



BETHEL UNIVERSITY CATALOG

GRADUATE SCHOOL

2018-2019



BETHEL
UNIVERSITY

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GRADUATE SCHOOL

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.

3900 Bethel Drive | St. Paul, Minnesota 55112

651.635.8000 or 800.255.8706, ext. 8000

gs@bethel.edu

<http://bethel.edu/graduate>

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GENERAL INFORMATION

Publications

This catalog is part two of a three-part series. Part one is the application and required materials. Part two relates to the academic programs and institutional policies 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 (<http://catalog.bethel.edu/adult-professional-studies/general-information/bethel-community-expectations>), 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 (my.bethel.edu).

Policies

The official policy and commitment of Bethel University is not to discriminate on the basis of race, color, national or ethnic origin, age, gender, or disability in its educational programs, admissions, or employment practices. The president of Bethel University has designated the Chief Human Resource Officer as the compliance officer for the institution. Inquiries regarding compliance may be directed to:

Compliance Officer
Bethel University
3900 Bethel Drive
St. Paul, MN 55112
Phone: 651.638.6119 (800.255.8706, ext. 6119)

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

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

Catalog Information

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

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

Catalog Updates

During the course of the academic year, catalog information may change. Any changes made during the academic year will only be reflected in the online catalog. The printed catalog serves as an archive of catalog information available at the beginning of the academic year. The printed 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, as well as several PDF archived files of previous years' catalogs. Together, the printed version of the catalog and the online catalog serve as the official record of any catalog changes.

Accreditation and Membership

Accreditation and Membership

Bethel University is accredited by The Higher Learning Commission and is a member of the North Central Association (www.hlcommission.org) (<https://www.hlcommission.org>); 312.263.0456).

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

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

Athletic Training:

The Bethel University Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) (<https://caate.net>), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101. The program is currently applying to the CAATE for a change in level of degree and this change is currently pending approval.

Education:

Bethel's graduate education degree programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP). In addition, the Professional Education Licensing and Standards Board (formerly called Minnesota Board of Teaching) has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K-12 and 5-12 content areas; initial and add-on licenses in various special education content areas; as well as add-on licenses in Computer, Keyboarding, and Related Technology Applications and in Teacher Coordinator of Work-based Learning.

The Minnesota Board of School Administrators has accredited Bethel University's K12 administrator licenses program leading to licenses as principal, superintendent, or director of special education. Once the required coursework, internships, and panel review are concluded, students are provided a K12 administrator license by the Minnesota Department of Education.

Nursing:

The Master of Science degrees in Nurse Educator and in Nurse-Midwifery at Bethel University are accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>) (CCNE)

The nursing programs are approved by the Minnesota Board of Nursing.

The nurse-midwifery program is accredited by Accreditation Commission for Midwifery Education (ACME) (<http://www.midwife.org/acme>) (8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; For information about accreditation please contact ACME directly. Tel: 240-485-1802, acme@acnm.org, www.midwife.org/acme (<http://www.midwife.org/acme>). For information about the nurse-midwifery program contact Dr. Jane Wrede at j-wrede@bethel.edu.

The Post-Masters Doctorate of Nursing Practice (DNP) program is accredited with the Higher Learning Commission (HLC). Bethel is pursuing initial accreditation by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). Applying for accreditation does not guarantee that accreditation will be granted.

Physician Assistant:

The ARC-PA has granted Accreditation-Continued status to the Master of Science degree program in Physician Assistant sponsored by Bethel University. The PA program is also listed as an approved program by the Higher Learning Commission and registered with the Minnesota Department of Education.

Bethel University Mission and Values

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

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

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

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

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

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

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

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

College of Adult & Professional Studies and Graduate School Mission

The College of Adult & Professional Studies (CAPS) and the Graduate School (GS) strive to meet the unique educational and personal needs of adult students in a supportive Christian environment. The schools offer academic excellence at the undergraduate through graduate levels. They integrate faith and learning and apply theoretical perspectives to contemporary issues, thus empowering students to attain personal, educational, and career objectives, and stimulating them to lifelong learning.

Graduate School Purpose

The Graduate School prepares students for professional service and leadership through quality educational programs that build on the knowledge and competencies students have gained in their undergraduate education and life experience. Graduate students are expected to display a higher level of responsibility for their discovery and learning and to enrich the classroom experience with their insights and leadership.

The graduate 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 approaches and techniques to information management.
- Prepare students to apply critical and creative thinking to decision making.

About Bethel University

Bethel University is a leader in Christ-centered higher education with approximately 6,000 students from 49 states and 21 countries enrolled in undergraduate, graduate, seminary, and adult education programs. Based in St. Paul, Minnesota, with an additional seminary location in San Diego, California, Bethel offers bachelor's and advanced degrees in more than 100 fields. Educationally excellent classroom-based and online programs equip graduates to make exceptional contributions in lifelong service to God and the world. Visit www.bethel.edu (<https://www.bethel.edu>) for more information.

Bethel University offers its academic programs through multiple divisions:

College of Adult & Professional Studies

For more than 25 years, the College of Adult & Professional Studies has helped adults beginning or returning to school to earn their bachelor's or associate's degree. Bethel's academic programs are accessible and supportive for busy students and grounded in ethics and personal development. We offer eight bachelor's degree-completion programs taught from a Christian worldview in the areas of business and leadership, accounting, finance, management information systems, nursing and human services, and Christian ministries, along with two associate degree programs and three certificate programs. More than 1,000 students are enrolled in convenient locations in the Twin Cities or online.

Graduate School

The Graduate School provides rigorous graduate education in a supportive Christian environment. Our 1,500 adult students come from many backgrounds, experience levels, and career fields with the common goal of developing as whole professionals. Specialties include relevant degree programs in business and leadership, health and human services, and education. The school offers ten master's programs, three 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 nearly 3,000 recent high school graduates and transfer students. We take a whole-person approach to education—encouraging each person to achieve academic goals, grow deeper in faith, and engage in a lively community, all with Christ at the center. Distinctives include more than 80 majors in inviting fields—such as the arts,

humanities, business, natural sciences, and social sciences—small class sizes, and a robust study abroad program. Highly credentialed faculty are dedicated to teaching, integration of faith and learning, and the translation of Christian belief into global service. The college consistently ranks among top Midwestern universities in the “America’s Best Colleges” issue of *U.S. News & World Report*, and is listed in “Top Colleges for Top Students” in Peterson’s Competitive Colleges.

Bethel Seminary

Bethel Seminary, a school of Bethel University, was founded in 1871. Today, it is one of the largest evangelical institutions in the world offering post-baccalaureate study, serving students from more than 60 denominations on campuses in St. Paul, with five residential master’s degree programs and two certificates; and in San Diego, with six residential master’s degree programs, three 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.

Bethel Community Expectations

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

Academic Policies

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. 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 and Graduate School. Students charged with a violation have the right to appeal any disciplinary action and should contact a Student Success Advisor for details on the Academic Petition.

Academic Dishonesty Definitions

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

- **Cheating:** using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids. Examples: using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, etc.
- **Plagiarism:** using the ideas, data, or language of another without specific and proper acknowledgment. Examples: misrepresenting another's work (paper, lab report, article, or computer work) as one's own original creation and submitting it for an assignment, using someone else's ideas without attribution, failing to cite a reference or to use quotation marks where appropriate, etc.
- **Fabrication:** submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment, misrepresenting data, citing nonexistent or irrelevant articles, etc.
- **Multiple submission:** submitting, without prior permission, any work submitted to fulfill another academic requirement. Example: submitting the same paper for two classes, etc.
- **Misrepresentation of academic records:** misrepresenting or tampering with, or attempting to tamper with, any portion of a student's transcripts or academic record, either before or after coming to Bethel University. Examples: forging a registration form or a change of grade slip, tampering with computer records, etc.
- **Facilitating academic dishonesty:** knowingly helping or attempting to help another violate any provision of this code. Example: working together on a take-home exam or other individual assignment, etc.
- **Unfair advantage:** attempting to gain unauthorized advantage over fellow students in an academic exercise. Examples: gaining or providing unauthorized access to examination materials (either past or present); obstructing or interfering with another student's efforts in an academic exercise; lying about a need for an extension for an exam or paper; continuing to write even when time is up during an exam; destroying, hiding, removing, or keeping library materials; etc.

- **Computer crimes:** damaging or modifying computer programs without permission. Examples: software piracy, hacking, constructing viruses, knowingly introducing viruses into a system, copying programs and data belonging to others, etc.

Academic Petitions

Students who have concerns about any academic policy matter (e.g. grades, schedules, instruction etc.) should first confer with the instructor. If a satisfactory solution is not reached, the student may file an academic petition by contacting their student success advisor.

Petitions may be made by students who believe 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. In this case, a student may contact his or her Student Success Advisor to initiate an Academic Petition.

Academic Petitions fall into two categories:

Exception Requests

- Completion of degree requirements from a prior catalog year
- Extension of time to complete a degree
- Extension of time on credit expiration [include this for the Seminary catalog only]
- Grade change for a course
- Registration changes – Late Adds, Late Drops (with or without request for tuition refunds), Withdrawal past deadline (with or without request for tuition refund)
- Required course or independent 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 (e.g., the faculty or administrative action affecting the student) that give rise to the issues presented in the petition, and 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, who should be the first point of contact when concerns arise. Initial filing of the Academic Petition must be submitted to the Student Success Advisor who shall transmit it to the appropriate decision-making person or committee.

Academic Progress, Probation, and Dismissal

1. Academic Warning

Students may be given an academic warning any time their cumulative GPA is below 3.0. Academic warnings are advisory and are not recorded on the transcript.

2. Academic Probation

Students are placed on academic probation when their cumulative GPA is below 3.0 at the end of an academic term. A student may not remain in a program on academic probation for more than two consecutive academic terms.

3. Academic Dismissal

The following students will be subject to academic dismissal:

- Students who have not achieved a cumulative 3.0 GPA after two consecutive academic terms of academic probation;
- Provisionally admitted students who do not meet the requirements of their provisional acceptance; and/or
- Students who do not meet the stipulations set at the time of being placed on academic probation.

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

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 attendance in the classroom or participation in designated learning activities.
- Absence or non-participation due to illness or other emergency may be excused at the discretion of the faculty.

- Students should expect that non-participation in interactive activities associated with more than 20% of the schedule of the course will reduce a course grade or risk course failure. 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 award. Multiple instances of course registrations being dropped for non-participation may result in all registration being dropped for the student and an unofficial withdrawal being recorded.

Program-specific Attendance Requirements

In addition to those programs listed here, other programs may communicate additional attendance requirements by means of a program handbook and/or in individual course syllabi.

Physician Assistant Program Attendance

The Physician Assistant (PA) Program is committed to the development of PA professionals. Courses are designed to build upon previous knowledge as well as cover large volumes of material in a short amount of time. Because of these factors, attendance is mandatory. The PA Student Handbook will be reviewed with students at a mandatory program orientation and has more details about attendance including the policy on medical leave. The faculty does recognize that students have outside obligations, and that situations may arise that cause a student to be absent or tardy. Therefore, the following guidelines will serve as the basis for faculty actions:

1. Attendance on all class days and clinical days is expected. Tardiness, with rare exception, will not be allowed for professionalism issues.
2. It is expected that students will utilize term or rotation breaks for vacation and other personal needs such as weddings, trips, etc. Vacations are not permitted during class days.
3. It is understood that unscheduled absences during the program are possible, including illness and other unforeseen problems that prevent a student from attending clinical or class. Excessive absence, however, may be grounds for dismissal. Greater than 3 absences during Summer Session or greater than 5 absences during Spring Semester or Fall Semester will be referred to the PA program's Progress & Promotions committee for assessment of the situation and recommendations.

Attendance Requirements for Students Auditing a Course

Auditing is defined as "observation in the classroom setting." Auditors are required to meet the attendance and other requirements set by the instructor. Auditors who do not meet the attendance and other requirements will be graded WZ. Participation for auditors beyond attendance in class activities is at the instructor's discretion. A student may change to or from audit status with the instructor's approval only during the first 60% of the course.

Calendar and Student Load

Bethel University operates on a semester calendar. For each cohort, the calendar of class sessions for the full program is found through MyBethel (my.bethel.edu (<https://blink.bethel.edu>)).

Student load for each academic term is as follows:

1. Full time = 6 credits or more
2. Part time = fewer than 6 credits
 - a. Three-Quarter time = 4.5 to 5.99 credits
 - b. Half time = 3 to 4.49 credits
 - c. Less than half time = fewer than 3 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. Dropping below full-time or half-time status may affect the student's eligibility for certain financial aid programs and deferment of existing loans.

Changes in Registration

1. Students needing to add, drop, or change course registration may do so through my.bethel.edu. Log in (**my.bethel.edu**) > Home tab > Academics box (top left) > Registration box (top middle) > Add or Drop Classes > Add or Drop Classes > Term or Date Range > Continue > . Drop classes through the Action menu above the course listing. Add classes through the Add Classes Worksheet (use Class Search to find course registration numbers). Contact the Office of Student Success for further assistance.
2. The student is responsible for all charges incurred (see: Tuition and Financial Aid) and for any loss of financial aid or change of loan deferment status.
3. A new course may not be added when a registration hold has been placed by the Business Office.
4. Regulations for dropping a course are explained in this catalog (see: Grading System—Grade of (<http://catalog.bethel.edu/adult-professional-studies/academic-information/academic-policies/#allpoliciesalphabeticalordertext>)W). Courses can be dropped through the first week of the course and withdrawn through 60% of the total course length.
5. No change of registration is complete until the change is displayed through my.bethel.edu.

Commencement

Bethel holds a winter commencement and a spring commencement each year. Exact dates, application, and details are published on the my.bethel portal channel for Commencement.

- Eligibility to Commence: Refer to the "General Requirements for a Degree" section in this catalog or contact your Student Success Advisor.
- Commencement Application and Information: bethel.edu/events/commencement (<http://bethel.edu/events/commencement>)
 - Application Dates: October 31 for Winter ceremony; March 31 for Spring ceremony.

For ceremony questions contact: caps-sem-gs-commencement@bethel.edu (<http://catalog.bethel.edu/graduate/academic-information/academic-policies/><mailto:%20caps-sem-gs-commencement@bethel.edu>); 651.635.8049 (800.255.8706, ext. 8049).

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 with a *guest* status. Students must 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, and program restrictions. Students are also limited to the number of courses for which they may dual enroll.

Extracurricular Activities

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

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

The GPA is determined by dividing the number of grade points by the number of credits the student has attempted. Courses with the following grades are not included in the GPA calculation: *AU*, *CR*, *I*, *IN*, *IP*, *N*, *NR*, *S*, *U*, *W*, and *WZ*. When a course is repeated, only the last attempt is used in computing the GPA unless the course is designated as repeatable.

The graduate school GPA is calculated only on the basis of credits attempted at the Bethel University Graduate School.

Grade of AU

The grade *AU* is given when a student audits a course. Students wishing to audit a course must secure the consent of their student success advisor and the course instructor at the beginning of the term for such enrollment status. Not all courses are available to audit. Auditing at Bethel is defined as observation in the classroom setting. Auditors are required to meet the attendance requirements set by the instructor. Students who do not meet the attendance requirements will be graded *WZ*. Participation beyond attendance in class activities is at the instructor's option. A student may change to or from audit status with the instructor's approval only during the first 60% of the course.

Grade of CR

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

Grade of I 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. Unless the grade of *I* or *IN* is removed by the deadline designated by the instructor, the student will be graded for the course using the default grade designated by the instructor.

The maximum deadline the instructor can assign for the removal of the *I* or *IN* grade is six months from the end of the course. Assignment of the maximum deadline or an earlier deadline is at the discretion of the instructor. Students with multiple grades of *I* or *IN* may be required to withdraw from their original cohorts and finish their program with another cohort after all grades of *I* or *IN* have been resolved.

Incompletes in doctoral individualized projects, internships, or practicums may be handled differently. The following courses have a one year maximum extension:

Code	Title	Credits
EDUC 883	Scholarly Advancement in K-12 Leadership	3
EDUC 885	Individualized Project in Higher Education	3-4
EDUC 886	Principal Internship	3
EDUC 887	Superintendent Internship	3
EDUC 888	Teaching Internship	1-4
EDUC 889	Director of Special Education Internship	3
PSYC 781	Practicum I	4
PSYC 783	Practicum II	4
PSYC 785	Practicum III	1-3

Incompletes in a Master's Capstone are handled differently. The following courses are included in this policy:

Code	Title	Credits
ATRN 790	Athletic Training Master's Project II	3
COUN 790	Internship II	3
EDUC 790	Writing the Thesis/Action Research Project	3
LEAD 795	Integrative Team Capstone	3
NURS 793	Nurse-Midwifery Master's Project	2

NURS 798	Master's Capstone II	1
PHAS 790	Evidence-Based Medicine Project/Thesis	2
PSYC 790	Comprehensive Examination	3
PSYC 792	Thesis II	3

The incomplete period for a Master's Capstone will carry no fee for the first two academic terms. Subsequent to these two free terms, students will be automatically enrolled each term for an additional extension until they complete the capstone or reach the maximum time for degree completion. Each additional extension term will carry a fee equivalent to one credit of tuition; registration policies apply to paid extension terms. The full fee will be assessed for the final extension even if the student completes the capstone or withdraws before the full academic term has elapsed.

The maximum total time to complete a master's degree is five years, including all enrolled terms and extension terms.

Incompletes in a Doctoral Dissertation final phase are handled differently. The following course is included in this policy:

Code	Title	Credits
EDUC 891	Dissertation Phase Two	6

The incomplete period for a Doctoral Dissertation final phase will carry no fee for the first 20 academic terms. Subsequent to these twenty free terms, students will have the option to be enrolled each term for an additional extension until they complete the dissertation or reach the maximum time for degree completion. Each additional extension term will carry a fee equivalent to one credit of tuition; registration policies apply to paid extension terms. The full fee will be assessed for the final extension even if the student completes the capstone or withdraws before the full academic term has elapsed.

The maximum total time to complete a doctoral degree is fifteen years, including all enrolled terms and extension terms.

Grades of IP, N, and NR

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

Grades of S and U

The *S/U* grading option is used in designated courses as indicated in the course description. Other courses are graded on an *A–F* basis. The *S* grade indicates achievement equivalent to at least a grade of *B*. A student may change to and from *A–F* grading or *S/U* grading with the instructor's approval during the first 60% of a course that is designated as "graded on an *A–F* or *S/U* basis."

Grade of W

The grade *W* is given to a student who officially withdraws from a course by the end of the week in which 60% of the course time has elapsed. Students may withdraw from a course (or may change from credit to audit) anytime before the withdrawal deadline. Course withdrawals are official on the date the request is received by the student success advisor. Any student dropping a course after that time will receive the grade they have earned to that point. Extenuating circumstances that may warrant exception to the withdrawal policy will be considered on a case-by-case basis. Note that scheduled online sessions count as "class sessions" when determining refunds and grades. Any refund due to withdrawal will be governed by the refund policy (see: Tuition and Fees Refund Schedule (<http://catalog.bethel.edu/adult-professional-studies/finances/student-account-information>)).

Honor Societies

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

- Sigma Theta Tau International, Honor Society of Nursing

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

Graduate level students cannot retroactively request to wear honors cords from their undergraduate degree.

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 HS
- 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 HS
- “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 HS

*Programs that require proof of immunization currently include all students in nursing programs (BS in Nursing, MS in Nurse Educator, MS in Nurse Midwifery) and students in the MS in Physician Assistant program.

Individualized Study

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

Academic Internship

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

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 than the prior ones taken for credit.
8. Internships are graded *S/U* (see: Grading System).
9. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.
10. Students must submit a completed and signed Contract for Academic Internship to 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.

Curricular Practical Training

Curricular Practical Training (CPT) is alternate work/study, internship, cooperative education, or any other type of required internship or practicum for international students that is offered by sponsoring

employers through cooperative agreements with the school. The Bethel University Graduate School curriculum includes opportunities for CPT either through required or optional, credit or non-credit, full-time or part-time, paid or unpaid, on-campus or off-campus internships. To qualify as CPT, the internship must be formally approved by the student's program director (signifying that the CPT is relevant to the student's program of study) and by the Associate Dean for International Students and Programs (signifying that the CPT is in regulatory compliance with current legislation). Course number 576 in the appropriate discipline is assigned to non-credit CPT, and the student will be billed a \$400 course fee per term of non-credit CPT. Course number 776 in the appropriate discipline is assigned to CPT for credit, and may be taken for 1–6 credits per term. This course is repeatable.

Policy

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

One-credit internship	45 hours
Two-credit internship	90 hours
Three-credit internship	135 hours
Four-credit internship	180 hours
Five-credit internship	225 hours
Six-credit internship	270 hours
7. A maximum of nine credits in internships may be taken. Each separate internship must have goals and objectives different than the prior ones taken for credit.
8. Internships are graded S/U (see: Grading System).
9. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.
10. Students must submit a completed and signed *Curricular Practical Training Form* for approval to their student success advisor no later than the final day of the preceding semester. The form is available through my.bethel.edu (<http://my.bethel.edu>) (home>Offices>International Student

Programs and Services>Living in the U.S.–Employment>Curricular Practical Training–Curriculum Practical Training form). <https://www.bethel.edu/international-services/living-in-us/employment>

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. A directed study will receive course number 470 in the appropriate discipline.

Directed Study Policy

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 on an *A–F* basis, not *S/U*.
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 (Home tab >offices> registrar > forms> caps-gs-directed-study-application (<https://www.bethel.edu/registrar/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, including submitting a syllabus with the objectives of the study, its relationship to the student's overall program, the specific content and procedures of the study, the definition of student and faculty roles, the product or response to be made by the student on which his or her learning will be evaluated, and the number and frequency of regular contacts between the student and supervisor. Students doing research off campus will contact their supervisor by phone at regular intervals at the student's expense.
 - c. When the student submits the electronic *Directed Study* form it is automatically sent to the Registrar 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 creates 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 validates the agreement.

Intellectual Property Rights

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

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

International (F-1) Student Load

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

Prerequisites and Corequisites

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

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

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

Readmission Procedure

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

Registration at Other Institutions

Students who are registered at Bethel University may take courses at other regionally accredited institutions for transfer credit if they have prior consent of the program director and SSA. Only graduate-level courses with a C grade or better will be accepted in transfer.

Student Success Advisors

Location: Anderson Center

651.635.8800 (800.255.8706, ext. 8800)

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. Contact your program's SSA with your questions or concerns using the contact information found below. You can also visit the Office of Student Success & Retention (<https://www.bethel.edu/student-success>) website for more information.

- Business Division: MBA in Business Administration; gs-business-leadership@bethel.edu; 651.635.2460
- Leadership Division: M.A. Organizational Leadership, M.A. Strategic Leadership, Certificate in Leadership Foundations; gs-business-leadership@bethel.edu; 651.635.2460
- Education Division:
 - M.A. Education K-12, M.A. Teaching, licenses, and certificates; gs-education@bethel.edu; 651.635.8013
 - M.A. Special Education, gs-education@bethel.edu; 651.635.8011
 - Ed.D. in Leadership in K-12 Administration, Ed.D. in Leadership in Higher Education, edd@bethel.edu; 651.635.1016
- Health, Medical and Social Science Division:
 - M.A. Counseling Psychology; counsel-psych@bethel.edu; 651.635.1015
 - Doctor of Nursing Practice and M.S. Nurse-Midwifery; gs-nursing@bethel.edu; 651.635.1104
 - M.S. Physician Assistant; pa-advising@bethel.edu; 651.635.1102

Summer Session

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

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. Electronic transcripts are processed instantly. Paper transcripts will be printed and mailed the next business day. Some exceptions apply. Transcripts can only be sent if all outstanding financial obligations are met. Questions regarding transcripts should be addressed to the Office of the Registrar.

To order an official transcript, please visit: <https://www.bethel.edu/registrar>.

Transfer Credit Policies

Students who have completed graduate-level courses at other regionally accredited institutions of higher education may receive credit for those courses that are equivalent to work required in their program at Bethel. The amount of credit, the courses to be accepted, and the method of evaluation will be determined by the nature of the courses.

At least 80% of the credits used to meet the requirements of a degree or certificate must be taken in programs that meet Bethel residency requirements except in cases where formal agreements with other institutions exist. In each major, certain courses are required to be taken in residence. Students who complete the requirements for transfer of credit will receive an Individual Learning Plan (ILP) indicating which Bethel courses may be waived, which must be audited, and which courses from other institutions will be accepted in transfer.

Credits earned prior to entering a graduate program at Bethel University may be accepted in transfer with the approval of the registrar based upon the evaluation of the program director when:

- Bethel's Graduate School has directly received an official transcript.
- The transfer credit has been earned at a regionally accredited institution.
- The transfer credit is no more than three years old unless approved by program director.
- The credits are clearly designated as graduate credits. For doctoral programs, the work must have been completed beyond the requirements of a master's degree.
- A description of course content, such as that found in the college catalog or course syllabus, must be submitted for the purpose of determining whether course(s) will be accepted in transfer.
- The course grade is a pass or at least a 2.0 (on a 4.0 scale).

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;
- home and local address;
- home and local telephone listing;
- personal and campus 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 a directly 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, before the printed roster is published, students will be notified about the opportunity to request that Directory Information be withheld.

- The request can be completed at any time; however, if the printed roster has been published for the academic year, the student's Directory Information cannot be removed from the printed roster.
- 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. 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>).

General Requirements for a Doctoral Degree

Doctor of Education (Ed.D.)

1. A cumulative GPA of 3.0 in one's major. The major GPA includes all courses required in the major and all electives taken for the major.
2. At least 80% of the credits used to meet the requirements of the major must be taken in programs that meet Bethel residency requirements. Specific courses in a program may be required to be taken in residence.
3. Completion of the requirements of a major (listed by discipline in this catalog).
4. Completion of departmental and institutional assessment activities.
5. Completion of degree requirements within specified time limit.
6. Upon completion of requirements 1–5, participation in commencement ceremonies is expected. The Application for Commencement must be submitted to the Graduate School.

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 Graduate School.

General Requirements for a Master's Degree

Master of Arts (M.A.), Master of Business Administration (MBA), Master of Science (M.S.)

1. A cumulative and major GPA of 3.0. The major GPA includes all courses required in the major and all electives taken for the major.
2. At least 80% of the credits used to meet the requirements of the major must be taken in programs that meet Bethel residency requirements, except in cases where formal agreements with other institutions exist. Specific courses in a program may be required to be taken in residence.
3. Completion of the requirements of a major (listed by discipline in this catalog).
4. Completion of departmental and institutional assessment activities.
5. The maximum time limit for completing the degree is five years. This means that students must have completed coursework for all courses including the Master's Capstone within 15 academic terms, beginning with the first term in which they are enrolled (see: Grading System—Grade of (p. 9)).
6. Upon completion of requirements 1–5, participation in commencement ceremonies is expected. An Application for Commencement must be submitted to the Graduate School.

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 Graduate School.

General Requirements for a Certificate

1. A cumulative GPA of 3.0 in certificate courses.
2. At least 80% of the credits used to meet the requirements of the certificate must be taken in programs that meet Bethel residency requirements. Specific courses in a certificate may be required to be taken in residence.
3. Completion of the requirements of a certificate (listed by discipline in this catalog).
4. Completion of departmental and institutional assessment activities.
5. The maximum time limit for completing a certificate is five years. This means that students must have completed coursework for all courses within 15 terms beginning from the first term in which they are enrolled.

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

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 Graduate School.

ACADEMIC PROGRAMS

Course Numbers, Levels, and Credits

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

Master's Level

500–799

Doctoral Level

800-899

Academic Discipline Codes and Descriptions

The discipline code indicates the academic discipline being studied.

Subject Code	Description
ATRN	Athletic Training
BIOL	Biology
BUSN	Business
COUN	Counseling
ECON	Economics
EDUC	Education
HCAM	Healthcare Administration
LEAD	Leadership Foundations
NURS	Nursing
PHAS	Physician Assistant
PSYC	Psychology
SLDR	Strategic Leadership
SPED	Special Education

Suffix Codes and Descriptions

Subject Code	Description
L	Laboratory Experience

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

Graduate Major Codes and Descriptions

Subject Code	Description
ATLG	Athletic Training Leadership
ATRG	Athletic Training
BUAG	Business Administration
COUG	Counseling
EDUG	Education K-12
LHED	Leadership in Higher Education
LKAD	Leadership in K-12 Administration
MIDW	Nurse-Midwifery
NRSD	Doctor of Nursing Practice
PASG	Physician Assistant
SLDG	Strategic Leadership
SPEG	Special Education
TEAG	Teaching

Certificate Codes and Descriptions

Subject Code	Description
CENV	Classroom Management: ENVoY
CITL	International Baccalaureate Certificate in Teaching and Learning
CLDR	Leadership Foundations

License Program Codes and Descriptions

Subject Code	Description
TCKT	Teachers of Computer, Keyboarding, and Related Technology Applications
TEAQ	Add-On Teaching Licences
TWBL	Teacher Coordinator of Work-based Learning

Athletic Training

Programs (M.A., M.S.)

Athletic Training is practiced by athletic trainers as healthcare professionals who collaborate with physicians to optimize the activity and participation of patients and clients. Athletic training students gain valuable experience in the prevention, care, treatment, and rehabilitation of illness and injury in the physically active. Athletic trainers practice in a variety of healthcare settings that provide prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions.

M.A. in Athletic Training Leadership

Purpose

The M.A. in Athletic Training Leadership program at Bethel has five primary goals:

1. Prepare students to apply creative, critical, and strategic thinking to leadership opportunities and challenges.
2. Equip students to adopt new approaches and techniques of information management, knowledge transfer, scholarly thinking, and application.
3. Empower students to discern and apply Christian ethics and worldviews to leadership practice.
4. Advance students' knowledge through evidence-based research and practical application.
5. Equip students to engage in high quality research.

The five primary purposes of the M.A. in Athletic Training Leadership are fully in line with the goals and purposes of Bethel University. The primary goal of the program is to equip students with the knowledge and provide them with opportunities to practice skills that will allow them to apply critical and creative thinking to decision making.

Mission

The athletic training leadership program prepares Certified Athletic Trainers for professional service and leadership through a body of learning grounded in the liberal arts, evidence-based research, and a Christian worldview. It builds on the foundation of an undergraduate education, enhancing the knowledge, capacities, and competencies of students by integrating academic rigor, theoretical and practical implications, research, and sound practice.

Leadership, in its broadest sense, is a relationship between people in which some are able to bring about changes that benefit all involved. In an organization this relationship has structure, with mutual expectations and modes of behavior. Thus, leaders play roles that depend partly on their social situation, but also on the needs, values, and opportunities of the entire group.

The athletic training leadership program, therefore, fully aligns with Bethel's mission to integrate faith and learning, as well as applying sound research principles to solve real world problems and provide quality leadership in their practice.

Outcomes

Students graduating with a M.A. in Athletic Training Leadership will be able to:

- Integrate leadership theory, scholarship, and practice with developmental self-awareness.
- Develop effective tactics and strategies through the effective evaluation of an organization's context, leadership opportunities, limitations, and competing interests.
- Respond to leadership dilemmas in a manner consistent with Christian ethical principles.
- Develop productive teams that value personal growth, healthy team environment, and sensitivity to broader networks and cultures.

- Communicate effectively in a variety of leadership settings.
- Practice ethical health care that aligns with the BOC standards of Professional Practice, the NATA Code of Ethics, and applicable local, state, and federal regulations.
- Utilize evidence-based practice as a foundation for delivery of patient-centered care.
- Engage in activities that advance the profession.

M.S. in Athletic Training

Purpose

The M.S. in Athletic Training program at Bethel has six primary goals:

1. Integrate faith and Biblical principles with the principles and disciplines of athletic training to develop a heart of servanthood and ministry within each athletic training student.
2. Develop an atmosphere of cooperation, nurturing, and collegiality that allows each individual to flourish within the program.
3. Provide a variety of didactic and clinical experiences to prepare students for employment in various health care venues.
4. Develop excellence in professional practice and conduct and adherence to the NATA Code of Ethics and Standards of Practice.
5. Promote effective professional communication through student contact and interaction with a variety of professionals in healthcare.
6. Actively pursue relevant educational opportunities and assist students with employment opportunities.

The six primary goals of the M.S. in Athletic Training are fully in line with the goals and purposes of Bethel University. Ultimately, the program is designed to equip students with the knowledge and provide them with opportunities to practice skills that will allow them to apply critical and creative thinking to decision making in healthcare settings.

Mission

The Bethel University Athletic Training Program prepares students for careers in sports medicine as Certified Athletic Trainers. Students are challenged to integrate their faith with athletic training skills and knowledge to meet physical, emotional, and spiritual needs of the ill or injured. Faculty athletic trainers are challenged to be professional role models, providing excellent athletic training service, being effective teachers in the classroom and laboratory, and serving the athletic training profession at the local, district, and national levels. Athletic training faculty and students are challenged to strive for professional excellence and conduct in adherence to the NATA Code of Ethics and Standard of Practice.

