



Bethel University Catalog

COLLEGE OF ADULT
& PROFESSIONAL STUDIES
2023-2024



BETHEL
UNIVERSITY

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College of Adult & Professional Studies

At Bethel University, we're committed to excellence.

But here, excellence means something more. It means taking our faith in Christ and integrating it into everything we learn, into everything we do, so we can accomplish incredible things—in our careers, in our communities, and in our world.

Contact

Admissions mailing address:

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

Office Location:

Anderson Center
2 Pine Tree Drive
St. Paul, MN 55112

Phone: 651.635.8000 or 800.255.8706, ext. 8000

Email: caps@bethel.edu

Website (<https://www.bethel.edu/adult-undergrad/>)

For a downloadable copy or to view a previous year's catalog, go to the Bethel Catalog Archive (<https://www.bethel.edu/adult-undergrad/academics/catalog/>).

General Information

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 Title IX coordinator 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.

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 found in this catalog. Part three is the 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 and campus procedures as stated in these three publications, as well as the Bethel Community Expectations (p. 4), the Professional Expectations and Community Conduct Agreement (<https://confluence.bethel.edu/pages/viewpage.action?pageId=23724872>), and information published in the Bethel E-Announcements, which are distributed electronically three times a week via email and are available online through MyBethel (<https://my.bethel.edu/>).

Catalog Information

Information in this catalog is 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. Bethel reserves the right to add a new program and related courses to this catalog after publication, upon approval from the related state and/or accrediting organizations. In this event, the new program and courses will be provided, with their effective terms, at:

<https://www.bethel.edu/adult-undergrad/academics/catalog/>

Catalog Updates

During the course of the academic year, catalog information may change. Any changes made within the academic year will only be reflected in the online catalog, which may include addenda to the print catalog. The print catalog serves as an archive of catalog information available at the beginning of the academic year. The printable version of the catalog is available for download on the main catalog page (<http://catalog.bethel.edu/>) where there is a listing of the current catalogs for the various schools at Bethel University, several PDF archived files of previous years' catalogs, and any catalog addenda. Together, the print version of the catalog and the online catalog serve as the official record of any catalog changes.

About Bethel University

Bethel University is a leader in Christ-centered higher education with nearly 4,700 students from 50 states and 10 countries enrolled in undergraduate, graduate, seminary, and adult education programs. Based in St. Paul, 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 lifelong service to God and the world.

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 10 bachelor's degree-completion programs taught from a Christian worldview in the areas of business and leadership, healthcare and human services, psychology, special education, and Christian ministries, along with two associate degree programs and three certificate programs. Nearly 400 students are enrolled in the Twin Cities or online.

Graduate School

The Graduate School provides rigorous graduate education in a supportive Christian environment. Our 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 9 master's programs, two doctoral degree options, 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. Class schedules are convenient for working adults.

College of Arts & Sciences

The College of Arts & Sciences (CAS) is Bethel's undergraduate college for more than 2,300 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 among the 20 largest accredited seminaries in the U.S., serving students on campus in St. Paul, with five residential master's degree programs and two certificates; and online, through six master's degree programs, a doctor of ministry program, and two certificates. 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.

Center for Access and Integration

The Center for Access and Integration houses Bethel's BUILD program. The BUILD program, an integrated 2-year postsecondary, residential program for students with intellectual disabilities, provides opportunities for inclusive academic, vocational, residential, spiritual, and social learning experiences. Students who complete the requirements of the BUILD program, including a selected career pathway in Arts and Communication, Business, or Human Services, earn a Certificate in Applied Studies. The program incorporates the skills and education necessary to live more independently, maintain meaningful employment, and value lifelong learning. Students in the BUILD program contribute their own diverse experiences and strengths to the Bethel community.

Accreditation and Membership

Regional Accreditation

Bethel University has been continuously accredited by the Higher Learning Commission since 1959. This "regional accreditation," recognized by the United States Department of Education, demonstrates that the university meets quality educational standards. Students may contact the Higher Learning Commission at www.hlcommission.org (<https://www.hlcommission.org/>) or by calling 312.263.0456.

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.

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

Business

Bethel's B.S. in Business Management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) (<https://acbsp.org/>), a leading specialized accreditation association for business education.

Nursing

The baccalaureate degree program in nursing at Bethel University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org/>).

Social Work

Bethel's Social Work Program is accredited by the Council on Social Work Education (CSWE). Graduates are eligible to be licensed as social workers. While preparation for generalist-level professional practice is the program's primary objective, academically qualified graduates are prepared to pursue graduate-level social work education. The students from Bethel's social work program are eligible for advanced standing admission to CSWE accredited graduate schools. The 60-credit major includes classroom and field courses, and select biological, social, and behavioral science foundational support courses.

Mission, Values, and Purpose

Bethel University Mission and Values

Mission

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.

Values

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.

CAPS Mission and Purpose

Mission

In the context of a Christian perspective, the College of Adult and Professional Studies provides innovative education that equips students to thrive and meaningfully impact the world.

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.

CAPS 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.

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 our 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, students in the College of Adult & Professional Studies and Graduate School 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. Additionally, CAPS & GS students are required to abide by the Professional Expectations & Community Conduct Agreement (<https://confluence.bethel.edu/display/CSGR/Professional+Expectations+and+Community+Conduct+Agreement/>).

A physical copy of *A Covenant for Life Together* is available from the Office of the Associate Provost for the College of Adult & Professional Studies, the Seminary, and the Graduate School.

Academic Information

Continuing Bethel's tradition of academic excellence, the College of Adult & Professional Studies offers students the opportunity to earn undergraduate degrees in a flexible format designed especially for people who are busy with jobs, family, and other obligations.

Because Bethel values the rich and diverse experience that students bring to the classroom, they 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 needs and interests of each student. A Christian worldview is integrated with coursework throughout the program.

The College of Adult & Professional Studies offers all courses needed to earn an associate of arts degree (A.A.), an associate of science degree (A.S.), a bachelor of arts degree (B.A.), a bachelor of science degree (B.S.), a bachelor of science in nursing degree (B.S.N), and specific certificates. Detailed information about each degree, minor, and certificate, including admission and graduation requirements and course descriptions, is provided in this publication.

The core sequence of each major is typically structured as a series of courses taken one at a time with classes meeting one evening each week or online.

Degree Requirements

In order to be awarded a degree or certificate, students must complete all of the specific requirements outlined for each degree or program type.

- Associate of Arts Degree Requirements (p. 5)
- Associate of Science Degree Requirements (p. 5)
- Bachelor of Arts Degree Requirements (p. 6)
- Bachelor of Science Degree Requirements (p. 6)
- Bachelor of Science in Nursing (BSN) Degree Requirements (p. 7)
- Certificate Program Requirements (p. 7)

Program of Study

For associate's degrees, program of study includes the graduation requirements for an associate's degree.

For bachelor's degrees, program of study includes the graduation requirements for a bachelor's degree (listed below) as well as additional majors, minors, concentrations, and certificates declared by the student. Required Foundations of Academic Readiness courses are also included.

For certificates, program of study includes the graduation requirements for all declared certificates.

Degree Requirements Associate of Arts Degree

Associate of Arts (A.A.)

1. A cumulative GPA of at least 2.0.
2. A minimum of 60 semester credit hours. Of these, the following must be taken in programs that meet Bethel residency requirements:
 - a. at least 28 credits.
 - b. SOCS110 for students in Transfer Level A.
 - c. 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.
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

General requirements 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 after an associate's degree has been awarded.

Courses must meet the Goal Area requirements (p. 9) below:

Goal Area 1: Communication	8 credit minimum: including an Academic Research Writing course (Category R)
Goal Area 2: Critical Thinking	6 credit minimum: SOCS 110 is required in residence for Transfer Level A
Goal Area 3: Natural Sciences	8 credit minimum
Goal Area 4: Mathematical/Logical Reasoning	3 credit minimum
Goal Area 5: History and the Social and Behavioral Sciences	9 credit minimum
Goal Area 6: The Humanities and Fine Arts	6 credit minimum

Degree Requirements Associate of Science Degree

Associate of Science (A.S.)

1. A cumulative GPA of at least 2.0.
2. A minimum of 60 semester credit hours. Of these, the following must be taken in programs that meet Bethel residency requirements:
 - a. at least 28 credits.
 - b. SOCS110 for students in Transfer Level A.
 - c. 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. Also, 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

General requirements 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 after an associate's degree has been awarded.

Courses required in the major are in addition to the Goal Area requirements (p. 9) below:

Goal Area 1: Communication	6 credit minimum: including an Academic Research Writing (R category) course
Goal Area 2: Critical Thinking	3 credit minimum: SOCS 110 Succeeding in College is required in residence for Transfer Level A
Goal Area 3: Natural Sciences	6 credit minimum
Goal Area 4: Mathematical/Logical Reasoning	3 credit minimum
Goal Area 5: History and the Social and Behavioral Sciences	6 credit minimum
Goal Area 6: The Humanities and Fine Arts	6 credit minimum

Degree Requirements for Bachelor of Arts Degree

Bachelor of Arts (B.A.)

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.
3. Completion of required general education curriculum for College of Adult & Professional Studies students, distributed as indicated [see: General Requirements below].
4. Completion of the requirements of a major [see: Academic Programs and Disciplines (p. 23)].
5. A minimum of 36 credits at the upper-division (300 and 400) level.
6. Fulfillment of the residency requirements for the College of Adult and Professional Studies by taking the following from Bethel University:
 - a. At least 30 total credits.
 - b. At least half of the credits used to meet the requirements of the major.
 - c. CAPS Bethel Distinctive courses.
 - d. SOCS110 for Transfer Level A.
 - e. Specific courses in a program, if any, that are required to be taken in residence.
7. Demonstration of basic competencies in writing, speaking, and computing. Bethel faculty require the applications of these three competencies to courses in each major. Student knowledge of basic applications in their fields will be required.
8. Completion of departmental and institutional assessment activities.
9. Upon completion of requirements 1–8, participation in a commencement ceremony is expected. The Application for Commencement must be submitted to the College of Adult & Professional Studies.

General Education Requirements

General requirements allow for the inclusion of credits from a higher level. Students graduate under the requirements of the most current catalog at the time they began their studies at Bethel. If they have pursued more than one degree or certificate, the catalog that applies to them is the catalog in place when they most recently renewed their studies at Bethel. Any substitutions are determined by the College of Adult & Professional Studies.

Courses required in the major are in addition to the CAPS Bethel Distinctives and Goal Area (p. 9) requirements below.

CAPS Bethel Distinctives	CORE 300 and CORE 330
Goal Area 1: Communication	8 credit minimum including an Academic Research and Writing course (R category)
Goal Area 2: Critical Thinking	4 credit minimum. SOCS 110 Succeeding in College is required in residence for Transfer Level A.
Goal Area 3: Natural Sciences	8 credit minimum
Goal Area 4: Mathematical/Logical Reasoning	4 credit minimum
Goal Area 5: History and the Social and Behavioral Sciences	8 credit minimum
Goal Area 6: The Humanities and Fine Arts	8 credit minimum
H Category: Ethics	2 credit minimum

Transfer Students

Students transferring to Bethel who completed MNTC programs or hold 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 (CAPS) 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 Bethel Distinctives courses.
- An Academic Research Writing (R category) course.
- An Ethics (H category) course.

AA: An Associate of Arts degree (A.A.) earned at a regionally accredited institution prior to enrollment in College of Adult & Professional Studies fulfills many general education requirements needed to complete a Bachelor's degree. Students whose A.A. degrees are accepted in transfer need to complete only the following courses to fulfill their general education requirements:

- CAPS Bethel Distinctives courses.
- An Academic Research Writing (R category) course.
- An Ethics (H category) 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 from an institution other than Bethel University need to complete only the following courses to fulfill their general education requirements:

- CAPS Bethel Distinctives courses.
- An Ethics (H category) course.

Degree Requirements for Bachelor of Science Degree

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.
3. Completion of required general education curriculum for College of Adult & Professional Studies students, distributed as indicated (see: General Requirements below).
4. Completion of the requirements of a major (see: Academic Programs and Disciplines (p. 23)).
5. A minimum of 36 credits at the upper-division (300 and 400) level.
6. Fulfillment of the residency requirements of the College of Adult & Professional Studies by taking the following at Bethel University:
 - a. At least 30 total credits.
 - b. At least half of the credits used to meet the requirements of the major.
 - c. CAPS Bethel Distinctive courses.
 - d. SOCS110 for Transfer Level A.
 - e. Specific courses in a program, if any, that are required to be taken in residence.
7. Demonstration of basic competencies in writing, speaking, and computing. Bethel faculty require the applications of these three competencies to courses in each major. Student knowledge of basic applications in their fields will be required.
8. Completion of departmental and institutional assessment activities.
9. Upon completion of requirements 1–8, participation in a commencement ceremony is expected. The Application for Commencement must be submitted to the College of Adult & Professional Studies.

General Education Requirements

General requirements allow for inclusion of credits from a higher level. Students graduate under the requirements of the most current catalog at the time they began their studies at Bethel. If they have returned to Bethel for additional degrees or certificates, the catalog requirements they follow are based on their most

recent return to Bethel. Any substitutions are determined by the College of Adult & Professional Studies.

Courses required in the major are in addition to the CAPS Bethel Distinctives and Goal Area (p. 9) requirements below.

CAPS Bethel Distinctives	CORE 300 and CORE 330
Goal Area 1: Communication	8 credit minimum including an Academic Research Writing (R category) course
Goal Area 2: Critical Thinking	4 credit minimum. SOCS 110 Succeeding in College is required in residence for Transfer Level A.
Goal Area 3: Natural Sciences	8 credit minimum
Goal Area 4: Mathematical/Logical Reasoning	4 credit minimum
Goal Area 5: History and the Social and Behavioral Sciences	8 credit minimum
Goal Area 6: The Humanities and Fine Arts	8 credit minimum
H Category: Ethics	2 credit minimum

Transfer Students

Students transferring to Bethel who completed MNTC programs or hold 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 (CAPS) 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 Bethel Distinctives courses.
- An Academic Research Writing (R category) course.
- An Ethics (H category) course.

AA: An Associate of Arts degree (A.A.) earned at a regionally accredited institution prior to enrollment in College of Adult & Professional Studies fulfills many general education requirements needed to complete a Bachelor's degree. Students whose A.A. degrees are accepted in transfer need to complete only the following courses to fulfill their general education requirements:

- CAPS Bethel Distinctives courses.
- An Academic Research Writing (R category) course.
- An Ethics (H category) 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 from an institution other than Bethel University need to complete only the following courses to fulfill their general education requirements:

- CAPS Bethel Distinctives courses.
- An Ethics (H category) course.

Degree Requirements Bachelor of Science in Nursing (BSN)

Bachelor of Science in Nursing (Post-Baccalaureate)

1. Completion of a previous bachelors degree.
2. Maintain a major GPA of at least 3.0.
3. Earn a grade of C or better in each nursing course.
4. Completion of all 47 credits in the major. Refer to specific program residency requirements.
5. At least 30 total credits must be taken at Bethel.
6. A minimum of 36 credits at the upper-division (300 and 400) level.

7. After completion of requirements 1–6, students are encouraged to participate in the commencement ceremony by submitting an Application for Commencement to the college.

Note: General Education and Bethel Distinctive courses are not a required part of this program.

General Requirements for a Certificate Certificates

1. A cumulative GPA of 2.25 in certificate courses. This GPA includes all courses required in the certificate and all electives taken for the certificate.
2. At least 50% of the credits used to meet the requirements of the certificate must be taken at Bethel in order to meet Bethel's 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 are awarded a certificate 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

All Bethel undergraduate programs have general education and major requirements. Those two parts of the curriculum create an academic program that we intend to be personally transformative and enriching. The curriculum in the College of Adult & Professional Studies (CAPS) is designed to provide opportunities for students to develop the skills and insights to have successful careers, live good lives, and help others. Graduation requirements are focused on themes that form a coherent view of the world.

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 Bethel Distinctives (CORE 300 and CORE 330) are required to be taken at Bethel. Students who have already completed a bachelor's degree at Bethel University are exempt from this requirement.

General Education

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. A.A. degree students will take elective courses or earn credits through the other elective credit options to complete the remainder of the 60 credits required for the A.A. degree.

The CAPS general education curriculum encompasses the courses that all students who are seeking an associate's or bachelor's degree are required to complete. General education courses are categorized into six goal areas 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	Mathematical/Logical Reasoning
Goal Area 5	History and the Social and Behavioral Sciences
Goal Area 6	The Humanities and Fine Arts

In each general education course, students work on one or more of the personal capacities, such as mathematics, writing, and speaking. For the Associate of Arts Degree, the general education and elective courses that students select constitute the total CAPS academic program and result in a minimum of 60 semester credits for graduation. For the Associate of Science Degree, the general education, major, and elective courses that students select constitute the total CAPS academic program and result in a minimum of 60 semester credits for graduation. For baccalaureate degrees, the general education, Bethel Distinctives, major, and elective courses that students select constitute the total CAPS academic program and result in a minimum of 122 semester credits for graduation. Credits earned at a higher level may be counted toward required credit minimums.

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 language 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.

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

Bethel Distinctives, 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. 36): Although minors are not required, many students choose to complete one in order 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.

Bethel Distinctive Courses

The Bethel Distinctives curriculum comprises two upper-division courses (6 credits) required of students intending to earn a Bachelor of Arts (B.A.) degree or Bachelor of Science (B.S.) degree through the College of Adult & Professional Studies. Bethel Distinctive courses must be taken in residence. Students who have already completed a bachelor's degree from the College of Arts & Sciences are exempt from this requirement.

Code	Title	Credits
CORE 300	Community, Self and Formation	3
CORE 330	Examining Crucial Questions	3
Total Credits		6

Foundations of Academic Readiness (FAR)

The Foundations of Academic Readiness (FAR) curriculum consists of courses for students whose cumulative high school or college GPA shows that additional preparation is needed in order to increase the probability of success in CAPS programs.

The Foundations of Academic Readiness (FAR) curriculum is required for all new students who are admitted to CAPS with a cumulative high school or college GPA below 2.5 and with fewer than 45 transfer credits. Likewise, FAR curriculum will be required for all new students admitted to CAPS with a combined GED score below 451 and with fewer than 45 transfer credits.

Based on GPA, a test-out option for the writing courses may also be available as outlined below:

Fewer than 45 credits

- GPA Below 2.0, or GED Below 401: FAR curriculum required. Test-out option not available.
- GPA 2.0 to less than 2.5, or GED score 401-450: FAR curriculum required. Test-out option available.
- GPA 2.5 and above, or GED of 451 and above: FAR curriculum not required

45 credits or more:

- FAR curriculum not required

The FAR curriculum consists of two Bethel courses and a zero-credit online preparation assessment/course for a total of 6 credits. Foundational courses are considered remedial credit and do not apply to degree, certificate, or license requirements. Financial Aid is available for students who are required to enroll in the FAR classes.

Code	Title	Credits
ENGL 029	Foundations of Reading and Writing I	3
ENGL 030	Foundations of Reading and Writing II	3
MATH 090	Foundations of Mathematics	0
Total Credits		6

CAPS Courses by Goal Area

Goal Area 1: Communication

Code	Title	Credits
Category R: Academic Research Writing		
CHMN 350R	Research Writing for Christian Ministry	3
ENGL 225R	Academic Research and Writing	3
ORGL 340R	Scholarly Research and Writing for Organizational Leadership	3
Other Goal Area 1		
BUSN 210	Workplace Communication	3
BUSN 330	Intercultural Business Comm.	3
CHMN 451	Communication in Ministry	3
COMM 160	Basic Communication Skills	3
COMM 340	Cross-Cultural Communication	3
ENGL 130	Successful Writing	3
ORGL 350	Leadership Communication	3

Goal Area 2: Critical Thinking

Code	Title	Credits
BUSN 104	Introduction to Business	3
BUSN 200	Business Problem Solving	3
BUSN 325	Business Database Management	3
BUSN 415	Intermediate Macroeconomics	3
CORE 300	Community, Self and Formation	3
CORE 330	Examining Crucial Questions	3
ORGL 120	Personal Mission and Leadership Development	3
ORGL 330	Theories of Organizations and Leadership	3
ORGL 370	Leading in the Digital Age	3
SOCS 110	Succeeding in College	3
SOCS 120	Introduction to Healthcare	3

Goal Area 3: Natural Sciences

Code	Title	Credits
BIOL 120 & BIOL 120L	Introduction to Molecular and Cellular Biology and Introduction to Molecular and Cellular Biology Lab	4
CHEM 101 & CHEM 101L	Introduction to Chemistry and Introduction to Chemistry Lab	4
CHEM 113 & CHEM 113L	General Chemistry and General Chemistry Lab	4
HEPE 260	Physical Wellness	3
NASC 275	Environmental Studies	3

Goal Area 4: Mathematical/Logical Reasoning

Code	Title	Credits
BUSN 115	Personal Financial Literacy	3
MATH 124	Calculus I	4
MATH 180	Mathematics in Real Life	3
MATH 301	Business Mathematics and Statistics	3
PSYC 335	Introduction to Statistics	3

Goal Area 5: History and the Social and Behavioral Sciences

Code	Title	Credits
ADST 435	Cross-cultural Perspectives	3
ADST 445	Counseling Microskills	3
ADST 450	Introduction to Addictions Counseling	3
BUSN 205	Survey of Microeconomics and Macroeconomics	3
BUSN 310	Global Management and Leadership	3
BUSN 335	Business Law	3

BUSN 415	Intermediate Macroeconomics	3
COMM 340	Cross-Cultural Communication	3
CORE 300	Community, Self and Formation	3
CORE 330	Examining Crucial Questions	3
EDUC 324	Educational Psychology	4
FINA 450	Global Finance	3
HIST 250	U.S. History in Dialogue with the Present	3
HUSE 300	Family Perspectives	3
HUSE 386	Social Inequality	3
HUSE 400	Research Methods	3
HUSE 405	Family Social Policy	3
NURS 425	Cultural Diversity in Healthcare	3
ORGL 101	The Relational Leader	3
ORGL 330	Theories of Organizations and Leadership	3
POLS 100	American Government and Politics	3
PSYC 100	Introduction to Psychology	3
PSYC 305	Lifespan Development	3
PSYC 320	Social Psychology	3
PSYC 340	Psychopathology	3
PSYC 380	Motivation and Emotion	3
SOCS 130	Christianity & Western Culture	4
SOCS 170	Conflict Management and the Social Scientific Perspective	3
SOCS 255	Introduction to American Cultures	3
SOWK 200	Sociology for Social Workers	2
SOWK 240	Socioeconomic & Justice Issues	3
SOWK 250	Social Welfare History	2
SOWK 270	Social Perspective	3
THEO 341	Gospel in Cross-Cultural Perspective	3

Goal Area 6: The Humanities and Fine Arts

Code	Title	Credits
ARTC 150	Responding to the Arts	3
BIBL 230	The Bible in Real Life	3
BIBL 331	Significance of the Old Testament	3
BIBL 332	Significance of the New Testament	3
BIBL 360	Biblical Interpretation for Ministry	3
CHMN 140	Spiritual Quest	3
CHMN 300	Foundations for Christian Ministry	3
CHMN 320	Personal Spiritual Formation	3
CORE 330	Examining Crucial Questions	3
ENGL 100	How Stories Change the World: How to Read and Why	3
THEO 341	Gospel in Cross-Cultural Perspective	3
THEO 441	Christian Theology	3

Category H: Ethics

Code	Title	Credits
ADST 485H	Professional Practice Issues and Ethics	3
BUSN 425H	Applied Ethical Decisions in Life and Business	3
CHMN 495H	Practical Issues in Ministry	3
NURS 330H	Ethical Theory and Applied Nursing Ethics	3
ORGL 465H	Applied Leadership Ethics	3
PSYC 410H	Principles of Counseling and Psychotherapy	3
SPED 480H	Student Teaching: Academic Behavioral Strategist	4
SOWK 490H	Integrative Seminar	4

Academic Policies

Each student is responsible for knowing the academic regulations and other program requirements of the school in which they are enrolled. While the academic dean, the student's student success advisor, and the registrar's office may provide appropriate reminders, the primary responsibility for knowing and fulfilling all policies rests with the individual student.

These are the academic policies and scholastic regulations related to this catalog's academic year. Topics are listed alphabetically below.

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, per academic honesty guidelines. Repeat or serious offenses may be subject to additional penalties up to and including dismissal from the university at the discretion of the Associate Provost for the College of Adult & Professional Studies, Seminary, and Graduate School. Students charged with a violation have the right to appeal any disciplinary action and may contact a Student Success Advisor for details on how to do so.

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:

- **Cheating:** Using or attempting to use assistance, materials, or study aids not authorized and/or specifically prohibited by the instructor.
- **Plagiarism:** Using the ideas (e.g. concepts, theories), data, language, media, or images of another source (e.g. human or artificial intelligence) and representing it as one's own original work, without specific and proper acknowledgement.
- **Fabrication:** Deliberately submitting false, fraudulent, or altered information in any academic work.
- **Multiple submission:** Submitting, without prior permission, any work previously or concurrently submitted to fulfill another academic requirement.
- **Misrepresentation of academic records:** Misrepresenting, tampering with, or attempting to tamper with any portion of a student's academic record.
- **Facilitating academic dishonesty:** Knowingly helping or attempting to help others violate any provision of this academic dishonesty policy.
- **Unfair advantage:** Exercising or attempting to exercise unauthorized or unfair academic advantage over others or impeding the academic work of others.

Academic Petitions

Students who have a concern or dispute related to any academic policy matter in a class (e.g. grading, scheduling, instruction, deadlines etc.) should confer with their instructor to express their concerns, exchange information, and discuss a possible resolution. In the event that a satisfactory solution is not achieved, a student may submit an academic petition.

An academic petition may also be submitted by a student for concerns or disputes within or outside of a specific class if the student believes they are not being treated fairly, or in accordance with announced policies, or who have extenuating circumstances beyond their control that warrant an exception to a policy.

Under all circumstances in which a student would consider submitting an academic petition, it is advisable that they first consult with their student success advisor.

Academic petitions fall into two categories:

Exception Requests

- Completion of degree requirements from a prior catalog year
- Extension of time to complete a degree

- Grade change for a course
- Registration change for a course: Add, Drop, or Withdrawal after the deadline (with or without a request for tuition refund)
- Required course or directed study substitution
- Residency requirement
- Exception to other academic policy

Appeals

- Academic Dismissal
- Co-curricular Dismissal
- Denial of an Exception Request

Academic petitions must be filed no later than 60 days after the student has reasonable notice of the circumstances that give rise to the issues presented in the petition (e.g., within 60 days of a faculty or administrative action affecting the student). Petitions must be filed according to the process defined for CAPS, Seminary, and GS, which is in compliance with Minnesota Statutes Section 122A.09, subdivision 4, paragraph (c).

The Academic Petition form will be made available to the student upon correspondence with the student success advisor. Initial filing of the academic petition must be submitted to the student success advisor who transmits it to the appropriate decision-making person or committee.

Academic Standing

Academic standing is evaluated based on the student's cumulative GPA at the end of each term in which they have registered for one or more courses, starting with their second term of enrollment. "Term" is defined as Fall, Spring and Summer.

The Office of the Registrar determines and makes the final decision on all academic standing designations assigned to any student.

Some Bethel University programs may have more stringent policies for continued enrollment than those expressed in the university academic standing policies. Specific program requirements are listed with program information and/or the student handbook. Any such program alerts, probationations and dismissals are the decision of the deans and program directors for that program and are not under the purview of the Office of the Registrar.

Students have the right to petition their academic standing and are advised to contact their student success advisor for more information about this process.

Good Standing

Good Standing is defined as a cumulative GPA of (2.0) or above.

Provisionally admitted students should refer to the Admissions Categories/ Provisional Evaluation section of the catalog for academic requirements unique to their admittance category.

Academic Alert

Difficulties in a particular course or term may be a normal and temporary part of the student experience, or they may be an early indicator of larger academic challenges. An Academic Alert is used to notify a student that they may be at risk of falling out of good standing if challenges continue into future terms. An Academic Alert does not always precede academic probation or dismissal and appears only on the unofficial transcript.

The Registrar's Office will issue a notice of Academic Alert at the end of a term in which a student has completed one or more courses for an A - F letter grade and all of the following conditions are met:

During the first term of enrollment, the student:

- Earned a term GPA below the minimum GPA required for good standing.

During the second term of enrollment and beyond, the student:

- Earned a term GPA below the minimum GPA required for good standing, but maintained a cumulative GPA above the minimum GPA required for good standing.

Students who receive the Academic Alert are encouraged to work closely with their Student Success Advisor to develop a plan for academic success.

Academic Probation

Students will receive a notice of Academic Probation from the Registrar's Office at the end of any term in which they have completed one or more courses for an A - F letter grade and all of the following occur:

- They have been assessed for academic standing.
- They have earned a cumulative GPA below the minimum GPA required for good standing.

Students may remain on Academic Probation for no more than two consecutive terms in which at least one A-F letter graded course is completed in each term.

