to analyze their own developmental experiences.

### **HUSE311 • Personality Theories** 3 credits

*(HUSM, HUSP)*

Study of various theoretical approaches to personality. Emphasis is given to the assumptions and research associated with each approach. Major contributors to each view are discussed.

### **HUSE350 • Individual and Family Psychopathology** 3 credits

*(HUSM, HUSP)*

Focus on understanding individual, relational, and contextual factors that contribute to diagnostic categories and psychopathology. Addresses objective and helpful ways to describe and assess abnormal behavior and will identify treatment options psychologists may use to help a person move into a more “normal” position in life.

### **HUSE386 • Social Inequality** 3 credits

*(HUSM, HUSP)*

Focus is on social inequality in human societies, with particular reference to the United States. Exploration of the origins, evolution, legitimation, and consequences of social inequality. Main emphasis on inequalities that are rooted in the socioeconomic order. Examination of the relationship between social class, race, and gender as different but related forms of social inequality.

### **HUSE400 • Research Methods** 3 credits

*(HUSM, HUSP)*

Introduction to quantitative and qualitative research designs. Designed as a project-based course, with particular attention to program evaluation and action research, learners will construct an applied research proposal. Prerequisite: PSYC335M. Concurrent registration with *HUSE405:Family Social Policy* preferred.

# Course Descriptions

### **HUSE405 • Family Social Policy** 3 credits

*(HUSM, HUSP)*

An examination of the linkages of family with societal systems and the consequences of policy for family life. An exploration of community resources and strategies for serving families. Concurrent registration with *HUSE400: Research Methods* preferred.

### **HUSE410 • Dynamics of Interpersonal Relationships** 3 credits

*(HUSM, HUSP)*

An analysis of interpersonal dynamics, including love and intimacy; communication; shame; power and control; stress and coping; grief; compassion; and spirituality. Attention will be given to a broad variety of relational states, including friendship, singleness, romantic partnerships, parent/child relationships, social networks, and faith communities.

### **HUSE420 • Advanced Family Topics: Gender and Sexuality** 3 credits

*(HUSM, HUSP)*

An examination of the ways couples, families, and other systems interact around issues of sexuality. Love, intimacy, healthy sexuality, gender roles, sexual abuse, infidelity, and implications of gender and sexuality for personal wholeness and effective service to others will be addressed, along with moral, ethical, and spiritual aspects of sexuality.

### **HUSE430E • Families in Cross-cultural Perspective** 3 credits

*(HUSM, HUSP)*

Contemporary, historical, and cross-cultural, predominantly non-Western perspective on a variety of family systems and the people living in them. Explores values and assumptions underlying these systems, roles, inter-generational relationships, identity formation, and developmental tasks.

### **HUSE440 • Counseling Microskills** 3 credits

*(HUSM, HUSP)*

An examination of effective counseling skills that combines theoretical understanding and hands-on practice of essential microskills. In this experiential class, learners are expected to engage in development of “self of the therapist” through reflective practice and observation of self and others.

### **HUSE480H • Professional Practice Issues and Ethics** 3 credits

*(HUSM, HUSP)*

An examination of legal and ethical situations arising in the practice of helping professions. Issues of professional practice and development are also discussed, and learners are expected to identify goals and strategies for continuing professional, personal, and spiritual growth. Concurrent registration with *HUSE490: Integrative Internship Seminar* preferred.

## Course Descriptions

### **HUSE490 • Integrative Internship Seminar** 3 credits (HUSP)

Learning/practice experience in which the HUSE learner applies previously acquired human service knowledge and skills in a structured professional setting, including but not limited to government agencies, social service agencies, schools, mental health agencies, businesses, research labs, and churches. Learners will accrue a minimum of 100 hours of volunteer experience. Concurrent registration with HUSE480H: *Professional Practice Issues and Ethics* preferred.

## Mathematics

### **MATH180M • Mathematics in Real Life** 3 credits

Intermediate-level study of mathematical procedures: algebra, equation solving, statistical reasoning, mathematics of finance, coordinates and graphs, and inequalities. These procedures will be applied as analytical, decision-making, and problem-solving models to real-life problems.

### **MATH301M • Managerial Mathematics** 3 credits (BUSM, BUSP)

Study of mathematically based procedures, including analytical procedures and decision-making models.

## Nursing

### **NURS335 • Philosophy, Roles, and Issues in Professional Nursing** 3 credits

Introduction to the scope of nursing practice; study of major concepts basic to the nursing program; examination of the nursing roles appropriate to the baccalaureate graduate; integration of critical thinking, communication in the workplace, and self-awareness into professional practice; discussion of current nursing issues; and examination of roles and theories related to nursing care, leadership, research, and professionalism. Prerequisite: Consent of College of Adult & Professional Studies nursing program director.

