

COLLEGE OF ADULT & PROFESSIONAL STUDIES

2015-2016 Catalog



BETHEL
UNIVERSITY

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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.

Within this catalog, the Academic Information section and the Academic Programs and Descriptions section are prescriptive and apply to all students while enrolled under this year's catalog requirements. All other sections are descriptive and apply during the academic year covered by this catalog.

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).

Policies

The official policy and commitment of Bethel University is 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 (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's policy, contact the Office of the Registrar.

The Office of Disability Resources and 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 Resources and 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 the Office of Disability Resources and Services at 651.638.6833 (800.255.8706, ext. 6833). Visit <https://www.bethel.edu/disability> for more information.

Accreditation and Membership

Bethel University is accredited by the Higher Learning Commission and is a member of the North Central Association (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 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 and Values

Boldly informed and motivated by the Christian faith, Bethel University educates and energizes women and men 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 (CAPS) and the Graduate School (GS) strive to meet the unique educational and personal needs of adult students in a supportive Christian environment. The schools offer academic excellence at the undergraduate through graduate levels. They integrate faith and learning and apply theoretical perspectives to contemporary issues, thus empowering students to attain personal, educational, and career objectives, and stimulating them to lifelong learning.

College of Adult & Professional Studies Purpose

The College of Adult & Professional Studies prepares students for professional service and leadership through quality educational programs that build on the knowledge and competencies students have gained in their life experience.

The adult undergraduate programs at Bethel:

- Develop reflective practitioners by assisting students to apply theoretical perspectives to issues in the discipline.
- Encourage students to apply a Christian worldview and ethical principles to professional practice.
- Enable students to adopt new techniques and approaches to information management.
- Prepare students to apply critical and creative thinking to decision making.

About Bethel University

Bethel University is a leader in Christ-centered higher education with approximately 6,300 students from 48 states and 32 countries enrolled in undergraduate, graduate, seminary, and adult education programs. Based in St. Paul, Minnesota, with an additional seminary location in San Diego, California, and a satellite location in Bloomington, Minnesota, Bethel offers bachelor's and advanced degrees in nearly 100 fields. Educationally excellent classroom-based and online programs equip graduates to make exceptional contributions in life-long service to God and the world. Visit www.bethel.edu (<https://www.bethel.edu>) for more information.

Bethel University offers its academic programs through multiple divisions:

College of Adult & Professional Studies

For more than 25 years, the College of Adult & Professional Studies has helped adults beginning or returning to school to earn their bachelor's or associate's degree. Bethel's academic programs are accessible and supportive for busy students and grounded in ethics and personal development. We offer nine bachelor's degree-completion programs taught from a Christian worldview in the areas of business and leadership, accounting, finance,

management information systems, nursing and human services, and Christian ministries, along with two associate degree programs. More than 1,000 students are enrolled in convenient locations in the Twin Cities or online.

Graduate School

The Graduate School provides rigorous graduate education in a supportive Christian environment. Our 1,500 adult students come from many backgrounds, experience levels, and career fields with the common goal of developing as whole professionals. Specialties include relevant degree programs in business and leadership, health and human services, and education. The school offers eleven master's programs, a doctoral program in educational leadership with two majors, and numerous certificates and licenses. Courses are taught by experienced full-time faculty or working professionals, whose recent experience focuses on principles that students can apply directly to their careers. Students are enrolled in two locations in the Twin Cities, with class schedules convenient for working adults.

College of Arts & Sciences

The College of Arts & Sciences (CAS) is Bethel's undergraduate college for nearly 3,000 recent high school graduates and transfer students. We take a whole-person approach to education—encouraging each person to achieve academic goals, grow deeper in faith, and engage in a lively community, all with Christ at the center. Distinctives include more than 80 majors in inviting fields—such as the arts, humanities, business, natural sciences, and social sciences—small class sizes, and a robust study abroad program. Highly credentialed faculty are 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, a school of Bethel University, was founded in 1871. Today, it is one of the largest evangelical institutions in the world offering post-baccalaureate study, serving students from more than 60 denominations on campuses in St. Paul and San Diego and electronically through a variety of online programs. Offering a doctor of ministry degree, eight master's degrees, and seven certificates, its programs focus on many aspects of ministry preparation, including leadership, marriage and family therapy, and ministry practice. Bethel Seminary is orthodox and evangelical, with roots in pietism, and characterized by an irenic spirit. Our passion is to prepare men and women who will lead with excellence and advance the gospel of Jesus Christ among all people in culturally sensitive ways.

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.

ACADEMIC CALENDAR

The 2015–2016 academic year includes three academic terms: Fall Semester 2015, Spring Semester 2016, and Summer Session 2016. Students are provided a course schedule. Special dates and holidays for the 2015–2016 academic year are listed below.

Fall Semester 2015

August 17, 2015–December 20, 2015

| Event | Date |
|--|----------------|
| Fall Term Begins | August 17 |
| Commencement Application Deadline | October 31 |
| Registration Opens for Summer Session 2016 | December 1 |
| Fall Commencement | December 19 |
| Fall Term Ends | December 20 |
| Christmas Break (no classes) | December 21-27 |

Spring Semester 2016

December 28, 2015-May 29, 2016

| Event | Date |
|---|-------------|
| Spring Term Begins | December 28 |
| Commencement Application Deadline | March 31 |
| Registration Opens for Fall Semester 2016 | April 1 |
| Spring Commencement | May 22 |
| Spring Term Ends | May 29 |

Summer Session 2016

May 30, 2016–August 21, 2016

| Event | Date |
|---|-----------|
| Summer Term Begins | May 30 |
| Registration Opens for Spring Semester 2017 | August 1 |
| Summer Term Ends | August 21 |

ADMISSION

Admission Requirements

The College of Adult & Professional Studies (CAPS) will consider applicants who meet the general requirements (p. 7) for admission. For admission to a major or certificate, applicants must meet additional admission requirements (p. 8).

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

Visit [bethel.edu/adult-undergrad/admissions/apply](https://www.bethel.edu/adult-undergrad/admissions/apply) (<https://www.bethel.edu/adult-undergrad/admissions/apply>) to apply for admission online. Or call the College of Adult & Professional Studies office at 651.635.8000 (800.255.8706, ext. 8000) for an application. Send all application materials to:

College of Adult & Professional Studies
Bethel University MSC 2377
3900 Bethel Drive
St. Paul, MN 55112-6999

General Requirements for Admission to CAPS

The College of Adult & Professional Studies will consider applicants who:

- Submit a completed application form.
- Submit official transcripts from **all** U.S. schools attended for college credit.
- Submit official evaluations of foreign transcripts from a National Association of Credential Evaluation Services (NACES) member organization, an Association of International Credentials Evaluators (AICE) member organization, or an Academic Report official evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) if applicable. Visit www.naces.org or [aice-eval.org](http://www.aice-eval.org) (<http://www.aice-eval.org>) for lists of member organizations.
- 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 two years of full-time work experience or its equivalent.
- Submit a Test of English as a Foreign Language (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, or 80 on the Internet-based test.
- Indicate acceptance of Bethel Community Expectations by signing the application form.
- Complete an interview, if requested, by the CAPS admissions review committee.

Additional General Admission Requirements for International Applicants

An international applicant is any candidate who is neither a U.S. citizen nor a U.S. permanent resident alien.

International 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:
 - Notarized Affidavits of Support (I-134).
 - 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 for U.S. Permanent Resident Alien Applicants

U.S. permanent resident alien applicants must:

- Submit copy of green card

Program Admission Requirements

Admission Requirements: Specific Majors, Certificates, or Licenses

Degree Programs (Majors)

- Accounting – B.S. (p. 8)
- Associate of Arts Degree – A.A. (p. 8)
- Business and Leadership – A.S. (p. 8)
- Business Management – B.S. (p. 8)
- Christian Ministries – B.A. (p. 9)
- Finance – B.S. (p. 9)
- Human Services – B.A. (p. 9)
- Individualized Major – A.S. (p. 8)
- Management Information Systems – B.S. (p. 9)
- Nursing – B.S. (p. 10)
- Organizational Leadership – B.A. (p. 10)

Certificates

- Addiction Studies (p. 9)
- Human Resource Management (p. 9)

License Preparation

- Alcohol and Drug Counseling (LADC) (p. 9)

Associate Degrees

Associate of Arts Degree (A.A.)

The A.A. degree program will consider applicants who:

- Meet the general requirements for admission to the College of Adult & Professional Studies.
- Have an evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.

Business and Leadership (A.S.)

The business leadership major will consider applicants who:

- Meet the general requirements for admission to the College of Adult & Professional Studies.
- Have an evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.

Individualized Major (A.S.)

Individualized majors will consider applicants who:

- Meet the general requirements for admission to the College of Adult & Professional Studies.
- Have an evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.
- Have a major approved that is created from at least 30 credits within a single academic discipline.

Business

Accounting (B.S.)

The accounting major will consider applicants who:

- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.

Business Management (B.S.)

The business management major will consider applicants who:

- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.

Finance (B.S.)

The finance major will consider applicants who:

- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.

Human Resource Management Certificate

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

- Have completed at least 30 semester credits.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.

Christian Ministries

Christian Ministries (B.A.)

The Christian ministries major will consider applicants who:

- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.
- Submit a Spiritual Reference form.

Human Services

Human Services (B.A.)

The human services major will consider applicants who:

- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.

Addiction Studies Certificate

The Certificate in Addiction Studies program will consider applicants who:

- Have completed at least 60 semester credits.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Submit an essay addressing the following topic areas:
 - What is your motivation for completing the certificate? Include life experiences that contribute to your decision to complete the certificate.
 - What are your career goals/aspirations? How do you intend to use this education after completion of the certificate?

Alcohol and Drug Counseling License Preparation (LADC)

The Preparation for License in Alcohol and Drug Counseling program will consider applicants who:

- Have completed at least 60 semester credits.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Submit an essay addressing the following topic areas:
 - What is your motivation for completing the program? Include life experiences that contribute to your decision to complete the program.
 - What are your career goals/aspirations? How do you intend to use this education after completion of the program?

M.I.S.

Management Information Systems (B.S.)

The management information systems major will consider applicants who:

- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.

- Have a transcript evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.

Nursing

Nursing (B.S.)

The nursing major will consider applicants who:

- Have completed at least 60 semester credits.
- Have a combined cumulative GPA of 2.5 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.
- Submit a copy of current unencumbered Minnesota registered nurse license.
- 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 with 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 or nationally accredited institution. Each course must have earned at least two semester credits.
 - Anatomy and Physiology I (4 semester credits recommended)
 - Anatomy and Physiology II (4 semester credits recommended)
 - Chemistry: Organic or Biochemistry (4 semester credits recommended) or Nutrition (3 semester credits recommended)
 - Lifespan Development (3 semester credits recommended)
 - Microbiology (4 semester credits recommended)
- Have earned a grade of C or better in each of the prerequisite science 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.
- Submit documentation of current health insurance coverage (a copy of card or other proof).

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.

After admission to the program, you will be required to visit [www.VerifiedCredentials \(http://www.VerifiedCredentials.com\).com \(http://www.VerifiedCredentials.com\)](http://www.VerifiedCredentials.com) to submit the following documents:

Before NURS360:

- Copy of current unencumbered Minnesota registered nurse license
- Documentation of current health insurance coverage

Before NURS404:

- Copy of current CPR certification
- Completed Nursing Student Immunization Record
- Documentation of a 2-step Mantoux and a current negative Mantoux/chest X-ray

You will receive instructions on accessing [www.VerifiedCredentials.com \(http://www.VerifiedCredentials.com\)](http://www.VerifiedCredentials.com) with your admission letter and at the nursing program orientation.

Organizational Leadership

Organizational Leadership (B.A.)

The organizational leadership major will consider applicants who:

- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.

- Have a transcript evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.

Admission Categories

If accepted, the student will receive an official letter of acceptance. The student's letter of acceptance into CAPS is valid for up to one year from the date of the letter. Students may enter a degree-completion cohort upon meeting minimum requirements for admission to the specific program.

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. All new students entering at transfer levels 1, 2, and 3 (p. 31) will receive provisional acceptance. Students admitted who have not achieved the minimum GPA, grade standards, or other assessment criteria will receive provisional acceptance. A minimum GPA adequate for Good Standing academic status and a GPA of 2.25 in one's major must be earned in the first academic term of enrollment in order to continue in the program. Acceptable scores on all required Accuplacer assessments are required 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.

TUITION AND FINANCIAL AID

Typical and Program-Specific Student Costs

Visit <https://www.bethel.edu/adult-undergrad/financial-aid/tuition> for current tuition and fees. 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, Fees, and Payments on Student Accounts

Full payment is due on the start date of each course. 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 his/her course(s). Students are responsible for payment reaching the 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% per month will be assessed on any charges more than 30 days past due. Enrollment for succeeding courses is dependent on full payment of the previous expenses.

Online Monthly Statements

Around the 17th of each month, an email with access instructions will be sent to each student's Bethel email address alerting him or her that the Bethel University online monthly statement is available to view. Monthly statements will not be mailed to the home address.

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

Payment Options

Students can view their account and/or pay online through Blink (Student Services tab > My Bethel Account channel > Make a Payment). This will direct students to the TouchNet/Bill-Pay site.

Ways to make a payment:

Online by electronic check: Authorize a one-time automatic withdrawal payment from your checking or savings account with no fee.

Online by Credit Card: MasterCard, American Express, Visa, or Discover are accepted with a non-refundable fee of 2.75% or \$3 minimum, charged by PayPath (processing service).

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 are accepted online only.

After Hours: For after-hour payments, a drop box is located in the hallway near the Business Office door (CC208).

By Mail: Send a check 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 would like to give electronic access to a spouse or another person to view an account and make online payments, the student will need to authorize that person as a user. For more information visit bethel.edu/business-office/authorized-users.

Registration Hold

Registration for classes in succeeding courses is dependent on full payment of the previous 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.

Any student who pays an outstanding balance by check will have his/her registration dropped if the check is returned from the bank due to non-sufficient funds. The student will not be permitted to re-register until full payment is received. If repayment is made via check, the payment must be cleared through the bank before registration is granted. Be advised that students whose registrations have been dropped have no guarantee the same course(s) will be available when they re-register.

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 his/her diploma until all financial obligations have been met.

Financial Suspension

Bethel reserves the right to suspend a student from a program/course(s) if there is failure to provide full payment on the student account when due. Any student who is financially suspended during a semester will be withdrawn or dropped from his/her classes depending on the date of the suspension.

Finance Charges

A finance charge of 1% will be assessed on any charge more than 30 days past due.

Past Due Accounts

A student who is not currently registered at Bethel, and has an account balance more than 60 days past due may be transferred to Educational Computer Systems, Inc. (ECSI). ECSI is a billing service that offers payment plans for students not currently registered at Bethel University. Accounts sent to ECSI are automatically reported to the National Credit Bureau. No student who has an account balance with ECSI will be considered for readmission. Official transcripts and diplomas will not be released until the balance has been paid in full.

In the event Bethel University has to incur any expense in collecting on a student account, the student agrees 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 25–40% depending on the actions necessary to collect the debt.

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. Any student who has two checks returned due to non-sufficient funds will not be allowed to make future payment by personal check.

Child Day Care Center

Bethel reserves the right to transfer the credit balance from the student account to the Child Day Care account ("C" account) should the account fall behind on monthly payments.

Refund Schedule and Withdrawal Policy

After registration, changes made to a student's schedule must be made in consultation with a student success advisor at the College of Adult & Professional Studies or online through Self Service Banner. Please note that changes may affect financial aid status. Before the beginning of a course and during its first week, the student may drop the course and receive a full refund. After the first Sunday during the course dates, the student may withdraw from the course and receive a partial refund, depending on when the request for withdrawal is made.

The refund schedule for the 2015–16 academic year is:

| Request is received | Refund |
|---------------------|--------|
| During week 1 | 100% |
| During week 2 | 50% |
| During week 3 | 25% |
| After week 3 | 0% |

For this policy, every week begins on Monday and ends on Sunday and is counted regardless of whether any course activity is scheduled or takes place during the week. Week 1 is the Monday through Sunday week that includes the start date of the course. When or whether the course has met, the student has participated, or administrative offices are open in a given week shall not affect the refund schedule. Course dates are available in Self Service Banner by going to Student > Registration > Student Detail Schedule.

Students are permitted to withdraw from a course until the end of the week in which 60% of the course has elapsed.

Students do not need to wait for administrative office hours to submit registration change requests. Students are encouraged to complete registration changes in Self Service Banner when possible. Written requests submitted to the student's success advisor via email from the student's Bethel email address will be processed using the email timestamp as the request date.

Employer Tuition Reimbursement

During the final week of each course, upon request made by the student, the Business Office will send tuition reimbursement billing invoices to the student's home address. Students may submit the invoice(s) to their employer for reimbursement.

To request tuition reimbursement billing invoices, contact the Business Office at 651.638.6208, or email your request to business-office@bethel.edu. (Please include your student ID number in your email.)

The following information will be included 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

If you need assistance in determining what military or veterans benefits you may be eligible for, contact Bethel's Veterans Resource Center at 651.635.8096 or email 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 (800.255.8706, ext. 8734).

Student Health Insurance

Students who are registered for six credits or more may purchase the health insurance plan made available through Bethel University. If you would like information, please contact Health Services at 651.635.8532 or health-insurance@bethel.edu or visit [bethel.edu/offices/health-services/health-insurance](https://www.bethel.edu/offices/health-services/health-insurance) (<https://www.bethel.edu/offices/health-services/health-insurance>). Mention that you are a student enrolled in the College of Adult & Professional Studies.

Business Office Questions

College of Adult & Professional Studies: [bethel.edu/business-office/](https://www.bethel.edu/business-office/) (<https://www.bethel.edu/business-office/caps>)caps

Graduate School: [bethel.edu/business-office/](https://www.bethel.edu/business-office/) (<https://www.bethel.edu/business-office/gs>)gs

Questions regarding your student account may be directed to the Business Office at 651.638.6208 (800.255.8706, ext. 6208) or business-office@bethel.edu. (Please include your student ID number in your email.)

Financial Aid

Application Procedure

1. Apply for admission to Bethel University College of Adult & Professional Studies (CAPS) or Bethel University Graduate School (GS).
2. Complete the Free Application for Federal Student Aid (FAFSA), available online at www.fafsa.gov (<https://www.fafsa.gov>) (use Bethel's federal school code: 002338).
3. Become familiar with the gift-aid options. Students should bring to our attention any opportunities for which they believe they might be eligible.

Financial Aid Programs

Visit [bethel.edu/adult-undergrad/financial-aid/types](https://www.bethel.edu/adult-undergrad/financial-aid/types) (<https://www.bethel.edu/adult-undergrad/financial-aid/types>) or [bethel.edu/graduate/financial-aid/types](https://www.bethel.edu/graduate/financial-aid/types) (<https://www.bethel.edu/graduate/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 CAPS or GS student success advisor 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

Please visit [bethel.edu/adult-undergrad/financial-aid/eligibility/academic-progress](https://www.bethel.edu/adult-undergrad/financial-aid/eligibility/academic-progress) (<https://www.bethel.edu/adult-undergrad/financial-aid/eligibility/academic-progress>) or [bethel.edu/graduate/financial-aid/eligibility/academic-progress](https://www.bethel.edu/graduate/financial-aid/eligibility/academic-progress) (<https://www.bethel.edu/graduate/financial-aid/eligibility/academic-progress>) to review the complete current policy.

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 the student received financial aid.

Evaluating Financial Aid SAP

Financial aid Satisfactory Academic Progress (SAP) evaluation begins six 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. 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 programs at the doctoral level and Graduate School programs at the master's level.
- **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% 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

1. complete graduation requirements for their program of study, or
2. attempt 150% of the number of credits (including transfer credits, advanced placement, or CLEP credits) required for their program of study, or
3. reach the point where they cannot earn the number of credits necessary to complete their program of study within 150% 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% 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 | Varies (150% x ___ credits in certificate) |
| Associate Degree | 60 x 1.5 = 90 semester credits |
| Baccalaureate Degree | 122 x 1.5 = 183 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.** Remedial courses are treated the same as non-remedial courses in evaluation of quality, pace, and maximum time frame. Foundations for Academic Readiness (FAR) courses are considered remedial courses.
- **Pass/Fail Courses.** Some of Bethel's courses offer 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 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
 - more than one repetition of a previously passed course, or
 - 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 Enrollment 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% 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% 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 each school they are attending. Failure to demonstrate SAP in any school will affect 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.

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.

CAPS students and GS students should work with their student success advisors to develop the Academic Plan.

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 Funds" (meaning "federal") 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% of the semester.

A student planning to withdraw must notify the academic services manager and complete the required petition to withdraw before the enrollment deposit will be 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.

Departmental Scholarships

Further information may be obtained from the Office of Financial Aid.

CGCS SCHOLARSHIP (CAPS)

This scholarship is for a student in the College of Adult & Professional Studies.

SAGRID E. EDMAN ADULT UNDERGRADUATE SCHOLARSHIP

This scholarship is awarded to College of Adult & Professional Studies nursing students who best exemplify the hallmark characteristics of the Bethel University nursing program.

ACADEMIC INFORMATION

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 students 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 45 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 45 credits in the General Studies program and an additional 15 credits of elective courses. An associate of science (A.S.) degree is offered in business and leadership. Bachelor of arts degrees are offered with majors in: Christian ministries, communication studies, human services, and organizational leadership. Bachelor of science degrees are offered with majors in: accounting, business management, finance, management information systems, and nursing. Minors are offered in business management, Christian ministries, Christian thought, communication studies, human services, and organizational leadership. Certificates are offered in addiction studies and human resource management. A license preparation program is offered in alcohol and drug counseling. Detailed information about each degree, minor, certificate, and license prep 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 students progressing through the program together.

General Requirements for an Associate Degree Associate of Arts (A.A.), Associate of Science (A.S.)