Academic probation of any student is the decision of the Bethel University Registrar and appears only on the unofficial transcript.

An academic standing of Academic Probation may not always be preceded by an Academic Alert.

Academic Dismissal

Students receive a notice of Academic Dismissal from the Registrar's Office at the end of any term in which a student completes one or more courses for an A - F letter grade and all of the following occur:

- They have been assessed for academic standing.
- They have earned a cumulative GPA below the minimum GPA required for good standing.
- They have had an academic standing of Academic Probation for the previous 2 consecutive terms.

Students will also receive a notice of Academic Dismissal from the Registrar's Office for any of the following:

- The requirements for provisional acceptance are not fulfilled at the time of provisional evaluation.
- Patterns of unsatisfactory performance are documented by the dean and presented to the Registrar's Office along with a recommendation for dismissal.
- Other patterns of unsatisfactory performance which are not listed above may also lead to academic dismissal.

Academic dismissal of any student is the decision of the Bethel University Registrar.

An academic standing of Academic Dismissal may not always be preceded by an Academic Alert or Academic Probation.

Programs may have more stringent policies than listed above. Specific requirements are listed with program information and/or student handbooks.

Special Cases

Some students may have unique circumstances which can affect their academic standing. These special cases are detailed below.

No Calculation

An academic standing of No Calculation will appear on a student transcript in the following situations:

- The only course a student has taken in a term is of a grade type not included in the cumulative GPA calculation.
- Students taking courses at more than one level in a term will see No Calculation for the level which does not apply to the degree/credential of pursuit.
- If a student has a grade of I (Incomplete for A-F letter-graded courses only) in one or more courses in a term.
 - Once all grades of I for a term have been resolved with an A-F letter grade, academic standing will be re-evaluated and assigned for that term. This may or may not occur at the end of a term.

Provisionally Admitted Students

Provisionally admitted students should refer to the Admissions Categories/ Provisional Evaluation section of the catalog for academic requirements unique to their admittance category.

Provisionally-accepted student may require more than one term to complete enough A-F letter-graded courses to be provisionally evaluated. At the end of each of

these terms, one of the following Academic Standing notations will appear on the student's transcript:

- No Calculation
- Academic Alert: this indicates that the provisionally-accepted student's term GPA or cumulative GPA is under the required minimum.

Accessibility

The Office of Accessibility Resources and Services (OARS) exists to create equal opportunities for students with disabilities at Bethel University. Accommodations and services for students with disabilities are coordinated through OARS by providing reasonable accommodations.

OARS serves students with various types of disabilities, including physical, sensory, learning, psychiatric, systemic, and some chronic illnesses. The Americans with Disabilities Act defines an individual with a disability as "a person who has a physical or mental impairment that substantially limits one or more major life activities." To receive accommodations, students must provide documentation of a disability.

Reasonable accommodations are approved after an interactive process with the student and OARS. The instructor will provide accommodations, but the student is required to initiate the process. Students registered with OARS are responsible for logging in to their AIM, Accessibility Accommodation portal (via MyBethel) each term to request their Faculty Notification Letter of Accommodations. Accommodations cannot be applied prior to the faculty's receipt of the letter. Accommodations cannot modify essential requirements or fundamentally alter the nature of the course. Consultation with OARS may be necessary to clarify reasonable accommodations based on the course.

For further information or to schedule an appointment to discuss needs, students should contact the Office of Accessibility Resources and Services (<http://catalog.bethel.edu/gs-sem-extracurricular-activities/>) or call 651.638.6833 (800.255.8706, ext. 6833).

Additional Baccalaureate Degree

An additional Bethel University Baccalaureate Degree (i.e. Bachelor of Arts, Bachelor of Science, or Bachelor of Science in Nursing) may be awarded, upon request, when a student has met all requirements of the additional degree and earned, in residence, a minimum of twenty-seven (27) unduplicated Semester Credits from the department in which the additional degree is earned. Unduplicated semester credits are those that are not used to meet the requirements of any other Bethel University Baccalaureate Degree. Transfer students who hold a Baccalaureate Degree may earn a Bethel University Baccalaureate Degree if they meet all the requirements of the degree program including the general education requirement, Bethel Core Distinctives, and the residency requirements.

Attendance Policy

Attendance and Online Participation Policy

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.

A student is considered to have participated in an online course by participating in measurable activities as assigned such as graded work, synchronous, interactive, and collaborative activities.

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.
- Full (100%) course participation is defined by completion of all activities as assigned.
- Course syllabi will indicate whether make-up work is or is not appropriate for non-attendance in the classroom or lack of 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. For face-to-face and hybrid courses, this includes attending at least 80% of scheduled face-to-face time.
- 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 awards. 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 Auditors

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.

Program-specific Attendance Requirements

In addition to the general admission requirements, specific programs may require additional attendance requirements stated within the program’s catalog page, handbook, and/or in individual course syllabi.

Calendar and Student Load

Bethel operates on a semester calendar. Students will collaborate with their student success advisor to determine an academic plan appropriate to achieve their educational goal.

Student load for each academic term is as follows:

- Full time = 12 credits or more
- Part time = 0.1 to 11.9 credits
 - Three-Quarter time = 9 - 11.9 credits
 - Half time = 6 - 8.9 credits
 - Less than half time = 0.1 to 5.9 credits

Receiving an extension or a grade of Incomplete in a course does not extend a student’s enrollment beyond the final date of class.

Credits must apply toward a student’s graduation requirements. If credits are not toward graduation requirements or a student drops below full-time or half-time status a student’s eligibility for certain financial aid programs may be affected.

Classification of Students

The official classification of students is made on the basis of a student completing credits (including transferred 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 noted in the course description in this catalog.

Commencement

Bethel University holds a winter commencement and a spring commencement each year. Bethel Seminary commencement is held in the Spring of each year. Exact dates, application, and details are published on the MyBethel portal channel for Commencement.

To be eligible to participate in the May commencement ceremony, students must have a plan to complete all remaining courses by the end of the Fall term of the next academic year. To be eligible for the December ceremony, students must have a plan to complete all remaining courses by the end of the Spring term of the same academic year. Graduation plans must be reviewed and approved by the Office of Student Success.

Certain programs have additional requirements to be eligible for commencement.

Students may contact their Student Success Advisor with questions about their eligibility.

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 design such an experience in cooperation with the supervising faculty member.

Students may engage in a directed study under the following regulations:

1. 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.
2. 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.
3. 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 study projects (directed studies and courses by arrangement) per term.
4. Upon fulfilling the agreement, students receive credit on their transcript for the course as titled. A directed study is graded based on an A–F grade mode, not S/U, and therefore is included in the student’s cumulative GPA.
5. Complete the following procedures to obtain approval of a directed study proposal:
 - a. The Directed Study Agreement form is available through My.Bethel.edu (Student Academics > Registration > Forms > caps-gs-directed-study-application).
 - b. The student meets with the faculty member who will supervise the study. They jointly prepare the electronic *Directed Study* form, which includes submitting a syllabus with the objectives of the study, the student’s 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. When the student submits the electronic *Directed Study* form, it is automatically sent to the registrar’s office and to a designated dean, who confers with the student success advisor, the program director, and the divisional dean to determine approval.
 - d. If approved, the registrar’s office coordinates the creation of the course, registers the student, and notifies the student and instructor that the course was approved and the registration is complete.

- e. Processing of the agreement by the registrar's office validates the agreement.

Double Majors

The overlapping of requirements in a combination of majors chosen by a student and allowed in the academic catalog is permitted as long as the student meets the requirements listed for each major. All completed programs (i.e. Bachelor of Arts, Bachelor of Science, or Bachelor of Science in Nursing) will be indicated on the transcript, regardless of overlapping course requirements and without the addition of extra required hours. The capstone in both majors is required of students unless the student gets written approval from one of the departments to waive that requirement. Students must have a student success advisor in one of the two majors, who will be responsible for the student's academic plan and will regularly check with a student success advisor in the second major to make sure they are on track with that second major.

Dual Enrollment

Dual enrollment provides an opportunity for students enrolled in one Bethel school (CAS, CAPS, Seminary, or GS) to take specific courses in another Bethel school as a guest student. Students must first consult their academic advisors in CAS or student success advisors in CAPS, Seminary, or GS before undertaking the dual enrollment process. Requests are subject to approval by advisors, department chairs or program directors, and deans. Limitations may include prerequisites, available space, program restrictions and the number of courses at the host school in which a student may enroll.

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.

Electives

Elective courses are open to all College of Adult & Professional Studies students.

Elective courses may be taken:

- To fulfill prerequisite or general education requirements.
- To meet minimum credit requirements for graduation.
- To fulfill prerequisites toward admission to a graduate program.
- For personal interest or to foster personal growth.

Taking elective credits which are not required as part of a student's degree requirements (program of study) could affect financial aid eligibility. Students should contact their student success advisor before registering for electives which are not listed on their academic plan.

Elective Credit Options

During the admission process, applicants receive an academic evaluation to help them determine whether they have satisfied the general education requirements and whether any elective credits are needed for their degree program. The number of total credits needed for graduation is 60 for all associate's degrees and 122 for all bachelor's degrees (assuming all residency requirements are met).

Applicants who meet all the prerequisite and general education courses required for admission and graduation will not need to pursue additional elective credit options. Applicants pursuing elective credit options may do so using any combination of the following options. Credit is awarded only when the content does not overlap or repeat courses on a student's transcript. Students should obtain approval from their student success advisor (SSA) in order to avoid overlap or repetition.

Option 1 • Credit from Bethel University or Other Regionally Accredited Institutions

Elective courses 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 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 request transfer of credit to CAPS by submitting official transcripts from nationally accredited institutions for evaluation. Total credit from this option may not exceed 30 semester credits.

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 (<https://www.military.com/education/timesaving-programs/the-joint-services-transcript.html>) 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. Bethel awards credit based on recommendations from the American Council on Education (ACE).

• DSST (http://getcollegecredit.com/test_takers/) (**DANTES Subject Standardized Tests**): For the convenience of students, Bethel offers online DSST examinations 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 (<https://www.excelsior.edu/start-with-more-credit/transfer-more-credits/>) (**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 - ACE-approved Training

Many career fields offer non-collegiate-sponsored training courses, examinations, or certifications. Students may earn PLA credit for completing such training that has been recommended for credit by the American Council on Education (ACE). Where applicable, Bethel will accept PLA credit at the value recommended by the ACE. For details see the Transfer Credit policy in this catalog.

Extracurricular Activities

Students in the College of Adult & Professional Studies are restricted from participation in extracurricular organizations and programs sponsored by the College of Arts & Sciences, including intercollegiate, club, and intramural sports, music performance groups, study abroad programs, etc.

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 Institutional Review Board (IRB) approvals if necessary.

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 (courses with letter grades)	NA
IN	Incomplete (courses graded S/U)	NA
IP	In Process	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 successful academic petition. Students should contact their SSA about submitting a petition, if desired. The grade of *I* or *IN* is resolved to a grade when work is completed or the incomplete extension deadline has been reached (see: Grade of *I* or *IN*).

GPA Calculations

The GPA is determined by dividing the number of grade points by the number of credits the student has attempted in A-F letter-graded courses at Bethel. When a course is repeated, only the last attempt is used in computing the GPA. The exception is when a course is designated as repeatable, in which case it can be taken for a grade for a prescribed number of times, with each occurrence factoring into the GPA.

Cumulative GPA

Coursework included in the cumulative GPA calculation meet all of the following criteria:

- Completed.
- Given a letter grade of A-F.
- Taken in the term being evaluated for academic standing.
- Taken at the level of the student's degree/credential of pursuit at that time (undergraduate, masters, doctoral).

Coursework not included in the cumulative GPA calculation are:

- Non-A-F letter graded courses. These courses are graded as: AU, CR, I (Incomplete for A-F letter graded courses), IN (Incomplete for S/U courses), IP, N, NR, P/F (pass/fail), S/U, W and WZ.
- Courses taken at a level other than the student's degree/credential of pursuit at that time (undergraduate, masters, doctoral).

Grade of AU

The grade *AU* is given when a student audits a course.

Auditing at Bethel is defined as observation in the classroom setting. Participation beyond attendance in class activities is the instructor's prerogative. Not all courses are available to audit. 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. A student may change to or from audit status with the instructor's approval only during the first 60% of the course.

Auditors are required to meet the attendance requirements set by the instructor. Students who do not meet the attendance requirements will be graded *WZ*.

Grade of CR

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

Grade of I or IN

The grade *I* or *IN* 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* or *IN* will be allowed. Remaining work must be of the kind that can be done largely through independent effort. The grade of *I* or *IN* must be resolved with a letter grade of A-F or S/U grade, assigned by the instructor prior to the incomplete extension due date. If not resolved by the due date, the student will receive the default grade designated by the instructor.

The maximum incomplete extension due date an instructor may assign is 12 weeks from the end date of the part of term in which the course occurred. Students with multiple grades of *I* or *IN* may be required to withdraw from future coursework and finish their program after all grades of *I* or *IN* have been resolved.

Incompletes in practicums and internships may be handled differently. The following courses have a maximum incomplete extension due date of one year from the end date of the part of term in which the course occurred:

Code	Title	Credits
CHMN 481	Ministry Practicum	
ADST 481	Internship in Addictions Counseling I	
ADST 482	Internship in Addictions Counseling III	
ADST 491	Internship in Addictions Counseling II	

Grades of IP, N, and NR

The grades of *IP* (In Progress), *N* (Not Graded) and *NR* (Not Reported) are generated for administrative use only. These grades are not counted in the GPA.

Grades of S and U

The *S/U* (satisfactory/unsatisfactory) grade mode is used in designated courses as noted in the course description. Most other courses are graded based on the default *A-F* grade mode. 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 to a student who officially withdraws from a course by the withdrawal deadline, which is approximately 60% of the total course length. After the withdrawal deadline, students will receive the grade they have earned. Grades of *W* do not affect the Grade Point Average (GPA).

The undergraduate GPA is calculated only on the basis of undergraduate credits attempted at Bethel.

Honors

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 email (caps-sem-gs-commencement@bethel.edu) by March 31 or October 31 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.

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 3.90 or higher as of October 31 for the winter ceremony and as of March 31 for the spring ceremony.

Immunization Requirements

Minnesota state law requires some students attending college, graduate school, or seminary to show proof of immunization. The law makes others exempt from the requirement. For students in the College of Adult and Professional Studies, Bethel Seminary, and the Graduate School, the following applies:

Students who do *not* need to provide proof of immunization

- Any student born before 1957
- Any student who graduated from a Minnesota high school in 1997 or later.
- All CAPS students enrolled only in CAPS classes unless required by their program to be immunized*
- GS and Seminary students who:
 - Attend only evening or weekend classes
 - Study only in online classes who are not otherwise required to provide proof of immunization because of their field of study
 - Have intensives or residencies that are seven or fewer consecutive days

Students who must provide proof of immunization

- Any student who attends face-to-face classes during weekday daytime hours if they are not otherwise exempted by the statute because of their age or year of graduation from a Minnesota high school
- Students in particular fields of study (usually in the medical professions)*
- Students who come to campus for residencies or intensives that are longer than seven consecutive days if not otherwise exempted by the statute because of their age or year of graduation from a Minnesota high school
- "Dual Enrollment" students in CAPS, Seminary, or GS who take CAS classes or Seminary daytime classes if not otherwise exempted by the statute because of their age or year of graduation from a Minnesota high school

*Programs that require proof of immunization currently include students in most nursing programs and all students in the MS in Physician Assistant program.

Individualized Majors

Associate's Degrees

The Associate of Science Individualized Major allows associate's-degree seeking students to pursue approval for an individualized major during the admission process. See the A.S. Individualized Major admission requirements (<https://bethel-curr.courseleaf.com/adult-professional-studies/academic-programs-disciplines/associate-degrees/individualized-major-as-inda/#admissionrequirementstext>) for more details

Bachelor's Degrees

Bachelor's degree-seeking students may choose to develop an individualized major designed to meet their needs and interests. Any such program should have a coherent organizing principle that differs significantly from those underlying standard majors. The program must be developed in consultation with a Student Success Advisor and a faculty advocate. The application must be submitted and approved before the student completes 94 credits toward their degree. Students wishing to consider such a possibility must first discuss it with their Student Success Advisor. The student and Student Success Advisor will then request a faculty advocate. If the faculty advocate accepts the request, the student and faculty advocate will collaborate to develop the curriculum, course of study, and learning outcomes. Any such programs must meet all of the following conditions:

1. The proposal must define a coherent purpose or organizing principle based on the student's needs and interests in accordance with the Degree Requirements for a Bachelor of Arts or Bachelor of Science degree. The proposal should identify coursework that will allow the student to achieve those goals.
2. Coursework must be no fewer than 30 and no more than 60 credits from at least two academic majors or disciplines and must differ significantly from all other existing majors. The proposal must make a clear, explicit, and convincing case for the theoretical and/or practical interconnectedness between the departmental disciplines. The proposal must also specify why existing programs of study will not meet the students' goals.
3. Because it is required that at least two disciplines or fields are included in the coursework, the proposal must show why the need met by the proposed individualized major cannot be met by any other single major, double major (two stand-alone majors), or multi-disciplinary major.
4. The proposal must contain junior level (300) courses from at least two standard disciplines or fields. In at least one of these disciplines or fields, work at the senior level (400) must be selected.
5. The proposed major must show how all other requirements for majors are met (e.g., the speaking, writing, and computing competencies). The requirements of the major must include the required upper division hours.

6. The proposal must include a culminating experience at the senior level (400), focused upon the organizing principles of the major and in the form of a senior seminar, internship, or directed study.
7. All general education provisions of the curriculum must be observed.

The following procedures shall be observed in preparing and obtaining approval for Individualized Majors:

1. The student obtains application forms and instructions in the Office of the Registrar or on their website.
2. The student and the Student Success Advisor review the student's plan and seek a willing faculty sponsor
3. The student and faculty sponsor create a plan with the proposed major's curriculum, course of study, and learning outcomes.
4. The student and Student Success Advisor will jointly prepare the application, expressing the organizing principle and listing the courses that will make up the major.
5. If nine (9) or more credits are to be taken from any single program, the program director of that program must approve the proposal before review.
6. A review committee composed of the faculty advocate, the Registrar, and at least one of the overseeing divisional deans will evaluate the proposal. The divisional dean is responsible for forming this committee and calling the meeting. (If the proposal follows a previously approved program, the Registrar will approve it and place it on file.)
7. The student submits the application to the Registrar. All proposals must be submitted and approved before the student's final term. When the proposal has been approved the student, and SSA will be notified.
8. Programs that are rejected may be reviewed through the academic petition process.
9. An approved program may subsequently be amended with the approval of the divisional dean(s) and the Registrar.

Individualized Study

Individualized study policies are listed under the specific type of individualized study: Internship, Curricular Practical Training (CPT), or Directed Study (DS).

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, they 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.

Internships

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 Office of Student Success & Retention.

Academic Internship 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:

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 from the prior ones taken for credit.
8. Internships are graded S/U (see: Grading System).
9. Students in internships which cannot be completed in one term, will be given a grade of incomplete at the end of that term and automatically registered in no more than 1 additional extension term. The extension term will incur additional charges.
10. For the following doctoral internship courses, the maximum deadline the instructor can assign for resolution of the I or IN grade is one year from the end of the course: EDUC 886, EDUC 887, EDUC 888, EDUC 889.
11. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.
12. Students must submit a completed and signed Contract for Academic Internship to their student success advisor for approval no later than the final day of the preceding semester. The form is available through the Office of Student Success & Retention.

Military Service

Upon involuntary military call-up, a student so affected will be granted a withdrawal from courses with a full refund. Students must provide a copy of their orders to the Financial Aid Office. If 75% of the scheduled days of a given course have elapsed, an incomplete grade will be assigned with a deadline for submission of remaining coursework of one year from the last date of active student status. If the student does not submit the outstanding coursework by the incomplete deadline, a grade of *W* will be assigned automatically.

Students called to active military service should expect some disruption in their progress toward their desired degree and/or certificate. Disruption could include, but may not be limited to, course availability and time to complete the desired credential.

Non-Degree Seeking Students

Students who were not admitted for the purpose of obtaining a degree, certificate, or other recognized credential are, for the purpose of this policy, defined as non-degree-seeking students. These students are permitted to take courses at Bethel but are not permitted to pursue a degree, certificate, or credential and may have a limited range of courses in which they may enroll.

Non-Degree Seeking students may be admitted under any admissions category: acceptance, conditional acceptance, provisional acceptance, or limited enrollment. Only accepted students in this category may become degree seeking through declaring a program of study. This declaration must happen with support from an advisor in the Office of Student Success and Retention. After declaring a program of study, accepted students may work toward a degree, certificate, or a recognized credential.

Non-degree-seeking students admitted provisionally or conditionally who wish to obtain a degree, certificate, or other recognized credential must first meet the requirements set by their conditional or provisional acceptance and become accepted and declare a program of study. Non-degree seeking students admitted to Bethel with limited enrollment must apply for admission and receive acceptance prior to being assigned a program of study. Students unsure of their admissions category should consult with an advisor in the Office of Student Success and Retention.

Prerequisites and Corequisites

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

Course prerequisites are listed with each course description. A course's prerequisites must usually be completed in a term prior to the course; however, in some cases prerequisites can be taken concurrently (within the same term) as the course.

Course corequisites are listed with each course description. A course with a corequisite requires concurrent (within the same term) registration with its corequisite.

Program Overlap

Students may not earn a minor that has the identical name as their major. Some minors and second majors are not allowed with particular majors. Consult the major/minor requirements listed in this catalog for further information.

Registration

To add, drop, withdraw, or otherwise change course registration, students should refer to the self-registration website (<https://www.bethel.edu/student-success/self-registration/>) and to MyBethel. The student's unique Academic Plan and other resources for registration are located here. When taking any registration activity, students should refer to the CRNs (Course Registration Numbers) on their Academic Plan, to identify specific scheduled course sections and streamline self-registration. Regardless of the actual first day that a class "meets" face to face or online, most courses officially begin on a Monday.

Course registrations, and all registration changes are official on the date the student makes the change online or when written notice is received by the student success advising team. *Specific add, drop and withdrawal deadlines are listed on the Office of the Registrar's website (<https://www.bethel.edu/registrar/important-dates-schedules/>).* No registration activity is complete until the change is displayed through MyBethel.

Adding a Course

Students may register for an upcoming term starting on the following dates:

- Fall registration begins May 1
- Spring registration begins August 1
- Summer registration begins December 1

Once registration opens, students can self-register until two weeks before the course start date. After that date, students must work with their student success advisor to request approval for a late course registration.

The deadline for adding a late course registration depends on the length of the course and is as follows:

- For courses less than 5 weeks long, the late add deadline is the 3rd calendar day of the part of term in which the course occurs.
- For courses 5+ weeks long, the late add deadline is the 8th calendar day of the part of term in which the course occurs.

Dropping a Course

Students must drop a course soon after it begins in order to remove the course from their transcript and avoid charges. The exact number of days depends on the length of the class:

- For courses less than 5 weeks long, the drop deadline is the 3rd calendar day of the part of term in which the course occurs.
- For courses 5+ weeks long, the drop deadline is the 8th calendar day of the part of term in which the course occurs.

Withdrawing from a Course

A student may withdraw from a course starting the day after the drop deadline.

Unlike dropping, a course withdrawal appears on the student's transcript with a grade of "W." Students may withdraw from a course until approximately 65% of it has been completed. Specific withdrawal deadlines can be found on the Office of the Registrar's website (<https://www.bethel.edu/registrar/important-dates-schedules/>).

Students who withdraw may be eligible to receive a prorated refund, starting on the first day of the withdrawal period and ending at the 50% point of the course. After this they are no longer eligible for any refund, even if they are still eligible to withdraw and earn a W on their transcript without petitioning to do so. The refund schedule may be found on the Business Office website.

Students may not withdraw after the course withdrawal deadline, except by petition. They will receive the grade earned for the course.

Changing from Credit to Audit

A student may change their registration in a course taken for credit, to that of audit up until the withdrawal deadline for that course.

Charges Related to Registration Activities

The student is responsible for all charges incurred due to registration activity and for any loss of financial aid or change of loan deferment status as a result. Scheduled online sessions count as "class sessions" when determining tuition refunds and grades. Any refund due to a registration drop or withdrawal will be governed by the refund policy found in this catalog.

Exceptions to Registration Policies

Extenuating circumstances beyond the student's control may warrant exception to a registration policy. Such exceptions will be considered on a case-by-case basis and may require submitting a petition. Students should contact their student success advisor to discuss eligibility and initiate the petition process.

Selecting a Major

Students may choose a major program of study before starting classes at Bethel, but are not required to do so in all cases.

Bachelors-seeking students

Students who start their degree program with 60 or more completed credits (including all transferred credits) must choose a major during the admissions process. Enrollment Counselors will assist new students in the process of choosing the intended major.

Students who start their degree program with fewer than 60 completed credits (including all transferred credits) have the option to admit as "exploratory" and may complete up to 60 credits before deciding on a major. After completing 60 cumulative credits, "exploratory" students must identify their major before they will be allowed to register for additional classes. Student Success Advisors will assist students in the process of choosing the intended major.

Associates-seeking students

Students who intend to earn an Associates degree must choose their degree or major during their admission to the college. Enrollment Counselors will assist new associates-seeking students in this process.

Student Success Advisors

Location: Anderson Center

Telephone: 651.635.8800 (800.255.8706, ext. 8800) | Website (<https://www.bethel.edu/student-success/>)

Each program has a designated Student Success Advisor (SSA) who serves as the first point of contact for student advising and support. The SSA can assist students with course selection, program planning, and other academic and registration questions. They are also able to provide referrals to a number of other support offices on campus, based on each student's particular needs. To contact a program's SSA use the contact information found below.

- Associate Degrees (A.A. and A.S.) (associate-degrees@bethel.edu): 651.635.8014
- B.S. in Accounting (caps-business@bethel.edu): 651.635.2463
- B.S. in Business Management (caps-business@bethel.edu): 651.635.2463
- B.A. in Christian Ministries (christian-min@bethel.edu): 651.635.1011
- B.S. in Nursing (Post-Baccalaureate) (caps-nursing@bethel.edu): 651.635.8026
- B.A. in Psychology (caps-psychology@bethel.edu): 651.635.1103
- B.A. in Social Work (caps-social-work-advising@bethel.edu): 651.635.1113
- B.A. in Special Education (caps-education@bethel.edu): 651.635.1108
- Certificate in Addiction Studies (human-services@bethel.edu): 651.635.1103
- Certificate in Alcohol and Drug Counseling (human-services@bethel.edu): 651.635.1103

Summer Session

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

Teach-Out Policy

When a program, certificate, minor, concentration, or license is eliminated, affected students will be notified. The university will establish a teach-out schedule with a date for when classes in that program, certificate, minor, concentration, or license will no longer be offered. Students should seek to complete all program, certificate, minor, concentration, or license requirements during the teach-out period. However, students who have not completed all requirements have two academic years beyond the end of the teach-out period to complete any remaining requirements through approved transfer courses. All transfer courses must comply with published transfer policies. Theses, dissertations, and capstone projects must be completed at Bethel within two academic years after the teach-out. The end of that two-year period is the date on which the program officially closes and degrees in that program will no longer be granted.

Transcripts

Official transcripts are available showing all academic work completed to date at Bethel University. Both electronic and paper versions of official transcripts are available for \$8 if ordered online through Parchment. If ordered manually by form, the cost is \$25. Transcripts are processed within 1-3 business days. Some exceptions apply. Transcripts may be withheld if the student has an outstanding balance of \$250 or more. Questions regarding transcripts should be addressed to the Office of the Registrar (<https://www.bethel.edu/registrar/contact/>).

To order an official transcript, please visit the registrar's webpage (<https://www.bethel.edu/registrar/>).

Transcripts may be withheld for any student with a financial balance. See Transcript Hold (p. 50) for details.

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, or when approved as Prior Learning Credit. Coursework must be designated by the originating institution as freshman-level or higher.

Courses in which the student received a grade of D or higher will be accepted for 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.

Some degree programs require a higher cumulative GPA on all academic work accepted in transfer, or a higher minimum grade for particular courses. Such requirements can be obtained from a student's enrollment counselor.

Courses accepted in transfer must be relevant or equivalent to courses required for the student's program of study at Bethel. 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.

Transfer Levels

When a student enrolls as a degree-seeking student, a transfer level is assigned and general education requirements are determined and may not be modified unless at least two years have elapsed during which no courses have been taken at Bethel.

0-44.99 credits	Level A
45 credits or more	Level B

Students holding regionally accredited Associate of Arts (A.A.) or Bachelor's degrees, participating in a Bethel Post Secondary Enrollment Option (PSEO) program, or transferring completed Minnesota Transfer Curriculum (MNTC) programs, are not categorized according to these numerical levels.

Prior Learning Assessment

A maximum of 30 combined CAPS undergraduate credits for prior learning assessment (PLA) may be awarded through the options described below. Credit earned through PLA is identified on the transcript as Prior Learning Assessment Credit and is eligible for elective credit only (not to fulfill the requirements of any major, minor, or certificate), unless otherwise stated in the options below.