Athletic training students are given a variety of clinical experiences, as well as opportunities to practice in different healthcare settings including universities, high schools, physical therapy clinics, general medical facilities, and sports medicine centers.

The Bethel University athletic training faculty is committed to the ongoing evaluation of the athletic training program, pursuing quality classroom and clinical experiences that prepare students for careers as health care professionals.

Finally, the faculty teaching in the Bethel University Athletic Training Program strive for the program to be recognized for excellence, producing graduates who are known for their skills and abilities, as well as high moral values and integrity.

Outcomes

Students graduating with a M.S. in Athletic Training will be able to:

- Practice ethical health care that aligns with the BOC standards of Professional Practice, the NATA Code of Ethics, and applicable local, state, and federal regulations.
- Utilize appropriate evaluation techniques to assess an injured patient.
- Choose appropriate treatment and rehabilitation procedures to ensure quality care for patients.
- Utilize evidence-based practice as a foundation for delivery of patient-centered care.
- Engage in activities that advance the profession.
- Communicate effectively with all stakeholders, including patients/clients, family members, athletes/coaches, administrators, other healthcare professionals, consumers, payers, and policy makers.
- Integrate ethical perspectives and values-based principles in a variety of health care settings.

Accreditation

The Bethel University Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) (<https://caate.net>), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101. The program is currently applying to the CAATE for a change in level of degree and this change is currently pending approval. The program is designed to prepare students for the Board of Certification (BOC) exam and for careers as certified athletic trainers.

Progression

Students admitted to the Athletic Training Program must meet the following Bethel University requirements for academic progress.

- Maintain a cumulative GPA of 3.0.
- Maintain current certification in American Red Cross CPR/AED for the Professional Rescuer (or equivalent).
- Become and remain a student member in the National Athletic Trainers Association.
- Complete clinical requirements as outlined in the ATP Student Manual and the Athletic Training Program webpage.

Note: There will be additional expenses (above tuition and fees) associated with clinical rotations. Expenses may include, but are not limited to, personal background check, physical examination and immunizations, professional membership fees, professional conference fees, and uniforms. Each student will have a minimum of one off-campus clinical experience. Transportation is necessary to all off-campus clinical sites. Students must be available nights and weekends for clinical assignments.

- Operate within the NATA Code of Ethics and the guidelines of the ATP Student Manual.
- M.A. in Athletic Training Leadership (p. 38)
- M.S. in Athletic Training (p. 39)

M.A. in Athletic Training Leadership

The required curriculum for the M.A. in Athletic Training Leadership comprises a 36 semester credit sequence of courses.

Code	Title	Credits
ATRN 633	Current Topics in Athletic Training ¹	3
ATRN 642	General Medical Assessment ¹	3
ATRN 650	Evidence-Based Practice in Athletic Training ¹	3
ATRN 750	Athletic Training Master's Project I ¹	3
ATRN 790	Athletic Training Master's Project II ¹	3
LEAD 611	Leadership Theory & Personal Agency ¹	3
LEAD 621	Worldview, Ethics and Leadership ¹	3
LEAD 631	Leading Change in a Changing World ¹	3
LEAD 641	Organizational Diagnostics and Health ¹	3
LEAD 651	Leadership Formation and Strategic Talent Management ¹	3
Select 2 of the following 5 courses		6
SLDR 640	Beyond Diversity	
SLDR 645	Leading in Times of Crisis	
SLDR 650	Managing Conflict Through Dialogue	
SLDR 660	Followership: The Other Side of Leadership	
SLDR 670	Collaborative Leadership and Associative Platforms	
Total Credits		36

¹ Course must be taken for credit at Bethel.

M.S. in Athletic Training

The required curriculum for the M.S. in Athletic Training comprises a 50 semester credit sequence of courses.

Code	Title	Credits
Core Courses		
ATRN 601	Lower Extremity Assessment ¹	3
ATRN 602	Upper Extremity Assessment ¹	3
ATRN 611	Therapeutic Interventions I ¹	3
ATRN 612	Therapeutic Interventions II ¹	3
ATRN 613	Therapeutic Interventions III ¹	3
ATRN 631	Organization and Administration of Athletic Training ¹	3
ATRN 632	Advanced Emergency Care ¹	3
ATRN 633	Current Topics in Athletic Training ¹	3
ATRN 634	Integrative Assessment and Application ¹	3
ATRN 641	Pathology and Medical Conditions ¹	3
ATRN 642	General Medical Assessment ¹	3
ATRN 650	Evidence-Based Practice in Athletic Training ¹	3
ATRN 671	Clinical Experience in Athletic Training I ¹	2
ATRN 672	Clinical Experience in Athletic Training II ¹	2
ATRN 673	Clinical Experience in Athletic Training III ¹	2
ATRN 674	Clinical Experience in Athletic Training IV ¹	2
ATRN 750	Athletic Training Master's Project I ¹	3
ATRN 790	Athletic Training Master's Project II ¹	3
Total Credits		50

¹ Course must be taken for credit at Bethel.

Sample Course Sequence

This example includes the courses for a hypothetical student that starts in the Fall Semester.

First Year

Fall	Credits Spring	Credits Summer	Credits
ATRN 601 Lower Extremity Assessment	3 ATRN 602 Upper Extremity Assessment	3 ATRN 633 Current Topics in Athletic Training	3
ATRN 611 Therapeutic Interventions I	3 ATRN 612 Therapeutic Interventions II	3 ATRN 650 Evidence-Based Practice in Athletic Training	3
ATRN 632 Advanced Emergency Care	3 ATRN 634 Integrative Assessment and Application	3	

ATRN 671 Clinical Experience in Athletic Training I	2 ATRN 672 Clinical Experience in Athletic Training II	2	
	11	11	6
Second Year			
Fall	Credits Spring	Credits	
ATRN 613 Therapeutic Interventions III	3 ATRN 631 Organization and Administration of Athletic Training	3	
ATRN 641 Pathology and Medical Conditions	3 ATRN 642 General Medical Assessment	3	
ATRN 673 Clinical Experience in Athletic Training III	2 ATRN 674 Clinical Experience in Athletic Training IV	2	
ATRN 750 Athletic Training Master's Project I	3 ATRN 790 Athletic Training Master's Project II	3	
	11	11	
Total Credits 50			

Business

MBA—Master of Business Administration

The Bethel MBA leads the way for excellence in graduate business education in the Twin Cities and across the Upper Midwest. Employers and aspiring business performers choose the Bethel MBA because of its uncompromising quality and deliberate design for the busy lives of working adults. With practitioner instructors from the “real world”; an emphasis on ethical, character-based leadership development; and a work-friendly approach to scheduling, the Bethel MBA gives students the tools they need to manage, lead, influence, and go to the next level, both in business and in life.

Transformational Education

Any good MBA program provides business knowledge with critical thinking. We work toward the development of the whole person to create a firm foundation for character-based leadership. Built upon a rigorous business curriculum, the Bethel program coaches students to assess and leverage unique personal assets for greater contribution and strengthen their emotional intelligence. We are prepared to address the whole person and foster a clearer integration of faith and work. In other words, our graduates are not only equipped with business best practices, they are equipped to lead and serve with strong character and greater confidence.

Feedback from the marketplace tells us that employers value programs that develop strong character, pragmatic personal development, a servant leadership style, and a “make a difference” attitude.

Character-Based Leadership

Many MBA programs teach leadership skills. Ours does too, but we also develop the heart of the leader to use those skills in business and beyond for the service of others. Our emphasis is on helping men and women lead with great skill, great humility, and great compassion.

Honoring Your Uniqueness

Bethel MBA students get a deep appreciation of how God has wired them. As they work with their coaches, get feedback from instructors and classmates, and integrate what they learned from the four assessments they take in the program, they come to understand their personal strengths and how to leverage them for greater impact, their weaknesses and how to manage them, where they want to go in their career, and how to create a road map to get there.

Faith and Work Integration

Our program is designed to help our students discover how their faith and their work integrate on a personal and professional level. In every course they are challenged to find the connection between the subject matter and biblical principles, and as personally led, apply faith and trust in God to matters of work and leadership. The result is men and women who see faith and work as deeply intertwined and a source of power to influence the world.

Program Outcomes

Upon completion of the MBA program, students will be able to:

- Integrate leadership theory, scholarship, and practice with developmental self-awareness.
- Develop effective tactics and strategies through the effective evaluation of an organization's context, leadership opportunities, limitations, and competing interests.
- Respond to leadership dilemmas in a manner consistent with Christian ethical principles.
- Develop productive teams that value personal growth, healthy team environment, and sensitivity to broader networks and cultures.
- Communicate effectively in a variety of leadership settings.

- Understand how the confluence of commercial, financial, legal, political, cultural, and other environments affect business decision-making.
- Analyze the complex relationship between local business conditions and the global commercial environment.
- Synthesize multiple types of data (financial, marketing, etc.) to effectively inform business processes.

MBA Degree Program

- MBA (p. 43)

MBA—Master of Business Administration

The required curriculum for the MBA comprises a 42 semester credit sequence of courses. The core courses comprise 30 credits. A 12-credit concentration is required. Students may complete only one concentration, but may take courses from other concentrations if desired. Dual-Degree (MBA/MASL) students completing the MBA degree after having completed LEAD 795 for the M.A. degree in Strategic Leadership must complete LEAD 789 in addition to the curriculum below.

Code	Title	Credits
BUSN 615	Managerial Accounting	3
BUSN 645	Marketing Management	3
BUSN 680	Business Strategy	3
BUSN 789	MBA Portfolio Deliverable	0
ECON 635	Managerial Economics	3
LEAD 607	Engaging Your Potential	0
LEAD 611	Leadership Theory & Personal Agency ¹	3
LEAD 621	Worldview, Ethics and Leadership ¹	3
LEAD 631	Leading Change in a Changing World ¹	3
LEAD 641	Organizational Diagnostics and Health ¹	3
LEAD 651	Leadership Formation and Strategic Talent Management ¹	3
LEAD 795	Integrative Team Capstone ¹	3
Select one concentration from the Concentrations tab: Finance, Global Management, Management, Healthcare Administration or Strategy & Execution		12
Total Credits		42

¹ Course must be taken for credit at Bethel.

In the MBA program there are core courses that students are required to take, and then there are additional courses for their concentration. Regardless of the concentration a student chooses, the MBA program consists of a total of 42 credits. Each concentration consists of 12 credits. The following is a list of the current concentrations and their respective courses.

Finance Concentration

The Finance concentration is for those who want to take a deeper dive into the finance discipline. Students will study quantitative statistics and global finance trends to make smart business decisions, and they will make financial decisions for a mock company to see the results in real time.

Code	Title	Credits
BUSN 605	Data Analysis and Decision Making	3
BUSN 625	Managerial Finance	3
BUSN 627	Advanced Managerial Finance	3
BUSN 628	Global Finance	3
Total Credits		12

Global Management Concentration

The Global Management concentration is for those who wish to be a confident leader in the global marketplace. Students will learn the intricacies of global finance and what it takes to manage global operations.

Code	Title	Credits
BUSN 625	Managerial Finance	3
BUSN 628	Global Finance	3
BUSN 652	Global Operations Management	3
BUSN 675	Experiencing Global Business	3
Total Credits		12

Healthcare Administration Concentration

The Healthcare Administration concentration is for those who aspire to become leaders and innovators in the healthcare industry. Students will study healthcare policy, health informatics, and finance trends to make informed and ethical decisions in the healthcare setting.

Code	Title	Credits
HCAM 600	Healthcare Policy and Economics	3
HCAM 605	Health Informatics and Application	3
HCAM 610	Legal Aspects in Healthcare	3
HCAM 615	Finance for Healthcare Administrators	3
Total Credits		12

Management Concentration

The Management concentration provides additional skills to those who want to excel at making great decisions and getting things done. Students will learn the secrets of successful projects and develop a more acute sense of what keeps operations running smoothly.

Code	Title	Credits
BUSN 605	Data Analysis and Decision Making	3
BUSN 625	Managerial Finance	3
BUSN 660	Operations Management	3
SLDR 615	Managing Projects & Quality Initiatives	3
Total Credits		12

Strategy & Execution Concentration

The Strategy & Execution concentration is for those who want to drive growth and revenue in today's chaotic marketplace. Students will learn how to create an environment of ongoing innovation, craft advanced business strategies, and then execute on those strategies. Students will also learn how to bring new products and services to market either as a new business, or as part of an existing business.

Code	Title	Credits
BUSN 625	Managerial Finance	3
BUSN 641	Advanced Competitive Advantage	3
BUSN 642	Innovation & Entrepreneurship	3
BUSN 643	Strategy Execution	3
Total Credits		12

Counseling

Counseling (M.A.)

M.A. in Counseling

The M.A. degree program in Counseling is informed by an understanding of Christian faith and mental health. We are committed to training graduate-level clinicians to be instruments of change that reflect a compassionate presence to the diverse and changing communities they will serve. Graduate students are trained in the knowledge and skills of effective counseling and ethical practice in order to seek social justice and offer hope as they serve others with integrity and humility.

The College of Adult & Professional Studies offers undergraduate certificates in Addiction Studies and in Alcohol and Drug Counseling. Contact the program director for more information.

Program Outcomes

Graduates of the M.A. in Counseling Program at Bethel University will:

- Develop a professional identity as a Clinical Mental Health Counselor within the broader counseling profession.
- Demonstrate proficiency in the counseling core curriculum and specialty area of Clinical Mental Health Counseling.
- Apply research to the evaluation and practice of effective counseling.
- Apply ethical principles and ethical decision-making to counseling practice.
- Apply cultural sensitivity and social justice advocacy in research, assessment, and practice.
- Develop sensitivity to religious and spiritual diversity throughout the counseling process.
- Demonstrate professional counseling competencies in a mental health clinical setting.

Program Design

- The program is designed to be completed in three academic years (33 months), including summer sessions.
- Classes meet either one afternoon and evening or two evenings each week.
- A summer practicum, fall internship, and spring internship is required during the final year.
- A supportive learning community is achieved through the cohort model—a small group of students who will progress through their degree program together.

Degree Program

- M.A. in Counseling (p. 45)

M.A. in Counseling

The required curriculum for the M.A. in Counseling comprises a 60 semester credit sequence of courses.

Code	Title	Credits
Core Courses		
COUN 600	Foundations of Clinical Mental Health Counseling	3
COUN 605	Family Systems	3
COUN 610	Counseling Microskills	3
COUN 615	Worldview and Integration of Faith and Spirituality in Counseling	3

COUN 620	Multicultural Counseling and Social Justice	3
COUN 625	Theories and Techniques of Group Counseling	3
COUN 630	Addictions Counseling	3
COUN 635	Lifespan Development	3
COUN 640	Psychopathology and Diagnosis	3
COUN 645	Individual and Family Assessment	3
COUN 650	Theories and Techniques of Counseling	3
COUN 655	Professional Orientation and Ethics	3
COUN 660	Research Methods and Evaluation	3
COUN 665	Clinical Assessment and Intervention	3
COUN 670	Theories and Techniques of Career Counseling	3
COUN 675	Child and Adolescent Counseling	3
COUN 680	Neuroscience, Counseling, and Trauma	3
COUN 780	Practicum	3
COUN 781	Internship I	3
COUN 790	Internship II	3
Total Credits		60

¹ Course must be taken for credit at Bethel.

Education

Programs (Ed.D., M.A., Certificate, License)

The Graduate School offer programs in education at the doctoral and master's levels.

The Minnesota Board of School Administrators has accredited Bethel University's K12 administrator licenses program leading to licenses as principal, superintendent, or director of special education. Once the required coursework, internships, and panel review are concluded, students are provided a K12 administrator license by the Minnesota Department of Education.

Bethel's graduate education degree programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP). In addition, the Professional Education Licensing and Standards Board (formerly called Minnesota Board of Teaching) has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K-12 and 5-12 content areas; initial and add-on licenses in various special education content areas; as well as add-on licenses in Computer, Keyboarding, and Related Technology Applications and in Teacher Coordinator of Work-based Learning.

License standards are subject to change at any time by the Minnesota Board of Teaching and School Administrators. Candidates for license must meet the license standards in place at the time of program completion.

Doctoral-level Educational Leadership Programs (Ed.D., License)

Doctor of Education: Leadership in Higher Education

Doctor of Education: Leadership in K-12 Administration

The Doctor of Education degree program is for applicants who wish to complete a course of study leading to a doctorate in leadership. Two majors are available: leadership in higher education or leadership in K-12 administration. Applicants with K-12 experience may complete a license for director of special education, principal, or superintendent during the degree program. The degree program includes three years of coursework, participation in residencies, a completed dissertation, and the completion of 61 semester credits.

Director of Special Education License

Principal K-12 License

Superintendent License

The administrative license programs are for applicants who wish to complete a course of study leading to a license for director of special education, K-12 principal, or superintendent. The administrative licenses are typically completed in two years including coursework, participation in residency, and an internship.

Program Outcomes

- Students will engage in reflective practices and sustained personal formation
- Students will apply strategic and collaborative thinking to issues and problems
- Students will demonstrate leadership in areas of diversity, inclusion, and equity
- Students will demonstrate strong academic writing and research abilities
- Students will integrate faith/values and ethics in their leadership of educational institutions
- Students will analyze higher educational systems from a historical, cultural, and/or philosophical context (Higher Education only)
- Students display proficiency of the Minnesota administrative license competencies (K-12 only)

Program Design

- Cohort-based organization allowing maximum group interaction, collaboration, and mutual support throughout the program.
- All courses (except residency courses) delivered completely online using best practices in internet technology, instructional design, and adult learning.
- Residencies on one of the Bethel University campuses during each of the three years of the program, focused on professional growth, collaboration, and coursework.
- Individual learning plan developed for each student based on previous educational training, credentials, and experience.

Master's-Level Education Programs

Program Design

- Courses are offered sequentially throughout the calendar year, including the summer months.
- Courses are generally taken one at a time.

Delivery format:

- M.A. in Education K–12 core courses are taken online, and the program orientation is provided online. Concentration options are either online, face-to-face, or hybrid.
- M.A. in Special Education courses are delivered through hybrid or fully online format. The hybrid delivery option features two face-to-face meetings per course in combination with online sessions. The fully online option has three required Saturday sessions throughout the course of 18 months.
- M.A. in Teaching courses meet on various days of the week, and many class sessions are online. Consult a calendar of class sessions for the schedule.

K–12 Education Programs: M.A., License, and Certificate

The M.A. in Education K–12 programs are designed for K–12 classroom teachers and focus on educators' expanding leadership roles and responsibilities in a rapidly changing educational environment. Students are provided an opportunity to reflect, engage in systematic inquiry, and collaborate in a supportive environment. Learning associated with standards, goals, and outcomes is assessed in part through the use of professional portfolios.

M.A. in Education K–12

The Education K–12 major requires completion of all core courses and one concentration. All core courses are taken online. Some courses include synchronous components. Students have the option of selecting an online, face-to-face, or hybrid concentration from one of the following:

- Educational Leadership Concentration—hybrid (one face-to-face course and two online courses)
- Classroom Management Certificate: ENVoY—online
- International Baccalaureate Certificate in Teaching and Learning—online
- Special Education Concentration—hybrid
- Teacher Coordinator of Work-based Learning License—online
- Technology for Educators License—online

At times the program director is able to build a customized concentration for students. This may include courses from multiple concentrations and/or transfer work from other institutions.

Special Education Programs: M.A., License

The purpose of the M.A. in Special Education, and Special Education License programs is to equip, educate, empower and engage special education teachers for the 21st century across the entire state of Minnesota and beyond. The M.A. and License programs in Special Education emphasize the practical application of the theoretical and research bases of the discipline, special education foundations, data-based decision making, as well as ethical/spiritual issues related to the profession.

You will learn from current researchers in the field along with current practitioners in Minnesota K-12 public schools. You will have the option to choose from four different license tracks: Academic Behavioral Strategist, Autism Spectrum Disorders, Developmental Cognitive Disabilities, and/or Emotional Behavioral Disorders.

Teaching (Initial License) Programs M.A., License

The M.A. in Teaching and the Teaching License programs are designed for college graduates who aspire to teach at the elementary, middle and/or secondary levels. The programs are a student-centered, standards-driven collaboration among students, college professors, and local school districts. In collaboration with school districts, students will have opportunities to continually apply their new knowledge and learning in a school environment. Students in the program will complete the coursework required to apply for a Minnesota teaching license in one of the following areas:

- Business (5–12)
- Communication Arts and Literature (5–12)
- General Science (5–8) with an emphasis in:
 - a. Chemistry (9–12)
 - b. Life Science (9–12)
 - c. Physics (9–12)
- Mathematics (5–12)
- Social Studies (5–12)
- Teaching English to Speakers of Other Languages—TESOL (K–12)
- Visual Arts (K–12)
- World Languages and Cultures (K–12)
 - Spanish

Ideal candidates are those individuals with an earned baccalaureate degree from a regionally accredited institution in a field other than education. The program is intended for adult students who:

- Embody considerable life experience;
- Possess established values, beliefs, and opinions;
- Relate new knowledge to previously learned information and experience;
- Come to the classroom with a well-developed mindset;
- Tend to be self-directed; and
- Seek immediate application of classroom theory.

Prospective teachers across the United States are being educated into the profession through a standards-based approach adopted by the Interstate New Teacher Assessment and Support Consortium. The state of Minnesota currently requires that all teacher candidates show evidence of meeting the Minnesota Standards of Effective Practice (MNSEP), which includes subject matter standards. The standards recognize that content knowledge is wedded to pedagogical understanding. Coursework in the M.A. in Teaching program is also structured to develop an understanding of Minnesota Academic Standards, which have been implemented in Minnesota's public schools. Bethel's M.A. in Teaching program is structured to assist students in meeting both the MNSEP and the

standards created by Bethel University and the Bethel Department of Education. The M.A. in Teaching is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Degree Programs in Education

Doctor of Education (Ed.D.)

- Ed.D. in Leadership in Higher Education (p. 53)
- Ed.D. in Leadership in K-12 Administration (p. 54)

Master of Arts (M.A.)

- M.A. in Education K-12 (p. 58)
- M.A. in Special Education (p. 63)
- M.A. in Teaching (p. 73)

Certificates in Education

- Classroom Management: ENVoY (p. 61)
- International Baccalaureate Certificate in Teaching and Learning (p. 61)

Graduate-Level License Requirements

To be recommended for a license students must:

- Earn a grade of "C" or higher on all license courses.
- Maintain academic success, which is defined as completion of each course with a passing grade. Any student failing to maintain this standard of performance will need permission of the Program Director to continue in the next course. Students receiving a grade of "I" need permission of the Program Director to continue in the next course.
- Maintain character, ethics, and relational skills consistent with the role and responsibility of the professional educator. Any student failing to meet this expectation may be asked to discuss with the Program Director other viable options for professional development. License standards are subject to change at any time by the Professional Education Licensing and Standards Board (formerly called Minnesota Board of Teaching) or the Minnesota Board of School Administrators.

K-12 Administrator Level Licenses

- Director of Special Education (p. 55)
- K-12 Principal (p. 56)
- Superintendent (p. 57)

Master's Level Licenses

Education K-12

- Teacher Coordinator of Work-Based Learning (p. 61)
- Teachers of Computer, Keyboarding, and Related Technology Applications (p. 61)

Special Education

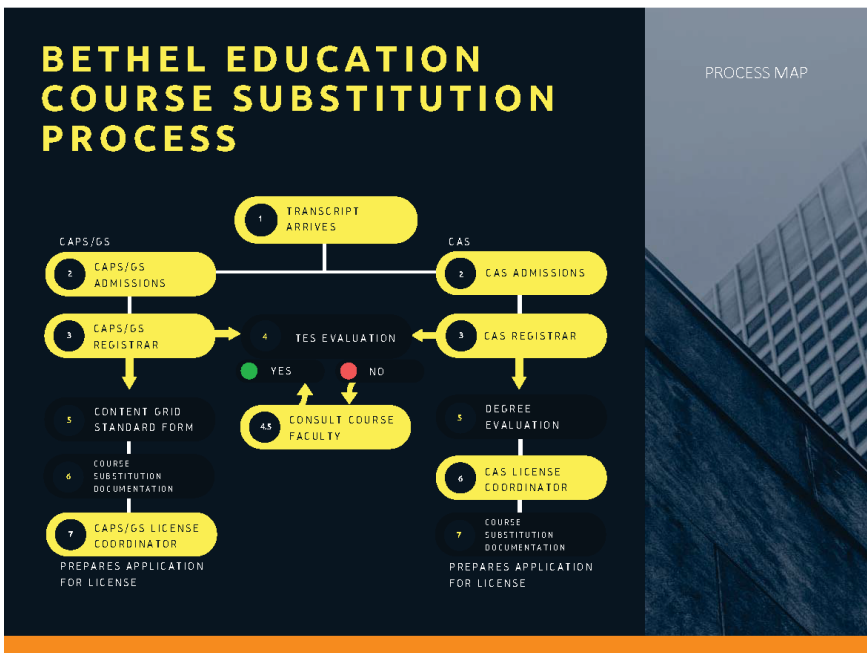
- Academic Behavioral Strategist K-12 (ABS) (p. 66)
- Autism Spectrum Disorders B-12 (ASD) (p. 67)

- Developmental Disabilities K-12 (DD) (p. 69)
- Emotional/Behavioral Disabilities K-12 (EBD) (p. 71)

Teaching

- Business (5-12) (p. 74)
- Communication Arts and Literature (5-12) (p. 74)
- General Science (5-8) with an emphasis in: (p. 74)
 - Chemistry (9-12) (p. 74)
 - Life Science (9-12) (p. 74)
 - Physics (9-12) (p. 74)
- Mathematics (5-12) (p. 74)
- Social Studies (5-12) (p. 74)
- Teaching English to Speakers of Other Languages – TESOL (K-12) (p. 74)
- Visual Arts (K-12) (p. 74)
- World Languages and Cultures (K-12) (p. 74)
- Add-On Teaching License (p. 75) (for licensed Special Education teachers)

Bethel University's Education Course Substitution Process



Education Course Substitution Process Description

First, a student's transcript arrives at Enrollment Management Operations and is sent to the Registrar's Office. Second, the Registrar's Office consults the Transfer Evaluation System (TES) to see if pre-

existing equivalencies already exist. If the pending transfer course has not been pre-evaluated and/or does not parallel the Bethel course, it is reviewed for a second opinion.

In CAS (traditional undergraduate programs) the Registrar consults with the CAS Education Department Chair and faculty, who analyze/compare the course descriptions and syllabi. In CAPS and GS (non-traditional adult programs) the Content Standards classes and the Liberal Arts evaluation are analyzed by the Registrar, based on TES course descriptions and/or course syllabi. If there are questions, the Registrar consults the designated faculty content experts. Finally, under the Dean of Education's supervision, the Certifying Officer for CAS or for CAPS and GS signs the course substitution form.

Practices

1. Pre-approving course substitutions for content courses
 - a. The CAS (traditional undergraduate program) Education Department faculty reviews the syllabus to ensure standards are met.
 - b. The CAPS and GS (non-traditional adult programs) Education Department uses course descriptions to determine if a substitution is applicable, unless it is an unusual substitution. In those situations, Bethel reviews a syllabus for the proposed course substitution to see if the necessary standards are covered.
2. Starting fall 2018:
 - a. All Bethel MAT education students seeking an initial teaching license are required to take content area methods and reading courses at Bethel. Methods and reading courses will not be transferred in from other institutions.
 - b. All Bethel SPED students seeking an initial licensure may transfer in reading and methods courses, but a syllabus along with a standards map comparing the proposed substituted course for the required Bethel course must also be submitted and approved.
3. For students with an initial teaching license who are seeking an additional license, Bethel confirms that the reading standards were met (see process). If not, the student is required to take a Bethel reading course (licensure program dictates reading course required).
 - a. If the student has an Elementary Ed license and is adding a secondary license or a K-12 license through the MAT Program, the student will need to take the secondary reading course, as the standards are different. The Elementary Ed reading course cannot be substituted for a Secondary reading course.
 - b. If the student has an Elementary Ed license and is adding a K-12 SPED license, the student may not need to take the secondary reading course, but will need to submit a syllabus along with a standards map comparing the proposed substituted reading course standards with the required Bethel course standards.
 - c. If the student completed an initial licensure program in Minnesota after 2010, reading standards are probably met, but Bethel will request the syllabus and match it to the standards covered in the equivalent Bethel reading course.

Ed.D. Leadership in Higher Education

The required curriculum for the Doctor of Education degree in Leadership in Higher Education comprises a 61 credit sequence of courses.

Code	Title	Credits
EDUC 801	Historical, Cultural, and Philosophical Issues Impacting Educational Leadership	3
EDUC 807	Organizational Leadership in Higher Education	3
EDUC 812	Curriculum Design and Instructional Management in Higher Education	3
EDUC 818	Comparative Analysis of Issues in Higher Education	3
EDUC 820	Doctoral Research I	3
EDUC 827	Leading in a Complex and Pluralistic Society	3
EDUC 832	Leadership of Academic & Support Systems in Higher Education	3
EDUC 837	Institutional Assessment in Higher Education	3
EDUC 842	Strategic Leadership in Higher Education	3
EDUC 845	Doctoral Research II	3
EDUC 850	Doctoral Research III	3
EDUC 858	Re-imagining Higher Education	3
EDUC 862	Legal Issues in Higher Education	3
EDUC 867	Budgeting and Fiscal Management in Higher Education	3
EDUC 870	Doctoral Research IV	3
EDUC 881	Comprehensive Examination and Portfolio Review ¹	1
EDUC 885	Individualized Project in Higher Education	3
EDUC 890	Dissertation Phase One ¹	6
EDUC 891	Dissertation Phase Two ¹	6
Total Credits		61

¹ Course must be taken for credit at Bethel.

Note: If a student receives a D, F, or U in a doctoral-level course due to lack of demonstrated proficiency in academic writing, the student is required to take EDUC 846 Academic Writing within the subsequent academic year in order to continue as an active student in the program.

Ed.D. Leadership in K-12 Administration

The required curriculum for the Doctor of Education degree in Leadership in K-12 Administration comprises a 61 credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Code	Title	Credits
EDUC 800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC 805	Principles of Organizational Leadership	3
EDUC 810	Curriculum and Instructional Management and Student Development	3
EDUC 815	Technology in K-12 Education	3
EDUC 820	Doctoral Research I	3
EDUC 825	Leading in a Complex and Pluralistic Society	3
EDUC 830	Administration of Essential Educational Programs	3
EDUC 835	Measurement and Assessment	3
EDUC 840	Administrative Operations and Personnel Administration	3
EDUC 845	Doctoral Research II	3
EDUC 850	Doctoral Research III	3
EDUC 855	Administrators as Agents of Change	3
EDUC 860	Legal Issues in School Administration	3
EDUC 865	Resource Management in K-12 Education	3
EDUC 870	Doctoral Research IV	3
EDUC 881	Comprehensive Examination and Portfolio Review ¹	1
EDUC 890	Dissertation Phase One ¹	6
EDUC 891	Dissertation Phase Two ¹	6
Select one of the following:		3
EDUC 882	Directed Study	
EDUC 883	Scholarly Advancement in K-12 Leadership	
EDUC 886	Principal Internship	
EDUC 887	Superintendent Internship	
EDUC 889	Director of Special Education Internship	

Total Credits

61

¹ Course must be taken for credit at Bethel.

Note: If a student receives a D, F, or U in a doctoral-level course due to lack of demonstrated proficiency in academic writing, the student is required to take EDUC 846 Academic Writing within the subsequent academic year in order to continue as an active student in the program.

Director of Special Education License

The required curriculum for the Director of Special Education License comprises a 40 semester credit sequence of courses.

Code	Title	Credits
EDUC 800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC 805	Principles of Organizational Leadership	3
EDUC 810	Curriculum and Instructional Management and Student Development	3
EDUC 815	Technology in K-12 Education	3
EDUC 825	Leading in a Complex and Pluralistic Society	3
EDUC 830	Administration of Essential Educational Programs	3
EDUC 835	Measurement and Assessment	3
EDUC 840	Administrative Operations and Personnel Administration	3
EDUC 855	Administrators as Agents of Change	3
EDUC 860	Legal Issues in School Administration	3
EDUC 865	Resource Management in K-12 Education	3
EDUC 875	Special Education Policy, Law, and Finance	2
EDUC 876	Special Education Organization Management	2
EDUC 889	Director of Special Education Internship	3
Total Credits		40

K-12 Principal License

The required curriculum for the K–12 Principal License comprises a 36 semester credit sequence of courses.