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. Specific courses in a program may be required to be taken in residence.
3. Completion of required courses, lower-division general education curriculum, and electives, distributed as indicated. For the A.S. degree, the required courses for a major.
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.

General requirements shall allow for inclusion of credits from a higher level. 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. A bachelor's degree will not be awarded until at least one academic term later than an associate's degree has been awarded.

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:
 - a. At least 28 credits.
 - b. At least half of the credits used to meet the requirements of the major.
 - c. CAPS Core Distinctive courses (CORE300, CORE310, and CORE320 for B.A.; CORE300 and either CORE310 or CORE320 for B.S.).
 - d. Specific courses in a program may be required to be taken in residence.
3. Completion of required general education curriculum for College of Adult & Professional Studies students, distributed as indicated (see: General Education Requirements (p. 24)).
4. Completion of the requirements of a major (see: Academic Programs and Disciplines (p. 51)).
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.

General requirements shall allow for inclusion of credits from a higher level. 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

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. Specific courses in a certificate 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 students 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 students 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.
- Human, social, and environmental relationships in a global and diverse world.

The CAPS Core Distinctives (CORE300, CORE310, and CORE320) are required in residence for a CAPS B.A. degree. CORE300 and either CORE310 or CORE320 are required for a CAPS B.S. degree although taking all three courses is highly recommended.

General Education Overview

The general studies program in the College of Adult & Professional Studies encompasses the courses that all students are required to take. General education courses are categorized into six goal areas (p. 25) corresponding to the goal areas of the Minnesota Transfer Curriculum. However, use of parallel categories is not intended to imply that courses would be accepted in transfer to another school to meet the same goal areas.

| | |
|-------------|--|
| Goal Area 1 | Communication |
| Goal Area 2 | Critical Thinking |
| Goal Area 3 | Natural Sciences |
| Goal Area 4 | Mathematical/Logical Reasoning |
| Goal Area 5 | History and the Social and Behavioral Sciences |
| Goal Area 6 | The Humanities and Fine Arts |

In each required course under these themes, students 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 students select constitute the total Bethel academic program and result in a minimum of 60 semester credits for graduation with an associate degree or 122 semester credits for graduation with a baccalaureate degree.

To summarize:

Associate of Arts Degree

| | |
|---------------------------------|--------------------------|
| General education and electives | 60 semester credit hours |
| Required to Graduate | 60 semester credit hours |

Associate of Science Degree

| | |
|---------------------------------|--------------------------|
| General education and electives | 30 semester credit hours |
| Major | 30 semester credit hours |
| Required to graduate | 60 semester credit hours |

Baccalaureate Degree

| | |
|--|-----------------------------|
| Core, General education, and electives | 71-89 semester credit hours |
| Major | 33-51 semester credit hours |
| Required to graduate | 122 semester credit hours |

Students may take more than the minimum of 60 or 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 (p. 74): Though not required, many students choose to complete a minor to pursue an area of interest or to complement their baccalaureate 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 earning or have earned a major or certificate except where specifically noted in the Academic Programs and Disciplines section of this catalog.

General Education Goal Areas, Categories, and Courses

Goal Area 1: 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.

ENGL130 • 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).

Category R • Academic Research Writing

CHMN350R, ENGL225R, ORGL340R

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.

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: students compose, format, and edit text according to the idioms and expectations of the academic community.
- Research: students complete a library research project at the undergraduate level.
- Research writing: students compose a formal essay compiling accumulated research.
- Documentation: students 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.

Goal Area 2: Critical Thinking

SOCS110 • Succeeding in College

Introduction to core strategies and resources for effective studying, writing, and researching; the principles of a Christian liberal arts education at Bethel; relationships among college, family, and career; and the Moodle learning management system. Placement assessments will be used to identify core academic knowledge and skills in the areas of reading, writing, and mathematics. SOCS110 is required in residence at transfer level 3 and down.

ORGL120 • 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.

Goal Area 3: Natural Sciences

Category T • Technology in Our World

BUSN285T

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.

Category V • Studies in Our Surrounding World

NASC275V

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.

Category Y • Health and Wellness

HEPE260Y

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. Students are encouraged to develop and practice personal strategies for physical well-being through exercise and other means.

Goal Area 4: Mathematical/Logical Reasoning

Category M • Mathematics

MATH180M, MATH301M, PSYC335M

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 nursing major, a statistics course is recommended.

Goal Area 5: History and the Social and Behavioral Sciences

HIST250 • U.S. History in Dialogue with the Present

Explores a narrative of United States history by following themes that connect past events to our experiences today. Investigates compelling and relevant historical questions and events by applying historical inquiry, using critical thinking, and considering multiple perspectives. Presents history as a dialogue between past and present, propelling action as stakeholders in society.

Category E • Global Cultures and the American Mosaic

BIBL341E, BUSN310E, COMM340E, HUSE430E, HUSE435E, SOCS255E, THE0341E

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 students come to a deeper understanding of what it means to live in a culturally diverse world.

Category W • Work and Family Dynamics

HUSE300W, SOCS170W

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 students in the program (e.g., sociology of work, gerontology and aging family members, economics of the job market, etc.).

Goal Area 6: The Humanities and Fine Arts

BIBL230 • The Bible in Real Life

Exploration of connections between key portions of the Bible and challenges faced by students in their own lives. Students 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.

CHMN140 • Spiritual Quest

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

Category A • Responding to the Arts

ARTC150A

Cultivation of critical reading and writing skills through an examination of artistic "texts" from literature, drama, cinema, music, or the visual arts. Students will develop their discernment of rich dimensions of the texts—technique, genre, social-historical context—and reflect on their spiritual signification.

Category H • Ethics

BUSN425H, CHMN452H, COMM433H, HUSE480H, HUSE485H, ORGL465H, PHIL325H

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 baccalaureate students and is offered in the major core sequence in each major.

General Education Requirements Associate of Arts Degree

Goal Area 1 (p. 25): Communication

3 courses including an R course:

- Academic Research Writing (R category (p. 25))
- Basic Communication Skills (COMM160)
- Successful Writing (ENGL130)

Goal Area 2 (p. 25): Critical Thinking

2 courses:

- Personal Mission and Leadership Development (ORGL120)
- Succeeding in College (SOCS110)

Goal Area 3 (p. 25): Natural Sciences

3 courses:

- Health and Wellness (Category Y (p. 25))
- Studies in Our Surrounding World (Category V (p. 25))
- Technology in Our World (Category T (p. 25))

Goal Area 4 (p. 26): Mathematical/Logical Reasoning

1 course:

- Mathematics (Category M (p. 26))

Goal Area 5 (p. 26): History and the Social and Behavioral Sciences

3 courses:

- Global Cultures and the American Mosaic (Category E (p. 26))
- U.S. History in Dialogue with the Present (HIST250)
- Work and Family Dynamics (Category W (p. 26))

Goal Area 6 (p. 26): The Humanities and Fine Arts

3 courses:

- Responding to the Arts (Category A (p. 26))
- Spiritual Quest (CHMN140)
- The Bible in Real Life (BIBL230)

General Education Requirements Associate of Science Degree

Courses required in the major are in addition to the requirements below.

Goal Area 1 (p. 25): Communication

2 courses including an R course:

- Academic Research Writing (R category (p. 25))
- Successful Writing (ENGL130)

Goal Area 2 (p. 25): Critical Thinking

1 course:

- Succeeding in College (SOCS110)

Goal Area 3 (p. 25): Natural Sciences

2 courses:

- Health and Wellness (Category Y)
- Technology in Our World (Category T)

Goal Area 4 (p. 26): Mathematical/Logical Reasoning

1 course:

- Mathematics (Category M)

Goal Area 5 (p. 26): History and the Social and Behavioral Sciences

2 courses:

- Global Cultures and the American Mosaic (Category E)
- U.S. History in Dialogue with the Present (HIST250)

Goal Area 6 (p. 26): The Humanities and Fine Arts

2 courses:

- Responding to the Arts (Category A)
- Spiritual Quest (CHMN140)

General Education and Core Requirements Bachelor of Arts Degree

CAPS Core Distinctives (p. 62)

3 courses:

- Community, Self, and Formation: Ancient and Contemporary Narratives (CORE300)
- Sacred Texts and Society (CORE310)
- Community, Cultures, and Faith: Ancient and Contemporary Narratives (CORE320)

Goal Area 1 (p. 25): Communication

3 courses including an R course:

- Academic Research Writing (R category (p. 25))
- Basic Communication Skills (COMM160)
- Successful Writing (ENGL130)

Goal Area 2 (p. 25): Critical Thinking

2 courses:

- Personal Mission and Leadership Development (ORGL120)
- Succeeding in College (SOCS110)

Goal Area 3 (p. 25): Natural Sciences

3 courses:

- Health and Wellness (Category Y)
- Studies in Our Surrounding World (Category V)
- Technology in Our World (Category T)

Goal Area 4 (p. 26): Mathematical/Logical Reasoning

1 course:

- Mathematics (Category M)

Goal Area 5 (p. 26): History and the Social and Behavioral Sciences

3 courses:

- Global Cultures and the American Mosaic (Category E)
- U.S. History in Dialogue with the Present (HIST250)
- Work and Family Dynamics (Category W)

Goal Area 6 (p. 26): The Humanities and Fine Arts

4 courses including an H course:

- Ethics (Category H (p. 26))
- Responding to the Arts (Category A)
- Spiritual Quest (CHMN140)
- The Bible in Real Life (BIBL230)

Students transferring completed MNTC programs or holding A.A. or Bachelor's degrees

MNTC: 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:

- CAPS CORE Distinctives courses: CORE300, CORE310, and CORE320.
- An Academic Research Writing (R category (p. 25)) course.
- An Ethics (H category (p. 26)) course.

AA: 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:

- CAPS CORE Distinctives courses: CORE300, CORE310, and CORE320.
- An Academic Research Writing (R category (p. 25)) course.
- An Ethics (H category (p. 26)) course.

Bachelor's Degree: 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:

- CAPS CORE Distinctives courses: CORE300, CORE310, and CORE320.
- An Ethics (H category (p. 26)) course.

General Education and Core Requirements Bachelor of Science Degree

CAPS Core Distinctives (p. 62)

2 courses required, 3 courses recommended:

- Community, Self, and Formation: Ancient and Contemporary Narratives (CORE300)

Select at least one from:

- Sacred Texts and Society (CORE310)
- Community, Cultures, and Faith: Ancient and Contemporary Narratives (CORE320)

Goal Area 1 (p. 25): Communication

3 courses including an R course:

- Academic Research Writing (R category (p. 25))
- Basic Communication Skills (COMM160)
- Successful Writing (ENGL130)

Goal Area 2 (p. 25): Critical Thinking

2 courses:

- Personal Mission and Leadership Development (ORGL120)
- Succeeding in College (SOCS110)

Goal Area 3 (p. 25): Natural Sciences

3 courses:

- Health and Wellness (Category Y)
- Studies in Our Surrounding World (Category V)
- Technology in Our World (Category T)

Goal Area 4 (p. 26): Mathematical/Logical Reasoning

1 course:

- Mathematics (Category M)

Goal Area 5 (p. 26): History and the Social and Behavioral Sciences

3 courses:

- Global Cultures and the American Mosaic (Category E)
- U.S. History in Dialogue with the Present (HIST250)
- Work and Family Dynamics (Category W)

Goal Area 6 (p. 26): The Humanities and Fine Arts

4 courses including an H course:

- Ethics (Category H (p. 26))
- Responding to the Arts (Category A)
- Spiritual Quest (CHMN140)
- The Bible in Real Life (BIBL230)

Students transferring completed MNTC programs or holding A.A. or Bachelor's degrees

MNTC: 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:

- CAPS CORE Distinctives courses: CORE300 and either CORE310 or CORE320.
- An Academic Research Writing (R category (p. 25)) course.
- An Ethics (H category (p. 26)) course.

AA: 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:

- CAPS CORE Distinctives courses: CORE300 and either CORE310 or CORE320.
- An Academic Research Writing (R category (p. 25)) course.
- An Ethics (H category (p. 26)) course.

Bachelor's Degree: 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:

- CAPS CORE Distinctives courses: CORE300 and either CORE310 or CORE320.
- An Ethics (H category (p. 26)) course.

Transfer Credit Policies

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 any other institution 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% or higher. Students must have a cumulative GPA of 2.0 or higher on a 4.0 scale on all academic work accepted in transfer. B.S. Nursing applicants must have a GPA of 2.5 or higher.

Courses accepted in transfer must be relevant or equivalent courses required for the student'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).

Transfer Levels

When a student is accepted and enrolls as a degree-seeking student in the College of Adult & Professional Studies, a transfer level is assigned and general education requirements are determined 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, or transferring completed Minnesota Transfer Curriculum (MNTC) programs, are not categorized according to these numerical levels.

General Education Transfer Levels

Students in CAPS baccalaureate programs must complete all General Education courses listed on the chart below that are indicated by an “X” for their transfer level (p. 31). Some requirements are fulfilled within the requirements of certain majors. See major requirements for details.

| Transfer Level | 1 | 2 | 3 | 4 | 5 | 6 | MNTC | AA | BD |
|-------------------------|---|---|---|---|---|---|------|----|----|
| BIBL230 | X | X | X | X | X | X | | | |
| CHMN140 | X | X | X | X | X | X | | | |
| COMM160 | X | X | X | X | X | X | | | |
| CORE300 ¹ | X | X | X | X | X | X | X | X | X |
| CORE310 ² | X | X | X | X | X | X | X | X | X |
| CORE320 ² | X | X | X | X | X | X | X | X | X |
| ENGL130 ³ | X | X | X | X | X | X | | | |
| ORGL120 | X | X | X | X | X | X | | | |
| SOCS110 ⁴ | X | X | X | X | X | X | | | |
| HIST250 | X | X | X | X | X | X | | | |
| Category A | X | X | X | X | X | X | | | |
| Category E | X | X | X | X | X | X | | | |
| Category H ⁵ | X | X | X | X | X | X | X | X | X |
| Category M | X | X | X | X | X | X | | | |
| Category R ⁶ | X | X | X | X | X | X | X | X | |
| Category T | X | X | X | X | X | X | | | |
| Category V | X | X | X | X | X | X | | | |
| Category W | X | X | X | X | X | X | | | |
| Category Y | X | X | X | X | X | X | | | |

¹ Residency Requirement for B.A. and B.S. degrees.

² Residency requirement for B.A. degree and one of two options for B.S. degree.

³ Residency requirement and cannot be replaced by another goal area 1 course for students whose assessment results place them into this course.

⁴ Residency requirement and cannot be replaced by another goal area 1 course for transfer levels 1, 2 & 3.

⁵ Fulfilled within the requirements of the baccalaureate major and cannot be replaced by another goal area 6 course.

⁶ Cannot be replaced by a different goal area 1 course.

For transfer levels 4 and up, general education prerequisites are waived.

Electives

Elective courses (p. 35) are open to College of Adult & Professional Studies students, but may be offered on a different schedule.

NOTE: The College of Adult & Professional Studies courses are not open to students currently enrolled in the College of Arts & Sciences at Bethel University except where specific agreements exist between the deans of both schools.

Elective courses may be taken:

- To fulfill prerequisite or general education requirements.
- When students are working toward beginning 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

During 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 all associate’s degrees and 122 for all bachelor’s degrees.

Applicants who meet all the prerequisite, general education, and Core courses required for admission and graduation will not need to pursue additional elective credit options once they have earned the following number of semester credits outside of the requirements of their major:

| Major | Semester Credits |
|--------------------------------|------------------|
| Accounting | 73 |
| Business Management | 79 |
| Christian Ministries | 83 |
| Finance | 73 |
| Human Services | 80 |
| Management Information Systems | 73 |
| Nursing | 89 |
| Organizational Leadership | 83 |

Applicants pursuing elective credit options may do so using any combination of the following options.

Option 1

Credit from Bethel University or Other Regionally Accredited Institutions

Elective courses (p. 35) offered through the College of Adult & Professional Studies at Bethel University are listed in this catalog in the respective academic disciplines. Students may opt to add a minor (p. 74) to their bachelor's degree program. A minor is a series of courses, between 18 and 24 credits, in an academic discipline outside of the student's major.

Credit earned in other Bethel University schools is transferable to CAPS. Students may also request transfer of credit to CAPS by submitting official transcripts from other regionally accredited institutions for evaluation.

Option 2

Credit from Nationally Accredited Institutions

Students may also request transfer of credit to CAPS by submitting official transcripts from nationally accredited institutions for evaluation.

Option 3

Educational Experiences in the Armed Forces

Students may receive college credit earned through military training if the American Council on Education (ACE) has recommended credit. A Joint Services Transcript (jst.doded.mil (<https://jst.doded.mil>)) is required.

Option 4

Standardized Subject Examinations

Students may earn college credits by successfully passing a standardized exam in content areas for which they have not already earned college credit. CAPS students can earn up to 30 credits through any combination of the AP, CLEP, DSST, Excelsior, and IB exams, which are equivalent to college courses. Official transcripts or official score reports from the examination programs are required for credit awards.

- **DSST** (http://getcollegecredit.com/test_takers) (**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** (<https://clep.collegeboard.org>) (**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** (<https://apstudent.collegeboard.org/home>) (**Advanced Placement**), **UExcel/ECE** (<http://www.excelsior.edu/exams>) (**Excelsior**), and **IB** (<http://www.ibo.org>) (**Higher Level International Baccalaureate**): Students 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. Students 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). Students may have their training evaluated for potential credit by submitting appropriate documentation to the coordinator for prior learning.

Option 6

Documented Experiential Learning

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

Elective Credit Options Guidelines

Credit earned through elective credit options follows the guidelines listed below:

- Options 1, 2, and 3:** Official transcripts will be reviewed 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:** Total combined credits from Options 5 and 6 (Documented Prior Learning) 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.
- Options 5 and 6:** Credit earned through options 5 and 6 is eligible for application toward elective credit or lower level general education requirements only, not to fulfill the requirements of any major, minor, or certificate.
- Credit is awarded only when the content does not overlap or repeat courses on a student's transcript. Obtain approval from your Student Success Advisor (SSA) in order to avoid overlap or repetition.
- 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 student's final semester of enrollment. Permission to exceed this time frame is required from your SSA for transfer credit or from the coordinator for prior learning assessment credit.
- 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 and Experiential 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 experiential learning by CAEL.

Registration Restrictions

Restrictions on Student Registration in Courses

Transfer Levels 1, 2, and 3

Students will be restricted from enrolling in any CAPS course except for SOCS110 until the achievement of the following:

Successful completion of SOCS110 and;

- Score indicating appropriate preparedness on placement assessments in reading comprehension and writing; or
- Successful completion of ENGL029 and ENGL030.

Classification of Students

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

| | |
|-----------|--------------------|
| Freshman | 0-29.999 credits |
| Sophomore | 30-59.999 credits |
| Junior | 60-89.999 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.

Open Enrollment Courses

Open Enrollment Courses

The following courses are generally open to enrollment by CAPS students who wish to take them to fulfill general education requirements or as electives. Enrollment in some sections of these courses may be restricted to students in specific programs.

Open to Freshman, Sophomores, Juniors, & Seniors

| | | |
|----------|--|---|
| ARTC150A | Responding to the Arts | 3 |
| BIBL230 | The Bible in Real Life | 3 |
| BUSN104 | Introduction to Business | 3 |
| BUSN115 | Personal Financial Literacy | 3 |
| BUSN200 | Business Problem Solving | 3 |
| BUSN210 | Workplace Communication ¹ | 3 |
| BUSN285T | Studies in Technology and Society | 3 |
| CHMN140 | Spiritual Quest | 3 |
| COMM160 | Basic Communication Skills | 3 |
| ECON109 | Introduction to Microeconomics | 3 |
| ENGL130 | Successful Writing | 3 |
| ENGL225R | Academic Research and Writing | 3 |
| HEPE260Y | Physical Wellness | 3 |
| HIST240 | Christianity and Civilizations | 4 |
| HIST250 | U.S. History in Dialogue with the Present | 3 |
| MATH180M | Mathematics in Real Life ¹ | 3 |
| NASC275V | Environmental Studies | 3 |
| ORGL101 | Leadership in the 21st Century | 3 |
| ORGL120 | Personal Mission and Leadership Development | 3 |
| ORGL201 | The Framework of Leadership | 3 |
| PLAC215 | Introduction to Portfolio Assessment and Experiential Learning | 1 |
| SOCS110 | Succeeding in College | 3 |
| SOCS170W | Conflict Management and the Social Scientific Perspective | 3 |
| SOCS255E | Studies in the American Mosaic | 3 |

Open to Sophomores, Juniors, & Seniors (at least 30 credits earned)

| | | |
|----------|--|---|
| BIBL341E | The Gospel in Cross-Cultural Perspective | 3 |
| BIBL360 | Understanding the Bible ¹ | 3 |
| BUSN302 | Foundations of Human Resource Management | 3 |
| BUSN360 | Information Technology and Applications | 3 |
| CHMN300 | Introduction to Christian Ministry | 3 |
| CHMN320 | Personal Spiritual Formation | 3 |
| CHMN350R | Research Writing for Christian Ministry | 3 |
| COMM340E | Cross-Cultural Communication | 3 |
| CORE300 | Community, Self and Formation: Ancient and Contemporary Narratives | 3 |
| CORE310 | Sacred Texts and Society | 3 |
| CORE320 | History, Faith and Society | 3 |
| HRMA305 | Compensation ¹ | 3 |
| HRMA307 | Benefits ¹ | 3 |
| HRMA401 | Employment Law ¹ | 3 |
| HRMA403 | Talent Management for the New World of Work ¹ | 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 |

| | | |
|--|---|---|
| ORGL310 | Leadership and Adult Development | 3 |
| ORGL330 | Theories of Organizations and Leadership | 3 |
| ORGL340R | Principles of Scholarly Writing and Research | 3 |
| ORGL350 | Leadership Communication | 3 |
| ORGL370 | Leadership and Technology | 3 |
| PSYC335M | Introduction to Statistics | 3 |
| THEO341E | Gospel in Cross-Cultural Perspective | 3 |
| Open to Juniors, & Seniors (at least 60 credits earned) | | |
| ACCT400 | Financial Accounting for Managers | 3 |
| BIBL441 | Significance of the Old Testament ¹ | 3 |
| BIBL442 | Significance of the New Testament ¹ | 3 |
| BUSN301 | Foundations of Business Management | 3 |
| BUSN308 | Strategic Management and Planning ¹ | 3 |
| BUSN323 | Introduction to Marketing Management | 3 |
| BUSN401 | Operations Management | 3 |
| BUSN405 | Survey of Microeconomics and Macroeconomics | 3 |
| CHMN451 | Communication in Ministry ¹ | 3 |
| CHMN452H | Leadership in Ministry ¹ | 3 |
| CHMN455 | Spiritual Formation for Discipleship ¹ | 3 |
| COMM330 | Introduction to Communication Studies | 3 |
| COMM331 | Interpersonal Processes | 3 |
| COMM341 | Oral Communication of Narratives | 3 |
| COMM342 | Gender Communication | 3 |
| COMM345 | Media Law | 3 |
| COMM346 | Production of Digital Content | 3 |
| COMM348 | Introduction to Project Management Communication ¹ | 3 |
| COMM349 | Marketing Communication | 3 |
| COMM433H | Ethics of Communication | 3 |
| COMM440 | Advertising and Public Relations | 3 |
| COMM441P | Advanced Family Communication | 3 |
| COMM444 | Computer Mediated Communication | 3 |
| HUSE400 | Research Methods ¹ | 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 |
| HUSE435E | Families in Cross-Cultural Perspective | 3 |
| HUSE440 | Counseling Microskills | 3 |
| HUSE445 | Counseling Microskills | 3 |
| HUSE450 | Introduction to Addictions Counseling | 3 |
| HUSE455 | Pharmacology of Addictions | 3 |
| HUSE460 | Assessment and Treatment of Co-Occurring Disorders | 3 |
| HUSE480H | Professional Practice Issues and Ethics | 3 |
| HUSE485H | Professional Practice Issues and Ethics | 3 |
| MATH301M | Managerial Mathematics | 3 |
| NURS345 | Evidence Based End of Life Nursing Care ¹ | 2 |
| NURS346 | Health Assessment for RNs ¹ | 3 |
| ORGL400 | Principles of Leading and Managing | 3 |
| ORGL462 | Integrated Principles of Leadership ¹ | 3 |
| THEO441 | Christian Theology ¹ | 3 |
| THEO442 | Apologetics ¹ | 3 |
| Open to Seniors (at least 90 credits earned) | | |

| | | |
|---------|---|---|
| BUSN575 | Experiencing Global Business (BUSP and ORLP majors only) ¹ | 3 |
|---------|---|---|

¹ See course description for course prerequisite(s).