Completion of the Bethel Distinctives and program-determined residency requirements for the degree cannot be fulfilled by any PLA option listed in this policy.

PLA Options:

1. Organizations with Formal Agreements

Students in CAPS academic programs that have formal agreements with non-accredited collegiate organizations or institutions may earn PLA credit for completing training at these organizations, as identified within the formal agreements.

If a formal agreement does not exist, students may petition Bethel to evaluate the possibility of a new formal PLA transfer agreement with a non-accredited collegiate or para-college institution or organization. If an agreement is established, students may earn credit (retroactively, if applicable) for completing training as described within the formal agreement.

2. ACE-approved Training

Many career fields offer non-collegiate-sponsored training courses, examinations, or certifications. Students may earn PLA credit for completing such training that has been recommended for credit by the American Council on Education (ACE).

Students may have their training evaluated by the Registrar's Office for potential credit by submitting appropriate documentation to the College of Adult and Professional Studies. Credit earned through this option is eligible to meet any CAPS requirement, with PD review and approval, as requested by the Registrar's Office. Exceptions to this include Bethel distinctives, program-determined residency

requirements, capstone courses and 400 level courses; these requirements cannot be met through ACE-recommended PLA credit.

3. Other Non-Collegiate College-Level Learning

The training courses, examinations or certifications from a non-collegiate institution or organization in which no formal agreement exists, and which are not recognized by ACE, may, at the program director's discretion, be considered for formal evaluation by the Registrar's Office under the following circumstances:

- Students must submit to the College of Adult and Professional Studies, a comprehensive official description of the training course, examination or certification, which includes digital verification or contact information for the sponsoring organization, the format and content of the learning, estimated length of time to completion, and the standards for successful completion.
- Additional information may be required by the Registrar's Office or program director as part of the review and approval process.
- The Registrar's Office, in consultation with the program director, must approve the learning for PLA credit.
- Upon PD review based on Bethel course objectives, full credit (not partial) may be approved toward fulfilling a specific Bethel course requirement. The PD reserves the right to deny application of any PLA work toward Bethel course requirements.
- Students are awarded credits upon the successful completion of training courses, examinations, or certifications. Students must submit a verified certificate of completion, official transcript or examination score report to the College of Adult and Professional Studies as proof of that completion.

Withdrawal and Re-Enrollment

University Withdrawal

Students who desire to officially withdraw from Bethel must contact their Student Success Advisor. In addition, students who do not enroll for more than one year (three consecutive academic terms, excluding interim) are automatically withdrawn from Bethel.

University Re-Enrollment

Former students must file an application for re-enrollment. They should contact the Office of Student Success & Retention to learn more and start this process. Former students who have a registration hold on their account from the Business Office are not eligible to seek re-enrollment until the hold is resolved. All requests to re-enroll must be approved by the Program Director or Dean.

Withdrawn students will enter under the catalog of the year in which they re-enroll.

Students will re-enroll at the academic standing assigned for their last term of enrollment, with the exception of students who were academically dismissed. (See Re-enrollment after Academic Dismissal below for further information)

Re-Enrollment after Academic Dismissal

Academically dismissed students are eligible to apply for re-enrollment no sooner than the third term after the term of their academic dismissal or last term of registration, excluding interim. If approved to re-enroll, students may resume coursework no sooner than the fourth term after the term of their academic dismissal or last term of registration, excluding interim.

Students who are approved to re-enroll after academic dismissal will return on an academic standing equivalent to the second term of academic probation. Students must achieve the minimum cumulative GPA required for good standing at the end of their first term of re-enrollment. The one exception is for re-enrolled students who, in their first term of re-enrollment, achieve the minimum required term GPA for good standing. They will not be dismissed even if their cumulative GPA at the end of that term is below good standing. In this case the student's academic standing remains equivalent to that of a second term of academic probation for no more than one additional term.

Specific academic programs may have different dismissal and re-enrollment policies than listed above. These requirements would be listed with program information and/or the student handbook.

Family Educational Rights and Privacy Act of 1974 (FERPA)

Purpose and Applicability

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, ("The Act") 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 on the first day of attendance, and former students.

The Act does not apply to individuals who have applied for admission but never attended Bethel University or applicants for admission who are denied enrollment.

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; Bethel will decide on a case by case basis what records of deceased students can be released and to whom they will be released.

Definitions

Eligible Student: A student who has reached 18 years of age or is attending an institution of postsecondary education.

School Official:

- A person employed by Bethel University in an administrative, supervisory, academic or research, or support staff position including security and safety personnel and health services staff.
- A person or company with whom Bethel University has contracted, such as auditors, attorneys, or the National Student Clearinghouse.
- A person serving on the Board of Trustees.
- A student serving in an official committee or assisting another University official in performing his or her tasks.

Education Records: Records that directly relate to a student and are maintained by an educational institution.

Education records may include:

- class lists;
- grade rosters;
- student schedules;
- correspondence; and
- data in an electronic database.

Education records do NOT include:

- records about students made by instructors, professors, and administrators for their own use and not shown to others (sole possession records);
- Office of Security and Safety records maintained solely for law enforcement purposes and kept separate from the education records described above;
- employment records, except where a currently enrolled student is employed as a result of his or her status as a student;
- records of a physician, psychologist, or other recognized professional made or used only for treatment purposes and available only to persons providing treatment (while not education records, these records are subject to FERPA);
- records that contain only information relating to a person's activities after that person is no longer a student at the University;
- financial information submitted by parents(s)/guardian(s);
- directory information not restricted by the student; and
- confidential letters and recommendations placed in the student's record if the student has waived in writing his or her right to inspect those letters and recommendations. Students may revoke such a waiver at a later time, but the revocation must be in writing and is only effective with respect to actions occurring after the revocation.

Personally Identifiable Information: All information that is directly related to a student. This information includes both "directory information" and "non-directory information."

Directory Information: Information contained in a record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. At Bethel University, directory information includes:

- student's name;
- address;
- telephone listing;
- electronic mail address;
- photograph or digital image;
- date and place of birth;
- major field of study;
- grade level (freshman, sophomore, etc.);
- enrollment status (e.g.; undergraduate or graduate; full time or part time);
- dates of attendance;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams;
- degrees, honors, and awards received;
- most recent educational agency or institution attended; and
- Bethel Community Account username, which is used by the student for purposes of accessing or communicating in electronic systems, since this identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

Non-Directory Information: Any personally identifiable student information that is not directory information. At Bethel University, non-directory information includes, but is not limited to, a student's Social Security number or student identification (ID) number.

Legitimate Educational Interest: An educationally related purpose, which has an identifiable educational relationship to the student involved and underlies a request for the disclosure of education records.

Student Rights

Currently enrolled and former students have the right to:

- inspect and review information contained in education records within 45 days after Bethel receives a request for access;
- request the amendment of the student's education records that a student believes is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- consent to disclosure, subject to certain exceptions specified in The Act, of personally identifiable information from education records; and
- file a complaint with the Department of Education concerning an alleged failure by Bethel to comply with The Act.

Procedure for Inspecting Records

Students must request permission in writing to inspect their records and must present that request to the Registrar's Office, who will coordinate the inspection of records.

- The records will be made available to the student for inspection not more than 45 days following the receipt of the request.
- A Bethel employee must be present while the student inspects his or her records.
- Students may request copies of available records when failure to provide a copy of the record would effectively prevent the student from inspecting and reviewing the record. Students may be required to pay a per copy fee. A copy may be refused, but only if, in doing so, the institution does not limit the student's right to inspect and review that record.

A student may inspect records of disclosure, which will be kept by the office in which the record is maintained unless such inspection is prohibited under the terms of a court order or lawfully issued subpoena.

Procedure for Requesting the Amendment of Records

With the exception of grades or disciplinary actions, if a student believes that information in his or her record is inaccurate, misleading, or otherwise in violation of his or her privacy rights, he or she may request that a change in the record be made.

- Such a request must be in writing, clearly identify the part of the record the student wants changed, and submit the request to the appropriate University official in whose office the record in question is located.
- If Bethel decides not to amend the record as requested, Bethel will notify the student in writing that he or she may make a written request to that official for a hearing to contest the record.
- A hearing will be conducted within 30 days of the written request (or as soon thereafter as is practical) with the student having an opportunity to present all relevant evidence. The hearing panel will consist of the University official in charge of the record in question and two other officials selected by the official in charge.
- The student will be notified within two weeks of the hearing (or as soon thereafter as is practical) as to the decision of the official or hearing panel. The decision of the hearing panel is final.
- If the student disagrees with the action taken by the hearing panel, he or she may place a statement in his or her educational record giving the reasons for disagreeing with the decision.

NOTE: An appeal of grades or disciplinary action should follow the processes outlined in the student handbook and/or academic catalog.

Procedure to Request Withholding of Directory Information

- In the fall semester, students will be notified about the opportunity to request that Directory Information be withheld.
- Students may request to withhold disclosure of Directory Information by completing a form online or in the Registrar's Office.
- Bethel will continue to honor a student's last request with regard to the disclosure or non-disclosure of Directory Information made while the student was in attendance at Bethel. Bethel cannot assume the responsibility to contact the student for subsequent permission to release Directory Information. Regardless of the effect upon the student, Bethel assumes no liability for honoring an instruction to restrict/withhold Directory Information.
- A student who is no longer enrolled cannot request that Directory Information be withheld. A student who is no longer enrolled can rescind their request to withhold Directory Information.

Parent Rights

The Act generally does not guarantee any rights to parents or guardians of students who are attending post-secondary institutions.

However, at Bethel's discretion, The Act does allow Bethel to provide parents with access to their student's educational records provided the parents claim the student as a dependent on their federal income tax return. If a student is claimed as a dependent for federal income tax purposes by either parent (regardless of the parents' current marital status), then, at Bethel's discretion, Bethel may disclose information in the student's education records without the student's consent.

As a matter of general practice, Bethel does not release student education records to parents of dependent students without the student's written authorization. Bethel does provide all students with the ability to give parents and other third parties online proxy access to their education records.

Offices That Maintain Records

For information about records, contact the Registrar's office, or the office in which the records are maintained. Types of records maintained by Bethel University are as follows:

- Office of the Registrar—Personal information data, course registration, records of all courses taken including grades, documents related to degree completion requirements, and other related information.
- Office of Financial Aid—Financial aid applications, records of financial aid awarded, and related documents.
- Business Office—Records related to charges, payments, emergency contact information, and Perkins loans for educational services rendered by Bethel.

- Office of Career Development and Calling—Placement data completed by the student, resumés, information on courses taken toward degree, letters of recommendation from faculty and/or employers
- Academic Departments—Student applications to program, copies of grades, notes from student interviews, faculty recommendations, department recommendations, records of field experiences, clinicals, practica, internships, and other related documents.
- Health Services—Student medical forms, copies of athletic physicals, and records of medical services rendered to the student through the university.
- Office of Student Life—Photograph, ID card information, evaluations from residence hall personnel, interest test results, housing applications, Covenant for Life Together and miscellaneous correspondence, disciplinary information.
- Office of Development—Personal data on alumni of the university and records of financial giving.
- Faculty Advisors—Notes from advising sessions; copies of various communications to and from advisee, faculty, and other offices; and related advising material.

Disclosure of Education Records

Conditions Under Which Directory Information May Be Released

Directory Information may be released at the discretion of University officials without the written permission of the student, unless the student has requested that directory information be withheld. If the student has requested that directory information be withheld, the information will not be released without their written consent.

Conditions Under Which Directory and Non-Directory Information May Be Released

Directory and Non-Directory Information may be released without the written consent of the student to:

- Authorized representatives of the Comptroller General of the United States.
- The Attorney General of the United States.
- The Secretary of Education.
- State or local educational authorities, for audit and evaluation of federal- and state-supported education programs, or for the enforcement of or compliance with federal legal requirements that related to those programs.
- Bethel University personnel or other school officials who have a legitimate educational interest in the records. This category includes a person or organization retained to be an agent for, or under contract with, Bethel University, such as financial auditors, attorneys, or National Student Clearinghouse. It also includes personnel from other institutions with whom Bethel University has made consortium arrangements. Disclosure to a school official having a legitimate educational interest does not constitute institutional authorization to transmit, share, or disclose any or all information received to a third party.
- Officials of another school in which the student seeks to enroll.
- Persons or organizations involving financial aid in order to determine the student's eligibility for financial aid; to determine the amount of financial aid; to determine conditions to be imposed regarding financial aid; and to enforce conditions of financial aid.
- State and local officials as allowed by state statutes concerning the juvenile justice system.
- Organizations that are conducting studies to develop, validate, and administer predictive tests; administer student aid programs; and improve instruction. Those organizations cannot redisclose personally identifiable information of students.
- Accrediting agencies carrying out their accrediting functions.
- Parents of dependent students (that is, students who are claimed as dependents on their parents'/guardians' most recent federal tax return). However, as a matter of general practice, Bethel does not release student education records to parents of dependent students without the student's written authorization. Instead, Bethel provides all students with the ability to give parents and other third parties online proxy access to their education records.
- To comply with a judicial order or lawfully issued subpoena. The University will notify the student when such a request occurs without the student's knowledge unless prohibited by law.

- Appropriate persons in a health or safety emergency. If Bethel determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from educational records to any person whose knowledge of the information is necessary to protect the health or safety of the student or others, provided that Bethel will only exercise this authority for the duration of the emergency.

The University can release information related to a student contained in law enforcement records so long as such records are created by a law enforcement unit, created for a law enforcement purpose, and maintained by a law enforcement unit in a manner that segregates them from records maintained by other components of the University.

Conditions Under Which Education Records Will Not Be Released

Unless otherwise required by law, Bethel University official transcripts will not be issued to students who are delinquent in paying University charges for educational services or who are behind in financial loan repayments.

Copies will not be provided of education records (e.g., transcripts) that were issued by other educational institutions unless authorized by the Registrar.

UNAUTHORIZED DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION FROM THE EDUCATION RECORD OF ANY STUDENT IS PROHIBITED.

Criteria Used to Determine the Legitimate Educational Interest of School Officials

The following criteria shall be taken into account in determining whether a school official has a legitimate educational interest in the disclosure of student education records:

- The official must seek the information within the context of the responsibilities that he or she has been assigned;
- The information sought must be used within the context of official University business and not for purposes extraneous to the official's area of responsibility or to the University;
- The information requested must be relevant and necessary to the accomplishment of some task or to making some determination within the scope of University employment;
- The task must be determined to be consistent with the purposes for which the data are maintained. Requests related to institutional research and studies are subject to this criterion;

Other Faculty and Staff Responsibilities

Bethel University will notify students annually of their rights under The Act by publishing such information in the University catalog and E-Announcements. A complete policy is available from the Office of the Registrar.

Bethel University will maintain a record of requests for access to and disclosure of a student's Non-Directory Information to anyone other than:

- the student;
- University officials with a legitimate educational interest;
- a party with the student's written consent; and
- a party seeking or receiving the records as directed by a court order or lawfully issued subpoena that directs the University to refrain from disclosing the contents of the subpoena or the information furnished in response to the subpoena.

Enforcement

Enforcement of this Act is the responsibility of the Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5920.

Further information concerning The Family Educational Rights and Privacy Act is available at www.ed.gov (<https://www.ed.gov>).

Military and Veteran Information

At Bethel, we honor those who are currently serving and have previously served our country. We are committed to helping military-affiliated students succeed academically and utilize their military benefits efficiently as they pursue meaningful life and work.

See the following list of Military and Veterans' programs and resources for more information on what Bethel offers to military-affiliated students and their families:

Office of Financial Aid: Website (<https://www.bethel.edu/military-veteran-students/>) | 651-638-6241

Resources

Military Benefits Verification Form:

Students who will receive military benefits for tuition and fees and/or books and supplies should use this form (<https://www.bethel.edu/financial-aid/forms/military-benefits-form-2324/>) to report these amounts. At Bethel, students are required to submit a written request to use entitlement for military benefits, and the submission of this form completes this requirement.

Students are also required to submit a certificate of eligibility for entitlement to educational assistance before the second term of certification.

Military Partnerships

- Membership in the Yellow Ribbon Program
- Acceptance of many AARTS credits

For more information on Bethel's military partnerships, see the partnerships webpage (<https://www.bethel.edu/academics/partnerships/military/>).

Financial Aid and Military Benefits

Scholarships

The Bethel Military Scholarship is available to regularly admitted, degree-seeking students in CAPS, Seminary, and GS, who are, or have served, in the U.S. armed forces. For more information, see the CAPS Grants and Scholarships page (<https://www.bethel.edu/adult-undergrad/financial-aid/types/grants-scholarships/>).

Financial Aid:

Beyond Bethel's membership in the Yellow Ribbon Program, there are a number of other sources of aid given to military-affiliated students. A few examples of military benefits given to Bethel students are listed below:

- Federal Tuition Assistance (FTA) – Air Force
- Federal Tuition Assistance (FTA) – Army
- Federal Tuition Assistance (FTA) – Coast Guard
- Federal Tuition Assistance (FTA) – Marine Corps
- Federal Tuition Assistance (FTA) – Navy
- Federal Tuition Assistance (FTA) and Top Up
- Minnesota GI Bill
- Minnesota State Tuition Reimbursement (STR)
- VA Chapter 1606 – Montgomery GI Bill Selected Reserve (MGIB – SR)
- VA Chapter 30: Montgomery GI Bill (MGIB)
- VA Chapter 31 - Vocational Rehabilitation and Employment (VR & E)
- VA Chapter 33 - Post 9/11 GI Bill
- VA Chapter 35 - Dependents' Educational Assistance Program (DEAP)
- VA National Call to Service

If students are awarded military benefits, Bethel-controlled grants and scholarships will be reduced if students' total military benefits, grants and scholarships exceed the financial aid budget for tuition, fees, room, board, books and supplies. For more information on military benefits, visit the CAPS Military Benefits site (<https://www.bethel.edu/adult-undergrad/financial-aid/types/military-benefits/>).

Academic Calendar

The 2023–2024 academic year includes three academic terms: Fall Semester 2023, Spring Semester 2024, and Summer Session 2024. Special dates and holidays for the 2023-2024 academic year are listed below.

Fall Semester 2023

August 21 - December 24

Fall Term Begins	August 21
Commencement Application Deadline	October 31
Registration Opens for Summer Session 2024	December 1
Fall Commencement	December 16
Fall Term Ends	December 24
Christmas Break (no classes)	December 25 - January 7

Spring Semester 2024

January 8 - May 26

Spring Term Begins	January 8
Commencement Application Deadline	March 31
Registration Opens for Fall Semester 2024	April 1
Spring Commencement	May 27
Spring Term Ends	May 26

Summer Session 2024

May 27 - August 18

Summer Term Begins	May 27
Registration Opens for Spring Semester 2025	August 1
Summer Term Ends	August 18

Admission

The College of Adult & Professional Studies (CAPS) will consider applicants who meet the general requirements (p. 22) for admission to the College. For admission to certain majors or certificates, applicants must meet additional admission requirements (p. 23).

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

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Admission Calendar

Once accepted, Bethel University offers multiple opportunities for students to start their program throughout the year, in either a term format or a dynamic rolling basis. Contact the Office of Admissions for the next available start date for each program.

Course/Cohort Cancellation

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

Admission Categories

Applicants will be notified in writing of their admission decision. A student's application, including all required materials, is valid for one year from the date of initial admissions decision.

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 entering Bethel with a cumulative high school or college GPA below 2.0 (on a 4.0 scale) are provisionally admitted. In addition, students entering with below 45 transfer credits are provisionally admitted.

- The college GPA will be used to determine provisional acceptance if 12 or more college credits have been completed in A-F letter-graded courses;
- The high school GPA will be used if fewer than 12 college credits have been completed in A-F letter-graded courses.

Students admitted provisionally with fewer than 45 transfer credits and below a 2.5 cumulative college GPA will not be allowed to proceed beyond 3 courses of coursework taken for a letter grade (A - F) until all Foundations of Academic Readiness (FAR) requirements are met. These students should work with their Student Success Advisor in order to fulfill the FAR requirements at the beginning of their course of study.

Provisional Evaluation

Provisional evaluation provides an early assessment of academic success specific to provisionally-accepted students. Provisional evaluation occurs at the end of the term in which a provisionally-accepted student has completed a cumulative total of three A-F letter-graded courses.

If the student meets the minimum required cumulative Bethel GPA for provisionally-accepted students (1.75) at the time of their provisional evaluation:

- The student will be allowed to continue in their program of study.
- The student must complete any remaining required Foundations of Academic Readiness (FAR) courses.
- The student will be evaluated for Academic Standing in accordance with the Academic Standing policy in the next term.

If the student does not meet the minimum required cumulative Bethel GPA for provisionally-accepted students (1.75) at the time of their provisional evaluation, the student will be academically dismissed.

Limited Enrollment

Limited Enrollment is for students who do not meet or do not wish to meet the CAPS General Admission Requirements. Students with Limited Enrollment are permitted to enroll as non-degree seeking students for not more than two courses from a limited list of available courses. Limited Enrollment students who complete both courses with a C or better are permitted to continue as non-degree seeking students.

CAPS General Admission Requirements

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 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.
- Indicate acceptance of Bethel Community Expectations by signing the application form.
- Complete an interview, if requested by the CAPS admissions review committee.

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Admission to the college does not guarantee admission to all majors. Specific CAPS majors and certificates may also require additional program-specific admission requirements (p. 23) which accompany these general admission requirements. Each programs' specific admission requirements are found within the program's page in this catalog.

International Student Admission Requirements

In addition to the general requirements in this section, international applicants to Bethel University's CAPS programs must meet additional criteria for admission. International candidates may enroll as fully online students who plan to complete their program outside the United States. CAPS does not enroll residential international applicants. Residential options for international applicants exist through the College of Arts and Sciences, Graduate School, and Seminary.

Fully Online International Applicants

A fully online international applicant is any candidate who is not a U.S. citizen and intends to complete their fully online program in their home country. Note that non-U.S. citizens cannot receive a U.S. Visa if they are intending to enroll in a fully online program. Fully online international applicants must complete the general requirements for admission as well as the items listed below:

- International student applicants whose primary language is not English must submit a Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English Academic (PTE Academic) examination score report. This English proficiency requirement can be waived if the student received an undergraduate or higher level degree at a U.S. college or university.
 - TOEFL minimum score of 80 on the Internet-based test or 8 on the Essentials test.
 - IELTS minimum score of 6.5.
 - PTE minimum score of 55.
- Transcript(s) from colleges and/or universities where the highest degree was earned is/are required to be submitted. The transcript(s) is/are required to be evaluated by one of the members of National Association of Credential Evaluation Services (NACES (<http://www.naces.org/>)) or Association of International Credential Evaluators (AICE (<http://aice-eval.org/>)) or the Commission on Graduates of Foreign Nursing Schools International, Inc. (CGFNS (<https://www.cgfns.org/>)) if the student's degree(s) is/are received outside of the U.S. It is advised that students received a course-by-course evaluation that shows a cumulative GPA.

Program-Specific Admission Requirements

In addition to the CAPS General Admission Requirements (p. 22), CAPS majors, certificates, and programs and certificates often require additional program-specific materials for admission to that particular program. All requested materials are listed in the program's details in the catalog.

Academic Programs

Course Numbers, Levels, and Credits

The primary purpose of Bethel's course number system is to identify its level of content and material and any necessary course background. CAPS course numbers consist of a 4-letter discipline code, a 3-digit number, and sometimes a 1-letter suffix code. 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.

Subject Code	Description
ACCT	Accounting
ARTC	Art
ADST	Addiction Studies
BIBL	Biblical Studies
BUSN	Business
CHMN	Christian Ministries
COMM	Communication
CORE	Bethel Distinctives
ECON	Economics
EDUC	Education
ENGL	English
FINA	Finance
HEPE	Health and Physical Education
HIST	History
HUSE	Human Services
MATH	Mathematics
MIST	Management Information Systems
NASC	Natural Science
NURS	Nursing
ORGL	Organizational Leadership
PLAC	Prior Learning
PSYC	Psychology
SCLA	Senior Care Leadership & Administration
SOCS	Sociocultural Studies
SOWK	Social Work
SPED	Special Education
THEO	Theology

Suffix Codes and Descriptions

Subject Code	Description
H	Ethics: A required category in General Education
R	Academic Research Writing (A required category in General Education Goal Area 1)

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 (A.A.) degree (p. 24)
- A.S. degree: Business and Leadership major (p. 25)
- A.S. degree: Individualized Major (p. 24)

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 40 semester credits of general education courses and 20 semester credits of elective courses. These requirements can usually be met in two years of full-time study.

Program Outcomes:

Upon completion of the Associate Degree programs at Bethel students will:

1. Communicate effectively using written, oral and technological methods of communication.
2. Articulate an ethical response to issues using a personal worldview.
3. Apply problem solving across disciplines through critical thinking, quantitative, and qualitative skills.
4. Describe ways humans address their condition through imaginative work (Art, Literature, Media, etc.).
5. Illustrate aspects of their personal and professional well-being (Spiritual, Physical, Emotional, Cognitive, Relational, and Meaning).
6. Analyze aspects of the world through a Christian view.

Admission Requirements

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

- Meet the general requirements (p. 22) 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.

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Degree Requirements

Associate of Arts Degree

Requirements for the degree (60 semester credit hours in total) include 40 semester credits of general education courses and 20 semester credits of elective courses. These requirements can usually be met in two years of full-time study, and they meet the requirements of the Minnesota Transfer Curriculum. Students transferring in 45 credits or fewer are required to take SOCS 110.

General Education requirements for the A.A. degree. (p. 5)

Code	Title	Credits
General Education (See below for more details)		
		Credits
	Goal Area 1: including an Academic Research Writing course	8
	Goal Area 2	6
	Goal Area 3	8
	Goal Area 4	3
	Goal Area 5	9
	Goal Area 6	6
	General Education Total	40
	Elective Courses	20
	Total Credits	60

A list of the courses which fulfill each Goal Area is available on the CAPS Courses by Goal Area page (p. 9).

A.S. Individualized Major

The Associate of Science degree (A.S.) contains a balanced program of liberal arts education in combination with a concentrated focus in a business 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.

Program Outcomes:

Upon completion of the Associate Degree programs at Bethel students will:

1. Communicate effectively using written, oral and technological methods of communication.
2. Articulate an ethical response to issues using a personal worldview.
3. Apply problem solving across disciplines through critical thinking, quantitative, and qualitative skills.
4. Describe ways humans address their condition through imaginative work (Art, Literature, Media, etc.).
5. Illustrate aspects of their personal and professional well-being (Spiritual, Physical, Emotional, Cognitive, Relational, and Meaning).
6. Analyze aspects of the world through a Christian view.
7. Analyze leadership and business practices within organizations.
8. Apply appropriate technology and information literacy in decision making.

Admission Requirements

Individualized (A.S.) majors will consider applicants who:

- Meet the general requirements (p. 22) 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.

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Degree Requirements

Associate of Science 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 pre-approved courses by the AA/AS Program Director or courses within a single academic discipline that is more directly applicable to their individual educational and/or career goals, and 30 credits from the goal areas as defined for the Associate of Science degree (listed below). Consult a CAPS Student Success Advisor to learn more.

Code	Title	Credits
General Education (See below for more details)		Credits
	Goal Area 1: including an Academic Research Writing course	6
	Goal Area 2	3
	Goal Area 3	6
	Goal Area 4	3
	Goal Area 5	6
	Goal Area 6	6
	General Education Total	30
	Selected courses pre-approved by the AA/AS Program Director or courses of a single academic discipline	30
	Total Credits	60

The listed courses for each Goal area can be found in the CAPS Courses by Goal Area page (p. 9).

A.S. in Business and Leadership

The Associate of Science degree (A.S.) contains a balanced program of liberal arts education in combination with a concentrated focus in a business 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.

Program Outcomes:

Upon completion of the Associate Degree programs at Bethel students will:

1. Communicate effectively using written, oral and technological methods of communication.
2. Articulate an ethical response to issues using a personal worldview.
3. Apply problem solving across disciplines through critical thinking, quantitative, and qualitative skills.
4. Describe ways humans address their condition through imaginative work (Art, Literature, Media, etc.).
5. Illustrate aspects of their personal and professional well-being (Spiritual, Physical, Emotional, Cognitive, Relational, and Meaning).
6. Analyze aspects of the world through a Christian view.
7. Analyze leadership and business practices within organizations.
8. Apply appropriate technology and information literacy in business and leadership decisions.

Admission Requirements

The business and leadership major will consider applicants who:

- Meet the general requirements (p. 22) 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.

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Degree Requirements

Associate of Science in Business and Leadership

Code	Title	Credits
General Education (See below for more details)		Credits
Goal Area 1: including an Academic Research Writing course		6
Goal Area 2		3
Goal Area 3		6
Goal Area 4		3
Goal Area 5		6
Goal Area 6		6
General Education Total		30
Business and Leadership Major		Credits
BUSN 104	Introduction to Business	3
BUSN 115	Personal Financial Literacy	3
BUSN 200	Business Problem Solving	3
BUSN 210	Workplace Communication	3
BUSN 285	Information and Organizations	3
COMM 160	Basic Communication Skills	3
ORGL 101	The Relational Leader *	3
ORGL 330	Theories of Organizations and Leadership *	3
ORGL 370	Leading in the Digital Age *	3
SOCS 170	Conflict Management and the Social Scientific Perspective	3
Business and Leadership Major Total		30
Total Credits		60

* 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.

