



BETHEL UNIVERSITY CATALOG

COLLEGE OF ADULT
& PROFESSIONAL STUDIES

2019-2020



BETHEL
UNIVERSITY

TABLE OF CONTENTS

College of Adult & Professional Studies	3	Admission Calendar	47
General Information	4	Course/Cohort Cancellation Policy	47
Accreditation and Membership	5	Program-Specific Admission Requirements	47
About Bethel University	5	Academic Programs	49
Bethel University Mission and Values	6	Associate Degrees	52
College of Adult & Professional Studies and Graduate School Mission	7	Associate of Arts Degree	53
College of Adult & Professional Studies Purpose	7	A.S. in Business and Leadership	55
Bethel Community Expectations	7	A.S. Individualized Major	57
Academic Information	8	Business	58
Academic Policies	8	B.S. in Accounting	60
CAPS Courses by Goal Area	24	B.S. in Business Management	61
Curriculum	27	B.S. in Finance	63
Degree Requirements Overview	28	Minor in Accounting	64
Degree Requirements Associate of Arts Degree	28	Minor in Business Management	64
Degree Requirements Associate of Science Degree	29	Christian Ministries	65
Degree Requirements for Bachelor of Arts Degree	29	B.A. in Christian Ministries	66
Degree Requirements for Bachelor of Science Degree	31	Minor in Christian Ministries	66
Degree Requirements for Bachelor of Science in Nursing (BSN)	33	Management Information Systems	68
General Requirements for a Certificate	34	B.S. in Management Information Systems	69
Family Educational Rights and Privacy Act of 1974 (FERPA)	35	Minor in Management Information Systems	69
General Education	41	Nursing	71
Academic Calendar	44	Bachelor of Science in Nursing (Post-Baccalaureate)	74
Admission Information	45	RN to M.S. - Bridge Program	77
General Requirements for Admission to CAPS	45	Organizational Leadership	79
Admission Categories	47	B.A. in Organizational Leadership	80
		Minor in Organizational Leadership	81
		Psychology	82
		B.A. in Psychology	83
		Social Services	84
		B.A. in Human Services	86
		Minor in Human Services	87
		Certificate in Addiction Studies	88

Certificate in Alcohol and Drug
Counseling 89

Senior Care Leadership and
Administration (SCLA) Certificate 90

Special Education 91

 B. A. in Special Education 93

CAPS Minors 95

Course Descriptions 96

Tuition, Student Account, and Financial Aid
..... 116

 Student Account Information 116

 Financial Aid 120

Faculty and Administration 126

 Faculty 129

Index 136

COLLEGE OF ADULT & PROFESSIONAL STUDIES

At Bethel University, we're committed to excellence.

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

Admissions mailing address: Bethel University | College of Adult & Professional Studies | MSC 2371 | 3900 Bethel Drive | St. Paul, MN 55112

Office Location: Anderson Center | 2 Pine Tree Drive | Arden Hills, MN 55112

Phone: 651.635.8000 or 800.255.8706, ext. 8000

Email: caps@bethel.edu

Website: <http://bethel.edu/adult-undergrad>

For a downloadable copy or to view a previous year's catalog, please go to the Bethel Catalog Archive.

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 (p. 7), the Professional Expectations and Community Conduct Agreement, 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/adult-undergrad/academics/catalog/>.

Although 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, which may include addenda. 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 where there is a listing of the current catalogs for the various schools at Bethel University, several PDF archived files of previous years' catalogs, and any catalog addenda. Together, the printed version of the catalog and the online catalog serve as the official record of any catalog changes.

Accreditation and Membership

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

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

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.

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, Bethel offers bachelor's and advanced degrees in more than 125 areas of study. 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 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 11 bachelor's degree-completion programs taught from a Christian worldview in the areas of business and leadership, accounting, finance, management information systems, nursing, human services, psychology, special education, and Christian ministries, along with two associate degree programs and three certificate programs. More than 400 students are enrolled in the Twin Cities or online.

Graduate School

The Graduate School provides rigorous graduate education in a supportive Christian environment. Our 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 10 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 2,500 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, is among the 20 largest evangelical institutions in the world offering post-baccalaureate study, serving students from more than 60 denominations on campus in St. Paul, with five residential master's degree programs and two certificates; and online, through seven 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.

Institute for Exceptional Learners

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

Bethel University Mission and Values

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

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

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

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

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

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

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

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

College of Adult & Professional Studies and Graduate School Mission

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

College of Adult & Professional Studies Purpose

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

The adult undergraduate programs at Bethel:

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

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 INFORMATION

College of Adult & Professional Studies

Continuing Bethel's tradition of academic excellence, the College of Adult & Professional Studies offers adults the opportunity to earn undergraduate degrees in a format designed for people already in careers.

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

The College of Adult & Professional Studies offers the first 45 credits of required general education courses through the General Studies program. Students can earn an associate of arts degree (A.A.), an associate of science degree (A.S.), a bachelor of arts degree (B.A.), a bachelor of science degree (B.S.), and specific certificates. Detailed information about each degree, minor, and certificate, including admission and graduation requirements and course descriptions, is provided in this publication.

The core sequence of each major is typically structured as a series of courses taken one at a time with classes meeting one evening each week or online. Courses are offered when minimum enrollment standards have been met.

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

Academic Internship Policy

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

5. The student must meet the following criteria:
 - a. Declare a major or minor in the department of the internship being proposed.
 - b. Hold junior, senior, or graduate standing. Individual departments may permit qualified sophomores to undertake exploratory internships under special circumstances.
 - c. Have a minimum of 10 credit hours completed in the department.
 - d. Have a minimum cumulative GPA of 3.0 and a 3.0 GPA in the major. Individual departments may require a higher GPA.
 - e. Meet additional criteria as established by each department.
6. An internship must be two to four credits with the following minimum time required onsite:

Two-credit internship	90 hours
Three-credit internship	135 hours
Four-credit internship	180 hours
7. A maximum of nine credits in internships may be taken. Each separate internship must have goals and objectives different 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 & Retention.