Code	Title	Credits
EDUC 800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC 805	Principles of Organizational Leadership	3
EDUC 810	Curriculum and Instructional Management and Student Development	3
EDUC 815	Technology in K-12 Education	3
EDUC 825	Leading in a Complex and Pluralistic Society	3
EDUC 830	Administration of Essential Educational Programs	3
EDUC 835	Measurement and Assessment	3
EDUC 840	Administrative Operations and Personnel Administration	3
EDUC 855	Administrators as Agents of Change	3
EDUC 860	Legal Issues in School Administration	3
EDUC 865	Resource Management in K-12 Education	3
EDUC 886	Principal Internship	3
Total Credits		36

Superintendent License

The required curriculum for the Superintendent License comprises a 36 semester credit sequence of courses.

Code	Title	Credits
EDUC 800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC 805	Principles of Organizational Leadership	3
EDUC 810	Curriculum and Instructional Management and Student Development	3
EDUC 815	Technology in K-12 Education	3
EDUC 825	Leading in a Complex and Pluralistic Society	3
EDUC 830	Administration of Essential Educational Programs	3
EDUC 835	Measurement and Assessment	3
EDUC 840	Administrative Operations and Personnel Administration	3
EDUC 855	Administrators as Agents of Change	3
EDUC 860	Legal Issues in School Administration	3
EDUC 865	Resource Management in K-12 Education	3
EDUC 887	Superintendent Internship	3
Total Credits		36

M.A. in Education K-12

The required curriculum for the M.A. in Education K–12 comprises a 32–33 semester credit sequence of courses, including 23 semester credits of core courses and nine to ten credits in one concentration.

Code	Title	Credits
EDUC 606	Teacher as Leader	3
EDUC 611	Educational Research	1
EDUC 616	Improving Instruction	3
EDUC 730	Introduction to Differentiation and Responsive Teaching	3
EDUC 731	Responsive Pedagogy for English Language Learners	3
EDUC 732	Culturally Responsive Instruction	3
EDUC 756	Preparing the Thesis/Action Research Project	1
EDUC 790	Writing the Thesis/Action Research Project ¹	3
PSYC 635	Measurement and Assessment in Education	3
Select one concentration from the Concentrations tab		9-10
Total Credits		32-33

¹ Course must be taken for credit at Bethel.

Classroom Management: ENVoY: *Online*

Code	Title	Credits
EDUC 745	ENVoY: The 7 Gems	3
EDUC 746	Classroom Charisma	3
EDUC 747	Group Dynamics in a Healthy Classroom	4
Total Credits		10

Educational Leadership Concentration

The three courses in this concentrations are doctoral level. Doctoral-level credit is earned and doctoral-level tuition is charged. The student will discuss with the Ed.D. Enrollment Counselor course options that will best match the student's goals.

Code	Title	Credits
EDUC 800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC 805	Principles of Organizational Leadership	3
EDUC 810	Curriculum and Instructional Management and Student Development	3
Total Credits		9

International Baccalaureate Certificate in Teaching and Learning: *Online*

Code	Title	Credits
EDUC 771	Curriculum Processes	3
EDUC 772	Assessment and Learning	3
EDUC 773	Teaching and Learning	3
EDUC 774	Capstone	1
Total Credits		10

Special Education Concentration: *Online or Face-to-Face*

Code	Title	Credits
Select 9 credits from the following:		
SPED 600	Characteristics of Mild-Moderate Disabilities	3
SPED 620	Reading Foundations	3
SPED 631	Responsive Instruction, Intervention, and Assessment	3
SPED 641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
Total Credits		9

Teacher Coordinator of Work-Based Learning License: *Online*

Code	Title	Credits
EDUC 705	History and Advancement of Work-Based Learning	3
EDUC 707	Designing School-Based Instruction for Work-Based Learning	3
EDUC 709	Implementing and Monitoring Work-Based Learning	3
Total Credits		9

Technology for Educators: *Online*

Code	Title	Credits
Select 9 credits from the following:		
EDUC 711	Technology Applications for K-12 Schools	3
EDUC 712	Technology Curriculum Integration for K-12 Schools	3
EDUC 713	Providing Leadership in Educational Technology for K-12 Schools	2
EDUC 715	Practicum for Teachers of Computers, Keyboarding, and Related Technology for K-12 Schools	1
EDUC 718	Methods of Online Teaching for K-12	3
Total Credits		9

At times the program director is able to build a customized concentration for students. This may include courses from multiple concentrations and/or transfer work from other institutions.

Certificate in Classroom Management: ENVoY

The required curriculum for the Classroom Management: ENVoY Certificate comprises a 10 credit sequence of courses. This certificate may also be used as the required concentration for the M.A. in Education K-12 program and can be earned before, while, or after being enrolled in the M.A. in Education K-12 program.

Code	Title	Credits
EDUC 745	ENVoY: The 7 Gems	3
EDUC 746	Classroom Charisma	3
EDUC 747	Group Dynamics in a Healthy Classroom	4
Total Credits		10

International Baccalaureate Certificate in Teaching and Learning

The required curriculum for the International Baccalaureate Certificate in Teaching and Learning comprises a 10 semester credit sequence of courses. This certificate can be earned while enrolled in the M.A. in Education K-12 program.

Code	Title	Credits
EDUC 771	Curriculum Processes	3
EDUC 772	Assessment and Learning	3
EDUC 773	Teaching and Learning	3
EDUC 774	Capstone	1
Total Credits		10

Teacher Coordinator of Work-Based Learning License

The required curriculum for the Teacher Coordinator of Work-based Learning license comprises a nine semester credit sequence of courses.

Code	Title	Credits
EDUC 705	History and Advancement of Work-Based Learning	3
EDUC 707	Designing School-Based Instruction for Work-Based Learning	3
EDUC 709	Implementing and Monitoring Work-Based Learning	3
Total Credits		9

Teachers of Computer, Keyboarding, and Related Technology Applications License

The required curriculum for the Teachers of Computer, Keyboarding, and Related Technology Applications license comprises a nine semester credit sequence of courses.

Teachers of Computer, Keyboarding, and Related Technology Applications License 62

Code	Title	Credits
EDUC 711	Technology Applications for K-12 Schools	3
EDUC 712	Technology Curriculum Integration for K-12 Schools	3
EDUC 713	Providing Leadership in Educational Technology for K-12 Schools	2
EDUC 715	Practicum for Teachers of Computers, Keyboarding, and Related Technology for K-12 Schools	1
Total Credits		9

M.A. in Special Education

The required curriculum for the M.A. in Special Education comprises a 37-42 credit sequence of courses. Students either complete the concentration in Academic Behavioral Strategist K-12; Autism Spectrum Disorders B-21, Developmental Disabilities K-12, and/or Emotional/Behavioral Disabilities K-12; or complete the basic program sequence. Bethel offers each of the concentrations as a hybrid option (most courses online with a few face-to-face sessions), as well as a fully online option.

Code	Title	Credits
Bethel Core Courses		
EDUC 614	Educational Research ¹	1
EDUC 755	Preparing the Thesis/Action Research Project ¹	1
EDUC 790	Writing the Thesis/Action Research Project ¹	3
SPED 618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED 655	Classroom-Based Assessment	3
SPED 670	Special Education Assessment Field Experience	1
Minnesota Board of Teaching Special Education Core		
SPED 605	Introduction to Special Education	1
SPED 608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	3
SPED 610	Norm-Referenced Assessment	3
SPED 620	Reading Foundations	3
SPED 621	Reading Field Experience	1
SPED 625	Special Education: Planning and Programming	3
SPED 675	Consultation, Collaboration & Resources	2
Select one concentration from the Concentrations tab		9-14
Total Credits		37-42

¹ Course must be taken for credit at Bethel.

Concentration in Academic Behavioral Strategist

Code	Title	Credits
SPED 600	Characteristics of Mild-Moderate Disabilities	3
SPED 631	Responsive Instruction, Intervention, and Assessment	3
SPED 641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
SPED 673	ABS Field Experience	1
SPED 780 or SPED 786	ABS: Student Teaching ¹ ABS: Practicum	3-4
Total Credits		13-14

Concentration in Autism Spectrum Disorders

Code	Title	Credits
SPED 601	Characteristics of ASD	3
SPED 611	Autism Spectrum Disorders: Assessment, Communication and Instructional Strategies	3
SPED 612	Planning, Instruction & Consultation for ASD	3
SPED 671	ASD Field Experience	1
SPED 781 or SPED 787	ASD: Student Teaching ¹ ASD: Practicum	3-4
Total Credits		13-14

Concentration in Developmental Disabilities

Code	Title	Credits
SPED 607	Foundations of Developmental and Cognitive Disabilities/ Intellectual Disabilities	3
SPED 615	Instruction and Intervention for Students with Intellectual Disabilities	3
SPED 619	Supporting Students with Intellectual Disabilities Across Systems	3
SPED 674	DD Field Experience	1
SPED 779 or SPED 784	DD: Practicum ¹ DD: Student Teaching	3-4
Total Credits		13-14

Concentration in Emotional/Behavioral Disabilities

Code	Title	Credits
SPED 604	Child & Adolescent Psychopathology	3
SPED 613	Intervention Strategies for Moderate to Severe Behavioral Disabilities	3
SPED 641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
SPED 672	EBD Field Experience	1
SPED 783	EBD: Student Teaching ¹	3-4

or SPED 788

EBD: Practicum

Total Credits

13-14

Basic Program Sequence

Code	Title	Credits
SPED 600	Characteristics of Mild-Moderate Disabilities	3
SPED 631	Responsive Instruction, Intervention, and Assessment	3
SPED 641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
Total Credits		9

¹ Course must be taken for credit at Bethel.

Academic Behavioral Strategist K-12 (ABS) License

The curriculum for the Academic Behavioral Strategist K–12 License is 53 credits. Courses for the full license are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and ABS License (ABS) courses. Students who already hold a full professional teaching license take only the SPED Core courses and ABS courses. Students with a qualifying special education license take only the ABS courses. All other students take the SEP courses, the SPED Core courses, and the ABS courses.

Code	Title	Credits
Standards of Effective Practice Courses: 16 credits		
EDUC 594	General Methods of Effective Instruction	3
EDUC 595	School-wide Systems Field Experience	1
EDUC 621	Foundations in Education	3
EDUC 624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC 663	Understanding Diversity and Student Needs	2
EDUC 668	Classroom Technology	1
EDUC 751	Special Education Student Teaching Seminar	3
Special Education License Core courses: 17 credits		
SPED 605	Introduction to Special Education	1
SPED 608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	3
SPED 610	Norm-Referenced Assessment	3
SPED 620	Reading Foundations	3
SPED 621	Reading Field Experience	1
SPED 625	Special Education: Planning and Programming	3
SPED 670	Special Education Assessment Field Experience	1
SPED 675	Consultation, Collaboration & Resources	2
ABS License courses: 20 credits		
SPED 600	Characteristics of Mild-Moderate Disabilities	3
SPED 618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED 631	Responsive Instruction, Intervention, and Assessment	3
SPED 641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
SPED 655	Classroom-Based Assessment	3
SPED 673	ABS Field Experience	1
SPED 780	ABS: Student Teaching	4
Total Credits		53

Autism Spectrum Disorders B-21 (ASD) License

The curriculum for the Autism Spectrum Disorders License is 53 credits. Courses for the full license are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and ASD License (ASD) courses. Students who already hold a full professional teaching license take only the SPED Core courses and ASD courses. Students with a qualifying special education license take only the ASD courses. All other students take SEP the SPED Core courses, and the ASD courses.

Code	Title	Credits
Standards of Effective Practice courses: 16 credits		
EDUC 594	General Methods of Effective Instruction	3
EDUC 595	School-wide Systems Field Experience	1
EDUC 621	Foundations in Education	3
EDUC 624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC 663	Understanding Diversity and Student Needs	2
EDUC 668	Classroom Technology	1
EDUC 751	Special Education Student Teaching Seminar	3
Special Education License Core Courses: 17 credits		
SPED 605	Introduction to Special Education	1
SPED 608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	3
SPED 610	Norm-Referenced Assessment	3
SPED 620	Reading Foundations	3
SPED 621	Reading Field Experience	1
SPED 625	Special Education: Planning and Programming	3
SPED 670	Special Education Assessment Field Experience	1
SPED 675	Consultation, Collaboration & Resources	2
ASD License courses: 20 credits		
SPED 601	Characteristics of ASD	3
SPED 611	Autism Spectrum Disorders: Assessment, Communication and Instructional Strategies	3
SPED 612	Planning, Instruction & Consultation for ASD	3
SPED 618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED 655	Classroom-Based Assessment	3
SPED 671	ASD Field Experience	1
SPED 781	ASD: Student Teaching	4
Total Credits		53

Autism Spectrum Disorders B-21 (ASD) License add-on to ABS License

The required curriculum for the Autism Spectrum Disorders B-21 License as an addition to an ABS license comprises a 12 semester credit sequence of courses.

Autism Spectrum Disorders B-21 (ASD) License 68

Code	Title	Credits
SPED 601	Characteristics of ASD	3
SPED 611	Autism Spectrum Disorders: Assessment, Communication and Instructional Strategies	3
SPED 612	Planning, Instruction & Consultation for ASD	3
SPED 787	ASD: Practicum	3
<hr/>		
Total Credits		12

Developmental Disabilities K-12 License

The curriculum for the Developmental Disabilities K-12 License is 53 credits. Courses are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and DD License (DD) courses. Students with a full professional teaching license take only the SPED Core and DD courses. Students with a qualifying special education license take only the DD courses. All others take the SEP, SPED Core, and DD courses.

Code	Title	Credits
Standards of Effective Practice courses: 16 credits		
EDUC 594	General Methods of Effective Instruction	3
EDUC 595	School-wide Systems Field Experience	1
EDUC 621	Foundations in Education	3
EDUC 624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC 663	Understanding Diversity and Student Needs	2
EDUC 668	Classroom Technology	1
EDUC 751	Special Education Student Teaching Seminar	3
Special Education License Core courses: 17 credits		
SPED 605	Introduction to Special Education	1
SPED 608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	3
SPED 610	Norm-Referenced Assessment	3
SPED 620	Reading Foundations	3
SPED 621	Reading Field Experience	1
SPED 625	Special Education: Planning and Programming	3
SPED 670	Special Education Assessment Field Experience	1
SPED 675	Consultation, Collaboration & Resources	2
DD License courses: 20 credits		
SPED 607	Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities	3
SPED 615	Instruction and Intervention for Students with Intellectual Disabilities	3
SPED 618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED 619	Supporting Students with Intellectual Disabilities Across Systems	3
SPED 655	Classroom-Based Assessment	3
SPED 674	DD Field Experience	1
SPED 784	DD: Student Teaching	4
Total Credits		53

Developmental Disabilities K–12 (DD) License add-on to ABS License

The curriculum for the DD License as an addition to an ABS license is 12 semester credits.

Developmental Disabilities K-12 License 70

Code	Title	Credits
SPED 607	Foundations of Developmental and Cognitive Disabilities/ Intellectual Disabilities	3
SPED 615	Instruction and Intervention for Students with Intellectual Disabilities	3
SPED 619	Supporting Students with Intellectual Disabilities Across Systems	3
SPED 779	DD: Practicum	3
Total Credits		12

Emotional/Behavioral Disabilities K-12 (EBD) License

The required curriculum for the Emotional/Behavioral Disabilities License is a 53 semester credit sequence of courses. Courses for the full license are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and EBD License (EBD) courses. Students who already hold a full professional teaching license take only the SPED Core courses and EBD License courses. Students with a qualifying special education license take only the EBD courses. All other students take the SEP courses, SPED Core courses, and EBD License courses.

Code	Title	Credits
Standards of Effective Practice courses: 16 credits		
EDUC 594	General Methods of Effective Instruction	3
EDUC 595	School-wide Systems Field Experience	1
EDUC 621	Foundations in Education	3
EDUC 624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC 663	Understanding Diversity and Student Needs	2
EDUC 668	Classroom Technology	1
EDUC 751	Special Education Student Teaching Seminar	3
Special Education License Core courses: 17 credits		
SPED 605	Introduction to Special Education	1
SPED 608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	3
SPED 610	Norm-Referenced Assessment	3
SPED 620	Reading Foundations	3
SPED 621	Reading Field Experience	1
SPED 625	Special Education: Planning and Programming	3
SPED 670	Special Education Assessment Field Experience	1
SPED 675	Consultation, Collaboration & Resources	2
EBD License courses: 20 credits		
SPED 604	Child & Adolescent Psychopathology	3
SPED 613	Intervention Strategies for Moderate to Severe Behavioral Disabilities	3
SPED 618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED 641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
SPED 655	Classroom-Based Assessment	3
SPED 672	EBD Field Experience	1
SPED 783	EBD: Student Teaching	4
Total Credits		53

Emotional/Behavioral Disabilities K–12 (EBD) License add-on to ABS License

The required curriculum for the Emotional/Behavioral Disabilities K–12 License as an addition to an ABS license comprises a 10-semester credit sequence of courses.

Code	Title	Credits
SPED 604	Child & Adolescent Psychopathology	3
SPED 613	Intervention Strategies for Moderate to Severe Behavioral Disabilities	3
SPED 672	EBD Field Experience	1
SPED 788	EBD: Practicum	3
Total Credits		10

M.A. in Teaching

The required curriculum for the M.A. in Teaching comprises a 38–39 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Code	Title	Credits
EDUC 614	Educational Research ¹	1
EDUC 621	Foundations in Education	3
EDUC 624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC 630	General Teaching Methods for 5-12 Classrooms	3
EDUC 661	Field Experience	2
EDUC 663	Understanding Diversity and Student Needs	2
EDUC 665	Teaching Content Area Literacy ¹	3
EDUC 668	Classroom Technology	1
Select one of the following:		3-4
EDUC 680	Methods of Teaching Mathematics, 5-12 ¹	
EDUC 681	Methods of Teaching Science, 5-12 ¹	
EDUC 682	Methods of Teaching Visual Arts, K-12 ¹	
EDUC 683	Methods of Teaching World Languages and Cultures, K-12 ¹	
EDUC 684	Methods of Teaching TESOL, K-12 ¹	
EDUC 685	Methods of Teaching Communication Arts and Literature, 5-12 ¹	
EDUC 686	Methods of Teaching Business, 5-12 ¹	
EDUC 687	Methods of Teaching Social Studies, 5-12 ¹	
EDUC 750	Student Teaching Seminar	5
EDUC 755	Preparing the Thesis/Action Research Project ¹	1
EDUC 778	Student Teaching Placement I	5
EDUC 779	Student Teaching Placement II	3
EDUC 790	Writing the Thesis/Action Research Project ¹	3
Total Credits		38-39

¹ Course must be taken for credit at Bethel.

Teaching License

The required curriculum for the Teaching license comprises a 33-34 semester credit sequence of courses. It is recommended, but not required, that license-only students enroll in EDUC 614.

Code	Title	Credits
EDUC 621	Foundations in Education	3
EDUC 624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC 630	General Teaching Methods for 5-12 Classrooms	3
EDUC 661	Field Experience	2
EDUC 663	Understanding Diversity and Student Needs	2
EDUC 665	Teaching Content Area Literacy ¹	3
EDUC 668	Classroom Technology	1
Select one of the following:		3-4
EDUC 680	Methods of Teaching Mathematics, 5-12 ¹	
EDUC 681	Methods of Teaching Science, 5-12 ¹	
EDUC 682	Methods of Teaching Visual Arts, K-12 ¹	
EDUC 683	Methods of Teaching World Languages and Cultures, K-12 ¹	
EDUC 684	Methods of Teaching TESOL, K-12 ¹	
EDUC 685	Methods of Teaching Communication Arts and Literature, 5-12 ¹	
EDUC 686	Methods of Teaching Business, 5-12 ¹	
EDUC 687	Methods of Teaching Social Studies, 5-12 ¹	
EDUC 750	Student Teaching Seminar	5
EDUC 778	Student Teaching Placement I	5
EDUC 779	Student Teaching Placement II	3
Total Credits		33-34

¹ Course must be taken for credit at Bethel.

Add-On Teaching License

Bethel provides an opportunity for students who complete a special education license to add a general education teaching license. Students who complete their edTPA during their special education student teaching will not be required to also complete an edTPA in order to earn a general education add-on teaching license. The entire course sequence for the special education license must be completed for eligibility for an add-on teaching license, or students must hold a current special education teaching license. Students must earn a passing score on all required Minnesota Teaching Licensure Examinations (MTLE) or equivalent examinations. Students must complete all content coursework, as determined through an evaluation of transcripts, prior to student teaching. The required curriculum for a teaching license as an addition to a qualifying Minnesota special education teaching licenses comprises a 10-11 semester credit sequence of courses.

Code	Title	Credits
EDUC 665	Teaching Content Area Literacy ¹	3
EDUC 650	Portfolio and Licensing	1
OR		
EDUC 651	Portfolio and Licensing	
EDUC 779	Student Teaching Placement II	3
Select one of the following:		3-4
EDUC 680	Methods of Teaching Mathematics, 5-12 ¹	
EDUC 681	Methods of Teaching Science, 5-12 ¹	
EDUC 682	Methods of Teaching Visual Arts, K-12 ¹	
EDUC 683	Methods of Teaching World Languages and Cultures, K-12 ¹	
EDUC 684	Methods of Teaching TESOL, K-12 ¹	
EDUC 685	Methods of Teaching Communication Arts and Literature, 5-12 ¹	
EDUC 686	Methods of Teaching Business, 5-12 ¹	
EDUC 687	Methods of Teaching Social Studies, 5-12 ¹	
Total Credits		10-11

¹ Course must be taken for credit at Bethel.

Leadership

Programs (M.A., Certificate)

The strategic leadership program prepares leaders for professional service and leadership through a body of learning grounded in the liberal arts and a Christian worldview. It builds on the foundation of an undergraduate education, enhancing the knowledge, capacities, and competencies of students by integrating academic rigor, theoretical and practical implications, and sound practice.

Leadership, in its broadest sense, is a relationship between people in which some are able to bring about changes that benefit all involved. In an organization this relationship has structure, with mutual expectations and modes of behavior. Thus, leaders play roles that depend partly on their social situation, but also on the needs, values, and opportunities of the entire group.

The M.A. in Strategic Leadership program at Bethel has three primary purposes:

- To prepare students to apply creative, critical, and strategic thinking to leadership opportunities and challenges.
- To equip students to adopt new approaches and techniques of information management, knowledge transfer, scholarly thinking, and application.
- To empower students to discern and apply Christian ethics and worldviews to leadership practice.

Bethel University seeks applicants for the M.A. in Strategic Leadership program who are seeking to further develop their leadership, influence, effectiveness, knowledge, and skills.

Leadership Foundation Outcomes

1. Integrate leadership theory, scholarship, and practice with developmental self-awareness.
2. Develop effective tactics and strategies through the effective evaluation of an organization's context, leadership opportunities, limitations, and competing interests.
3. Respond to leadership dilemmas in a manner consistent with Christian ethical principles.
4. Develop productive teams that value personal growth, healthy team environment, and sensitivity to broader networks and cultures.
5. Communicate effectively in a variety of leadership settings.

Program Outcomes

Graduates of the M.A. in Strategic Leadership program demonstrate the ability to:

- Show sensitivity to the needs and perceptions of others.
- Respond effectively to complex and often conflicting leadership contexts, including organizational, local, regional, virtual, cultural, and global.
- Assess various models of human interaction, and develop multi-platform, holistic approaches to leading in distributed, local, and hybrid environments.

Program Design

- The program coursework is designed to be completed in approximately two years.
- Courses are taken one at a time.
- Classes meet one evening or Saturday morning each week. Electives may be offered on a different schedule, and some may only be offered only for online delivery. Students are encouraged to consider a variety of opportunities for elective credit, either from those elective courses offered within the program or from the wide variety of 3-credit-hour courses from other Bethel University Graduate School programs. In most cases, electives will require the approval of the department, and in some cases, the course instructor.

- A supportive learning community allows students to learn, collaborate, and build trust with program colleagues and faculty members. This is a valuable aspect of a transformational learning experience at Bethel University.

M.A. in Strategic Leadership

The required curriculum for the M.A. in Strategic Leadership comprises a 36 semester credit sequence of courses.

Dual-Degree (MBA/MASL) students completing the M.A. degree in Strategic Leadership after having completed LEAD 795 for the MBA degree must complete LEAD 789 in addition to the curriculum below. Cannot be taken with an organizational leadership major.

Code	Title	Credits
LEAD 607	Engaging Your Potential	0
LEAD 611	Leadership Theory & Personal Agency ¹	3
LEAD 621	Worldview, Ethics and Leadership ¹	3
LEAD 631	Leading Change in a Changing World ¹	3
LEAD 641	Organizational Diagnostics and Health ¹	3
LEAD 651	Leadership Formation and Strategic Talent Management ¹	3
LEAD 795	Integrative Team Capstone	3
SLDR 615	Managing Projects & Quality Initiatives	3
SLDR 640	Beyond Diversity	3
SLDR 650	Managing Conflict Through Dialogue	3
SLDR 660	Followership: The Other Side of Leadership	3
SLDR 672	Strategic Communication for Leaders	3
SLDR 789	Portfolio Deliverable ¹	0
Select one of the following:		3
BUSN 675	Experiencing Global Business	
SLDR 605	Topics in Leadership Studies	
SLDR 645	Leading in Times of Crisis	
Total Credits		36

¹ Course must be taken for credit at Bethel.

Certificate in Leadership Foundations

The required curriculum for the Certificate in Leadership Foundations comprises a 15 semester credit sequence of courses. The certificate can be completed alone or as part of an MBA degree or M.A. degree in Strategic Leadership.

Code	Title	Credits
LEAD 607	Engaging Your Potential	0
LEAD 611	Leadership Theory & Personal Agency ¹	3
LEAD 621	Worldview, Ethics and Leadership ¹	3
LEAD 631	Leading Change in a Changing World ¹	3
LEAD 641	Organizational Diagnostics and Health ¹	3
LEAD 651	Leadership Formation and Strategic Talent Management ¹	3
Total Credits		15

¹ Course must be taken for credit at Bethel.

Nursing

Programs (Doctorate and M.S.)

The M.S. in Nurse-Midwifery and the post-masters Doctor of Nursing Practice are offered through the Department of Nursing and administered through the Graduate School.

Mission Statement

The mission of the nursing department 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.

Nursing Department 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.

Nursing Department Graduate Program Outcomes

- Provide leadership in a variety of systems to promote high quality and safe care for individuals and communities.
- Integrate nursing knowledge, theoretical foundations, and evidence to inform practice changes that improve health.
- Improve practice through knowledge and use of current and emerging information technologies.
- Integrate ethical perspectives and Christian principles in advanced nursing practice.
- Advocate for improved health of populations through analysis of policy and systems that address health disparities and determinants.
- Promote culturally competent systems that support the global context of healthcare.
- Collaborate with the interprofessional healthcare team to improve patient and population health outcomes.

Program Performance Standards

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

Doctor of Nursing Practice (DNP)

The post-masters Doctor of Nursing Practice program will prepare students to be agents for change in the workplace. Students will develop leadership, management, critical thinking, and research skills that will empower them to improve the organizational operation and quality of care in their professional settings. With evidence-based instruction and expert faculty, our program will challenge students to explore and implement cutting-edge research and methodologies that will shape the future of healthcare.

Accreditation: The post-masters Doctor of Nursing Practice program at Bethel University is accredited with the Higher Learning Commission (HLC). Bethel is pursuing initial accreditation by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). Applying for accreditation does not guarantee that accreditation will be granted.

Program Outcomes: Doctor of Nursing Practice Program

1. Integrate nursing knowledge, scientific theoretical foundations, and evidence to assess, create, implement, and evaluate models to improve health outcomes.
2. Provide leadership within a professional team that emphasizes ethical, Christian worldview principles, cost-effective practices, ongoing improvement of health outcomes, and ensures patient safety in diverse organizations and systems.
3. Apply evidence-based research to practice to promote improvement of health care practices and health outcomes.
4. Improve health outcomes through knowledge, use, and evaluation of current and emerging information technologies.
5. Demonstrate leadership in healthcare policy analysis, design, and implementation to influence health disparities and social determinants of health for improved health outcomes.
6. Analyze epidemiological, biostatistical, occupational health, and environmental data in the development, implementation, and evaluation of clinical prevention and population health activities.

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 graduate programs, students in the Doctor of Nursing Practice program must:

- Earn a grade of B- or better in each nursing course. This indicates satisfactory achievement of objectives and completion of course requirements.

Further details on departmental policies and procedures are described in the *Nursing Program Graduate Student Handbook*.

Program Design

- All courses are delivered online using best practices in internet technology, instructional design, and adult learning.
- One 4-day (Monday through Thursday) intensive is held on the Bethel University campus.
- A minimum of three practicums are required during the program.
- 150 practicum hours can be earned through project work (400 minimum practicum hours are required).
- The program capstone is a DNP project.
- A supportive learning community is achieved through the cohort model—a small group of students progressing through a degree program together.

M.S. in Nurse-Midwifery

Philosophy for the Program

We value that every person has a right to be an active participant in their healthcare and be provided with accurate information to self-determine the best choices for themselves and their families.

We value a model of healthcare that includes the therapeutic use of human presence and communication, a full partnership that honors the woman and her individual experiences and knowledge, and one that is based on the best evidence available.

We value the normalcy of women's life cycle events and believe that midwifery care balances watchful waiting and non-intervention with appropriate intervention, consultation, collaboration, and referral with other members of the healthcare team in order to provide optimal care.

We value formal education, lifelong learning, professional development, and research, to guide not only midwifery practice, but the development of the profession of midwifery and the education of midwives.

Program Outcomes: Nurse-Midwifery

- Function as a nurse-midwife through integration of theory, research, ethical and Christian perspectives, global realities, policy-making issues, and information technologies.
- Influence clinical practice through theory application and use of evidence in order to improve care for women and their families.
- Manage holistically the healthcare needs of women across the lifespan and healthy newborns within the healthcare system.

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 master's degree programs, students in nurse-midwifery must:

- Earn a grade of B- or better in each nursing course. This indicates satisfactory achievement of objectives and completion of course requirements.

Further details on departmental policies and procedures are described in the *Nursing Program Graduate Student Handbook*.

Program Design

- All courses (except intensives) are delivered online using best practices in internet technology, instructional design, and adult learning.
- Three, Wednesday through Friday intensives are held on the Bethel University campus.
- Five practicums are required during the program.

- The program capstone is a master's project.
- A supportive learning community is achieved through the cohort model—a small group of students progressing through a degree program together.
- The curriculum prepares students to take a national exam from the American Midwifery Certification Board (<http://www.amcbmidwife.org>) (AMCB).

Doctor of Nursing Practice

The post-master's Doctor of Nursing Practice requires 36-39 total credits. Students complete their coursework online with a 4-day (Monday through Thursday) intensive held on the Bethel University campus.

Code	Title	Credits
NURS 800	The Art and Science of Advanced Nursing Practice	3
NURS 805	Evidence Appraisal and Translation Science	3
NURS 810	Healthcare Policy and Advocacy	3
NURS 820	Population Health and Epidemiology	3
NURS 815	Healthcare Economics and Finance	3
NURS 825	Leadership and Interprofessional Collaboration ¹	4
NURS 835	Healthcare Innovations and Informatics	3
NURS 840	DNP Practicum I	2
NURS 841	DNP Practicum II	1
NURS 842	DNP Practicum III	2
NURS 843	DNP Practicum IV ²	2-3
NURS 850	Application of Biostatistics for Healthcare	2
NURS 887	DNP Project I: Idea Generation and Literature Appraisal	3
NURS 888	DNP Project II: Implementation Plan	2
NURS 889	DNP Project III: Implementation	1
NURS 890	DNP Project IV: Analysis	1
Total Credits		36-39

¹ This 4-credit course includes the Intensive - Leadership Retreat/Coaching/IPE.

² Required for students transferring less than 600 practicum hours from their master's program.

For further information visit the Doctor of Nursing Practice (<https://www.bethel.edu/graduate/academics/doctorate-nursing-practice>) website.

M.S. in Nurse-Midwifery

The required program for the M.S. in Nurse-Midwifery comprises a 57 semester credit sequence of courses. Students who do not already hold a bachelor's degree in nursing are required to complete additional undergraduate course prerequisites (detailed in the College of Adult & Professional Studies catalog (<http://catalog.bethel.edu/adult-professional-studies/academic-programs-disciplines/nursing/nursing-bs>)) prior to beginning the M.S. in Nurse-Midwifery program.