- B.S. in Accounting (p. 26)
- Minor in Accounting (p. 26)
- B.S. in Business Management (p. 27)
- Minor in Business Management (p. 27)

B.S. in Accounting

Overview

Program Goals

Upon completion of the accounting program:

- Students will demonstrate their abilities to identify ethical dilemmas and responsible courses of action.
- Students will demonstrate an understanding of functional areas of business and the role of accounting in these areas.
- Students will reflect on how and why to integrate a Christian or personal faith perspective into work and life.
- Students will demonstrate effective written communication skills.
- Students will demonstrate effective oral communication skills.
- Students will demonstrate the ability to explore issues, ideas, and/or events before accepting or formulating an opinion or conclusion.
- Students will apply business knowledge and skills in a real-world setting by completing a project for an organization.

Pathway to MBA

Students in this program may participate in the CAPS Business to MBA pathway which allows students in business majors to take up to 3 MBA courses, or 9 credits, to simultaneously fulfill their undergraduate degree requirements along with their MBA degree requirements. For more information refer to the CAPS Business to MBA pathway page (p. 36).

Accounting (B.S.) Admission Requirements

The accounting major will consider applicants who:

- Meet the general requirements (p. 22) for admission to the College of Adult and Professional Studies.
- 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 which, if any, outstanding course requirements or needed credits must be fulfilled.

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Degree Requirements

B.S. in Accounting

The required curriculum for the accounting major comprises a 51 semester credit sequence of courses. The Accounting major cannot be combined with the Business Management major, Business Management Minor, or the Finance major. Students have the option to include a 15-credit concentration in Data Analytics.

Code	Title	Credits
ACCT 200	Financial Accounting for Managers	3
ACCT 305	Intermediate Financial Accounting I	3
ACCT 310	Intermediate Financial Accounting II	3
ACCT 315	Cost/Managerial Accounting	3
ACCT 320	Income Tax Accounting	3
ACCT 425	Corporate Auditing	3
ACCT 430	Advanced Accounting	3
BUSN 205	Survey of Microeconomics and Macroeconomics	3
BUSN 220	Management Information Systems	3
BUSN 301	Foundations of Business Management *	3
BUSN 323	Marketing Fundamentals	3
BUSN 335	Business Law	3
BUSN 415	Intermediate Macroeconomics	3
BUSN 425H	Applied Ethical Decisions in Life and Business	3
BUSN 491	Business Capstone *	3
FINA 200	Financial Management	3
MATH 301	Business Mathematics and Statistics	3
Accounting Major Total		51
General Education, Core Distinctives, and Elective Courses		71
Optional Concentration: Data Analytics		
Total Credits		122

* Course must be taken for credit in residence at Bethel.

Optional Concentration

Data Analytics Concentration

Code	Title	Credits
BUSN 118	Introduction to Business Programming	3
BUSN 315	Business Analytics	3
BUSN 325	Business Database Management	3
BUSN 331	Business Analysis for Decision Making	3
BUSN 426	Predictive Data Analytics	3
Total Credits		15

Minor in Accounting

The required curriculum for a minor in accounting comprises a 24 semester credit sequence of courses. Can only be taken with a Business Management major or with Program Director permission.

Code	Title	Credits
ACCT 200	Financial Accounting for Managers	3
ACCT 425	Corporate Auditing	3
ACCT 305	Intermediate Financial Accounting I	3
ACCT 310	Intermediate Financial Accounting II	3
ACCT 315	Cost/Managerial Accounting	3
ACCT 320	Income Tax Accounting	3
ACCT 430	Advanced Accounting	3
BUSN 220	Management Information Systems	3
Total Credits		24

B.S. in Business Management

Overview

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

Upon completion of the business management program:

- Students will demonstrate the ability to address problems within their disciplines by identifying strategies and/or tactics to answer questions or achieve goals in their discipline.
- Students will demonstrate their abilities to identify ethical dilemmas and responsible courses of action.
- Students will demonstrate the ability to analyze and interpret quantitative and/or qualitative information in their discipline.
- Students will demonstrate an understanding of functional areas of business.
- Students will reflect on how and why to integrate a Christian faith perspective into work and life.
- Students will demonstrate effective written communication skills.
- Students will demonstrate effective oral communication skills.
- Students will demonstrate the ability to explore issues, ideas, and/or events before accepting or formulating an opinion or conclusion.

Concentration Goals

- Data Analytics: Apply data analytics within business contexts using theory, best practices, and ethics.
- Management: Apply the managerial functions of planning, organizing, leading and controlling to people and organizations.
- Healthcare Management: Demonstrate operational, financial, technical, and leadership skills that provide a foundation for effective management in healthcare systems.

Pathway to MBA

Students in this program may participate in the CAPS Business to MBA pathway which allows students in business majors to take up to 3 MBA courses, or 9 credits, to simultaneously fulfill their undergraduate degree requirements along with their MBA degree requirements. For more information refer to the CAPS Business to MBA pathway page (p. 36).

Admission Requirements

The business management major will consider applicants who:

- Meet the general requirements (p. 22) for admission to the College of Adult and Professional Studies.
- 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 which, if any, outstanding course requirements or needed credits must be fulfilled.

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Degree Requirements

B.S. in Business Management

The required curriculum for the business management major comprises a 45 semester credit sequence of courses. 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. The Business Management major cannot be combined with the Accounting major or the Finance major.

Code	Title	Credits
ACCT 200	Financial Accounting for Managers	3
BUSN 205	Survey of Microeconomics and Macroeconomics	3

BUSN 220	Management Information Systems	3
BUSN 301	Foundations of Business Management *	3
BUSN 302	Human Resource Management	3
BUSN 323	Marketing Fundamentals	3
BUSN 335	Business Law	3
BUSN 425H	Applied Ethical Decisions in Life and Business	3
BUSN 491	Business Capstone *	3
FINA 200	Financial Management	3
MATH 301	Business Mathematics and Statistics	3
Concentrations		12-15
Select one to two concentrations: Data Analytics, Management, or Healthcare Management		
Business Management Major Total		45-48
General Education, Bethel Distinctives, and Elective Courses		74-77
Total Credits		122

* Course must be taken for credit in residence at Bethel.

Business Management (B.S.) Concentrations

Data Analytics Concentration

Code	Title	Credits
BUSN 118	Introduction to Business Programming	3
BUSN 315	Business Analytics	3
BUSN 325	Business Database Management	3
BUSN 331	Business Analysis for Decision Making	3
BUSN 426	Predictive Data Analytics	3
Total Credits		15

Healthcare Management Concentration

Code	Title	Credits
BUSN 380	Strategic Management in Healthcare	4
BUSN 385	Healthcare Leadership	4
BUSN 387	Healthcare Law and Ethics	2
BUSN 389	Finance Systems in Healthcare	4
Total Credits		14

Management Concentration

Code	Title	Credits
BUSN 308	Strategic Management and Planning	3
BUSN 310	Global Management and Leadership	3
BUSN 315	Business Analytics	3
or BUSN 320	Professional Project Management	
BUSN 340	Operations and Supply Chain Management	3
Total Credits		12

Minor in Business Management

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

Code	Title	Credits
ACCT 200	Financial Accounting for Managers	3
BUSN 205	Survey of Microeconomics and Macroeconomics	3
or MATH 301	Business Mathematics and Statistics	
BUSN 220	Management Information Systems	3
BUSN 301	Foundations of Business Management ¹	3
BUSN 302	Human Resource Management	3
BUSN 308	Strategic Management and Planning	3
BUSN 323	Marketing Fundamentals	3
Total Credits		21

¹ Course must be taken for credit in residence at Bethel.

B.A. in Christian Ministries

Overview

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

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

Students will be involved in a supervised ministry practicum during the Christian ministries program.

Program Outcomes

1. Students will interpret biblical texts with sensitivity to their historical, literary, and theological contexts.
2. Students will evaluate aspects of contemporary culture, including important social issues, using biblical and theological concepts.
3. Students will cultivate skills of collaboration and leadership for effectiveness in ministry.
4. Students will demonstrate effective written, oral, and interpersonal communication skills.
5. Students will apply pastoral care skills to interpersonal and family relationships in ministry settings.
6. Students will construct a plan for lifelong self-directed personal and spiritual growth based on a well-developed personal theology.
7. Students will critically examine diverse contributions to Christian theology and practice.
8. Students will develop culturally appropriate strategies for promoting personal and spiritual growth in others.

Seminary Pathway

Students who complete the B.A. in Christian Ministries can fulfill credit toward the MA in Ministry at Bethel Seminary. For more information see the Christian Ministries pathway page (p.).

Admission Requirements

The Christian ministries major will consider applicants who:

- Meet the general requirements (p. 22) for admission to the College of Adult and Professional Studies.
- 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 which, if any, outstanding course requirements or needed credits must be fulfilled.
- Submit a Spiritual Reference form.

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Degree Requirements

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.

Code	Title	Credits
BIBL 331	Significance of the Old Testament	3
BIBL 332	Significance of the New Testament	3
BIBL 360	Biblical Interpretation for Ministry	3
CHMN 300	Foundations for Christian Ministry	3
CHMN 320	Personal Spiritual Formation	3
CHMN 350R	Research Writing for Christian Ministry	3
CHMN 451	Communication in Ministry	3
CHMN 452	Leadership in Ministry	3
CHMN 481	Ministry Practicum	3
CHMN 495H	Practical Issues in Ministry	3
CHMN 410	Dynamics of Interpersonal Relationships	3
THEO 341	Gospel in Cross-Cultural Perspective	3
THEO 441	Christian Theology	3
Christian Ministries Major Total		39
General Education, Core Distinctives, and Elective Courses		83
Total Credits		122

Minor in Christian Ministries

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

Code	Title	Credits
CHMN 300	Foundations for Christian Ministry	3
CHMN 320	Personal Spiritual Formation	3
CHMN 451	Communication in Ministry	3
CHMN 452	Leadership in Ministry	3
THEO 341	Gospel in Cross-Cultural Perspective	3
THEO 441	Christian Theology	3
Total Credits		18

Nursing

Mission Statement

The mission of Bethel Nursing is to provide leadership in nursing education, scholarship, and practice that reflects a Christ-like presence as we prepare nurses at baccalaureate and graduate levels to serve, with excellence, a diverse and changing society.

Values

We value the perspectives of a Christian worldview that emphasize caring, service, integrity, the pursuit of excellence, and the inherent worth of all life.

We value the liberal arts context as the foundation for nursing education and practice.

We value education that is relational, active, evidence-based, and promotes critical thinking and lifelong learning.

We value nursing as a profession that fulfills multiple roles and requires a unique and expanding body of knowledge and skills for the purpose of promoting the health of diverse individuals, families, communities, and systems.

We value nursing leadership that influences the quality of healthcare for all, including vulnerable and underserved populations, within changing local and global healthcare systems.

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 life-long 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.

Bachelor of Science in Nursing (Post-Baccalaureate)

Bachelor of Science in Nursing (B.S.N.)

The B.S.N. degree is offered as a nursing major. The nursing major is offered through the Bethel University Department of Nursing, Social Work, and Community Health and administered through the College of Adult & Professional Studies.

The Post-Baccalaureate Nursing program is an accelerated pre-licensure program taken over 15 months (summer-start cohort) or 20 months (fall-start cohort).

The nursing major for post-baccalaureate students is offered through the Bethel University Department of Nursing, Social Work, and Community Health and is administered through the College of Adult & Professional Studies. The Post-Baccalaureate Nursing program is for students already possessing a bachelor's degree in a non-nursing field. Students are prepared to practice in entry-level professional nursing positions in all types of healthcare agencies. Graduates of the program are eligible to apply to take the NCLEX® licensure examination (for registered nurses).

Accreditation

The baccalaureate degree program in nursing at Bethel University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org/>).

Bachelor of Science in Nursing Program Outcomes

- Integrate nursing knowledge, the liberal arts, and a Christian worldview to fulfill nursing roles.
- Promote client health in a culturally relevant manner through collaborative processes.
- Provide competent care and meaningful comfort to clients who are healthy, ill, or dying.

- Use critical thinking, healthcare information technology, and evidence-based findings to make decisions that promote safety and quality and improve client health outcomes.
- Communicate through verbal, nonverbal, and technological means with individuals, families, communities and systems to achieve mutually determined health outcomes.
- Advocate to increase access to healthcare and to promote justice for underserved clients.
- Conduct self as a member of the nursing profession by integrating Christian values, professional standards, and ethical perspectives.
- Demonstrate collaborative leadership to enhance the quality and effectiveness of nursing practice.

Progression and Graduation

To progress in the Post-Baccalaureate Nursing program, the student must meet the Bethel University requirements for academic progress. In addition, a student must:

- Earn a grade of C or better in each nursing course. Select nursing courses require that the overall combined exam score is at least 75% in order to pass the course. This indicates satisfactory achievement of objectives and completion of course requirements. Details are provided in the syllabi for the select courses.
- Maintain a major GPA of at least 3.0.
- Successfully complete each prerequisite nursing course before progressing to the next sequential course.
- Function in a safe, professional, and ethical manner.

Program Design

- This is an accelerated program delivering a 47 credit major in 15 or 20 months. The program is full-time and students are advised not to work during the program.
- All courses (fully online and hybrid formats) are delivered using best practices in internet technology, instructional design, and adult learning.
- Seven 3-day skills intensives are held on the Bethel University campus during the program.
- Seven practicum courses are completed during the program requiring 500 clinical hours.
- Some online, synchronous learning activities are included during this program.
- A supportive learning community is achieved through the cohort model—a small group of students progressing through a degree program together.
- The curriculum prepares graduates to take the NCLEX® licensure examination (for registered nurses)

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 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 Accessibility Resources and Services.

Nursing Appeals Process

Students have the right to appeal a final grade, clinical evaluation, or dismissal from the program. If resolution cannot be resolved with the faculty member most immediately involved, the student may appeal to the Nursing Admissions and Progression committee, as described in the program's *Nursing Student Handbook*. Students dismissed from the nursing program are administratively withdrawn from nursing courses they are registered for in the next term.

Admissions decision are final and may not be appealed. Applicants may request a review of an admission decision by the Dean of Nursing, Social Work, and Community Health.

Admission Requirements

Eligibility

The Post-Baccalaureate B.S.N. will consider applicants with a Bachelor's degree in a non-nursing field from an accredited college or university.

Admission Criteria

The following are minimum threshold requirements to be considered for admission into the Post-Baccalaureate nursing program. Space is limited, however, and not all qualified applicants are guaranteed admission.

- Meet the general requirements (p. 22) for admission to the College of Adult & Professional Studies.
- Achieve a final cumulative GPA of at least 2.85 from an undergraduate degree institution.
- Achieve a cumulative GPA of at least 3.0 in the required prerequisite courses.
- Earn a B- or better for the pathophysiology prerequisite course. Earn a C or better for all other required prerequisite courses.
- Give evidence of personality, character, and emotional stability consistent with the mission of Bethel Nursing and the role and responsibility of the professional nurse. Submission of an essay addressing provided prompts and a recent resume are required.
- An interview or additional materials may be required upon the request of the Admissions Committee.
- Any candidate meeting the minimum application requirements with a bachelor's degree or master's degree from Bethel University will be granted an interview.

Applicants who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. Admission is not guaranteed. See Admission Categories. Candidates may reapply once for admission to the nursing program.

Prerequisite Courses

Prerequisite courses must be earned at a regionally accredited (or internationally recognized as equivalent) institution. At least 4 of the 7 prerequisite courses must be completed by the application deadline. Three of the completed courses must be lab science courses. Applicants with all prerequisite courses completed by the application deadline will be more competitive. All prerequisite courses must be completed by the start of the program.

Pathophysiology must be taken within the past 5 years. There is not a requirement for how recently the other prerequisite courses were completed, however, students will be held accountable for the content. The nursing curriculum builds upon the prerequisite courses and requirements. Applicants may want to consider retaking one or more prerequisite courses, especially the science courses, to refresh knowledge and comprehension.

Lab Science Prerequisites:

- Anatomy (4 credits - including a lab)
- General Chemistry (4 credits - including a lab)
- Physiology (4 credits - including a lab)
- Microbiology (4 credits - including a lab)

Additional Prerequisites:

- Lifespan/Developmental Psychology (2-3 credits)
- Nutrition (3 credits)
- Pathophysiology (3 credits, no lab required)

Additional Program Enrollment Requirements

These requirements need to be met before the start of the program.

- A physical examination by a healthcare provider demonstrating a level of personal health consistent with safe nursing practice.
- Documentation of current immunizations as required by clinical agencies prior to beginning the program.
- Documentation of successful completion of a Certified Nursing Assistant/ Nursing Assistant Registered Program prior to beginning the program.

- Documentation of recent American Heart Association or Red Cross Basic Life Support (BLS) Provider certification/re-certification.
- Evidence of current health insurance prior to beginning the program.
- Students must furnish their own transportation to and from clinical sites, some of which may not be conveniently reached by public transportation. Courses in the nursing program require students to spend substantial time in off-campus clinical settings, such as hospitals, clinics, and public health agencies.
- Completion of a background check, including fingerprinting. Minnesota state law requires that healthcare facilities complete background checks on all employees (and students). If an employee (or student) has been convicted of certain crimes, he/she may not be allowed to work in such facilities. All prospective students need to be aware of this law because a student convicted of these crimes may be unable to complete the clinical requirements of the nursing program and, consequently, may not be able to graduate from the program or be eligible to practice as a registered nurse. Any questions should be addressed to:

Minnesota Department of Human Services

Division of Licensing, Background Study
Unit 444 Lafayette Road
Saint Paul, MN 55155-3842
or

The Minnesota Board of Nursing

2829 University Ave. Suite 200
Minneapolis, MN 55414

Degree Requirements

Bachelor of Science in Nursing (Post Baccalaureate)

The Post-Baccalaureate Bachelor of Science in Nursing (BSN) major is delivered in an accelerated format for students already possessing a bachelor's degree in a non-nursing field. The Post-Baccalaureate BSN Nursing major is designed as a 47 credit major taken over 15 months (summer cohort) or 20 months (fall cohort) that is built on the student's existing degree. This program is designed for adult learners who are pursuing a career change to nursing. The program starts a new cohort each summer and fall.

Code	Title	Credits
NURS 305	Practicum I: Fundamentals of Nursing Practice *	1
NURS 306	Practicum II: Adult Nursing *	3
NURS 307	Practicum III: Mental Health Nursing *	1
NURS 310	Skills I: Health Assessment & Fundamentals of Nursing Practice *	4
NURS 311	Skills II: Adult Nursing *	2
NURS 326	Pharmacology for Nursing *	2
NURS 331	Mental Health Nursing *	2
NURS 350	Adult Nursing I *	3
NURS 351	Adult Nursing II *	3
NURS 405	Nursing Ethics *	3
NURS 433	Pediatric Nursing *	2
NURS 437	Maternity Nursing *	2
NURS 438	Practicum IV: Pediatric Nursing *	1
NURS 439	Practicum V: Maternity Nursing *	1
NURS 440	Population-Based Nursing *	3
NURS 446	Practicum VI: Population-Based Nursing *	2
NURS 447	Practicum VII: Capstone *	3
NURS 450	Leadership Development *	3
NURS 460	Skills III: Nursing Synthesis *	3
PSYC 335	Introduction to Statistics	3
Total Credits		47

* Course must be taken for credit at Bethel.

Note: Course fees are subject to change.

B.A. in Psychology

The B.A. in Psychology acquaints students with many of the key concepts, theories, principles, trends, and applications of ideas in the field of psychology today. Since an understanding of the pervasiveness and impact of trauma on individuals and groups is critical to the field of psychology, we have infused a trauma-informed approach to psychology into the program, which is a hallmark of our program. Completion of the B.A. in psychology prepares graduates for entry-level positions in many people-helping careers in the mental health, social services, and related fields. Students who complete this degree with the required GPA will have met the basic academic requirements for Bethel's graduate degrees in counseling, marriage and family therapy, and social work.

Program Goals

Upon completion of the psychology program, students will:

- Describe key concepts, principles, and overarching themes in psychology.
- Interpret basic psychological research.
- Apply ethical standards to evaluate psychological science and practice.
- Demonstrate effective writing for different purposes.
- Apply psychological content and skills to career goals.
- Engage in constructive dialogue, acquiring a greater understanding of how faith and psychology each informs the other and the tensions that exist between the two.

Admission Requirements

The psychology major will consider applicants who:

- Meet the general requirements (p. 22) for admission to the College of Adult & Professional Studies.
- 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 which, if any, outstanding course requirements or needed credits must be fulfilled.

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Degree Requirements

B.A. in Psychology

The required curriculum for the psychology major comprises a 45 semester credit sequence of courses to be taken consecutively throughout the calendar year.

Code	Title	Credits
ADST 435	Cross-cultural Perspectives	3
ADST 450	Introduction to Addictions Counseling	3
PSYC 100	Introduction to Psychology	3
PSYC 305	Lifespan Development	3
PSYC 320	Social Psychology	3
PSYC 330	Racial Trauma	3
PSYC 335	Introduction to Statistics	3
PSYC 340	Psychopathology	3
PSYC 345	The Body's Response to Trauma	3
PSYC 350	Trauma-Informed Care	3
PSYC 380	Motivation and Emotion	3
PSYC 400	Research Methods	3
PSYC 410H	Principles of Counseling and Psychotherapy	3
PSYC 480	Psychology Internship and Seminar	3
PSYC 490	Senior Seminar *	3
Psychology Major Total		45
General Education, Core Distinctives, and Elective Courses		77
Total Credits		122

* Course must be taken for credit at Bethel.

Minor in Psychology

The curriculum for the Minor in Psychology comprises an 18 credit sequence of required courses.

Code	Title	Credits
PSYC 100	Introduction to Psychology	3
PSYC 305	Lifespan Development	3
PSYC 320	Social Psychology	3
Choose 9 credits from the following courses:		9
ADST 435	Cross-cultural Perspectives	
ADST 450	Introduction to Addictions Counseling	
PSYC 335	Introduction to Statistics	
PSYC 340	Psychopathology	
PSYC 380	Motivation and Emotion	
PSYC 400	Research Methods	
PSYC 410H	Principles of Counseling and Psychotherapy	
Total Credits		18

Minor in Psychological Trauma

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

Code	Title	Credits
PSYC 330	Racial Trauma	3
PSYC 345	The Body's Response to Trauma	3
PSYC 350	Trauma-Informed Care	3
Choose 9 credits from the following courses:		9
ADST 435	Cross-cultural Perspectives	
ADST 450	Introduction to Addictions Counseling	
PSYC 100	Introduction to Psychology	
PSYC 305	Lifespan Development	
PSYC 320	Social Psychology	
PSYC 340	Psychopathology	
PSYC 380	Motivation and Emotion	
PSYC 410H	Principles of Counseling and Psychotherapy	
Total Credits		18

Certificate in Addiction Studies

The Addiction Studies Certificate and Alcohol and Drug Counseling Certificate programs offer students a path that prepares them to meet MN state Board of Behavioral Health and Therapy (BBHT) education requirements for licensure as an alcohol and drug counselor (LADC). The Addiction Studies Certificate provides the coursework. The Alcohol and Drug Counseling Certificate provides the coursework and required practicum hours. Both of these certificates can be embedded in the B.A. in Psychology degree for those needing to complete a bachelor's degree.

To prepare for graduate study and entry-level social service careers in a variety of addiction treatment settings students will:

- Demonstrate evidence-based approaches to addictions counseling through the application of addictions research and theories to practice.
- Articulate ethical approaches to addictions counseling, informed by intercultural competency, Christian perspectives, and state and federal laws and regulations.
- Synthesize the twelve core functions of an addictions counselor with personal, interpersonal, and professional skills.
- Utilize knowledge about diversity in addictions counseling with individuals and families.
- Integrate personal faith and/or spirituality with personal and professional development and practice in addictions counseling.

Admission Requirements

The Certificate in Addiction Studies program will consider applicants who:

- Meet the general requirements (p. 22) for admission to the College of Adult & Professional Studies.
- 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.

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Certificate Requirements

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

Code	Title	Credits
ADST 435	Cross-cultural Perspectives	3
ADST 445	Counseling Microskills	3
ADST 450	Introduction to Addictions Counseling	3
ADST 455	Pharmacology of Addictions	3
ADST 460	Assessment and Treatment of Co-Occurring Disorders	3
ADST 485H	Professional Practice Issues and Ethics	3
Total Credits		18

Certificate in Alcohol and Drug Counseling

The Addiction Studies Certificate and Alcohol and Drug Counseling Certificate programs offer students a path that prepares them to meet MN state Board of Behavioral Health and Therapy (BBHT) education requirements for licensure as an alcohol and drug counselor (LADC). The Addiction Studies Certificate provides the coursework. The Alcohol and Drug Counseling Certificate provides the coursework and required practicum hours.

To prepare for graduate study and entry-level social service careers in a variety of addiction treatment settings students will:

- Demonstrate evidence-based approaches to addictions counseling through the application of addictions research and theories to practice.
- Articulate ethical approaches to addictions counseling, informed by intercultural competency, Christian perspectives, and state and federal laws and regulations.
- Synthesize the twelve core functions of an addictions counselor with personal, interpersonal, and professional skills.
- Utilize knowledge about diversity in addictions counseling with individuals and families.
- Integrate personal faith and/or spirituality with personal and professional development and practice in addictions counseling.

Admission Requirements

The Certificate in Alcohol and Drug Counseling program will consider applicants who:

- Meet the general requirements (p. 22) for admission to the College of Adult & Professional Studies.
- 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?

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Certificate Requirements

The required curriculum for the certificate in alcohol and drug counseling comprises a 26 semester credit sequence of courses. A Licensed Alcohol and Drug Counselor (LADC) license requires completion of the 18 credits required for the certificate in addiction studies, the 880 hour practicum sequence, a bachelor's degree, and a passing score on the Minnesota Board of Behavioral Health and Therapy (BBHT) exam. Students with bachelor's degrees have the option of taking the practicum for graduate credit.

Code	Title	Credits
ADST 435	Cross-cultural Perspectives	3
ADST 445	Counseling Microskills	3
ADST 450	Introduction to Addictions Counseling	3
ADST 455	Pharmacology of Addictions	3
ADST 460	Assessment and Treatment of Co-Occurring Disorders	3
ADST 481	Internship in Addictions Counseling I	4
ADST 485H	Professional Practice Issues and Ethics	3
ADST 491	Internship in Addictions Counseling II	4
Total Credits		26

B.A. in Social Work

Overview

The Social Work Program at Bethel University prepares students for professional generalist social work practice, equipping them to be advocates of hope and change. Students learn to practice in a diverse world through scholarship, service, justice, and leadership within the context of a Christian liberal arts learning community.

- Students will demonstrate a commitment to critical thinking, ethical social work practice, scientific inquiry, and lifelong learning.
- Students will acquire social work knowledge, values, skills, and cognitive and affective processes that promote the well-being of individuals, families, groups, communities, and organizations.
- Students will integrate a faith and justice perspective that upholds the dignity and worth of all persons.
- Students will develop leadership abilities that promote human rights in a local and global context.

Accreditation

Bethel's Social Work Program is accredited by the Council on Social Work Education (CSWE). Graduates are eligible to be licensed as social workers. While preparation for generalist-level professional practice is the program's primary objective, academically qualified graduates are prepared to pursue graduate-level social work education. The students from Bethel's social work program are eligible for advanced standing admission to CSWE accredited graduate schools. The 60-credit major includes classroom and field courses, and select biological, social, and behavioral science foundational support courses.

Program Outcomes

1. Demonstrate Ethical and Professional Behavior Reflecting a Justice Informed Perspective
2. Engage in Anti-Racism, Diversity, Equity and Inclusion in Practice
3. Advance Human Rights and Social, Racial, Economic and Environmental Justice
4. Engage Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice that is Justice Informed
6. Engage with Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Progression and Graduation Requirements

To progress in the social work program and meet graduation requirements, students must meet set standards at various checkpoints throughout the program as laid out in the Social Work Policy Manual and Student Handbook.

Students must maintain a minimum 2.25 GPA in all required Social Work major courses.

Admission Requirements

The social work major will consider applicants who:

- Meet the general requirements (p. 22) for admission to the College of Adult & Professional Studies.
- 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 which, if any, outstanding course requirements or needed credits must be fulfilled.

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Degree Requirements

B.A. in Social Work

The required curriculum for the social work major comprises a 60 semester credit sequence of courses to be taken consecutively throughout the calendar year.