Academic Petitions

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

Petitions may be made by students who believe that 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, students may contact their 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
- Grade change for a course
- Registration change for a course: Add, Drop, or Withdrawal after the deadline (with or without a request for tuition refund)
- Required course or independent study substitution
- Residency requirement
- Exception to other academic policy

Petitions

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

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

The Academic Petition form will be made available to the student upon correspondence with the student success advisor, 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.

Contact information for each student success advisor is available at www.bethel.edu/student-success/contact/.

Academic Probation and Dismissal

Academic Probation

Students are placed on academic probation by the Registrar's Office when they are not in good academic standing at the completion of an academic term. This standing is based upon the cumulative GPA after having earned a range of credits, as described below:

Cumulative Undergraduate Semester Credit Hours	Cumulative GPA Earned Equals:
0-29.99	0-1.64
30-59.99	0-1.84
60-74.99	0-1.94
75 or more	0-1.99

The standing of academic probation appears on the student's unofficial transcript. The student may be on academic probation for no more than two consecutive academic terms of enrollment. Academic probation for any student is the decision of the Bethel University Registrar.

Academic Dismissal

The following students will be subject to academic dismissal:

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

Patterns of poor performance not listed above also may lead to academic dismissal. Academic probation does 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, programs may communicate additional attendance requirements by means of a program handbook and/or in individual course syllabi.

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 students who have completed all general education and elective requirements, the calendar of class sessions for the major and core distinctives is found through MyBethel (my.bethel.edu).

Student load for each academic term is:

1. Full time = 12 credits or more
2. Part time = fewer than 12 credits
 - a. Three-Quarter time = 9 - 11.99 credits
 - b. Half time = 6 - 8.99 credits
 - c. Less than half time = fewer than 6 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 status or below half-time status may affect the student's eligibility for certain financial aid programs and deferment of existing loans. If students are working full time, it is not usually recommended that other courses be taken concurrently with College of Adult & Professional Studies courses.

Changes in Registration

1. Students needing to add, drop, or change course registration may do so through MyBethel (my.bethel.edu) > Student Academics > Registration > 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 Look Up Classes to find course registration numbers). Students should contact their student success advisor for further assistance.
2. The student is responsible for all charges incurred (see: Tuition and Financial Aid (p. 116)) and for any loss of financial aid or change of loan deferment status.
3. A new course may not be added when a registration hold has been placed by the Business Office.
4. Regulations for dropping a course are explained in this catalog (see: Grading System—Grade of (p. 8)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.

Classification of Students

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

Freshman	0-29.999 credits
Sophomore	30-59.999 credits
Junior	60-89.999 credits
Senior	90 credits or more

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

Commencement and Ceremony Honors

Bethel holds a winter commencement and a spring commencement each year. Exact dates, application, and details are published on the MyBethel 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
 - Application due dates: October 31 for Winter ceremony; March 31 for Spring ceremony.

Honors in the commencement program and ceremony for bachelor's degrees will be recognized for students who have achieved a cumulative Bethel undergraduate GPA of 3.90 or higher as of March 31 for the spring ceremony and as of October 31 for the fall ceremony.

Course by Arrangement Policy

1. Students may engage in a CBA under the following regulations:
 - a. The course must be a specific requirement in the student's major or minor, or a prerequisite to a specific requirement (not an elective course).
 - b. Students must have demonstrated in program coursework that they have the capability and background to study independently. As certification of this ability, undergraduate students must have an overall GPA of 2.5 or higher, and graduate students must have an overall GPA of 3.3 or higher, at the time the request is submitted and at the time the CBA begins.
 - c. Undergraduate students must be in the sophomore class or higher.
- d. Students may take only one CBA per term and no more than a total of eight credits of CBA toward graduation. A faculty supervisor may direct no more than two study projects (directed studies and courses by arrangement) per term and must have taught the course in its regular format.
- e. Upon fulfilling the CBA, students receive credit on their transcript for the course. CBA is graded on an *A-F* or *S/U* basis according to the normal grading system of the course in its regular format.
2. Complete the following procedures to obtain approval of a CBA request:
 - a. The CBA form is available through my.Bethel.edu (Student Academics > Registration > Forms > Course by Arrangement).
 - b. The student meets with the faculty member who will supervise the study. They review the course syllabus and determine the number and frequency of regular contacts between the student and supervisor. Students doing research off campus will contact their supervisor by phone at regular intervals, at the student's expense.
 - c. The CBA request is then submitted to the program director for approval, if different from the supervisor of the study, and to the appropriate division dean.
 - d. The student submits the completed and signed agreement to their student success advisor during the registration dates for the term in which it is to take place.
 - e. Processing of the agreement by the registrar validates the agreement.

Curricular Practical Training

Curricular Practical Training (CPT) is alternate work/study, internship, cooperative education, or any other type of required internship or practicum for international students that is offered by sponsoring employers through cooperative agreements with the school. The Bethel University 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 \(home>Offices>International Student Programs and Services>Living in the U.S.–Employment>Curricular Practical Training–Curriculum Practical Training form\)](https://www.bethel.edu/international-services/living-in-us/employment). <https://www.bethel.edu/international-services/living-in-us/employment>

Degree Honors

Institutional honors are granted at degree conferral for bachelor's degrees where the student has achieved a Bethel cumulative undergraduate GPA of 3.90 or higher.