### **NURS345 • Evidence-based End-of-Life Nursing Care** 2 credits

Exploration of evidence-based practices in end-of-life nursing care based on curriculum developed by the End of Life Nursing Education Consortium (ELNEC). Topics include pain management, symptom management, last hours of life, cultural and spiritual considerations, communication strategies, and ethical decision making. Prerequisite: RN.

## Course Descriptions

### **NURS346 • Health Assessment for RNs** 3 credit

Focus is on enhancing the health and physical assessment skills of the registered nurse to make informed clinical judgments regarding the health status of individuals. Development of the ability to conduct an age-appropriate history, physical examination, and risk assessment for clients across the lifespan that reflects a holistic understanding of developmental, socio-cultural, spiritual, and environmental influences. Emphasis is on identification of normal and common abnormal findings across the lifespan. Prerequisite: CAPS Nursing major or RN.

### **NURS360 • The Professional Nurse** 3 credits (NURP)

Introduction to the scope of professional nursing practice within the context of a Christian worldview. Exploration of professional nursing, professional nursing roles, and the changing context of healthcare. The future of professional nursing will be considered.

### **NURS404 • Public Health Nursing** 6 credits (NURP)

An exploration of population-focused nursing care with an emphasis on health disparities and underserved populations. Fees: Malpractice Insurance fee: \$80; Background Check fee: \$20. Prerequisites: NURS360, NURS410, and NURS430.

### **NURS410 • Nursing Informatics** 3 credits (NURP)

An introduction to the history, core concepts, application, and future of nursing informatics for the profession of nursing. Prerequisite: NURS360.

### **NURS421E • Cultural Diversity in Healthcare** 3 credits (NURP)

A focus on the culture and its impact on the health/illness state and nursing care. Corequisite: NURS404. Prerequisites: NURS360, NURS410, and NURS430.

### **NURS430 • Research and Evidence-based Practice** 6 credits (NURP)

An overview of the research process with a focus on evidence-based nursing practice. Prerequisites: NURS360, NURS404, and NURS410.

### **NURS494 • Nursing Leadership** 9 credits (NURP)

Exploration and application of nursing leadership concepts and theories utilized in the delivery of healthcare with an emphasis on expansion of nursing's professional sphere of influence. Development of leadership attributes associated with professional nursing roles in the context of a Christian worldview. Construction of a portfolio that includes individual and collective reflection on the integration

## Course Descriptions

of nursing roles, theories, research, ethical perspectives, and a Christian worldview as it relates to the context of professional nursing. Prerequisites: NURS360, NURS404, NURS410, NURS421E, and NURS430.

### Organizational Leadership

#### **ORGL101 • Leadership in the 21<sup>st</sup> Century** 3 credits (ORLM)

Overview of the scope of leadership necessary for effective outcomes. Course design is real-world specific to generate immediate understanding, awareness, and application for both marketplace and personal application. Learners will identify, interpret, and analyze their individual leadership attitudes, abilities, styles, and strengths.

#### **ORGL201 • The Framework of Leadership** 3 credits (ORLM)

Focus is on the individual leadership process as it is embedded in the organizational context. Developmental experiences, changing perspectives, and important leadership links are incorporated into class simulations, exercises, and other real-life learning opportunities regarding the subject.

#### **ORGL310 • Leadership and Adult Development** 3 credits (HCLP, ORLP)

A developmental context for the study of leadership is introduced through adult development theories generating a greater understanding of self in the areas of adult psychological, spiritual/faith, and cognitive development. Included in the emphasis of self understanding is an introduction to individual strengths with the correlation to life and vocation.

#### **ORGL330 • Theories of Organizations and Leadership** 3 credits (CHCL, CHRM, HCLM, HCLP, HRMM, ORLM, ORLP)

Introduction to organizational and leadership frameworks: (1) Providing an overview of organizational culture and structures, (2) Describing effective leadership within an organizational context, (3) Identifying core leadership issues. Analyzing an organization from the insights gained in course texts, presentations, and discussion.

#### **ORGL340/ORGL340R • Principles of Scholarly Writing and Research** 3 credits (ORLP)

Instruction and practice in scholarly writing. A practical approach to expository essay structure and reading and writing about research studies. Includes bibliographic instruction, writing a portion of a literature review, and an introduction to principles of survey research.

## Course Descriptions

#### **ORGL350 • Leadership Communication** 3 credits (ORLP)

Effective leadership is grounded in good communication. The way a leader communicates reflects the ability to successfully influence and impact others with integrity. Exploration of the practices, skills, and tools necessary to focus on the leader as the communication champion.