Code	Title	Credits
NASC 275	Environmental Studies	3
POLS 100	American Government and Politics	3
PSYC 100	Introduction to Psychology	3
SOWK 200	Sociology for Social Workers	2
SOWK 240	Socioeconomic & Justice Issues	3
SOWK 250	Social Welfare History	2
SOWK 270	Social Perspective	3
SOWK 300	Intro to Social Work	4
SOWK 310	Human Behavior I	2
SOWK 315	Human Behavior II	2
SOWK 320	Experience in Anti-Racism and Justice Informed Social Work Practice I	2
SOWK 325	Experience in Anti-Racism and Justice Informed Social Work Practice II	2
SOWK 330	Social Work Practice I	3
SOWK 335	Social Work Practice II	3
SOWK 340	Perspectives for Social Work	2
SOWK 350	Social Welfare Policy	3
SOWK 370	Social Work Research I	2
SOWK 380	Social Work Research II	2
SOWK 420	Social Work Field Experience I *	2
SOWK 425	Social Work Experience II *	2
SOWK 430	Social Work Practice III	3
SOWK 450	Abuse, Trauma and Mental Health in Social Work Practice	3
SOWK 490H	Integrative Seminar *	4
Social Work Major Total		60
General Education, Core Distinctive, and Elective Courses		62
Total Credits		122

* Course must be taken for credit at Bethel.

B.A. in Special Education, K-12 Academic Behavioral Strategist

Overview

Bethel's B.A. in Special Education Academic Behavioral Strategist license (ABS) will help you become a skilled professional in a high-demand profession. You'll learn to customize learning experiences with evidence-based practices in order to meet individual needs and serve students with compassion in a variety of roles. This program will build your knowledge base and refine your skills to assess, plan, and educate students with mild to moderate disabilities. You will also learn skills to become a collaborative professional in the field of special education.

Students graduating with a Bachelors of Arts degree in Special Education will be able to:

- Develop habits of self-directed, lifelong learning in order to navigate the evolving field of special education.
- Utilize critical thinking and data-based decision making in the implementation of appropriate special education programming.
- Apply ethical principles to the profession of special education.
- Demonstrate effective collaboration skills to use with K-12 public schools, families, and outside agencies.
- Respond appropriately to cultural and faith differences at school and in the family.
- Integrate a Christian perspective and personal values with the professional practice of special education.
- Demonstrate a synthesis of license-specific standards and general best practices.

Fieldwork and Licensing Requirements

The Minnesota Professional Educator Licensing and Standards Board (PELSB) requires all approved ABS programs to include coursework meeting state standards in three categories: standards of effective practice, special education core skills, and ABS content standards. These required standards are addressed in the program coursework. Additionally, PELSB requires teacher candidates to complete a minimum of 100 field placement hours prior to 12 weeks of student teaching. Bethel's B.A. in Special Education program integrates four unique field experiences throughout the program and the final semester includes 12 weeks of student teaching. Teacher candidates will complete an education Teacher Performance Assessment (edTPA) during student teaching. At some point during the program, teacher candidates will complete a Basic Skills test, and two Minnesota Teacher Licensure Exams in Pedagogy and Special Education Core Skills. A passing score on these exams will allow teacher candidates to obtain the highest license.

If PELSB changes any content standards or education standards after a student is admitted into a Bethel education program, the student is responsible to find, complete, and pay for appropriate classes to meet the standard(s) either at Bethel or another college/university.

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 special education must:

- Earn a grade of C or better in each program course and maintain a cumulative GPA of 2.25 or higher. This indicates satisfactory achievement of objectives and completion of course requirements.
- Demonstrate professional traits of educators.
- Uphold ethical practices in special education.

Admission Requirements

The Special Education major will consider applicants who:

- Meet the general requirements (p. 22) for admission to the College of Adult and Professional Studies.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Degree Requirements

The required curriculum for the B.A. Special Education, K-12, Academic Behavioral Strategist major comprises a 60 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. ENGL 225R, or an equivalent transfer, is a program prerequisite and must be completed before taking the below courses.

All curriculum has been approved by the MN PELSB and meets MN K-12 ABS license standards.

Code	Title	Credits
EDUC 321	Foundations in Education	3
EDUC 324	Educational Psychology	4
EDUC 326	General Methods of Instruction	3
EDUC 363	Educational Equity	3
EDUC 368	Classroom Technology	2
EDUC 395	School-wide Systems Field Experience	1
EDUC 451	Special Education Student Teaching Seminar *	3
SPED 305	Introduction to Special Education	2
SPED 308	Introduction to Academic Instruction and Behavior Management for Exceptional Learners	3
SPED 320	Reading Foundations	3
SPED 321	Reading Field Experience	1
SPED 400	Characteristics of Mild-Moderate Disabilities	3
SPED 410	Norm-Referenced Assessment	4
SPED 418	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	4
SPED 425	Special Education: Planning and Programming	3
SPED 431	Responsive Instruction, Intervention and Assessment	3
SPED 441	Introduction to Behavioral Methods & Mental Health for Mild-Moderate Special Needs	3
SPED 455	Classroom-based Assessment	3
SPED 470	Assessment Field Experience	1
SPED 473	ABS Field Experience	1
SPED 475	Consultation, Collaboration, and Resources	3
SPED 480H	Student Teaching: Academic Behavioral Strategist *	4
Special Education Major Total		60
General Education, Core Distinctive, and Elective Courses †		62
Total Credits		122

* Course must be taken for credit at Bethel.

† Elective credits can include credits transferred from prior degrees and institutions.

B.A. in Special Education Studies

Overview

In the B.A. in Special Education Studies program, students become skilled professionals ready to serve in a high-demand profession. They learn to customize learning experiences and use evidence-based practices to meet individual needs and serve students with compassion in a variety of roles. This program will build their knowledge base and refine their skills to assess and educate students with mild and moderate disabilities.

After completing this program, students are eligible for a Tier 2 teaching license in the state of Minnesota. Students may then student teach and complete the student teaching seminar as a post-baccalaureate or graduate student to be eligible for a MN tier 3 special education teaching license. They will also be able to add additional licenses to serve students in several disability categories. Bethel offers stackable licenses in Autism Spectrum Disorders (ASD), Developmental Disabilities (DD), and Emotional and Behavioral Disorders (EBD).

Students graduating with a Bachelors of Arts degree in Special Education Studies will be able to:

- Develop habits of self-directed, lifelong learning in order to navigate the evolving field of special education.
- Utilize critical thinking and data-based decision making in the implementation of appropriate special education programming.
- Apply ethical principles to the profession of special education.
- Demonstrate effective collaboration skills to use with K-12 public schools, families, and outside agencies.
- Respond appropriately to cultural and faith differences at school and in the family.
- Integrate a Christian perspective and personal values with the professional practice of special education.
- Demonstrate a synthesis of license-specific standards and general best practices.

Admission Requirements

The Special Education major will consider applicants who:

- Meet the general requirements (p. 22) for admission to the College of Adult and Professional Studies.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Degree Requirements

The required curriculum for the B.A. Special Education Studies major comprises a 53 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. ENGL 225R, or an equivalent transfer, is a program prerequisite and must be completed before taking the below courses.

All curriculum has been approved by the MN PELSB.

Code	Title	Credits
EDUC 321	Foundations in Education	3
EDUC 324	Educational Psychology	4
EDUC 326	General Methods of Instruction	3
EDUC 363	Educational Equity	3
EDUC 368	Classroom Technology	2
EDUC 395	School-wide Systems Field Experience	1
SPED 305	Introduction to Special Education	2
SPED 308	Introduction to Academic Instruction and Behavior Management for Exceptional Learners	3
SPED 320	Reading Foundations	3
SPED 321	Reading Field Experience	1
SPED 400	Characteristics of Mild-Moderate Disabilities	3
SPED 410	Norm-Referenced Assessment	4
SPED 418	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	4
SPED 425	Special Education: Planning and Programming	3
SPED 431	Responsive Instruction, Intervention and Assessment	3
SPED 441	Introduction to Behavioral Methods & Mental Health for Mild-Moderate Special Needs	3
SPED 455	Classroom-based Assessment	3
SPED 470	Assessment Field Experience	1
SPED 473	ABS Field Experience	1
SPED 475	Consultation, Collaboration, and Resources	3
Special Education Studies Major Total		53
General Education, Core Distinctive, and Elective Courses *		69
Total Credits		122

* Elective Credits can include credits transferred from prior degrees and institutions.

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 the same program that they are earning a major or certificate, except where specifically noted in the degree requirements sections of this catalog.

- Accounting (p. 26)
- Business Management (p. 27)
- Christian Ministries (p. 28)
- Psychology (p. 31)
- Psychological Trauma (p. 31)

Special Programs

Some academic programs at Bethel are under special arrangements or in partnership with other institutions. Listed below are the special programs for CAPS.

- CAPS Pathway to MBA and MASL (p. 36)
- Post Secondary Enrollment Options (PSEO) (p. 36)
- Seminary Pathways (p. 37)

CAPS Pathways to MBA

Overview

Eligible students in certain CAPS majors may dual-enroll in select graduate-level MBA courses. These courses substitute for pre-selected CAPS courses from the CAPS major providing a pathway for the CAPS student to earn 3 to 9 credits to apply toward both their bachelor's degree and an accelerated completion of a future MBA degree. Participating CAPS majors and their corresponding Graduate School pathways are listed below:

- B.S. in Business Management to MBA Pathway
- B.S. in Accounting to MBA Pathway

Application and Eligibility Requirements

CAPS students from one of these majors must meet the following requirements to qualify for entry into a pathway:

- At least a junior standing (60+ credits)
- Cumulative undergraduate GPA of 3.0

Students who meet the eligibility requirements should contact their Student Success Advisor for verification to begin the pathway. Students who fulfill both requirements at the time of application, and are determined ready to participate in graduate courses, will be approved to participate in all three courses if desired

Students who do not meet both eligibility requirements may still contact their Student Success Advisor about participation. For these cases, approval from the MBA Program Director may be required per course.

Registration and Completion

Students are aided by their Student Success Advisor to incorporate these graduate courses within their academic plan. Graduate-level course dates may differ from undergraduate course dates and could affect a student's academic schedule and course load.

Students must earn a grade of D or higher in the graduate course to fulfill the corresponding undergraduate course requirement. CAPS students who do not achieve a grade of D or higher may:

- Request to retake the graduate course with the Graduate School Program Director approval
- Take the corresponding undergraduate level course

Accelerated Application to Graduate School

Successful completion of a graduate course allows students to apply for the MBA program through an accelerated application process prior to completing their undergraduate degree.

B.S Accounting/Business Management to MBA

Eligible Business Management or Accounting majors may dual-enroll into select graduate-level MBA courses. Participants in the CAPS Business to MBA pathway are allowed to take the following master's level courses to fulfill undergraduate degree requirements:

- Managerial Economics (ECON 635) fulfills Survey of Microeconomics and Macroeconomics (BUSN 205)
- Data Analytics for Leaders: Making Ethical Decisions (LEAD 661) fulfills Business Analytics (BUSN 315)
- Business Strategy (BUSN 680) fulfills Strategic Management and Planning (BUSN 308)

Post Secondary Enrollment Options (PSEO) Partnership

Overview

Bethel University, in partnership with local area high schools, will offer Bethel courses to qualifying juniors and seniors in compliance with the Minnesota statutes regarding Post Secondary Enrollment Opportunities.

Students may pursue the entire 60-credit Associate of Arts (p. 24) program or take individual courses for college credit.

Admission Requirements

Admissions to CAPS PSEO through partnerships with local high schools must meet the following criteria:

Students must be a junior or senior, meet criteria 1 or 2 and meet criterion 3:

1. GPA of 3.0 or higher or a Minimum achievement of the 75th percentile on the PSAT (1050 or higher) or a ACT Aspire (426 or higher)
2. Letter of Recommendation by school counselor or faculty may be requested.

Seminary Pathways

Overview

Students from certain CAPS majors are eligible to receive Advanced Standing with Credit Waivers for master's degrees at Bethel Seminary.

BA in Christian Ministries to MA in Ministry

Students who graduate with a B.A. in Christian Ministries from CAPS are eligible to receive Advanced Standing with Credit Waivers for three courses in the Seminary's M.A. in Ministry (MAMin). This reduces the number of credits to complete for the MAMin degree from 51 to 42. Students in this program are also eligible for a reduction in the number of hours required for the Seminary's Professional Internship.

Seminary faculty have collaborated with CAPS faculty to ensure that successful completion of each eligible CAPS course indicates that the student has achieved the outcomes normally expected in the respective Seminary course. In order to receive an Advanced Standing with Credit Waiver for any of the Seminary courses under this program, students must earn a C or better in the respective CAPS course. The three courses for which CAPS graduates are eligible to receive Advanced Standing with Credit Waiver, plus an opportunity to reduce the number of internship hours, are listed below.¹

- THEO 341 Gospel in Cross-Cultural Perspective waives requirement for GC 512 Global, Cultural and Contextual Ministry.
- CHMN 452 Leadership in Ministry waives requirement for ML 523 Introduction to Transformational Leadership: Theory and Practice in Global Perspective.
- CHMN 320 Personal Spiritual Formation waives requirement for SP 510 Introduction to Spiritual and Personal Formation or SP525.
- CHMN 481 Ministry Practicum reduces the number hours required for Professional Internship by 100 hours.

Students may choose to apply these waivers towards the Master of Divinity or other degree programs which require one or more of the above Seminary courses (may be used to waive elective requirements).

¹ Courses transferred into the CAPS B.A. in Christian Ministries program from other schools are not eligible for Advanced Standing with Credit Waiver.

Programs in Teach-Out

The following programs, certificates, and concentrations are being taught-out and no longer enrolling new students. The final term the program, certificate, or concentration will be awarded is listed next to each program. For specific teach-out plan information please contact your Student Success Advisor.

- **Concentration in Global Management: B.S. in Business Management** - Fall 2023
- **B.S. in Finance** - Summer 2025
- **B.A. in Human Services** - Summer 2025
- **Minor in Human Services** - Summer 2025
- **Senior Care Leadership and Administration Certificate** - Summer 2025
- **B.A. in Organizational Leadership** - Spring 2026
- **Minor in Organizational Leadership** - Spring 2026
- **RN to BSN Program** - Summer 2026

Course Descriptions

ACCT • Accounting

ACCT 200 • 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. *Prerequisites: BUSN 220 (or NURS 410 for SCLA students only).*

ACCT 305 • Intermediate Financial Accounting I 3 Credits

Introduction to theoretical frameworks that inform both domestic and international accounting standards, regulations, and practices. Solving and communicating complex accounting problems using accounting theory and practice related to assets, including receivables, inventory, property, plant, equipment, and intangibles. Applying the accounting process through recording, summarizing, and reporting business transactions. Preparation of accurate income statements, balance sheets and statements of cash flows.

Prerequisites: ACCT 200 and 3 courses from BUSN 220, BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301. Fulfills: CAPS Goal Area 4

ACCT 310 • Intermediate Financial Accounting II 3 Credits

Application of theoretical frameworks that inform both domestic and international accounting standards, regulations, and practices. Solving complex accounting problems using accounting theory and practice. Accounting for current and long-term liabilities, stockholders' equity, earnings per share, and leases. Preparation of accurate income statements, balance sheets and statements of cash flows.

Prerequisites: ACCT 200, ACCT 305 and 3 courses from BUSN 220, BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301. Fulfills: CAPS Goal Area 4.

ACCT 315 • Cost/Managerial Accounting 3 Credits

Utilization of cost accounting principles for managerial decision-making. Understanding of cost-volume-profit analysis, job and process costing, activity-based costing, inventory management, planning and control systems, and discounted cash flow methods. Application of capital budgeting to evaluate long-term investments.

Prerequisites: ACCT 200 and 3 courses from BUSN 220, BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301. Fulfills: CAPS Goal Area 4.

ACCT 320 • Income Tax Accounting 3 Credits

Analysis of US tax laws and policies for individuals, corporations and partnerships. Understanding of US tax system history. Researching how tax court cases apply to taxpayer situations. Differentiation of required taxes among entities as well as in inclusion/ exclusion of income and expense items in tax calculations. Connections between tax concepts and ethical stewardship from a Christian or personal worldview.

Prerequisites: ACCT 200 and 3 courses from BUSN 220, BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301. Fulfills: CAPS Goal Area 4.

ACCT 425 • Corporate Auditing 3 Credits

Exploration of external auditing and the need to provide reliable financial information to corporations using professional standards and ethical stewardship. Examination of auditing practices including planning, collection of evidence, risk assessment, evaluation of information, and communication of audit findings. Understanding of financial statement auditing of assets, liabilities and shareholder equity.

Prerequisites: ACCT 200 and 3 courses from BUSN 220, BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301.

ACCT 430 • Advanced Accounting 3 Credits

Application of advanced accounting theory to solve complex problems for investments, account consolidations, foreign currency issues, partnership accounting, corporate mergers, governmental accounting, and not-for-profit accounting. Preparation of segment reporting notes, footnotes disclosures and financial statements.

Prerequisites: ACCT 200 and 3 courses from BUSN 220, BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301.

ACCT 481 • Academic Internship in Accounting 2-4 Credits

A learning/practicing experience in a government, social organization or agency, church, or business environment where the student applies a body of knowledge and skills in a structured, non-classroom setting. See Individualized Study for policy.

Prerequisites: BUSN 220 or BUSN 360 and 2 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301.

ARTC • Art

ARTC 150 • Responding to the Arts 3 Credits

Cultivation of critical reading and writing skills through examination of artistic "texts" from a variety of genres: literature, drama, cinema, music, or the visual arts. Discernment of rich dimensions of the texts—technique, genre, social-historical context—and reflect on their spiritual signification.

Fulfills: CAPS Goal Area 6.

ASIN • Academic Internship

ASIN 281 • Individualized Internship 1: Foundations for Career Success 3 Credits

Development of career-readiness skills through on-the-job work experience combined with instructional activities designed to build skills in areas which include safe engagement in the work environment, job-seeking skills, career exploration and transferable employability skills. Learn and practice essential skills such in the areas of communication, accepting feedback, adhering to employer expectations and cultivating a strong work ethic. Apply work appropriate expectations to successfully maintain employment. Create introductory materials for a portfolio showcasing work-based accomplishments.

ASIN 282 • Individualized Internship 2: Workplace Rights and Responsibilities 3 Credits

Development of career-readiness skills through on-the-job work experience combined with instructional activities designed to build skills in areas which include safe engagement in the work environment, job-seeking skills, career exploration and transferable employability skills. Learn and practice essential skills such in the areas of communication, accepting feedback, adhering to employer expectations and cultivating a strong work ethic. Apply work appropriate expectations to successfully maintain employment. Create introductory materials for a portfolio showcasing work-based accomplishments.

Prerequisites: ASIN 281.

ASIN 283 • Individualized Internship 3: Career and Character Development 3 Credits

Development of career-readiness skills through on-the-job work experience combined with instructional activities designed to improve employability skills. Engage in the career development process through learning experiences which help students match their skills/interests to the appropriate career field and workplace. Improve career-readiness skills through exploration of personal attributes for successful employment. Analyze personal characteristics such as integrity and apply them to the workplace. Compare models of good citizenship to define personal practices for positive interaction with others in the workplace. Create materials for a portfolio showcasing work-based accomplishments for use in the career development process.

ASIN 284 • Individualized Internship 4: Making Meaning of the Internship Experience 3 Credits

In this culminating course, synthesize learning from the full internship process and finalize the employment portfolio. Define lifelong approaches to work skills such as communication and professional conduct. Explore standards of practice as it relates to faith, character and personal growth. Compose a personal mission statement to guide future employment endeavors. Obtain and reflect on a letter of recommendation to support future job-seeking and career development. On-going cultivation of career-readiness skills through on-the-job work experience combined with instructional activities designed to improve employability skills. Engage in an evaluation process to reflect on employer feedback to bolster propensity for lifelong career success.

Prerequisites: ASIN 283. Special Notes: Graded on an S/U basis.

BIBL • Bible

BIBL 205 • Old Testament Survey 3 Credits

Survey of the journey of God's people throughout the Old Testament biblical books, highlighting the unifying self-disclosure of God in the various cultures and types of writing in the Old Testament. Application of intertextual theological themes to personal spiritual life.

BIBL 210 • New Testament Survey 3 Credits

Survey of the New Testament books that reveal Jesus Christ and the emergence of early Christianity through specific people, events, cultures, and types of writing. Application of intertextual theological themes to personal spiritual life.

BIBL 230 • 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.

BIBL 331 • Significance of the Old Testament 3 Credits

Exploration of the Old Testament, which emphasizes foundational intertextual themes including creation, life, sin, justice, righteousness, people of God, covenant, exile, and the Old Testament polemic against the prevailing culture of its time. Examination of various ways the Hebrew text points to Christ. Application of Old Testament themes to vocation and contemporary cultural issues through the use of exegetical tools.

Prerequisites: CHMN 350R Fulfills: CAPS Goal Area 6.

BIBL 332 • 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: CHMN 350R Fulfills: CAPS Goal Area 6.

BIBL 360 • Biblical Interpretation for Ministry 3 Credits

Introduction to biblical hermeneutics and exegesis including interpretive issues of genre and literary context, historical context, communicative intention, presuppositions, and metanarrative. Exploration of biblical inspiration, canonicity, and authority in light of Scripture as communication. Development of skills necessary for understanding the Bible in its original contexts and contextualizing its messages today.

Prerequisites: CHMN 350R. Fulfills: CAPS Goal Area 6.

BUSN • Business**BUSN 104 • 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.

BUSN 115 • 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.

BUSN 118 • Introduction to Business Programming 3 Credits

Exploration of the evolution and categories of programming languages. Application of testing and debugging techniques. Use of object-oriented programming and dynamic scripting languages. Connection of programming languages to the language of the Bible using a Christian or personal worldview.

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

BUSN 200 • 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 2.

BUSN 205 • 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.

Prerequisites: BUSN 220. Fulfills: CAPS Goal Area 5.

BUSN 210 • 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.

BUSN 220 • Management Information Systems 3 Credits

Study of management information systems and various enterprise information system types. Explanation of security risks associated with information management systems. Application of Systems Development Lifecycle to real-world information management systems. Communication of business information through data and visualization. Examination of ethical issues in information management from a Christian or personal perspective.

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

BUSN 285 • Information and Organizations 3 Credits

Examination of both information and information systems including their use in making knowledge based decisions and analyzing strategic organizational goals. Identification of quality information that is required for organizations, as well as applicable ways to store, organize, and retrieve this information in a secure way. Consideration and discussion around the ethical issues and policies organizations face.

BUSN 301 • Foundations of Business Management 3 Credits

Analysis of key managerial functions, management and leadership in a business environment. Identification of the global, political, legal, sociocultural and demographic environments of business. Explanation of how mental, emotional, and spiritual characteristics result in purposeful leadership and management. Application of theories of organizational behavior to management and leadership in a business environment. Application of management decision making models in a business environment.

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

BUSN 302 • Human Resource Management 3 Credits

Exploration of the dynamic nature of human resource management from a Christian perspective. Application of talent acquisition and employee relation strategies. Analysis of strategies and responsibilities of human resource management and how organizations ensure compensation and benefits to produce results. Assessment of training and development practices. Identification of legal compliance and risk management. Preparation for the Associate Professional in Human Resources Certification exam.

BUSN 308 • 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.

BUSN 310 • Global Management and Leadership 3 Credits

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

Fulfills: CAPS Goal Area 5. Special Notes: Prior completion of BUSN 323 recommended.

BUSN 315 • Business Analytics 3 Credits

Execution of the business analytics process. Measuring of uncertainty using statistical analysis tools. Summarizing of data using methods of descriptive statistics. Application of predictive analytics tools. Development of competency in software used in the field of business analytics. Articulation of ethical issues in business analytics from a Christian or personal perspective.

Prerequisites: BUSN 220 and MATH 301. Fulfills: CAPS Goal Area 4 Special Notes: Enrollment is open to sophomore class standing and above.

BUSN 320 • Professional Project Management 3 Credits

Exploration of both traditional plan-based and agile frameworks and methodologies used for project management planning including project scope, schedule, and resources. Use of business analysis frameworks to determine and effectively communicate stakeholder requirements. Preparation for the PMI Project Management Ready certification.

BUSN 323 • Marketing Fundamentals 3 Credits

Identification of the key elements of marketing including social media tools that influence marketing strategy. Application of the processes for analyzing, segmenting, pricing, branding and targeting customers in both consumer and business markets. Explanation of product development, the product life cycle, new products and line extensions. Description of promotional tactics and their influences on the marketing mix. Discussion of ethics and social responsibility in marketing from a Christian or personal perspective.

BUSN 325 • Business Database Management 3 Credits

Explanation of data modeling, the role of Enterprise Information Management, and database security issues and solutions. Description of data control with integrity. Application of SQL data querying techniques. Application of data warehouse, data mining and data visualization concepts in relation to database management.

Prerequisites: BUSN 220 and MATH 301. Fulfills: CAPS Goal area 2.

BUSN 330 • Intercultural Business Comm. 3 Credits

Explanation of how cultural differences affect business strategy and relationships. Exploration of the primary differences, benefits and challenges of communication practices of different cultures. Comparisons of communication styles between cultures. Comparison of one's individual culture to other cultures Fulfills: CAPS Goal Area 1.

BUSN 331 • Business Analysis for Decision Making 3 Credits

Understanding of business analysis knowledge areas, techniques and tools as defined by industry best practices. Application of elicitation activities, business analysis techniques and life-cycle management. Understanding of business analysis roles, responsibilities, and competencies required to be successful. Connection between business analysis codes of conduct and other ethical principles to a Christian or personal worldview.

BUSN 335 • Business Law 3 Credits

An introduction to the legal aspects and general structure of business dealings. Analysis of the relationships between contract law, law of sales, and consumer law. Exploration of the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socio-economic arena of the marketplace. Evaluation of how advances in technology impact intellectual property, contract law, criminal law, and tort law. Exploration of ethical problems found in the legal and regulatory environment through the lens of a Christian or personal worldview.

Prerequisites: BUSN 220. Fulfills: CAPS Goal Area 5.

BUSN 340 • Operations and Supply Chain Management 3 Credits

Exploration of the major components of supply chain systems and tools. Recommendation of improvements in supply chain based on customer requirements. Application of quality concepts and business process improvements to operations and supply chains. Identification of elements needed for successful global supply chain integration.

Prerequisites: BUSN 220.

BUSN 380 • Strategic Management in Healthcare 4 Credits

This course builds foundational understanding of the use of management systems in healthcare deliveries. Students will determine what management systems best align with an organization's mission. Application studies on both Lean and TQM management styles will be completed. This course also requires students to explore how managers build teams in highly regulated environments and ensure the processes for completing work are practical, compliant, and efficient.

Special Notes: Course is restricted to Business Management students only.

BUSN 385 • Healthcare Leadership 4 Credits

Students will learn strategies for building high-quality, high context teams centered on quality healthcare delivery. An assessment of how existing organizations integrate vision and values in to their care menu and delivery modalities will be required. This course is designed to help students formulate and articulate their own healthcare leadership principles, in both the stewardship of resources and the management of staff. Information interviews will create a platform for experiential and market-place relevant learning in this course.

Special Notes: Course is restricted to Business Management students only.

BUSN 387 • Healthcare Law and Ethics 2 Credits

This course is designed to give students an understanding of the common legal and ethical issues in healthcare delivery. Students will evaluate cases to better their understanding of informed consent, as it relates to existing conditions, risks, and cost. Students will learn and assess various risk mitigation techniques for human resource, technology, and malpractice liabilities. The positive and negative aspects of corporate governance, community, state, and federal accountability systems in healthcare will be explored.

Special Notes: Course is restricted to Business Management students only.

BUSN 389 • Finance Systems in Healthcare 4 Credits

This course will explore the unique and complex systems of healthcare reimbursement. Students will gain an understanding of how insurance reimbursement systems intersect with delivery and how providers use analytics to determine cost, cost sharing, and pricing. Students will also learn how hospital systems operate financially and how those systems comply with corporate governance and operational requirements. Students will use information interviews to build context for class content.

Special Notes: Course is restricted to Business Management students only.

BUSN 415 • 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: BUSN 205 and 3 courses from BUSN 220, BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301. Fulfills: CAPS Goal Areas 2,5.

BUSN 425H • Applied Ethical Decisions in Life and Business 3 Credits

Application of business ethical theories to ethical dilemmas. Analysis of diverse perspectives regarding the basis for an ethical organization. Formulation of theoretically-based, ethical responses to a variety of ethical dilemmas. Examination of the influences that ethics and faith have on personal and professional decisions. Improvement of skills in presenting, developing, and supporting an ethical position both verbally and through writing.

Prerequisites: 3 courses from BUSN 220, BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301. Fulfills: CAPS General Education Category H.

BUSN 426 • Predictive Data Analytics 3 Credits

Advanced course in the data analytics concentration which develops proficiency in predictive analytics including data visualization and dashboarding, prediction, classification and data mining methods of clustering. Preparation for the Tableau Desktop certification. Articulation of ethical issues in predictive analytics from a Christian faith perspective.

Prerequisites: BUSN 220, BUSN 315, MATH 301.