Code	Title	Credits
NURS 602	Midwifery Perspectives ¹	3
NURS 606	Advanced Health Assessment for Advanced Practice Nurses ¹	4
NURS 611	Advanced Pharmacology for Advanced Practice Nurses ¹	3
NURS 614	Nurse-Midwifery I: Healthcare for Women and Primary Care ¹	4
NURS 615	Global Perspectives of Health ¹	3
NURS 616	Nurse-Midwifery II: Antepartal Care ¹	3
NURS 617	Nurse-Midwifery III: Intrapartum and Postpartum Care ¹	4
NURS 618	Nurse-Midwifery IV: Newborn Care ¹	2
NURS 619	Fetal Evaluation ¹	1
NURS 620	Reproductive Physiology for Advanced Practice Nurses ¹	3
NURS 626	Evidence Translation for Practice ¹	3
NURS 673	Advanced Pathophysiology ¹	3
NURS 714	Nurse-Midwifery I: Practicum ¹	2
NURS 716	Nurse-Midwifery II: Practicum ¹	2
NURS 717	Nurse-Midwifery III: Practicum ¹	3
NURS 718	Nurse-Midwifery IV: Practicum ¹	1
NURS 753	Professional Issues for Nurse-Midwives ¹	4
NURS 754	Clinical Integration for Nurse-Midwives ¹	7
NURS 793	Nurse-Midwifery Master's Project ¹	2
Total Credits		57

¹ Course must be taken for credit at Bethel.

Physician Assistant

M.S. in Physician Assistant

A physician assistant (PA) is a licensed health professional who practices medicine with physician supervision. As part of the physician/PA team, a PA exercises autonomy in diagnosing and treating illnesses. These practitioners deliver a broad range of medical and surgical services to diverse populations in both rural and urban settings throughout the United States.

According to the Bureau of Labor Statistics, physician assistants are in great demand and will continue to be in demand in coming years, with the field expected to grow a significant 30% within the decade. The PA profession was recently listed as the number one best job in America, according to *The Huffington Post*. The M.S. in Physician Assistant program at Bethel University is ready to meet that need by preparing skilled practitioners who are trained for the challenges and responsibilities of patient care in clinics, hospitals, and other medical settings.

Students will become skilled in diagnosing diseases, treating patients, prescribing medications, and assisting with preventive care. Rotations in several specialties will further develop students' learning by applying the medical literature to real-life practice.

Courses are taught from a Christian worldview by experienced Bethel faculty and practitioners. Faculty provide a strong foundation in the medical sciences coupled with the development of skills to think critically and compassionately to provide the best in patient care.

The PA program builds on Bethel's reputable undergraduate majors in biology, nursing, and other sciences, extending the university's commitment to outstanding healthcare programs.

Accreditation Statement

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Bethel University Physician Assistant Program sponsored by Bethel University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. Programs at Bethel University are accredited by the Higher Learning Commission, and the PA program has been added to our list of approved programs with the HLC; the PA program is also registered with the Minnesota Department of Education.

Program Details

- The program is a full-time master's-level program that meets all day, every day with some evening hours expected, as well as varying hours during clinical rotations, which begin in the second year.
- A supportive learning community is achieved through the cohort model (32 students)—a small group of students progressing through a degree program together.
- Students participate in a systems-based didactic curriculum for the first 15 months (72 credits), preparing them to participate in 12 months of clinical rotations (40 credits) to complete the Bethel PA training experience (112 credits total).
- Bethel University's Master of Science in Physician Assistant (PA) program is designed as a comprehensive curriculum, and all students are required to complete the prescribed didactic and clinical coursework. The PA program does not allow for exemption from courses, clinical skills, laboratories, or clinical education regardless of prior experience, degree, or credential. Students

must matriculate through all aspects of the program and successfully complete all program requirements in order to graduate.

Program Goals

- To develop the skills for competent and excellent medical practice. As demonstrated by Bethel's emphasis on being **truth-seekers**, graduates will possess competence in a balanced core of knowledge drawn from the fields of humanities, natural and social sciences, medical sciences, behavioral sciences, and evidence-based medicine.
- To live out ethical principles and Bethel's academic excellence. With Bethel's desire to make right choices as **character-builders**, PA students and graduates will demonstrate a commitment to personal and professional growth through lifelong and self-directed learning with an understanding of personal wellness and critical thinking skills for carrying out their calling to medical practice.
- To serve the community and all cultures. Based upon Bethel's commitment to being **world-changers** as well as **salt and light in the world**, students and graduates will recognize the privilege of serving others regardless of color, social, ethnic, religious, or economic status, and will acknowledge a physician assistant's role as one member of the healthcare team.
- To possess integrity and compassion. Due to Bethel's motivation for being **Christ-followers** and **reconcilers**, students and graduates will act in a professional manner and integrate appropriate verbal and non-verbal communication skills in the care of patients, as well as render services in a compassionate way.

Outcomes

Graduates of the physician assistant program will be able to:

- Practice medicine as competent practitioners who can serve a multicultural and global society, the healthcare community, and the individual patient in a compassionate manner.
- Apply clinical skills necessary to function in a changing healthcare environment.
- Demonstrate the primary care skills as PAs by contributing and providing quality healthcare to patients in a variety of clinical settings, including areas designated as medically underserved.
- Analyze the medical literature by demonstrating an in-depth understanding of medical research methodology and applying it to patient care delivery.
- Commit to professional and public service for carrying out compassionate and wholistic medical practice in light of a Christian faith and biblical perspective.
- Integrate professional values and ethical behaviors expected of the PA in a medical practice setting.
- Promote the concepts of wellness and disease prevention for improved patient care and for healthy living.
- Synthesize medical knowledge in an evidence-based manner including new therapies and treatment strategies.
- Use medical information technology, including modern medical hardware and software, to improve medical care.

Degree Program in Physician Assistant

- M.S. in Physician Assistant (p. 87)

M.S. in Physician Assistant

The required curriculum for the M.S. in Physician Assistant comprises a 112 semester credit sequence of courses over 27 months. The program requires four academic terms (15 months) of didactic training plus three academic terms (12 months) of clinical training. All biology (BIOL) courses must be passed with a grade of *C* or higher; all physician assistant (PHAS) courses must be passed with a grade of *B* or higher. Visit <https://www.bethel.edu/graduate/academics/physician-assistant/program-details/course-schedule.pdf> for course sequence.

Code	Title	Credits
BIOL 600	Human Gross Anatomy & Histology ¹	4
BIOL 600L	Human Gross Anatomy and Histology Lab ¹	2
BIOL 610	Human Medical Physiology ¹	3
BIOL 620	Pharmacology & Therapeutics I ¹	3
BIOL 621	Medical Pathophysiology I ¹	2
BIOL 630	Pharmacology & Therapeutics II ¹	4
BIOL 631	Medical Pathophysiology II ¹	2
BIOL 640	Pharmacology and Therapeutics III ¹	2
BIOL 641	Medical Pathophysiology III ¹	2
PHAS 601	Introduction to History and Physical Examination ¹	2
PHAS 601L	Introduction to History and Physical Examination Lab ¹	1
PHAS 602	Patient Assessment and Diagnostics I ¹	2
PHAS 602L	Patient Assessment and Diagnostics Lab I ¹	1
PHAS 603	Patient Assessment and Diagnostics II ¹	3
PHAS 603L	Patient Assessment and Diagnostics Lab II ¹	1
PHAS 604	Patient Assessment & Diagnostics III ¹	1
PHAS 604L	Patient Assessment and Diagnostics Lab III ¹	1
PHAS 611	Foundation to Clinical Medicine ¹	4
PHAS 612	Clinical Medicine I ¹	6
PHAS 613	Clinical Medicine II ¹	7
PHAS 614	Clinical Medicine III ¹	5
PHAS 621	Evidence-Based Medicine and Research I ¹	2
PHAS 622L	Medical Problem Solving I ¹	1
PHAS 623L	Medical Problem Solving II ¹	1
PHAS 624L	Medical Problem Solving III ¹	1
PHAS 632	PA Professional Practice Issues I ¹	2
PHAS 633	Cultural & Prevention Competency ¹	2
PHAS 634	Christian Health Care and Applied Medical Ethics ¹	3
PHAS 641	Evidence-Based Medicine and Research II ¹	2
PHAS 710	Clinical Field Placements I ¹	12
PHAS 720	Clinical Field Placements II ¹	15
PHAS 730	Clinical Field Placements III ¹	9
PHAS 735	Physician Assistant Professional Practice Capstone ¹	2
PHAS 790	Evidence-Based Medicine Project/Thesis ¹	2

Total Credits

112

¹ Course must be taken for credit at Bethel.

COURSE DESCRIPTIONS

ATRN • Athletic Training

ATRN 601 • Lower Extremity Assessment. 3 Credits.

Creation of patient centered treatment plans addressing the lower extremity. Synthesis of information to solve problems. Evaluation of patient status and care plans with consideration of patient goals. Carrying out athletic training services that prioritize patient care. Integration of restrictive, assistive, and prophylactic devices into the care plan.

ATRN 602 • Upper Extremity Assessment. 3 Credits.

Creation of patient centered treatment plans addressing the upper extremity. Synthesis of information to solve problems. Evaluation of patient status and care plans with consideration of patient goals. Carrying out athletic training services that prioritize patient care. Integration of restrictive, assistive, and prophylactic devices into the care plan.

ATRN 611 • Therapeutic Interventions I. 3 Credits.

Utilization of ethical, respectful therapeutic modalities, that adhere to standards and best practices. Evaluation of a patient's status, including the use of appropriate outcome measures continually. Creation of care plans that meet the needs of the patient and empower the patient to participate in their health care while maximizing efficiency.

ATRN 612 • Therapeutic Interventions II. 3 Credits.

Utilization of ethical, respectful therapeutic rehabilitation, that adhere to standards and best practices. Evaluation of a patient's status, including the use of appropriate outcome measures continually. Creation of care plans that meet the needs of the patient and empower the patient to participate in their health care while maximizing efficiency.

Prerequisites: ATRN 611.

ATRN 613 • Therapeutic Interventions III. 3 Credits.

Performance of ethical, respectful therapeutic interventions. Creation of care plans. Correct identification of appropriate pharmacological agents. Proper administration of medications using enteral and parenteral route of administration. Management of a patient with a behavioral health crisis. Identification of patients with behavioral health conditions. Facilitation of case management.

Prerequisites: ATRN 611, ATRN 612.

ATRN 631 • Organization and Administration of Athletic Training. 3 Credits.

Application of business principles to the management and delivery of healthcare services. Evaluation of contemporary leadership models. Examination of the athletic trainer as a healthcare provider in the healthcare system. Reaction to situations that aligns with professional ethics, values and regulations. Development of risk management strategies in healthcare.

ATRN 632 • Advanced Emergency Care. 3 Credits.

Integration of plans of care for patients with acute conditions including triaging those that are life threatening. Examination of policies that pertain to emergency preparedness. Creation of care plans designed to meet and advocate for the needs of patients. Integration of restrictive, assistive, and prophylactic devices into care plan.

ATRN 633 • Current Topics in Athletic Training. 3 Credits.

Application of current treatment techniques of the injured physically active. Administration of medications utilizing best practices for appropriateness. Utilization of evidence-based practice to evaluate effectiveness of current treatment techniques. Evaluation of current professional and legislative issues in athletic training. Creation of a professional development plan.

ATRN 634 • Integrative Assessment and Application. 3 Credits.

Demonstration of ethical healthcare that advocates for the patient. Education of clients/patients on a variety of health related issues focusing on nutrition. Construction of exercise programs that promote a healthy lifestyle and maximize sport performance. Integration of biometrics/physiological monitoring systems. Translation of data into preventative measures, clinical interventions, and performance enhancement.

ATRN 641 • Pathology and Medical Conditions. 3 Credits.

Explanation of basic pathologies and standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases. Identification of diagnostic tests and pharmaceutical agents to make clinical judgments. Application of principles of disease prevention and behavioral change. Implementation of prevention strategies for at-risk individuals/groups.

Prerequisites: ATRN 602.

ATRN 642 • General Medical Assessment. 3 Credits.

The delivery of patient care, assessment and appropriate intervention or referral strategies for general medical conditions and disabilities. Completion of comprehensive examinations, development of clinical differential diagnoses and formulation of treatment plans.

ATRN 650 • Evidence-Based Practice in Athletic Training. 3 Credits.

Application of research models to athletic training topics. Differentiation between quantitative and qualitative research. Make clinical decisions using evidence-based practice methods. Critically responding to research dilemmas in a way that aligns professional ethics and values. Application of basic statistical measures to clinical problems.

ATRN 671 • Clinical Experience in Athletic Training I. 2 Credits.

Supervised athletic training experience focused on psychomotor and cognitive competencies. Integration of professional standards, codes, regulations, and technologies with effective patient assessment, treatment, and education. Ethical, collaborative practices and ongoing professional development planning. 250 hours over 18 weeks.

ATRN 672 • Clinical Experience in Athletic Training II. 2 Credits.

Supervised athletic training experience focused on psychomotor and cognitive competencies. Integration of professional standards, codes, regulations, and technologies with effective patient assessment, treatment, and education. Ethical, collaborative practices and ongoing professional development planning. 250 hours over 18 weeks.

Prerequisites: ATRN 671.

ATRN 673 • Clinical Experience in Athletic Training III. 2 Credits.

Supervised athletic training experience focused on psychomotor and cognitive competencies. Integration of professional standards, codes, regulations, and technologies with effective patient assessment, treatment, and education. Ethical, collaborative practices and ongoing professional development planning. 250 hours over 18 weeks.

Prerequisites: ATRN 672.

ATRN 674 • Clinical Experience in Athletic Training IV. 2 Credits.

Supervised athletic training experience focused on psychomotor and cognitive competencies. Integration of professional standards, codes, regulations, and technologies with effective patient assessment, treatment, and education. Ethical, collaborative practices and ongoing professional development planning. 250 hours over 18 weeks.

Prerequisites: ATRN 673.

ATRN 750 • Athletic Training Master's Project I. 3 Credits.

Identification of an athletic training problem/issue and examination through theories and research. Analysis of literature and recommendation of evidence-based practices. Use of appropriate academic writing style.

ATRN 790 • Athletic Training Master's Project II. 3 Credits.

Identification of an athletic training problem/issue and examination through theories and research. Analysis of literature and recommendation of evidence-based practices. Use of appropriate academic writing style. Continuation and completion of work from Athletic Training Master's Project I.

Prerequisites: ATRN 750.

BIOL • Biology

BIOL 600 • Human Gross Anatomy & Histology. 4 Credits.

Human anatomy for physician assistant students takes a regional approach to the study of human anatomy. This course will involve dissection of human cadavers by the students. Incorporated into the course content concerning anatomical structures will be a brief examination of histological structure, nervous system structure, and basic function. Corequisites: BIOL 600L.

BIOL 600L • Human Gross Anatomy and Histology Lab. 2 Credits.

Laboratory experience accompanying BIOL 600.
Corequisites: BIOL 600.

BIOL 610 • Human Medical Physiology. 3 Credits.

This course is designed for graduate students to learn and gain knowledge in the physiological principles. These concepts are essential for further progress in understanding mechanisms of disease and body systems. This understanding is essential for clinical medicine. Weekly problem solving discussions will emphasize clinical application of physiologic concepts.

BIOL 620 • Pharmacology & Therapeutics I. 3 Credits.

This is the first course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology for these topics (but not limited to): hematologic, cardiovascular, pulmonary, genitourinary, and renal.

BIOL 621 • Medical Pathophysiology I. 2 Credits.

This is the first of three pathophysiology courses offered concurrently with the Clinical Medicine series. Pathophysiology at the molecular, cellular, organ, and total body levels will be applied in each organ system. Systems covered include, but are not limited to: hematologic, cardiovascular, pulmonary, genitourinary, and renal.

BIOL 630 • Pharmacology & Therapeutics II. 4 Credits.

This is the second course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology for these topics (but not limited to); dermatologic, endocrine, neurologic, psychiatric, musculoskeletal/rheumatologic, gastrointestinal, and geriatric.

BIOL 631 • Medical Pathophysiology II. 2 Credits.

This is the second of three pathophysiology courses offered concurrently with the Clinical Medicine series. Pathophysiology at the molecular, cellular, organ, and total body levels will be discussed in each body system. Systems covered include (but are not limited to); dermatologic, endocrine, neurologic, psychiatric, musculoskeletal/rheumatologic, gastrointestinal, and geriatric.

BIOL 640 • Pharmacology and Therapeutics III. 2 Credits.

This is the third course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology focusing on, but not limited to, these areas: women's health, pediatrics, surgery, ENT/ophthalmology/allergy, and emergency medicine.

BIOL 641 • Medical Pathophysiology III. 2 Credits.

This is the third of three pathophysiology courses offered concurrently with the Clinical Medicine series. Pathophysiology at the molecular, cellular, organ, and total body levels will be applied in each body system. Topics covered include, but are not limited to, women's health, pediatrics, ENT/ophthalmology/allergy, and multisystem disorders.

BUSN • Business**BUSN 605 • Data Analysis and Decision Making.** 3 Credits.

Explores research principles relevant in the business setting. Evaluation of research reports and data with a focus on quantitative data used for decision making. Application of appropriate strategies and tools to make and explain ethical and effective business decisions.

Prerequisites: LEAD 607.

BUSN 615 • Managerial Accounting. 3 Credits.

Examination of core managerial accounting concepts and their applications in modern organizations. Exploration of best practices and emerging trends in accounting with a focus on managerial decisions. Research of topics and cases may include ethics, environmental accounting, long-term versus short-term profitability, constraint management, technology, cost structures, and controls.

Prerequisites: LEAD 607 and ACCT 400: *Financial Accounting for Managers (in College of Adult Professional Studies catalog)*. *Special Notes:* ACCT 400 prerequisite may be met by BUSN520 Departmental Exam Passing Score.

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BUSN 625 • Managerial Finance. 3 Credits.

Focus is on the financial management of business and includes international and ethical implications. Topics include financial analysis and decision making; financial markets; risk; valuation; long- and short-term financing and investing; and working capital management. Extensive use of cases and spreadsheets is required.

Prerequisites: LEAD 607, BUSN 615.

BUSN 627 • Advanced Managerial Finance. 3 Credits.

Experience gained in operating a business through a computer-based business simulation. Feedback received on business decisions in operations, marketing, accounting, human resources, and labor is used to synthesize and evaluate financial decisions for short- and long-term company improvements.

Prerequisites: LEAD 607, BUSN 625.

BUSN 628 • Global Finance. 3 Credits.

Exploration of complexities resulting from the interconnected nature of the global economy. Examination of challenges faced by organizations as they consider conducting business globally during the next decade. Integration of personal faith and ethical thinking with global financial strategies.

BUSN 645 • Marketing Management. 3 Credits.

A demographic and psychographic review of current consumer trends. Review of broadly adopted marketing models. Analysis of marketing challenges in an environment of increasing information, Internet channels, and multiple buyer options. Discussion of various global and ethical issues facing marketers and marketing managers.

Prerequisites: LEAD 607.

BUSN 652 • Global Operations Management. 3 Credits.

Focus is on a foundation of the globalization of a firm's operations including the production of goods and services, supply chain management, and global distribution. A review of political and societal issues associated with strategic global operations will be undertaken with particular focus on several global cultures.

Prerequisites: LEAD 607. *Special Notes:* Students cannot earn credit for both BUSN 652 and BUSN 660.

BUSN 656 • Legal, Regulatory, and Compliance. 3 Credits.

Legal issues and principles that arise in the business environment. The purpose is to identify legal difficulties before they arise and to effectively strategize to prevent legal problems from occurring. Employment law issues, contract disputes, regulatory compliance, environmental investigations, negligence claims, purported violations of fiduciary duties, and securities fraud.

Prerequisites: LEAD 607.

BUSN 660 • Operations Management. 3 Credits.

Explores operational management, legal, and regulatory issues throughout lifecycles of organizations considering faith, ethics, and Christian worldview. Evaluate organizational efficiency using quality models such as Six Sigma and Lean. Design plans for organizational success (project management steps, outcomes, technology, production, and outsourcing). Distinguish between operational management process and function.

Prerequisites: LEAD 607. *Special Notes:* Students cannot earn credit for both BUSN 652 and BUSN 660.

BUSN 675 • Experiencing Global Business. 3 Credits.

Explore international cultures, faith, ethics, and business structure by traveling internationally on a Bethel-sponsored trip. Gain perspectives on how American companies do business globally and compare American and international cultural, business/economic, educational and spiritual practices.

Prerequisites: LEAD 607.

BUSN 680 • Business Strategy. 3 Credits.

Analysis of the fundamental elements of organizational strategy. Evaluation of the influences on an organization's strategy and the ability of an organization to achieve its strategy given its characteristics. Integration of ethical thinking and personal faith principles with strategy. Analysis of issues impacting strategic technology planning in organizations.

Prerequisites: LEAD 607.

BUSN 789 • MBA Portfolio Deliverable. 0 Credit.

Synthesis of key learnings from the MBA program, including a reconsideration of earlier work, leadership theories and growth concepts, and the development of a professional portfolio.

Prerequisites: LEAD 611, LEAD 621, LEAD 631, LEAD 641, LEAD 651. *Grade exceptions:* Graded on an S/U basis.

COUN • Counseling

COUN 600 • Foundations of Clinical Mental Health Counseling. 3 Credits.

Overview of the history and current practice of Clinical Mental Health Counseling. Emphasis is on professional identity, practice issues, working with systems, consultation and advocacy, and preventative counseling. Issues of serving diverse communities and access to service will be addressed.

COUN 605 • Family Systems. 3 Credits.

The study of family systems and the major family therapy theories including their application to case conceptualization, clinical treatment planning, and clinical intervention methods. Emphasis on the relationship between theory and practice and critiquing models in light of current research perspectives, including gender and diversity concerns.

COUN 610 • Counseling Microskills. 3 Credits.

Overview and practice of core counseling skills. Emphasis is on the development of core helping skills and attitudes foundational to an effective counseling process. Specific focus on interviewing skills with attention towards counseling relationship ethics and cultural diversity factors may influence the counseling process.

COUN 615 • Worldview and Integration of Faith and Spirituality in Counseling. 3 Credits.

Overview and critique of different worldviews and their impact on the counseling process. Topics include those central to counseling and engaging respectfully with issues of faith and spirituality. Specific focus is on working to understand one's own faith and spirituality and how to engage with clients who differ.

COUN 620 • Multicultural Counseling and Social Justice. 3 Credits.

Demonstration of knowledge of theories and models of multicultural counseling. Examination of heritage, attitudes and beliefs upon view of others. Application of social justice ethical principles. Evaluation of power and privilege. Examination of personal cultural identity. Integration of ethical and culturally sensitive counseling strategies.

COUN 625 • Theories and Techniques of Group Counseling. 3 Credits.

A study of the theories, techniques, history, and principles related to group practice in counseling. Emphasis is on development of group facilitation skills. Ethical concerns, multicultural adaptations, and spiritual integration in group dynamics are addressed.

COUN 630 • Addictions Counseling. 3 Credits.

Overview of Addictions Counseling and its various forms including symptoms, assessment, and treatment approaches. Topics cover behavioral and substance use addictions, psychopharmacology, legal and ethical considerations, family system dynamics, neurological factors, co-occurring disorders, and gender and cultural responsible interventions.

COUN 635 • Lifespan Development. 3 Credits.

Demonstration of knowledge of human development and aging issues. Examination of developmental theory assumptions. Examination of biological, cultural, social and spiritual factors. Evaluation of crisis and trauma. Integration of cultural and developmental factors in clinical practice.

COUN 640 • Psychopathology and Diagnosis. 3 Credits.

Critical review of current research on etiology of the most common psychopathologies. Examination of the diagnostic process. Discussion of formulations, symptoms, and progression of various disorders will interface with a consideration of appropriate therapeutic interventions. Ethics, biases, and the reliability/validity of categorization are addressed.

COUN 645 • Individual and Family Assessment. 3 Credits.

Examination of assessment throughout the counseling process. Current and historical context of assessment and testing in counseling. Emphasis on administration, scoring, and interpretation of instruments for assessment and diagnosis of personality and psychopathology; psychometric properties; ethical use of instruments; factors affecting reliability and validity; and synthesizing data. Ethical and cultural relevant strategies for assessment are addressed.

Course fee: \$50.

COUN 650 • Theories and Techniques of Counseling. 3 Credits.

The study of major counseling theories and their application to case conceptualization, clinical treatment planning, and clinical intervention methods. Emphasis on the relationship between theory and practice and critiquing models in light of current research and perspectives, including gender and diversity concerns.

COUN 655 • Professional Orientation and Ethics. 3 Credits.

Legal, ethical, and professional issues facing mental health providers, including confidentiality, informed consent, client dangerousness, conflicts of interest, boundary issues (including sexual involvement), values conflicts, religious issues and ethics, and scope of competence are addressed. Emerging ethical standards, particularly with regard to new technologies. Emphasis on the American Counseling Association Code of Ethics and professional conduct and MN state licensure statutes.

COUN 660 • Research Methods and Evaluation. 3 Credits.

Study qualitative and quantitative research designs particularly applicable to professional counseling. Primary emphasis is on developing research skills in using outcome measures in the evaluation of effective clinical practice and using research findings in clinical decision making. Ethical and culturally relevant strategies for research are addressed.

COUN 665 • Clinical Assessment and Intervention. 3 Credits.

Knowledge and practice of the skills necessary to conduct mental health assessments and interventions in the clinical settings. Conducting assessment with children, adolescents, adults, and families will be covered. Specific focus on treatment planning and crisis intervention models including suicidal clients, child abuse and neglect, and IPV.

COUN 670 • Theories and Techniques of Career Counseling. 3 Credits.

Examination of major career development theories and their application to practice. Specific topics include career assessments, gender and cultural implications and career decision-making. Emphasis on practical skills to support client career decisions and development.

Career assessments fee: \$50.

COUN 675 • Child and Adolescent Counseling. 3 Credits.

Overview of the major theories and techniques for working with children and adolescents in counseling. Topics include: behavioral interventions, expressive therapy interventions, communication with school and outside services, legal and ethical issues specific to children and adolescents, and multicultural practice implications. Specific focus on the family system and its engagement in the counseling process.

COUN 680 • Neuroscience, Counseling, and Trauma. 3 Credits.

Introduction to the structure and function of the brain including biological basis of normal behavior and behavioral disorders, the influence of trauma on the brain, and drug influences on behavior. Trauma treatment strategies in counseling and psychopharmacological approaches will be addressed.

COUN 780 • Practicum. 3 Credits.

Initial supervised counseling experience involving individual and group counseling practice in the community. 100 hours of experience at a practicum site including 50 direct client contact hours of which 10 must be group work. Individual and group weekly supervision is required.

COUN 781 • Internship I. 3 Credits.

Supervised counseling internship provides students the opportunity to gain professional and clinical experience providing mental health services to the community. 300 hours of experience at an internship site including a minimum of 120 direct client contact hours. Individual and group weekly supervision is required.

COUN 790 • Internship II. 3 Credits.

Advanced supervised counseling internship provides students the continued opportunity to gain professional and clinical experience providing mental health services to the community. 300 hours of experience at an internship site including a minimum of 120 direct client contact hours. Individual and group weekly supervision is required. Completion of course signified the completion of program clinical training requirements.

ECON • Economics

ECON 635 • Managerial Economics. 3 Credits.
Study of economics, macroeconomics, and microeconomics. Analysis of the economic forces that influence the business environment. Application of economic tools to illustrate how globalization influences performance, strategy, and policy within firms. Analysis of opportunities and risks in a global economic environment.
Prerequisites: LEAD 607.

EDUC • Education

EDUC 594 • General Methods of Effective Instruction. 3 Credits.
Develop effective lesson plans that include all required components. Create effective long-range plans, assessments, and evaluations. Integrate a variety of instructional strategies within lesson plans to meet student needs. Describe appropriate data practices related to student assessment and progress. *Corequisites:* EDUC 595.

EDUC 595 • 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.
Grade exceptions: Graded on an S/U basis.

EDUC 606 • Teacher as Leader. 3 Credits.
Focus is on the centrality of the teacher in the educational process. Examination of a variety of informal and formal ways in which teachers are leaders. Provision of a framework for thoughtful interaction with the changing image of teachers and the challenges of teacher leadership. The format for examining teaching in this light incorporates encounters with autobiography, critical reflection, and large and small group conversation.

EDUC 609 • Lab Safety Workshop. 0 Credit.
Standards of safety and chemical hygiene required to make science laboratories safe learning environments. Standards and federal/state guidelines for safety and hygiene in classroom laboratories. Preparation for ACSC certification. Includes a workshop and follow-up online assignments. (Course may be waived for science majors with extensive lab experience and documented lab safety training.)
Lab fee: \$100. *Special Notes:* Acceptance into *Master of Arts in Teaching* program required for enrollment.

EDUC 611 • Educational Research. 1 Credit.
Development of skills needed to search for, find, review, and summarize scholarly research articles and peer reviewed journals. Introduction to the Bethel University Library's tools which support educational research. Understanding of APA style. Consideration of the connection between a Christian worldview and either a literature review or action research project.
Grade exceptions: Graded on an S/U basis.

EDUC 614 • Educational Research. 1 Credit.
Development of skills needed to search for, find, review, and summarize scholarly research articles and peer reviewed journals. Introduction to the Bethel University Library's tools which support educational research. Understanding of APA style. Consideration of the connection between a Christian worldview and either a literature review or action research project.
Grade exceptions: Graded on an S/U basis. *Special Notes:* Required of all master's degree-seeking students and strongly recommended for students seeking a license. Should be taken with a cohort of the student's same major except with program director's permission.

EDUC 616 • Improving Instruction. 3 Credits. Emphasis is on teaching strategies that will build on the experience of practicing teachers. Examination of a rich variety of approaches to instruction, along with supporting research. Provision of tools to analyze and incorporate the best of the newly emerging teaching methodologies. Particular attention is paid to the characteristics of an effective learning environment, as well as the understanding that how teaching is conducted has an enormous impact on students' ability to educate themselves. Models of teaching are really models of learning. The intent is to impart a renewed sense of the intellectual zest inherent in the craft of teaching and to make each model a potential part of a teacher's repertoire.

EDUC 621 • 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 and the connection between professional responsibilities and personal faith and values.

EDUC 624 • Introduction to Theories and Practices of Teaching and Learning. 3 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. Analysis of theories that influence learning and behavior related to the learning environment. Integration of Christian or personal faith perspective of learning. Corequisites: EDUC 595.

EDUC 630 • General Teaching Methods for 5-12 Classrooms. 3 Credits. Active-learning, activity-centered experience. Application of various pedagogical theories and methods in teaching middle and high school students through the practice of planning, implementation, and assessment procedures.

EDUC 650 • Portfolio and Licensing. 1 Credit. Required of all learners currently enrolled in a Bethel University Graduate School degree program who have a teaching license and are seeking to add a license or to add to a license by taking a program-director-determined list of courses within a license program in a specified content area. Learners will demonstrate proficiency in designated Minnesota state standards via a portfolio.

Grade exceptions: Graded on an S/U basis. Special Notes: Program Director permission and current enrollment in a Bethel University Graduate School degree program required for enrollment.

EDUC 651 • Portfolio and Licensing. 1 Credit. Required of all students not currently enrolled in a Bethel University Graduate School degree program who have a teaching license, and are seeking to add a license, or to add to a license by taking a program-director-determined list of courses within a license program in a specified content area other than those specified in EDUC 653. Students will demonstrate proficiency in designated Minnesota state standards via a portfolio.

Licensure portfolio fee: \$500. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment.

EDUC 653 • Portfolio and Licensing. 1 Credit. Requirement for all students not currently enrolled in a Bethel University Graduate School degree program who have a teaching license and are seeking to add a license or to add to a license by taking a program-director-determined list of courses within a license program in Teachers of Computer, Keyboarding, and Related Technology Applications, or Teacher Coordinator of Work-based Learning. Demonstration of proficiency in designated Minnesota state standards via a portfolio.

Endorsement portfolio fee: \$300. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required.

EDUC 661 • Field Experience. 2 Credits. Participate in field experiences in K-12 schools and other school-based settings in order to apply coursework to authentic teaching experiences, observe educational contexts and receive mentoring from classroom teachers. Practice reflective skills by debriefing field experiences, writing a formative edTPA, and integrating a spiritual worldview.

Grade exceptions: Graded on an S/U basis.

EDUC 663 • Understanding Diversity and Student Needs. 2 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.

EDUC 665 • Teaching Content Area Literacy. 3 Credits.

Emphasis is on the synthesis of multiple forms of literacy within the content area: reading, writing, media, and critical literacy. Students will weave multiple facets of literacy into their content area, with the greatest emphasis on content area reading.

EDUC 668 • Classroom Technology. 1 Credit.

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.

EDUC 680 • Methods of Teaching Mathematics, 5-12. 3 Credits.

Tools for becoming lifelong students of teaching. Instructional methods, class management, assessment strategies, math content in the 5–12 curriculum, the NCTM Principles and Standards, Minnesota K–12 Mathematics Framework, Minnesota Academic Standards, learning theory appropriate to mathematics teaching strategies, tools and technologies for support and enhancement of classroom instruction.