#### **ORGL370 • Leadership and Technology** 3 credits (ORLM, ORLP)

Explores ways that technologies both solve and create problems. Discusses foundations for decision making about technology. Examines the connections between technology and both personal and organizational priorities. Equips leaders to examine their own technological worldview, and then use that worldview strategically and creatively for problem-solving. Learners may not receive credit for both BUSN360 and ORGL370.

#### **ORGL400 • Principles of Leading and Managing** 3 credits (HCLP, ORLM, ORLP)

Examination of principles of authority, power, politics, decision making, and influence. Consideration of questions such as “What is Leadership?” and “What makes a good leader?” Exploration of differences between leadership and management and the role of follower. Examination of the impact of leader/manager behavior on the organization.

#### **ORGL420 • Moving Toward Global Leadership** 3 credits (ORLM, ORLP)

Synthesizes theories about global competence, cultural diversity and cross-cultural competence, individualism and collectivism, and the contingency theory of leadership with social justice issues and the biblical concepts of shalom and community in order to address global leadership. Incorporates strategies for cross-cultural self-awareness and an application of ideas to students' organizations. Learners may not receive credit for both ORGL420 and HCLP425.

#### **ORGL440 • Organizational Research** 3 credits (ORLP)

Provides the foundations required for conducting a formal social research project within the context of an organizational setting. Encourages critical thinking through various quality research types. Data collection and sampling techniques, issues of effective measurement, and ethical questions are introduced. Application in understanding various facets of the basic social science research model. Prerequisite: ORGL340.

## Course Descriptions

### **ORGL462 • Integrated Principles of Leadership** 3 credits (HCLP, ORLM, ORLP)

Focuses on an integrated paradigm that brings together the broad field of leadership. Examines how to frame real versus perceived issues, in real time. Practice application of how to resolve identified issues. A study of the implications of leadership “best practices” and the impact on morale, employee contribution, and organizational effectiveness. Prerequisite: ORGL400.

### **ORGL465H • Applied Leadership Ethics** 3 credits (ORLP)

Considers the ethical dimensions of leadership. In particular, the course considers the impact of our ethics in day-to-day leadership decisions and how those ethics are impacted by who we are not only as leaders, but as people. Prerequisite: ORGL462.

### **ORGL490 • Leadership and Change** 3 credits (ORLP)

Considers the various components of change and transformation in relation to leading and following. Examines the role of the leader and follower in promoting an environment that allows for the well-being of both the individual and organization. Learners analyze, synthesize, and integrate their learning experiences with real-life application. Prerequisite: ORGL462.

## Philosophy

### **PHIL320H • Introduction to Ethics** 2 credits

Introduction to ethics, with the intent of preparing learners to apply ethical principles to moral dilemmas faced within the workplace. Special emphasis will be given to the relationship between ethics and leadership.

### **PHIL325H • Ethics** 3 credits (NURP)

Critical analysis of the nature of ethics, principal ethical theories, and contemporary ethical issues relating to the individual and society. Readings focus on questions such as the grounds for moral judgments; the relation of religion to ethics; the place of duties, consequences, and virtue in the moral life; and concepts of justice and their application to public policy. The role of gender in ethics is considered. Applications to issues in bioethics will be the major focus of the course.

## Course Descriptions

### **PHIL425H • Applied Ethical Decisions in Life and Business** 3 credits (BUSP)

Provision of a basis for ethical problem solving and the application of ethical principles to issues of moral perplexity. These issues are surfaced by ethical pluralism, cultural diversity, resource allocation, equal opportunity requirements, workplace dignity and fairness, varying economic and market conditions, and conflicts between organizational imperatives and Christian values.

## Psychology

### **PSYC335M • Introduction to Statistics** 3 credits (HUSM, HUSP)

Basic descriptive, correlational, and inferential statistics will be covered. As time permits, more advanced topics of ANOVA, multiple regression, ANCOVA, meta-analysis, and factor analysis will be introduced. Learners will perform analyses using a computerized statistical package, and primary emphasis will be placed on understanding the concepts and interpreting results correctly.

## Sociology

### **SOCL374 • Religion in Society** 3 credits

Application of sociological theories and methods to the study of religion. Examination of religion as a social-psychological process, a belief system, and as a social institution in society. Analysis of the impact of religion on society in general, and in turn, the impact of society on religion. Prerequisites: GENS225R, GENS240, and a Global Cultures and the American Mosaic (E category) course.

## Theatre Arts

### **THEA101 • Introduction to Theatre** 3 credits

Introduction to the theatre arts through the study of central historical dramatic literature, the attendance and analysis of live theatre performance, and applied creative project work in a specific arena of theatre.