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 (Student Academics > Registration > Forms > caps-gs-directed-study-application).
 - b. The student meets with the faculty member who will supervise the study. They jointly prepare the electronic *Directed Study* form, which includes submitting a syllabus with the objectives of the study, the study's relationship to the student's overall program, the specific content and procedures of the study, the definition of student and faculty roles, the product or response to be made by the student on which his or her learning will be evaluated, and the number and frequency of regular contacts between the student and supervisor. Students doing research off campus will contact their supervisor by phone at regular intervals at the student's expense.
 - c. When the student submits the electronic *Directed Study* form, it is automatically sent to the registrar's office and to a designated dean, who confers with the student success advisor, the program director, and the divisional dean to determine approval.
 - d. If approved, the registrar's office coordinates the creation of the course, registers the student, and notifies the student and instructor that the course was approved and the registration is complete.
 - e. Processing of the agreement by the registrar's office validates the agreement.

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.

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

Electives

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

Elective courses may be taken:

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

Elective Credit Options

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

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

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

Elective courses offered through the College of Adult & Professional Studies at Bethel University are listed in this catalog in the respective academic disciplines. Students may opt to add a minor to their bachelor's degree program. A minor is a series of courses, between 18 and 24 credits, in an academic discipline outside of the student's major. Credit earned in other Bethel University schools is transferable to CAPS. Students may request transfer of credit to CAPS by submitting official transcripts from other regionally accredited institutions for evaluation.

Option 2 • Credit from Nationally Accredited Institutions

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

Option 3 • Educational Experiences in the Armed Forces

Students may receive college credit earned through military training if the American Council on Education (ACE) has recommended credit. A Joint Services Transcript is required.

Option 4 • Standardized Subject Examinations

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

• **DSST (DANTES Subject Standardized Tests):** For the convenience of students, Bethel offers online DSST examinations each month. More than 30 DSST examinations are available on a variety of academic subjects. With a passing score, three semester credits are earned.

• **CLEP (College-Level Examination Program):** Examinations are administered at various testing sites in the Twin Cities. More than 30 CLEP examinations are available on a variety of academic subjects. With a passing score, college credit is earned. CLEP scores are valid for 20 years.

• **AP (Advanced Placement), UExcel/ECE (Excelsior), and IB (Higher Level International Baccalaureate):** Students who have passed these exams may earn college credit based on their exam scores.

Option 5 • Selected Professional Training/Examinations

Many career fields offer non-collegiate-sponsored training courses, examinations, or certifications. Students may earn college credit at CAPS for completing non-collegiate-sponsored training that has been recommended for credit by the American Council on Education (ACE). Students may have their training evaluated for potential credit by submitting appropriate documentation to the Office of the Registrar. Total credit from this option may not exceed 30 semester credits. Credit earned through this option is identified on the transcript as Prior Learning Assessment Credit and is eligible for application toward elective credit (or lower level general education requirements by petition) only, not to fulfill the requirements of any major, minor, or certificate.

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 in letter-graded courses at Bethel. 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.

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. 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 an instructor may assign is 12 weeks. Students with multiple grades of *I* or *IN* may be required to withdraw from future coursework and finish their program after all grades of *I* or *IN* have been resolved.

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

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

Grades of IP, N, and NR

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

Grades of S and U

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

Grade of W

The grade *W* is given to a student who officially withdraws from a course by the 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. After the withdrawal deadline, students will receive the grade they have earned. Extenuating circumstances that may warrant exception to the withdrawal policy will be considered on a case-by-case basis. Scheduled online sessions count as “class sessions” when determining tuition refunds and grades. Any refund due to withdrawal will be governed by the refund policy (see: Tuition and Fees Refund Schedule (p. 116)).

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

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.

Immunization Requirements

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

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

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

Students who must provide proof of immunization

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

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

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.

Re-Enrollment

Program director permission to re-enroll is required for any student whose academic standing was not in good standing at the time of dismissal or voluntary withdrawal. Students who were academically dismissed are re-enrolled under the academic standing equivalent to a final term of academic probation. Students who left voluntarily are re-enrolled at the academic standing level held during their last term of enrollment.

Students who have not been enrolled for more than one year (three consecutive academic terms) will enter under the catalog of the year in which they re-enroll.

Former students who have a registration hold on their account from the Business Office are not eligible to re-enroll.

Students may contact the Office of Student Success & Retention for forms and procedures.

Student Success Advisors

Location: Anderson Center

Telephone: 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 website for more information.

- Associate Degrees (A.A. and A.S.): associate-degrees@bethel.edu; 651.635.8014
- Business and Leadership Division - CAPS:
 - caps-business@bethel.edu; 651.635.2463;
 - caps-leadership@bethel.edu; 651.635.2461
- Education Division - CAPS: caps-education@bethel.edu; 651.635.8011
- Health, Medical and Social Sciences Division - CAPS: human-services@bethel.edu 651.635.8014
- Ministry Division - CAPS: christian-min@bethel.edu; 651.635.1011

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.

Teach-Out Policy

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

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

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

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

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

Courses in which the student received a grade of D or higher will be accepted for transfer. With limitations, grades of *CR* (Credit), *P* (Pass), and *S* (Satisfactory) are acceptable. When grades are transcribed as percentages only, grades must be 70% or higher. Students must have a cumulative GPA of 2.0 or higher on a 4.0 scale on all academic work accepted in transfer. B.S. in Nursing and B.A. in Special Education applicants must have a cumulative GPA of 2.5 or higher on a 4.0 scale on all academic work accepted in transfer.

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

For more information regarding transfer credit policies, contact the Office of the Registrar at (651) 638-6164.