CAPS Courses by Goal Area

Goal Area 1 (p. 25): Communication

Category R: Academic Research Writing

| | | |
|----------|--|---|
| CHMN350R | Research Writing for Christian Ministry | 3 |
| ENGL225R | Academic Research and Writing | 3 |
| ORGL340R | Principles of Scholarly Writing and Research | 3 |

Other Goal Area 1

| | | |
|--------------|--|---|
| BUSN 210/135 | Workplace Communication | 3 |
| CHMN451 | Communication in Ministry | 3 |
| COMM160 | Basic Communication Skills | 3 |
| COMM330 | Introduction to Communication Studies | 3 |
| COMM331 | Interpersonal Processes | 3 |
| COMM332 | Communication in Organizations | 3 |
| COMM340E | Cross-Cultural Communication | 3 |
| COMM341 | Oral Communication of Narratives | 3 |
| COMM342 | Gender Communication | 3 |
| COMM345 | Media Law | 3 |
| COMM346 | Production of Digital Content | 3 |
| COMM348 | Introduction to Project Management Communication | 3 |
| COMM349 | Marketing Communication | 3 |
| COMM430P | Introduction to World Media | 3 |
| COMM431 | Global Approaches to Group Process | 3 |
| COMM432 | Research Methods | 4 |
| COMM433H | Ethics of Communication | 3 |
| COMM440 | Advertising and Public Relations | 3 |
| COMM441P | Advanced Family Communication | 3 |
| COMM444 | Computer Mediated Communication | 3 |
| ENGL130 | Successful Writing | 3 |
| NURS494 | Nursing Leadership | 9 |
| ORGL350 | Leadership Communication | 3 |

Goal Area 2 (p. 25): Critical Thinking

| | | |
|---------|--|---|
| BUSN104 | Introduction to Business | 3 |
| BUSN415 | Intermediate Macroeconomics | 3 |
| CORE300 | Community, Self and Formation: Ancient and Contemporary Narratives | 3 |
| CORE310 | Sacred Texts and Society | 3 |
| CORE320 | History, Faith and Society | 3 |
| FINA410 | Investments Theory | 3 |
| FINA420 | Portfolio Analysis and Management | 3 |
| FINA430 | Capital Markets | 3 |
| FINA440 | Advanced Corporate Finance | 3 |
| MIST420 | Business Database Management | 3 |
| MIST450 | Information Systems Security | 3 |
| ORGL120 | Personal Mission and Leadership Development | 3 |
| ORGL330 | Theories of Organizations and Leadership | 3 |
| ORGL370 | Leadership and Technology | 3 |
| SOC110 | Succeeding in College | 3 |

Goal Area 3 (p. 25): Natural Sciences

| | | |
|----------|--|---|
| BUSN285T | Studies in Technology and Society | 3 |
| BUSN360 | Information Technology and Applications | 3 |
| COMM444 | Computer Mediated Communication | 3 |
| HEPE260Y | Physical Wellness | 3 |
| HUSE455 | Pharmacology of Addictions | 3 |
| MIST400 | Foundations of Information Management Systems | 3 |
| MIST410 | Information Systems Analysis and Design | 3 |
| MIST420 | Business Database Management | 3 |
| MIST430 | Introduction to Business Programming | 3 |
| MIST440 | Administration of Management Information Systems | 3 |
| NASC275V | Environmental Studies | 3 |
| NURS421E | Cultural Diversity in Health Care | 3 |

Goal Area 4 (p. 26): Mathematical/Logical Reasoning

| | | |
|----------|---|---|
| ACCT405 | Intermediate Financial Accounting I | 3 |
| ACCT410 | Intermediate Financial Accounting II | 3 |
| ACCT415 | Intermediate Cost/Managerial Accounting | 3 |
| ACCT420 | Income Tax Accounting | 3 |
| ACCT430 | Advanced Accounting | 3 |
| BUSN115 | Personal Financial Literacy | 3 |
| BUSN200 | Business Problem Solving | 3 |
| BUSN415 | Intermediate Macroeconomics | 3 |
| FINA430 | Capital Markets | 3 |
| FINA440 | Advanced Corporate Finance | 3 |
| MATH180M | Mathematics in Real Life | 3 |
| MATH301M | Managerial Mathematics | 3 |
| PSYC335M | Introduction to Statistics | 3 |

Goal Area 5 (p. 26): History and the Social and Behavioral Sciences

| | | |
|----------|--|---|
| BUSN310E | Global Management and Leadership in Business | 3 |
| BUSN405 | Survey of Microeconomics and Macroeconomics | 3 |
| BUSN415 | Intermediate Macroeconomics | 3 |
| BUSN430 | Business Law | 3 |
| BUSN575 | Experiencing Global Business | 3 |
| COMM340E | Cross-Cultural Communication | 3 |
| COMM342 | Gender Communication | 3 |
| COMM345 | Media Law | 3 |
| COMM430P | Introduction to World Media | 3 |
| COMM431 | Global Approaches to Group Process | 3 |
| CORE300 | Community, Self and Formation: Ancient and Contemporary Narratives | 3 |
| CORE310 | Sacred Texts and Society | 3 |
| CORE320 | History, Faith and Society | 3 |
| ECON109 | Introduction to Microeconomics | 3 |
| FINA450 | Global Finance | 3 |
| HIST240 | Christianity and Civilizations | 4 |
| HIST250 | U.S. History in Dialogue with the Present | 3 |
| HRMA401 | Employment Law | 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 |
| HUSE 435E/430E | Families in Cross-Cultural Perspective | 3 |
| HUSE 445/440 | Counseling Microskills | 3 |
| HUSE450 | Introduction to Addictions Counseling | 3 |
| HUSE455 | Pharmacology of Addictions | 3 |
| HUSE460 | Assessment and Treatment of Co-Occurring Disorders | 3 |
| HUSE 485H/480H | Professional Practice Issues and Ethics | 3 |
| NURS421E | Cultural Diversity in Health Care | 3 |
| ORGL101 | Leadership in the 21st Century | 3 |
| ORGL330 | Theories of Organizations and Leadership | 3 |
| SOCS170W | Conflict Management and the Social Scientific Perspective | 3 |
| SOCS255E | Studies in the American Mosaic | 3 |
| THEO/BIBL 341E | Gospel in Cross-Cultural Perspective | 3 |

Goal Area 6 (p. 26): The Humanities and Fine Arts

Category H: Ethics

| | | |
|--------------------|--|---|
| BUSN425H | Applied Ethical Decisions in Life and Business | 3 |
| CHMN452H | Leadership in Ministry | 3 |
| COMM433H | Ethics of Communication | 3 |
| HUSE480H | Professional Practice Issues and Ethics | 3 |
| HUSE485H | Professional Practice Issues and Ethics | 3 |
| NURS 330H/PHIL325H | Ethical Theory and Applied Nursing Ethics | 3 |
| ORGL465H | Applied Leadership Ethics | 3 |

Other Goal Area 6

| | | |
|----------------|---|---|
| ARTC150A | Responding to the Arts | 3 |
| BIBL230 | The Bible in Real Life | 3 |
| BIBL360 | Understanding the Bible | 3 |
| BIBL441 | Significance of the Old Testament | 3 |
| BIBL442 | Significance of the New Testament | 3 |
| CHMN140 | Spiritual Quest | 3 |
| CHMN300 | Introduction to Christian Ministry | 3 |
| CHMN320 | Personal Spiritual Formation | 3 |
| CHMN350R | Research Writing for Christian Ministry | 3 |
| CHMN451 | Communication in Ministry | 3 |
| CHMN455 | Spiritual Formation for Discipleship | 3 |
| COMM341 | Oral Communication of Narratives | 3 |
| COMM342 | Gender Communication | 3 |
| COMM430P | Introduction to World Media | 3 |
| COMM441P | Advanced Family Communication | 3 |
| CORE310 | Sacred Texts and Society | 3 |
| CORE320 | History, Faith and Society | 3 |
| THEO/BIBL 341E | Gospel in Cross-Cultural Perspective | 3 |
| THEO415 | Understanding Worldviews | 3 |
| THEO441 | Christian Theology | 3 |
| THEO442 | Apologetics | 3 |

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).

Student load for each academic term is:

1. Full time = 12 credits or more per term
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, 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.

Summer Session

Summer Session counts as a full academic term, along with Fall Semester and Spring Semester, for academic status and grading policies. Some programs require coursework during day or evening hours in the summer months. Consult the cohort course schedule, which shows the calendar of class sessions for the full program.

Attendance Policy

Class Attendance

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

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

The attendance and participation policy emphasizes faculty and student responsibility for interactive adult learning in the following ways:

- In course syllabi, faculty will designate the value of participation in interactive learning activities in the classroom, in the field, and online.
- Students 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.
- Students should expect that non-participation in interactive activities associated with more than 20% of the schedule of the course will reduce a course grade or risk course failure.
- At the discretion of the institution, lack of participation during the first two weeks of a course may result in course registration being dropped; this may affect financial aid award. Multiple instances of course registrations being dropped for non-participation may result in all registration being dropped for the student and an unofficial withdrawal being recorded.

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 WZ. Participation for auditors beyond attendance in class

activities is at the instructor's discretion. A student may change to or from audit status with the instructor's approval only during the first 60% of the course.

Prerequisites and Corequisites

Program prerequisites are listed with each major's admission requirements.

Course prerequisites are listed with each course description. A course's prerequisite(s) usually must be completed prior to the course. If a prerequisite can be completed concurrently, this will be stated in the course description.

Course corequisites are listed with each course description. A course with a corequisite requires concurrent registration with the corequisite.

Changes in Registration

1. Students 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 student success for further assistance.
2. The student is responsible for all charges incurred (see: Tuition and Financial Aid) and for any loss of financial aid or change of loan deferment status.
3. A new course may not be added when a registration hold has been placed by the Business Office.
4. Regulations for dropping a course are explained in this catalog (see: Grading System—Grade of (p. 42)W).
5. No change of registration is complete until the 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 |
|------------|----------------------|--------------|
| A | Exceptional | 4.0 |
| A- | | 3.7 |
| B+ | | 3.3 |
| B | Good | 3.0 |
| B- | | 2.7 |
| C+ | | 2.3 |
| C | Satisfactory | 2.0 |
| C- | | 1.7 |
| D+ | | 1.3 |
| D | Minimally Acceptable | 1.0 |
| F | Failing | 0.0 |
| AU | Audit | NA |
| CR | Credit | NA |
| I | Incomplete | NA |
| In Process | IP | NA |
| N | No Grading | NA |
| NR | Not Reported | NA |
| S | Satisfactory | NA |
| U | Unsatisfactory | NA |
| W | Withdrawal | NA |
| WZ | Audit Withdrawal | NA |

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 your SSA for this procedure. The *I* is changed when work is completed or the deadline has been reached (see: Grade of *I*).

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*, *W*, and *WZ*. When a course is repeated only the last attempt is used in computing the GPA unless the course is designated as repeatable.

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 their student success advisor 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 60% 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:

| | | |
|---------|---|-----|
| CHMN491 | Ministry Practicum | 3 |
| HUSE481 | Internship in Addictions Counseling I | 3 |
| HUSE482 | Internship in Addictions Counseling III | 1-3 |
| HUSE491 | Internship in Addictions Counseling II | 3 |

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 achievement equivalent to at least a grade of *D*.

Grade of W

The grade *W* is given only to a student who officially withdraws from a course by the week of the 60% point of the course. Course withdrawals are official on the date the request is received by the student success advisor. Students may withdraw from a course (or change from credit to audit) until the week when 60% of the course has been completed. Any student 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 by the Appeals Committee. 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 (p. 12)).

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.

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

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

Degree Honors

Institutional honors are granted at degree conferral for bachelor’s degrees where the student has achieved a Bethel Undergraduate GPA of 3.9 or higher.

Commencement Ceremony Honors

Honors in the commencement program and ceremony for bachelor’s degrees will be recognized for students who have achieved a cumulative Bethel undergraduate 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 must 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:

| Cumulative Semester Credit Hours | Minimum Cumulative GPA for Good Standing |
|----------------------------------|--|
| 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 consecutive academic 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; and
- Students who do not meet the minimum score on the Accuplacer assessments.

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

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. Each 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. Penalties are given at the discretion of the faculty member. Repeat or serious offenses may be subject to additional penalties up to and including dismissal from the university at the discretion of the Vice President and Dean of the College of Adult & Professional Studies and Graduate School. Students charged with a violation have the right to appeal any disciplinary action. Contact a student success advisor 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 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.

Concurrent Registration

Students who are regularly registered in the College of Adult & Professional Studies may take CAPS open enrollment courses (p. 35), courses from other Bethel University programs, or courses at other regionally accredited institutions for credit. Student success advisors should be consulted before undertaking concurrent enrollment.

The College of Adult & Professional Studies courses are not open to students currently enrolled in the College of Arts & Sciences at Bethel University except where specific agreements exist between the deans of both schools.

Extracurricular Activities

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

Readmission Procedure

Former students who wish to re-enroll must request registration and cannot have a registration hold on their account from the Business Office. Program director permission to readmit is required for any student whose academic status was not "Good Standing" at the time of dismissal or voluntary withdrawal. In addition, students who have been away for one full academic year or more must file an Application for Readmission. Contact a student success advisor for forms and procedures.

Individualized Study

Individualized study information and policies are listed under the specific type of individualized study: Academic Internship, Course by Arrangement, Curricular Practical Training, or Directed 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 student 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 10 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:

| Internship | Hours |
|-------------------------|-----------|
| 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 to the registrar for approval 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 student 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 student 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 student.

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. Students 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. Students must have at least sophomore-level class standing (at least 30 earned credits) at the time the CBA begins.
 - d. Students 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 student 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 student and supervisor. Students doing research off campus will contact their supervisor by phone at regular intervals, at the student'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 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.

Curricular Practical Training

Curricular Practical Training (CPT) is alternate work/study, internship, cooperative education, or any other type of required internship or practicum for international students that is offered by sponsoring employers through cooperative agreements with the school. The Bethel University College of Adult & Professional Studies curriculum includes opportunities for CPT either through required or optional, credit or non-credit, full-time or part-time, paid or unpaid, on-campus or off-campus internships. To qualify as CPT, the internship must be formally approved by the student's program director (signifying that the CPT is relevant to the student's program of study) and by the associate dean for International Students and Programs (signifying that the CPT is in regulatory compliance with current legislation). Course number 176 in the appropriate discipline is assigned to non-credit CPT, and the student will be billed a \$400 course fee per term of non-credit CPT. Course number 376 in the appropriate discipline is assigned to CPT for credit, and may be taken for 1–4 credits per term, and is repeatable.

Policy

1. An acceptable CPT experience 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 CPT 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 CPT position may be part time or full time and may be salaried or non-salaried. Routine jobs or work that repeats previous experience does not qualify for an academic credit CPT. The work must provide an opportunity to meet academic/educational objectives.
5. The student must meet the following criteria:
 - a. Be currently enrolled in the College of Adult & Professional Studies and have at least one year (three academic terms) of prior enrollment in CAPS.
 - b. Have a Junior or Senior class standing.
 - c. Declare a major in the department of the internship being proposed.
 - d. Have a minimum cumulative GPA of 2.0 and a 2.25 GPA in the major. (Individual departments may require a higher GPA).
 - e. Meet additional criteria as established by each department.
6. CPT for academic credit requires minimum time onsite:

| | |
|-------------------------|-----------|
| One-credit Internship | 45 hours |
| Two-credit Internship | 90 hours |
| Three-credit Internship | 135 hours |
| Four-credit Internship | 180 hours |
| Five-credit Internship | 255 hours |
| Six-credit Internship | 270 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 Curricular Practical Training form 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 Student > Curricular Practical Training form).

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 his/her major under the guidance of a faculty member. The directed study may consist of independent reading and/or research, or travel with related study. Students shall design such an experience in cooperation with academic services and the supervising faculty member. 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. Students must have demonstrated in program coursework that they have the capability and background to study independently. Students must have an overall GPA of 3.0 or higher as certification of this ability.
 - c. Students 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, students 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, 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. Students doing research off campus will contact their supervisor by phone at regular intervals, at the student'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.

Academic Appeals

Appeals must be filed according to the CAPS/GS appeals process. Appeals of academic policies (e.g. academic progress, application of academic policies, dismissal, graduation, status in programs) are made to the CAPS/GS Appeals Committee. If the circumstances in question relate to course content or procedures (e.g. academic dishonesty, grading, syllabus) the following step is required prior to initiating an appeal:

Within three weeks following the decision or incident in question, the student will seek to resolve the matter first with the course instructor, or with the party directly responsible for the decision, and then with the program director.

If a student believes he or she is being treated unfairly, or not in accordance with announced policies, or that extenuating circumstances beyond their control that are not common experiences to CAPS students or GS students warrant receiving an exception, the student may initiate an appeal. Any appeal must be filed no later than 60 days after the student has reasonable notice of the circumstances (e.g., the faculty or administrative action affecting the student) that gives rise to the issues presented in the appeal. Initial filing of the appeal shall be submitted to the Student Success Advisor who shall transmit it to the Appeals Committee. The Academic Appeal form is available through Blink (Home tab > Forms channel > CAPS Programs menu > CAPS Student submenu > Academic Appeal - Online)

Intellectual Property Rights

In addition to the responsibilities students have to abide by standards of academic integrity, students are also entitled to protection of their intellectual property rights.

- Work submitted in Bethel University courses is to be used solely for educational purposes within the context of the course in which the student is enrolled.
- Any other use of student work must credit the student as the author of the work and must be authorized by the student. (If a student seeks to publish research involving human subjects, s/he must have secured the appropriate review/approval from Bethel's Institutional Review Board (IRB) prior to collection and analysis of data.)
- Students have the right and responsibility to redact any sensitive, personally identifiable information (e.g., names of businesses cited in case studies, demographic information related to research subjects, etc.) prior to releasing their work for applications outside of the classroom.
- Although students may choose to co-author with a faculty member, students own their research and any other materials they design independently.
- Students are encouraged to copyright written materials when releasing them outside of the classroom. Students who complete theses, dissertations, and capstone projects acknowledge, by completing the project, that they are aware that a copy of the work may be retained by the University Library.

Freedom of Inquiry

All students have the right to free inquiry and scholarly investigation. Students are encouraged to discuss all topics freely and to exchange ideas in a mutually respectful manner. They are also free to publish any findings or recommendations, either individually or in association with others, provided they make no claim to represent the university without due authorization, and they have secured the appropriate IRB approvals if necessary.

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.

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

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.