# Course Descriptions

## **THEA102 • Performance Techniques for Non-Actors** **3 credits**

Creative exploration of performance techniques selected from the following: creative dramatics, acting from a scene, reader's theatre, improvisation, storytelling, movement and mime, and oral interpretation. Designed to enhance the individual's creativity, physical and vocal control, self-assurance, and poise. Learners will have opportunities to observe, analyze, and evaluate performance.

## Theology

## **THEO320 • Theology of Ministry** **3 credits**

*(CHMM, CHMP, CHTM)*

Introduction to the theology and practice of Christian ministry. Focus is on a conceptual, theological, and biblical understanding of ministry from individual, community, lay, and ordained perspectives. Opportunity to develop a usable, working philosophy of ministry. Presents a model for critical thinking about the practice of ministry in the contemporary setting.

## **THEO415 • Understanding Worldviews** **3 credits**

*(BUSP, COSP, HCLP, HUSP, NURP, ORLP)*

Study of the basic elements of a Christian philosophy of life including comparison with other life philosophies and application to life in contemporary organizations and professions.

## **THEO441 • Christian Theology** **3 credits**

*(CHMP, CHTM)*

Examination of Christian doctrine from a systematic perspective. Subjects include, but are not limited to, the triune God, the person and work of Jesus Christ (incarnation and atonement), and salvation. The unity and diversity of Christian belief will constitute the backdrop for subjects covered.

## **THEO442 • Apologetics** **3 credits**

*(CHMP, CHTM)*

Investigation of the rational foundation of the Christian faith. Critical examination of historical and philosophical arguments for the faith as well as analysis of its relation to modern and non-Christian philosophies, movements, and worldviews will form the substance of the course. Prerequisite: THEO441.

# Personnel

## Board of Trustees

### Officers of the Board (2012–2013)

Daniel A. Lindh.....Chair  
Harold J. Wiens.....Vice Chair  
James B. Green.....Secretary  
Joel K. Johnson.....Assistant Secretary  
Robert Bjork.....Treasurer

### Ex Officio Members

James (Jay) H. Barnes III  
President, Bethel University, St. Paul, MN  
Gerald R. Sheveland  
President, Converge Worldwide (Baptist General Conference),  
Orlando, FL

### Board Members

#### Term Expires 2012:

Thomas G. Addington, Fayetteville, AK  
The Wellspring Group  
Collin E. Barr, Edina, MN  
President, Minnesota Region, Ryan Companies  
Daniel H. Carlson, Arden Hills, MN  
Executive Minister, Minnesota Iowa Baptist Conference  
Wayland E. Jensen, Sawyer, MI  
Chairman/Retired CEO, Jensen Window Corporation  
Steve T. Kirby, Sioux Falls, SD  
Founding Partner/President, Bluestem Capital Company  
Karin L. Larson, Pacific Palisades, CA  
Senior Partner, Capital International Research, Inc.  
George H. Soltero, Tucson, AZ  
Assistant Federal Public Defender, District of Arizona  
Harold J. Wiens, Hugo, MN  
Retired Corporate Executive, 3M Company  
John Worries Jr., Chicago, IL  
President, Amsted Rail

## Personnel

### Term Expires 2013:

Paul Mitton, Littleton, CO  
District Executive Minister, Converge Rocky Mountain

### Term Expires 2014:

Alan Bergstedt, Carlsbad, CA  
President, Visionary Ventures

Robert Bjork, Plymouth, MN  
Managing Partner, Birch Cove Group, Limited

Thomas C. Evans, Johnston, IA  
President and CEO, Iowa Healthcare Collaborative

Don H. Johnson, Huntsville, TX  
President, TST Consulting

Joel K. Johnson, Chanhassen, MN  
Senior Pastor, Westwood Community Church

Krista L. Kaups, Fresno, CA  
Health Sciences Clinical Professor of Surgery, UCFS Fresno

Daniel A. Lindh, Arden Hills, MN  
President and CEO, Presbyterian Homes and Services

Vikki J. Myers, Elk Grove Village, IL  
Co-Founder, Kingdom Impact Theatre Ministries

Harold B. Smith, Carol Stream, IL  
CEO, Christianity Today International

Tim N. Traudt, Edina, MN  
Executive VP, Regional Managing Director, Wells Fargo Wealth Management

Ron A. Tschetter, Rapid City, SD  
Former Director, U.S. Peace Corps

Julie M. White, Grimes, IA  
Former EVP Director of Human Resources, Wells Fargo & Company

### Term Expires 2016:

Timothy T. Childs, Hopkins, MN  
Owner/President, TLC Precision Wafer Tech Inc.