Transfer Levels

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

0-14.99 credits	Level 1
15-29.99 credits	Level 2
30-44.99 credits	Level 3

CAPS Courses by Goal Area 24

45-59.99 credits	Level 4
60-89.99 credits	Level 5
90 credits or more	Level 6

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

CAPS Courses by Goal Area

Goal Area 1: Communication

Code	Title	Credits
Category R: Academic Research Writing		
CHMN 350R	Research Writing for Christian Ministry	3
ENGL 225R	Academic Research and Writing	3
ORGL 340R	Scholarly Research and Writing for Organizational Leadership	3
Other Goal Area 1		
BUSN 210	Workplace Communication	3
CHMN 451	Communication in Ministry	3
COMM 160	Basic Communication Skills	3
ENGL 130	Successful Writing	3
NURS 495	Clinical Care Change Project	3
ORGL 350	Leadership Communication	3
COMM 340	Cross-Cultural Communication	3

Goal Area 2: Critical Thinking

Code	Title	Credits
BUSN 104	Introduction to Business	3
BUSN 415	Intermediate Macroeconomics	3
CORE 300	Community, Self and Formation: Ancient and Contemporary Narratives	3
CORE 330	Examining Crucial Questions	3
MIST 420	Business Database Management	3
MIST 440	Administration of Management Information Systems	3
MIST 450	Information Systems Security	3
ORGL 120	Personal Mission and Leadership Development	3
ORGL 330	Theories of Organizations and Leadership	3
ORGL 370	Leading in the Digital Age	3
SOCS 110	Succeeding in College	3

Goal Area 3: Natural Sciences

Code	Title	Credits
BUSN 285	Information and Organizations	3
HEPE 260	Physical Wellness	3
MIST 320	Management Information Systems	3

MIST 400	Foundations of Information Management Systems	3
MIST 410	Information Systems Analysis and Design	3
MIST 420	Business Database Management	3
MIST 430	Introduction to Business Programming	3
MIST 440	Administration of Management Information Systems	3
MIST 450	Information Systems Security	3
NASC 275	Environmental Studies	3
NURS 425	Cultural Diversity in Healthcare	3

Goal Area 4: Mathematical/Logical Reasoning

Code	Title	Credits
ACCT 405	Intermediate Financial Accounting I	3
ACCT 410	Intermediate Financial Accounting II	3
ACCT 415	Cost/Managerial Accounting	3
ACCT 420	Income Tax Accounting	3
ACCT 425	Corporate Auditing	3
ACCT 430	Advanced Accounting	3
BUSN 115	Personal Financial Literacy	3
BUSN 200	Business Problem Solving	3
BUSN 415	Intermediate Macroeconomics	3
FINA 410	Investments Theory	3
FINA 420	Portfolio Analysis and Management	3
FINA 430	Capital Markets	3
FINA 440	Advanced Corporate Finance	3
MATH 180	Mathematics in Real Life	3
MATH 301	Business Mathematics and Statistics	3
PSYC 335	Introduction to Statistics	3

Goal Area 5: History and the Social and Behavioral Sciences

Code	Title	Credits
BUSN 310	Global Management and Leadership	3
BUSN 405	Survey of Microeconomics and Macroeconomics	3
BUSN 415	Intermediate Macroeconomics	3
BUSN 430	Business Law	3
COMM 340	Cross-Cultural Communication	3
CORE 300	Community, Self and Formation: Ancient and Contemporary Narratives	3
CORE 330	Examining Crucial Questions	3
ECON 200	Principles of Microeconomics	3
EDUC 324	Educational Psychology	4
FINA 450	Global Finance	3
HIST 250	U.S. History in Dialogue with the Present	3
HUSE 300	Family Perspectives	3
HUSE 435	Families in Cross-Cultural Perspective	3

HUSE 305	Individual and Family Development Over the Life Cycle	3
HUSE 386	Social Inequality	3
HUSE 400	Research Methods	3
HUSE 405	Family Social Policy	3
HUSE 410	Dynamics of Interpersonal Relationships	3
HUSE 445	Counseling Microskills	3
HUSE 455	Pharmacology of Addictions	3
HUSE 485H	Professional Practice Issues and Ethics	3
NURS 425	Cultural Diversity in Healthcare	3
ORGL 101	The Relational Leader	3
ORGL 330	Theories of Organizations and Leadership	3
PSYC 100	Introduction to Psychology	3
PSYC 305	Lifespan Development	3
PSYC 320	Social Psychology	3
PSYC 340	Abnormal Psychology	3
PSYC 360	History of Psychology	3
PSYC 380	Motivation and Emotion	3
PSYC 430	Advanced Psychopathology	3
PSYC 435	Families in Cross-Cultural Perspective	3
PSYC 450	Introduction to Addictions Counseling	3
SOCS 170	Conflict Management and the Social Scientific Perspective	3
SOCS 255	Studies in the American Mosaic	3
THEO 341	Gospel in Cross-Cultural Perspective	3

Goal Area 6: The Humanities and Fine Arts

Code	Title	Credits
Category H: Ethics		
BUSN 425H	Applied Ethical Decisions in Life and Business	3
CHMN 495H	Practical Issues in Ministry	3
HUSE 485H	Professional Practice Issues and Ethics	3
NURS 330H	Ethical Theory and Applied Nursing Ethics	3
ORGL 465H	Applied Leadership Ethics	3
PSYC 410H	Principles of Counseling and Psychotherapy	3
SPED 480H	Student Teaching: Academic Behavioral Strategist	4
Other Goal Area 6		
ARTC 150	Responding to the Arts	3
BIBL 230	The Bible in Real Life	3
BIBL 360	Biblical Interpretation for Ministry	3
BIBL 441	Significance of the Old Testament	3
BIBL 442	Significance of the New Testament	3
CHMN 140	Spiritual Quest	3
CHMN 300	Foundations for Christian Ministry	3
CHMN 320	Personal Spiritual Formation	3
CHMN 350R	Research Writing for Christian Ministry	3
CHMN 451	Communication in Ministry	3

CHMN 452	Leadership in Ministry	3
CORE 330	Examining Crucial Questions	3
THEO 441	Christian Theology	3
THEO 341	Gospel in Cross-Cultural Perspective	3

Curriculum

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

Programs will incorporate six common themes, including:

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

The CAPS Bethel Distinctives (CORE 300 and CORE 330) are required to be taken at Bethel.