Foundational

000–099: Not degree applicable

Undergraduate Lower Division

100–199: Freshman

200–299: Sophomore

Undergraduate Upper Division

300–399: Junior

400–499: Senior

Academic Discipline Codes and Descriptions

The discipline code indicates the academic discipline being studied.

| | |
|------|-------------------------------|
| ACCT | Accounting |
| ARTC | Art |
| BIBL | Biblical Studies |
| BUSN | Business |
| CHMN | Christian Ministries |
| COMM | Communication |
| CORE | Core Distinctives |
| FINA | Finance |
| ECON | Economics |
| ENGL | English |
| HEPE | Health and Physical Education |
| HIST | History |
| HRMA | Human Resource Management |
| HUSE | Human Services |
| MATH | Mathematics |
| NASC | Natural Science |
| NURS | Nursing |
| ORGL | Organizational Leadership |
| PHIL | Philosophy |
| PLAC | Prior Learning |
| PSYC | Psychology |
| SOCS | Sociocultural Studies |
| THEO | Theology |

Suffix Codes and Descriptions

| | |
|---|---|
| A | 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 |

Major Codes and Descriptions

| | |
|------|---------------------------------------|
| ACCT | Accounting (B.S.) |
| BULA | Business and Leadership (A.S.) |
| BUSP | Business Management (B.S.) |
| CHMP | Christian Ministries (B.A.) |
| FINP | Finance (B.S.) |
| GESA | General Studies (A.A.) |
| HUSP | Human Services (B.A.) |
| INDA | Individualized Major (A.S.) |
| MISP | Management Information Systems (B.S.) |
| NURP | Nursing (B.S.) |
| ORLP | Organizational Leadership (B.A.) |

Minor Codes and Descriptions

| | |
|------|---------------------------|
| BUSM | Business Management |
| CHMN | Christian Ministries |
| CHTM | Christian Thought |
| HUSM | Human Services |
| ORLM | Organizational Leadership |

Certificate Codes and Descriptions

| | |
|------|--|
| CADC | Certificate in Addiction Studies |
| CHRM | Certificate in Human Resource Management |

License Code and Description

| | |
|------|-----------------------------|
| LADC | Alcohol and Drug Counseling |
|------|-----------------------------|

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

Associate Degrees

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 45 semester credits of general education courses and 15 semester credits of elective courses. These requirements can usually be met in two years of full-time study.

Associate of Science Degree

The Associate of Science degree contains a balanced program of liberal arts education in combination with a concentrated focus in a business and leadership major or an individualized major. Requirements for the degree (60 semester credit hours in total) include 30 semester credits of general education courses and 30 semester credits of major courses. These requirements can usually be met in two years of full-time study.

Associate Degrees

- Associate of Arts (A.A.) degree (p. 53)
- Associate of Science (A.S.) degree
 - A.S. degree: Business and Leadership major (p. 54)
 - A.S. degree: Individualized Major (p. 54)

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 45 semester credits of general education courses and 15 semester credits of elective courses. These requirements can usually be met in two years of full-time study.

| | | |
|--|---|-----------|
| BIBL230 | The Bible in Real Life | 3 |
| CHMN140 | Spiritual Quest | 3 |
| COMM160 | Basic Communication Skills | 3 |
| ENGL130 | Successful Writing | 3 |
| HIST250 | U.S. History in Dialogue with the Present | 3 |
| ORGL120 | Personal Mission and Leadership Development | 3 |
| SOCS110 | Succeeding in College | 3 |
| Select one course from each of the following categories: | | 24 |
| Academic Research Writing (R category) | | |
| Technology in Our World (T category) | | |
| Studies in Our Surrounding World (V category) | | |
| Health and Wellness (Y category) | | |
| Mathematics (M category) | | |
| Global Cultures and the American Mosaic (E category) | | |
| Work and Family Dynamics (W category) | | |
| Responding to the Arts (A category) | | |
| Electives | | 15 |
| Total Credits | | 60 |

A.S. in Business and Leadership

General Education

| | | |
|--|---|----|
| CHMN140 | Spiritual Quest | 3 |
| ENGL130 | Successful Writing | 3 |
| HIST250 | U.S. History in Dialogue with the Present | 3 |
| SOCS110 | Succeeding in College | 3 |
| Select one course from each of the following categories: | | 18 |
| Academic Research Writing (R category) | | |
| Technology in Our World (T category) | | |
| Health and Wellness (Y category) | | |
| Mathematics (M category) | | |
| Global Cultures and the American Mosaic (E category) | | |
| Responding to the Arts (A category) | | |

Business and Leadership Major

| | | |
|--------------|---|---|
| BUSN104 | Introduction to Business | 3 |
| BUSN115 | Personal Financial Literacy | 3 |
| BUSN200 | Business Problem Solving | 3 |
| BUSN 210/135 | Workplace Communication | 3 |
| BUSN360 | Information Technology and Applications | 3 |
| COMM160 | Basic Communication Skills | 3 |
| ECON109 | Introduction to Microeconomics | 3 |
| ORGL101 | Leadership in the 21st Century ¹ | 3 |
| ORGL330 | Theories of Organizations and Leadership ¹ | 3 |
| ORGL370 | Leadership and Technology ¹ | 3 |

Total Credits **60**

¹ Course must be taken for credit at Bethel.

A.S. Individualized Major

The individualized major is an alternative that allows A.S. students to replace the Business and Leadership major by creating a major from at least 30 credits of selected courses within a single academic discipline that is more directly applicable to their individual educational and/or career goals. Consult a CAPS student success advisor to learn more.

General Education

| | | |
|--|---|----|
| CHMN140 | Spiritual Quest | 3 |
| ENGL130 | Successful Writing | 3 |
| HIST250 | U.S. History in Dialogue with the Present | 3 |
| SOCS110 | Succeeding in College | 3 |
| Select one course from each of the following categories: | | 18 |
| Academic Research Writing (R category) | | |
| Technology in Our World (T category) | | |
| Health and Wellness (Y category) | | |
| Mathematics (M category) | | |
| Global Cultures and the American Mosaic (E category) | | |
| Responding to the Arts (A category) | | |

Individualized Major

At least 30 credits of selected courses within a single academic discipline 30

Total Credits **60**

¹ Course must be taken for credit at Bethel.

Business

The foundational skills that are integrated into all CAPS business degrees are biblical literacy, creativity, diversity, ethics, experiential learning, global awareness, leadership, organizing, planning, problem-solving, public speaking, teamwork, technology literacy, and writing.

Students 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 student failing to meet these expectations may be asked to discuss other options or consequences with the program director.

Majors in Business

- B.S. in Accounting (p. 56)
- B.S. in Business Management (p. 57)
- B.S. in Finance (p. 58)

B.S. in Accounting (p. 56)

Program Goals

The program goals for the B.S. in Accounting are that students will be able to:

- Apply ethical principles related to financial and economic decisions.
- Demonstrate systems-thinking by applying accounting concepts to the functional areas of management, marketing, accounting, finance and economics to accomplish organizational goals.
- Reflect on how and why to integrate a Christian or personal faith perspective into work and life.
- Demonstrate written and oral business communication skills about accounting and other business issues.
- Use a variety of digital software applications and tools to make data-driven decisions in information-rich business environment.
- Develop a managerial perspective on business opportunities and challenges in a global economy.
- Use critical thinking to evaluate information needed to solve business problems.

B.S. in Business Management (p. 57)

The business management program is designed for the working professional who desires to increase business management knowledge and skills within the context of a Christian, liberal-arts education. Emphasis will be on connecting business education theory and research to current trends and best practices in a high-tech, global, mobile, and diverse marketplace.

Program Goals

At the completion of the business management program, students will be able to:

- Apply ethical principles that can be used in decision making in professional and personal situations.
- Use quantitative and qualitative analytic and critical thinking skills to evaluate information, solve problems, and make sound decisions.
- Demonstrate leadership skills through the ability to set direction for and work collaboratively with diverse groups of people to accomplish organizational, team, and individual goals.
- Demonstrate systems-thinking by synthesizing the functional areas of management, marketing, accounting, finance, and economics in a manner that allows for effective business decisions.
- Reflect on how and why to integrate a Christian faith perspective into work and life.
- Demonstrate high-impact written and oral business communication skills.
- Develop a managerial perspective on business opportunities and challenges in a global economy.
- Apply business knowledge and skills in a real-world setting by completing a project for an organization.
- Access, evaluate, and use a variety of digital software applications and tools necessary to make data-driven decisions in an information-rich business environment.

B.S. in Finance (p. 58)

Program Goals

The program goals for the B.S. in Finance are that students will be able to:

- Apply ethical principles related to financial and economic decisions.
- Demonstrate systems-thinking by applying finance concepts to the functional areas of management, marketing, accounting, and economics to accomplish organizational goals.
- Reflect on how and why to integrate a Christian or personal faith perspective into work and life.

- Demonstrate written and oral business communication skills about evidence-based finance alternatives.
- Use a variety of digital software applications and tools to make data-driven decisions in information-rich business environments.
- Develop a managerial perspective on business opportunities and challenges in a global economy.
- Use critical thinking to evaluate information needed to solve business problems

Minor in Business Management

- Business Management (p. 59)

Certificate in Human Resource Management

- Human Resource Management (p. 59)

B.S. in Accounting

The required curriculum for the accounting major comprises a 49 semester credit sequence of courses intended to be taken consecutively throughout the calendar year.

| | | |
|---|--|------------|
| ACCT400 | Financial Accounting for Managers | 3 |
| ACCT405 | Intermediate Financial Accounting I | 3 |
| ACCT410 | Intermediate Financial Accounting II | 3 |
| ACCT415 | Intermediate Cost/Managerial Accounting | 3 |
| ACCT420 | Income Tax Accounting | 3 |
| ACCT425 | Corporate Auditing | 3 |
| ACCT430 | Advanced Accounting | 3 |
| BUSN301 | Foundations of Business Management ¹ | 3 |
| BUSN323 | Introduction to Marketing Management | 3 |
| BUSN360 | Information Technology and Applications | 3 |
| BUSN405 | Survey of Microeconomics and Macroeconomics ¹ | 3 |
| BUSN415 | Intermediate Macroeconomics | 3 |
| BUSN425H | Applied Ethical Decisions in Life and Business | 3 |
| BUSN430 | Business Law | 3 |
| BUSN491 | Business Capstone ¹ | 1 |
| FINA400 | Corporate Finance ¹ | 3 |
| MATH301M | Managerial Mathematics | 3 |
| General Education, Core Distinctives, and Elective Courses | | 73 |
| Total Credits | | 122 |

¹ Course must be taken for credit at Bethel.

B.S. in Business Management

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. Concentration courses will be scheduled based on demand and space available.

| | | |
|---|--|------------|
| ACCT400 | Financial Accounting for Managers | 3 |
| BUSN301 | Foundations of Business Management ¹ | 3 |
| BUSN302 | Foundations of Human Resource Management | 3 |
| BUSN323 | Introduction to Marketing Management | 3 |
| BUSN360 | Information Technology and Applications | 3 |
| BUSN405 | Survey of Microeconomics and Macroeconomics ¹ | 3 |
| BUSN425H | Applied Ethical Decisions in Life and Business | 3 |
| BUSN430 | Business Law | 3 |
| BUSN491 | Business Capstone ¹ | 1 |
| FINA400 | Corporate Finance ¹ | 3 |
| MATH301M | Managerial Mathematics | 3 |
| Concentration | | 12 |
| Select one concentration from the Concentrations tab: Global Business, Human Resource Management, or Management | | |
| General Education, Core Distinctives, and Elective Courses | | 79 |
| Total Credits | | 122 |

¹ Course must be taken for credit at Bethel.

Global Business Concentration

(Cannot be combined with Management concentration)

| | | |
|----------------------|--|-----------|
| BUSN308 | Strategic Management and Planning | 3 |
| BUSN310E | Global Management and Leadership in Business | 3 |
| BUSN575 | Experiencing Global Business | 3 |
| COMM340E | Cross-Cultural Communication | 3 |
| Total Credits | | 12 |

Human Resource Management Concentration

(Cannot be combined with Organizational Leadership major with Human Resource Management concentration)

| | | |
|----------------------|--|-----------|
| HRMA305 | Compensation | 3 |
| HRMA307 | Benefits | 3 |
| HRMA401 | Employment Law ¹ | 3 |
| HRMA403 | Talent Management for the New World of Work ¹ | 3 |
| Total Credits | | 12 |

Management Concentration

(Cannot be combined with Global Business Management concentration)

| | | |
|----------------------|--|-----------|
| BUSN308 | Strategic Management and Planning | 3 |
| BUSN310E | Global Management and Leadership in Business | 3 |
| BUSN320 | Professional Project Management | 3 |
| BUSN401 | Operations Management | 3 |
| Total Credits | | 12 |

¹ Course must be taken for credit at Bethel.

B.S. in Finance

The required curriculum for the finance major comprises a 49 semester credit sequence of courses intended to be taken consecutively throughout the calendar year.

| | | |
|---|--|------------|
| ACCT400 | Financial Accounting for Managers | 3 |
| ACCT405 | Intermediate Financial Accounting I | 3 |
| BUSN301 | Foundations of Business Management ¹ | 3 |
| BUSN323 | Introduction to Marketing Management | 3 |
| BUSN360 | Information Technology and Applications | 3 |
| BUSN405 | Survey of Microeconomics and Macroeconomics ¹ | 3 |
| BUSN415 | Intermediate Macroeconomics | 3 |
| BUSN425H | Applied Ethical Decisions in Life and Business | 3 |
| BUSN430 | Business Law | 3 |
| BUSN491 | Business Capstone ¹ | 1 |
| FINA400 | Corporate Finance ¹ | 3 |
| FINA410 | Investments Theory | 3 |
| FINA420 | Portfolio Analysis and Management | 3 |
| FINA430 | Capital Markets | 3 |
| FINA440 | Advanced Corporate Finance | 3 |
| FINA450 | Global Finance | 3 |
| MATH301M | Managerial Mathematics | 3 |
| General Education, Core Distinctives, and Elective Courses | | 73 |
| Total Credits | | 122 |

¹ Course must be taken for credit at Bethel.

Certificate in Human Resource Management

The required curriculum for the Certificate in Human Resource Management comprises an 18 semester credit sequence of courses. Cannot be taken with a human resource management concentration in the business management major or with a human resource management concentration in the organizational leadership major.

| | | |
|----------------------|--|-----------|
| BUSN302 | Foundations of Human Resource Management | 3 |
| HRMA305 | Compensation | 3 |
| HRMA307 | Benefits | 3 |
| HRMA401 | Employment Law ¹ | 3 |
| HRMA403 | Talent Management for the New World of Work ¹ | 3 |
| ORGL330 | Theories of Organizations and Leadership ¹ | 3 |
| Total Credits | | 18 |

¹ Course must be taken for credit at Bethel.

Minor in Business Management

The required curriculum for a minor in business management comprises a 21 semester credit sequence of courses. Cannot be taken with a business management major.

| | | |
|----------------------|--|-----------|
| ACCT400 | Financial Accounting for Managers | 3 |
| BUSN301 | Foundations of Business Management ¹ | 3 |
| BUSN302 | Foundations of Human Resource Management | 3 |
| BUSN308 | Strategic Management and Planning | 3 |
| BUSN323 | Introduction to Marketing Management | 3 |
| BUSN360 | Information Technology and Applications | 3 |
| or BUSN401 | Operations Management | |
| BUSN405 | Survey of Microeconomics and Macroeconomics ¹ | 3 |
| or MATH301M | Managerial Mathematics | |
| Total Credits | | 21 |

¹ Course must be taken for credit at Bethel.

Christian Ministries

B.A. in Christian Ministries

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

Students will be involved in a faculty-supervised ministry practicum during the Christian ministries program. This practicum experience will relate directly to the capstone course.

Major in Christian Ministries

- B.A. in Christian Ministries (p. 60)

Minors in Christian Ministries

- Christian Ministries (p. 61)
- Christian Thought (p. 61)

B.A. in Christian Ministries

The required curriculum for the Christian ministries 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.

| | | |
|---|---|------------|
| BIBL360 | Understanding the Bible ¹ | 3 |
| BIBL441 | Significance of the Old Testament ¹ | 3 |
| BIBL442 | Significance of the New Testament ¹ | 3 |
| CHMN300 | Introduction to Christian Ministry ¹ | 3 |
| CHMN320 | Personal Spiritual Formation | 3 |
| CHMN350R | Research Writing for Christian Ministry | 3 |
| CHMN451 | Communication in Ministry ¹ | 3 |
| CHMN 452H/452 | Leadership in Ministry ¹ | 3 |
| CHMN455 | Spiritual Formation for Discipleship (CHMN495H) | 3 |
| CHMN491 | Ministry Practicum (CHMN481) ¹ | 3 |
| THEO/BIBL 341E | Gospel in Cross-Cultural Perspective | 3 |
| THEO441 | Christian Theology ¹ | 3 |
| THEO442 | Apologetics ¹ | 3 |
| or HUSE410 | Dynamics of Interpersonal Relationships | |
| General Education, Core Distinctives, and Elective Courses | | 83 |
| Total Credits | | 122 |

¹ Course must be taken for credit at Bethel.

Minor in Christian Ministries

The required curriculum for the minor in Christian ministries comprises an 18 semester credit sequence of required courses. Cannot be taken with a Christian ministries major or with a Christian ministries concentration in the organizational leadership major.

| | | |
|------------|---|---|
| BIBL360 | Understanding the Bible ¹ | 3 |
| CHMN300 | Introduction to Christian Ministry ¹ | 3 |
| CHMN320 | Personal Spiritual Formation | 3 |
| CHMN451 | Communication in Ministry ¹ | 3 |
| CHMN452H | Leadership in Ministry ¹ | 3 |
| or CHMN452 | Leadership in Ministry | |
| CHMN455 | Spiritual Formation for Discipleship | 3 |
| or HUSE410 | Dynamics of Interpersonal Relationships | |

Total Credits **18**

¹ Course must be taken for credit at Bethel.

Minor in Christian Thought

The required curriculum for the minor in Christian thought comprises an 18 semester credit sequence of required courses. Cannot be taken with a Christian ministries major or with a Christian ministries concentration in the organizational leadership major.

| | | |
|---------|---|---|
| BIBL360 | Understanding the Bible ¹ | 3 |
| BIBL441 | Significance of the Old Testament ¹ | 3 |
| BIBL442 | Significance of the New Testament ¹ | 3 |
| CHMN300 | Introduction to Christian Ministry ¹ | 3 |
| THEO441 | Christian Theology ¹ | 3 |
| THEO442 | Apologetics ¹ | 3 |

Total Credits **18**

¹ Course must be taken for credit at Bethel.

General Studies

General Studies

The General Studies curriculum comprises lower-division general education courses required of students intending to earn an Associate of Arts (A.A.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree through the College of Adult & Professional Studies. Certain general education courses are also required for the Associate of Science (A.S.) degree. Students 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 through the other elective credit options.

The Core Distinctives curriculum comprises three upper-division courses required of students intending to earn a Bachelor of Arts (B.A.) degree through the College of Adult & Professional Studies. Two of the Core Distinctive courses are also required for the Bachelor of Science (B.S.) degree. Core Distinctive courses must be taken in residence.

The Foundations of Academic Readiness (FAR) curriculum comprises preparatory non-degree-applicable courses for students whose Accuplacer assessment scores show that additional preparation is needed in order to increase the probability of success in CAPS programs. Students may also voluntarily enroll in FAR courses to refresh academic skills.

Accuplacer Assessments

Accuplacer assessments are required for all new students provisionally admitted into the General Studies program at transfer levels 1, 2, or 3 (with fewer than 45 credits). Accuplacer assessments are taken during SOCS110.

- Satisfactory scores on all three assessments will allow registration for further college-level courses in the General Studies program.
- If scores indicate a need for pre-college coursework in order to be successful in college-level classes, students will be required to complete all or some of the FAR courses. Satisfactory grades in required FAR courses will allow registration for further college-level courses.
- If scores and conversations with faculty and your student success advisor indicate attempting Bethel's pre-college courses would not be successful, you will not be registered for further courses at Bethel. The first time this occurs, you will be withdrawn from SOCS110 and allowed a full refund, a grade of W for SOCS110 will be shown on your transcript, and you will be subject to the restrictions of academic dismissal which require a minimum wait of one full academic term before applying for readmission.

General Education

The General Studies curriculum comprises 45 credits of lower-division general education courses required of students intending to earn an Associate of Arts (A.A.) or Bachelor of Arts (B.A.) degree through the College of Adult & Professional Studies.

| | | |
|---|---|-----------|
| BIBL230 | The Bible in Real Life | 3 |
| CHMN140 | Spiritual Quest | 3 |
| COMM160 | Basic Communication Skills | 3 |
| ENGL130 | Successful Writing | 3 |
| HIST250 | U.S. History in Dialogue with the Present | 3 |
| ORGL120 | Personal Mission and Leadership Development | 3 |
| SOCS110 | Succeeding in College | 3 |
| Select one course from each of the following categories: | | |
| Academic Research Writing (R category) | | 3 |
| Global Cultures & the American Mosaic (E category) | | 3 |
| Mathematics (M category) | | 3 |
| Health and Wellness (Y category) | | 3 |
| Responding to the Arts (A category) | | 3 |
| Studies in Our Surrounding World (V category) | | 3 |
| Technology in Our World (T category) | | 3 |
| Work and Family Dynamics (W category) | | 3 |
| Total Credits | | 45 |

Core Distinctives

The Core Distinctives curriculum consists of 6-9 credits of courses required in residence for all bachelor's degrees.

Required for both B.A. and B.S. degrees:

| | | |
|---------|---|---|
| CORE300 | Community, Self and Formation: Ancient and Contemporary Narratives ¹ | 3 |
|---------|---|---|

Both required for the B.A. degree; one required, but both recommended for the B.S. degree:

| | | |
|---------|---------------------------------------|---|
| CORE310 | Sacred Texts and Society ¹ | 3 |
|---------|---------------------------------------|---|

| | | |
|----------------------|---|------------|
| CORE320 | History, Faith and Society ¹ | 3 |
| Total Credits | | 6-9 |

Foundations of Academic Readiness (FAR)

Bethel desires to serve all adult students in their experience of a transformative, Christ-centered education. The General Studies Program design meets the needs of busy adults. The level of preparedness of some adult students will make it difficult for them to succeed. Life experiences have prepared them with knowledge and wisdom, but not with a comfort level with reading or writing that would prepare them for writing-intensive courses. Limited math skills may leave students deeply anxious about our math courses. Yet, with some support, these students can succeed. We have designed the FAR curriculum to support these students in raising their core skills to the point where they can confidently achieve course outcomes and earn college credits. Students can succeed by improving in these areas:

- Core reading skills to prepare students in mastering challenging academic texts.
- Core writing skills to prepare students for the challenge of college composition courses.
- Core math skills to prepare students for the challenge of a college math course.