EDUC 681 • Methods of Teaching Science, 5-12. 3 Credits.

Current methods and approaches used in the teaching of science in grades 5-12. Examination of ways to develop and present curriculum with emphasis on content, scientific investigation, inquiry, assessment, and safe laboratory practices.

EDUC 682 • Methods of Teaching Visual Arts, K-12. 3 Credits.

Materials, methods, and curriculum employed in teaching art at both the elementary and secondary levels. Historical survey of philosophy of art education and present trends. Studio time for exploration and application of media suitable for both elementary and secondary levels.

EDUC 683 • Methods of Teaching World Languages and Cultures, K-12. 3 Credits.

Theories of language acquisition, language learning, and classroom methodologies at the elementary and secondary levels. Exploration of instructional resources, uses of technology, evaluative procedures, and classroom management. Development of a philosophy of communicative language teaching and practice in unit planning and teaching. Completion of oral proficiency assessment is required.

EDUC 684 • Methods of Teaching TESOL, K-12. 3 Credits.

Theories of language learning, language acquisition, and classroom methodologies at the elementary and secondary levels. Exploration of instructional resources, uses of technology, evaluative procedures, and classroom management. Development of a philosophy of English as a second language, education, and practice in unit planning and teaching.

EDUC 685 • Methods of Teaching Communication Arts and Literature, 5-12. 3 Credits.

Concepts, strategies, and skills necessary for the successful instruction and assessment of students in grades 5-12 in reading, writing, speaking, media, listening, and literature.

EDUC 686 • Methods of Teaching Business, 5-12. 4 Credits.

Learn practical methods for teaching business education to middle and high school students. Students will connect their knowledge of business, both real world and course work, with an understanding of how students learn and how to best ensure student success in the classroom.

EDUC 687 • Methods of Teaching Social Studies, 5-12. 3 Credits.

Creation of short and long-range learning plans for social studies learners in grades 5-12. Analysis of how content is taught and classroom management is utilized in standards-based middle and high school classes. Design of effective instructional strategies which meet the needs of diverse learners. Implementation of formal and informal assessments.

EDUC 705 • History and Advancement of Work-Based Learning. 3 Credits.

Study of the history and progress of work-based learning. Examination of the federal and state legislation that applies to the field. Gives work coordinators knowledge and tools to turn students' work experiences into meaningful learning experiences. Role of human resources in an organization. Career and technical student organizations. One of three courses needed for the Teacher Coordinator of Work-based Learning License.

EDUC 707 • Designing School-Based Instruction for Work-Based Learning. 3 Credits.

Students design instruction for work-based programs that connect students' school experiences to the world of work. Current employment trends. Employment laws. Evaluation of resources for career development. One of three courses needed for the Teacher Coordinator of Work-based Learning License.

EDUC 709 • Implementing and Monitoring Work-Based Learning. 3 Credits.

Tools teacher coordinators will use to implement work-based learning. Monitoring programs. Collaborating with the community, employers, school officials, and parents. Reporting to state and other agencies. One of three courses needed for the Teacher Coordinator of Work-based Learning License.

Prerequisites: EDUC 705, EDUC 707.

EDUC 711 • Technology Applications for K-12 Schools. 3 Credits.

Technology tools (primarily software) for instructional and student use at the K-12 level. Legal, ethical, and safety issues of technology applications in schools. Software applications, including Microsoft Office suite of programs. Emerging technologies and the changing nature of technology. Writing curriculum designed to integrate technology into content areas.

EDUC 712 • Technology Curriculum Integration for K-12 Schools. 3 Credits.

Strategies for planning and implementing technology integration (teaching and curriculum focus) at the K-12 level. Role of leadership in developing a shared vision for integrating technology into learning. Role of technology coordinator in schools. Keyboarding and other computer input devices. Policies and procedures necessary for the use of technology.

Prerequisites: EDUC 711.

EDUC 713 • Providing Leadership in Educational Technology for K-12 Schools. 2 Credits.

Development of skills for taking a leadership role in district technology planning, implementation, and assessment. Role of leadership in developing a shared vision for integrating technology into learning. Writing plans for the use of technology. Designing professional development activities.

Prerequisites: EDUC 711.

EDUC 715 • Practicum for Teachers of Computers, Keyboarding, and Related Technology for K-12 Schools. 1 Credit.

Complete approximately 30-40 hours of practicum tasks at a school site, gaining hands-on experience in the use of technology to enhance learning. Write and teach keyboarding and other technology curriculum. Participate in technology planning and integration. Job shadow and interview technology leaders.

Prerequisites: EDUC 711, EDUC 712, EDUC 713.

Grade exceptions: Graded on an S/U basis.

EDUC 718 • Methods of Online Teaching for K-12. 3 Credits.

Study of distance learning theories and best pedagogical practices of online course design and delivery. Use a learning management system to design online course content. Facilitate a strong sense of community and collaboration. Create effective supporting structures, foster effective online classroom management, evaluate student learning, and provide appropriate feedback and assessment.

EDUC 730 • Introduction to Differentiation and Responsive Teaching. 3 Credits.

Overview of the theory and research of differentiated instruction as a model for acquiring content, in processing ideas and in developing products to effectively address varying student needs in the K-12 classroom. Focus is on instructional strategies and the practical application of differentiation in the teacher-student's classroom. Meeting the needs of students with disabilities will be emphasized.

EDUC 731 • Responsive Pedagogy for English Language Learners. 3 Credits.

An overview of second language acquisition theories as the foundation for understanding learning processes of a second language learner. Focus is on differentiation for language proficiency levels and levels of former schooling while keeping the rigor of the grade-level content. Strategies for intentional academic language teaching within each content area will drive the lesson planning approach in this course. Crucial factors that influence the acquisition of the second language such as linguistic and cultural identity negotiation will also be addressed.

EDUC 732 • Culturally Responsive Instruction. 3 Credits.

Through stories, students will examine multicultural research, theory and practice. Students will explore their role as teacher in a culturally changing learning environment as they develop instructional strategies based on research-based best practice to become culturally responsive practitioners.

EDUC 745 • ENVoY: The 7 Gems. 3 Credits.

A deep examination of the underlying patterns of nonverbal communication that make teachers effective classroom managers. Systematic use of specific nonverbal skills which enable teachers to reinforce consistent and fair parameters while preserving relationships with students, and honoring unique learning styles and cultural backgrounds.

EDUC 746 • Classroom Charisma. 3 Credits.

Students apply classroom strategies that operate from influence instead of power to form relationships according to the unique personalities of individual students: specifically, accommodating versus independent students.
Prerequisites: EDUC 745.

EDUC 747 • Group Dynamics in a Healthy Classroom. 4 Credits.

A culmination of concepts, skills, and behaviors associated with effective classroom management. The most difficult management situations faced by teachers are when attempting to manage the individual and the class at the same time. A sophisticated look at the intricacies of group dynamics in the classroom through practical axioms and skills that can be applied immediately.

Prerequisites: EDUC 745, EDUC 746.

EDUC 750 • Student Teaching Seminar. 5 Credits.

Development of reflective skills, professional qualities, and instructional and evaluative skills. Clarification of personal teaching/learning beliefs, modification of instruction for diverse student needs, and development of effective learning environments. Embedded differentiated instruction for ELS and special education students in the general education classroom. Refinement of assessment strategies and classroom management techniques that maximize student learning.

ENVoY classroom management training fee: \$60.

Grade exceptions: Graded on an S/U basis.

EDUC 751 • Special Education Student Teaching Seminar. 3 Credits.

Development of strategies using personal and professional efficacy skills along with an engagement of school and community resources to provide instruction. Consideration of the learner's needs while aligning an instructional plan to help ensure student success. Identification of the impact that second language has on learning. Application of appropriate academic language related to lesson planning, instruction, and assessment in the K-12 environment.

Prerequisites: All other courses in program. EdTPA

fee charged by Pearson Education, Inc. Grade

exceptions: Graded on an S/U basis. Corequisites: SPED 780 or SPED 781 or SPED782 or SPED 784.

EDUC 755 • Preparing the Thesis/Action Research Project. 1 Credit.

Assists students in preparing their master's thesis or conducting an action research project. Focus is on the design process and includes the following topics: information on the nature and scope of the master's thesis/action research project; selection and refinement of topic; APA style; and the oral examination process.

Prerequisites: EDUC 614. Grade exceptions: Graded on an S/U basis.

EDUC 756 • Preparing the Thesis/Action Research Project. 1 Credit.

Assists students in preparing their master's thesis or conducting an action research project. Focus is on the design process and includes the following topics: information on the nature and scope of the master's thesis/action research project; selection and refinement of topic; APA style; and the oral examination process.

Prerequisites: EDUC 614. Grade exceptions: Graded on an S/U basis.

EDUC 771 • Curriculum Processes. 3 Credits.

First of four courses required to register for an International Baccalaureate (IB) Teacher Award. The IB Curriculum Processes focus on international mindedness and how IB's mission and philosophy promote it; learning principles underpinning IB curriculum; curriculum and instructional designs that make the Primary Years, Middle Years, and Diploma programs unique; and implications the IB mission and philosophy have for worldviews.

EDUC 772 • Assessment and Learning. 3 Credits.

Second of four courses required to attain the International Baccalaureate (IB) Certificate in Teaching and Learning. The role of assessment in IB. The assessment strategies and tools that are emphasized in all three IB programs. The assessment strategies and tools that make the three IB programs unique. How assessment is connected to international-mindedness.

Prerequisites: EDUC 771.

EDUC 773 • Teaching and Learning. 3 Credits.

Third of four courses required to attain the International Baccalaureate (IB) Certificate in Teaching and Learning. Learning strategies to effectively implement the three IB programs. Teaching strategies, learning activities, and resources that support student outcomes of the three IB programs. How the three IB programs support learning needs of all students. Integration of faith and international-mindedness into teaching and learning.

Prerequisites: EDUC 771, EDUC 772.

EDUC 774 • Capstone. 1 Credit.

Final of four courses required to attain the International Baccalaureate (IB) Certificate in Teaching and Learning. The nature and importance of reflective and collaborative work in effective education. How reflective practice and collaborative work support IB standards and practice. Experiences contributing to others' learning for the purpose of becoming better members of the global community.

Prerequisites: EDUC 771, EDUC 772, EDUC 773.

EDUC 778 • Student Teaching Placement I. 5 Credits.

Prior course knowledge and skills will be practiced under the supervision of a cooperating teacher and a college supervising teacher while students teach. In the field experience and through two student teaching placements, students will have teaching experience at the elementary, middle, and high school levels.

EdTPA fee: \$300, lab fee: \$50, out-of-region fee: \$100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Taken concurrently with EDUC 750. Departmental approval required for enrollment.

EDUC 779 • Student Teaching Placement II. 3 Credits.

Continued practice of prior teaching experience under the supervision of a cooperating teacher and a college supervising teacher while students teach.

Out-of-region fee: \$100, out-of-state fee: varies.

Grade exceptions: Graded on an S/U basis.

Special Notes: Departmental approval required for enrollment. Taken concurrently with EDUC 750.

EDUC 790 • Writing the Thesis/Action Research Project. 3 Credits.

Exploration of a significant educational issue relevant to the student's professional involvement through an independent, individually supervised thesis or project.

Prerequisites: EDUC 614, either EDUC 755 or EDUC 756.

Grade exceptions: Graded on an S/U basis.

EDUC 800 • Historical, Cultural, and Philosophical Issues Impacting School Administration. 3 Credits.

Historical, cultural, and philosophical roots and trends that have contributed to educational practices today. Current and emerging roles of educational leaders in the establishment of policy and practice, both in the school and the community at large. Current prevailing cultural and philosophical "drivers" in students' educational settings.

Ed.D. assessment fee: \$300.

EDUC 801 • Historical, Cultural, and Philosophical Issues Impacting Educational Leadership. 3 Credits.

Historical, cultural, and philosophical roots and trends contributing to higher education educational practices. Current and emerging roles of educational leaders in light of these roots and trends. Practices of self-differentiation and reflection essential to processes of personal formation and ability to inspire and lead positive change in our diverse world. Current prevailing cultural and philosophical “drivers” in students’ educational settings.

Ed.D. assessment fee: \$300.

EDUC 805 • Principles of Organizational Leadership. 3 Credits.

Theory and practice of leadership applied to educational settings. Organizational leadership theories and change theory with emphasis on their implementation in practical educational settings while incorporating a faith-informed worldview. Philosophical and values anchors, shared priorities and commitments, and vision through policy and program development.

EDUC 807 • Organizational Leadership in Higher Education. 3 Credits.

Analysis of theories related to higher education leadership, organization, and culture, and associated application to decision making, organizational change and conflict management. Connection of organizational theories and cultural concepts with effective approaches to leadership that includes integration of faith and values into developing personal leadership capabilities.

EDUC 810 • Curriculum and Instructional Management and Student Development. 3 Credits.

Fundamentals of curriculum design, planning and implementation; trends, issues, forces, and ideas affecting curriculum. Synthesis of knowledge gained from curriculum and from professional experience. Cognitive and behavioral issues and theories of learning affecting student performance. Techniques for working with culturally and academically diverse student populations and for managing varied types of student behavior. Implications for staff development.

EDUC 812 • Curriculum Design and Instructional Management in Higher Education. 3 Credits.

Students analyze the fundamentals of effective curriculum design and implementation, as well as trends, issues, forces, and ideas affecting higher education. Theories of learning as they affect the performance of both undergraduate and graduate-level students are synthesized, and appropriate models for providing professional development for academic departments are investigated.

EDUC 815 • Technology in K-12 Education. 3 Credits.

Importance of technology in administrative and academic affairs. Computing competence for administrative functions and educational leadership. Administrative and academic computing applications and systems, district-wide networking, budgeting, and legal/moral issues to guide district policy. Hands-on experience, visiting prototype programs, and viewing students’ work environments. Designing and conducting system-wide technology audits.

EDUC 818 • Comparative Analysis of Issues in Higher Education. 3 Credits.

Examination of the forces that affect higher education globally. Analysis of the global issues relevant to various aspects of higher education. Description of the historical roots of higher education globally. Application of a critical lens to debates in higher education. Evaluation of higher education across cultural and national contexts.

EDUC 820 • Doctoral Research I. 3 Credits.

Introduction to the philosophical foundations of empirical research with an emphasis on qualitative research design and methodology. Basic principles and philosophy of naturalistic (field) inquiry methods are introduced. Research design, analysis, and interpretation of qualitative methods are explored. Critique and analysis of qualitative research in the literature is a primary learning activity. Grade type chosen must remain consistent for EDUC 820, EDUC 845, EDUC 850, and EDUC 870.

Grade exceptions: Graded on an A-F or S/U basis.

EDUC 825 • Leading in a Complex and Pluralistic Society. 3 Credits.

Identification and analysis of cultural identities and the role of culture in the formation of worldview. Cultural distinctions of subgroups and adapting educational programming to diverse stakeholders. Assessment and planning for a positive environment for students and staff members.

EDUC 827 • Leading in a Complex and Pluralistic Society. 3 Credits.

Exploration of the dynamics of engaging differences, including cultural, ethnic, religious, gender, ability, and age differences. Focus on providing effective leadership in pluralistic systems, including creating a hospitable organizational environment and maintaining relationships with diverse partners and stakeholders. Analysis of one's assumptions, beliefs, behaviors, and capacities with regard to differences.

EDUC 830 • Administration of Essential Educational Programs. 3 Credits.

Audit of school's essential programs. Examination of valuable educational practices that successfully address the needs of students and staff. Development of specific plans for school environment that consists of student engagement, attention to safety, relationships, and creating a learning atmosphere where students and staff thrive. Application of a personal belief system and exploration of best practices.

EDUC 832 • Leadership of Academic & Support Systems in Higher Education. 3 Credits.

Students analyze leadership within academic and support departments in colleges and universities. Topics include college student development, human resource departments, communication and marketing, security and safety, scheduling, alumni services, accreditation, and admissions. Students integrate their personal values and belief system with identified best practices in affirming their personal style of serving as inspirational leaders.

EDUC 835 • Measurement and Assessment. 3 Credits.

Concepts and skills involved in employing descriptive statistics. Exploration of principles and practices involved in educational institutions' assessment processes including their uses, misuses, and limitations. Investigation and discussion of ethical issues in assessment, factors that influence test performance, and issues found in current scholarly research.

EDUC 837 • Institutional Assessment in Higher Education. 3 Credits.

Examination of institutional assessment practices in higher education settings. The course focuses on having students engage in activities that are similar to what Assessment Directors in Higher Education do in their work. Topics include creating effective outcomes, developing ways to authentically measure outcomes, and writing clear assessment reports.

EDUC 840 • Administrative Operations and Personnel Administration. 3 Credits.

Major categories and practical actions required to lead the operations of a modern school or district by building on the philosophical and contextual ideas from earlier courses or learners' experiences. Development of skills of organizational supervision and management, delegation of authority and accountability, internal and external administrative communications, politics in education, and public and media relations.

EDUC 842 • Strategic Leadership in Higher Education. 3 Credits.

Comprehension of strategic and adaptive leadership practices and application to organizational challenges. Analysis of personal strategic leadership strengths and limitations. Identification of how leadership can improve diversity, inclusion, and equity in institutional settings. Analysis of behaviors and traits for strategic innovation. Identification of how faith/values impact leadership philosophy.

EDUC 845 • Doctoral Research II. 3 Credits.

Development of empirical research with an emphasis on quantitative research. Basic principles and philosophy of post-positivist worldview are examined. Research design, analysis, and interpretation of quantitative methods are explored. Critique and analysis of quantitative research in the literature is a primary learning activity. CITI ethics training modules are completed.

Prerequisites: EDUC 820. *Grade exceptions:* Graded on an A-F or S/U basis. (See EDUC 820.)

EDUC 846 • Academic Writing for Graduate Students. 3 Credits.

Application of the process approach and stylistic devices appropriate to research writing. Synthesis of others' work through summarizing, paraphrasing, and quoting. Demonstration of knowledge and skill in using APA citation style. Practicing of curiosity, open-mindedness, humility, and intellectual courage. Scaffolded approach to creation of a research paper or literature review.

EDUC 850 • Doctoral Research III. 3 Credits.

Exploration and examination of qualitative and quantitative research; particularly sampling, measurement, data collection and data analysis. Training in the use of both qualitative and quantitative data analysis software. Development of the dissertation prospectus is the key learning activity.

Prerequisites: EDUC 845. *Grade exceptions:* Graded on an A-F or S/U basis. (See EDUC 820.)

EDUC 855 • Administrators as Agents of Change. 3 Credits.

Development of visionary leadership capacity and skill for designing and sustaining meaningful educational change. Analysis of current trends in our world while considering their impact on education. Identification of a complex change initiative in context/setting and development of strategies for implementing significant change.

EDUC 857 • Leaders as Agents of Change in Higher Education. 3 Credits.

Immersion into educational change and problem-solving process in higher education. Need for change, visionary leadership capacity and skills for designing, leading, and sustaining meaningful ongoing educational change. Current changes and trends, their impact on education, leaders in change. Change literature. Complex change initiatives in students' own context/setting. Philosophies and strategies for implementing significant change.

EDUC 858 • Re-imagining Higher Education. 3 Credits.

Consider the future of higher education and the leadership needed. Issues and trends in the current and emerging field higher education, including equity and access, finances and affordability, and competing models and non-traditional offerings, are revisited and intersected with personal growth and leadership formation.

Prerequisites: EDUC 818.

EDUC 859 • Student Engagement in Higher Education. 3 Credits.

Theory and practice of student development, student success, and academic engagement in higher education. The practical application of student development, academic success, and student retention theories through policies, strategies, interventions, and trust-worthy practices for diverse students groups, including traditional, non-traditional, and online.

EDUC 860 • Legal Issues in School Administration. 3 Credits.

Legal foundations of educational policy, statutory themes, and case law as they affect the needs of school administrators in daily responsibilities and practices. Legal basis for relationships among school districts and federal, state, and local government. Processes of dealing with legal issues and risks faced by academic institutions and administrators, including current issues in students' work environments.

EDUC 862 • Legal Issues in Higher Education. 3 Credits.

Students focus on the legal foundation, framework, and issues relevant to higher education institutions. Students critique and interpret the legal and regulatory basis for relationships among educational institutions and external stakeholders. Students analyze the processes of dealing with the legal issues and risks faced by academic institutions and leaders.

EDUC 865 • Resource Management in K-12 Education. 3 Credits.

Sources and expenditure of fiscal and other resources in education. Development of competencies include school board/administration resource planning and prioritizing, budgeting, and resource allocation and management. Analysis and critique of the structure and implementation of a district's budget.

EDUC 867 • Budgeting and Fiscal Management in Higher Education. 3 Credits.

Students learn about the economic engines of higher education, budgeting concepts, factors that drive revenue and expenses in higher education, and practices that ensure accountability, accuracy, and transparency. Students also gain skills in budgeting processes and advocacy, and calculating costs of academic programs.

EDUC 870 • Doctoral Research IV. 3 Credits.

Development of data collection, data analysis and presenting results in research. Design a data collection tool or protocol, collect data with the tool (field test) and analyze collected data. Complete the dissertation prospectus.

Prerequisites: EDUC 850. *Grade exceptions:* Graded on an A-F or S/U basis. (See EDUC 820.)

EDUC 875 • Special Education Policy, Law, and Finance. 2 Credits.

Students will engage in discussion, activities, and reflection that prepare them as educational leaders to implement effective special education programs in local school districts. Primary objectives include assisting students in understanding special education policy, special education law, and special education finance and applying this learning in an educational leadership role.

EDUC 876 • Special Education Organization Management. 2 Credits.

Students will engage in discussion, activities, and reflection that prepare them as educational leaders to oversee and influence special education organization management. Primary objectives include assisting students in understanding roles that policy and procedures play in school district governance and administration, demonstrating knowledge of statutory regulations affecting special education governance, and understanding various special education administrative models utilized in Minnesota.

EDUC 880 • Comprehensive Examination. 0 Credit.

Comprehensive examination and the portfolio review after completion of the student's final didactic course.

Grade exceptions: Graded on an S/U basis.

EDUC 881 • Comprehensive Examination and Portfolio Review. 1 Credit.

Comprehensive examination and the portfolio review after completion of the student's final didactic course.

Grade exceptions: Graded on an S/U basis.

EDUC 882 • Directed Study. 1-6 Credits.

Individual educational objectives in a specific area of study. Independent reading and/or research, or travel with related study. Designed in cooperation with program director and cohort advisor. Can also be taken by Ed.D. students completing not seeking a license.

EDUC 883 • Scholarly Advancement in K-12 Leadership. 3 Credits.

Advance scholarship through professional development engagement. Synthesize faith, personal beliefs, coursework, and personal experience with new learnings. Articulate leadership formation relevant to course experience.

Grade exceptions: Graded on an S/U basis.

EDUC 885 • Individualized Project in Higher Education. 3-4 Credits.

Students design and complete a practical application project that integrates concepts and insights from courses, research, and personal experiences.

Grade exceptions: Graded on an S/U basis.

Repeatable course Course may be repeated for credit.

EDUC 886 • Principal Internship. 3 Credits.

School-based experience of at least 320 hours in one year. 240 hours at one setting and 40 hours at each of the other two levels. Joint supervision of Bethel faculty member and onsite licensed and practicing principal. May be paid or unpaid. Direct experience in administrative duties and synthesis of learning between academic program and administrative needs of host district.

Grade exceptions: Graded on an S/U basis.

EDUC 887 • Superintendent Internship. 3 Credits. School-based experience of at least 320 hours in one year, up to 280 hours in the primary setting, at least 40 hours in a second setting. Joint supervision of Bethel faculty member and onsite licensed and practicing principal. May be paid or unpaid. Direct experience in administrative duties and synthesis of learning between academic program and administrative needs of host district.

Grade exceptions: Graded on an S/U basis.

EDUC 888 • Teaching Internship. 1-4 Credits. Teaching internship for students seeking an administrative license without the required teaching experience.

Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment.

EDUC 889 • Director of Special Education Internship. 3 Credits.

School-based experience of at least 320 hours in 1 year; at least 40 hours at a special education administrative unit other than student's primary experience. Jointly supervised by Bethel faculty member and onsite licensed and practicing director of special education. Direct experience in administrative duties; synthesis of learning between academic program and administrative needs of host district.

Grade exceptions: Graded on an S/U basis.

EDUC 890 • Dissertation Phase One. 6 Credits. Major research project developed over the duration of the program. Standard doctoral-level academic measurement, statistical, analytical, interpretive, documenting, and writing techniques are required. The courses in qualitative research, quantitative research, and measurement and assessment provide philosophy, theory, and skills support for this component. Topics developed with dissertation advisor, who will advise during development dissertation and will chair dissertation committee.

Grade exceptions: Graded on an S/U basis.

EDUC 891 • Dissertation Phase Two. 6 Credits. A continuation of EDUC 890. Students are automatically registered for this course during the term following EDUC 890. Successful defense of the dissertation is required prior to graduation. This course must be completed within seven consecutive years (21 consecutive academic terms) from the beginning of the course.

Prerequisites: EDUC 890. Grade exceptions: Graded on an S/U basis.

LEAD • Leadership Foundations

LEAD 607 • Engaging Your Potential. 0 Credit. Orientation to Bethel University Graduate School, the MBA and MA Strategic Leadership programs, and the career coaching process.

LEAD 611 • Leadership Theory & Personal Agency. 3 Credits.

Analysis of leadership theory and research as it applies to individuals and organizations. Evaluation of personal leadership capacities and the design of a specific plan for capacity increase. Analysis of the relationship between personal faith and leadership service.

Prerequisites: LEAD 607.

LEAD 621 • Worldview, Ethics and Leadership. 3 Credits.

Explore Biblical, historical, and contemporary ethical frameworks. Explore how one's personal spirituality and vision of the world impacts one's leadership. Understand the biblical and theological foundations of leadership. Analyze the nature of ethical issues relating to personal integrity and leadership. Articulate personal foundations for ethical leadership.

Prerequisites: LEAD 607.

LEAD 631 • Leading Change in a Changing World. 3 Credits.

Forecasting and designing alternative futures for organizations. Understanding organizational change as it relates to mission, strategies, tactics, and structure. Strategic planning and opportunity generation in light of theory, historical trends, environmental factors, and organizational capabilities.

Prerequisites: LEAD 607.

LEAD 641 • Organizational Diagnostics and Health. 3 Credits.

Examination of theory and research surrounding organizational structures and behavior. Assessment of organizational health at multiple levels in light of relevant research, theory, and organizational relationships and patterns. Sustainment or improvement of organizational health through leadership techniques that enhance organizational effectiveness and empower individuals.

Prerequisites: LEAD 607.

LEAD 651 • Leadership Formation and Strategic Talent Management. 3 Credits.

Global thought leadership, current theory, and best practice implementation on building leadership cultures and coaching emerging leaders. Understanding structures and systems that foster talent development, employee engagement, retention, and effective succession planning. Introduction to research, best practices, and formal processes to address leadership competency gaps through individual development planning.

Prerequisites: LEAD 607.

LEAD 789 • MBA/MASL Dual-degree Portfolio Addendum. 0 Credit.

Synthesis of key learnings from the two master's degree programs after having completed LEAD 795 for the first master's degree.

Prerequisites: LEAD 611, LEAD 621, LEAD 631, LEAD 641, LEAD 651, LEAD 795. Grade exceptions: Graded on an S/U basis.

LEAD 795 • Integrative Team Capstone. 3 Credits.

Culmination of leadership courses as students continue in graduate work. Foundation for a collaborative project that synthesizes scholarship and practice around the development of a real-life business/leadership project. Exploration of interconnections within business and connections with other aspects of life.

Prerequisites: LEAD 611, LEAD 621, LEAD 631, LEAD 641, LEAD 651. Grade exceptions: Graded on an S/U basis.

NURS • Nursing

NURS 602 • Midwifery Perspectives. 3 Credits.

Understand the historical, cultural, and societal influences for the development of nurse-midwifery care and the midwifery profession.

Exam proctoring fee: \$18.

NURS 606 • Advanced Health Assessment for Advanced Practice Nurses. 4 Credits.

Enhance knowledge and skills of history taking, physical assessment, and clinical reasoning from a holistic perspective in order to prepare for practice as a nurse-midwife.

Clinical immunization documentation tracking and verification fee: \$70, live model patient fee: \$100, Typhon clinical tracking system fee: \$90.

NURS 611 • Advanced Pharmacology for Advanced Practice Nurses. 3 Credits.

Nurse-Midwifery application of the principles of pharmacotherapy to promote health and manage illness from a client-centered perspective for diverse populations across the lifespan.

Prerequisites: NURS 620, NURS 673. Exam proctoring fee: \$18.

NURS 614 • Nurse-Midwifery I: Healthcare for Women and Primary Care. 4 Credits.

Integrates theory and evidence, related to gynecological and primary care, for holistic management and support of women's health throughout the lifespan.

Prerequisites: NURS 620, NURS 673. Exam proctoring fee: \$18.

NURS 615 • Global Perspectives of Health. 3 Credits.

Development of a global perspective on social determinants of health. Integration of concepts of interprofessional collaboration including the disciplines of epidemiology, ecology, economics, politics, and religion in determining culturally responsive strategies to improve health.

NURS 616 • Nurse-Midwifery II: Antepartal Care. 3 Credits.

Integrates theory and evidence related to normal and high-risk antepartal care.

Prerequisites: NURS 606, NURS 620, NURS 626, NURS 673. Exam proctoring fee: \$18.

NURS 617 • Nurse-Midwifery III: Intrapartum and Postpartum Care. 4 Credits.

Integrates theory and evidence related to intrapartum and postpartum care.

Prerequisites: NURS 606, NURS 611, NURS 614, NURS 616, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716. Typhon clinical tracking system fee: \$90, exam proctoring fee: \$18, lab materials fee: \$100, verified credentials fee: \$40.

NURS 618 • Nurse-Midwifery IV: Newborn Care. 2 Credits.

Integrates theory and evidence related to care of the healthy newborn.

Prerequisites: NURS 606, NURS 611, NURS 612, NURS 614, NURS 616, NURS 619, NURS 620, NURS 626, NURS 714, NURS 716. Exam proctoring fee: \$18.

NURS 619 • Fetal Evaluation. 1 Credit.

Integrates theory and evidence related to evaluation of antepartal and intrapartal fetal status.

Prerequisites: NURS 673. Exam proctoring fee: \$18.

NURS 620 • Reproductive Physiology for Advanced Practice Nurses. 3 Credits.

Analysis of the normal physiologic basis for reproduction in humans that serves as the foundation for clinical assessment, decision making, and management for nurse midwives.
Exam proctoring fee: \$18.

NURS 626 • Evidence Translation for Practice. 3 Credits.

Overview of nursing research process and methodologies, with an emphasis on critical appraisal of evidence for improving nursing practice.

NURS 656 • Entrepreneurial Nursing. 3 Credits.

Development of an entrepreneurial nursing venture that enhances healthcare delivery and includes exploration of funding opportunities.

NURS 673 • Advanced Pathophysiology. 3 Credits.

Analysis of the physiologic basis for manifestations of altered structure and function. Differences in physiologic responses to health and illness in diverse populations across the lifespan are addressed from a nursing perspective.

NURS 714 • Nurse-Midwifery I: Practicum. 2 Credits.

Applies the midwifery management process, theory, and evidence to provide holistic gynecological and primary care for women throughout the lifespan.

Prerequisites: NURS 606, NURS612, NURS 620, NURS 626. Background check fee: \$20, malpractice insurance fee: \$167, simulation fee: \$50.

NURS 716 • Nurse-Midwifery II: Practicum. 2 Credits.

Applies the midwifery management process, theory, and evidence to provide holistic care for normal and high-risk childbearing families.

Prerequisites: NURS 606, NURS 620, NURS 626, NURS 673. Simulation fee: \$50.

NURS 717 • Nurse-Midwifery III: Practicum. 3 Credits.

Applies the midwifery management process, theory, and evidence to provide holistic care during labor, birth, and the postpartum period.

Prerequisites: NURS 606, NURS 611, NURS 614, NURS 616, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716.

NURS 718 • Nurse-Midwifery IV: Practicum. 1 Credit.

Applies the midwifery management process, theory, and evidence to provide holistic care to the healthy newborn.

Prerequisites: NURS 606, NURS 611, NURS 614, NURS 616, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716.

NURS 753 • Professional Issues for Nurse-Midwives. 4 Credits.

Understand the political and economic bases of nurse-midwifery practice. Enhance knowledge of professional issues that impact the practicing APN.

Prerequisites: NURS 602, NURS 606, NURS 611, NURS 614, NURS 615, NURS 616, NURS 617, NURS 618, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716, NURS 717, NURS 718.