Degree Requirements Overview

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

- **Associate of Arts Degree Requirements** (p. 28)
- **Associate of Science Degree Requirements** (p. 29)
- **Bachelor of Arts Degree Requirements** (p. 29)
- **Bachelor of Science Degree Requirements** (p. 31)
- **Bachelor of Science in Nursing (BSN) Degree Requirements** (p. 33)
- **Certificate Program Requirements** (p. 34)

Degree Requirements Associate of Arts Degree

Degree Requirements for an Associate of Arts (A.A.)

1. A cumulative GPA of at least 2.0.
2. A minimum of 60 semester credit hours. Of these, the following must be taken in programs that meet Bethel residency requirements:
 - a. at least 28 credits.
 - b. SOCS110 for students in Transfer Levels 1, 2, and 3.
 - c. Specific courses in a program may be required to be taken in residence.
3. Completion of required courses, lower-division general education curriculum and electives, distributed as indicated.
4. Upon completion of requirements 1–3, participation in a commencement ceremony is expected. The Application for Commencement must be submitted to the College of Adult & Professional Studies.

General requirements allow for inclusion of credits from a higher level. Students graduate under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions are determined by the College of Adult & Professional Studies. A bachelor's degree will not be awarded until at least one academic term after an associate's degree has been awarded.

Goal Area 1 (p. 24): Communication

3 courses including an Academic Research Writing course (Category R).

Goal Area 2 (p. 24): Critical Thinking

2 courses. SOCS 110 Succeeding in College is required in residence for Transfer Levels 1, 2, and 3.

Goal Area 3 (p. 24): Natural Sciences

3 courses.

Goal Area 4 (p. 24): Mathematical/Logical Reasoning

1 course.

Goal Area 5 (p. 24): History and the Social and Behavioral Sciences

3 courses.

Goal Area 6 (p. 24): The Humanities and Fine Arts

3 courses.

Degree Requirements Associate of Science Degree

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

1. A cumulative GPA of at least 2.0.
2. A minimum of 60 semester credit hours. Of these, the following must be taken in programs that meet Bethel residency requirements:
 - a. at least 28 credits.
 - b. SOCS110 for students in Transfer Levels 1, 2, and 3.
 - c. Specific courses in a program may be required to be taken in residence.
3. Completion of required courses, lower-division general education curriculum and electives, distributed as indicated. Also, the required courses for a major.
4. Upon completion of requirements 1–3, participation in a commencement ceremony is expected. The Application for Commencement must be submitted to the College of Adult & Professional Studies.

General requirements allow for inclusion of credits from a higher level. Students graduate under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions are determined by the College of Adult & Professional Studies. A bachelor's degree will not be awarded until at least one academic term after an associate's degree has been awarded.

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

Goal Area 1 (p. 24): Communication

2 courses including an Academic Research Writing (R category) course.

Goal Area 2 (p. 24): Critical Thinking

1 course: SOCS 110 Succeeding in College is required in residence for Transfer Levels 1, 2 and 3.

Goal Area 3 (p. 24): Natural Sciences

2 courses.

Goal Area 4 (p. 24): Mathematical/Logical Reasoning

1 course.

Goal Area 5 (p. 24): History and the Social and Behavioral Sciences

2 courses.

Goal Area 6 (p. 24): The Humanities and Fine Arts

2 courses.

Degree Requirements for Bachelor of Arts Degree

Degree Requirements for a Bachelor of Arts (B.A.)

1. A cumulative GPA of 2.0 and a 2.25 GPA in one's major. The major GPA includes all courses required in the major and all electives taken for the major.
2. A minimum of 122 semester credit hours. Of these, the following must be taken in programs that meet Bethel residency requirements:
 - a. At least 28 credits.
 - b. At least half of the credits used to meet the requirements of the major.

- c. CAPS Bethel Distinctive courses.
 - d. SOCS110 for Transfer Levels 1, 2, and 3.
 - e. Specific courses in a program may be required to be taken in residence.
3. Completion of required general education curriculum for College of Adult & Professional Studies students, distributed as indicated (see: General Education Requirements (p. 28)).
 4. Completion of the requirements of a major (see: Academic Programs and Disciplines (p. 49)).
 5. A minimum of 37 credits at the upper-division (300 and 400) level.
 6. Demonstration of basic competencies in writing, speaking, and computing. Bethel faculty require the applications of these three competencies to courses in each major. Student knowledge of basic applications in their fields will be required.
 7. Completion of departmental and institutional assessment activities.
 8. Upon completion of requirements 1–7, participation in a commencement ceremony is expected. The Application for Commencement must be submitted to the College of Adult & Professional Studies.

General requirements allow for inclusion of credits from a higher level. Students graduate under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions are determined by the College of Adult & Professional Studies.

CAPS Bethel Distinctives

2 courses:

- Community, Self and Formation: Ancient and Contemporary Narratives CORE 300
- Examining Crucial Question CORE 330

Goal Area 1 (p. 24): Communication

3 courses including an Academic Research and Writing course (R category).

Goal Area 2 (p. 24): Critical Thinking

2 courses. SOCS 110 Succeeding in College is required in residence for Transfer Levels 1, 2 and 3.

Goal Area 3 (p. 24): Natural Sciences

3 courses.

Goal Area 4 (p. 24): Mathematical/Logical Reasoning

1 course.

Goal Area 5 (p. 24): History and the Social and Behavioral Sciences

3 courses.

Goal Area 6 (p. 24): The Humanities and Fine Arts

4 courses including an Ethics course (H Category).

Transfer Students

Students transferring to Bethel who completed MNTC programs or hold A.A. or Bachelor's degrees

MNTC: The Minnesota Transfer Curriculum (MNTC) completed at a regionally accredited institution prior to enrollment in the College of Adult & Professional Studies (CAPS) fulfills many general

education requirements. Students whose complete MNTC packages are accepted in transfer need to complete only the following courses to fulfill their general education requirements:

- CAPS Bethel Distinctives courses.
- An Academic Research Writing (R category) course.
- An Ethics (H category) course.

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

- An Academic Research Writing (R category) course.