The FAR curriculum consists of 9 credits of foundational courses that do not apply to degree, certificate, or license requirements.

| | | |
|----------------------|---------------------------------------|----------|
| ENGL029 | Foundations of Reading and Writing I | 3 |
| ENGL030 | Foundations of Reading and Writing II | 3 |
| MATH080 | Foundations of Mathematics | 3 |
| Total Credits | | 9 |

¹ Course must be taken for credit at Bethel.

Human Services

B.A. in Human Services

The human services major is an interdisciplinary program that prepares students 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. Students 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.

A degree in human services prepares students 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 students for graduate study in:

- Marriage and family therapy
- Counseling psychology
- Mental health counseling
- Pastoral care and counseling
- Related disciplines

Certificate in Addiction Studies and LADC License

The Addiction Studies Certificate and license preparation programs offer students a licensure path that meets MN state Board of Behavioral Health and Therapy (BBHT) education requirements for licensure as an alcohol and drug counselor (LADC).

The Addiction Studies Certificate outcomes represent an extension of the program outcomes for the B.A. degree program in Human Services, with specific application to the professional practice of alcohol and drug counseling. Students prepare for graduate study and entry-level social service careers in a variety of addictions treatment settings by:

- Applying research and theories on addictions.
- Practicing research-informed and ethical approaches to helping individuals and/or families experiencing addiction.
- Demonstrating effective personal, interpersonal, and professional skills, including the 12 core functions of an alcohol and drug counselor.
- Contextualizing their knowledge and skills with diverse individuals and/or families.
- Integrating their religious faith and/or spirituality with their personal and professional development and practice.

Major in Human Services

- B.A. in Human Services (p. 65)

Minor in Human Services

- Human Services (p. 65)

Certificate in Addiction Studies

- Certificate in Addiction Studies (p. 66)

LADC License

- Alcohol and Drug Counselor License (p. 66)

B.A. in Human Services

The required curriculum for the human services 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.

| | | |
|---|---|------------|
| 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 |
| HUSE 435E/430E | Families in Cross-Cultural Perspective | 3 |
| HUSE 445/440 | Counseling Microskills | 3 |
| HUSE 485H/480H | Professional Practice Issues and Ethics | 3 |
| HUSE490 or HUSE491 | Integrative Internship Seminar ¹ Internship in Addictions Counseling II | 3 |
| PSYC335M | Introduction to Statistics | 3 |
| General Education, Core Distinctives, and Elective Courses | | 80 |
| Total Credits | | 122 |

¹ Course must be taken for credit at Bethel

Minor in Human Services

The required curriculum for a minor in human services comprises a 21 semester credit sequence of courses. Cannot be taken with a human services major or with a human services concentration in the organizational leadership major.

| | | |
|--------------------------------|---|-----------|
| Select seven of the following: | | 21 |
| HUSE300W | Family Perspectives | |
| HUSE305 | Individual and Family Development Over the Life Cycle | |
| HUSE311 | Personality Theories | |
| HUSE350 | Individual and Family Psychopathology | |
| HUSE386 | Social Inequality | |
| HUSE400 | Research Methods | |
| HUSE405 | Family Social Policy | |
| HUSE410 | Dynamics of Interpersonal Relationships | |
| HUSE420 | Advanced Family Topics: Gender and Sexuality | |
| HUSE 435E/430E | Families in Cross-Cultural Perspective | |
| HUSE 445/440 | Counseling Microskills | |
| HUSE450 | Introduction to Addictions Counseling | |
| HUSE455 | Pharmacology of Addictions | |
| HUSE460 | Assessment and Treatment of Co-Occurring Disorders | |
| HUSE 485H/480H | Professional Practice Issues and Ethics | |
| PSYC335M | Introduction to Statistics | |
| Total Credits | | 21 |

Certificates

Certificate in Addiction Studies

The required curriculum for the certificate in addiction studies comprises an 18 semester credit sequence of courses.

| | | |
|----------------------|--|-----------|
| HUSE435E | Families in Cross-Cultural Perspective | 3 |
| HUSE445 | Counseling Microskills | 3 |
| HUSE450 | Introduction to Addictions Counseling | 3 |
| HUSE455 | Pharmacology of Addictions | 3 |
| HUSE460 | Assessment and Treatment of Co-Occurring Disorders | 3 |
| HUSE485H | Professional Practice Issues and Ethics | 3 |
| Total Credits | | 18 |

Certificate in Alcohol and Drug Counseling

The required curriculum for the certificate in alcohol and drug counseling comprises a 24 semester credit sequence of courses.

| | | |
|----------------------|--|-----------|
| HUSE435E | Families in Cross-Cultural Perspective | 3 |
| HUSE445 | Counseling Microskills | 3 |
| HUSE450 | Introduction to Addictions Counseling | 3 |
| HUSE455 | Pharmacology of Addictions | 3 |
| HUSE460 | Assessment and Treatment of Co-Occurring Disorders | 3 |
| HUSE481 | Internship in Addictions Counseling I | 3 |
| HUSE485H | Professional Practice Issues and Ethics | 3 |
| HUSE491 | Internship in Addictions Counseling II | 3 |
| Total Credits | | 24 |

Alcohol and Drug Counselor License (LADC)

The required curriculum for preparation as a licensed alcohol and drug counselor comprises a 24 semester credit sequence of courses. License requires completion of the 18 credit certificate in addiction studies, the 880 hour practicum sequence, a bachelor's degree, and a passing score on the BBHT exam. Students with bachelor's degrees have the option of taking some of the courses and the practicum for graduate credit

| | | |
|----------------------|--|-----------|
| HUSE435E | Families in Cross-Cultural Perspective | 3 |
| HUSE445 | Counseling Microskills | 3 |
| or PSYC643 | Counseling Microskills | |
| HUSE 450/650 | Introduction to Addictions Counseling | 3 |
| HUSE 455/655 | Pharmacology of Addictions | 3 |
| HUSE 460/660 | Assessment and Treatment of Co-Occurring Disorders | 3 |
| HUSE481 | Internship in Addictions Counseling I | 3 |
| or PSYC781 | Practicum I | |
| HUSE485H | Professional Practice Issues and Ethics | 3 |
| or PSYC661 | Ethics and Professional Issues | |
| HUSE491 | Internship in Addictions Counseling II | 3 |
| or PSYC783 | Practicum II | |
| Total Credits | | 24 |

Management Information Systems

B.S. in Management Information Systems

The Management Information Systems degree prepares graduates to be managers in the field of computer-based information systems. Managers need to understand technology's impact on business operations including management, accounting, finance, and marketing. Graduates will understand Enterprise Information Management (EIM) as the set of business processes and practices used to manage information created from an organization's data.

Program Goals

The program goals for the B.S. in Management Information Systems are that students will be able to:

- Apply ethical principles related to management information systems.
- Demonstrate systems-thinking by applying management information systems concepts to the functional areas of management, marketing, accounting, finance and economics to accomplish organizational goals.
- Reflect on how and why to integrate a Christian or personal faith perspective into work and life.
- Demonstrate written and oral business communication skills about information systems and business issues.
- Use a variety of digital software applications and tools to make data-driven decisions in information-rich business environments.
- Develop a managerial perspective on business opportunities and challenges in a global economy.
- Use critical thinking to evaluate information needed to solve information systems problems.

Majors in Management Information Systems

- B.S. in Management Information Systems (p. 67)

B.S. in Management Information Systems

The required curriculum for the management information systems major comprises a 49 semester credit sequence of courses intended to be taken consecutively throughout the calendar year.

| | | |
|---|--|------------|
| ACCT400 | Financial Accounting for Managers | 3 |
| BUSN301 | Foundations of Business Management ¹ | 3 |
| BUSN302 | Foundations of Human Resource Management | 3 |
| BUSN323 | Introduction to Marketing Management | 3 |
| BUSN360 | Information Technology and Applications | 3 |
| BUSN405 | Survey of Microeconomics and Macroeconomics ¹ | 3 |
| BUSN425H | Applied Ethical Decisions in Life and Business | 3 |
| BUSN430 | Business Law | 3 |
| BUSN491 | Business Capstone ¹ | 1 |
| FINA400 | Corporate Finance ¹ | 3 |
| MATH301M | Managerial Mathematics | 3 |
| MIST400 | Foundations of Information Management Systems | 3 |
| MIST410 | Information Systems Analysis and Design | 3 |
| MIST420 | Business Database Management | 3 |
| MIST430 | Introduction to Business Programming | 3 |
| MIST440 | Administration of Management Information Systems | 3 |
| MIST450 | Information Systems Security | 3 |
| General Education, Core Distinctives, and Elective Courses | | 73 |
| Total Credits | | 122 |

¹ Course must be taken for credit at Bethel.

Nursing

B.S. in Nursing

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 students 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 student'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:

- 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.
- Function in a safe and ethical manner.
- Demonstrate character and professional dedication consistent with the role and responsibility of the professional nurse.

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

Program Performance Standards

Nursing is a practice discipline. All nursing students must demonstrate a wide variety of cognitive, interpersonal, and motor skills. A list of core program performance standards is available from the nursing department. The university will provide reasonable accommodations to eligible students who can demonstrate need based on a qualifying disability in accordance with the applicable law. Students seeking reasonable accommodations must request them in a timely manner in order to avoid scheduling delays. A minimum of 30 days advance notice prior to the start of the academic term is required because of the complex nature of clinical and intensive courses. Consultation related to reasonable accommodations is available through the Office of Disability Resources and Services.

Majors in Nursing

- B.S. in Nursing (p. 69)

B.S. in Nursing

The required curriculum for the nursing major comprises a 33 semester credit sequence of courses to be taken sequentially throughout the calendar year. In addition, NURS300 is Required for MANE Associate degree graduates

| | | |
|---|---|------------|
| NURS 330H/PHIL325H | Ethical Theory and Applied Nursing Ethics | 3 |
| NURS360 | The Professional Nurse ¹ | 3 |
| NURS404 | Public Health Nursing ¹ | 6 |
| NURS410 | Nursing Informatics ¹ | 3 |
| NURS421E | Cultural Diversity in Health Care ¹ | 3 |
| NURS430 | Research and Evidence-Based Practice ¹ | 6 |
| NURS494 | Nursing Leadership ¹ | 9 |
| General Education, Core Distinctives, and Elective Courses | | 89 |
| Total Credits | | 122 |

¹ Course must be taken for credit at Bethel.

RN to M.S. – Bridge Program

Major in Nursing

B.S. in Nursing for graduate students pursuing an M.S. degree. Graduate students applying to an M.S. degree program which requires a bachelor's degree in nursing, but who do not already hold a bachelor's degree in nursing, are required to complete additional undergraduate course prerequisites prior to beginning the M.S. program. Students in this program must complete the following courses as well as all M.S. degree requirements. The required undergraduate coursework can be completed in one academic year, after which time (unless still not qualified), the student can enter the graduate program. Upon successful completion of these undergraduate requirements and the M.S. program, the student will earn both a B.S. in Nursing and the M.S. degree. The B.S. degree in Nursing earned through the Bridge Program does not qualify for Degree Honors or Commencement Ceremony Honors. Neither degree will be awarded without completion of all requirements for both degrees.

Required Undergraduate Courses

| | | |
|---|---|------------|
| CORE300 | Community, Self and Formation: Ancient and Contemporary Narratives ¹ | 3 |
| NURS404 | Public Health Nursing ¹ | 6 |
| NURS494 | Nursing Leadership ¹ | 9 |
| CORE310 | Sacred Texts and Society ¹ | 3 |
| or CORE320 | History, Faith and Society | |
| M.S. Courses (as detailed in Graduate School catalog) and Elective Courses | | 101 |
| Total Credits | | 122 |

¹ Course must be taken for credit at Bethel.

Organizational Leadership

B.A. in Organizational Leadership

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. It is acknowledging the reality that leadership is about more than a title. 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.
- Continually develop personal leadership competencies and capacities.
- Anticipate and incorporate personal change and value relationships with others.

Through academic study and personal reflection, students 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, students will:

- Develop personal competencies and capacities as leaders and followers to better work in partnership with others to achieve shared goals.
- Discover personal leadership and followership strengths and styles.
- 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.
- Recognize the leadership and followership styles of others.

Students who complete the major in Organizational Leadership have the option to include a concentration in Christian Ministries, Human Resource Management, or Human Services.

Major in Organizational Leadership

- B.A. in Organizational Leadership (p. 71)

Minor in Organizational Leadership

- Organizational Leadership (p. 73)

B.A. in Organizational Leadership

Major in Organizational Leadership

The required curriculum for the organizational leadership major comprises a 39 semester credit sequence of courses to be taken sequentially throughout the calendar year. Students have the option to include a 12-credit concentration in Christian Ministries, Human Resource Management, or Human Services.

Courses in the Major

| | | |
|----------|---|---|
| BUSN301 | Foundations of Business Management ¹ | 3 |
| BUSN310E | Global Management and Leadership in Business | 3 |
| BUSN320 | Professional Project Management | 3 |
| ORGL310 | Leadership and Adult Development ¹ | 3 |
| ORGL330 | Theories of Organizations and Leadership ¹ | 3 |
| ORGL340R | Principles of Scholarly Writing and Research | 3 |
| ORGL350 | Leadership Communication ¹ | 3 |
| ORGL370 | Leadership and Technology | 3 |
| ORGL400 | Principles of Leading and Managing ¹ | 3 |
| ORGL440 | Organizational Research | 3 |
| ORGL462 | Integrated Principles of Leadership ¹ | 3 |
| ORGL465H | Applied Leadership Ethics ¹ | 3 |
| ORGL490 | Leadership and Change ¹ | 3 |

Concentrations

Optional. If interested, select one concentration from the Concentrations tab 0-12

General Education, Core Distinctives, and Elective Courses 71-83

Total Credits 122

¹ Course must be taken for credit at Bethel.

Christian Ministries Concentration

(Cannot be combined with Christian Ministries major, with Christian Ministries minor, or with Christian Thought minor.)

| | | |
|---------|------------------------------------|---|
| BIBL360 | Understanding the Bible | 3 |
| CHMN300 | Introduction to Christian Ministry | 3 |
| CHMN320 | Personal Spiritual Formation | 3 |
| THEO442 | Apologetics | 3 |

Total Credits 12

Human Resource Management Concentration

(Cannot be combined with Business Management major, with Human Resource Management concentration or with Human Resource Management certificate.)

| | | |
|-----------------------|--|---|
| BUSN302 | Foundations of Human Resource Management | 3 |
| HRMA401 | Employment Law | 3 |
| HRMA403 | Talent Management for the New World of Work ¹ | 3 |
| HRMA305 or HRMA307 | Compensation Benefits | 3 |

Total Credits 12

¹ Course must be taken for credit at Bethel.

Human Services Concentration

(Cannot be combined with Human Services major, or with Human Services minor.)

| | | |
|----------|----------------------|---|
| HUSE300W | Family Perspectives | 3 |
| HUSE311 | Personality Theories | 3 |

| | | |
|----------------------|---|-----------|
| HUSE350 | Individual and Family Psychopathology | 3 |
| HUSE410 | Dynamics of Interpersonal Relationships | 3 |
| Total Credits | | 12 |

Minor in Organizational Leadership

The required curriculum for a minor in organizational leadership comprises an 18 semester credit sequence of courses. Cannot be taken with an organizational leadership major.

| | | |
|------------|---|---|
| ORGL310 | Leadership and Adult Development | 3 |
| ORGL330 | Theories of Organizations and Leadership ¹ | 3 |
| ORGL400 | Principles of Leading and Managing ¹ | 3 |
| ORGL462 | Integrated Principles of Leadership ¹ | 3 |
| SOCS170W | Conflict Management and the Social Scientific Perspective | 3 |
| ORGL101 | Leadership in the 21st Century | 3 |
| or ORGL201 | The Framework of Leadership | |

Total Credits

18

¹ Courses must be taken for credit at Bethel.

CAPS Minors

Though not required, many students choose to complete a minor to pursue an area of interest or to complement their baccalaureate 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 earning or have earned a major or certificate except where specifically noted in the Academic Programs and Disciplines section of this catalog.

Minors

Business Management (p. 59)

Christian Ministries (p. 61)

Christian Thought (p. 61)

Human Services (p. 65)

Organizational Leadership (p. 73)

COURSE DESCRIPTIONS

ACCT • Accounting

ACCT400 • Financial Accounting for Managers. 3 Credits.

Introduction to financial accounting concepts as the language of business. Financial decision-making using key ratios and financial statements. Managerial understanding of principles of stewardship and ethical issues found in accounting.

Special Notes: Course number change from BUSN400.

ACCT405 • Intermediate Financial Accounting I. 3 Credits.

Identify and work on complex accounting problems using accounting theory and practice related to assets, receivables and inventory. Prepare accurate income statements, balance sheets and statement of cash flows. Explore the accrual process, standard-setting process, and present value applications.

Prerequisites: ACCT400. Fulfills: CAPS Goal Area 4.

ACCT410 • Intermediate Financial Accounting II. 3 Credits.

Resolve complex accounting problems using accounting theory and practice. Measurement and reporting for investments, liabilities, leases, pension, income tax, equity transactions, and equity-based compensation. Recording and disclosure requirements for financial instruments, assets, and liabilities.

Prerequisites: ACCT400, ACCT405. Fulfills: CAPS Goal Area 4.

ACCT415 • Intermediate Cost/Managerial Accounting. 3 Credits.

Utilize principals of cost accounting for managerial decision-making. Cost-volume-profit analysis, job and process costing, activity-based costing, inventory management, and planning and control systems. Use discounted cash flow methods. Understand capital budgeting as a way to evaluate long-term investments.

Prerequisites: ACCT400. Fulfills: CAPS Goal Area 4.

ACCT420 • Income Tax Accounting. 3 Credits.

Principles of business taxation, types of taxes, structure of the income tax, and how they influence taxpayer decisions. U.S. federal tax laws applied to individuals, sole proprietorships, partnerships, and corporations.

Prerequisites: ACCT400. Fulfills: CAPS Goal Area 4.

ACCT425 • Corporate Auditing. 3 Credits.

Explore generally accepted auditing standards and procedures used in financial statement auditing and supporting records. Professional standards, legal and ethical considerations surrounding auditing. How auditors provide assurance on financial statements. Emphasis on auditing of cash, accounts and notes receivable, prepaid expenses, inventory, property, plant and equipment, current liabilities, long-term liabilities and stockholder's equity.

Prerequisites: ACCT400.

ACCT430 • Advanced Accounting. 3 Credits.

Study advanced accounting theory and problems, accounting for partnerships, international accounting, consolidated financial statements, corporate mergers, governmental accounting, business combinations and fund accounting.

Prerequisites: ACCT400, ACCT405, ACCT410. Fulfills: CAPS Goal Area 4.

ARTC • Art

ARTC150A • Responding to the Arts. 3 Credits.

Cultivation of critical reading skills through literature, music, and the visual arts. Students will apply core artistic terms and concepts to rich readings of artistic works: context, genre, technique, and themes. They will reflect on human and spiritual dynamics of relationship and faith.

Fulfills: CAPS Goal Area 6. Special Notes: Course number change from GEN5150A.

BIBL • Bible

BIBL230 • The Bible in Real Life. 3 Credits.

Exploration of connections between key portions of the Bible and challenges faced by students in their own lives. Students 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.

Fulfills: CAPS Goal Area 6.

BIBL341E • The Gospel in Cross-Cultural Perspective. 3 Credits.

Exploration of how the gospel is influenced, expressed, and experienced through cultural contacts. Emphasis is on the development of skills for hearing and speaking the gospel with cultural awareness and sensitivity. Special issues include global theology, missiological concerns, incarnation theology, and ethnographic analysis.

Prerequisites: CHMN350R. Fulfills: CAPS Goal Areas 5 & 6.

BIBL360 • Understanding the Bible. 3 Credits.

Introduction to biblical hermeneutics and exegesis including interpretive issues of presuppositions, authorial intent, metanarrative, historical context, genre and literary context. Biblical inspiration, canonicity, authority, and the nature of the Bible as communication will be explored. Study is designed to develop skills necessary for good Bible reading and contextualization to today's world.

Prerequisites: Category R General Education course. Fulfills: CAPS Goal Area 6. Special Notes: Enrollment is open to students with sophomore class standing and above.

BIBL441 • Significance of the Old Testament. 3 Credits.

Introduction to the Old Testament, emphasizing 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 enables students to properly contextualize these themes to their culture.

Prerequisites: BIBL360, Category R General Education course. Fulfills: CAPS Goal Area 6.

BIBL442 • Significance of the New Testament. 3 Credits.

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.

Prerequisites: BIBL360, Category R General Education course. Fulfills: CAPS Goal Area 6.

BUSN • Business

BUSN104 • Introduction to Business. 3 Credits.

Introduction to business and business strategy within the global economic environment. Identification of business structures, market strategies, and the concepts of leadership and management. Exploration of key business functions, typical roles, entry points, and career paths. Application of business evaluation and problem-solving within a Christian worldview.

Fulfills: CAPS Goal Area 2.

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.

Fulfills: CAPS Goal Area 4.

BUSN135 • Workplace Writing. 3 Credits.

Principles of communication in the workplace. Common workplace communication formats such as memos, letters, email, reports, presentations, and social media. Techniques for communication, including informational, persuasive, and employment messages. Strategies for internal and external communication situations, audience analysis, verbal and nonverbal cues, and personal communication skills.

Prerequisites: ENGL130. Fulfills: CAPS Goal Area 1.

BUSN200 • Business Problem Solving. 3 Credits.

Builds a foundation for understanding and solving business problems. Introduces business concepts and terminology, along with skills needed to solve common business problems. Emphasizes how to identify problems and the application of tools and techniques in solving these problems. Encourages the development of critical-thinking and decision-making skills needed for success in business.