Simulation fee: \$50.

NURS 754 • Clinical Integration for Nurse-Midwives. 7 Credits.

Integrates, applies, and reflects upon the midwifery management process, theory, and evidence to provide holistic care to women across the lifespan and the healthy newborn in a variety of settings.

Prerequisites: NURS 602, NURS 606, NURS 611, NURS 614, NURS 615, NURS 616, NURS 617, NURS 618, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716, NURS 717, NURS 718.

Malpractice insurance fee: \$167.

NURS 760 • Directed Study. 1-4 Credits.

Directed study experience under the guidance of a faculty member.

Repeatable course This course may be repeated with different learning objectives for credit.

NURS 793 • Nurse-Midwifery Master's Project. 2 Credits.

Application of key components of the research process with a focus on critical review of the literature exploring nurse-midwifery problems defined in collaboration with clinical partners. Format: Seminar.

Prerequisites: NURS 602, NURS 606, NURS 611, NURS 614, NURS 615, NURS 616, NURS 617, NURS 618, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716, NURS 717, NURS 718.

NURS 800 • The Art and Science of Advanced Nursing Practice. 3 Credits.

Articulation of the DNP role in developing and evaluating approaches to practice and improving healthcare. Interrelationships between nursing knowledge, theory, and science and other disciplines to promote change. Analysis of evidence-based development, implementation, and evaluation of healthcare practices. Integration of ethical principles and Christian perspectives in analyzing knowledge and theories.

NURS 805 • Evidence Appraisal and Translation Science. 3 Credits.

Skills for critically appraising existing evidence as a basis for improved healthcare practice in light of effectiveness, ethical principles, and Christian perspectives. Examination of methods to measure outcomes and to translate and implement evidence. Overview of designing guidelines that improve healthcare practice and outcomes. Introduction to the process of dissemination.

Prerequisites: NURS 850.

NURS 810 • Healthcare Policy and Advocacy. 3 Credits.

Examination of healthcare policy process at the institutional, local, state, regional, federal, and international levels. Preparation to design, influence, implement, and advocate for health care policies to strengthen the nursing profession and to improve the health status of populations.

NURS 815 • Healthcare Economics and Finance. 3 Credits.

Utilization of healthcare economics and finance to examine complex strategic and operational decisions related to improving health outcomes within systems of care. Analyze basic economics and financial concepts to formulate healthcare strategies as applicable to the healthcare industry.

NURS 820 • Population Health and Epidemiology. 3 Credits.

Utilization of epidemiology to promote leadership in clinical prevention and population health. Analysis of the impact policies, socioeconomic status, and the environment have on diverse populations within the framework of healthcare access, quality of care, and cultural sensitivity. *Verify Immunizations and Background Check: \$100.*

NURS 825 • Leadership and Interprofessional Collaboration. 4 Credits.

Examination of critical topics related to leadership principles and organizational systems; including improving clinical practice management, patient safety, interprofessional collaboration, and health outcomes. Designed to facilitate the development of the skills needed to coordinate care and lead practice change and reduce healthcare disparities. Intensive/Lab Fee: \$100.

NURS 835 • Healthcare Innovations and Informatics. 3 Credits.

Examination of information management and technology systems to promote safe, quality, and cost-effective healthcare. Development of knowledge and technical skills related to the fields of informatics and healthcare innovations. Explore standards, clinical decision support systems, data management systems, big data, and patient care technologies. Informatics simulation: \$50.

NURS 840 • DNP Practicum I. 2 Credits.

Enhancement of knowledge and clinical expertise through interaction with experts in the DNP project area of study. Synthesis of DNP leadership roles with assessment, intervention, evaluation and collaboration to improve healthcare outcomes.

Prerequisites: NURS 800, NURS 850. Malpractice Insurance: \$200. Immunization Tracking and Background Check: \$100.

NURS 841 • DNP Practicum II. 1 Credit.

Enhancement of knowledge and clinical expertise through interaction with experts in the DNP project area of study. Demonstrate synthesis of DNP leadership roles with assessment, intervention, evaluation and collaboration to improve healthcare outcomes.

Prerequisites: NURS 840.

NURS 842 • DNP Practicum III. 2 Credits.

Enhancement of knowledge and clinical expertise through interaction with experts in the DNP project area of study. Demonstrate synthesis of DNP leadership roles with assessment, intervention, evaluation and collaboration to improve healthcare outcomes.

Prerequisites: NURS 841. Malpractice Insurance: \$200.

NURS 843 • DNP Practicum IV. 2-3 Credits.

Enhancement of knowledge and clinical expertise through interaction with experts in the DNP project area of study. Demonstrate synthesis of DNP leadership roles with assessment, intervention, evaluation and collaboration to improve healthcare outcomes.

Special Notes: Required for students transferring less than 600 practicum hours from their master's program.

NURS 850 • Application of Biostatistics for Healthcare. 2 Credits.

Biostatistical skills for critical appraisal of literature, including factors that contribute to validity, reliability, and generalizability of research. Interpretation of statistical output from scientific data sets using biostatistical skills. Appraisal of the rigor and appropriateness of biostatistical methods used in relation to the findings in selected research studies.

NURS 887 • DNP Project I: Idea Generation and Literature Appraisal. 3 Credits.

Development of a relevant question to improve practice guidelines, practice, or the practice environment. Critical evaluation of literature to determine the best evidence. Consideration of diverse cultures, vulnerable and underserved communities. Leadership skills for collaboration with interprofessional teams. Synthesis of evidence to create the critical appraisal for the DNP project.

Prerequisites: NURS 850.

NURS 888 • DNP Project II: Implementation Plan. 2 Credits.

Integration of theories from nursing and other disciplines to develop an implementation plan. Development of evidence-based intervention for nursing practice using implementation science and technology. Consideration of diverse, vulnerable and underserved communities. Leadership skills to collaborate with interprofessional teams. Application of ethical principles and Christian perspectives to the implementation plan.

Prerequisites: NURS 805, NURS 840, NURS 850, NURS 887.

NURS 889 • DNP Project III: Implementation. 1 Credit.

Apply the critical appraisal of the literature to improve practice and clinical outcomes. Implement the plan developed in Project II.

Prerequisites: NURS 888.

NURS 890 • DNP Project IV: Analysis. 1 Credit.

Synthesize and lay the foundation for future research by using evidence to improve either practice or clinical outcomes. Analyze and evaluate the effectiveness of the implementation plan and the DNP project and disseminate the findings.

Prerequisites: NURS 889.

PHAS • Physician Assistant**PHAS 601 • Introduction to History and Physical Examination.** 2 Credits.

This is the first of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant.

This first course focuses on history taking and physical examination in the healthy adult.

Corequisites: PHAS600L. Malpractice Fee: \$90.

PHAS 601L • Introduction to History and Physical Examination Lab. 1 Credit.

Laboratory experience accompanying PHAS 601.

Corequisites: PHAS 601. Exam fee: \$50.

PHAS 602 • Patient Assessment and Diagnostics I. 2 Credits.

This is the second of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in PHAS 612.

Corequisites: PHAS 602L. Malpractice insurance fee: \$90.

PHAS 602L • Patient Assessment and Diagnostics Lab I. 1 Credit.

Laboratory experience accompanying PHAS 602.

Corequisites: PHAS 602. All of E fee: \$80.

PHAS 603 • Patient Assessment and Diagnostics II. 3 Credits.

This is the third of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in PHAS 613.

Corequisites: PHAS 603L. Malpractice insurance fee: \$90.

PHAS 603L • Patient Assessment and Diagnostics Lab II. 1 Credit.

Laboratory experience accompanying PHAS 603.
Corequisites: PHAS 603. *Lab fee:* \$50.

PHAS 604 • Patient Assessment & Diagnostics III. 1 Credit.

This is the fourth of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in PHAS 614.

Corequisites: PHAS 604L. *Malpractice insurance fee:* \$90.

PHAS 604L • Patient Assessment and Diagnostics Lab III. 1 Credit.

Laboratory experience accompanying PHAS 604.
Corequisites: PHAS 604.

PHAS 611 • Foundation to Clinical Medicine. 4 Credits.

Designed as an introduction to clinical medicine topics, this course will lay the foundation for future clinical medicine courses by helping the student understand and apply fundamental concepts to patient care. Topics presented include radiological imaging, infectious disease, oncology, genetics, and fundamentals of pharmacology, immunology, preventative medicine, and laboratory studies.

PHAS 612 • Clinical Medicine I. 6 Credits.

This course is the first of a three-course sequence, which provides students with a systematic approach to the etiology, epidemiology, manifestations, laboratory and diagnostic studies, prognosis, and treatment of disease. This course will focus on, but is not limited to, hematological, cardiovascular, pulmonary, genitourinary, and renal systems.

PHAS 613 • Clinical Medicine II. 7 Credits.

This course is the second of a three-course sequence, which provides students with a systematic approach to the etiology, epidemiology, manifestations, laboratory and diagnostic studies, and prognosis and treatment of specific diseases. This course will focus on, but is not limited to, dermatologic, endocrine, neurologic, psychiatric, musculoskeletal, rheumatologic, gastrointestinal systems, and geriatrics.

PHAS 614 • Clinical Medicine III. 5 Credits.

This course is the third of a three-course sequence, which provides students with a systematic approach to the etiology, epidemiology, manifestations, laboratory and diagnostic studies, and prognosis and treatment of specific diseases. This course will focus on, but is not limited to: women's health, pediatrics, ENT/ophthalmology/allergy, surgery, and emergency medicine.

ACLS/BCLS fee: \$340, *PACKRAT fee:* \$40.

PHAS 621 • Evidence-Based Medicine and Research I. 2 Credits.

Course provides in-depth discussion and relevance of research literature. An emphasis will be placed on critical analysis of research articles. Independent thought and critical thinking skills will be addressed. Assigned readings will offer students the opportunity to examine prevailing research in the health professions.

PHAS 622L • Medical Problem Solving I. 1 Credit.

Designed for first-year physician assistant (PA) students, this laboratory course is the first of three labs for development of PA students' clinical problem-solving and decision-making skills. Using problem-based learning methods, this course corresponds with modules of PA clinical medicine and exposes students to an array of clinical healthcare issues.

PHAS 623L • Medical Problem Solving II. 1 Credit.

Developed for first-year physician assistant (PA) students, this laboratory course is the second of three courses for development of PA students' clinical problem-solving and decision-making skills. Using problem-based learning methods, this course supplements the modules of PA clinical medicine and exposes students to an array of clinical healthcare issues.

PHAS 624L • Medical Problem Solving III. 1 Credit.

Specifically for physician assistant (PA) students, this laboratory course will facilitate the development of PA students' clinical problem-solving and decision-making skills. Utilizing problem-based learning methods, this course encompasses all of the modules of the PA clinical medicine series through active learning for an array of clinical healthcare issues.

PHAS 632 • PA Professional Practice Issues I. 2 Credits.

Designed for first-year graduate physician assistant (PA) students, this introductory course is the first of two professional issues courses to develop PA students' awareness and professional attributes. Professional history, certification, PA professional organizations, and other health delivery topics will be discussed.

PHAS 633 • Cultural & Prevention Competency. 2 Credits.

This course introduces students to the history, underlying theory, and basic concepts associated with clinical prevention in the United States, espoused by the United States Preventive Services Task Force (USPSTF). Recommended guidelines and strategies for early disease screening, risk identification, and risk stratification are addressed using a population-specific frame of reference designed to complement parallel learning experiences. Designed to introduce students to issues surrounding cultural awareness and issues of diversity.

PHAS 634 • Christian Health Care and Applied Medical Ethics. 3 Credits.

Studies the ethical dynamics of healthcare including principles of autonomy, beneficence, nonmaleficence, justice, fairness, and dignity. Ethical principles are then applied to actual clinical and professional situations including inalienable rights, reproductive technologies, allocation of healthcare, death and dying issues, confidentiality, and professional conflict from a Christian ministry standpoint of the healing professions.

PHAS 641 • Evidence-Based Medicine and Research II. 2 Credits.

The second course in the PA research sequence to build upon students' understanding of research. Each student will work with a faculty instructor and advisor to secure a research topic and establish a clear methodology for completing the project. Issues of applied statistics will be examined in this course with the opportunity to perform analysis of the project. Independent thought and critical thinking skills will be addressed.

PHAS 710 • Clinical Field Placements I. 12 Credits.

Transition from didactic to clinical training. Assignment to a combination of clinical rotations selected from emergency medicine, family practice, internal medicine, women's health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Participation is required in the seven core/required rotations and two elective rotations by the end of the clinical field placement series. *Malpractice insurance fee: \$90, site supervision fee: \$50.*

PHAS 720 • Clinical Field Placements II. 15 Credits.

Ongoing clinical training. Assignment to a combination of clinical rotations selected from emergency medicine, family practice, internal medicine, women's health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Participation is required in the seven required rotations and two elective rotations by the end of the clinical field placement series. *Malpractice insurance fee: \$90, site supervision fee: \$50.*

PHAS 730 • Clinical Field Placements III. 9 Credits.

Ongoing clinical training. Assignment to a combination of clinical rotations selected from emergency medicine, family practice, internal medicine, women's health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Participation is required in the seven core/required rotations and two elective rotations by the end of the clinical field placement series. Includes program's overall summative evaluation of student. *Malpractice insurance fee: \$90, PACKRAT fee: \$40, site supervision fee: \$50.*

PHAS 735 • Physician Assistant Professional Practice Capstone. 2 Credits.

Designed for second-year physician assistant (PA) students, this course is the second of two professional issues courses to develop PA students' skills in office and professional procedures prior to clerkships. Socioeconomic issues, billing and coding, risk management, and other legal issues in the PA profession will be explored.

PHAS 760 • Directed Study. 1-6 Credits.

Directed study experience under the guidance of a faculty member for any independent or remedial work as needed.

Repeatable course This course may be repeated with different learning objectives for credit.

PHAS 790 • Evidence-Based Medicine Project/Thesis. 2 Credits.

This course investigates the theories, paradigms, and steps necessary to select and approach a research problem. A continued emphasis on critical analysis of research articles, designing and writing research proposals, and further refinement of the research process with a final defense of project at the end of the course.

PSYC • Psychology

PSYC 609 • Therapeutic Play. 3 Credits.

Techniques in expressive therapies, emphasis on play therapy. The continuum from client-centered to directive therapy and application possibilities based on client needs and setting. Common themes in children's play, and dynamics of interpretation are considered and applied. Applying skills and techniques in working with children.

PSYC 613 • Expressive Therapies with Children and Adolescents: Art, Play, Drama, Music. 3 Credits.

In-depth description of expressive therapy theories, research, and practice. Learners will gain an understanding of the neurobiological basis of art therapy and other expressive therapies. Exploration of the benefits of using drawings and other art forms with children and adolescents. Focus is on various interactive learning experiences and art techniques with discussion of applications to various settings and populations.

PSYC 621 • Therapeutic Art and Play. 3 Credits.

A focus on techniques in expressive therapies, with an emphasis on art therapy and play therapy. The continuum from client-centered to directive therapy is examined, and the application possibilities based on client needs and the setting are explored. Common themes in children's art and play are identified, and the dynamics of interpretation are considered and applied in light of current outcome research.

PSYC 623 • Individual and Group Microskills with Children and Adolescents. 3 Credits.

Issues (abuse, divorce, domestic violence, chemical abuse, etc.) from the child/adolescent point of view, impact of these issues on their functioning. Core helping skills for this population, including facilitating support groups, individual counseling skills, and applications of cognitive behavioral therapy. Ethical issues regarding working with children/adolescents and influence of gender, class, and cultural diversity factors on counseling processes.

PSYC 625 • Child and Adolescent Psychopathology and Assessment. 3 Credits.

Students are equipped to be informed communicators with mental health professionals with whom they collaborate. Emphasis on distinguishing among common psychological disorders falling in normal and clinical significant ranges, as well as on beginning experience in administering and interpreting behavioral, cognitive, and personality assessment instruments.

Assessment fee: \$50.

PSYC 635 • Measurement and Assessment in Education. 3 Credits.

Uses, misuses, and limitations of educational assessment techniques and tools. Practices and principles for assessment processes: psychometric theory, test construction, and standards for teacher-made tests. Alternatives to traditional assessment, particularly authentic assessment. Ethical issues in assessment and factors influencing test performance. Current scholarly research in educational measurement and assessment.

PSYC 645 • Intro to Family Systems. 3 Credits.

Exploration of basic family dynamics (such as intimacy, communication, power, shame), with special emphasis given to examining those dynamics from the family systems and family development theoretical perspectives. Differences in family structures and patterns with opportunities for learners to apply theoretical principles to real-life family situations.

PSYC 648 • Individuals and Families in Cultural Context. 3 Credits.

Study of cultural variations in individual and family identity development and functioning. Exploration of how underlying culture-specific values and assumptions may impact gender roles, marital and parental adjustment, and interaction patterns. Emphasis is on societal changes, critical issues, and stressors in family adaptation related to diverse worldviews, immigration, and acculturation challenges.

PSYC 657 • Human Sexuality and Therapy. 3 Credits.

Human sexuality in individuals and couples; sexual understanding, formation, and function. Helping skills for sexual dysfunction and understanding one's sexuality and sexual spirituality. Human sexuality, attitudes, values, beliefs, and self-awareness, as they relate to counselor, client, and clinical issues. Cognitive behavioral therapy and emotionally focused therapy in human sexuality. Ethical and diversity issues and how they influence counseling processes.

PSYC 660 • Neuropsychology. 3 Credits.

Nervous system structure and function, with emphasis on clinical/counseling applications. Includes biological causes of normal behavior, organic causes for behavioral disorders, and drug influences on behavior.

PSYC 670 • Private Practice Entrepreneurship. 3 Credits.

Exploration of clinical, ethical, financial, legal, and business aspects of owning a private practice, including development of business plan that fits with students' values and vision.

Grade exceptions: Graded on an S/U basis.

PSYC 785 • Practicum III. 1-3 Credits.

A supervised counseling/clinical training experience designed for students who are needing to begin their PSYC 781/783 Practicum course series in the summer or have already completed an M.A.-level practicum and need additional hours in order to meet state licensure requirements for practicum.

Prerequisites: PSYC 625 or PSYC 651, PSYC 638, PSYC 642, PSYC 643, PSYC 645, PSYC 648 or PSYC 658, PSYC 654, PSYC 656, PSYC 660, PSYC 661 or Master's degree and completion of 500-600 hour supervised practicum experience. Consent of the Program Director or Clinical Director required. Grade exceptions: Graded on an S/U basis. Special Notes: Students who complete a summer practicum prior to PSYC 781 will register for 2 credits and will attend 6 processing class sessions during their summer practicum. Individuals who are registering to complete hours for licensure requirements will negotiate the number of credits and duration with the Clinical Director.

PSYC 790 • Comprehensive Examination. 3 Credits.

Master of Arts in Counseling Psychology comprehensive examination.

Prerequisites: PSYC 781. Corequisites: PSYC 783. Grade exceptions: Graded on an S/U basis. Special Notes: Consent of the Department of Psychology faculty required for enrollment.

PSYC 791 • Thesis I. 3 Credits.

Research project designed and completed by student, under direction of faculty advisor and graduate committee. Designed to prepare students to contribute to research in the field and to gain important research experience necessary for entrance into a doctoral program. Students interested in pursuing a Ph.D. should seriously consider completing a master's thesis.

Prerequisites: PSYC 654. Grade exceptions: Graded on an S/U basis. Special Notes: Students must register for both PSYC 791 and PSYC 792 in order to complete the thesis. Students may enroll in PSYC 791 and PSYC 792 in the same academic term or in two consecutive academic terms.

PSYC 792 • Thesis II. 3 Credits.

A continuation of PSYC 791.

Prerequisites: PSYC 791. Grade exceptions: Graded on an S/U basis.

SLDR • Strategic Leadership

SLDR 605 • Topics in Leadership Studies. 3 Credits.

Course is offered as an elective, and covers a variety of emerging, transitional, and/or exploratory leadership topics.

Prerequisites: LEAD 607.

SLDR 615 • Managing Projects & Quality Initiatives. 3 Credits.

Introduction to project management theory, issues, and skills associated with project management. Analyze connections between behavior, knowledge, and processes that influence the success of projects in organizations. Assess projects, management, and tools for management based on best practice.

Prerequisites: LEAD 607.

SLDR 640 • Beyond Diversity. 3 Credits.

Dimensions that relate to the workplace. Use of cultural intelligence tools and inventories to increase personal awareness and understanding of others. Synthesis of diversity theory and tools to build effective, inclusive leadership in the workplace and community.

Prerequisites: LEAD 607.

SLDR 645 • Leading in Times of Crisis. 3 Credits.

Assessment of crisis situations and the variables contributing to particular episodes. Analysis of resources and opportunities available during crisis and their impact on a crisis situation. Synthesis of self-awareness, faith foundations, interpersonal and intrapersonal skills for the organization and direction of individuals and groups during times of intense difficulty.

Prerequisites: LEAD 607.

SLDR 650 • Managing Conflict Through Dialogue.

3 Credits.

Transitioning from "dealing with incidents" to leading teams that learn from conflict. Developing personal and professional boundaries when dealing with complex organizational environments. Thinking productively about conflict from organizational, developmental, and spiritual standpoints.

Prerequisites: LEAD 607.

SLDR 660 • Followership: The Other Side of Leadership. 3 Credits.

Overview of the traditional views and attitude toward followers, analysis of different models and styles of followership, and the characteristics of "good" followers. Analysis of relationship between leaders and followers and leadership and follower styles. Exploration of bad leadership, courageous followership, transformational leadership; planning for improving followership abilities.

Prerequisites: LEAD 607.

SLDR 672 • Strategic Communication for Leaders. 3 Credits.

Application of the theories of persuasion in communication contexts including public speaking, business writing, and interpersonal responses. Analysis of both ethical and persuasive communication skills during interpersonal interactions. Evaluation of the interactions between technology and communication. Demonstration of public speaking with the use of professional presentation software.

Prerequisites: LEAD 607.

SLDR 789 • Portfolio Deliverable. 0 Credit.

Synthesis of key learning from the Master of Arts program, including a reconsideration of earlier work, leadership theories and growth concepts, and the development of a professional portfolio.

Prerequisites: LEAD 611, LEAD 621, LEAD 631, LEAD 641, LEAD 651. *Grade exceptions:* Graded on an S/U basis.

SPED • Special Education

SPED 600 • 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 601 • Characteristics of ASD. 3 Credits.
Identification of theories, research, legal requirements and medical perspectives related to serving ASD students. Synthesis of information associated with ASD. Examination of early indicators of ASD. Identification of associated factors and their relationship to ASD behavior. Presentation of the impact of factors on ASD students. Evaluation of professional ASD-related resources.

SPED 604 • Child & Adolescent Psychopathology. 3 Credits.
Explanation of etiology, characteristics, and classifications of behavioral disorders. Description of foundation and conceptual models related to emotional/behavioral disorders. Identification of current educational definitions, identification criteria, and labeling issues. Analysis of behavioral manifestations and the relationship between emotional/behavioral disorders. Determination of consultation with other professionals.

SPED 605 • Introduction to Special Education. 1 Credit.
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 607 • Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities. 3 Credits.
Examination of the historical, legal and philosophical foundations of educating students with developmental cognitive disabilities. Survey of etiology and characteristics of students, definitions and identification, assessment, and current issues related to disabilities. Integration of personal faith, reflection, vision, and professional development practices to improve service to students and families.
Prerequisites: EDUC 594, EDUC 595, EDUC 621, EDUC 624, EDUC 663, and EDUC 668; or current Teaching license.

SPED 608 • Introduction to Academic Instruction and Behavior Management for the Exceptional Learner. 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 610 • Norm-Referenced Assessment. 3 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.
Assessment materials fee: \$10.

SPED 611 • Autism Spectrum Disorders: Assessment, Communication and Instructional Strategies. 3 Credits.
Generation of comprehensive assessment plan for ASD evaluation. Designing of instruction based on evaluation results, in collaboration with outside service providers. Designing of communication and assistive technology systems for individuals with ASD. Development of instructional programs and opportunities that support individuals with ASD and promote social participation and interpersonal interactions.

SPED 612 • Planning, Instruction & Consultation for ASD. 3 Credits.
Development of individualized programs and interventions for students with Autism Spectrum Disorders. Collaboration models and techniques for best collaborating with stakeholders. Evaluation of environments, classrooms, and academic lessons for students with Autism Spectrum Disorders. Creation of instructional strategies and resources for students with Autism Spectrum Disorders.

SPED 613 • Intervention Strategies for Moderate to Severe Behavioral Disabilities. 3 Credits. Identification of policy and procedures for educational services to pre K-12 students with EBD. Application of essential features of EBD classrooms. Description of how Functional Behavior Assessments are utilized. Analysis of theories of behavior change. Description of interagency collaboration and program accommodations. Integration of faith perspective and students with EBD.

SPED 615 • Instruction and Intervention for Students with Intellectual Disabilities. 3 Credits. Assessment selection for data-based, educational decision making for students with developmental cognitive disabilities/intellectual disabilities. Application of effective education planning and strategies to support improved student outcomes in the areas of social skills, academics, motor skills, communication, self care, and home and community skills.
Prerequisites: SPED 607.

SPED 618 • Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities. 3 Credits. Interpretation of student performance data. Description of differentiation strategies. Application of evidence-based instructional practices and theories for students with a range of disabilities and diverse needs. Designing of positive instructional environments. Reflection on the relationship between faith concepts and educational practice in K-12 special education.

SPED 619 • Supporting Students with Intellectual Disabilities Across Systems. 3 Credits. Exploration of how the case manager of students with intellectual disabilities and the special education process can leverage comprehensive systems, agencies, and people within and outside of schools to contribute to positive outcomes for students with complex needs.
Prerequisites: SPED 607, SPED 615.

SPED 620 • 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.
Corequisites: SPED 621.

SPED 621 • 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 12 weeks.
Corequisites: SPED 620. Supplies fee: \$10. Grade exceptions: Graded on an S/U basis.

SPED 625 • Special Education: Planning and Programming. 3 Credits. Development and evaluation of an individual education program (IEP) 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 631 • Responsive Instruction, Intervention, and Assessment. 3 Credits. Identification of assessment measures for instructional decisions, professional organizations and publications related to interventions, and the historical context and educational movements. Interpretation of assessment data. Designing of instruction and modifications and analysis of progress monitoring data. Description of students' assessment results and progress understandable to all stakeholders.

SPED 641 • Introduction to Behavioral Methods & Mental Health for Mild to 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 labels/diagnoses within K-12 education. Identification of roles of professionals within and outside the school related to mental health.

SPED 655 • 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 610. *Special Notes:* Taken concurrently with SPED 670 when seeking license.

SPED 670 • Special Education 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/12 weeks .

Assessment materials fee: \$10. *Grade exceptions:* Graded on an S/U basis. *Special Notes:* Taken concurrently with SPED 610 and SPED 655. A test kit replacement fee of \$700 will be charged to your account two weeks after the final grade is posted if the test kit has not been returned.

SPED 671 • ASD Field Experience. 1 Credit.

Identification of the impact characteristics and collaboration in coordinating resources have on learners with autism. Description of individualized programming based on evaluation results. Explanation of how lessons target social, communication, academic, behavioral, functional skills. Identification of program modifications. Interpretation of how instructional strategies promote the generalization of skills. 35 hours .

Grade exceptions: Graded on an S/U basis.

SPED 672 • EBD Field Experience. 1 Credit.

A 35-hour field experience in which students complete observational experiences in mild, moderate, and severe K-12 EBD settings. Participate in behavioral techniques and programming, accommodations and modifications both in the resource and general education classrooms, and observe mental health providers for K-12 EBD students with mild, moderate and severe needs.

Grade exceptions: Graded on an S/U basis.

SPED 673 • ABS Field Experience. 1 Credit.

A 35-hour field experience in which student observe K-12 educational programming process for children with mild to moderate disabilities in the areas of LD, EBD, DCD, ASD, and OHD with an emphasis on defining characteristics in each category. Experience the referral process, evaluation, eligibility, IEP development, programming, and professional collaboration to prepare for work in this field.

Grade exceptions: Graded on an S/U basis.

SPED 674 • DD Field Experience. 1 Credit.

Observation of K-12 educational programming processes for students with mild, moderate, or severe disabilities in the areas of developmental cognitive disabilities/intellectual disabilities (DCD). Experience with referral process, evaluation, eligibility, IEP development, programming, and professional collaboration. Integration of personal faith perspective with vision for serving students with DCD. 35 hour supervised observation experience.

Corequisites: SPED 607. *Grade exceptions:* Graded on an S/U basis.

SPED 675 • Consultation, Collaboration & Resources. 2 Credits.

Identification of collaborative partners and structures needed to provide effective special education services to students and their families. Inclusion of community, interagency, educational organizations, and other professional services while considering family background, socioeconomic status, cultural and linguistic diversity. Evaluation of current research and its relevance to planning and implementing emerging special education practices.

SPED 700 • Characteristics of Mild-Moderate Disabilities. 2 Credits.

The mild-moderate range of five disability categories under Academic Behavior Strategist (ABS): Learning Disabilities (LD), Emotional and Behavior Disorders (EBD), Other Health Disabilities (OHD), Developmental Disabilities (DD), and Autism Spectrum Disorders (ASD). Definitions, eligibility criteria, characteristics, curriculum, and contemporary issues of each. Students with two or more of these licenses adding ABS license will cover only the other disability areas.

Special Notes: Enrollment requires program director permission.

SPED 779 • DD: Practicum. 3 Credits.

Implementation of procedures necessary to incorporate interventions and IEPs for students with developmental cognitive disabilities using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. (6 consecutive weeks) .

DD practicum fee: \$50, out-of-region fee: \$100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. Program director permission required for enrollment.

SPED 780 • ABS: Student Teaching. 4 Credits.

Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with mild-moderate disabilities. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. 12 consecutive weeks required.

Prerequisites: All courses in the SPED sequence except for co-requisites. Corequisites: EDUC 751, SPED 675. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment. ABS student teaching fee: \$75, out-of-region fee: \$100, out-of-state fee: varies.

SPED 781 • ASD: Student Teaching. 4 Credits.

Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with autism spectrum disorders. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. (12 consecutive weeks required) .

Prerequisites: All courses in the SPED sequence except for co-requisites. Corequisites: EDUC 751, SPED 675. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment. ASD student teaching fee: \$75, out-of-region fee: \$100, out-of-state fee: varies.

SPED 783 • EBD: Student Teaching. 4 Credits.

Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with emotional/behavioral disorders. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. 12 consecutive weeks required.

Prerequisites: All courses in the SPED sequence except for co-requisites. Corequisites: EDUC 751, SPED 675. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment. EBD student teaching fee: \$75, out-of-region fee: \$100, out-of-state fee: varies.

SPED 784 • DD: Student Teaching. 4 Credits.

Evaluative procedures used in identifying and understanding students with mild-moderate-severe Developmental Cognitive Disabilities. Collaborative analysis of assessment results and creation of IEPs in a K-12 setting. Design and implementation of appropriate interventions. Analysis of personal and spiritual growth related to the role of a special education professional. 12 weeks supervised teaching experience.

DD student teaching fee: \$75, out-of-region fee: \$100, out-of-state fee: varies.

SPED 786 • ABS: Practicum. 3 Credits.

Implementation of procedures necessary to incorporate interventions and IEPs for students with mild-moderate disabilities using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. (6 consecutive weeks) .

Practicum fee: \$50, out-of-region fee: \$100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. Program director permission required for enrollment.

SPED 787 • ASD: Practicum. 3 Credits.

Implementation of procedures necessary to incorporate interventions and IEPs for students with autism spectrum disorders using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. This course is for add-on SPED license candidates. (6 consecutive weeks) .

Practicum fee: \$50, out-of-region fee: \$100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. Program director permission required for enrollment.

SPED 788 • EBD: Practicum. 3 Credits.

Implementation of procedures necessary to incorporate interventions and IEPs for students with emotional/behavioral disorders using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. (6 consecutive weeks) .

Practicum fee: \$50, out-of-region fee: \$100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. Program director permission required for enrollment.

ACADEMIC CALENDAR

The 2018–2019 academic year includes three academic terms: Fall Semester 2018, Spring Semester 2019, and Summer Session 2019. Special dates and holidays for the 2018–2019 academic year are listed below.

Fall Semester 2018

August 20, 2018 - December 23, 2018

Fall Term Begins	August 20
Commencement Application Deadline	October 31
Registration Opens for Summer Session 2019	December 1
Fall Commencement	December 14
Fall Term Ends	December 23
Christmas Break (no classes)	December 24 - December 30

Spring Semester 2019

December 31, 2018 - May 26, 2019

Spring Term Begins	December 31
Commencement Application Deadline	March 31
Registration Opens for Fall Semester 2019	April 1
Spring Commencement	May 26
Spring Term Ends	May 26

Summer Session 2019

May 27, 2019 - August 18, 2019

Summer Term Begins	May 27
Registration Opens for Spring Semester 2020	August 1
Summer Term Ends	August 18

ADMISSION

Admission Requirements

The Graduate School (GS) will consider applicants who meet the general requirements (p. 121) for admission. For admission to a major or certificate, applicants must meet additional admission requirements (p. 123).