Bachelor's Degree: A bachelor's degree earned at a regionally accredited institution prior to enrollment in the College of Adult & Professional Studies fulfills many general education requirements. Students whose bachelor's degrees are accepted in transfer from an institution other than Bethel University need to complete only the following courses to fulfill their general education requirements:

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

Degree Requirements for Bachelor of Science Degree

Degree Requirements for a Bachelor of Science (B.S.)

1. A cumulative GPA of 2.0 and a 2.25 GPA in one's major. The major GPA includes all courses required in the major and all electives taken for the major.
2. A minimum of 122 semester credit hours. Of these, the following must be taken in programs that meet Bethel residency requirements:
 - a. At least 28 credits.
 - b. At least half of the credits used to meet the requirements of the major.
 - c. CAPS Bethel Distinctive courses.
 - d. SOCS110 for Transfer Levels 1, 2, and 3.
 - e. Specific courses in a program may be required to be taken in residence.
3. Completion of required general education curriculum for College of Adult & Professional Studies students, distributed as indicated (see: General Education Requirements (p. 28)).
4. Completion of the requirements of a major (see: Academic Programs and Disciplines (p. 49)).
5. A minimum of 37 credits at the upper-division (300 and 400) level.
6. Demonstration of basic competencies in writing, speaking, and computing. Bethel faculty require the applications of these three competencies to courses in each major. Student knowledge of basic applications in their fields will be required.
7. Completion of departmental and institutional assessment activities.
8. Upon completion of requirements 1–7, participation in a commencement ceremony is expected. The Application for Commencement must be submitted to the College of Adult & Professional Studies.

General requirements allow for inclusion of credits from a higher level. Students graduate under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions are determined by the College of Adult & Professional Studies.

CAPS Bethel Distinctives

2 courses:

- Community, Self, and Formation: Ancient and Contemporary Narratives (CORE 300)
- Examining Crucial Questions (CORE 330)

Goal Area 1 (p. 24): Communication

3 courses including an Academic Research Writing (R category) course.

Goal Area 2 (p. 24): Critical Thinking

2 courses. SOCS 110 Succeeding in College is required in residence for Transfer Levels 1, 2 and 3.

Goal Area 3 (p. 24): Natural Sciences

3 courses

Goal Area 4 (p. 24): Mathematical/Logical Reasoning

1 course

Goal Area 5 (p. 24): History and the Social and Behavioral Sciences

3 courses

Goal Area 6: (p. 24) The Humanities and Fine Arts

4 courses including an Ethics (H category) course.

Transfer Students

Students transferring to Bethel who completed MNTC programs or hold A.A. or Bachelor's degrees

MNTC: The Minnesota Transfer Curriculum (MNTC) completed at a regionally accredited institution prior to enrollment in the College of Adult & Professional Studies (CAPS) fulfills many general education requirements. Students whose complete MNTC packages are accepted in transfer need to complete only the following courses to fulfill their general education requirements:

- CAPS Bethel Distinctives courses.
- An Academic Research Writing (R category) course.
- An Ethics (H category) course.

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

- An Academic Research Writing (R category) course.

Bachelor's Degree: A bachelor's degree earned at a regionally accredited institution prior to enrollment in the College of Adult & Professional Studies fulfills many general education requirements. Students whose bachelor's degrees are accepted in transfer from an institution other than Bethel University need to complete only the following courses to fulfill their general education requirements:

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

Degree Requirements Bachelor of Science in Nursing (BSN)

Degree Requirements for a Bachelor of Science in Nursing (Post-Baccalaureate)

1. Completion of a previous bachelors degree.
2. Maintain a major GPA of at least 3.0.
3. Earn a grade of C or better in each nursing course.
4. Completion of all 50 credits in the major. Specific courses in a program may be required to be taken in residence.
5. Upon completion of requirements 1–4, participation in a commencement ceremony is expected. The Application for Commencement must be submitted to the College of Adult & Professional Studies.

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

Degree Requirements for a Bachelor of Science in Nursing (RN to BSN Degree Completion)

1. A cumulative GPA of 2.0 and a 2.25 GPA in one's major. The major GPA includes all courses required in the major and all electives taken for the major.
2. A minimum of 122 semester credit hours. Of these, the following must be taken in programs that meet Bethel residency requirements:
 - a. At least 28 credits.
 - b. At least half of the credits used to meet the requirements of the major.
 - c. CAPS Bethel Distinctive courses.
 - d. SOCS110 for Transfer Levels 1, 2, and 3.
 - e. Specific courses in a program may be required to be taken in residence.
3. Completion of required general education curriculum for College of Adult & Professional Studies students, distributed as indicated (see: General Education Requirements (p. 28)).
4. Completion of the requirements of a major (see: Academic Programs and Disciplines (p. 49)).
5. A minimum of 37 credits at the upper-division (300 and 400) level.
6. Demonstration of basic competencies in writing, speaking, and computing. Bethel faculty require the applications of these three competencies to courses in each major. Student knowledge of basic applications in their fields will be required.
7. Completion of departmental and institutional assessment activities.
8. Upon completion of requirements 1–7, participation in a commencement ceremony is expected. The Application for Commencement must be submitted to the College of Adult & Professional Studies.

General requirements allow for inclusion of credits from a higher level. Students graduate under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions are determined by the College of Adult & Professional Studies.

CAPS Bethel Distinctives

2 courses:

General Requirements for a Certificate 34

- Community, Self, and Formation: Ancient and Contemporary Narratives (CORE 300)
- Examining Crucial Questions (CORE 330)

Goal Area 1 (p. 24): Communication

3 courses including an Academic Research Writing (R category) course.

Goal Area 2 (p. 24): Critical Thinking

2 courses. SOCS 110 Succeeding in College is required in residence for Transfer Levels 1, 2 and 3.