Deanna Conrad, Arden Hills, MN  
Doctoral Student, London School of Theology  
Adjunct Faculty, Bethel University

Dan Dye, Eden Prairie, MN  
President, Cargill's Horizon Milling

## Personnel

James B. Green, Chanhassen, MN  
President and CEO, Kemps/Marigold Foods Inc.

John K. Jenkins Sr., Bowie, MD  
Senior Pastor, First Baptist Church of Glenarden

Stephen E. Johnson, Plymouth, MN  
Founder/President, 2x Global

T. Cher Moua, Maplewood, MN  
Director, Union Gospel Mission Asian Ministries

Barbara Nicholson, North Oaks, MN  
Board Member, Friends of Gillette

John C. Roise, North Mankato, MN  
President, Lindsay Window & Door

## Administration: University

### Office of the President

James (Jay) H. Barnes III, Ed.D.  
President

Richard J. Sherry, Ph.D.  
Executive Assistant to the President

Leon A. Rodrigues, Ed.D.  
Chief Diversity Officer

### Office of the Provost

David K. Clark, Ph.D.  
Executive Vice President and Provost

### Academic Affairs

Richard D. Crombie, MBA  
Vice President and Dean, College of Adult & Professional Studies  
and Graduate School

Lori Jass, Ed.D.  
Dean of Academic Affairs

### Library

David R. Stewart, M.L.I.S.  
Director of Libraries

Carole M. Cragg, M.A.L.S.  
Associate Director of the Bethel University Library



## Personnel

Karen Dubay, M.L.S.  
Reference Instruction Librarian

Lyndi Finifrock, M.L.I.S.  
Reference Librarian

Kent Gerber, M.S.L.I.S.  
Digital Library Manager

Rhonda Gilbraith, M.L.I.S.  
Reference Librarian/Collections Development

William A. Keillor, M.L.I.S.  
Reference/Instruction Librarian

Michael Mitchell, M.L.I.S.  
Reference and Instructional Librarian

Amy Reinhold, M.L.I.S.  
Materials Services Librarian

Earleen J. Warner, M.A.L.S.  
Reference Librarian

### Registrar

Katrina L. Chapman, M.A.  
Registrar

Diane Krusemark, M.C.S.  
Associate Registrar

### Student Life

Natalie Beazer, M.Ed.  
Director of Disability Services

### University Advancement

Pat Mazorol, J.D.  
Senior Vice President for University Relations

Bruce W. Anderson, M.A.  
Vice President for Development

Ralph Gustafson, M.Div.  
Vice President for Constituent Relations

Angella J. Hjelle, J.D.  
Executive Director and Corporate Counsel,  
Bethel University Foundation

Charles J. Stroud, MBA, C.P.A. (Inactive)  
Controller, Bethel University Foundation

## Personnel

### Communications and Marketing

Sherie J. Lindvall, B.A.  
Senior Vice President for Communications and Marketing

Cheryl Brunkow, B.A.  
Assistant Director of Design and Marketing

Suzanne McInroy, M.A.  
Director of Communications

Richard Pallister, M.A.  
Director of Marketing

Geoff Steinbeck, B.A.  
Marketing Specialist

Suzanne Yonker, M.A.  
Marketing Specialist

### Finance and Administration

Kathleen J. Nelson, MBA  
Senior Vice President for Finance and Administration

John J. Bergeson, B.S., C.P.A. (Inactive)  
Chief Financial Officer

Bob Ess  
Print Services Manager

William Goodman, B.A.  
Director of Human Resources/Compliance Officer

Randy Hall  
Director of Auxiliary Services

Robert Schuchardt, B.S.  
Food Service General Manager (Sodexo)

Thomas Trainor, M.S.  
Vice President, Facilities and Planning

Bruce W. Wheeler, B.A.  
Controller

### Information Technology

Vacant  
Vice President for Information Technology

William Buchanan, M.A.  
Director of Telecommunications

Lawrence Dunn, Ph.D.  
Director of Network Services

## Personnel

Douglas Nguyen, M.A.  
Director of User Services

Barbara Smith, M.S.  
Director of Information Services

Alain Swanson, M.S.  
Director of Systems Administration

Michael Vedders, M.A.  
Director of Web Services

### Strategic Planning and Research

Joe LaLuzerne, B.A.  
Senior Vice President for Strategic Planning and  
Operational Effectiveness

Daniel C. Nelson, M.S.A.  
Vice President for Admissions, Financial Aid, and Retention

### Admissions

Paul Ives, MBA  
Director of Admissions, College of Adult & Professional Studies  
and Graduate School

Patricia Hansen, M.A.  
Associate Director of Admissions

### Financial Aid

Jeffrey D. Olson, MBA  
Director of Financial Aid

Debra R. Cordova, B.A.  
Associate Director of Financial Aid

## Administration: College of Adult & Professional Studies

Richard Crombie, MBA  
Vice President and Dean, College of Adult & Professional  
Studies and Graduate School