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*.

Visit apply.bethel.edu to apply for admission online, or call the Graduate School office at 651.635.8000 (800.255.8706, ext. 8000). Submit all application materials online in the application portal or send electronically to gs-data@bethel.edu.

The mailing address for the Graduate School is:

Graduate School
Bethel University MSC 2371
3900 Bethel Drive
St. Paul, MN 55112-6999

General Requirements for Admission to the Graduate School

The Graduate School will consider applicants who:

- Submit a completed application.
- 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 (<https://www.naces.org>) or www.aice-eval.org (<http://aice-eval.org>) for lists of member organizations.
- Request a transcript evaluation for transfer of credit, if applicable.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit a current resume or curriculum vitae.
- Indicate acceptance of Bethel Community Expectations by signing the application 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*.

Additional General Admission Requirements for International Applicants

An international applicant is any candidate who is neither a U.S. citizen nor a U.S. permanent resident alien. International applicants, in addition to the general requirements for admission, must:

Submit a Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) or Pearson Test of English (PTE) examination score report (required of all international student applicants and all student applicants whose primary language is not English).¹ This English

General Requirements for Admission to the Graduate School 122

proficiency requirement can be waived if the student received an undergraduate degree at a U.S. college or university.

- TOEFL minimum score of 550 is required on the paper-based test, or 80 on the Internet-based test.
- IELTS minimum score of 6.5.
- PTE minimum score of 55.

Submit a completed *Certificate of Finances* form along with a copy of current bank statement(s) that show evidence of adequate funds to cover a minimum of one year's full tuition and living expenses.

If an applicant is receiving funds from a U.S. sponsor, submit:

- Notarized letters of support from U.S. sponsor.

Additionally applicants must submit the following:

- A copy of the I-94 (applicants living in the U.S.).
- A copy of their passport (applicants living in or traveling to the U.S.).
- A copy of their current visa (applicants living in or traveling to the U.S.).
- Documentation of health insurance, or upon arrival at Bethel University, the student may consult with the International Student Adviser who will provide the necessary information for the student.
- Transcripts from all colleges and/or universities the student has attended. The transcript(s) is/are required to be evaluated by one of the members of National Association of Credential Evaluation Services (NACES) if the student's degree(s) is/are received outside of the U.S.

Additional General Admission Requirements for U.S. Permanent Resident Alien Applicants

U.S. permanent resident alien applicants must submit copy of green card.

¹

Some degree programs may require program-specific TOEFL or IELTS requirements. These will be listed within each program's admission section.

Program Admission Requirements

Athletic Training

M.A. in Athletic Training Leadership

The M.A. degree program in Athletic Training Leadership will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree and official transcripts or NACES or AICE evaluations from all graduate schools attended.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale. *Applicants who do not have the required GPA of 3.0 will be required to submit a Miller Analogies Test (MAT) score report with a minimum score of 400 (taken within the last three years) or a GRE score report (taken within the last three years; GRE score benchmarks are 149, 149, and 3.6).* Applicants who are required to submit TOEFL scores are exempt from submitting MAT scores.
- Submit verification of current Board of Certification (BOC) certification as an athletic trainer. *Applicants graduating from CAATE accredited athletic training programs, who have not yet taken/ passed the BOC exam, are eligible to apply but must provide verification of certification prior to taking any Athletic Training (ATRN) courses.*
- Submit a resume that includes education and work/clinical education experience as an athletic trainer and/or athletic training student.
- Have successfully completed a college-level prerequisite course in statistics from a regionally accredited U.S. higher education institution with a grade of B- or higher. Inferential statistics content is recommended. The course must be a minimum of 3 credit and may have been taken at the undergraduate or graduate level.
- Submit one professional and one supervisor *Admission Reference*.
- Submit a written *Statement of Purpose*.
- Interview with the program faculty, if invited.

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*.

M.S. in Athletic Training

The M.S. degree program in Athletic Training will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all undergraduate and graduate schools attended.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale. *Applicants who do not have the required GPA of 3.0 will be required to submit a Miller Analogies Test (MAT) score report with a minimum score of 400 (taken within the last three years) or a GRE score report (taken within the last three years; GRE score benchmarks are 149, 149, and 3.6).* Applicants who are required to submit TOEFL scores are exempt from submitting MAT scores.
- Submit a resume that includes education and work experience.
- Submit one professional and one supervisor *Admission Reference*.

- Submit a written *Statement of Purpose*.
- Required minimum of 30 hours of clinical observation under the direct supervision of a certified athletic trainer.
- Interview with program faculty.
- Have completed college-level subject matter prerequisites from a regionally accredited U.S. higher education institution, with a grade of B- or higher. Each prerequisite course must be a minimum of 3 credits and may have been taken at the undergraduate or graduate level.

Required:

- 1 Biology course
- 1 Anatomy course
- 1 Physiology course
- 1 Statistics course
- 1 Biomechanics course
- 1 Exercise Physiology course

Post-Admission Enrollment Requirements

Accepted students will receive an official acceptance letter. Once admitted into the M.S. in Athletic Training program, students must provide a nonrefundable \$250 deposit within 21 days of receipt of the acceptance letter. The \$250 is applied to the first term's fee.

Students will receive a checklist to complete by sending the following items (all items due August 1st):

- Required current certification in either American Red Cross Professional Rescuer CPR or American Heart Association Basic Life Support for Health Care Providers. Copy (with instructor's signature or QR code) of current, valid certification card(s) serves as proof of certification.
- Documentation of the following up-to-date immunizations:
 - Completed Hepatitis B series
 - Measles/Mumps/Rubella (MMR): (2 dates) Must be given after your first birthday
 - Tetanus shot within the last 10 years
- Submit a physical examination signed by a licensed medical physician (or designee). Physical exam must be on Graduate Athletic Training Program Physical Form.
- Signed copy of the M.S. in Athletic Training Technical Standards (with or without reasonable accommodations) form. Compliance with the program's technical standards alone does not guarantee a student's eligibility for the BOC certification exam.
- Signed copy of the M.S. in Athletic Training Non-Disclosure Statement.
- Signed copy of the M.S. in Athletic Training Communicable Disease Policy.

Business

Business Administration (MBA)

The MBA program will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all undergraduate and graduate schools attended.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Submit a current resume.
- Interview with the MBA program director or enrollment counselor, if requested.

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*.

Counseling

Counseling

The M.A. degree program in Counseling will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree, and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit a written *Statement of Purpose*.
- Interview with program faculty and representatives upon invitation.
- Submit two professional/academic *Admission References*.
- Have successfully completed college-level subject matter prerequisites from a regionally accredited institution. Each course must have earned at least three semester credits and may have been taken at the undergraduate or graduate level.
 - Developmental Studies
 - Statistics or Research Methods
 - Nine additional semester credits in the behavioral/social sciences
- Submit Miller Analogies Test or GRE score report (taken within the last five years).
- Submit a current resume.
- Undergo a criminal background check after being invited to the program and submit results. (Certain offenses may preclude graduates from becoming licensed as a professional counselor and/or may limit clinical placement options.)

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*.

Education

Graduate Programs in Education

Doctoral Level Programs

- **Ed.D. Leadership in Higher Education**
- **Ed.D. Leadership in K–12 Administration**
 - **Director of Special Education License**
 - **K–12 Principal License**
 - **Superintendent License**

The **Ed.D. degree programs** in education will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned master's or higher degree from a regionally accredited (or internationally recognized as equivalent) institution and official transcripts or NACES or AICE evaluations from all graduate and post-graduate coursework.
- Have earned a graduate GPA of at least 3.0 on a 4.0 scale.
- Submit a current resume or curriculum vitae.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director upon invitation.

The **K-12 Administrator license programs** will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit official transcripts (U.S. schools) or NACES or AICE evaluations (international schools) showing an earned baccalaureate degree and all other completed coursework from the highest level of education (graduate or undergraduate).
- Have earned a graduate GPA of at least 3.0 on a 4.0 scale.
- Submit a current resume or curriculum vitae.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director upon invitation.

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*.

Education K–12 Programs (for applicants with a teaching license)

- **M.A.**
- **Classroom Management: ENVoY Certificate**
- **International Baccalaureate Certificate in Teaching and Learning**
- **Teacher Coordinator of Work-based Learning License**
- **Teachers of Computer, Keyboarding, and Related Technology Applications License**
- **K-12 Principal License**
- **Superintendent License**

- **Educational Leadership Concentration**
- **Special Education Concentration**

The M.A. degree program in Education K–12 will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution and official transcripts or NACES or AICE evaluations from all graduate schools attended.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director.
- Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, or K–12 (or equivalent) level.
- Complete a minimum of one year of teaching experience.
- Submit a current resume.

Classroom Management: ENVoY

The certificate program in Classroom Management: ENVoY will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree.
- Submit a copy of full professional teaching license.

International Baccalaureate Certificate in Teaching and Learning

The IB certificate program in Teaching and Learning will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree.
- Submit a copy of a national teaching qualification/license or submit proof of a minimum of three years full-time professional teaching experience in a government-approved/registered school.

Teacher Coordinator of Work-based Learning License

The license program in Teacher Coordinator of Work-based Learning will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree.
- Submit a copy of full professional Minnesota teaching license.

Teachers of Computer, Keyboarding, and Related Technology Applications License

The license program in Teachers of Computer, Keyboarding, and Related Technology Applications will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree.
- Submit a copy of full professional Minnesota teaching license.

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*.

Special Education Programs

- M.A.
- **Academic Behavioral Strategist K–12 (ABS) License**
- **Autism Spectrum Disorders B–21 (ASD) License**
- **Developmental Disabilities K-12 License (DCD)**
- **Director of Special Education License**
- **Emotional Behavioral Disorders K–12 (EBD) License**
- **Special Education Concentration**

The M.A. degree program and license programs in special education will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all undergraduate and graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites, if any.
- Have earned a baccalaureate degree or higher from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director or enrollment counselor.
- Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, or K–12 (or equivalent) level. Applicants without a current teaching license will be considered for admission to the special education program.
NOTE: Students who become licensed in *ABS K–12*, *ASD B–21*, *DD K-12* or *EBD K–12* but do not have a regular teaching license prior to entering the program will only be eligible to teach in those areas of special education license, not as regular education teachers. Students are recommended to become Highly Qualified (HQ) according to the Minnesota Board of Teaching expectations, but are not required to be HQ in order to obtain a license.
- Have a plan for completion of prerequisite *Standards of Effective Practice (SEP)* course sequence. Submission of Minnesota teaching license is sufficient documentation of completion of equivalent *SEP* coursework.
- Submit a current resume.

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*.

Teaching Programs (for applicants seeking an initial teaching license)

- M.A.
- **K–12 License**

- **Secondary (5–12) License**
- **Add-On Teaching License**

The M.A. degree program and license programs in Teaching will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all undergraduate and graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites and content area coursework.
- Have earned a baccalaureate degree or higher from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Submit a current resume.
- Interview with enrollment counselor or program director.

Accepted students will be eligible to begin the program once they have three or fewer content area requirements remaining from the State of Minnesota Content Standards, as determined by a transcript evaluation at Bethel.

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*.

Leadership

Strategic Leadership, M.A.

The M.A. degree program in Strategic Leadership will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree and official transcripts or NACES or AICE evaluations from all graduate schools attended.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Submit a current resume.
- Interview with the program director or enrollment counselor.

Leadership Foundations Certificate

The certificate program in Leadership Foundations will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript

or NACES or AICE evaluation from any school that shows completion of required program prerequisites.

- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit a current resume.
- Submit two professional *Admission References*.

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*.

Nursing

NOTE: Prior to any clinical internship, a criminal background check must be completed.

Doctor of Nursing Practice (DNP)

Post-Masters Doctor of Nursing Practice Application Prerequisites:

- Meet all the general requirements for admission to the Graduate School.
- Successful completion of a college-level course in statistics. Inferential statistics content is recommended. The student must have earned at least two semester credits from a regionally accredited (or internationally recognized as equivalent) institution and these credits may have been taken at the undergraduate or graduate level.
- Have earned a graduate GPA of 3.0 or higher on a 4.0 scale.
- M.S. with Nursing focus from a regionally accredited institution.
- Advanced Practice Nurse degree.
- TOEFL examination score report is required of all international applicants and all applicants whose primary language is not English. A minimum score of 84 on the internet-based test or 26 on the speaking test is required.

Post-Masters Doctor of Nursing Practice Application Requirements:

- Submit an online application.
- Submit a resume.
- Submit official transcripts (U.S. schools) or NACES or AICE evaluations (international schools) showing earned Bachelor's and Master's degrees from regionally accredited institutions.
- Submit two references (one professional and one supervisor).
- Submit a written Statement of Purpose regarding professional goals.
- Provide proof of health insurance.
- Provide proof of RN License in the state where the clinical will take place.
- Provide proof of APRN License in the state where the clinical will take place (if applicable).
- APRN Certification (if applicable).
- Interview with Program Faculty.

Nurse-Midwifery, M.S.

The M.S. degree program in Nurse-Midwifery will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES

or AICE evaluation from any school that shows completion of any nursing program coursework or required program prerequisites.

- Have earned a baccalaureate degree in nursing from a regionally accredited (or internationally recognized as equivalent) institution. Registered nurses with non-nursing baccalaureate or higher degrees who apply will be considered on an individual basis, and additional prerequisite course requirements apply as well as an earlier application deadline.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Have successfully completed a college level prerequisite course in statistics. Inferential statistics content is recommended. The course must have earned at least two semester credits from a regionally accredited (or internationally recognized as equivalent) institution and may have been taken at the undergraduate or graduate level.
- TOEFL examination score report is required of all international applicants and all applicants whose primary language is not English. A minimum score of 84 on the internet-based test or 26 on the speaking test is required.
- Submit one professional and one supervisor *Admission Reference*.
- Submit a Miller Analogies Test score report with a minimum score of 400 (taken within the last three years) or a GRE score report (taken within the last three years); GRE score benchmarks are 149, 149, and 3.6.
- Submit a written *Statement of Purpose*.
- Submit a copy of current registered nurse license. Must be licensed in the state in which practicum experiences will occur.
- Submit a resume that includes prior education and work experience. Required- one year clinical experience; Labor and Delivery or Women's Health suggested.
- Interview with program faculty or enrollment counselor.
- After admission into the program students will be required to submit:
 - Completed *Nursing Student Immunization Record*.
 - Documentation of a 2-step Mantoux and a current negative Mantoux/chest X-ray.
 - Copy of current CPR certification.

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*.

Physician Assistant

The M.S. degree program in Physician Assistant will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Complete application via Central Application Service for Physician Assistants (<https://caspa.liaisoncas.com/applicant-ux/#/login>) (CASPA).
- Submit the Bethel University PA Questionnaire with \$50 non-refundable fee.
- Submit documentation of at least 250 hours of healthcare experience (via CASPA).
- Submit two *Admission References* (via CASPA).
- Submit official transcripts (U.S. schools) or NACES or AICE evaluations (international schools) from all undergraduate and graduate schools attended.
- Have earned a baccalaureate degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a cumulative GPA from all collegiate (undergraduate and graduate) coursework of 3.25 or higher on a 4.0 scale overall, and 3.25 or higher science GPA as calculated by CASPA at the time of application.

- Interview with representatives of the program, upon invitation.
- Have completed college-level subject matter prerequisites from regionally accredited U.S. higher education institution, with a grade of B- or higher. Each prerequisite course must be a minimum of 3 credits. Five of the eight prerequisites must be completed at time of application. Any outstanding prerequisites must be completed by March 1st in the year of matriculation.

Required:

- Anatomy (*taken within the last five years*)
- Biochemistry
- Genetics
- Microbiology (*taken within the last five years*)
- Organic Chemistry
- Physiology (*taken within the last five years*)
- Psychology
- Statistics
- Meet program technical standards (see: M.S. in Physician Assistant Technical Standards Policy (<https://www.bethel.edu/graduate/academics/physician-assistant/how-to-apply/technical-standards.pdf>)).
- Criminal background checks, drug screens, and finger printing are required by many hospital organizations before PA students can enter their facilities. PA licensure is dependent upon many or all of these (depending on the state). Therefore, it is the responsibility of PA students who are accepted into the Bethel PA program to complete items as requested by the program. If there is a positive result, depending on the degree of positivity, enrollment in the Bethel PA program may not occur and Bethel legal counsel will be notified for appropriate deliberations. The cost of such requirements is the responsibility of the student

Recommended:

- Ethics
- Pathophysiology
- Pharmacology
- Physics

International Applicants and Applicants with Higher Education from International Schools

- Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination score report is required of all international applicants and all applicants whose primary language is not English. A TOEFL minimum score of 600 (paper-based), or 100 (internet-based) or an IELTS minimum score of 7 is required or a *Pearson test of English Academic (PTE Academic) minimum score of 70 is required.*

For more information regarding International PA program requirements, please visit the P.A. program website (<https://www.bethel.edu/graduate/academics/physician-assistant/how-to-apply/international-applicant-admissions>).

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*.

Accreditation Statement

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Bethel University Physician Assistant Program sponsored by Bethel University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. Programs at Bethel University are accredited by the Higher Learning Commission, and the PA program has been added to our list of approved programs with the HLC; the PA program is also registered with the Minnesota Department of Education.

Admission Categories

If accepted, the student will receive an official letter of acceptance. The student's letter of acceptance into a graduate program is valid for up to one year from the date of the letter.

Acceptance

All admission criteria have been met, and all admission materials have been received.

Conditional Acceptance

The student has not met all admission requirements. Remaining requirements must be met prior to deadlines stated in the acceptance letter.

Provisional Acceptance

Students admitted provisionally are encouraged to meet with their Student Success Advisor early following matriculation to help ensure academic success. Admitted students who have not achieved the minimum GPA, grade standards, or other assessment criteria will receive provisional acceptance. A minimum GPA of 3.0 overall must be earned in order to continue in the program. After students have attempted a total of 6 credits, their GPA will be evaluated at the end of the term.

Admission Calendar

Once accepted, Bethel University offers multiple opportunities for students to start throughout the year, including both in a term format as well as in a dynamic or rolling basis. Contact the Office of Admissions for the next available start date for each program. Bethel University reserves the right to change a course or program start date.

Course/Cohort Cancellation Policy

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

TUITION AND FINANCIAL AID

Typical and Program-Specific Student Costs

Visit <https://bethel.edu/graduate/financial-aid/tuition> for current tuition and fees. Any changes will be reflected as details are released and will typically take effect at the beginning of an academic term. Published information includes tuition for each academic program, course audit fees, and other costs.

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

Student Account Information

Tuition, Fees, and Payments on Student Accounts

Full payment is due on the start date of each course. Tuition is generated through information from the Office of the Registrar. Therefore, the student account will be billed once the student has been registered for his/her course(s). Students are responsible for payment reaching the St. Paul Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance of registration for funds to be disbursed at the beginning of the term. A late fee of .5% 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.

Online Monthly Statements

Around the 17th of each month, an email will be sent to the student's Bethel email address alerting them that the monthly statement is available to view online with 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.
 - Online by Electronic Check: Authorize automatic withdrawal from your checking or savings account with no fee.
 - Online by credit card: Visa, MasterCard, American Express, or Discover with a non-refundable fee of 2.85% or \$3 minimum, charged by PayPath (processing service).
- **In person:** Pay by check or money order at the Business Office (Anderson Center, 5th Level) 8 a.m. - 4:30 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 main 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, 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 bethel.edu/business-office/make-a-payment/authorized-users.

Authorized users can view Semester Payment Plan details and pay online by visiting 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 his/her registration dropped if the check is returned from the bank due to non-sufficient funds. The student will not be permitted to re-register until full payment is received. If repayment is made via check, registration will be granted in ten business days.

Be advised that students whose registrations have been dropped have no guarantee the same course(s) will be available when they re-register.

Transcript Hold

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

Financial Clearance for Graduation

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

Financial Suspension

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

Late fees

A late fee of .5% 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 15th 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 15th 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.

Non-Sufficient Funds 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.

Child Day Care Center

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

Refunds

Students who withdraw from classes during the term may be eligible for a refund. There are two types of refunds: billing refunds (tuition, fees) and 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.

After registration, changes made to a student's schedule must be made in consultation with a Student Success Advisor (SSA) at the College of Adult and Professional Studies or the Graduate School or online through Self Service Banner.

Tuition and Fees Refund Schedule

For this policy, every week begins on Monday and ends on Sunday and is counted regardless of whether any course activity is scheduled or takes place during the week. Week 1 is the Monday through Sunday week that includes the start date of the course. Students who request withdrawal from a course will receive tuition refunds according to the follow schedule:

Request is received	Refund
Through Sunday of Week 1	100% of tuition and fees
Through Sunday of Week 2	50% of tuition

Through Sunday of Week 3	25% of tuition
Starting Monday of Week 4	No refund

Bethel fees (if applicable) are refunded in full through the 100% refund period. Thereafter, there is no refund of fees.

The first week is the Monday through Sunday that includes the start date of the course. When or whether the course has met, or administrative offices are open in a given week, does not affect the refund schedule. Course dates are available in Banner.

Students do not need to wait for administrative office hours to submit registration change requests. Students are encouraged to complete registration changes in Banner when possible. Written requests submitted to the student's Student Success Advisor via email from the student's Bethel email address will be processed using the email time-stamp as the request date.

For detailed billing refund and course withdrawal dates, see the Office of the Registrar's web site (<https://www.bethel.edu/registrar/important-dates-schedules>).

Employer Tuition Reimbursement

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

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

The following information will be included on the invoices:

- Student name and address
- Student Bethel ID number
- Course number
- Course name
- Number of credits
- Beginning and ending dates of the course
- Tuition amount

Military and Veterans Educational Benefits

If you have questions about military benefits, please contact the Financial Aid Office at 651.638.6241 or email finaid@bethel.edu. You can also visit the websites below for more information.

College of Adult and Professional Studies: <https://www.bethel.edu/adult-undergrad/financial-aid/types/military-benefits/>

Graduate School: <https://www.bethel.edu/graduate/financial-aid/types/military-benefits/>

Account Questions?

More student account information is available at [bethel.edu/business-office](https://www.bethel.edu/business-office/) (<https://www.bethel.edu/business-office/>).

Contact the Business Office at 651.638.6208 (800.255.8706, ext. 6208) or at business-office@bethel.edu.

Financial Aid

Application Procedure

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

Financial Aid Programs

Visit [bethel.edu/adult-undergrad/financial-aid/types](https://www.bethel.edu/adult-undergrad/financial-aid/types) (<https://www.bethel.edu/adult-undergrad/financial-aid/types>) or [bethel.edu/graduate/financial-aid/types](https://www.bethel.edu/graduate/financial-aid/types) (<https://www.bethel.edu/graduate/financial-aid/types>) or contact the Office of Financial Aid for information regarding the availability of scholarships, grants, and loans.

Financial Aid Criteria

Financial aid is calculated with the assumption that students will progress through the sequence of courses in their chosen majors. Students considering a change in enrollment status are strongly encouraged to contact the Office of Financial Aid, the Bethel Business Office, and the CAPS or GS student success advisor prior to taking any action.

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

Financial Aid Satisfactory Academic Progress Policy

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

Process Overview and Responsibilities

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

All financial aid recipients must progress at a reasonable rate (make satisfactory progress) toward achieving a certificate or degree. This requirement applies to all terms regardless of whether the student received financial aid.

Evaluating Financial Aid SAP

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

- **Qualitative Measure.** Undergraduate students must maintain a cumulative GPA of at least 2.0. All undergraduate coursework is considered when calculating the cumulative GPA for undergraduate degrees. At the graduate level, cumulative GPA is calculated separately for Graduate School programs at the doctoral level and Graduate School programs at the master's level.
- **Pace of Completion.** Students must progress through their educational program at a pace that ensures they will complete the program within the maximum time frame. The pace is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted. Students must successfully complete a minimum of 67% of their cumulative attempted credits (including any transfer credits, advanced placement [AP], or College Level Examination Program [CLEP] credit).
- **Maximum Time Frame.** Students are expected to complete their program within the normal time for completion (122 credits for a baccalaureate degree). However, there may be special circumstances such as a program change or an illness that would prevent students from completing their program of study within the normal time frame.

To accommodate these special circumstances, students may continue receiving aid until they either

1. complete graduation requirements for their program of study, or
2. attempt 150% of the number of credits (including transfer credits, advanced placement, or CLEP credits) required for their program of study, or
3. reach the point where they cannot earn the number of credits necessary to complete their program of study within 150% of required credits for the degree, whichever comes first.

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

Undergraduate Certificate|Varies (150% x ___ credits in certificate)| Associate Degree|60 x 1.5 = 90 semester credits| Baccalaureate Degree|122 x 1.5 = 183 semester credits|

Treatment of Special Academic Course Situations

- **Term.** The Office of Financial Aid evaluates SAP at the end of each regular semester. All terms of enrollment are counted for SAP, including terms in which a student did not receive financial aid.
- **Remedial Courses.** Remedial courses are treated the same as non-remedial courses in evaluation of quality, pace, and maximum time frame. Foundations for Academic Readiness (FAR) courses are considered remedial courses.
- **Pass/Fail Courses.** Some of Bethel's courses offer a grade of Satisfactory (S) or Unsatisfactory (U). These courses are not included in the calculation of GPA; they are counted as attempted credits. Courses with an S grade are considered earned credits. Courses with a U grade are not earned credits.
- **English as a Second Language Courses.** Bethel does not offer ESL courses.
- **Repeated Courses.** Courses that a student is repeating are included when determining the student's enrollment status for Title IV purposes as long as the course is not a result of
 - more than one repetition of a previously passed course, or
 - any repetition of a previously passed course due to the student failing other coursework. Repeated courses are always included in the cumulative credits attempted and maximum time frame calculation. They are included in the GPA and cumulative credits earned calculations provided the grade for the repeated courses and the original course are both included in the GPA calculation.
- **Audited and Enrichment Courses.** Courses that are audited or not eligible for academic credit are excluded from SAP calculations since they are ineligible for federal, state, or institutional financial aid programs.

- **Earned Credits.** For purposes of this policy, credits in which the student earns a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, or S are considered earned credits, and are counted as both attempted and earned in the pace calculation.
- **Transfer Credits.** College-level courses taken outside of Bethel before students received their high school diploma or GED (e.g., CLEP, Post-secondary Enrollment Option [PSEO], AP) are treated as transfer credits. (PSEO credits attempted at Bethel are treated the same as other courses taken at Bethel after receiving a high school diploma.) Transfer credits are included as both attempted and completed credits when measuring pace, and are included in the maximum time frame calculation. All transfer credits accepted by Bethel will be used in determining when the maximum time frame requirement has been reached. The student may, however, appeal to have only the credits accepted toward his or her Bethel program of study included in the maximum time frame calculation.
- **Change of Majors.** If a student changes majors, the credits earned under all majors will be included in the calculation of attempted, earned, and maximum time frame credits, as well as the GPA calculation.
- **Dropping a Course.** Courses that the student drops after the 100% refund period are included in the cumulative credits attempted and in the maximum time frame. (If a student fails all courses attempted during the term, the financial aid staff will check to see if the student was enrolled for the entire period or unofficially withdrew from school.)
- **Incompletes.** Courses assigned an incomplete grade are included in the cumulative credits attempted and in the maximum time frame. These credits cannot be counted as earned credits until a satisfactory grade is assigned.
- **Second Degree.** Students may attempt up to 150% of the credits required for a subsequent program of study (183 credits for a baccalaureate degree, plus an additional 183 credits for a second baccalaureate degree). Students who already have a first baccalaureate degree are eligible for loans (not grants) if they are pursuing teacher licensure or a second degree (e.g., a student has a B.A. and is now seeking a B.S.).
- **Multiple Majors and/or Dual Degree Students.** Students who choose to earn more than one major or more than one degree at the same time are subject to the maximum time limits of one degree (e.g., 183 credits for a baccalaureate degree).
- **Concurrent Enrollment in Bethel's Schools.** Students who are concurrently enrolled in more than one of Bethel's schools may receive more than one financial aid SAP review each term. Students must be demonstrating SAP in each school they are attending. Failure to demonstrate SAP in any school will affect financial aid eligibility in all schools. For example, if as a result of not demonstrating financial aid SAP in the Graduate School a student's financial aid eligibility is terminated, the student's financial aid eligibility is also terminated at Bethel Seminary, the College of Arts & Sciences, and the College of Adult & Professional Studies.
- **Programs Exempt from Financial Aid SAP Review.** Some private educational loans and employer educational benefits are available to students who are not demonstrating SAP. Students should check with their employer or private educational loan provider to see if they must demonstrate SAP as a condition of receiving these funds. Students enrolled solely in academic programs that are excluded from eligibility for federal, state, and Bethel-funded financial aid are not subject to the financial aid SAP policy.

Failure to Meet Minimum SAP Standards

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

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

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

Appeal of Financial Aid Termination

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

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

- **Financial Aid Probation** (formerly referred to as Financial Aid Probation on appeal). Financial Aid Probation is a status assigned to a student who has successfully appealed the termination of financial aid due to failure to demonstrate financial aid SAP. Students on Financial Aid Probation may receive financial aid for one term.
- **Financial Aid Academic Plan Probation.** If it is impossible for the student to meet the minimum SAP standards after one term, then the institution and the student may agree upon an Academic Plan to monitor the student's academic progress for more than one term. The institution will use the Academic Plan as the benchmark for SAP for the length of time specified in the Academic Plan. Students who fail to fulfill the requirements of the Academic Plan become ineligible for financial aid.

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

Student Notification

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

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

Regaining Eligibility

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

Interpretation and Enforcement

The director of financial aid will have primary responsibility for the interpretation and enforcement of this policy.

Return of Title IV Funds Policy

If a student withdraws or is dismissed from Bethel after a semester has begun, the school or the student may be required to return some of the federal aid funds awarded to the student. This “Return of Title IV Funds” (meaning “federal”) policy is required by federal regulations. The federal formula requires a return of Title IV aid calculation if the student received federal financial assistance in the form of a Federal Pell Grant, Direct Loan, or Direct PLUS Loan, and withdrew from all classes on or prior to completing 60% of the semester.

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

Departmental Scholarships

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

SAGRID E. EDMAN GRADUATE SCHOLARSHIP

This scholarship is awarded to Graduate School nursing students who best exemplify the hallmark characteristics of the Bethel University nursing program.

CGCS SCHOLARSHIP (GRAD)

This scholarship is for a student in the Graduate School.

PAUL AND CHARLOTTE LEAFBLAD SCHOLARSHIP FUND

This scholarship is given to second year Physician Assistant students who maintain a 3.5 GPA and demonstrate a strong connection to faith and medicine.

FACULTY AND ADMINISTRATION

Administration: University

Office of the President

James (Jay) H. Barnes III, Ed.D.	President
Ruben Rivera, Ph.D.	Chief Diversity Officer

Office of the Provost

Debra K. Harless, Ph.D.	Executive Vice President and Provost
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Academic Affairs

Randall S. Bergen, Ph.D.	Associate Provost of CAPS, Seminary, and the Graduate School
Diane L. Dahl, Ph.D.	Dean of Health, Medical, and Social Sciences Division
Judith E. Landrum, Ph.D.	Dean of Education and Ministries Division
Chad Osgood, M.S., A.T.C.	Associate Dean of Health, Medical, and Social Sciences
William W. Paxton, Ed.D.	Dean of Business and Leadership Division

Admissions

Kate Gunderson, M.A.	Director of Admissions CAPS, Seminary, & GS
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Financial Aid

Jeffrey D. Olson, M.B.A.	Director of Financial Aid
Debra R. Cordova, B.A.	Associate Director of Financial Aid
Laura B. Ellwanger, B.A.	Assistant Director of Financial Aid
Marla J. Rupp, B.A.	Assistant Director of Financial Aid

Library

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

Registrar

Alyssa Bigelow, M.A.	Associate Registrar, CAPS, Seminary St. Paul, & GS
Diane Krusemark, Ed.D	Registrar

Student Life

Natalie Beazer, M.Ed.	Director of Disability Resources and Services
David Broza, M.A.	Director of Career Development and Calling
Kwai-Yung Carol Chang, M.S.	Associate Dean for International Student Programs and Services

Ryan T. Gunderson, M.A.	Dean of Student Success and Retention
Miriam Hill, Ph.D.	Director of Counseling Services
Elizabeth K. Miller, R.N.	Director of Health Services

Administration: Graduate School

Randall S. Bergen, Ph.D.	Associate Provost of CAPS, Seminary, and the Graduate School
Kandice J. Bierle, M.A.	Academic Quality & Assessment Manager
Wallace D. Boeve, Ed.D.	Program Director, Physician Assistant
Katie Bonawitz, Ed.D.	Program Director, Special Education
Diane Dahl, Ph.D., RN	Dean of Nursing and CAPS-GS Health, Medical, and Social Science Programs
Jessica Daniels, Ph.D.	Program Director, Leadership in Higher Education
Pamela K. Friesen, Ph.D.	Program Director, Nurse Educator
Ryan T. Gunderson, M.A.	Dean of Student Success and Retention
L. J. "Sam" Helgerson, Ph.D.	Program Director, Strategic Leadership
Ross Jahnke, Ed.D.	Dean of Academic and Business Operations
Judith Landrum, Ph.D.	Dean of Education and Ministries Division
Jennifer Nelson, Ph.D.	Program Director, Counseling
Chad Osgood, M.S., A.T.C.	Associate Dean of Health, Medical and Social Sciences, Program Director, Athletic Training
William W. Paxton, Ed.D.	Dean of Business and Leadership Division; Program Director, MBA
Jay Rasmussen, Ph.D.	Program Director, K-12 Education
Tracy Reimer, Ph.D.	Program Director, Leadership in K-12 Education
Molly J. Wickam, Ph.D.	Program Director, Teaching; Director, Academic Resource Center
Jane M. Wrede, Ph.D.	Program Director, Nurse-Midwifery

Business and Leadership Division

The business and leadership division oversees academic matters pertaining to the graduate programs in business and leadership. Faculty members and academically qualified administrators are designated as program directors for graduate programs.