Goal Area 3 (p. 24): Natural Sciences

3 courses

Goal Area 4 (p. 24): Mathematical/Logical Reasoning

1 course

Goal Area 5 (p. 24): History and the Social and Behavioral Sciences

3 courses

Goal Area 6: (p. 24) The Humanities and Fine Arts

4 courses including an Ethics (H category) course.

General Requirements for a Certificate

Certificate Requirements

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

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

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

Family Educational Rights and Privacy Act of 1974 (FERPA) 40

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.

General Education

The General Studies curriculum comprises lower-division general education courses required of students intending to earn an Associate of Arts (A.A.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree through the College of Adult & Professional Studies. Certain general education courses are also required for the Associate of Science (A.S.) degree. A.A. degree students will take elective courses or earn credits through the other elective credit options to complete the remainder of the 60 credits required for the A.A. degree.

The general education courses in CAPS encompasses the courses that all students who are seeking an associate's or bachelor's degree are required to complete. General education courses are categorized into six goal areas corresponding to the goal areas of the Minnesota Transfer Curriculum. However, use of parallel categories is not intended to imply that courses would be accepted in transfer to another school to meet the same goal areas.

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

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

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

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

Associate of Arts Degree

General Education and Electives	60 semester credit hours
Required to Graduate	60 semester credit hours

Associate of Science Degree

General Education and Electives	30 semester credit hours
Major	30 semester credit hours
Required to Graduate	60 semester credit hours

Baccalaureate Degree

Bethel Distinctives, General Education, and Electives	71-89 semester credit hours
Major	33-51 semester credit hours
Required to Graduate	122 semester credit hours

Students may take more than the minimum of 60 or 122 credits required to graduate. Additional elective credits are created when a course satisfies more than one requirement. This does not reduce the total credits required for graduation.

Minors (p. 95): Though not required, many students choose to complete a minor to pursue an area of interest or to complement their baccalaureate major. Students may choose to use their elective credits toward the minor or take additional credits. Students may not earn a minor in a program in which they are earning or have earned a major or certificate except where specifically noted in the Academic Programs and Disciplines section of this catalog.

Bethel Distinctive Courses

The Bethel Distinctives curriculum comprises two upper-division courses (6 credits) required of students intending to earn a Bachelor of Arts (B.A.) degree or Bachelor of Science (B.S.) degree through the College of Adult & Professional Studies. Bethel Distinctive courses must be taken in residence.

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

Foundations of Academic Readiness (FAR)

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

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

The Foundations of Academic Readiness (FAR) curriculum comprises preparatory non-degree-applicable courses for students whose GPA shows that additional preparation is needed in order to increase the probability of success in CAPS programs.

FAR courses are required for all new students provisionally admitted into the General Studies program with a GPA below 3.0 and at transfer levels 1, 2, or 3 (with fewer than 45 credits). Provisional students with a GPA of 3.0 or higher may also voluntarily enroll in FAR courses to refresh their academic skills, which has helped many students.

If conversations with faculty and student success advisors indicate that a student would not be successful in attempting Bethel's preparatory FAR courses, the student is encouraged not to register for courses at Bethel at that time. However, the decision as to whether a student should register ultimately lies with the student.

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

Code	Title	Credits
ENGL 029	Foundations of Reading and Writing I	3
ENGL 030	Foundations of Reading and Writing II	3
MATH 080	Foundations of Mathematics	3
Total Credits		9

¹ Course must be taken for credit at Bethel.

ACADEMIC CALENDAR

The 2019–2020 academic year includes three academic terms: Fall Semester 2019, Spring Semester 2020, and Summer Session 2020. Special dates and holidays for the 2019–2020 academic year are listed below.

Fall Semester 2019

August 19, 2019 - December 22, 2019

Fall Term Begins	August 19
Commencement Application Deadline	October 31
Registration Opens for Summer Session 2020	December 1
Fall Commencement	December 20
Fall Term Ends	December 22
Christmas Break (no classes)	December 23 - December 29

Spring Semester 2020

December 30, 2019 - May 24, 2020

Spring Term Begins	December 30
Commencement Application Deadline	March 31
Registration Opens for Fall Semester 2020	April 1
Spring Commencement	May 24
Spring Term Ends	May 24

Summer Session 2020

May 25, 2020 - August 16, 2020

Summer Term Begins	May 25
Registration Opens for Spring Semester 2021	August 1
Summer Term Ends	August 16

ADMISSION INFORMATION

Admission Requirements

The College of Adult & Professional Studies (CAPS) will consider applicants who meet the general requirements (p. 45) for admission. For admission to a major or certificate, applicants must meet additional admission requirements (p. 47).

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. Submit all application materials online in the application portal or send electronically to caps-data@bethel.edu.

The mailing address for the College of Adult & Professional Studies is:

College of Adult & Professional Studies
Bethel University MSC 2371
3900 Bethel Drive
St. Paul, MN 55112-6999

General Requirements for Admission to CAPS

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

- Submit a completed application form.
- Submit official transcripts from **all** U.S. schools attended for college credit.
- Submit official evaluations of foreign transcripts from a National Association of Credential Evaluation Services (NACES) member organization, an Association of International Credentials Evaluators (AICE) member organization, or an Academic Report official evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) if applicable. Visit www.naces.org or aice-eval.org for lists of member organizations.
- Submit an official high school transcript or GED, unless at least 30 credits have been accepted in transfer.
- Submit a current resume that indicates a minimum of two years of full-time work experience or its equivalent.¹
- Indicate acceptance of Bethel Community Expectations by signing the application form.
- Complete an interview, if requested by the CAPS admissions review committee.

¹ Applicants pursuing the B.A. in Special Education may fulfill the two year full-time work requirement by working in a school as a para-educator, para-professional, or educational assistant (or other titles as appropriate).