Lori K. Jass, Ed.D.  
Dean of Academic Affairs

Annette R. Abel, B.A.  
Manager of Administrative Services

Lisa Como, M.A.  
Program Director, Communication Studies

## Personnel

Diane Dahl, Ph.D.  
Assistant Dean of Health and Human Development

L.J. "Sam" Helgerson, Ph.D.  
Assistant Dean of Business and Leadership Programs

Ryan T. Gunderson, M.A.  
Director of Learner Success and Operations

John A. Gunther, M.A.(T.S.)  
Academic Services Manager

Raymon Hanson, M.Div.  
Program Director, Christian Ministries

Paul Ives, MBA  
Director of Admissions

G. Thomas Judson, M.A.  
Program Director, Business Management

Mark A. Thorson, Ph.D.  
Program Director, General Studies and Electives

Molly Wickam, M.A.  
Program Director, Human Resource Management Certificate

### Department of Nursing Personnel

The Department of Nursing oversees academic matters pertaining to the College of Adult & Professional Studies nursing major. Department of Nursing faculty members are designated as program director and faculty advisors.

Elizabeth Peterson, D.Min.  
Chair

Diane L. Dahl, Ph.D.  
Program Director, Undergraduate Nursing

Faculty advisors: The faculty advisors in the nursing department deal with academic and professional oversight within the program; each cohort is assigned one faculty advisor.

## Faculty

### Academic Administration

**James (Jay) H. Barnes III**, 1995. President. B.S., Wheaton College, 1969; M.A., University of Connecticut, 1970; Ed.D., Loyola University, 1984.

**David K. Clark**, 1988. Executive Vice President and Provost of the College of Arts & Sciences, College of Adult & Professional Studies and Graduate School, and Bethel Seminary. B.A., Houghton College, 1974; M.A., Trinity Evangelical Divinity School, 1976; Ph.D., Northwestern University, 1982.

## Personnel

**Richard Crombie**, 2010. Vice President and Dean, College of Adult & Professional Studies and Graduate School. B.S. and B.A., Seattle Pacific University, 1975; MBA, DeVry University, 1999.

**Lori Jass**, 1995. Dean of Academic Affairs, College of Adult & Professional Studies and Graduate School. B.A., Bethel University, 1985; M.A.(T.S.), Bethel Seminary, 1992; Ed.D., University of St. Thomas, 2004.

**David R. Stewart**, 2010. Director of Libraries. B.A., University of Lethbridge, 1978; M.A., Providence Seminary, 1980; Th.M., M.Div., Regent College, 1984; M.L.I.S., University of Western Ontario, 1994.

### Faculty of Instruction

**Timothy S. Bredow**, 1998. Professor of Nursing. B.S., University of Iowa, 1974; B.S.N., University of Iowa, 1976; M.A.N., University of Iowa, 1980; Ph.D., University of Iowa, 1988.

**Christian T. Collins Winn**, 2005. Associate Professor of Biblical Studies. B.A., University of North Carolina, 1993; M.Div., Gordon-Conwell Theological Seminary, 1999; M.Phil., Drew University, 2003; Ph.D., Drew University, 2006.

**Diane L. Dahl**, 1998. Associate Professor of Nursing. B.S.N., Grand Valley State University, 1982; M.S.N., Grand Valley State University, 1995; Ph.D., University of Minnesota, 2010.

**Nikki L. Daniels**, 1998. Assistant Professor in Organizational Leadership. B.A., Trinity College, 1973; M.A., Bethel University, 1997.

**Pamela K. Friesen**, 1985. Associate Professor of Nursing. B.S.N., University of Mary Hardin, 1976; M.S.N., University of Texas, 1985; Ph.D., University of Minnesota, 2003.

**Carol L. Hargate**, 2008. Associate Professor of Nursing. B.S., University of Minnesota, 1977; M.P.H./CNP, University of Minnesota, 1981; Ph.D., Capella University, 2009.

**L.J. “Sam” Helgerson**, 2002. Assistant Professor. B.S., University of Wisconsin-LaCrosse, 1984; M.A., Bethel University, 2002; Ph.D., Capella University, 2007.

**Barbara A. Hogle**, 2007. Associate Professor of Nursing. B.A., Bethel University, 1984; M.S., University of Wisconsin, 1996.

**Jeffrey A. Jacob**, 2007. Associate Professor of Psychology. B.A., Drury College, 1983; M.A., University of Notre Dame, 1987; Ph.D., University of Notre Dame, 1990.