Fulfills: CAPS Goal Area 4.

BUSN210 • Workplace Communication. 3 Credits.

Examines principles of communication in the workplace. Introduces common workplace communication formats such as memos, letters, email, reports, presentations, and social media. Explores techniques for communication, including informational, persuasive, and employment messages. Introduces strategies for internal and external communication situations, audience analysis, verbal and nonverbal cues, and personal communication skills.

Fulfills: CAPS Goal Area 1. Special Notes: Course number change from BUSN135.

BUSN285T • Studies in Technology and Society. 3 Credits.

Introduction to the present management and future use of information and information systems in organizations. Analyze how information and information systems are used by organizations in setting goals, making decisions, and analyzing knowledge. Investigate how technology transforms information systems. Examine ethical issues and policies surrounding information and information systems.

Fulfills: CAPS Goal Area 3.

BUSN301 • Foundations of Business Management. 3 Credits.

An 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 forces, political and legal forces, socio-cultural forces and demographic forces will be used to develop an understanding of the complexities in business management today.

BUSN302 • Foundations of Human Resource Management. 3 Credits.

Introduction to the functional area of business called human resources management. Study the functions of attracting, retaining, motivating and managing the people who work in organizations. Study how human resources is involved in the recruitment, selection, employment, compensation, training, development, safety and termination of employees.

Special Notes: Enrollment is open to students with sophomore class standing and above.

BUSN308 • Strategic Management and Planning. 3 Credits.

Strategic management and planning as applied to business organizations. Applies key principles of strategy to business problems, analyzes internal and external factors that affect strategic planning and management, and applies strategic planning models to historical and current business problems. Implementation and execution of business strategy is also discussed.

Prerequisites: BUSN301, BUSN323.

BUSN310E • Global Management and Leadership in Business. 3 Credits.

Equip managers and leaders with a framework for formulating strategies to thrive in a global marketplace. Develop global managerial and leadership perspectives on business opportunities and challenges in global trade, competition, modes of market entry, investment systems, power distance, communications, member cultures, and other leader/manager challenges.

Prerequisites: BUSN301. Fulfills: CAPS Goal Area 5. Special Notes: Prior completion of BUSN323 recommended.

BUSN320 • Professional Project Management. 3 Credits.

Introduction to the principles of project management including the role of the project manager, types of projects, stages of a project, project variables, and project processes. Examines the organization, planning, and controlling of projects and provides practical knowledge on managing project scope, schedule and resources.

BUSN323 • Introduction to Marketing Management. 3 Credits.

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.

BUSN360 • Information Technology and Applications. 3 Credits.

Understand and use information technology and business applications software to solve business-related problems. Collaboration tools, social media tools, databases, and spreadsheets. Ethical issues with data and information management.

Fulfills: CAPS Goal Area 3. Special Notes: Enrollment is open to students with sophomore class standing and above.

BUSN401 • Operations Management. 3 Credits.

Efficiently and effectively manage 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.

BUSN405 • Survey of Microeconomics and Macroeconomics. 3 Credits.

Explores economic theories and tools and how they are applied to business. Investigates principles and concepts of microeconomics and macroeconomics.

Fulfills: CAPS Goal Area 5.

BUSN415 • Intermediate Macroeconomics. 3 Credits.

Macroeconomic theory and applications. Economic models that explain the behavior of output, inflation, employment, interest rates, exchange rates, and other aggregate economic variables. Apply macroeconomic models to global events.

Prerequisites: BUSN405. Fulfills: CAPS Goal Areas 2,4,5.

BUSN425H • Applied Ethical Decisions in Life and Business. 3 Credits.

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.

Fulfills: CAPS Goal Area 6 General Education Category H. Special Notes: Course number change from PHIL425H. 201631.

BUSN430 • Business Law. 3 Credits.

Study of the legal and regulatory environment of business including sources of the law, structure of the court system, and different classifications of law. Analysis of the relationships between different types of business law. Study of major types of business organizations. Impact of technology on various aspects of business law.

Fulfills: CAPS Goal Area 5.

BUSN491 • Business Capstone. 1 Credits.

Demonstrate professional and personal growth by synthesizing business content learned during the degree program. Deliver a client-focused solution to an organizational need by engaging in experiential learning. Collaborate with classmates and/or organizational representatives. Participate in career exploration and development experiences.

Prerequisites: ACCT400, BUSN301, BUSN302, BUSN323, BUSN360, BUSN405, BUSN430, FINA400, and MATH301M.

BUSN575 • Experiencing Global Business. 3 Credits.

Experiencing a country's cultural, business, political, economic, and religious climate by traveling internationally on a Bethel-sponsored trip. Exploring international business through company visits, guest lectures, assignments, and reflections. Examining the strategies firms use to compete effectively in the global business environment. Includes some pre- and post-trip coursework.

Prerequisites: CAPS General Education Category E course. Fulfills: CAPS Goal Area 5. Special Notes: Graduate School course. Enrollment is restricted to CAPS Business Management major and Organizational Leadership major students with senior class standing.

CHMN • Christian Ministries**CHMN140 • Spiritual Quest.** 3 Credits.

An exploration of spirituality from a Christian perspective in which students identify the spiritual influences in their lives, explore spiritual disciplines, evaluate impacts of Christian spirituality on their personal lives and set goals for personal spiritual development.

Fulfills: CAPS Goal Area 6.

CHMN300 • Introduction to Christian Ministry. 3 Credits.

Introduction to the theology and practice of Christian ministry. Students explore diverse concepts of ministry and how their unique strengths connect to what God is doing in the world. Students reflect on call and vocation and develop a philosophy of ministry.

Fulfills: CAPS Goal Area 6. Special Notes: Enrollment is open to students with sophomore class standing and above.

CHMN320 • Personal Spiritual Formation. 3 Credits.

Introduction to the process of spiritual and personal formation. Exploration of models and themes for formation and faith development, with attention to cultural and gender dimensions of formation models and traditions. Examination of both individual and communal spiritual journeys, practices, and connections to God.

Assessment and materials fee: \$24. Fulfills: CAPS Goal Area 6. Special Notes: Enrollment is open to students with sophomore class standing and above.

CHMN350R • Research Writing for Christian Ministry. 3 Credits.

Development of core academic skills in research and writing for Christian ministries. Topics include logical and rhetorical persuasion, research methods, and documentation of sources. Skills will be applied to biblical exegesis and critical interaction with popular and scholarly writing in Christian thought and theology. CAPS Goal Area 6.

Fulfills: CAPS Goal Area 1, General Education Category R. Special Notes: Enrollment is open to students with sophomore class standing and above.

CHMN451 • Communication in Ministry. 3 Credits.

Introduction to the essential communication skills needed in ministry, including effective listening, storytelling, and public speaking skills. Special attention to communicating the gospel in various contexts.

Prerequisites: General Education Category R course. Fulfills: CAPS Goal Areas 1 6.

CHMN452 • Leadership in Ministry. 3 Credits.

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.

Prerequisites: Prerequisite: R General Education course. Fulfills: Goal Area 6.

CHMN452H • Leadership in Ministry. 3 Credits.

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.

Fulfills: CAPS Goal Area 6: General Education Category H.

CHMN455 • Spiritual Formation for Discipleship. 3 Credits.

Synthesis of Christian ministries program concepts. Investigation of the practices and traditions 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. Integration of faith development, leadership formation, and personality theory.

Prerequisites: General Education Category R course. Fulfills: CAPS Goal Area 6. Special Notes: Prior completion of CHMN320 recommended.

CHMN481 • Ministry Practicum. 3 Credits.

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. Students 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.

Prerequisites: CHMN350R. Grade exceptions: Graded on an S/U basis.

CHMN491 • Ministry Practicum. 3 Credits.

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. Students 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.

Prerequisites: CHMN350R. Grade exceptions: Graded on an S/U basis.

CHMN495H • Practical Issues in Ministry. 3 Credits.

Synthesis and application of content and skills from previous courses to specific ethical case studies common in ministry settings. Reflection on students' personal and spiritual formation as it impacts the spiritual growth of those they minister to. Integration of incarnational/formational ethics into several ethical and spiritual issues.

Prerequisites: BIBL360, BIBL441, BIBL442, CHMN300, CHMN320, CHMN350R, CHMN451, CHMN452, CHMN481, THEO341E, THEO441, THEO442. *Fulfills:* General Education Category H.

CORE • Bethel Core Distinctives**CORE300 • Community, Self and Formation: Ancient and Contemporary Narratives.** 3 Credits.

An exploration of self in the world, based on personal experience and classical spiritual practices. Students are challenged to think systemically about contexts of family, faith community, workplace, and broader culture as they plan for lifelong formation and contribution to the well-being of others.

Fulfills: CAPS Goal Areas 2 5. *Special Notes:* Enrollment is open to students with sophomore class standing and above.

CORE310 • Sacred Texts and Society. 3 Credits.

An introduction to the Christian scriptures as a resource for responding to contemporary challenges facing humanity. The course will provide a broad understanding of complexities in interpreting sacred texts, major narratives of the Christian scriptures, and ways those narratives speak into ethical and social issues.

Fulfills: CAPS Goal Areas 2, 5, 6. *Special Notes:* Prior completion of CORE300 highly recommended. Enrollment is open to students with sophomore class standing and above.

CORE320 • History, Faith and Society. 3 Credits.

An exploration of history from the 4th-20th centuries with a focus on its influence on the present. A broad introduction to the complexities of interpretation and application. Bringing historically relevant events, ideas and thinkers into dialogue with current pressing issues.

Fulfills: CAPS Goal Areas 2, 5, 6. *Special Notes:* Enrollment is open to students with sophomore class standing and above. Prior completion of CORE300 and CORE310 highly recommended.

ECON • 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.

Fulfills: CAPS Goal Area 5.

ENGL • English**ENGL029 • Foundations of Reading and Writing I.** 3 Credits.

This course is designed to prepare students for college-level courses in which they will need to be successful in reading and writing. Emphasis is on foundational reading and writing strategies.

Grade exceptions: Graded on an S/U basis. *Special Notes:* Appropriate placement assessment score required for enrollment. Credits do not apply to certificate, degree, or license programs.

ENGL030 • Foundations of Reading and Writing II. 3 Credits.

This course is designed to prepare students for college-level courses in which they will need to be successful in reading and writing. Emphasis is on foundational reading and writing strategies and builds upon strategies learned in ENGL029.

Prerequisites: Appropriate placement assessment score; ENGL029 Foundations of Reading Writing I. *Grade exceptions:* Graded on an S/U basis. *Special Notes:* Credits do not apply to certificate, degree, or license programs.

ENGL130 • Successful Writing. 3 Credits.

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).

Fulfills: CAPS Goal Area 1.

ENGL225R • Academic Research and Writing. 3 Credits.

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

Fulfills: CAPS General Education Category R and Goal Area 1.

FINA • Finance**FINA400 • Corporate Finance.** 3 Credits.

Focus is on the conceptual understanding and practical application of finance information. Participation in a simulation project in which students 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: ACCT400, BUSN301, BUSN323, BUSN405. *Special Notes:* Course number change from BUSN480.

FINA410 • Investments Theory. 3 Credits.

Principles of investments, operating and regulation of markets, analysis of risk and return, and asset valuation. Valuation of securities such as stocks, bonds and major derivatives. Policy issues related to investments.

Prerequisites: FINA400. *Fulfills:* CAPS Goal Area 2.

FINA420 • Portfolio Analysis and Management. 3 Credits.

Principles and policy issues related to investment decision-making from the perspective of the portfolio manager. Creating, maintaining and evaluating the performance of professional investment portfolios. Equity and fixed-income portfolio management.

Prerequisites: FINA400. *Fulfills:* CAPS Goal Area 2.

FINA430 • Capital Markets. 3 Credits.

Examines monetary policy objectives, instruments and techniques. Role of central banks in maintaining orderly financial markets. Role of money and capital markets in monetary policy, capital formation and sustainable economic growth.

Prerequisites: FINA400. *Fulfills:* CAPS Goal Areas 2 4.

FINA440 • Advanced Corporate Finance. 3 Credits.

Apply corporate financial theory to cases of financial policy, financial instruments and valuation. Analysis of complex capital structures and corporate transactions. Explore recent developments in corporate finance theory and practice in order to provide exposure to the changing nature of capital markets.

Prerequisites: FINA400, FINA405. *Fulfills:* CAPS Goal Areas 2 4.

FINA450 • Global Finance. 3 Credits.

Principles of global finance such as exchange rate systems, theories of international finance, identification of international risk exposures, and world capital markets. Appropriate strategies to hedge corporations from risk using financial assets.

Prerequisites: FINA400. Fulfills: CAPS Goal Area 5.

HEPE • Health**HEPE260Y • Physical Wellness.** 3 Credits.

Current evidence based knowledge to empower healthy decisions around nutrition, fitness, and emotional and spiritual well-being. Basic biological processes as they relate to health promotion, \ everyday practices to reduce stress, and skills to distinguish myth from fact.

Fulfills: CAPS Goal Area 3.

HIST • History**HIST250 • U.S. History in Dialogue with the Present.** 3 Credits.

Explores a narrative of United States history by following themes that connect past events to our experiences today. Investigates compelling and relevant historical questions and events by applying historical inquiry, using critical thinking, and considering multiple perspectives. Presents history as a dialogue between past and present, propelling action as stakeholders in society.

Fulfills: CAPS Goal Area 5.

HRMA • Human Resource Management**HRMA305 • Compensation.** 3 Credits.

Focus on the use of compensation to attract, retain, and motivate employees. Basic concepts and applications of compensation. Assignments and course project center around a case study for which students develop a basic compensation program.

Prerequisites: BUSN302 and HRMA401. Special Notes: Enrollment is open to students with sophomore class standing and above.

HRMA307 • Benefits. 3 Credits.

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.

Prerequisites: BUSN302 and HRMA401. Special Notes: Enrollment is open to students with sophomore class standing and above.

HRMA401 • Employment Law. 3 Credits.

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.

Prerequisites: BUSN302. Fulfills: CAPS Goal Area 5. Special Notes: Enrollment is open to students with sophomore class standing and above.

HUSE • Human Services**HUSE300W • Family Perspectives.** 3 Credits.

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.

Fulfills: CAPS Goal Area 5. Special Notes: Enrollment is open to students with sophomore class standing and above.

HUSE305 • Individual and Family Development Over the Life Cycle. 3 Credits.

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 to the influence of culture and religion on developmental processes. Learners are encouraged to analyze their own developmental experiences.

Fulfills: CAPS Goal Area 5. Special Notes: Concurrent registration in PSYC335M recommended. Enrollment is open to students with sophomore class standing and above.

HUSE311 • Personality Theories. 3 Credits.

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.

Fulfills: CAPS Goal Area 5. Special Notes: Enrollment is open to students with sophomore class standing and above.

HUSE350 • Individual and Family Psychopathology. 3 Credits.

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.

Fulfills: CAPS Goal Area 5. Special Notes: Enrollment is open to students with sophomore class standing and above.

HUSE386 • Social Inequality. 3 Credits.

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 is 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.

Fulfills: CAPS Goal Area 5. Special Notes: Enrollment is open to students with sophomore class standing and above.

HUSE400 • Research Methods. 3 Credits.

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.

Prerequisites: PSYC335M. Fulfills: Goal Area 5. Special Notes: Concurrent registration with HUSE405 recommended.

HUSE405 • Family Social Policy. 3 Credits.

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.

Fulfills: CAPS Goal Area 5. Special Notes: Concurrent registration with HUSE400 recommended.

HUSE410 • Dynamics of Interpersonal Relationships. 3 Credits.

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.

Fulfills: CAPS Goal Area 5.

HUSE420 • Advanced Family Topics: Gender and Sexuality. 3 Credits.

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.

Fulfills: CAPS Goal Area 5.

HUSE430E • Families in Cross-Cultural Perspective. 3 Credits.

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, intergenerational relationships, identity formation and developmental tasks.

Fulfills: CAPS Goal Area 5.

HUSE435E • Families in Cross-Cultural Perspective. 3 Credits.

Contemporary, historical, and cross-cultural, predominantly non-Western perspective on a variety of family systems and the people living in them. Values and assumptions underlying these systems, roles, intergenerational relationships, identity formation, and developmental tasks. Multicultural aspects of chemical dependency.

Fulfills: CAPS Goal Area 5.

HUSE440 • Counseling Microskills. 3 Credits.

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.

Fulfills: CAPS Goal Area 5.

HUSE445 • Counseling Microskills. 3 Credits.

An examination of effective counseling skills that combines theoretical understanding and hands-on practice of essential microskills. In this experiential class, students are expected to engage in development of "self of the therapist" through reflective practice and observation of self and others. Aspects of the 12 core functions of an LADC as defined in MN Statute section 148F.01, subdivision 10.

Fulfills: CAPS Goal Area 5.

HUSE450 • Introduction to Addictions Counseling. 3 Credits.

Examination of addiction from a variety of perspectives and evaluation of the twelve core functions of an addictions counselor. Description of the process of change in the context of the continuum of care. Cultivation of a personal philosophy around spirituality and addiction.

HUSE455 • Pharmacology of Addictions. 3 Credits.

An examination of the physiological aspects addiction, integrated with the psychological, familial, and larger sociological aspects of addiction. Evidence-based approaches to the treatment of addictions, including the use of medication-assisted therapies, are considered.

Fulfills: CAPS Goal Areas 3 5.

HUSE460 • Assessment and Treatment of Co-Occurring Disorders. 3 Credits.

An examination of current theory and research on an integrated approach to screening, assessment, treatment planning, and the intervention of co-occurring addictions and mental illness, with attention to services and systems integration.

Fulfills: CAPS Goal Area 5.

HUSE480H • Professional Practice Issues and Ethics. 3 Credits.

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.

Fulfills: CAPS Goal Areas 5 6. Special Notes: Concurrent registration with HUSE490 recommended.

HUSE481 • Internship in Addictions Counseling I. 3 Credits.

Direct practice experience in which the student applies previously acquired knowledge and skills in a structured professional setting focused on the 12 core functions of a licensed alcohol and drug counselor as defined in Minnesota Statute section 148F.01, subdivision 10. Students will accrue hours toward the Minnesota state Board of Behavioral Health and Therapy requirement of 880 clock hours of practical experience, supervised by a licensed alcohol and drug counselor.

Prerequisites: HUSE435E, HUSE445, HUSE450, HUSE455, HUSE460, HUSE485H. Grade exceptions: Graded on an S/U basis.

HUSE482 • Internship in Addictions Counseling III. 1-3 Credits.

Direct practice experience in which the student applies previously acquired knowledge and skills in a structured professional setting focused on the 12 core functions of a licensed alcohol and drug counselor as defined in Minnesota Statute section 148F.01, subdivision 10. Students will accrue remaining hours of the Minnesota state Board of Behavioral Health and Therapy requirement of 880 clock hours of practical experience that were not completed in HUSE491.

Prerequisites: HUSE491. Grade exceptions: Graded on an S/U basis.

HUSE485H • Professional Practice Issues and Ethics. 3 Credits.

An examination of legal and ethical situations arising in the practice of helping professions. Issues of professional practice and development are also discussed, and students are expected to identify goals and strategies for continuing professional, personal, and spiritual growth. Aspects of the 12 core functions of an LADC as defined in MN Statute section 148F.01, subdivision 10.

Fulfills: CAPS Goal Areas 5 6: General Education Category H.

HUSE490 • Integrative Internship Seminar. 3 Credits.

Learning/practice experience in which the student 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, and churches. Students will accrue a minimum of 100 hours of practical experience.

Prerequisites: HUSE400, HUSE440. Corequisites: Corequisite: HUSE480H or HUSE485H. Grade exceptions: Graded on an S/U basis. Special Notes: Program Director permission required for enrollment.

HUSE491 • Internship in Addictions Counseling II. 3 Credits.

Direct practice experience in which the student applies previously acquired knowledge and skills in a structured professional setting focused on the 12 core functions of a licensed alcohol and drug counselor as defined in Minnesota Statute section 148F.01, subdivision 10. Students will accrue hours toward the Minnesota state Board of Behavioral Health and Therapy requirement of 880 clock hours of practical experience, supervised by a licensed alcohol and drug counselor.

Prerequisites: HUSE481. Grade exceptions: Graded on an S/U basis.

MATH • Math

MATH080 • Foundations of Mathematics. 3 Credits.

This course is designed to prepare students for college-level math courses. Developmental math topics include percents, decimals, fractions, solving basic algebraic equations, exponents, calculating values using a formula, and measurement. This course will also cover using spreadsheets to perform basic arithmetic calculations.

Prerequisites: appropriate diagnostic assessment score. Grade exceptions: Graded on an S/U basis. Special Notes: Credits do not apply to certificate, degree, or license programs.

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.

Prerequisites: Admission category other than Provisional Acceptance, or appropriate Accuplacer score, or MATH080. Fulfills: Goal Area 4.

MATH301M • Managerial Mathematics. 3 Credits.

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

Fulfills: CAPS Goal Area 4. Special Notes: Enrollment is open to students with sophomore class standing and above.

MIST • Management Information Systems

MIST400 • Foundations of Information Management Systems. 3 Credits.

Introduction to the foundations, technology and application of Management Information Systems (MIS) in corporations. Emphasis on the Systems Development Lifecycle. Role of IT professionals in interfacing with other corporate functions, architecture of the Internet, open source software and the relational data model.

Fulfills: CAPS Goal Area 3.

MIST410 • Information Systems Analysis and Design. 3 Credits.

Principles of organizational systems analysis and design as applied to business analysis problems. Use of information systems analysis techniques to develop and document effective computer-based information systems.

Prerequisites: MIST400. Fulfills: CAPS Goal Area 3.

MIST420 • Business Database Management. 3 Credits.

Introduction to database design and database management in business. Role of Enterprise Information Management (EIM). Analysis, design, and implementation of organizational databases including data modeling, database management systems, data-based information systems design, security, and data quality assurance.