BUSN 481 • Academic Internship in Business Management 2-4 Credits

A learning/practicing experience in a government, social organization or agency, church, or business environment where the student applies a body of knowledge and skills in a structured, non-classroom setting. See Individualized Study for policy.

Prerequisites: BUSN 301.

BUSN 491 • Business Capstone 3 Credits

Solving a business problem for an organization that is based on the functional areas of business. Demonstration of effective business communication skills. Exploration of career options using a variety of career exploration tools. Demonstration of knowledge of the functional areas of business by taking a summative exam.

Prerequisites: 10 courses from ACCT300-489, BUSN300-489, FINA300-489, MATH 301, MIST300-489. Special Notes: Prior completion of BUSN 320 recommended.

CHEM • Chemistry

CHEM 101 • Introduction to Chemistry 3 Credits

Overview of atoms—their composition, their ability to form bonds, and their ability to interact as molecules. Open to all students but tailored for nursing and allied health fields. Corequisites:CHEM 101L.

Fulfills: Caps Goal Area 3.

CHEM 101L • Introduction to Chemistry Lab 1 Credit

Laboratory experience accompanying CHEM 101. Provides a hands-on extension of course topics in a collaborative, laboratory environment. Topics include: reactions, thermodynamics, acids and bases, nuclear decay, and others.

Corequisites: CHEM 101. Fulfills: CAPS Goal Area 3.

CHEM 113 • General Chemistry 3 Credits

Chemical properties and principles, structure and reactivity, stoichiometry, thermodynamics, atomic and molecular theory, and states of matter. Laboratory includes application of these principles in exploring chemical properties and reactivity, and computer data collection and modeling.

Corequisites: CHEM 113L Fulfills: CAPS Goal Area 3.

CHEM 113L • General Chemistry Lab 1 Credit

Chemical properties and principles, structure and reactivity, stoichiometry, thermodynamics, atomic and molecular theory, and states of matter. Laboratory includes application of these principles in exploring chemical properties and reactivity, and computer data collection and modeling.

Corequisites: CHEM 113. Fulfills: CAPS Goal Area 3. Special Notes: Fulfills CAPS Goal Area 3 only when taken with CHEM 113.

CHMN • Christian Ministries

CHMN 140 • Spiritual Quest 3 Credits

An exploration of the spiritual dimension of human life. Assessment of spirituality and application of personal spiritual development through vocational productivity, relationships and success. The role of spirituality and personal wellbeing in goal setting.

Fulfills: CAPS Goal Area 6.

CHMN 210 • Christian Formation 2 Credits

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

CHMN 240 • Paul's Letters & Church Today 3 Credits

Examination of the people, practices, and mission of the early church, with attention to the relevance and application to current church practice and mission.

CHMN 300 • Foundations for Christian Ministry 3 Credits

Exploration of the Christian gospel and how it is applied through a wide range of ministry expressions today. Comparison of the ministry of Jesus with contemporary ministry practices. Reflection on personal strengths and how they apply in ministry settings, and identification of steps to continue to discern vocation and calling.
Fulfills: CAPS Goal Area 6. Special Notes: Enrollment is open to students with sophomore class standing and above.

CHMN 320 • 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.
Fulfills: CAPS Goal Area 6. Special Notes: Enrollment is open to students with sophomore class standing and above.

CHMN 350R • Research Writing for Christian Ministry 3 Credits

Examination of the contrast between theological writing and writing in other disciplines. Development of academic writing skills in the discipline of theology, including clear, objective and well-organized theses reasoned from evidence. Application of scholarly biblical and theological resources to life and ministry.
Fulfills: CAPS Goal Area 1, General Education Category R. Special Notes: Enrollment is open to students with sophomore class standing and above.

CHMN 410 • 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 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.

CHMN 451 • Communication in Ministry 3 Credits

Introduction to the essential communication skills needed in ministry, including effective listening, storytelling, and public speaking skills. Application and evaluation of effective communication to present the gospel and its relevance in various contexts.

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

CHMN 452 • Leadership in Ministry 3 Credits

Development of a framework for leadership in ministry contexts. Evaluation of personal strengths, blindspots and interpersonal skills within leadership. Incorporation of leadership vocabulary in personal leadership practice and examination of scriptural definitions and examples of leadership. Understanding of collaborative leadership models.

CHMN 477 • Practical Experience Extension 0 Credit

Extension course for continued enrollment following the term in which an undergraduate level CHMN internship, practicum, clinical or other experiential course was taken, required when there are outstanding hours to be completed.

CHMN 481 • Ministry Practicum 3 Credits

Practical integration of Christian ministries knowledge and skills under the direct supervision of an experienced mentor. Development of a working philosophy of ministry through reflection on personal and professional responses in ministry situations. Assessment of personal ministry skills and lifelong leadership development.

Grade exceptions: Graded on an S/U basis.

CHMN 495H • Practical Issues in Ministry 3 Credits

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

Prerequisites: CHMN 481 and at least 9 of the following courses: BIBL 360, BIBL 331, BIBL 332, CHMN 300, CHMN 320, CHMN 350R, CHMN 451, CHMN 452, HUSE410, THEO 341, THEO 441. Fulfills: CAPS General Education Category H.

COMM • Communication**COMM 115 • Intro to Computer Applications** 1 Credit

Introduction to basic computer software applications. Analysis of application capabilities and personal preferences. Development and application of troubleshooting skills.

COMM 160 • Basic Communication Skills 3 Credits

An examination of the fundamentals of the human communication process. Emphasis on communication in these areas: interpersonal, small group, public speaking and computer mediated. Concentration on how meaning is created, communicated, and transformed within personal, professional, and global contexts.
Fulfills: CAPS Goal Area 1.

COMM 340 • Cross-Cultural Communication 3 Credits

Examination of the influence of cultural values on human verbal and nonverbal interactions. Analysis of theories of cross-cultural communication and principles of effective cross-cultural process.
Fulfills: CAPS Goal Areas 1, 5. Special Notes: Enrollment is open to students with sophomore class standing and above.

CORE • Bethel Distinctives**CORE 300 • Community, Self and Formation** 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.

CORE 330 • Examining Crucial Questions 3 Credits

Summary of the Christian biblical narrative. Identification of the roles of scripture, history, experience, and reason, as they form convictions related to social and ethical issues. Examination of selected theological concepts using the Wesleyan Quadrilateral, as well as the application of those concepts to real life situations.
Fulfills: CAPS Goal Areas 2, 5, 6. Special Notes: Enrollment is open to students with sophomore class standing and above.

EDUC • Education**EDUC 321 • Foundations in Education** 3 Credits

Introduction to the teaching profession and focus on influences shaping education. History, philosophy, psychology, sociology, legal matters, reform, and other current education issues. Student mental health and impact of chemicals in student lives, families, and schools. Personal growth planning, collaboration, and connection between professional responsibilities and personal faith and values.
Special Notes: Enrollment is open to students with sophomore class standing and above.

EDUC 324 • Educational Psychology 4 Credits

Identification of different approaches to K-12 students' development, learning, performance, and critical elements needed to structure an effective learning environment. Synthesis of early assessment theory and current issues. Description of theories that influence learning and behavior related to the learning environment. Integration of Christian or personal faith perspective of learning.
Fulfills: CAPS Goal Area 5. Special Notes: Enrollment is open to students with sophomore class standing and above.

EDUC 326 • General Methods of Instruction 3 Credits

Development of effective lesson plans that include all required components. Creation of effective long-range plans, assessments, and evaluations. Integration of a variety of instructional strategies within lesson plans to meet student needs. Identification of appropriate data practices related to student assessment and progress.
Special Notes: Enrollment is open to students with sophomore class standing and above.

EDUC 355 • Diversity, Equity and Inclusion in Education 4 Credits

Reflect to increase racial consciousness. Discuss perspectives on how race and culture impact school practices and pedagogy. Analyze how ways of knowing and teaching are shaped by race and ethnicity. Examine differences between prejudice, bias, discrimination and racism. Evaluate the intersection of race/ethnicity with other forms of difference. Identify multiple perspectives on how race and culture impact school practices and pedagogy. Analyze the cultural content, worldview, and concepts that comprise Minnesota-based American Indian communities.
Special Notes: Enrollment is open to students with sophomore class standing and above.

EDUC 363 • Educational Equity 3 Credits

Identification of various groups in American communities and how to foster communication. Analysis of Minnesota-based American Indian tribes. Description of biases, discrimination, prejudices, racism, and sexism in the classroom and the influence personal identity has on student learning. Evaluation of the effects that various diversity factors have in the classroom.
Special Notes: Enrollment is open to students with sophomore class standing and above.

EDUC 368 • Classroom Technology 2 Credits

Description of foundations of technology integration practices. Development of a personal technology integration philosophy. Creation of instructional materials to develop understanding of digital citizenship. Evaluation of technology integration resources. Identification of appropriate technology tools for meeting objectives. Application of best practices in technology integration. Analysis of tools for collecting data.

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

EDUC 395 • School-wide Systems Field Experience 1 Credit

Supervised observation in K-12 inclusive education setting. Analysis of student needs, classroom environments, and related cultural factors. Development of a personal standard for effective teaching. Implementation of effective lesson plans. Identification of MN edTPA language. Impact of personal faith on the special education teacher role. 30 hours over 10 weeks.

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

EDUC 396 • School-wide Systems Field Experience 2 Credits

Supervised observation in K-12 inclusive education setting. Analysis of student needs, classroom environments, and related cultural factors. Development of a personal standard for effective teaching. Implementation of effective lesson plans. Identification of MN edTPA language. Impact of personal faith on the special education teacher role. 30 hours over 10 weeks.

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

EDUC 451 • Special Education Student Teaching Seminar 3 Credits

Development of strategies for personal and professional efficacy and engaging resources. Analysis of the impact teachers' personal and professional practices, second language, and communication have on student learning. Alignment of an instructional plan with the needs of a learner. Application of academic language. *Prerequisites: EDUC 321, EDUC 324, EDUC 326, EDUC 363, EDUC 368, EDUC 395, SPED 305, SPED 308, SPED 320, SPED 321, SPED 400, SPED 410, SPED 418, SPED 425, SPED 431, SPED 441, SPED 455, SPED 470, SPED 473, SPED 475. Corequisites: SPED 480H. \$300 fee for the state-required edTPA (performance assessment).*

EDUC 452 • Special Education Teaching Seminar 2 Credits

Development of strategies for personal and professional efficacy and engaging resources. Analysis of the impact teachers' personal and professional practices, second language, and communication have on student learning. Alignment of an instructional plan with the needs of a learner. Application of academic language. *Prerequisites: EDUC 321, EDUC 324, EDUC 326, EDUC 355, EDUC 396, SPED 305, SPED 308, SPED 320, SPED 321, SPED 400, SPED 410, SPED 418, SPED 425, SPED 431, SPED 441, SPED 455, SPED 470, SPED 473, SPED 475. Corequisites: SPED 480H. \$300 fee for the state-required edTPA (performance assessment).*

EDUC 520 • Education Standards Portfolio: Chemical Health 0.5 Credits

Exploration of the influences and misuses of tobacco, alcohol, drugs, and other chemicals impacting the learning environment inside and outside of school. *Special Note: This course is for students who only need to meet certain PELSB standards and who do not need the full course.*

Special Notes: This course is intended for students who only need to meet certain PELSB license standards.

EDUC 560 • Education Standards Portfolio: Minnesota-based American Indian 0.5 Credits

Analysis of the cultural content, worldview, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture. *Special Note: This course is for students who only need to meet certain PELSB standards and who do not need the full course.*

Special Notes: This course is intended for students who only need to meet certain PELSB license standards.

ENGL • English

ENGL 029 • Foundations of Reading and Writing I 3 Credits

Preparation for college-level courses in reading and writing. Effective reading strategies and online literacy skills. Analysis of different types of text using 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.

ENGL 030 • 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 ENGL 029.

Prerequisites: ENGL 029. Grade exceptions: Graded on an S/U basis. Special Notes: Credits do not apply to certificate, degree, or license programs.

ENGL 100 • How Stories Change the World: How to Read and Why 3 Credits

Introductory exploration of great stories (both poetry and prose) and their power to illuminate the human experience, connect with readers' minds and hearts, and portray great ideas, hopes, joys, and sorrows. Students gain experience interpreting literature with greater comprehension and pleasure.

Fulfills: CAPS Goal Area 6.

ENGL 130 • 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.

ENGL 225R • 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, testing theses through consultation of scholarly sources, and formal documentation of research sources.

Fulfills: CAPS Goal Area 1, General Education Category R. Special Notes: Must be at a sophomore standing or above.

ENGL 300 • Advanced Writing Labs 3 Credits

A flexible self-development resource for undergraduates wishing to assess writing skills and practices in advanced field-academic and professional-contexts. An array of resources for context analysis, self-assessment, skills development, and evaluated composition that can be used and re-used by CAPS students as self-guided activities, course audit, and/or completion for elective credits.

FINA • Finance

FINA 200 • Financial Management 3 Credits

Identification and interpretation of various types of information provided by financial statements and used by both corporate managers and investors during the decision making process. Exploration of financing sources and costs and their impacts on financial decisions. Discernment in managerial finance using financial risk and rate of return measurements. Use of capital budgeting techniques to make data driven decisions. Discussion of biblical and ethical principles and their relationship to financial management decisions.

Prerequisites: ACCT 200, BUSN 220.

FINA 410 • Investments Theory 3 Credits

Exploration of various investment principles and the Capital Asset Pricing Model. Classification of securities including stock, bonds, and major derivatives. Analyzation of security market classifications, assorted financial instruments, and portfolio performance using a stock market simulation. Inclusion of ethical stewardship and its connection to financial business.

Prerequisites: ACCT 305, FINA 200 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301.

FINA 420 • Portfolio Analysis and Management 3 Credits

Exploration of investment portfolio theories, objectives and policy issues considering individuals, corporations, banks, pensions and mutual funds. Creation, maintenance, and analyzation of simulated investment portfolio performance. Reflection of connections between financial topics and ethical stewardship using a Christian or personal worldview.

Prerequisites: ACCT 305, FINA 200, FINA 410, and 3 courses from BUSN 220, BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301.

FINA 430 • Capital Markets 3 Credits

Exploration of public equity, debt financial instruments and related investment opportunities, both domestic and international. Understanding of the US banking system and its relationship to the Federal Reserve, understanding of factors that influence interest rates and the yield curve. Integration of ethical thinking and personal faith with capital market strategies.

Prerequisites: ACCT 305, FINA 200 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301.

FINA 440 • Advanced Corporate Finance 3 Credits

Exploration of corporate finance theory both past and present as it relates to financial policy, financial instruments, valuation concepts, and changing capital markets. Analyzation of complex capital structures and corporate transactions. Application of corporate financial theory including ethical principles in financial decisions.

Prerequisites: ACCT 305, FINA 200 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323 and MATH 301.

FINA 450 • Global Finance 3 Credits

Exploration of global trade and investment theories, the global monetary system, global capital markets, and exchange rates. Analysis of the implications of foreign policy and instruments on global finance. Integration of global corporate and social responsibility in relation to a Christian or personal worldview.

Prerequisites: ACCT 305, FINA 200 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301. *Fulfills:* CAPS Goal Area 5.

FINA 481 • Academic Internship in Finance 2-4 Credits

A learning/practicing experience in a government, social organization or agency, church, or business environment where the student applies a body of knowledge and skills in a structured, non-classroom setting. See Individualized Study for policy. *Prerequisites:* FINA 200.

HEPE • Health**HEPE 210 • Group Fitness** 1 Credit

Development of cardiovascular fitness through aerobic rhythms and exercise. Workout includes varied aerobic conditioning, minimal strength training, and stretching.

HEPE 260 • Physical Wellness 3 Credits

Synthesis of current evidence-based knowledge empowering healthy decisions around nutrition, fitness, emotional, and spiritual well-being. Identification of patterns of stress reduction through spiritual and physical health. Explanation of biological processes in the body. Analysis of the influence of culture, media, technology, and other factors on health.

Fulfills: CAPS Goal Area 3.

HIST • History**HIST 250 • U.S. History in Dialogue with the Present** 3 Credits

Examination of selected historical events using both primary and secondary sources. Development of connections between historical events with larger social, economical, and political trends and developments. Recognition of multiple perspectives when investigating historical questions as well as the influence these viewpoints have on both current developments and future challenges. Consideration of personal faith while exploring history's significance.

Fulfills: CAPS Goal Area 5.

HUSE • Human Services**HUSE 300 • Family Perspectives** 3 Credits

Analysis of sociological, psychological, and theological perspectives on family relationships, with special attention given to understanding families as systems. Identification and personal evaluation of assumptions about families and to examination of one's own family-of-origin experiences. Introduction to the history of human services.

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

HUSE 320 • Advocacy and Social Change 3 Credits

Address the ways advocacy can take place and steps needed to achieve change in families and communities. Address reconciliation as a component of change and understand the role of policy in change.

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

HUSE 330 • Leading and Managing in Human Services Organizations 3 Credits

Introduction to grants, financial management and funding in a non profit organization. Development of effective relational skills and personal leadership approach. Analysis of professional development and practices in leadership from a personal worldview.

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

HUSE 386 • Social Inequality 3 Credits

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

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

HUSE 400 • Research Methods 3 Credits

Analysis of standard research methods and designs in psychology. Understanding of empirical research and ethical practices with human subjects from various backgrounds. Evaluation and critique of published research.

Prerequisites: PSYC 335. *Fulfills:* CAPS Goal Area 2 and CAPS Goal Area 5. *Special Notes:* Concurrent registration with HUSE 405 recommended.

HUSE 405 • 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 PSYC 400 recommended.

HUSE 470 • Directed Study 1-4 Credits**HUSE 477 • Practical Experience Extension** 0 Credit

Extension course for continued enrollment following the term in which an undergraduate level HUSE internship, practicum, clinical or other experiential course was taken, required when there are outstanding hours to be completed.

HUSE 490 • Integrative Internship Seminar 3 Credits

A professional learning and practice experience. Application of previously acquired human services knowledge and development of skills in a structured professional Human Services setting. 100 hours/10 weeks.

Prerequisites: PSYC 400, ADST 445, ADST 485H. *Grade exceptions:* Graded on an S/U basis.

MATH • Math**MATH 090 • Foundations of Mathematics** 0 Credit

Preparation for college-level math courses. Developmental math topics include percent, decimals, fractions, solving basic algebraic equations, exponents, calculating values using a formula, and measurement. Fee: \$100. Grade Exceptions: Graded on an S/U basis.

MATH 124 • Calculus I 4 Credits

A mathematical foundation for future college courses and beyond. Introduces the concepts and methods of the derivative and the integral, demonstrating how they are applied in real-world modeling situations. Topics are examined graphically, numerically, and algebraically, including using a symbolic computer algebra system to aid with understanding.

Fulfills: CAPS Goal Area 4. *Special Notes:* Equivalent high school or college precalculus course(s) must be taken prior to this course.

MATH 180 • Mathematics in Real Life 3 Credits

Intermediate-level study of college liberal arts mathematics: financial mathematics, mathematical models of growth, statistics and probabilities. Emphasis on application of quantitative reasoning, analytical thinking, and problem-solving methods to real-life problems.

Fulfills: CAPS Goal Area 4.

MATH 301 • Business Mathematics and Statistics 3 Credits

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

Prerequisites: BUSN 220. *Fulfills:* CAPS Goal Area 4. *Special Notes:* Completion of a 100 or 200-level statistics course is recommended, but not required.

MIST • Management Information Systems**MIST 481 • Academic Internship in Management Information Systems** 2-4 Credits

A learning/practicing experience in a government, social organization or agency, church, or business environment where the student applies a body of knowledge and skills in a structured, non-classroom setting. See Individualized Study for policy.

Prerequisites: MIST400.

NASC • Natural Science**NASC 275 • Environmental Studies** 3 Credits

Examination of how science, engineering, and economics work together to address and solve environmental problems. Exploration of 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**NURS 300 • Acute Care Clinical** 3 Credits

Professional identity development through integration of ethical principles, Christian perspectives, nursing knowledge, and liberal arts. Practice within interprofessional teams using all baccalaureate roles. Clinical nursing problem analysis through critical thinking, enhanced clinical reasoning, evidence-based practice, and technology. Application of scope of practice knowledge to delegation and supervision of nursing personnel.

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

NURS 305 • Practicum I: Fundamentals of Nursing Practice 1 Credit

Provision of holistic care for individuals in various health/illness states. Utilization of beginning critical thinking skills to implement the nursing process in healthcare settings.

Corequisites: NURS 310, NURS 326. Total fees: \$365 (\$195 Nursing Central Resource Fee, \$80 Malpractice Fee, \$60 Criminal Background Check fee, and \$30 Clinical Fee). Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 306 • Practicum II: Adult Nursing 3 Credits

Provision of holistic care for adults and older adults in various health/illness states. Application of clinical judgment, liberal arts knowledge, and professional communication in adult acute care settings. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 305, NURS 310, NURS 326. Corequisites: NURS 311, NURS 350, NURS 351. \$30 Clinical Fee. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 307 • Practicum III: Mental Health Nursing 1 Credit

Provision of holistic care for individuals with mental health needs. Application of critical thinking skills, liberal arts knowledge, and professional communication in mental health settings. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 305, NURS 310, NURS 326. Corequisites: NURS 331. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 310 • Skills I: Health Assessment & Fundamentals of Nursing Practice 4 Credits

Development of beginning nursing skills to promote health and manage illness, within the context of the nursing process. This course is a laboratory course.

Corequisites: NURS 305, NURS 326. Total fees: \$990 (\$140 lab fee, \$800 ATI Resource Fee, \$50 Online test fee). Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 311 • Skills II: Adult Nursing 2 Credits

Development of nursing skills to promote health and manage illness for adults and older adults, within the context of the nursing process. This course is a laboratory course.

Prerequisites: NURS 305, NURS 310, NURS 326. Corequisites: NURS 306, NURS 350, NURS 351. Total fees: \$190 (\$140 Lab Fee, \$50 Online Testing Fee). Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 325 • Pathophysiology 3 Credits

Examination of the physiologic basis for manifestations of altered structure and function. Exploration of differences in physiologic responses to health and illness in diverse populations across the lifespan from a nursing perspective. Prerequisites: Anatomy and Physiology.

\$20 Online testing fee. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 326 • Pharmacology for Nursing 2 Credits

Exploration of the principles of pharmacotherapy to promote health and manage illness from a patient-centered perspective for diverse populations across the lifespan.

Corequisites: NURS 305, NURS 310. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 330H • Ethical Theory and Applied Nursing Ethics 3 Credits

Introduction to ethical theory and the language needed to discuss relevant ethical healthcare issues. Exploration of current ethical issues faced in healthcare settings, including potential outcomes, the role of the nurse, application of professional ethical codes, and differing viewpoints. Development of empathy for, respect of, and insight into differing ethical opinions.

Fulfills: CAPS General Education Category H.

NURS 331 • Mental Health Nursing 2 Credits

Exploration of the nursing care of adults experiencing mental health issues within the context of families and communities. Application of the ethical, legal, and evidence-based practice considerations associated with mental health nursing.

Prerequisites: NURS 305, NURS 310, NURS 326. Corequisites: NURS 307. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 350 • Adult Nursing I 3 Credits

Examination of the nursing care related to adults and older adults experiencing selected acute, chronic, and/or potential health issues. Application of theoretical frameworks and evidence-based practice considerations to holistic nursing care.

Prerequisites: NURS 305, NURS 310, NURS 326. Corequisites: NURS 306, NURS 311, NURS 351. \$750 Nursing ATI Resource Fee. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 351 • Adult Nursing II 3 Credits

Examination of the nursing care of adults and older adults experiencing selected acute, chronic, and/or potential health issues. Application of theoretical frameworks and evidence-based practice considerations to holistic nursing care. This course is a continuation of NURS 350.

Prerequisites: NURS 305, NURS 310, NURS 326. Corequisites: NURS 306, NURS 311, NURS 350. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 365 • The Professional Nurse 3 Credits

Exploration of the scope of professional nursing practice and nursing roles using ethical principles and Christian perspectives in the changing healthcare environment. Identification of the future of professional nursing and development of a personal philosophy of nursing.

NURS 400 • Public Health Nursing 3 Credits

Population-focused principles, ethical principles and Christian perspectives in at-risk population care. Critical analysis of health disparities, barriers to adequate healthcare, and community resources for improving health equity. Evaluation of evidence-based public health nursing interventions to address health disparities in a given population. Demonstration of effective verbal, electronic and written communication.

NURS 401 • Public Health Nursing Clinical 3 Credits

Identification of disease prevalence, distribution, and control in a population, including environmental, protective, and risk factors. Evaluation of evidence-based interventions to address health disparities. Demonstration of ethical principles and Christian perspectives in at-risk population care. Application of public health nursing competencies and effective communication skills through virtual/real-world clinical experience.

Prerequisites: NURS 400.

NURS 405 • Nursing Ethics 3 Credits

Application of ethical inquiry and utilization of language needed to discuss relevant ethical healthcare issues. Analysis of current ethical issues faced in healthcare settings, including potential outcomes for patients experiencing ethical issues in the healthcare environment, the role of the nurse, and application of ethical perspectives. Fosters the development of empathy for, respect of, and insight into differing ethical opinions, including Christian and other faith perspectives.

Prerequisites: NURS 306, NURS 311, NURS 350, NURS 351. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 410 • Nursing Informatics 3 Credits

Exploration of the history, essential concepts, and use of information systems and patient care technologies in the healthcare environment. Identification of patient privacy and the use of software applications in nursing.

NURS 425 • Cultural Diversity in Healthcare 3 Credits

Study of culture and its impact on providing culturally appropriate nursing care. Assessment of patients and families using a transcultural nursing model. Analysis of societal issues, cultural beliefs and practices that impact the healthcare of culturally diverse patients. Integrating Christian perspectives and cultural understanding into the care of patients and families.

Fulfills: CAPS Goal Area 5.

NURS 433 • Pediatric Nursing 2 Credits

Examination of the nursing care of pediatric patients and families. Application of theoretical frameworks and evidence-based practice considerations to holistic nursing care.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351. Corequisites: NURS 438. \$50 Online Testing Fee. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 435 • Introduction to Research and Evidence-Based Practice 3 Credits

Introduction to the steps of the research process and types of research. Development of a practice question related to nursing practice. Discussion of ethical principles and Christian perspectives in human subjects' research.

NURS 436 • Application of Research to Practice 3 Credits

Demonstration of critical thinking in evaluating research and other evidence for application to nursing practice. Development of a summary of findings related to a practice question. Recommendations for practice from the evidence. Integration of ethical principles and Christian perspectives into evidence-based nursing practice.

Prerequisites: NURS 435.

NURS 437 • Maternity Nursing 2 Credits

Examination of the nursing care of maternity patients and families. Application of theoretical frameworks and evidence-based practice considerations to holistic nursing care.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 439. *Special Notes:* This course is offered only for students in the Post-Baccalaureate Nursing program.

NURS 438 • Practicum IV: Pediatric Nursing 1 Credit

Provision of holistic care for pediatric patients and families. Application of clinical judgment skills, liberal arts knowledge, and professional communication to provide care in pediatric settings. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 433. \$40 Nursing Lab Fee. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 439 • Practicum V: Maternity Nursing 1 Credit

Provision of holistic care for maternity patients and families. Application of clinical judgment skills, liberal arts knowledge, and professional communication to provide care in maternity settings. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 437. \$30 Clinical Site Placement Fee. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 440 • Population-Based Nursing 3 Credits

Exploration of population-focused nursing care with an emphasis on diverse and underserved populations. Includes epidemiological consideration.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 446. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program. \$22 ATI Assessment Fee

NURS 446 • Practicum VI: Population-Based Nursing 2 Credits

Provision of population-based nursing care with an emphasis on diverse and underserved populations. Application of public health competencies and theories in population-based settings.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 440. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 447 • Practicum VII: Capstone 3 Credits

Provision of comprehensive nursing care to patients with complex health needs. Synthesis of clinical judgment skills, liberal arts knowledge, leadership skills, and professional standards to manage care and improve health outcomes. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 405, NURS 433, NURS 437, NURS 438, NURS 439, NURS 440, NURS 446 *Corequisites:* NURS 450, NURS 460 *Total fees:* \$110 (\$80 Malpractice Insurance Fee, \$30 Clinical Site Placement Fee). *Special Notes:* This course is offered only for students in the Post-Baccalaureate Nursing program.

NURS 450 • Leadership Development 3 Credits

Application of the leadership role in preparation to enter the professional nursing workforce. Integration of critical thinking, evidence, leadership and management principles, and professional standards in professional practice.

Prerequisites: NURS 405, NURS 433, NURS 437, NURS 438, NURS 439, NURS 440, NURS 446, PSYC 335. *Corequisites:* NURS 447, NURS 460. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 460 • Skills III: Nursing Synthesis 3 Credits

A focus on the transition from the student role to the role of the professional nurse. Synthesis of critical thinking, leadership skills, evidence, and professional standards to manage care in complex clinical situations. This course is a laboratory course.