**Lori K. Jass**, 1995. Associate Professor, Dean of Academic Affairs, College of Adult & Professional Studies and Graduate School. B.A., Bethel University, 1985; M.A.(T.S.), Bethel Seminary, 1992; Ed.D., University of St. Thomas, 2004.

## Personnel

**Maureen J. Jaurez**, 1984. Assistant Professor of Nursing. B.S.N, University of Minnesota, 1968; M.S.N, University of Minnesota, 1977.

**G. Thomas Judson**, 2004. Assistant Professor of Business Management. B.A., Lafayette College, 1970; M.A., Lehigh University, 1972.

**Sandra L. McNeel**, 1978. Assistant Professor of Organizational Studies. B.A., Westmont College, 1968; M.A., Southern Illinois University, 1973.

**Bernita Missal**, 2002. Associate Professor of Nursing. RN Diploma, Methodist Kahler School of Nursing, 1968; B.S., Moody Bible Institute, 1975; M.A., Wheaton College, 1983; M.P.H., University of Minnesota, 1989; Ph.D., University of Minnesota, 2003.

**Elizabeth A. Peterson**, 1982. Associate Professor of Nursing. B.S., University of Illinois, 1974; M.A., College of St.Thomas, 1979; M.S., University of Minnesota, 1983; D.Min., Bethel Seminary, 2009.

**Mark A. Thorson**, 1995. Associate Professor of General Studies. B.A., Bethel University, 1976; M.A., Indiana University, 1978; Ph.D., University of Minnesota, 1987.

**Samuel I. Zalanga**, 1999. Associate Professor of Sociology. B.A., Bayero University, Nigeria, 1986; M.S., Bayero University, Nigeria, 1994; Ph.D., University of Minnesota, 2000.

### Adjunct Faculty

**Jentine Arkema**, 2004. Adjunct Instructor. B.A., Dordt College, 1974; M.A., Bethel University, 1999.

**Elizabeth M. Asher**, 2008. Adjunct Instructor in Nursing. B.S.N., College of St. Catherine, 1972.

**Patricia K. Barnard**, 2008. Adjunct Instructor. B.A., Bemidji State University, 1972; M.A., University of St. Thomas, 1990.

**Gregory J. Bownik**, 2001. Adjunct Instructor. B.A., Bethel University, 1992; M.A., Bethel University, 1998.

**Craig R. Case**, 2007. Adjunct Instructor. B.A., University of Minnesota, 1992; M.Div., Bethel Seminary, 2000.

**Lisa Como**, 2008. Adjunct Instructor. B.A., Bethel University, 1998; M.A., Bethel University, 2005.

**Richard E. Daniels**, 2004. Adjunct Instructor. B.A., Trinity College, 1969; M.A., Loyola University, 1972; M.A., Trinity Evangelical Divinity School, 1972; M.Div., Bethel Seminary, 1975; D.Min., Bethel Seminary, 1981.

## Personnel

**Constance J. Dreyer**, 1994. Adjunct Instructor. B.A., College of St. Catherine, 1980; M.S.N., University of Minnesota, 1991.

**Leone F. Elliott**, 2009. Adjunct Instructor. B.A., University of Sierra Leone, 1967; M.S. University of Newcastle, 1969; Ph.D. University of Wales, 1977.

**Denise K. Fleming**, 2002. Adjunct Instructor. B.A., Gustavus Adolphus College, 1981; MBA, University of St. Thomas, 1985.

**Michael J. Gross**, 2008. Adjunct Instructor. B.A., Bethel University, 2002; M.A., Princeton Theological Seminary, 2007.

**Elizabeth S. Guernsey**, 2008. Adjunct Instructor. B.A., University of North Carolina, 1997; B.S., Allen College, 2006; M.A., University of Northern Iowa, 2003.

**Raymon P. Hanson**, 2005. Adjunct Instructor. B.A., University of Wisconsin–Eau Claire, 1985; M.Div., Bethel Seminary, 1989.

**Gavin R. House**, 2007. Adjunct Instructor. B.A., University of St. Thomas, 1998; M.S.S., University of St. Thomas, 2001; M.A., Bethel University, 2007.

**Ronald J. Hultgren**, 2001. Adjunct Instructor. B.A., Bethel University, 1979; M.A., University of Sydney, 1993; Ph.D., University of Sydney, 2000.

**Christina I. Kaiser**, 2007. Adjunct Instructor. B.A., Bethel University, 2005; M.A., Bethel University, 2007.

**Gregg M. Lindberg**, 2008. Adjunct Instructor. B.A. Bethel University, 2004; M.A., Bethel University, 2006.

**David W. Lowe**, 2006. Adjunct Instructor. B.A., University of Northern Iowa, 1987; MBA, University of St. Thomas, 1999.