Prerequisites: MIST400. Fulfills: CAPS Goal Areas 2 3.

MIST430 • Introduction to Business Programming. 3 Credits.

Fundamentals of programming languages, debugging and testing techniques, and use of business programming to develop business problem-solving skills.

Prerequisites: MIST400. Fulfills: Goal Area 3.

MIST440 • Administration of Management Information Systems. 3 Credits.

Network security issues. Directories, directory services and their uses in network environments. Hardware and software requirements for information systems. Ethical issues that arise in network administration. Design and implementation of a Novell Directory Services (NDS) installation. Design and implementation of a Microsoft Active Directory (AD) installation.

Prerequisites: MIST400. Fulfills: CAPS Goal Area 3.

MIST450 • Information Systems Security. 3 Credits.

Fundamentals of information security, computer security technology, access control mechanisms, cryptography algorithms, software security, physical security, and security management and risk assessment.

Prerequisites: MIST400. Fulfills: CAPS Goal Areas 2 3.

NASC • Natural Science

NASC275V • Environmental Studies. 3 Credits.

Examine how science, engineering, and economics work together to address and solve environmental problems. Explore the importance of the scientific method as it relates to the environment, conservation of resources, and energy. Evaluation of case studies will develop a deeper sense of stewardship to our planet.

Fulfills: CAPS Goal Area 3.

NURS • Nursing

NURS300 • Nursing in the Acute Care Setting. 4 Credits.

Integration of concepts and theories from the liberal arts and nursing needed to implement the nursing process, carry out nursing roles, improve client outcomes, and enhance clinical reasoning skills in the acute care setting. This course includes clinical hours.

Special Notes: Required for MANE Associate degree graduates; an elective for all other RN-BSN students.

NURS330H • Ethical Theory and Applied Nursing Ethics. 3 Credits.

Introduces ethical theory and the language needed to discuss relevant ethical healthcare issues. Explores current ethical issues faced in the workplace, including potential outcomes, the role of the nurse, and differing viewpoints. Encourages the development of empathy for, respect of, and insight into differing ethical opinions.

Fulfills: CAPS Goal Area 6 General Education Category H.

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.

Prerequisites: RN license.

NURS346 • Health Assessment for RNs. 3 Credits.

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.

Prerequisites: RN license.

NURS360 • The Professional Nurse. 3 Credits.

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.

Clinical document evaluation fee: \$25.

NURS404 • Public Health Nursing. 6 Credits.

An exploration of population-focused nursing care with an emphasis on health disparities and under-served populations.

Prerequisites: NURS360, NURS410, and NURS430. Corequisites: NURS421E. Clinical simulation fee: \$20, malpractice insurance fee: \$80.

NURS410 • Nursing Informatics. 3 Credits.

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

Prerequisites: NURS360.

NURS421E • Cultural Diversity in Health Care. 3 Credits.

Examine the impact of culture on health and illness. Application of cultural assessment to planning culturally specific nursing care.

Prerequisites: NURS360, NURS410, and NURS430. *Fulfills:* CAPS Goal Areas 3 5.

NURS430 • Research and Evidence-Based Practice. 6 Credits.

An overview of the research process with a focus on evidence-based nursing practice.

Prerequisites: NURS360, NURS410.

NURS494 • Nursing Leadership. 9 Credits.

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 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.

Fulfills: CAPS Goal Area 1.

ORGL • Organizational Leadership**ORGL101 • Leadership in the 21st Century.** 3 Credits.

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. Students will identify, interpret, and analyze their individual leadership attitudes, abilities, styles, and strengths. FF CAPS Goal Area 5.

ORGL120 • Personal Mission and Leadership Development. 3 Credits.

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

Fulfills: CAPS Goal Area 2.

ORGL201 • The Framework of Leadership. 3 Credits.

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.

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.

Special Notes: Enrollment is open to students with sophomore class standing and above.

ORGL330 • Theories of Organizations and Leadership. 3 Credits.

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.

Fulfills: CAPS Goal Areas 2 5. *Special Notes:* Enrollment is open to students with sophomore class standing and above.

ORGL340R • Principles of Scholarly Writing and Research. 3 Credits.

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.

Fulfills: CAPS Goal Area 1 General Education Category R. *Special Notes:* Enrollment is open to students with sophomore class standing and above.

ORGL350 • Leadership Communication. 3 Credits.

Good communication as a foundation for effective leadership. A leader's communicates as a reflection of the ability to successfully influence and impact others with integrity. Practices, skills, and tools necessary to focus on the leader as the communication champion.

Fulfills: CAPS Goal Area 1. *Special Notes:* Enrollment is open to students with sophomore class standing and above.

ORGL370 • Leadership and Technology. 3 Credits.

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.

Fulfills: CAPS Goal Area 2. *Special Notes:* Enrollment is open to students with sophomore class standing and above.

ORGL400 • Principles of Leading and Managing. 3 Credits.

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.

ORGL440 • Organizational Research. 3 Credits.

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.

Prerequisites: General Education Category R course.

ORGL462 • Integrated Principles of Leadership. 3 Credits.

Focuses on an integrated paradigm that brings together the broad field of leadership. Examination of 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's "best practices" and the impact on morale, employee contribution, and organizational effectiveness.

Prerequisites: ORGL400. *Special Notes:* Prior completion of ORGL310 recommended.

ORGL465H • Applied Leadership Ethics. 3 Credits.

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.

Prerequisites: ORGL310, ORGL462. *Fulfills:* CAPS Goal Area 6 General Education category H.

ORGL490 • Leadership and Change. 3 Credits.

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. Students analyze, synthesize, and integrate their learning experiences with real life application.

Prerequisites: ORGL310, ORGL462.

PHIL • Philosophy**PHIL325H • Ethics.** 3 Credits.

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.

Fulfills: CAPS Goal Area 6 General Education Category H.

PLAC • Prior Learning Assessment**PLAC215 • Introduction to Portfolio Assessment and Experiential Learning.** 1 Credits.

Exploration of how adults learn by using written reflection on life experiences to explore theoretical concepts in adult learning. Course is required prior to submission of a Documented Prior Learning (DPL) portfolio for assessment.

Grade exceptions: Graded on an S/U basis.

PSYC • Psychology**PSYC335M • Introduction to Statistics.** 3 Credits.

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.

Course materials fee: \$20. *Fulfills:* CAPS Goal Area 4. *Special Notes:*

Enrollment is open to students with sophomore class standing and above.

SOCS • Sociocultural Studies**SOCS110 • Succeeding in College.** 3 Credits.

Prepares students for independent and collaborative college-level academic work through an introduction to campus technology and support; assessing reading, writing, and math skills; and reflecting on one's personal commitment to academic goals.

Accuplacer Assessment Fee: \$70. *Fulfills:* CAPS Goal Area 2.

SOCS170W • Conflict Management and the Social Scientific Perspective. 3 Credits.

Applies samples of social scientific reasoning and research in psychology, sociology and social work to the challenges of conflict management, forgiveness, and reconciliation. Students reflect on the relevance of social scientific models to their own lives and consider applications in their workplaces, families, and social spheres.

Fulfills: CAPS Goal Area 5.

SOCS255E • Studies in the American Mosaic. 3 Credits.

Exploration of various diversity issues within the United States, particularly as they impact personal experience, identity, relationships, and opportunity. Examination of personal values, assumptions, and perspectives as they relate to diversity and strategies for approaching diverse or conflicted settings with a biblical, peacemaking stance.

Fulfills: CAPS Goal Area 5.

THEO • Theology**THEO341E • Gospel in Cross-Cultural Perspective.** 3 Credits.

How the gospel is influenced, expressed, and experienced through social and cultural systems. Emphasis 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, contextual theology.

Fulfills: CAPS Goal Areas 5 & 6. *Special Notes:* Course number change from BIBL341E. *Enrollment is open to students with sophomore class standing and above.*

THEO415 • Understanding Worldviews. 3 Credits.

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.

Fulfills: CAPS Goal Area 6.

THEO441 • Christian Theology. 3 Credits.

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.

Prerequisites: CAPS General Education Category R course. *Fulfills:* Goal Area 6.

THEO442 • Apologetics. 3 Credits.

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.

Prerequisites: CAPS General Education Category R course. *Fulfills:* CAPS Goal Area 6.

FACULTY AND ADMINISTRATION

Administration: University

Office of the President

| | |
|----------------------------------|--------------------------------------|
| James (Jay) H. Barnes III, Ed.D. | President |
| Randall S. Bergen, Ph.D. | Executive Assistant to the President |
| Ruben Rivera, Ph.D. | Chief Diversity Officer |

Office of the Provost

| | |
|-------------------------|--------------------------------------|
| Debra K. Harless, 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 |
| Diane L. Dahl, Ph.D. | Dean of Health and Human Development |
| Ryan T. Gunderson, M.A. | Associate Dean of Student Affairs and Operations |
| L. J. "Sam" Helgerson, Ph.D. | Assistant Dean of Business and Leadership |
| Judith E. Landrum, Ph.D. | Dean of Education, Christian Ministries, and Communication |

Library

| | |
|------------------------------|---|
| Karen Dubay, M.L.S. | Reference and Instruction Librarian |
| Lyndi Fabbri, M.L.I.S. | Reference and Instruction Librarian |
| Kent Gerber, M.L.I.S. | Digital Library Manager |
| Rhonda Gilbraith, M.L.I.S. | Associate Director/Collection Development |
| William A. Keillor, M.L.I.S. | Reference and Instruction Librarian |
| Michael Mitchell, M.L.I.S. | Reference and Instruction Librarian |
| Amy Reinhold, M.L.I.S. | Materials Service Librarian |
| David R. Stewart, M.L.I.S. | Director of University Libraries |
| Earleen J. Warner, M.L.S. | Reference and Instruction Librarian |

Registrar

| | |
|--------------------------|------------------------------|
| Katrina L. Chapman, M.A. | Registrar |
| Alissa Allen, M.A. | Associate Registrar, CAPS/GS |

Student Life

| | |
|-------------------------|--|
| Natalie Beazer, M.Ed. | Director of Disability Resources and Services |
| Ryan T. Gunderson, M.A. | Associate Dean of Student Affairs and Operations |

Administration: College of Adult & Professional Studies

| | |
|-----------------------------|--|
| Annette R. Abel, M.A. | Manager of Administrative Services |
| Kandice J. Bierle, M.A. | Academic Quality & Assessment Manager |
| Richard Crombie, MBA | Vice President and Dean, College of Adult & Professional Studies and Graduate School |
| Diane Dahl, Ph.D. | Dean of Health and Human Development; Program Director, Associate of Science Degree |
| Nicolette L. Daniels, M.A. | Program Director, Organizational Leadership |
| Laura Gilbertson, M.Div. | Program Director, Christian Ministries |
| Ryan T. Gunderson, M.A. | Associate Dean of Student Affairs and Operations |
| John A. Gunther, M.A. | Academic Services Manager |
| L.J. "Sam" Helgerson, Ph.D. | Assistant Dean of Business and Leadership |
| Judith Landrum, Ph.D. | Dean of Education, Christian Ministries, and Communication; Program Director, Associate of Arts Degree; Acting Program Director, Communication Studies |

Molly Wickam, M.A.

Program Director, Business Management, and 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

Krista Hoekstra, M.A.

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

A

Jentine Arkema, 2002. B.A., Dordt College. M.A., Bethel University. Biography: Arkema is an educator and leader with 20+ years of experience. She teaches, consults, and coaches within the profit and non-profit sectors. Arkema is a member of The Leadership Development Group; she also holds two Miller certificates in Interpersonal Communication and Couple Communication.

Hannah Asfaw, 2006. Professor of Communication. MA Communication, Bethel University, 2004. BA (Hons) Social Sciences, University of Westminster, London UK, 1982.

Dave Aune, 2014. BS, Accounting, University of Minnesota - Carlson School of Management, 1978. Executive MBA, Finance, Argosy University Twin Cities, 2013.

Biography: Aune is a Regional Director of Finance at The Art Institutes, a group of arts and culinary colleges, supporting several campuses in the Midwest region. Previously, he has worked as a COO, CFO or in other financial capacities in various industries, including: K-12 Education, Legal, Media, Retail and in Public Accounting. He has particular interest in the Social, Environmental and Financial impacts of Sustainability.

B

Lori Ballantyne, 2011. M.A. in Nursing, Bethel University, 2011. Leadership in Health Information Technology for Health Professionals Certificate, University of Minnesota, 2012. BSN, Metropolitan State University, 2008. AD in Nursing, St. Catherine's University, 2005.

Rodney Becker, Adjunct Instructor. B.A., Wheaton College. M.A., University of Illinois.

Biography: Becker has extensive experience teaching as well as establishing and managing human resource departments in domestic and European operations. He has served as an expert witness in a landmark international expatriation lawsuit and is a leader in a local job transition support group.

John Bergeland, 2005. Adjunct Professor. B.A., Concordia College - Moorhead, 1991. M. Ed., Bethel University, 1997.

Biography: Invested in education for the past 24 years Elementary (5), Middle School (16), District Literacy Coordinator (3) Ph. D. candidate (U of MN) in Literacy Education Married for 22 years to my amazing wife Jamie Father of two incredible boys

Carol Boniface-Hannon, 2008. B.S., University of Maryland. MBA, Florida Institute of Technology. M.S. Human Resource Management, Florida Institute of Technology.

Biography: Boniface-Hannon has over 25 years of industry experience in both the corporate and non-profit sectors. Her career has been focused on human resource management prior to becoming a full-time educator. Her expertise extends across a wide range of industries including retail, manufacturing, law, healthcare and technology.

Gregory Bownik, B.A., Bethel University. M.A., Bethel University.

Jane Burg, B.A., Moorhead State University. M.A., Bethel University. Biography: Burg has spent 20 years with an international nonprofit, serving on local to national levels of leadership and has delivered over 400 keynote addresses. She has served in Development, as an associate dean in Bethel Seminary, and now teaching in both the B.A. and M.A.

Leadership programs. Jane has a passion for developing the next generation of leaders.

C

Craig Case, 2006. B.A., University of Minnesota, 1992. M.Div., Bethel Seminary, 2000. M.A. in Christian Thought, Bethel Seminary, 2014. Biography: In addition to teaching in the college setting for over 10 years, Case has served in pastoral ministry for 20 years in positions of student ministry, adult ministry, church planting, local and global missions, and senior leadership. He is currently working on a doctorate regarding the influence of narratives on our spiritual formation.

Dynna Castillo Portugal, June 1st, 2015. Adjunct Instructor. Ph.D., Luther Seminary, 2014.

Biography: Reverend Dr. Dynna Castillo Portugal has served as adjunct instructor in the areas of pastoral care and educational leadership at Luther Seminary and Bethel University (both in St. Paul, MN) and is currently a faculty fellow at Western Theological Seminary (in Holland, MI) Dr. Castillo Portugal completed her Ph.D. in pastoral care and counseling at Luther Seminary in 2014. Her dissertation was titled, "The Kingdom of God: Guiding Pastoral Care for Female Victims of Domestic Violence in Mexico." She has completed seven units of Clinical Pastoral Education and has studied Nonviolent Communication, which she incorporates in her teaching and practice of pastoral care. Dr. Castillo Portugal is an ordained minister in the Gethsemane Evangelical Church (Mexico City) and has served there as an associate pastor and elsewhere as worship leader and director of Latino/a outreach ministry.

D

Karen Drake, 1992. B.S. in Nursing, University of Illinois, 1971. M.S. in Nursing, University of Michigan, 1981. Ph.D. in Educational Policy and Administration (focus on Comparative and International Development Education), University of Minnesota, 2004.

Michael Dreher, 1997. Director of M.A. in Communication. B.A. Speech Communication/Theater and Mathematics, North Central College (IL), 1989. M.A. Communication Studies, University of Iowa, 1992. Ph.D. Speech Communication, Louisiana State University, 1995.

Bekki Drewlo, 2015. Adjunct Faculty. BSN, Pittsburg State University, 1994. MPA, University of North Dakota, 2013.

Connie Dreyer, 1994. Diploma in Nursing, Mounds Midway School of Nursing. BSN, College of St. Catherine, 1980. MSN, University of Minnesota, 1991.

E

Rebecca Eyberg, Retiree. B.S., Crown College. M.A. in Ministry Leadership, Crown College.

Biography: Eyberg has served as a church elder, a ministry leader for women, and a speaker for women's conferences and retreats. She also brings 35 years of experience leading small groups and training sessions.

F

Karin Farrington, 2013. CAPS/GS Special Education Thesis Advisor.

Joel Frederickson, 1996. B.A., Bethel College, 1989. M.A., University of Minnesota, 1992. Ph.D. in Educational Psychology/Social Psychology, University of Minnesota, 1997.

Biography: Frederickson is chair of the undergraduate psychology department at Bethel, as well as associate dean of institutional

assessment & accreditation. In his role as associate dean he assesses trends in student engagement, satisfaction, beliefs, attitudes, and cognition.

Victoria Fuehrer, 2008. Double Major: Psychology and Sociology, University of Wisconsin - Eau Claire. Master's in Business - MBA, Bethel University, December, 2009.

Biography: Victoria is the Founder and President of PORTICO consulting, LLC. She specializes in Human Resource and Business consulting. Within her international consulting practice she serves both profit and nonprofit sectors, small, medium and large businesses as well as multigenerational family owned businesses. Victoria's mission is to strengthen line of sight between stakeholder & organizational performance. For over 20 years Victoria has delivered results to her clients on a wide array of initiatives. She has led projects relating to HR audits, HR due diligence on acquisitions, employee handbooks, large scale organizational assessment and change, total rewards strategy, base and variable compensation, executive compensation, performance measurement and management, employment law compliance, employee surveys, competency based pay and integrated balanced scorecard systems. An over-arching theme to Victoria's work and results is the integration of HR systems to support and drive employee engagement while mitigating employment risk and creating financial success for Portico Clients.

G

Philippe Gagnon, 2012. Adjunct Assistant Professor. Doctor in Philosophy (PhD), Université Laval (Quebec City, Canada), 2005.

Biography: Born in Hull, Quebec, Canada. High school studies at Collège Saint-Alexandre. Collégial (pre-university) at Séminaire Saint-Augustin and Collège de l'Outaouais. Studied theology and philosophy at Dominican University College in Ottawa. Further studies at the Université Laval in Quebec City. Doctor in Philosophy (D.Ph.) received 2005, with a dissertation on the axiological interpretation of cybernetics, and the isomorphic understanding of the structuration of life by the French philosopher of nature and science Raymond Ruyer (1902-1987). I was Post-doctoral researcher at the Université de Sherbrooke under Prof. Jean-François Malherbe (Ethics under the Masters of Suspicion), and at the Université de Strasbourg under Dr. Miguel Espinoza (Ontology and Philosophy of Nature). Taught at the Institut de formation théologique de Montréal; École polytechnique de Montréal; Saint-Paul University; Université de Sherbrooke; Gustavus Adolphus College; St. Catherine University; and University of St. Thomas. I am member of the coordination committee of the French science and religion network "Réseau Blaise Pascal," a member of the European Society for the Study of Science and Theology (ESSSAT), an associate member of the Chaire Science et Religion at the Université Catholique de Lyon, and a collaborator/scientific moderator for the French science and religion website project <www.sciencesetreligions.com> My areas of interest are: Philosophy of Science and Philosophy of Nature, along with Fundamental and Philosophical Theology.

Laura Gilbertson, 2005. B.A., University of Minnesota. M.Div., Bethel Seminary.

Biography: Gilbertson has taught theology at Bethel University since 2005. She has served as Pastor of Care Ministries at Westwood Community Church, and continues to serve in a non-staff position through teaching and preaching. For several years, she served as Assistant Director of Spiritual Formation at Bethel University, where she oversaw small group discipleship. While in seminary, she received training for hospital chaplaincy and interned with Fairview Hospitals. Prior to seminary, she worked at New Life Family Services, a Christian

nonprofit organization. She is passionate about equipping women and men to use their gifts in diverse ministry settings.

Alexis Greeves, 2010. Adjunct Professor - Therapeutic Art and Play. MA - Counseling, Gallaudet University, Washington, DC, 1999.

Biography: Alexis Greeves is a Licensed Professional Clinical Counselor and a Registered Play Therapist and Supervisor. She is a co-owner of Hope and Healing Family Counseling, LLC in Roseville, providing mental health services to children, adolescents and their families. She has a specialization in working with children who have a hearing loss. Alexis has been working in the field of deafness since 1995 and is fluent in American Sign Language. Alexis was born in Australia and grew up in Southeast Asia and the US. She enjoys reading, swimming and shopping at Trader Joe's. She lives in South Minneapolis with her husband, David and two young daughters.

H

Raymon Hanson, 2001. Jewish Studies, Hebrew University, Jerusalem. B.A., University of Wisconsin - Eau Claire. M.Div., Bethel Seminary. PhD, Luther Seminary.

Biography: Hanson has 12 years of experience teaching adults in the areas of Bible interpretation, Bible survey, Christian life, and biblical theology. He owned a small business for over 20 years and is a military veteran. Hanson is actively involved in local church ministries, teaching adult Bible studies, leading youth classes, and speaking at retreats. He is also finishing a Ph.D. at Luther Seminary.

Chato Hazelbaker, B.A., Rocky Mountain College. M.A., Crown College. Ed.D., University of St. Thomas.

Biography: For the past fifteen years, Chato Hazelbaker has worked in communications and marketing. Some of that work has been in the health care field helping in strategic planning, and training for hospitals and insurance providers.

Leslie Helgerson, 2002. Program Director for M.A. in Strategic Leadership. B.S., University of Wisconsin-LaCrosse. M.A., Bethel University. Ph.D. in Adult and Post-secondary Education, Capella University.

Biography: Helgerson has been teaching at Bethel University since 2002. In his 20 years of experience in the business world, Helgerson served as a writer, editor, and project manager. He worked as a consultant in business processes, training development, and communications for organizations such as 3M, Best Buy, Delphax Technologies, Green Giant, U.S. Bank, Minnesota Office of the Secretary of State, and more. Sam also served as director of ministry at Christian Student Fellowship on the St. Paul campus of the University of Minnesota.