Prerequisites: NURS 405, NURS 433, NURS 437, NURS 438, NURS 439, NURS 440, NURS 446. *Corequisites:* NURS 447, NURS 450. *Total fees:* \$190 (\$140 Lab Fee, and \$50 Online Testing Fee). *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 485 • Leadership in Nursing 3 Credits

Learners apply leadership theories and analyze nursing leadership roles in providing and coordinating client care with the incorporation of ethical principles, Christian perspectives and professional standards. Professional growth is evidenced through reflection on leadership, educational and professional experiences. Synthesis of professional experience and evidence are used to support positions on current nursing practice issues.

NURS 486 • Management in Nursing 3 Credits

Management theories and concepts to influence healthcare change. Incorporation of ethical principles, Christian perspectives, professional standards, and management principles to influence organizations. Synthesis of nursing management, educational and professional experiences through reflection on professional growth. Application of financial and legal concepts of management. Strategies for conflict management, teamwork and communication.

NURS 495 • Clinical Care Change Project 3 Credits

Improvement of nursing care by creation of a solution to a clinical issue. Definition of a clinical problem with rationale for change. Synthesis of evidence-based research principles in the implementation of a change project. Collaboration and communication in the management of a clinical change project.

Prerequisites: NURS 435.

ORGL • Organizational Leadership**ORGL 101 • The Relational Leader 3 Credits**

Identification, interpretation, and analysis of effective leadership and followership styles, perceptions, and abilities. Development of self-understanding in relation to both personal leadership and personal followership skill and style. Application of a biblical perspective to leadership and followership opportunities.

Fulfills: CAPS Goal Area 5.

ORGL 120 • 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.

ORGL 201 • 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.

ORGL 310 • Leadership and Adult Development 3 Credits

Assessment of personal strengths and how those strengths apply in personal, professional and learning communities. Analysis of various theories of adult development including psychological, moral and spiritual development. Reflection on personal strengths, development and purpose.

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

ORGL 330 • Theories of Organizations and Leadership 3 Credits

Evaluation of leadership theories. Exploration of organizational behavior and leadership models and their distinguishing attitudes, values and cultural dimensions. Analysis of individual/organizational factors that stimulate behavior. Analysis of common characteristics contributing to building and sustaining organizational culture. Identification of how faith and worldviews affect leadership theory and practice.

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

ORGL 340R • Scholarly Research and Writing for Organizational Leadership 3 Credits

Instruction and practice in scholarly writing as preparation for the program's writing assignments. A practical approach to expository essay structure, and reading and writing research studies. Bibliographic instruction, writing portions of a literature review, and an introduction to principles of survey research are included.

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

ORGL 345 • Organizational Behavior 3 Credits

Exploration of how organizational behaviors and cultures are shaped and formed while considering emerging social trends. Examination of the roles of both leadership and followership as individuals, groups, and organizations as a whole. Reflection on personal competencies, foundational beliefs, and assumptions of leadership and their influence on organizational culture, conflict, and change.

ORGL 350 • Leadership Communication 3 Credits

Good communication as a foundation for effective leadership. A leader's communication 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.

ORGL 370 • Leading in the Digital Age 3 Credits

Introduction to major technology developments and their impact on people and organizations. Evaluation of technology, benefits and consequences of technology, and technology change in the organizational context. Analysis of personal and organizational issues related to technology in light of ethical and/or moral reasoning and relevant organizational and/or personal characteristics.

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

ORGL 400 • Principles of Leading and Managing 3 Credits

Introduction to management principles and the leadership practices that support them. Evaluation of basic leadership models and individual management practices within an organization, and assessment of deep personal commitments that can impact leadership practices. Integration of research, best practice, and developmental self-awareness into a personal leadership and management plan.

ORGL 430 • Self-Leadership and Organizational Health 3 Credits

Analysis of components that contribute to healthy organizations, effective leaders and engaged followers. Apply self-leadership in real-world contexts. Recognition of appreciation in organizational environments. Assessment of personal understanding of cultural awareness and focused strategies. Exploration of how faith, worldviews and self-leadership inform organizational health.

ORGL 450 • Global Leadership Summit 3 Credits

Introduction to global perspectives on leading and following through lens of the Global Leadership Summit sponsored by Willow Creek Association. Designed as a self-directed study within parameters of a semester. Analysis of leadership concepts and application to personal, professional, organizational and faith contexts. Intentional design for continued personal and/or professional leadership growth and development.

ORGL 462 • Integrated Principles of Leadership 3 Credits

Focus on an integrated paradigm that brings together the broad field of leadership. Examination of how to frame (or diagnose) perceived versus real issues, in real time. Discussion and practice, with a repeatable process, to resolve identified issues. Evaluation of generational differences that may be a source of misalignment within work teams, and how to resolve those differences.

ORGL 465H • Applied Leadership Ethics 3 Credits

Application of ethical principles to issues of moral perplexity within a business/organizational management context. Analysis of ethical pluralism, cultural diversity, allocation of resources, equal opportunity requirements and sexual harassment policies. Consideration of the relationship between organizational imperatives and faith.

Prerequisites: ORGL 310, ORGL 400, ORGL 462. Fulfills: CAPS General Education Category H.

ORGL 490 • Leading and Change 3 Credits

Study of the various components of change and transformation related to leading, managing, and following. Examination of the leader's role in promoting an environment that allows for the well-being of both the individual and the organization. Designed as a senior seminar integrating and synthesizing personal learning experiences in the program.

Prerequisites: ORGL 310, ORGL 400, ORGL 462.

POLS • Political Science

POLS 100 • American Government and Politics 3 Credits

Examination of essential concepts, ideas, and facts from American politics and the discipline of political science. Development of connections between concepts and their relation to political phenomena. Recognition of the role of Christianity in American politics. Employment of political science methods of analysis rather than ideological opinions to explain institutions and behavior. Foster a thoughtful and civil approach to political engagement.

Fulfills: CAPS Goal Area 5.

PSYC • Psychology

PSYC 100 • Introduction to Psychology 3 Credits

Methods, theories, and principal findings of psychological investigation.

Fulfills: CAPS Goal Area 5.

PSYC 305 • Lifespan Development 3 Credits

Identification of the various stages of life from conception to death. Examination of the perspectives of various developmental theorists and their role in historical, contemporary, and controversial issues. Analysis of the biosocial, cognitive, and psychosocial domains and their contribution to human development while maintaining a focus on individual differences.

Prerequisites: PSYC 100. Fulfills: CAPS Goal Area 5. Special Notes: Enrollment is open to students with sophomore class standing and above.

PSYC 320 • Social Psychology 3 Credits

Exploration of key concepts, principles, and overarching themes in social psychology (including conformity, persuasion, social cognition, attraction, altruism, aggression, prejudice, and group behavior). Applications of social psychological principles to everyday life. Interpret and critique phenomena and controversial topics in social psychology.

Prerequisites: PSYC 100. Fulfills: CAPS Goal Area 5. Special Notes: Enrollment is open to students with sophomore class standing and above.

PSYC 330 • Racial Trauma 3 Credits

Review of the origins and impact of Racial Trauma on the individual, family, and community. Examination of the differences and similarities between personal or psychological trauma, historical trauma, intergenerational trauma, structural and institutional trauma, secondary trauma, and vicarious trauma. Recognition of the signs and symptoms of Race Based Traumatic Stress and make appropriate referral for support services. Exploration of individual and group or communal approaches to healing from Racial Trauma, and to prevent burnout and enhance self-care.

PSYC 335 • Introduction to Statistics 3 Credits

Introduction to descriptive, correlational, non-parametric, and inferential statistics and the use of research and statistics in society. Perform and interpret statistical analyses. Understand statistical analyses in published research articles.

Fulfills: CAPS Goal Area 4.

PSYC 340 • Psychopathology 3 Credits

Classification, causes, symptoms, treatment, and identification of various forms of psychopathology. Analysis of faith based and secular perspectives of psychopathology. Survey of some major issues in the study of psychopathology. Critique research in the field of psychopathology.

Prerequisites: PSYC 100 Fulfills: CAPS Goal Area 5.

PSYC 345 • The Body's Response to Trauma 3 Credits

Critically examine trauma's effect on the human brain. Explanation of how traumatic memories are stored in the brain. Examination of the fight/flight/freeze response and polyvagal theory. Exploration of the mind/body/spirit connections of trauma and what is dissociation. Description of repressed memory.

Fulfills: Goal Area 5.

PSYC 350 • Trauma-Informed Care 3 Credits

Examination of common symptoms of trauma, exploration of current trends in trauma treatment, and appraisal of evidence-based trauma treatments. Investigation of the current mental health crisis, with special focus on prevalence and treatment of PTSD in the military. Consideration of the role of religion/spirituality in the healing process.

PSYC 380 • Motivation and Emotion 3 Credits

Explain how biological, environmental, cognitive, emotional, and personal systems interact to initiate and direct human behavior. Evaluate how experimental psychologists study emotional and motivational systems. Identify connections between personal faith and/or beliefs, motivation, and emotion..

Prerequisites: PSYC 100. Fulfills: CAPS Goal Area 5.

PSYC 400 • Research Methods 3 Credits

Analysis of standard research methods and designs in psychology. Understanding of empirical research and ethical practices with human subjects from various backgrounds. Evaluation and critique of published research.

Prerequisites: PSYC 100, PSYC 335. Fulfills: CAPS Goal Areas 2, 5.

PSYC 410H • Principles of Counseling and Psychotherapy 3 Credits

Introduction of major therapy systems, basic counseling techniques, and current ethical issues facing the counseling professions. Analysis of the systems, techniques, and issues from faith-based and secular perspectives.

Prerequisites: PSYC 100, PSYC 340. Fulfills: CAPS General Education Category H.

PSYC 480 • Psychology Internship and Seminar 3 Credits

A supervised, applied learning experience in the work world. Includes an online seminar component with students and instructor. Application of psychology to the workplace, personal worldview and careers, emotional intelligence. Development of effective workplace relationships, cultural competence, self-career planning, ethical issues, self-care, work-life balance, job search strategies, and professional development strategies.

Prerequisites: PSYC 335, PSYC 340, PSYC 400/HUSE 400, PSYC 410H. Grade exceptions: Graded on an S/U basis.

PSYC 490 • Senior Seminar 3 Credits

An in-depth exploration of a psychological topic of the student's choosing. Review of foundational issues explored throughout the psychology program.

Prerequisites: PSYC 335, PSYC 340, PSYC 400/HUSE 400, PSYC 410H. Fulfills: CAPS Goal Area 2.

SCLA • Senior Care Leadership & Administration

SCLA 450 • Gerontology and Services for Senior Care 3 Credits

Exploration of the gerontology field, including aging demographics and population trends. Application of physical, social, and psychological aspects of aging including the grieving process, death, and dying. Analysis of programs, resources, and services for the aging population throughout the continuum of care. Evaluation of funding streams to support healthcare needs.

Fulfills: CAPS Goal Area 5.

SCLA 455 • Healthcare and Medical Needs for Senior Care 3 Credits

Introduction to the basic principles of healthcare related to the aging population including the normal aging process, relevant health issues, terminology, medical management, prevention, and emerging healthcare trends.

SCLA 460 • Senior Care Support Services 3 Credits

Exploration of the organization, operations, functions, services, and programs of senior care facilities from a leadership and management perspective. Includes an emphasis on issues of diversity and relationships between and among employees, residents, and families.

SCLA 465 • Senior Care Regulatory Management 3 Credits

Explanation of government regulations in relation to senior care services. Identification of the role the government has in the legal regulatory process. Explanation of specific laws and principles that impact senior care. Identification of programs and trainings that help to better understand or implement key senior care regulations.

SCLA 477 • Practical Experience Extension 0 Credit

Extension course for continued enrollment following the term in which an undergraduate level SCLA internship, practicum, clinical or other experiential course was taken, required when there are outstanding hours to be completed.

SCLA 481 • Senior Care Internship I 4 Credits

Application of classroom knowledge to practical experiences across multiple domains of senior care services. Introduction to leadership and management oversight of operational, legal and regulatory requirements, services, and programs integrating quality principles and data analysis to inform management decisions. 500 hours/15 weeks (see Statute for exceptions).

Prerequisites: BUSN 301 or BUS 230, BUSN 302 or BUS 231, 3 of the following: SCLA 450, SCLA 455, SCLA 460, SCLA 465.

SCLA 482 • Senior Care Internship II 4 Credits

Application of classroom knowledge to practical experiences across multiple domains of senior care services. Introduction to leadership and management oversight of operational, legal and regulatory requirements, services, and programs integrating quality principles and data analysis to inform management decisions. 500 hours/15 weeks (see Statute for exceptions).

Prerequisites: SCLA 481.

SOCS • Sociocultural Studies

SOCS 100 • Intro to Sociology 2 Credits

Major concepts, theories, methodologies, findings, controversies, and history of sociology. Contributions of sociology to Christian life and thought.

Fulfills: CAPS Goal Area 5.

SOCS 110 • Succeeding in College 3 Credits

Introduction to Bethel's Christian liberal arts education, institutional tools and resources, core strategies and techniques for effective studying and writing. Balance between personal, professional, and spiritual well-being.

Fulfills: CAPS Goal Area 2.

SOCS 120 • Introduction to Healthcare 3 Credits

An introduction to various health professions and the healthcare system in the United States. Emphasis on understanding the healthcare system, current issues in healthcare, and healthcare career paths. Development of healthcare literacy and navigating healthcare culture. Students examine education, training and licensure and/or certification requirements for potential careers.

Fulfills: CAPS Goal Area 2.

SOCS 130 • Christianity & Western Culture 4 Credits

Seeks to help students understand the key movements that have influenced the lives of people in Europe and North America up through the Enlightenment. Students explore with insight and empathy the writings and lives of those who have influenced the course of world societies. Prepares students to appreciate and evaluate the diverse ways in which Christians have interacted with Western culture by shaping, absorbing, and criticizing the culture of the West.

Fulfills: CAPS Goal Area 5.

SOCS 170 • 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.

SOCS 255 • Introduction to American Cultures 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.

SOWK • Social Work

SOWK 200 • Sociology for Social Workers 2 Credits

Introduction to fundamental sociological theories, methodologies, findings, controversies and history of sociology related to social work practice. Analysis of how social factors contribute to social inequalities. Evaluation of the processes of how socialization operates in different societies and cultures. Examining the dialectical relationship between sociological insights and Christian life and thought.

Fulfills: CAPS Goal Area 5.

SOWK 240 • Socioeconomic & Justice Issues 3 Credits

Critical evaluation of how market economies operate, their broad socioeconomic consequences, and their impact on the lives of socially disadvantaged people. Evaluation of global and local processes and mechanisms. Analysis of theories and approaches to social justice that advocate and promote social and economic justice, and human rights.

Fulfills: CAPS Goal Area 5.

SOWK 250 • Social Welfare History 2 Credits

Historical and critical examination of the social and political movements that have shaped the emergence, resistance and commitment to social activism. Evaluation of significant turning points and their legacies in society with a view to gain appreciation of the linkages and contexts that inextricably interconnect past, present, and future social welfare reform efforts. Identification of strengths and weaknesses of the American welfare state and its impact on the delivery of social services. *Fulfills: CAPS Goal Area 5.*

SOWK 270 • Social Perspective 3 Credits

Examination of societal conditions and their impact on individuals and communities. Evaluation of the influence of power structures at communal, local, and national levels as well as the way they impact the lived realities of people from nondominant cultures and identities. Application of contemporary writings, social theory, and the voice of marginalized individuals. Analysis of systems that promote justice and equity, and those that exist to exploit and further marginalized vulnerable populations.

Fulfills: CAPS Goal Area 5.

SOWK 300 • Intro to Social Work 4 Credits

Understanding of social work mission, core values, history, and field of practice overview. Recognition of the dimensions of diversity, cultures, and structures that may oppress and marginalize people groups. Communication and collaboration with diverse individuals with community-based, cross-cultural service learning. Consideration of social work as career choice.

\$20 course fee.

SOWK 310 • Human Behavior I 2 Credits

Analysis of individuals, families, and groups utilizing systems theory, learning theories and psychosocial frameworks as part of human behavior in the social environment perspective. Appraisal of important lifespan milestones and the influence of social environment on human development. Application of information and theories consistent with social work values and the promotion of social justice.

Prerequisites: SOWK 300. Can be taken concurrently.

SOWK 315 • Human Behavior II 2 Credits

Analysis of individuals, families, and groups utilizing systems theory, learning theories and psychosocial frameworks as part of human behavior in the social environment perspective. Appraisal of important lifespan milestones and the influence of social environment on human development. Application of information and theories consistent with social work values and the promotion of social justice.

Prerequisites: SOWK 300, SOWK 310.

SOWK 320 • Experience in Anti-Racism and Justice Informed Social Work Practice I 2 Credits

Integration of anti-racism and anti-oppressive and justice-informed theories and practice to social work experience. Understanding of how one's own cultural identity impacts engagement and assessment with individuals, groups, families, organizations, and communities. Application of interpersonal skills within a multi-service community based agency setting.

Prerequisites: SOWK 300. *Fees:* \$195 EXAAT fee and \$15 ICD Intercultural Conflict Style Inventory. *Special Notes:* Students are recommended to take SOWK 325 immediately after this course.

SOWK 325 • Experience in Anti-Racism and Justice Informed Social Work Practice II 2 Credits

Apply and integrate beginning knowledge, values, skills, and ethics for social work practice with an emphasis on diversity, human rights and justice, and professional generalist practice. Weekly field seminar supports integration while students work a minimum of 100 hours in field setting under agency supervision.

Prerequisites: SOWK 320. \$15 FPPAI Fee. *Special Notes:* Students are recommended to take this course immediately after completing SOWK 320.

SOWK 330 • Social Work Practice I 3 Credits

Description of how cultural structures and values affect privilege and power. Identification of practices that ensure that rights and responsibilities are distributed equitably. Analysis of strength-based assets and community empowerment. Application of self-awareness and self-regulation, relationship building and inter-professional collaboration strategies, multidisciplinary theoretical frameworks and intervention strategies based on assessment, research, values, and preferences of clients.

Prerequisites: SOWK 300.

SOWK 335 • Social Work Practice II 3 Credits

Generalist social work theory and practice with individuals and families. Beginning professional development, critical thinking, effective communication, Human Behavior and the Social Environment (HBSE), ethical and evidenced-based practice. Simulated case assignments for development of knowledge and skills of social work practice: engagement, assessment, planning, intervention, evaluation, and termination.

Prerequisites: SOWK 300, SOWK 330.

SOWK 340 • Perspectives for Social Work 2 Credits

Examination of policies established to address the inequitable distribution of environmental risks. Explanation of theories and history of environmental justice. Analysis of environmental justice and health disparities in racial groups and communities. Identification of strategies to reduce environmental injustices and health disparities.

SOWK 350 • Social Welfare Policy 3 Credits

Interrelationship of social problems, social welfare policies, and service delivery from historical, economic, political, and program perspectives. Social systems content applied to social policy analysis. Students develop, analyze, advocate, and provide leadership for policy and service delivery that promote economic and social justice.

Prerequisites: SOWK 250 (can be concurrent), SOWK 300.

SOWK 370 • Social Work Research I 2 Credits

Analysis of research methods, with an emphasis on becoming proficient and critical consumers of research-based data, for the purposes of knowledge advancement, informed practice, and program and practice effectiveness evaluation.

Prerequisites: SOWK 300, SOWK 320.

SOWK 380 • Social Work Research II 2 Credits

Application of principles of logic and curiosity in the analysis of relevant scientific information. Synthesis of scholarly research and current best practice in an organized and coherent professional literature review. Analysis and evaluation of appropriate research methods for various practice contexts and purposes. Creation of a research study to improve practice, policy or delivery.

Prerequisites: SOWK 300, SOWK 320, SOWK 370.

SOWK 420 • Social Work Field Experience I 2 Credits

Application of social work competencies to guide ethical and professional practice. Analysis of personal strength and barriers in professional social work development. Analysis of social, economic, racial and environmental injustices and human rights issues. Analysis of policy practice in relation to human rights and injustice issues. Application of practice skills in the engagement, assessment, intervention and evaluation of client constituencies.

Prerequisites: SOWK 300, SOWK 320, SOWK 325. *Special Notes:* Students must complete 400 field hours between SOWK 420 and SOWK 425 and each course must contribute at least 135 hours toward the total. Students are encouraged to take SOWK 425 immediately after completing this course.

SOWK 425 • Social Work Experience II 2 Credits

Demonstration of ethical and professional behavior. Engagement in Antiracist, Diversity, Equity, and Inclusion (ADEI), practice-informed research, research-informed practice, and policy practice. Advancement of human rights and social, economic, racial and environmental justice. Engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities.

Prerequisites: SOWK 300, SOWK 320, SOWK 325, SOWK 420. \$15 FPPAI fee. *Special Notes:* Students must have 400 field hours shared between SOWK 420 and SOWK 425 and each course must contribute at least 135 hours toward the total. Students are recommended to take this course immediately after SOWK 425.

SOWK 430 • Social Work Practice III 3 Credits

Application of generalist social work theory to integrated practice within client systems. Emphasis on families/groups and on the planned change process. Application of critical thinking, research-informed practice and culture competence. Evaluation of assessment and intervention strategies applicable to a specific population.

Prerequisites: SOWK 300, SOWK 320, SOWK 325, SOWK 330, SOWK 335.

SOWK 450 • Abuse, Trauma and Mental Health in Social Work Practice 3 Credits

Students will be presented with the characteristics and consequences of family violence, intimate partner abuse and child and elder abuse. Theoretical frameworks for assessment and intervention with survivors will be presented. Special consideration will be given to understanding the role of racism and oppression in addressing abuse and trauma.

Prerequisites: SOWK 300, SOWK 310, SOWK 315, SOWK 330.

SOWK 490H • Integrative Seminar 4 Credits

Integration of generalist social work knowledge, values, and skills through ethics-based case studies and completion of practice/program evaluation research applied to field practicum setting. Critical thinking, leadership, and scholarship emphasized. Understand ethical integration of a Christian worldview into social work practice.

Prerequisites: SOWK 300, SOWK 320, SOWK 325, SOWK 330, SOWK 335, SOWK 420, SOWK 425, SOWK 430. *Fulfills:* CAPS General Education Category H. *Total fees:* \$100 (\$30 specialized trainings, \$25 practice exam, \$5 FCAI post test, exit SWEAP \$5, \$35 poster presentation).

SPED • Special Education

SPED 305 • Introduction to Special Education 2 Credits

Identification of the impact historical and philosophical foundations, legal bases, and contemporary issues have on special education. Identification of common disability category characteristics. Description of the impact culture, faith, and linguistics have on special education. Description of how the Individuals with Disabilities Education Act (IDEA) impacts special education.

SPED 308 • Introduction to Academic Instruction and Behavior Management for Exceptional Learners 3 Credits

Introduction to how special education and general education academic systems work together. Identification of functional behavioral assessments processes and principles of individual and school-wide systems of supports. Demonstration of how evidence-based instruction can be adapted. Identification of how required curricular components direct instruction. Analysis of positive instructional environments.

SPED 320 • Reading Foundations 3 Credits

Identification of relationships among reading, writing, and oral language, comprehension processes, and instructional strategies. Description of the structure of the English language and word identification strategies, and the role of vocabulary knowledge in language. Analysis of different texts for K-12 classrooms. Assessment strategies for reading and writing needs. Recognition of characteristics and instructional strategies for the specific learning disability: dyslexia.

SPED 321 • Reading Field Experience 1 Credit

Supervised reading instruction in a K-12 setting. Assessment and analysis of reading ability. Creation of lessons and application of reading instruction skills/strategies. Designing of an environment that fosters reading. Identification of how personal faith connects with the professional responsibilities of a teacher. 30 hours over 10 weeks.

Prerequisites: SPED 320.

SPED 400 • Characteristics of Mild-Moderate Disabilities 3 Credits

Exploration of the five disability categories represented under Academic Behavioral Strategist (ABS). Identification of strategies that support stakeholders of children with mild-moderate needs. Explanation of topics that form the basis for special education practice for students with mild-moderate disabilities. Identification of the impact culture and linguistics has on special education.

SPED 410 • Norm-Referenced Assessment 4 Credits

Description of standards and critical elements in the special education assessment process. Identification of test development principles and evaluation of standardized assessment instruments for special education decision-making. Description of responsibilities of assessment team members. Synthesis of assessment data. Application of scriptural principles to assessment in special education.

Corequisites: SPED 470.

SPED 418 • Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities 4 Credits

Development of an instructional sequence for students in special education. Evaluation of data for making accommodations and modifications. Identification of differentiation strategies. Application of evidence-based practices. Identification of the relationship between teaching and learning theories and academic standards. Exploration of the relationship between faith concepts and instruction in special education.

SPED 425 • Special Education: Planning and Programming 3 Credits

Development and evaluation of both an individual education program based on student assessment results. Consideration of technology, supplementary aids, services, and transition needs of students. Synthesis of cultural, ethnic, and linguistic diversity. Demonstration of best practice and collaboration techniques between school, family, and outside agencies.

SPED 431 • Responsive Instruction, Intervention and Assessment 3 Credits

Identification of appropriate assessment measures and professional resources related to interventions. Interpretation of assessment and progress monitoring data to make informed instructional and placement decisions. Creation of instruction and modifications incorporating research-based interventions and based on data collected through collaboration with stakeholders. Description of student assessment results.

SPED 441 • Introduction to Behavioral Methods & Mental Health for Mild-Moderate Special Needs 3 Credits

Introduction to behavior methods and mental health for students with mild/moderate SPED needs. Interventions for K-12 students with mental health and behavioral needs. Impact of mental health and behavioral diagnoses within K-12 education. Identification of roles of professionals within and outside the school related to mental health.

SPED 455 • Classroom-based Assessment 3 Credits

Description of legal, professional, and ethical standards in assessment related to informal assessment measures and environmental factors influencing student achievement and behavior. Description of student's learning style, strengths, and analysis of behavior based on observations and assessment data. Identification of the influence diversity, age and gender have on assessment.

Prerequisites: SPED 410. *Corequisites:* SPED 470.

SPED 470 • Assessment Field Experience 1 Credit

Identification of students' strengths and needs through assessment. Identification of the purpose of multidisciplinary teams. Development of an evaluation report. Explanation of assessment results with family, student and staff. Creation of interventions. Development of a plan for continued professional development in the area of assessment. 30 hours/10 weeks.

Corequisites: SPED 410, SPED 455.

SPED 473 • ABS Field Experience 1 Credit

Identification of students with mild to moderate disabilities through the special education referral, evaluation, and eligibility process. Clarification of IEP team meeting and development components, as well as roles and responsibilities of IEP team members. Identification of effective academic and behavioral interventions, accommodations, and modifications. Integration of faith and teaching.

SPED 475 • Consultation, Collaboration, and Resources 3 Credits

Focus on the communication skills necessary to consult and collaborate effectively with parents, administrators, teachers, paraprofessionals, and agency personnel about the special needs of students. Identification of resources, outside agencies, as well as transition needs and services. Clarification of personal beliefs and adjusting to diverse student needs within special education.

SPED 477 • Practical Experience Extension 0 Credit

Extension course for continued enrollment following the term in which an undergraduate level SPED internship, practicum, clinical or other experiential course was taken, required when there are outstanding hours to be completed.

SPED 480H • Student Teaching: Academic Behavioral Strategist 4 Credits

Management of timelines and ethical responsibilities of a special educator. Implementation of appropriate interventions and procedures necessary to process moral dilemmas related to special education due process. Consultation with parents and professionals to provide special education services. Analysis of personal development. Integration of duty, virtue, responsibility, and Christian values.

Prerequisites: EDUC 321, EDUC 324, EDUC 326, EDUC 355, SPED 305, SPED 308, SPED 320, SPED 321, SPED 400, SPED 410, SPED 418, SPED 425, SPED 431, SPED 441, SPED 455, SPED 470, SPED 473, SPED 475. *Corequisites:* EDUC 452. *Fulfills:* CAPS General Education Category H. *Grade exceptions:* Graded on an S/U basis.

SPED 510 • Education Standards Portfolio: Norm-Reference Assessment 0.5 Credits

Review of due process, data privacy, procedural safeguards, and ethical requirements of the referral, evaluation, planning, and programming processes of special education in order to be able to complete the corresponding assessment field experience.

Special Notes: This course is intended for students who only need to meet certain PELSB license standards.

SPED 520 • Education Standards Portfolio: Dyslexia 0.5 Credits

Recognition of characteristics and instructional strategies for the specific learning disability dyslexia.

Special Notes: This course is intended for students who only need to meet certain PELSB license standards.

THEO • Theology**THEO 230 • Theology for the Church** 2 Credits

Exploration of the roles of scripture, tradition, reason, and experience as they form convictions related to social and ethical issues. Examination of selected theological concepts using the Wesleyan Quadrilateral, as well as the application of those concepts to real life situations.

THEO 341 • Gospel in Cross-Cultural Perspective 3 Credits

Examination of one's own cultural framework in relation to other cultures. Analysis of cross-cultural ministry examples in scripture and how the gospel is influenced, expressed, and experienced through social and cultural systems. Understanding of the ministry of reconciliation. Interaction with individuals and environments in cross-cultural contexts, and development of capacity to communicate the gospel with cultural sensitivity.