L. J. "Sam" Helgerson, Ph.D.	Program Director, Strategic Leadership
William W. Paxton, Ed.D.	Program Director, MBA

Education Division

The education division oversees academic matters pertaining to the graduate programs in education. Faculty members and academically qualified administrators are designated as program directors for graduate programs.

Laura BeMent-Jaroscak, M.Ed.	Program Director, Work-Based Learning License; Teachers of Computer, Keyboarding, and Related Technology Applications License
Katie Bonawitz, Ed.D.	Program Director, Special Education
Jessica Daniels, Ph.D.	Program Director, Leadership in Higher Education
Gregory R. Nelson, M.Ed.	Program Director, International Baccalaureate Certificate in Teaching and Learning
Jay B. Rasmussen, Ph.D.	Program Director, Education K-12
Tracy Reimer, Ph.D.	Program Director, Leadership in K-12 Education

Molly J. Wickam, Ph.D.

Program Director, Teaching; Director, Academic Resource Center

Health, Medical, and Social Sciences Division

The health, medical, and social sciences division oversees academic matters pertaining to the graduate programs in health, medical, and social sciences. Faculty members and academically qualified administrators are designated as program directors for graduate programs.

Wallace D. Boeve, Ed.D.

Program Director, Physician Assistant

Pamela K. Friesen, Ph.D.

Program Director, Nurse Educator

Jennifer Nelson, Ph.D.

Program Director, Counseling

Chad Osgood, M.S., A.T.C.

Associate Dean of Health, Medical, and Social Sciences,
Program Director, Athletic Training

Jane M. Wrede, Ph.D.

Program Director, Nurse-Midwifery

Department of Nursing

Pamela K. Friesen, Ph.D.

Program Director, Nurse Educator

Jane M. Wrede, Ph.D.

Program Director, Nurse-Midwifery

Faculty advisor: Each student is assigned a faculty advisor.

Thesis advisor: The thesis advisor will supervise the preparation and defense of the Master's Capstone.

Faculty

A

Mark Anderson, Adjunct Instructor. B.A. in Psychology, Wheaton College. M.A. in Christian Ministries, Wheaton Graduate School. M.A. in Counseling and Psychological Services, St. Mary's University. Marriage and Family Therapy Certificate, Bethel Seminary.

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

B

Jodi Baker, Adjunct Instructor. B.A. in Elementary Education, University of St. Thomas. M.A. in Education, Hamline University. M.F.A. in Writing for Children and Young Adults, Hamline University.

Andrew Barrett-Bettcher, 2016. Adjunct Faculty. Bachelor of Aerospace Engineering, University of Minnesota, Institute of Technology, 1993. Master of Business Administration, University of St. Thomas, Opus College of Business, 2000.

Laura BeMent-Jaroscak, 2013. Adjunct Instructor. Masters of Education in Business Education, University of Minnesota, 1985. Bachelor of Science in Business Education, Ferris State University, 1979.

Lisa Bekemeyer, 2001. Adjunct Instructor. B.A. in French, University of Notre Dame, 1994. M.Ed. in Second Language and Cultures, University of Minnesota, 1996.

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

Cathy Bergland, 2012. Faculty. Bachelor of Music - Music Therapy, University of Wisconsin-Eau Claire, 1986. MBA, University of St. Thomas, 1999.

Jeff Berryhill, 2010. Adjunct Instructor. Ph.D. in Clinical Psychology, Fuller Seminary's Graduate School of Psychology, 1991. M.A. in Psychology, Stephen F. Austin State University, 1984. B.A. in Psychology, Baylor University, 1982. M.A. in Theology, Fuller Theological Seminary, 1990.

Wallace Boeve, March 2012. Program Director, Professor. B.S. in Biomedical Sciences, Grand Valley State University, 1994. M.S. in Physician Assistant, Baylor College of Medicine, 1997. Ed.D. in Educational Leadership and Administration, Eastern Michigan University, 2007.

Katie Bonowitz, 2007. Program Director, Faculty. B.S., St. Cloud State University, 1996. M.Ed. in Special Education, Bethel University, 2005. Ed.D. in Special Education Administration, Bethel University, 2013.

Cheryl Bostrom, 1995. Adjunct Assistant Professor. Doctor of Education, Bethel University, 2007. M.A., Bethel University, 2005. B.S., Northwestern College, 1997.

Greg Bourland, 2006. Instructor. MBA, University of St. Thomas, St. Paul, MN, 2001.

Joni Burgin-Hartshorn, 2008. Adjunct Instructor. B.A., Luther College, 1979. M.S., St. Cloud State University, 1987. Ed.D. in Educational Policy and Administration, University of Minnesota, 2001.

Joe Burk, 2017. Adjunct Faculty. Bachelor's Degree in Animal Ecology, Iowa State University, 1996. Master's Degree in Natural Science and Environmental Education, Hamline University, 2006. PhD in K-12 Leadership, Capella University, 2010.

C

Dynna Castillo Portugal, 2015. Adjunct Professor. Ph.D., Luther Seminary, 2014.

Meg Cavalier, 2017. Adjunct Faculty. B.A. Elementary and Middle School Science, Bethel University, 2005. M.A. K-12 Education, Bethel University, 2008. Ed.D. Education Administration, Bethel University, 2013.

Alex Chan, Adjunct Instructor. B.A., Hong Kong Baptist University. M.A., University of Minnesota. Ph.D. in Educational Psychology, University of Minnesota.

Kari Christensen, 2012. Adjunct Instructor. B.A. in French, Secondary Education, and Accounting, Gustavus Adolphus College, 1985. M.Ed. in Curriculum and Instruction, Concordia University, 2009. Sixth Year Certificate in K-12 Principalship, St. Cloud State University, 2014. Doctoral Candidate in Educational Leadership, St. Cloud State University, 2015 - in process.

Vicki Clark, 2017. Adjunct Faculty. DBA, Marketing, Liberty University, 2017. Graduate Marketing Certificate, Bryan College, 2013. MBA, Christian Brothers University, 1999. BBA, Marketing/Logistics, University of Memphis, 1997.

Renee Clark, 2017. Adjunct Faculty. B.S. in Nursing, Seattle Pacific University, 2005. M.S.N. Nurse-Midwifery, Frontier Nursing University, 2014.

Andrew Craig, 2014. Adjunct Faculty. B.S., Saint Cloud State University, 2009. M.A., MN School of Professional Psychology, 2013. Psy.D. Candidate, MN School of Professional Psychology, Anticipated 2017.

D

Diane Dahl, 1998. Dean, Health, Medical, and Social Sciences and Chief Nursing Administrator. Bachelors of Science in Nursing, Grand Valley State University, 1982. Masters of Science in Nursing; program focus Nursing Education, Grand Valley State University, 1995. Ph.D., Doctorate in Education; program focus Curriculum and Instruction, University of Minnesota, 2010.

Dawn Dahlgren-Roemmich, 2017. Clinical Director. BSN, Concordia College, 1999. MS, University of Minnesota, 2003.

Jessica Daniels, 2015. Program Director, Associate Professor. BA in History, Westmont College, 2003. MA in Teaching, Bethel University, 2006. MA in Organizational Leadership, Bethel University, 2008. Ph.D. in Higher Education, Azusa Pacific University, 2015.

Nikki Daniels, 1989. Associate Professor in Organizational Leadership. B.A., Trinity College, 1973. M.A., Bethel University, 1997.

Ken Dean, 2004. Adjunct Assistant Professor. M.S, Concordia College, Mhd. Mn, 1967. M.S., St. Cloud State, 1983.

Leona Derden, 2014. Adjunct Professor. BA, Eastern Illinois University, 1986. MAT, St. Thomas University, 1999. K-12 Administration License, St. Mary's University, 2002.

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.

Jamie Dolieslager, 1999. Associate Professor of Human Kinetics and Applied Health Sciences, Athletic Trainer. B.S. in Exercise Science, Buena Vista University, 1997. M.S. in Health, Physical Education, and Recreation, Emporia State University, 1999.

Julia Dreyer, 2008. Adjunct Instructor. B.S., St. Cloud State University, 1983. M.A., University of St. Thomas, 2001.

Steven Droll, 2017. Associate Professor. Bachelor of Science in Financial Management, Clemson University, 1976. Master in International Business Studies, University of South Carolina, 1979. Executive Doctorate of Business Administration, Georgia State University, 2013.

Neal Dutton, 1980. Associate Professor of Human Kinetics and Applied Health Science. B.A.Ed. in Physical Education, Eastern Washington University, 1979. M.S. in Health, Physical Education, and Recreation, South Dakota State University, 1980.

E

Gregory Ekbohm, 2012. Director of Clinical Education. B.A. in Chemistry, Bethel University, 1971. M.D., University of Minnesota Medical School, 1975. Residency in General Surgery, Medical College of Wisconsin.

Nathan Elliott, 2013. Adjunct Instructor. Master of Arts in Education K-12, Bethel University, 2012. Bachelor of Arts in Elementary Education, Bethel University, 2008.

F

Karin Farrington, 2013. Adjunct Professor. Masters Degree in Special Education EBD, Augsburg College, 2005. Bachelors Degree in Social Work, Bethel University, 2002.

Lori Fildes, 2009. Adjunct Instructor. B.A., St. Cloud State University, 1986. M.A., St. Cloud State University, 1993. Specialist, St. Cloud State University, 1993.

Paul Floyd, 2005. Adjunct Professor. B.A. Honors, Judson College, 1976. M.Div., Bethel Seminary, 1980. J.D., William Mitchell College of Law, 1983.

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

G

Becky Gerdes, Spring 2017. Faculty. Bachelor of Science, Southwest Minnesota State University, 1998.

Cynthia Goetz, 2014. Assistant Professor. B.A. in Chemistry, Bemidji State University, 1985. B.S. in Physician Assistant Studies, Des Moines University, 1992. M.S. in Physician Assistant Studies, University of Nebraska, 2001.

Alexis Greeves, 2010. Adjunct Professor. MA - Counseling, Gallaudet University, Washington, DC, 1999.

H

Cindy Hansen, 2017. Adjunct Instructor. B.A. Elementary Education and Bible, University of Northwestern St. Paul, 2000. M.A. Educational Leadership, University of Illinois Springfield, 2011. Ed.D. K-12 Educational Leadership, Bethel University, 2017.

Christy Hanson, 2012. Associate Professor. B.S. in Biology, Bethel University, 2005. Masters in Physician Assistant Studies, Des Moines University, 2008.

Tedi Anne Hasapopoulos, 2006. Adjunct Instructor. B.B.A., University of Iowa, 1979. MBA, University of Minnesota - Carlson School of Management, 1984. M.Div., Bethel Theological Seminary, 2006. Doctor of Ministry, Bethel Theological Seminary, 2018.

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

Erica Hering, 2005. Enrollment Counselor, Program Coordinator. Bachelor of Science in Child Development, California Polytechnic State University, San Luis Obispo, 2001. Master of Arts in Education, University of California, Santa Cruz, 2002. Doctor of Education in Educational Leadership, Bethel University, 2012.

Jenny Hill, 2011. Adjunct Professor. Bachelor of Science, St. Cloud State University, 2006. Master of Science, St. Cloud State University, 2008. Doctor of Education, Bethel University, 2016.

John Hite, 2013. Adjunct Instructor. B.S., Northwestern College, 1995. MBA, Bethel University, 2012.

Solveig Hultgren, 2013. Adjunct Faculty. B.A., Concordia College, 1983. M.A. Counseling Psychology, Bethel University, 2007.

Krystal Humphreys, 2017. Assistant Professor. PhD Counselor Education and Supervision, Texas Tech University, 2017. M.Ed. Counselor Education, Texas Tech University, 2013. B.A. Psychology, Texas Tech University, 2007. B.A. Dance, Texas Tech University, 2017.

J

Jeff Jacob, 2007. Adjunct Instructor. B.A. in Economics, St. Stephen's College (Delhi, India), 1997. M.A. in Economics, Dehli (India) School of Economics and Southern Methodist University, 1999. M.A. in Economics, Southern Methodist University, 2003. Ph.D. in Economics, Southern Methodist University, 2006.

Ross Jahnke, 2011. Adjunct Instructor. MA in Theological Studies, Bethel Seminary, 2010. Master of Theology, Duke University, 2011. Doctor of Education in Educational Leadership, Bethel University, 2018.

Peter Jankowski, 2004. Associate Professor of Psychology. B.S., Grace College. M.S., Grace Theological Seminary. M.S., Northern Illinois University. Ph.D., Texas Tech University.

Gary Johnsen, Adjunct Instructor. B.T.H., Ambrose University. M.A., University of St. Mary's. MBA mini, University of St. Thomas.

Don Johnson, 2008. Adjunct Instructor. B.A., Trinity College, 1973. M.A., DePaul University, 1976. Ed.D., University of Minnesota, 2004.

Janet Johnson, 1996. Athletic Trainer, Physical Therapist, Faculty. M.S. in Physical Therapy (M.P.T.), University of Nebraska Medical Center, 1992. D.P.T. (Doctor of Physical Therapy), The College of St. Scholastica, 2011.

Andy Johnson, 1995. Associate Professor of Psychology. B.A. in Psychology, Drury College, 1983. M.A. in Psychology, University of Notre Dame, 1987. Ph.D. in Counseling Psychology, University of Notre Dame, 1990.

Rachel Jorgensen, Fall of 2017. Adjunct Instructor. Bachelor of Arts in Education, Communication Arts Concentration, Augsburg College, 2004. Master of Arts in Special Education, E/BD and SLD, Augsburg College, 2006.

K

John Kantke, 2011. Adjunct Professor. B.A. in Philosophy, Bethel University, 1999. J.D., University of St. Thomas School of Law, 2007.

Becky Katchmark, 2014. Adjunct Professor. Bachelor of Science, Human Biology, Northwestern Health Sciences University, 2007. Doctorate of Chiropractic, Northwestern Health Sciences University, 2007.

Alicia Klein, 2016. Adjunct Professor. Masters in Physician Assistant Studies, Rosalind Franklin University, North Chicago IL, 2010.

William Kron, 2010. Adjunct Instructor. BA, University of St. Thomas, 1994. MA, College of St. Scholastica, 1998. Administrative Licensure, University of St. Mary's, 2001.

L

Steven Lancaster, 2015. Assistant Professor of Psychology. B.A., Bethel University, 2005. M.A., Southern Illinois University-Carbondale, 2008. Ph.D., Southern Illinois University-Carbondale, 2011.

Judith Landrum, 2004. Dean of Education, Christian Ministries, and Associate Programs. Ph.D., University of Minnesota, 1996. Master's of Arts in English, Fort Hays State University, 1984. BS.Ed., University of Missouri-Columbia, 1980.

Michelle Langenfeld, Adjunct Instructor. B.A., St. Cloud State University. M.Ed. Children and Families, University of Minnesota. Ed.D. in Educational Policy and Administration, University of Minnesota.

Susan Larson, 2013. Adjunct Professor. MS- Speech Language Pathology, UW-Madison, 1987. MA Counseling, Lakeland College, 2009.

Donna LeGrand, 2001. Adjunct Associate Professor of Spanish Education. B.A., Concordia College (Moorhead), 1978. M.A., University of Wisconsin-Madison, 1988. Ph.D. in Literacy and Linguistics, University of Minnesota, 2000.

Daniel Leafblad, 2009. Adjunct Assistant Professor. B.S. in Chemistry, Bethel College, 1974. M.D., Baylor College of Medicine, 1978. Residency in Obstetrics and Gynecology, University of Minnesota.

Elisabeth Lefebvre, 2017. Adjunct Faculty. Ph.D., University of Minnesota, 2017. M.A., University of Oregon, 2012. B.A., Miami University (Ohio), 2006.

Jason Li, 1986. Professor of Psychology. B.A., Northwestern University, 1978. M.A., Michigan State University, 1981. Ph.D., Michigan State University, 1985.

Mary Lindell, 2015. Associate Professor. M.A., Education and Human Development, George Washington University, 1992. Ph.D., Educational Psychology, University of Minnesota, 2013.

Mike Lindstrom, 2008. Adjunct Instructor. B.S. in Mathematics; BS in Industrial Education, Winona State University, 1973. M.S. in Industrial Education, Winona State University, 1983. Ed.D. in Work, Community and Family Ed; Standards focus, University of Minnesota, 1998.

Deborah Link, 2012. Adjunct Instructor. B.A. in Educational Studies in Communication Arts and Literature Education and Bible, Northwestern College, 2004. M.A. in Counseling Psychology, Bethel University, 2007. Completed Marriage and Family coursework, Adler Graduate School, 2008.

Sara Lundquist, 2014. Adjunct Instructor. B.A., Bethel University, 2001. MBA, University of St. Thomas, 2008.

M

Stephanie Mars, 2016. Adjunct Professor. Bachelor of Science in Special Education, St. Cloud State University, 1998. Master of Education in Teaching and Learning, University of St. Mary's, 2002.

Jill Martin, 1996. Associate Professor of Education. B.A. in Social Studies Secondary Education, Bethel University, 1983. M.A. in Educational Psychology, St. Thomas University, 1988. Ed.D. in Curriculum and Instruction in Higher Education, Nova Southeastern University, 2001.

Jane Matheson, 2005. Adjunct Instructor. M.Ed., St. Mary's University, 1997.

Peg McCormick, 2010. Associate Professor of Education. B.A. in Liberal Arts, Metro State University, 1994. M.A. in Special Education, University of Minnesota, 1996. Ph.D., University of Minnesota, 2009.

Sherri McDaniel, Faculty. BSEE, University of North Dakota. MBA in Finance and Marketing, Carlson School of Management, University of Minnesota.

Laurel McKeever, Fall 2015. Adjunct Faculty. MS, CNM, University of Minnesota, 2010.

Patti Meras, 2016. Adjunct Faculty. MA – Special Education (ABS), Bethel University, 2015. BA – English, California State University, Fullerton, 1994.

Kim Meyer, 1997. Associate Professor of Nursing. B.A. in Nursing, College of St. Catherine, 1979. M.S.N. in Psych-Mental Health Nursing, University of Minnesota, 1987. Ed.D. in Educational Leadership, University of St. Thomas, 2004.

Michael Mignard, 2002. Adjunct Instructor. B.A., Cedarville University, 1979. M.R.E., Grand Rapids Baptist Seminary, 1989. Ph.D., Trinity Theological Seminary, 2004.

Melissa Miller, 2017. Adjunct Instructor. Educational Specialist in Educational Leadership, University of Saint Thomas, 2004. Masters in Education, University of Saint Thomas, 2000. Bachelor of Arts, University of Saint Thomas, 1996.

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.

Randy Moberg, 2009. Adjunct Instructor. B.A., Bethel University, 1982. M.Ed., University of Minnesota, 1989.

Scott Morrell, 2014. Adjunct Instructor. B.A., Concordia University, St. Paul, 1989. M.A. in Counseling Psychology, University of St. Thomas, 1999. Ed.D. in Organizational Development, University of St. Thomas, 2012.

Jan Mrozinski, 2016. Adjunct Faculty. Bachelor of Arts, Kent State University, 1993. Master of Arts, Colorado Christian University, 1997. Master of Education, Bethel University, 2003.

N

Lisa Naser, 2014. Assistant Professor. Bachelor of Science in Biology, University of Wisconsin - LaCrosse, 1994. Master of Science in Adult Fitness and Cardiac Rehabilitation, University of Wisconsin - LaCrosse, 1997. Bachelor of Science in Physician Assistant Studies, University of Wisconsin - LaCrosse, 2001. Postsecondary Teaching Certificate, Bethel University, 2014.

Jennifer Nelson, 2015. Program Director, Faculty. B.A. in Psychology, Northwestern College, 1995. M.S. in Applied Child and Family Studies - Specialization in Marriage and Family Therapy, Northern Illinois

University, 1997. Ph.D. in Child Development and Family Studies - Specialization in Marriage and Family Therapy, Purdue University, 2004.

Janet Nelson, 2011. Adjunct Instructor. B.A. in K-6 Elementary Education, Bethel College, 1988. M.Ed., St. Mary's University, 1995.

Greg Nelson, 2007. Program Director. B.A., Bethel College, 1980. M.Ed., University of Minnesota, 1993. Ed.D., Bethel University, tbd.

Kirstin Nesbitt, 2013. Adjunct Instructor. B.A., Northwestern University, 1988. MBA, Carlson School of Management, University of Minnesota, 1991.

Kristen Nichols-Besel, 2015. Adjunct Instructor. B.A. in English Education, University of Northern Iowa, 2000. M.A. in English Literature, Iowa State University, 2005. Ph.D. in Curriculum and Instruction, Literacy Education, University of Minnesota, 2015.

O

Steve Ogren, 2005. Adjunct Instructor. B.A., Gustavus Adolphus College, 1973. MBA, University of Minnesota, 1979.

DiAnna Olsen, 2015. Adjunct. Bachelor of Arts Degree in Organizational Leadership, Bethel University, 2011. Master of Arts in Organizational Leadership, Bethel University, 2013. Working on Ph.D. in Organizational Leadership with a global concentration, Regent's University, Present.

Chad Osgood, 1998. Program Director of Athletic Training. B.A. in Athletic Training, Bethel College, 1995. M.S. in Health, Physical Education, and Recreation, South Dakota State University, 1998.

Jeff Overlie, Recent faculty. B.A., Luther College. M.A., Hamline University.

P

Alecia Pankratz, 2010. Adjunct faculty. B.A. Communication Arts and Literature, Bethel University, 2003. M.A. in Literacy, Bethel University, 2008.

Jeanine Parolini, 2007. Teaching Partner and Leadership Coach. B.A., Dominican University, 1983. MBA, Dominican University, 1991. M.A., Bethel Seminary, 2003. Ph.D., Regent University, 2007.

Craig Paulson, 2002. Professor. B.A., Muskingum College, 1970. M.A., University of Minnesota, 1978. Ed.S., University of Minnesota, 1981. Ph.D. in Educational Leadership, University of Minnesota, 1983.

Patricia Paulson, 1999. Adjunct Instructor. B.S. in Psychology, Elementary Licensure, Muskingum College, 1972. M.S. in Educational Administration; Life Science Education Licensure, St. Cloud State University, 1979. Ph.D., Capella University, 2005.

Bill Paxton, 2007. Program Director. B.A. Religious Studies, University of Dayton, 1975. M.S. Management, Cardinal Stritch University, 1994. Ed.D. Leadership in Higher Education, Bethel University, 2015.

Abbey Payeur, 2010. Adjunct Instructor. B.A. in Elementary Education, Augsburg College, 2004. M.A. in Education, Bethel University, 2008.

Chad Peterson, 2013. Adjunct Professor. PharmD, University of Minnesota, 2011. BA, Bethel University, 2007.

Beth Peterson, 1982. Acting Associate Dean of Nursing. B.S., University of Illinois, 1974. M.A. in Curriculum and Instruction, University of St. Thomas, 1979. M.S. in Psychiatric and Mental Health

Nursing, University of Minnesota, 1983. M.A. in Christian Thought, Bethel Seminary, 2002. D.Min. in Congregational and Family Care with an emphasis on spiritual formation, Bethel Seminary, 2009.

Joseph Pribyl, 2016. Adjunct Instructor. BA in chemistry and religion, St. Olaf College, Northfield, MN, 1998. MA in Catholic Studies, University of St. Thomas, St. Paul, MN, 2003. MA in Counseling Psychology w/ concentration in Family Psychology, University of St. Thomas, Minneapolis, MN, 2008.

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Matthew Putz, 2008. Instructor. B.Mus.Ed. (K-12 Instrumental), University of North Dakota, 1994. M.Div., North American Baptist Seminary, 1997. Ed.D. (Instructional Technology and Distance Education), Nova Southwestern University, 2011.

R

Steve Raimo, 2017. Faculty of CAPS and GS (College of Adult Professional Studies and Graduate School). DSL, Regent University, 2009. MBA, City University of Seattle, 1998. BS Accounting, Portland State University, 1984.

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Tracy Reimer, 2011. Program Director, Professor. B.A. Elementary Education & Psychology, Bethel University, 1996. M.S. Curriculum & Instruction, St. Cloud State University, 2000. Sixth Year Program - K-12 Principal License, Superintendent License, St. Cloud State University, 2002. Ph.D. Curriculum & Instruction, Literacy Education, University of Minnesota, 2010.

Ruben Rivera, 1997. Associate Professor of History. B.A., Vanguard University, 1986. M.A.T.S., Gordon-Conwell Theological Seminary, 1989. Ph.D., Boston University, 2007.

Mark Robertson, 2006. Adjunct Instructor. B.S., Bethel University, 1975. M.Ed., St. Thomas University, 1977.

Leon Rodrigues, 2003. Adjunct Faculty. Ed.D, University of Minnesota, 2003.

Eric Roesler, 2016. Adjunct Professor. B.A., Central College, 1998. M.Ed., University of Minnesota, 2003.

Alba Romero Arteaga, 2014. Adjunct Faculty. J.D., Universidad Santa Maria (Venezuela), 1992. LL.M., Hamline University School of Law, 1999. M.A. Management, Hamline University, 2001. J.D., Hamline University School of Law, 2007.

Kristi Romo, 2018. Adjunct Faculty. B.A. Communication of Arts & Literature Education 5-12, University of Northwestern-St. Paul, 2003. M.A. Literacy Education K-12, Bethel University, 2008. M.F.A. Creative Writing for Children & Young Adults, Hamline University, 2015.

Dan Rotach, 2000. Adjunct Assistant Professor of Psychology. B.A., Faith Baptist Bible College, 1978. M.Div., Denver Theological Seminary, 1982. Doctor of Ministry, Bethel Seminary, 1995. Licensure in Marriage and Family Therapy, Adler Institute, 1999.

John Rudberg, 1998. Adjunct Associate Professor. B.S., University of Minnesota, 1971. M.A., Minnesota State University - Mankato, 1980.

S

Chuck Sambs, 2005. Adjunct Instructor. B.S., University of Wisconsin - Stevens Point, 1965. M.A., University of Northern Colorado, 1972. Ed.D. in Educational Administration, University of Northern Colorado, 1981.

Kristin Sandau, 2006. Professor of Nursing. B.S., Bethel College, 1989. M.S., University of Minnesota, 1999. Ph.D., University of Minnesota, 2004.

Shawn Sauve, 2000. Adjunct instructor. B.S., Oral Roberts University, 1991. MBA, University of Rochester, 1995. MATS, Bethel Seminary, 2012.

Greta Schutte, 2013. Assistant Professor of Human Kinetics and Applied Health Science. B.A. in Athletic Training, Bethel University, 2003. M.S. in Exercise and Sport Science-Human Performance, University of Wisconsin-LaCrosse, 2005.

Susan Schwope, 2000. Teaching Partner Adjunct Instructor. B.S., Moorhead State University, 1988. B.A., Moorhead State University, 1988. M.S., Moorhead State University, 1993.

Jenna Seal, 2016. Adjunct Instructor. BA in Communication Studies, Gustavus Adolphus College, 2008. MA in Gerontology, Bethel University, 2013.

Marta Shaw, 2015. Adjunct Instructor. M.A., Jagiellonian University, Poland, 2007. Ph.D. in Organizational Leadership, Policy, and Development, University of Minnesota, 2014.

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

Lisa Silmser, 2002. Adjunct Assistant Professor. B.A., Bethel University, 1992. M.Ed., Bethel University, 1996. 2015, Bethel University, Ed. D..

Ken Smith, 2000. Adjunct Instructor. B.S. - Mathematics, University of Illinois, 1968. M.A. - Organizational Leadership, Bethel University, 1999.

Raymond Sperl, 2011. Adjunct Faculty. BA - Physical Science Secondary Education, Bethel College and Seminary, 1996. MA - Curriculum and Instruction, College of St. Scholastica, 2004.

Stacie Stanley, 2011. Adjunct Faculty Member. B.S., College of St. Catherine, 2000. M.A., College of St. Catherine, 2005. Ed.D., Bethel University, 2013.

Brielle Stoyke, 2017. Adjunct Instructor. Nursing, through exchange program at the College of St. Catherine, University of Saint Thomas, 1994. Master's of Science in Nursing, Midwifery specialty, University of Minnesota, 2000.

Charles Strand, 2000. Adjunct Faculty. B.S., St. Cloud State University, 1970. M.A., University of Denver, 1975. Ed.S., St. Cloud State University, 1986. Educational Administration - 6th Year Certificate, St. Cloud State University, 1997.

Barry Sullivan, 2000. Adjunct Instructor. B.A., St. Cloud State University, 1970. M.A., University of North Dakota, 1973. Ph.D., University of Minnesota, 1980.

Danny Swensen, 2008. Professor of Education. B.S. in Physics, University of Wisconsin - River Falls, 1984. M.Ed. in Education, University of Wisconsin - River Falls, 1991. Specialist Degree in Educational Administration, University of Minnesota, 1994. Ph.D. in Curriculum and Instruction, University of Minnesota, 2015.

Jeanne Szarzynski, 2015. Assistant Professor. Bachelor of Science, Biology, Eastern Washington University, 1997. Bachelor's of Medicine, Physician Assistant, Duke University, 1980. Masters Degree of Physician Assistant Studies, University of Nebraska, 2001.

T

Wendy Thompson, 1998. Adjunct Instructor in Nursing. BA, Bethel College, 1984. MPH, University of Minnesota, 1994. DNP, University of Minnesota, 2012.

Jone Tiffany, 2001-2007, 2010-Present. Professor of Nursing. Diploma in Nursing, Mounds-Midway School of Nursing, 1984. B.A. in Psychology, Metroplitan State University, 1988. B.S. in Nursing, Bethel College, 1999. M.A. in Counseling Psychology, Bethel College, 2000. Certificate in Nursing Education, Bethel College, 2002. M.A. in Nursing Education, St. Catherine University, 2009. DNP (Doctor of Nursing Practice), St. Catherine University, 2010.

Robert (Bob) Timmons, 2018. Adjunct Faculty. Doctor of Business Administration - Finance, Anderson University (IN), 2008. Master of Business Administration - Leadership and Ethics, John Brown University, 2004. Bachelor of Science Business Administration - Accounting, Pittsburg State University (KS), 1977.

Jay Tracy, Adjunct Instructor. B.A. in Psychology, University of Minnesota. B.A. in Physiology, University of Minnesota. B.S. Allied Health, St. Cloud State University. A.D. Nursing, RN Lakewood Community College. PsyD, Clinical Psychology, Minnesota School of Professional Psychology.

V

Lisa VanGerpen, 2016. Instructor. Certificate in Nurse Midwifery, Frontier School of Nurse-Midwifery, Case Western Reserve University, 1998.

Joellyn Veninga, 2012. Adjunct Instructor. B.A., Luther College, 1993. M.A., University of St. Thomas, 2001.

Julie Ann Vingers, 2011. Assistant Professor of Nursing. B.S. in Nursing, Bethel College, 1990. M.S. in Nurse-Midwifery, University of Illinois at Chicago, 1995. Ph. D. in Nursing Education, Capella University, 2013.

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

W

Sara Werner, 2010. Adjunct Instructor. B.A. in Psychology and Religion, Concordia College, Moorhear, MN, 1987. M.A. in Counseling Psychology, St. Mary's University, 1995.

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