Krista Hoekstra, 2007. B.S. in Nursing, Bethel College, 2001. M.A. in Nursing Education, Bethel University, 2007.

Ron Hultgren, Recent Faculty. B.A., Bethel University. M.A., University of Sydney. Ph.D., University of Sydney.

Biography: Hultgren has 30 years of consulting experience in leadership and strategy. He is president of ATL Leadership International and a partner with the AWL Group. Hultgren also has served as a former senior associate with Pilgrim international, Australia. Working with an approach called Authentic Action, Hultgren helps his clients and students become holistic leaders by engaging employees.

J

Mary Jensen, B.S., Northwestern College. B.S. in Counselor Education, John Brown University. Ed.D. in Organizational Learning and Development, University of St. Thomas.

Biography: Jensen was a K-12 music educator for four years, has 6 years experience in higher education student development, and has worked the past 12 years directing the Master of Arts in Marriage and Family Therapy program at Bethel Seminary and serving as an adjunct professor across the University. Jensen also maintains a part-time consulting and coaching practice working with organizations and individuals in the areas of change management, strategic planning, leader development, and intercultural competence .

Kevin Johnson, 2014. Adjunct Instructor. B.S., Bethel University, 1994. M.A., Bethel University, 2008.

Paul Johnson, B.A., Bethel University. M.A., University of Minnesota.

Biography: Johnson is Supervisor of Bereavement Services for HealthPartners Hospice and Palliative Care in Minneapolis, where he helps ill patients and their families cope with loss. He also filled that role for Bradshaw Funeral Homes for 14 years following 10 years on the sociology faculty at Bethel's traditional undergraduate college. Johnson helps students learn and practice the basic social science research model.

K

Peter Kapsner, 2002. Teaching Partner. Ph.D., University of Edinburgh, 2012. Masters of Divinity, Bethel Seminary, 2000.

L

Gregg Lindberg, 2006. Adjunct Instructor in Business. Bachelor of Arts, Business Administration Human Resource Management, Bethel University, 2004. Master of Arts, Organizational Leadership, Bethel University, 2006. Masters of Public Administration, MPA, Hamline University, 2013.

Biography: Gregg currently serves as the Human Resource Manager for Three Rivers Park District, a natural resources-based park system located in the metro area that manages nearly 27,000 acres of park reserves, regional parks, regional trails and special-use facilities. At Three Rivers, Gregg manages and provides direction to a team of human resource staff in the areas of organizational development, staffing, employee and labor relations, compliance, compensation, and safety management. Gregg serves as a City Council Member for the City of St. Louis Park, Minnesota. Gregg has also served in human resource capacities for Bethel University, the City of Mendota Heights, and Nordic Ware. In his experience, Gregg has provided leadership and expertise in the development organizational universities, management and leadership development, succession planning, green recruitment, job analysis, pay structure development, human resource planning, safety management programs, human resource information systems, and employee relations programming. Passionate about Christian higher education in the field of Human Resource Management, Gregg has served as an Adjunct Instructor for Bethel University in the College of Arts and Sciences (CAS) Business and Economics Department and the College of Adult and Professional Studies (CAPS). Gregg has designed and instructed courses in compensation, strategic management, human resource information systems, talent management, and organizational development. Gregg is a graduate of Bethel University with a bachelor's degree in Business Administration, Human Resource Management and Leadership, and a master's degree in Organizational Leadership. Gregg has also received a Masters of Public Administration from Hamline University. Gregg is

a certified Senior Professional in Human Resources (SPHR) and as a Society for Human Resource Management Senior Certified Professional (SHRM-SCP). Additionally, Gregg is an active member of the Twin Cities Human Resource Association (TCHRA), the Association for Training and Development (ASTD) and the Society for Human Resource Management (SHRM).

Shane Long, 2008. B.A., Concordia College, 2001. M.Div., Bethel Seminary, 2005. M.A.M.F.T., Bethel Seminary, 2008.

Biography: Long worked for 8 years in various pastoral settings before beginning to practice marriage and family therapy full time in 2007. He has worked in various mental health based areas including a non-profit, private practice, and school based settings. He received his LMFT licensure in 2011 and has served as an adjunct faculty member at Bethel University since 2008.

Dave Lowe, Adjunct Assistant Professor. B.A., University of Northern Iowa. MBA, University of St. Thomas.

Biography: Lowe is the executive director at Edinbrook Church in Brooklyn Park, Minn. He has years of experience as a senior financial executive in the Twin Cities business community, working as a controller and divisional CFO for several privately held businesses, and CFO for 2 public companies.

M

Mary Michener, 2012. B.S., University of Minnesota. Ed.D. in Work, Community, and Family, University of Minnesota.

Biography: In addition to working and teaching at Bethel, Michener has 20 years of experience in youth and family ministry. She facilitates groups and coaches women through forgiveness and restoration after violence and abuse. Most recently, she has written a book called "Clean Your Inner House." She speaks professionally with Best Life Ministries and blogs weekly at marymichener.com.

Susan Mulligan, 2008. Adjunct Faculty. Organizational Leadership, Bethel University. Master of Arts in Communication, Bethel University.

Biography: Outside of teaching at Bethel, Susan has a business consulting and helping women & men who have cancer save their hair during chemotherapy. This business is called Cold Cap Therapy Midwest. You can find her website at: <https://www.coldcaptherapy.com> Susan and her husband Bruce house international students through the national school English Language Studies (ELS) . For 18 years they have felt rich in culture sharing their home with men & women from all over the world as they study and learn English.

N

Brad Nauman, B.A., Bethel University. M.A., Bethel University.

Biography: Nauman has 30+ years of experience as a leader in both the public and private sector. He is the current Mayor of Buffalo, Minn. and also sits on the board of the Buffalo Allina Hospital Foundation. His day job is as the Area Technical Manager for Information Builders, Inc. leading technical sales teams in Minneapolis and Chicago.

Jen Niska, B.A., University of Sioux Falls. M.A., Sioux Falls Seminary.

Biography: Jen Niska has worked at two different colleges as a director of events and development assistant. Niska has also worked in the international office of the North American Baptist Conference as a major gift officer. More recently, she has served in the political arena as office director and scheduler for a gubernatorial campaign and as a committee legislative assistant for the Minnesota House of Representatives.

Currently, she works as the associate director of admissions for Bethel Seminary.

Molly Noble, 2008. Adjunct. B.A., University of Minnesota, 1992. M.A. Theological Studies, Bethel Seminary, 2008.

Biography: Noble works full-time at Bethel University as an instructional technologist and designer and has taught as an adjunct for the school since 2013 in the areas of technology and biblical studies. For several years she has been active in volunteer ministry leadership in the areas of social justice and compassion.

P

Sally Padgett, 2003. Associate Professor. Associate of Arts – (Human and Social Sciences), Mount San Jacinto College, San Jacinto, California, 1984. Bachelor of Arts – (Philosophy), University of California Riverside, Riverside, California, 1986. Master of Arts – (Theology and Ethics), Azusa Pacific University, Azusa, California, 1992. Ph.D. – (Historical Theology), University of Durham, Durham, England, U.K., 2004.

Biography:

Abbey Payeur, 2010. Adjunct Instructor. Bachelor's of Arts in Elementary Education, Augsburg College, 2004. Master's of Arts in Education, Bethel University, 2008.

Biography:

Judith Perry, 2015. Adjunct Instructor. BSN, University of New Hampshire, 1978.

Biography: I grew up on a small farm in a small town in New Hampshire and am the only one in my branch of the family to have moved out away in 200 years. My three siblings still live near my parents, and I am now back at home, helping to care for my elderly parents. Following a call to both nursing and overseas work that I heard as a teenager, I got a BSN, worked a year to get experience, got an Advanced Studies Program certificate from Moody, worked a year in a refugee center for Cambodians (in the Philippines), returned and worked in Virginia as nurse (surgical floor and then surgical ICU) for 4 years, and then got a Masters of Public Health at Johns Hopkins. For the last 27 years I have worked in Taiwan or China in a variety of roles: Nursing English teacher, nurse trainer at an orphanage, project worker in public health. For the last 15 I have had the perfect job with wonderful coworkers, working with the Medical Team of Shanxi Evergreen Service, doing public health projects in areas we or the local public health department felt to be needs (rickets prevention, TB prevention, social worker training, chronic disease management, diabetes prevention). I am now entering a new phase in my life and am looking forward to what is to come, although I do hope to return to China in March 2016 for a few months to finish phase 3 of a longitudinal study on Metabolic Syndrome in a middle-aged population.

Miranda Powers, B.A., Seattle Pacific University. M.A. in Counseling Psychology, Bethel University.

Biography: Powers has been working as a Career Counselor and part time Clinical Counselor for the past 3 years. She has worked in higher education for a total of 9 years in a variety of roles. For the past 4 years, she has taught as an instructor in the College of Arts & Sciences at Bethel University in the General Studies Program.

Al Prentice, 2007. Teaching Partner. B.A. Psychology, Azusa Pacific University, 1969. M.S.P., Azusa Pacific University, 1971. M.A. (T.S.), Bethel Seminary, 1999.

Biography: Prentice served as Vice President of Marketing for BI Worldwide (a \$500 million private company) in Edina, Minn., for 20 years. Prentice is founder of the Alprent Group, which provides consulting and search services to marketing and promotion companies and is a

colleague with SIMA International and LeaderFinders, firms specializing in consulting and search for faith-based organizations. He was accepted as a colleague with People Management International, a firm specializing in consulting and search for faith-based organizations, and has taught marketing and management in the academic and business enterprise settings.

R

Shelby Reigstad, 2006. Instructor. B.S. Mass Communication and Marketing, St. Cloud State University, 1996. M.A. Communication, Bethel University, 2000.

Biography: My name is Shelby Reigstad and a 2000 graduate of the Masters in Communication program at Bethel University. Proud to be originally from Hibbing, Minnesota, I moved to St. Cloud to receive a B.S. degree in Advertising/Public Relations/Marketing. Moving on to the Twin Cities for employment with a company called Concept Group.

I continued to work for Concept Group while studying at Bethel. Upon graduation, I began teaching as an adjunct in the evenings at Saint Paul College. I moved to work full-time in education at Saint Paul College in 2005. My move from the field of advertising to education was gradual. Along with my degree from Bethel, my 9 years in advertising were some of the reasons Saint Paul College hired me. I am now in my 16th year of teaching. I am married with three young children.

Dan Rotach, LMFT., University of Northern Iowa. B.A., Faith College. M.Div., Denver Theological Seminary. Doctor of Ministry, Bethel Seminary. Licensure in Marriage and Family Therapy, Adler Institute.

Biography: Rotach is a licensed marriage and family therapist at Minnesota Renewal Center, specializing in treatment of ministry personnel in issues of mental health. He also teaches adjunct at Bethel University and Seminary: Christians and Conflict, Human Sexuality, Human Sexuality and Therapy, Work and Family Dynamics, Preaching Practicum.

S

Shawn Sauve, None. B.S., Oral Roberts University. MBA, University of Rochester. MATS, Bethel Seminary.

Biography: Sauve has management consulting experience working with a diverse client base in a variety of industries including Fortune 500 companies, banking and financial services, healthcare, distribution and product fulfillment, nonprofit, as well as state and federal government. He has served as a university fellow in public policy.

Janelle Shearer, 2008. Adjunct Instructor. B.S., University of Iowa, 1993. M.A., Bethel University, 2007.

Linda Shell, 2006. B.S., Bethel University, 2004. Masters in Nursing, Bethel University, 2008. Doctorate in Nursing Practice, University of Minnesota, 2014.

Biography: Dr. Linda M. Shell MA, RN, is a nurse and professional speaker whose held a variety of clinical and academic positions over her 25 year career in aging services. She provides consultation to various organizations and serves as the Senior Director of Education and Organizational Development for Volunteers of America, a non-profit provider of services to over 30,000 elders. Linda is part time adjunct professor of nursing at Bethel University in St. Paul, MN. Linda has incorporated her expertise as an educator, researcher and professional nurse into a leadership role with falls prevention, sleep and memory care. She facilitates Leadership Academy for Leading Age of Minnesota. She has presented at a variety of local and national conferences is known for her engaging presentation style and audience participation. She is

passionate about improving the lives of elders and developing leaders. In her spare time, she loves to spend time with her husband playing golf.

Paul Siebrasse, 2015. Adjunct Faculty. MS in Applied Economics, Montana State University, 1987.

Biography: Paul Siebrasse is a Principal of McGladrey LLP where he practices business valuation and litigation support services. McGladrey is the fifth largest audit, tax and consulting firm in the United States with over 6,500 employees spread across 75 offices. Further, as a member of the RSM International network, McGladrey has a presence in 90 countries, comprising a network of over 32,000 professionals and 700 offices. With respects to his practice and as an of McGladrey's Financial Advisory Partners and Principals, Paul directs the development of business valuations for merger & acquisitions, joint-venturing, estate & gifting matters, financial statement reporting and litigation. Further, in litigated matters, Paul provides damage calculations and, when necessary, Paul provides expert testimony. Finally, Paul serves as the group leader of over 25 consultants who practice in the area of business valuation, forensic accounting, eDiscovery, cyber security, and damage calculations.

Andrea Sorensen, 1994. B.A., Bethel University. M.A., Alfred Adler Institute of Minnesota.

Biography: Sorensen has 18+ years teaching experience at Bethel. Sorensen has worked in both the profit and non-profit sectors in the areas of: Human Resources, Program Development and Consultative Sales. Andrea values teaching and training people in all aspects of leadership. Andrea has taught in the areas of Adult Development, Communication, Interpersonal Relations, Leadership and Psychology in Bethel's bachelor's and General Studies programs. She focuses on teaching from a strengths based perspective.

Michelle Steffenhagen, 2015. Adjunct Faculty, CAPS and GS. Master of Science in Mental Health Counseling, Lee University, 2007. Master of Science in College Student Development, Lee University, 2014.

Jim Stern, 2014. CAPS GS Instructor. Bachelor of Science in Life Science, Earth Science, and General Science Education, University of Minnesota-Twin Cities, 1983. Masters of Education in Science Education, University of Minnesota-Twin Cities, 1986.

Biography: I have spent many years of my life enjoying the natural beauty and wildlife that Minnesota has to offer. I enjoy golf, hiking, fishing, rock hounding, fossil hunting, and about any other outdoor activity Minnesota or Northwest Ontario has to offer. I have been married for 35 years and have two grown boys. I have always taught around the twin city and was born here as well so I am very familiar with what our area has to offer the avid outdoor enthusiast. I have hiked and skied the Upper Midwest, Rockies, Tetons, Lake Tahoe, and Northern Arizona. Our world has so much natural beauty to offer and it is always exciting to look forward to the next adventure.

Gary David Stratton, 2008. B.A. in Christian Education, Wheaton College. Certificate in Mandarin I and Chinese Culture, Beijing Institute for Nationalities. Diploma in Mandarin II and III and Chinese History, Shanghai Teachers College. M.A.T.S, Ph.D., Talbot School of Theology, Biola University.

Biography: Gary David Stratton is Dean of the School of Arts and Sciences and University Professor of Worldview and Spiritual Formation at Johnson University (TN). Gary's unique commitment to integrate the life of the mind, the life of the Spirit, and the life of the arts has propelled him to an unusual career of developing cultural leaders from Hollywood to the Ivy League. He holds a Ph.D. on the impact of Jonathan Edwards' theology/spirituality in American higher education, and has served as

VP, Dean, Director, and Professor at eight colleges and universities in the U.S. and China. In 2007 he was named Senior Fellow by the Association of Biblical Higher Education. Gary is the former Executive Director of Act One Training for Hollywood, founder of the Hollywood Bezalel Initiative, and currently serves on the board of Compass College of Cinematic Arts, and Senior Editor at TwoHandedWarriors.com. Recent speaking engagements include: Princeton Theological Seminary, the Columbia University Film Festival, the Institute for Campus Renewal at Yale University, Regent University, Messiah, Geneva, and Tabor Colleges.

Stratton's passion for transforming culture propelled him to a career of developing cultural leaders from Hollywood to the Ivy League. In Hollywood, Stratton served as a story consultant and executive director of Act One, a nonprofit organization training Christians for careers in mainstream media. In higher education, Stratton serves on the faculty of the Institute for Campus Revival and Awakening at Yale University and has worked in leadership and teaching positions at Christian colleges. He has also served in youth ministry, campus ministry, teaching, and senior leadership roles in the local church.

Chuck Stroud, 2001. Foundation Controller University Financial Analyst. B.A., Mount Vernon Nazarene University. MBA, Bethel University.

Biography: Stroud has worked at Ernst & Young in Cleveland and Columbus, Ohio offices, in the audit, tax, and consultant areas in the Entrepreneurial Services Group. Tax Manager for Moody Bible Institute and Director of Operations & Finance for Moody Publishers. Currently Controller for Bethel University Foundation.

T

Mark Thorson, 1995. Associate Professor. PhD, University of Minnesota, 1987.

Biography: GEN5110 Succeeding in College GEN5130 Successful Writing GEN5135 Workplace Writing GEN5150: Reading and Responding to the Arts ENGL214: Film and Modern Myth BUS208 Writing for Business and Industry GEN5225 Academic Research Writing GEN5240 Christianity and Civilizations BUS304 Business Communication

Charlene Turner, B.A., University of Washington-Whitewater. M.S.Ed. in School Psychology, University of Washington-Whitewater. Ph.D. in Christian Counseling, Christian Bible College and Seminary. ABD Psy.D. in Clinical Psychology, Minnesota School of Professional Psychology. Biography: Turner specializes in counseling techniques and psychological diagnosis in children, and adolescents and Marriage and Family issues. She is presently the school psychologist at Anoka High School and Adams Elementary School in the Anoka-Hennepin School District. Turner has 15 years of experience teaching college courses.

U

Tiffany Udenberg, 2008. Adjunct faculty. B.A. Psychology, Bethel University, 2006. M.A. Organizational Leadership, Bethel University, 2012.

V

William Voigt, 2008. Adjunct Faculty teaching Work Based Learning Certification courses. Masters of Education, Educational Leadership K-12, Bethel University, June 2000. Educational Administrative Licensure, Saint Mary's University, 2010.

Biography: ADMINISTRATIVE EXPERIENCE: ANOKA-HENNEPIN Q Comp Evaluator: August 2013 - Present ANOKA-HENNEPIN STEP Summer School Administration Intern: Summer School 2010 TEACHING EXPERIENCE: ANOKA HIGH SCHOOL Dates of Employment: August 2009 – June 2013 Industrial Internship Coordinator: Conduct career seminar and supervise students on their internship job sites. SkillsUSA Advisor.

BETHEL UNIVERSITY Dates of Employment: June 2008 – Present Adjunct Faculty teaching Work Based Learning Certification courses. COON RAPIDS HIGH SCHOOL Dates of Employment: August 1995 – June 2009 Industrial Internship Coordinator: Conduct career seminar and supervise students on their internship job sites. SkillsUSA Advisor. Leadership Positions: President of the Building Leadership Team, President of the Staff Senate, Pathways Mentor and District Curriculum Review Committee. PINE CITY HIGH SCHOOL Dates of Employment: August 1991 - June 1994 August 1987 - June 1989 Industrial Technology Instructor. Specific courses taught: Vocational Building Trades, Architectural Drawing, 7th and 9th Grade Industrial Technology, Wood Technology, and Clockmaking Work-Link Coordinator. Coordinated Community Based Learning Program: Including Mentorship, Job Shadowing, Internships, Occupational Exploration, Apprenticeships, and Volunteerism. (.5 position, 1993-94) Extra curricular position: Head Varsity Wrestling Coach SEMCO COMMUNITY SCHOOL Dates of Employment: August 1984-June 1987 Junior/Senior High Industrial Education Instructor. Extracurricular positions: Head Varsity Wrestling Coach and Head Varsity Girls Volleyball Coach RELATED JOB EXPERIENCE: MFI of Minnesota, Incorporated September 1989 - March 1991 Estimator for company that manufactured store fixtures and cabinets. Involved in all aspects of manufacturing (sales, designing, engineering, purchasing, manufacturing, shipping, and cost accounting) Inter-Varsity Christian Fellowship July 1980 - May 1983 Responsibilities: Campus advisor and leader to student IVCF chapters. Teaching Christian leadership and lifestyle principles to college students. Involved in large group speaking, small group leader training and one-to-one student counseling.

W

Bernard Walker, B.A., University of Illinois. M.A., Loyola University. Ph.D., Loyola University.

Biography: Walker has taught philosophy at the University of St. Thomas, Bethel University (including the seminary), Loyola University, National Louis University, and Chicago State University.

Dennis J. Whitman, 2005. B.A., University of Wisconsin Stout. M.A. Management, St. Mary's University of Minnesota. M.A. Health and Human Service Administration, St. Mary's University of Minnesota.

Biography: Whitman has extensive experience in management in all 3 sectors of private, not for profit, and governmental organizations. Over the course of a 40 year career he led organizations and teams using innovative approaches in operations and management.

Molly Wickam, 2005. Associate Professor. B.A. in Business Marketing and Political Science, Bethel University. MBA, Northern Illinois University. Teaching credentials, National University. Ph.D. is expected in 2015, University of Minnesota, expected 2015.

Biography: Wickam has a corporate background in software product marketing, insurance risk management, and property and casualty claims and marketing. She also has non-profit leadership experience from helping to start and direct a grassroots non-profit organization. In higher education, she has started two graduate education licensure endorsement programs and three adult undergraduate business degrees. She currently directs both the MA Teaching and the BA Business Management, BS Accounting, BS Finance, and BS Management Information Systems.

Kara Wicklund, 2011. Instructional Designer. B.A. in Elementary Education, B.A. in Biblical Studies, University of Northwestern, St. Paul, 2003. M. Ed, Bethel University, 2014.

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