**Sherri B. McDaniel**, 2011. Adjunct Instructor. B.A., University of North Dakota, 1989; MBA, University of Minnesota, 1994.

**Elaine Hogan Miller**, 2007. Adjunct Associate Professor of Psychology. B.S., University of Connecticut, 1967; M.S., University of Minnesota, 1981; Ph.D., University of Illinois at Chicago, 1989.

**Dwight P. Nelson**, 2008. Adjunct Instructor. B.A., Augsburg College, 1974; M.A., Bethel Seminary, 2007.

**Stephen R. Ogren**, 2006. Adjunct Instructor. B.A., Gustavus Adolphus College, 1973; MBA, University of Minnesota, 1979.

**Christopher J. Patton**, 2003. Adjunct Instructor. B.A., Ambassador College, 1971; M.A., Hebrew University, 1975; MBA, University of St. Thomas, 2000.

## Personnel

**Carl E. Polding**, 2001. Adjunct Instructor. B.A., Crown College, 1977; M.A., Wheaton College Graduate School, 1981; Ph.D., Michigan State University, 1991.

**Albert S. Prentice**, 2007. Adjunct Instructor. B.S., Azusa Pacific University, 1969; M.A., Azusa Pacific University, 1970; M.A.(T.S.), Bethel Seminary, 1999.

**Vanessa F. Ranallo**, 2010. Adjunct Instructor. B.A., St. Olaf College, 1990; MBA, Dartmouth College Tuck School of Business, 1995.

**Ronald R. Robinson**, 2002. Adjunct Instructor. B.A., Bethel University, 1997; M.A., Bethel University, 2000.

**Dan L. Rotach**, 2002. Adjunct Instructor. B.A., Faith Baptist Bible College, 1978; M.Div., Denver Baptist Theological Seminary, 1982; D.Min., Bethel Seminary, 1995.

**Shawn P. Sauve**, 2000. Adjunct Instructor. B.S., Oral Roberts University, 1991; MBA, University of Rochester, 1995.

**L. David Schuelke**, 1983. Adjunct Instructor. B.S., Northwestern University, 1961; M.A., University of Illinois, 1964; Ph.D., Purdue University, 1969.

**Janelle R. Shearer**, 2008. Adjunct Instructor. A.A., Iowa Lakes Community College, 1979; B.S., University of Iowa, 1993; M.A., Bethel University, 2007.

**Linda M. Shell**, 2008. Adjunct Instructor. B.S., Bethel University, 2004; M.A., Bethel University, 2008.

**Kenneth W. Smith**, 2000. Adjunct Instructor. B.S., University of Illinois, 1968; M.A., Bethel University, 1999.

**Andrea E. Sorensen**, 1995. Adjunct Instructor. B.A., Bethel University, 1988; M.A., Alfred Adler Institute of Minnesota, 1994.

**Gary D. Stratton**, 2007. Adjunct Instructor. B.A., Wheaton College, 1980; M.A., Biola University, 1991; Ph.D., Fuller Theological Seminary, 2008.

**Charles J. Stroud**, 2008. Adjunct Instructor. B.A., Mount Vernon Nazarene University, 1986; MBA, Bethel University, 2007.

**Wendy L. Thompson**, 1998. Adjunct Instructor. B.A., Bethel University, 1984; M.P.H., University of Minnesota, 1994.

**Bernard J. Walker**, 2007. Associate Professor. B.A., University of Illinois–Chicago; M.A./Ph.D., Loyola University, 2000.

**Jean M. Wang**, 2009. Adjunct Instructor. B.A., Bethel University, 2004; MBA, Bethel University, 2007.

# Personnel

**Dennis J. Whitman**, 2004. Adjunct Instructor. B.S., University of Wisconsin–Stout, 1984; M.A., St. Mary's University, 1995.

## Emeriti

**Sagrid Eleanor Edman**, 1981–1997. Professor of Nursing Emerita. B.S., Wheaton College, 1955; M.A., New York University, 1962; Ph.D., University of Michigan, 1984.

**James P. Hurd**, 1982–2008. Professor of Anthropology Emeritus. B.A., California State College, 1966; M.A., Pennsylvania State University, 1972; Ph.D., Pennsylvania State University, 1981.

**Melville Y. Stewart**, 1972–1999. Professor of Philosophy Emeritus. B.A., Gordon College, 1958; M.Div., Westminster Theological Seminary, 1961; S.T.M., Andover Newton Theological School, 1968; M.A., University of Connecticut, 1972; Ph.D., University of Minnesota, 1983.

**Joann P. Wessman**, 1998–2008. Professor of Nursing Emerita. B.S., Columbia University, 1965; M.S., University of Minnesota, 1968; Ph.D., University of Texas, 1979.