Fulfills: CAPS Goal Areas 5, 6. *Special Notes:* Enrollment is open to students with sophomore class standing and above.

THEO 441 • Christian Theology 3 Credits

Systematic examination of the foundational doctrines of the Christian faith, including, but not limited to, the triune God, the person and work of Jesus Christ (incarnation and atonement), and salvation. Evaluation of the unity and diversity of Christian belief as a backdrop for subjects covered. Identification of the role of scripture and other sources in the development of theological beliefs.

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

Tuition, Student Account, and Financial Aid

Tuition and Program-Specific Student Fees

Visit the financial aid webpage (<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

Online Monthly Statements

Around the 27th of each month, an email is sent to the student's Bethel email address alerting them that the monthly statement is available to view online. The email also provides a link to access your statement. Monthly statements will not be mailed to the home address.

View online monthly statements through My Bethel (My Bethel > My Statements and Finances > Make a Payment. This will direct you to TouchNet where statements can be viewed).

Ways to Make a Payment

- **Online:** My Bethel > My Statements and Finances > Make a Payment. This will direct you to the Touchnet/Bill-Pay site. Click "Make a Payment" and follow the prompts.
- **In person:** Pay by check or money order at the Business Office (Anderson Center, 5th Level) 9 a.m. - 4:00 p.m. M-F. (Credit cards are accepted online only.)
- **Drop Box:** A drop box is located next to the ATM machine near the entrance of the Campus Store on the 3900 campus. Items in the drop box will be delivered to the Business Office one time per business day.
- **U.S. Mail:** Mail a check to: Bethel University, C/O Business Office, 3900 Bethel Drive, St. Paul, MN 55112. 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 the authorized users webpage.

Authorized users can view the student's account and pay online (https://epay.bethel.edu/C20433_tsa/web/login.jsp).

Registration Hold

Registration for classes in subsequent 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 their 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, registration will be granted when the check clears the bank.

Students whose registrations have been dropped have no guarantee the same course(s) will be available when they re-register.

Transcript Hold

A transcript hold is placed on the student account if the account balance due is more than \$250. A transcript hold will prevent an official transcript from being issued 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 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.

Late fees

A late fee of \$10 per month will be assessed on any charge more than 30 days past due.

Past Due Accounts

The following paragraphs apply to all students:

Default: I will be in default if: I fail to pay the total amount payable when due, any scheduled payment under either a semester payment plan or installment plan, or any other fee (which may include, but are not limited to, charges such as parking fines, library fees, other charges for violations of Bethel University policies, or any other amount billed to my student account) by the 25th day of the month following the month in which I am sent billing notice.

Failure to pay due to the following situations will not exempt me from entering default:

- withdrawal from Bethel University (whether voluntary or involuntary),
- insufficient funds in an account from which my payment was drawn (or similar circumstances),
- change of address without notifying Bethel University in writing,
- providing to Bethel University any false or misleading information,
- a case under U.S. Bankruptcy Code is started by or against me or any guarantor or cosigner.

If I am in default, Bethel University may require immediate payment of my Obligation in full along with any unpaid fees. If Bethel University demands immediate payment and I fail to comply, I agree that Bethel University may add my unpaid fees to my Obligation. If any payment is not paid in full by the 25th day of the month following the month in which it was due, I agree to pay Bethel University a default charge of six percent (6%) of the unpaid and past due amount of my Obligation. In addition, Bethel University may prohibit me from scheduling courses for the current or following semester; remove me from current courses; withhold course credits, academic transcripts, and my diploma without prior notice until the Obligation is paid in full. Bethel University may also exercise any other legal rights it may have, including engaging a collection agency to enforce its rights hereunder or taking legal actions to collect amounts due to it. In the event Bethel University incurs expenses collecting my Obligation, I agree to pay all reasonable attorneys' fees, legal expenses, and collections fees that result from my default (unless prohibited by law) at the rate of twenty-two percent (22%) of the unpaid Obligation. Even if I am in default, Bethel University may or may not require immediate payment, and may delay enforcing any of its rights without waiving them.

Returned Payment Fee

If payment is returned from the bank for non-sufficient funds, a \$25 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.

Refunds

Students who are eligible for a refund may receive billing refunds (tuition, fees) and/or financial aid refunds. A billing refund credits funds to the student's account, thereby decreasing the amount that is owed on the student account. A financial aid refund reduces the amount of aid available to pay the billing charges, thereby increasing the amount that is owed on the student's account.

Full payment is due on the start date of each course. 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 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 late fee of \$10 per month will be assessed on any charges more than 30 days past due. Enrollment for subsequent courses is dependent on full payment of the previous expenses.

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 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 late fee of \$10 per month will be assessed on any charges more than 30 days past due. Enrollment for subsequent courses is dependent on full payment of the previous expenses.

Tuition and Fees Refund Schedule

Full Refund Period

Students who drop a course will receive full tuition refund for eight calendar days unless the course is less than five weeks in length. If the course is less than five weeks in length, students will receive full tuition refund through the first 3 days of the course.

Full Refund

Students are entitled to a 100% refund of tuition if they drop a course during the full refund period. They are not entitled to a full refund if they withdraw from or complete the course.

Pro-Rata Refund

Students who withdraw from a course receive a pro-rata refund of tuition up to and including 50% of the enrollment period. The withdrawal period may be longer than the pro-rata refund period. The percentage of tuition and financial aid retained on the student's account is equal to the percentage of the period of enrollment that was completed.

No Refund

Students are not eligible for any refund once 50% of a class is completed.

For detailed billing refund dates, see the Business Office website (<https://www.bethel.edu/business-office/>).

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.

The following information will be included on the invoices:

- Student name, address, and Bethel ID number
- Course number
- Course name
- Number of credits
- Beginning and ending dates of the course
- Tuition amount

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/>) or 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. 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/>) or 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. This appeal form (<https://www.bethel.edu/financial-aid/forms/sap-appeal-form.pdf>) must be submitted to the Office of Financial Aid within 7 calendar days of the date on the notification letter or email and should be accompanied by appropriate supporting documentation.

Appeals must be submitted to the Office of Financial Aid within 7 calendar days of the date on the notification letter or email. However, the final deadline for submitting an appeal is no later than four weeks prior to the end of the semester for which you wish to receive financial assistance (with all supporting documentation). 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 (ECC002)

George Floyd Scholarship Fund

Recognizing Bethel University's theological and practical commitment to stand unequivocally against racism and every form of sin that destroys the image of God in humanity, this scholarship shall be used to assist qualified Bethel University students in the College of Arts and Sciences, College of Adult and Professional Studies, Graduate School, and Seminary with financial need who demonstrate a commitment to increasing opportunities for members of underrepresented groups, breaking down stereotypes, enabling others to better understand persons of different races or ethnicities, excellence in leadership, dedication to community engagement, commitment to Biblical justice and advancement of the gospel. (EZF007)

Sagrid E. Edman Adult Undergraduate Scholarship

This scholarship is awarded to College of Adult & Professional Studies (CAPS) nursing students who best exemplify the hallmark characteristics of the Bethel University nursing program. (ECE004)

Faculty and Administration

Administration: University

Office of the President

Ross Allen	President
Rahn Franklin, Jr.	Vice President for Diversity, Equity, and Inclusion

Office of the Provost

Robin Rylaarsdam	Provost
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Academic Affairs

Randall S. Bergen	Associate Provost of CAPS, Seminary, and the Graduate School
Diane L. Dahl	Dean of Nursing, Social Work, and Community Health
Chad Osgood	Dean of Business, Leadership, Health, and Social Sciences
Katie Bonawitz	Associate Dean of Education
Peter Vogt	Dean of Bethel Seminary

Admissions

Paul McGinnis	VP of Marketing and Enrollment
Janna Collins	Director of Admissions: CAPS/Seminary/GS

Financial Aid

Jeffrey D. Olson	Director of Financial Aid
Debra R. Cordova	Associate Director of Financial Aid
Marla J. Rupp	Associate Director of Financial Aid
Laura B. Ellwanger	Assistant Director of Financial Aid

Library

David R. Stewart	Director of University Libraries
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Registrar

Cheryl Fisk	Registrar
Lori Beyer	Associate Registrar, CAPS, Seminary, & GS

Student Life

Miranda Powers	VP of Student Experience
Liz Burd	Director of Accessibility Resources and Services
Kimberly Thorstad	Associate Dean of Student Success and Retention (CAPS, Seminary, and Graduate School)
Miriam Hill	Director of Counseling Services
Elizabeth K. Miller	Director of Health Services

Administration: College of Adult & Professional Studies

Randall S. Bergen	Associate Provost of CAPS, Seminary, and the Graduate School
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Katie Bonawitz	Associate Dean of Education
Diane Dahl	Dean of Nursing, Social Work, and Community Health

Chad Osgood	Dean of Business, Leadership Health, & Social Sciences
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Kimberly Thorstad	Associate Dean of Student Success and Retention
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Peter Vogt	Dean of Bethel Seminary
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Business, Leadership, Health & Social Sciences

The business and leadership division oversees academic matters pertaining to the undergraduate programs in business, leadership, health and social sciences. Faculty members and academically qualified administrators are designated as program directors for undergraduate programs.

Joel Frederickson	Program Director, B.A. in Psychology
Amy Evans	Program Director, Addiction Certificates
Mary Michener	Program Director Associate of Arts and Science
Molly Wickam	Program Director, Accounting, Business Management; Director, Academic Resource Center

Education Division

The education division oversees academic matters pertaining to the graduate programs in education and ministry. Faculty members and academically qualified administrators are designated as program directors for undergraduate programs.

Mary Lindell	Program Director, Special Education
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Christian Ministries Division

The Christian Ministries division oversees academic matters pertaining to the undergraduate programs in ministry. Faculty members and academically qualified administrators are designated as program directors for undergraduate programs.

Laura Gilbertson	Program Director, Christian Ministries
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Nursing and Social Work Division

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

Kristina Gustafson	Program Director, Bachelor of Science in Nursing (Post-Baccalaureate)
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Emily Blackmer	Associate Program Director, B.A. in Social Work
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Faculty

A

Tonya Allen, 2023. Adjunct Faculty. Bachelor of Arts, Drake University, 1995. Master of Social Work, University of MN-Twin Cities, 1999. Education Specialist, Saint Mary's University of Minnesota, 2015.

Linda Anderson, 1990. Professor of Nursing. B.S. in Nursing, University of Minnesota, 1981. M.P.H. in Public Health Nursing, University of Minnesota, 1989. D.N.P., University of Minnesota, 2010.

Jentine Arkema, 2002. Adjunct Instructor. B.A., Dordt University, 1974. M.A., Bethel University, 1999.

Eric Asante, 2018. Adjunct Faculty. Doctor of Business Administration - Finance, Walden University, 2017. Master of Business Administration - Risk Management, Walden University, 2013.

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

B

Lori Ballantyne, 2011. Adjunct Instructor. 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. Post-Master's DNP, University of Minnesota, 2016.

Kristina Barkey, September 2020. Adjunct Professor. Bachelors Degree in Nursing, Bethel University, 1985. Master of Science in Nursing-Education, Capella University, 2018.

Andrew Barrett-Bettcher, 2016. Adjunct Faculty. Bachelor of Aerospace Engineering, University of Minnesota, Institute of Technology, 1993. Master of Business Administration - Market Research, University of St. Thomas, Opus College of Business, 2000.

L. Paul Bernard, 2021. Adjunct Faculty. PhD, Capella University, 2020. MA Clinical Psychology, Azusa Pacific University, 1996.

Zachariah Berry, 2021. Adjunct Faculty. B.A., Bethel University, 2015. M.A., University of Chicago, 2017. M.S., Cornell University, 2020.

Emily Blackmer, 2021. Associate Program Director. B.S.W. in Social Work, Azusa Pacific University, 2007. M.S.W. in Social Work, Azusa Pacific University, 2013.

Cheryl Bostrom, 1995. Adjunct Assistant Professor. Ph.D. in Educational Psychology, Regent University, 2020. Ed.D., Bethel University, 2007. M.A., Bethel University, 2005. B.S., Northwestern University-Saint Paul, 1997.

Robert Brock, 2019. Adjunct Instructor. Bachelor of Science - Biochemistry, University of Minnesota - College of Biological Sciences, 1999. Master of Business Administration - Marketing, University of Minnesota - Carlson School of Management, 2013.

Gus Broman, 2005. Adjunct Professor. BA in Communication, Bethel University, 1992. Masters of Business Administration, University of St. Thomas, 2000.

C

Cara Cardoso, 2021. Adjunct. B.A. in Psychology, University of Wisconsin, 2009. M.A./Ed.S. in School Psychology, University of Minnesota, 2011.

Craig Case, 2006. Teaching Partner in Christian Ministries. B.A. in English Literature, University of Minnesota, 1992. M.Div. in Theology, Bethel Seminary, 2000. M.A. in Christian Thought, Bethel Seminary, 2014.

Tara Cheath, 2018. Adjunct Instructor of Nursing. B.S.N. in Nursing, Metropolitan State University, 2008. M.S.N. in Nursing Education, St. Catherine University, 2016.

Cassie Clabaugh, 2020. Instructor of Nursing. Bachelor's of Science in Nursing, Bethel University, 2016. Master's in Nursing Education, Western Governors University, 2020.

Melanie Cole, 2017. Adjunct Faculty. BA in Christian Ministry, Seattle Pacific University, 2005. MA in Ministry Leadership with Emphasis in Spiritual Formation, George Fox Evangelical Seminary, 2017. Doctoral Candidate, Bethel Seminary, Current.

Michael Crawford, 2020. Adjunct Faculty Instructor. M.A. Ministry Practice, Bethel Seminary, 2015.

D

Nikki Daniels, 1989. Program Director, Faculty. B.A. in Sociology, Trinity College, 1973. M.A. in Organizational Leadership, Bethel University, 1997.

Emily Day, 2018. . B.S. in Animal Science, Pennsylvania State University, 2007. M.P.H. in Epidemiology, Drexel University, 2009. B.S. in Nursing, Rutgers University, 2012.

Julie De Haan, 2011. Professor of Nursing. B.S. in Nursing, Calvin College, 1988. M.S.N. in Nursing Education, Walden University, 2009. Ed.D. in Higher Education, Bethel University, 2021.

George Dierberger, 2010. Adjunct Instructor. B.A., University of Minnesota, 1979. Ed.D, University of St. Thomas, 2006. M.A. in International Management, University of St. Thomas, 1996. MBA, University of St. Thomas, 1989.

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

E

David Edgerton Jr, 2017. Adjunct Instructor. MBA, Carlson School of Management, University of Minnesota, 2005. BS in Electrical Engineering, North Carolina Agricultural and Technical State University, 1995.

Nathan Elliott, 2013. Teaching Partner. Master of Arts in Education K-12, Bethel University, 2012. Bachelor of Arts in Elementary Education, Bethel University, 2008.

Teresa Emenecker, 2023. Adjunct instructor. B.S.N. in Nursing, Arizona State University, 2000. M.S.N. in Nursing, Grand Canyon University, 2015.

F

Colleen Feldman, 2023. Adjunct Faculty. BA, Bethel University, 1977. MSE, Certification in School Psychology, University of Wisconsin, River Falls, 1989. Ed.D, Bethel University, 2015.

Joel Frederickson, 1996. Associate Dean of Institutional Assessment and Accreditation. B.A. in Psychology, Bethel College, 1989. M.A. in Educational Psychology, University of Minnesota, 1992. Ph.D. in Educational Psychology/Social Psychology, University of Minnesota, 1997.

Tori Furlong, 2020. Instructor of Nursing. B.S. in Nursing, Bethel University, 2015. M.S.N. in Nursing Education, Colorado Christian University, 2022.

G

Bethany Gerdin, 2013. Associate Professor of Nursing. B.S. in Nursing, Bethel University, 2007. Ph.D. in Nursing, University of Minnesota, 2015.

Laura Gilbertson, 2005. Program Director. B.A., University of Minnesota, 2000. M.Div., Bethel Seminary, 2005.

Janiece Gray, 2021. Adjunct Faculty. B.S. in Social Work, Bethel University, 1997. M.H.A., University of Minnesota, 2001.

H

Raymon Hanson, 2001. Adjunct Instructor in Christian Ministries. B.A., University of Wisconsin - Eau Claire, 1985. M.Div., Bethel Seminary, 1989. Ph.D., Luther Seminary, 2013.

Samuel Hintz, 2021. Adjunct Professor. Ph.D., University of Minnesota, Twin Cities, 2013.

Hoyle Hoyte, 2022. Adjunct instructor. Doctor of Philosophy - Curriculum and Instruction - Mathematics, Florida International University, 2017. Education Specialist, Florida International University, 2013. Master of Science - Computer and Information Science, The Ohio State University, 1980. Bachelor of Science -

Mathematics and Computer and Information Science, The Ohio State University, 1979.

(Lily) Xiaoqing Huang, 2018. Adjunct Instructor. Bachelor of Science (Mathematics Education), Guangxi Normal University, China, 1994. Master of Science (Applied Mathematics), Guangxi University, China, 2003. MBA, University of Northwestern - St. Paul, 2017.

Krystal Humphreys, 2017. Adjunct Faculty. B.A. in Psychology, Texas Tech University, 2007. B.A. in Dance, Texas Tech University, 2017. M.Ed. in Counselor Education, Texas Tech University, 2013. Ph.D. in Counselor Education and Supervision, Texas Tech University, 2017.

I

Paul Ives, 2008. Adjunct Professor of Business. B.A. in Secondary Teaching/History, Briar-Cliff University, 2001. M.B.A., Cardinal Stritch University, 2008.

J

Jeff Jacob, 2007. Adjunct Instructor. B.A. in Economics, St. Stephen's College, Delhi University, India, 1997. M.A. in Economics, Delhi School of Economics, Delhi University, India., 1999. M.A. in Economics, Southern Methodist University, 2003. Ph.D. in Economics, Southern Methodist University, 2006.

Peter Jankowski, 2004. Associate Professor of Psychology. B.S., Grace College, 1990. M.S., Grace Theological Seminary, 1993. M.S., Northern Illinois University, 1994. Ph.D., Texas Tech University, 1998.

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

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K

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L

Judith Landrum, 2004. Dean of Education, Christian Ministries, and Associate Programs. Ph.D., University of Minnesota, 1996. M.A., Fort Hays State University, 1984. BS.Ed., University of Missouri-Columbia, 1980.

Erica Lehner, 2018. Adjunct. BS Education, University of Wisconsin-LaCrosse, 1996. MA ESL, Hamline University, 2011.

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Bradley Lind, 2019. Adjunct Instructor of Nursing. B.A. in Biology, Concordia College, 1981. B.S. in Nursing, University of Minnesota, 1996. M.S. in Nursing Education, University of North Dakota, 2017.

Mary Lindell, 2015. . M.A. in Education and Human Development, George Washington University, 1992. Ph.D. in Educational Psychology, University of Minnesota, 2013.

Helen Nazarian Lole, 2021. Adjunct Faculty. B.S.W., Azusa Pacific University, 2009. M.S.W., Arizona State University, 2010. J.D., University of La Verne College of Law, 2020.

Amie Lorence Grubidge, 2016. Adjunct Instructor of Education. B.A. in Communication Studies, Bethel University, 2012. M.A. in Special Education, Bethel University, 2013.

Keith Loy, 2022. Adjunct Professor. Bachelors of Arts, Psychology, Dakota Wesleyan University, 1994. Masters of Divinity, Theological Studies, Briarcrest Biblical Seminary, 2004. Doctorate of Ministry, Emphasis in Missional Leadership, Sioux Falls Seminary, 2014.

M

Phillip Martin, 2020. Adjunct Faculty Instructor. Bachelor of Arts, Bethel University, 2010. Master of Arts, University of Minnesota, 2013.

Jenna Meese, 2016. Adjunct Faculty. BA in Psychology, Bethel University, 2009. MA in Counseling Psychology, University of St. Thomas, 2011. MA in Human Resource Management, Concordia University - St. Paul, 2019.

Kimberley Meyer, 1997. Associate Professor of Nursing. B.A. in Nursing, College of St. Catherine, 1979. M.S.N. in Psychiatric-Mental Health Nursing, University of Minnesota, 1987. Ed.D. in Educational Leadership, University of St. Thomas, 2004.

Shawn Meyer, 2021. Adjunct Nursing Faculty. Associate Degree Science of Nursing, Presentation College, 1989. Bachelor's Degree in Science of Nursing, Minnesota State University Moorhead, 2010. Master's Degree: Nurse Educator, Minnesota State University Moorhead, 2014.

Mary Michener, 2012. Associate Professor. B.S. in Child/Adolescent Psychology, University of Minnesota, 1992. Ed.D. in Work, Community, and Family, University of Minnesota, 2002.

Maia Miller, 2014. Adjunct Faculty. B.A. English Literature, University of MN- Twin Cities, 2005. M.A. Special Education (LD & E/BD), Bethel University, 2007. Autism License, University of St. Thomas, 2007. Developmental/Cognitive Disorders License, St. Cloud State University, 2009. Work-Based Learning License, Bethel University, 2016.

Bernita Missal, 2002. Professor of Nursing Emerita. RN, Methodist-Kahler School of Nursing, 1968. B.S., Moody Bible Institute, 1975. M.A., Wheaton Graduate School, 1983. M.P.H., University of Minnesota, 1989. Ph.D., University of Minnesota, 2003.

Shawn Moore, 2010. Teaching Partner in Christian Ministries. B.S.Min., Northwestern College, 1991. M.A.G.C.S., Bethel Seminary, 2004.

Joe Moussa, 2020. Business Adjunct Instructor. Master of Business Administration – Accounting Emphasis, Touro University Worldwide, 2013.

Jan Mrozinski, 2016. Adjunct Faculty. B.A. in Individual/Family Studies, Kent State University, 1993. M.A. in Professional Counseling, Colorado Christian University, 1997. M.Ed. in Emotionally and Behaviorally Disordered, Specific Learning Disabilities, Bethel University, 2003.

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N

Brad Nauman, 2011. Adjunct Instructor. B.A., Bethel University, 1982. M.A., Bethel University, 2010.

Sara Nylin, 2015. Associate Professor of Nursing. B.S.N. in Nursing, University of Nebraska, 1997. M.S.N. in Maternal/Women's Health, University of Nebraska, 2002. D.N.P., Bethel University, 2021.

O

DiAnna Olsen, 2015. Adjunct. Bachelor of Arts Degree in Organizational Leadership and 78 - BS Accounting Credits, Bethel University, 2011. Master of Arts in Organizational Leadership, Bethel University, 2013. Working on DBA with an emphasis in entrepreneurship and international business, Walden University, Present.

Joel Olson, 2014. Instructor. B.A. in Theatre, Gustavus Adolphus College, 1989. M.A. in Teaching, Bethel University, 2013.

Chad Osgood, 1998. Dean of Business, Leadership, Health, and Social Sciences. B.A. in Athletic Training, Bethel College, 1995. M.S. in Health, Physical Education, and Recreation, South Dakota State University, 1998. Ed.D. in Higher Education Leadership, Bethel University, 2019.

Lisa Ouren, 2016. Adjunct Professor. B.A. in Elementary Education, Northwestern University, 1997. M.A. in Special Education (Emotional Behavior Disorders and Learning Disabilities), Bethel University, 2001. License Director of Special Education, University of Minnesota, 2014.

P

Jeanine Parolini, 2007. Associate Professor. B.A., Dominican University, 1983. MBA, Dominican University, 1991. M.A., Bethel Seminary, 2003. Ph.D., Regent University, 2007.

Eric Peterson, 2022. Adjunct Faculty. B.A. in Psychology, Bethel University, 2015. M.A. in Counseling and Psychological Services, Saint Mary's University of Minnesota, 2020.

Albert Prentice, 2007. Teaching Partner. B.A. in Psychology, Azusa Pacific University, 1969. M.S. in Social Psychology, Azusa Pacific University, 1971. M.A. in Theological Studies, Bethel Seminary, 1999.

R

Lance Radziej, 2017. Adjunct Faculty. Master of Business Administration, University of Minnesota, 2012. Master of Accountancy, University of Minnesota, 2011. Master of Business Taxation, University of Minnesota, 2010.

Kemi Rampi, 2019. Adjunct Professor. Juris Doctor, St. Thomas School of Law, 2007. Bachelor of Science (Magna Cum Laude), Southeast Missouri State University, 2003.

Jerrion Richardson, 2022. Clinical Assistant Professor of Social Work. B.S.W., Austin Peay State University, 2008. M.S. in Social Work, University of Tennessee, 2012.

Dan Rotach, 2000. Adjunct Assistant Professor of Psychology. B.A., Faith Baptist Bible College, 1978. M.Div., Denver Theological Seminary, 1982. D.Min., Bethel Seminary, 1995.

S

Aynsley Scheffert, 2021. Assistant Professor of Social Work. B.A. in Music, Northwestern College, 2007. M.S.W. in Clinical Social Work, University of St. Thomas, 2015. Ph.D. in Social Work, Baylor University, 2022.

Kathlene Scholljegerdes, 1998. Adjunct Faculty. Doctorate in Counseling Psychology, University of St. Thomas, 2008. Masters in Counseling Psychology, Bethel University, 2004. Master's in Organizational Leadership, Bethel University, 2001.

Jennifer Scott, 2002. Adjunct Instructor of Biblical and Theological Studies. B.A. in Youth Ministries, Bethel College, 1995. M.A. in Theological Studies, Bethel Seminary, 2002.

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

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

Bethany Simpson, 2019. Adjunct Faculty. B.S.N., Bethel University, 1989. M.S.N., University of Phoenix, 2007. Ed.M., University of Illinois, Urbana-Champaign, 2014.

Debbie Solomon, 1998. Adjunct Instructor of Nursing. B.S. in Nursing, Bethel College, 1984. M.S. in Nursing, Metropolitan State University, 1998. D.N.P., Indiana Wesleyan University, 2019.

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

Krista Soria, 2016. Adjunct Faculty. Doctorate in Higher Education Policy, University of Minnesota, 2013.

Sue Steen, 1983. Adjunct Assistant Professor of Nursing. B.A. in Nursing, Gustavus Adolphus College, 1978. M.S. in Nursing, University of Minnesota, 1982.

Michelle Steffenhagen, 2015. Adjunct Assistant Professor of General Education. B.A. in Communication, Bethel University, 2003. M.S. in Mental Health Counseling, Lee University, 2007. M.S. in College Student Development, Lee University, 2014. Ed.D. in Leadership in Higher Education, Bethel University, 2021.

Jim Stern, 2014. Instructor. B.S. in Life Science, Earth Science, and General Science Education, University of Minnesota, 1983. M.Ed. in Science Education, University of Minnesota, 1986.

T

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

Jone Tiffany, 2001. Professor of Nursing. B.A. in Psychology, Metropolitan State University, 1988. B.S. in Nursing, Bethel College, 1999. M.A. in Counseling

Psychology, Bethel College, 2000. M.A. in Nursing Education, St. Catherine University, 2009. D.N.P., St. Catherine University, 2010.

V

Pee Vululleh, 2017. Course Developer Adjunct Instructor. Ph.D, Capella university, 2016. Master, Drexel University, 2013.

W

Brinn Watson, 2017. Adjunct Faculty. Ph.D - Human Development and Family Studies, Iowa State, 2009. M.S. - Family and Consumer Sciences, University of Nebraska-Lincoln, 2006. B.A. - History and Political Science, University of Nebraska-Lincoln, 2005.

Molly Wickam, 2005. Program Director, Faculty. BA Business; BA Political Science, Bethel University, 1991. MBA, Northern Illinois University, 1996. Ph.D., University of Minnesota, 2016. Single-subject CLAD teaching credential in business education and social studies education, National University, 2002.

Kara Wicklund, 2011. Adjunct Instructor. B.A. in Elementary Education, B.A. in Biblical Studies, University of Northwestern, St. Paul, 2003. M. Ed, Bethel University, 2014. Ed D, Bethel University, 2021.

Amy Witt, 2007. Associate Professor. B.A. in Communication and English Writing, Concordia College, 1988. B.S. in Nursing, Spalding University, 1996. M.S. in Nursing Leadership and Management, Metropolitan State University, 2007. Ph.D. in Nursing, University of North Dakota, 2015.

Gretchen Wrobel, 1988. University Professor of Psychology. B.A. in Psychology, Hamline University, 1980. M.A. in Educational Psychology, University of Minnesota, 1984. Ph.D. in Educational Psychology, University of Minnesota, 1990.

Z

Samuel Zalanga, 1999. Professor of Social Work Emeritus. B.S. in Sociology, Bayero University, Nigeria, 1986. M.S. in Sociology, Bayero University, Nigeria, 1989. M.S.C. in Sociology, University of Jos, Nigeria, 1994. Ph.D. in Sociology, University of Minnesota, 2000.

Nick Zeimet, 2021. Director of Field Education. B.A. in Family Social Science, University of Minnesota, 2003. M.S.W. in Social Work, Augsburg University, 2008.

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