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 Residential International Applicants

A residential international applicant is any candidate who is neither a U.S. citizen nor a U.S. permanent resident alien that intends to enroll in a face-to-face, hybrid, or intensive program that requires the student to come to the U.S. Residential international applicants must obtain a U.S. Visa unless they are

General Requirements for Admission to CAPS 46

already living in the U.S. In addition to the general requirements for admission, international applicants must:

International student applicants whose primary language is not English must submit a Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English Academic (PTE Academic) examination score report. This English proficiency requirement can be waived if the student received an undergraduate or higher level degree at a U.S. college or university.

- TOEFL minimum score of 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. It is advised that students receive a course-by-course evaluation that shows a cumulative GPA.

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.

Fully Online International Applicants

A fully online international applicant is any candidate who is not a U.S. citizen and intends to complete their fully online program in their home country. Note that non-U.S. citizens cannot receive a U.S.

Visa if they are intending to enroll in a fully online program. Fully online international applicants must complete the general requirements for admission as well as the items listed below:

- International student applicants whose primary language is not English must submit a Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English Academic (PTE Academic) examination score report. This English proficiency requirement can be waived if the student received an undergraduate or higher level degree at a U.S. college or university.
 - TOEFL minimum score of 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.

- Transcript(s) from colleges and/or universities where the highest degree was earned is/are required to be submitted. The transcript(s) is/are required to be evaluated by one of the members of National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE) if the student's degree(s) is/are received outside of the U.S. It is advised that students received a course-by-course evaluation that shows a cumulative GPA.

Admission Categories

If accepted, the student will receive an official letter of acceptance. The student's letter of acceptance into CAPS is valid for up to one year from the date of the letter.

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. All new students entering at transfer levels 1, 2, and 3 will receive provisional acceptance. Students admitted who have not achieved the minimum GPA, grade standards, or other assessment criteria will receive provisional acceptance. After students have completed a total of 9 credits, their GPA will be evaluated at the end of the term. A minimum GPA adequate for Good Standing will be required to continue in the program.

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.

Program-Specific Admission Requirements

Admission Requirements: Specific Majors or Certificates Degree Programs (Majors)

- Accounting – B.S. (p. 60)
- Associate of Arts Degree – A.A. (p. 53)
- Business and Leadership – A.S. (p. 55)
- Business Management – B.S. (p. 62)
- Christian Ministries – B.A. (p. 66)
- Finance – B.S. (p. 63)

Program-Specific Admission Requirements 48

- Human Services -- B.A. (p. 86)
- Individualized Major -- A.S. (p. 57)
- M.I.S. -- B.S. (p. 69)
- Nursing -- Post-Baccalaureate BSN (p. 74)
- Nursing -- RN to BSN Degree Completion
- Organizational Leadership -- B.A. (p. 81)
- Psychology -- B.A. (p. 83)
- Special Education -- B.A. (p. 93)

Certificates

- Addiction Studies (p. 88)
- Alcohol and Drug Counseling (LADC) (p. 89)
- Senior Care Leadership and Administration (p. 90)

ACADEMIC PROGRAMS

Course Numbers, Levels, and Credits

The primary purpose of Bethel's course number system is to identify its level of content and material and any necessary course background. CAPS course numbers consist of a 4-letter discipline code, a 3-digit number, and sometimes a 1-letter suffix code. Courses are primarily designed for students at the levels indicated below. Students must have at least junior standing to enroll in 300- or 400-level courses, except when noted in the course description in this catalog.

Foundational

000–099: Not degree applicable

Undergraduate Lower Division

100–199: Freshman

200–299: Sophomore

Undergraduate Upper Division

300–399: Junior

400–499: Senior

Academic Discipline Codes and Descriptions

The discipline code indicates the academic discipline being studied.

Subject Code	Description
ACCT	Accounting
ARTC	Art
BIBL	Biblical Studies
BUSN	Business
CHMN	Christian Ministries
COMM	Communication
CORE	Bethel Distinctives
ECON	Economics
EDUC	Education
ENGL	English
FINA	Finance
HEPE	Health and Physical Education
HIST	History
HUSE	Human Services
MATH	Mathematics
MIST	Management Information Systems
NASC	Natural Science
NURS	Nursing
ORGL	Organizational Leadership
PLAC	Prior Learning
PSYC	Psychology

SCLA	Senior Care Leadership & Administration
SOCS	Sociocultural Studies
SPED	Special Education
THEO	Theology

Suffix Codes and Descriptions

Subject Code	Description
H	Ethics (A required category in General Education Goal Area 6)
R	Academic Research Writing (A required category in General Education Goal Area 1)

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

CAPS Major Codes and Descriptions

Subject Code	Description
ACCT	Accounting (B.S.)
BULA	Business and Leadership (A.S.)
BUSP	Business Management (B.S.)
CHMP	Christian Ministries (B.A.)
FINP	Finance (B.S.)
GESA	General Studies (A.A.)
HUSP	Human Services (B.A.)
INDA	Individualized Studies (A.S.)
MISP	M.I.S. (B.S.)
NURP	Nursing (RN to B.S.N.)
ORLP	Organizational Leadership (B.A.)
PBNP	Nursing (Post-Baccalaureate B.S.N.)
PSYP	Psychology (B.A.)
SPEP	Special Education (B.A.)

Minor Codes and Descriptions

Subject Code	Description
ACCM	Accounting
BUSM	Business Management
CHMM	Christian Ministries
CHTM	Christian Thought
HUSM	Human Services
MISM	Management Information Systems
ORLM	Organizational Leadership

Certificate Codes and Descriptions

Subject Code	Description
CADC	Addiction Studies
CLDC	Alcohol and Drug Counseling
CSCL	Senior Care Leadership & Administration

Associate Degrees

Associate of Arts Degree

The Associate of Arts degree contains a balanced program of liberal arts education without orientation to a particular major. Requirements for the degree (60 semester credit hours in total) include 45 semester credits of general education courses and 15 semester credits of elective courses. These requirements can usually be met in two years of full-time study.

Associate of Science Degree

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

Program Outcomes:

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

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

In addition to the above, upon completion of an Associate of Science degree students will:

1. Analyze leadership and business practices within organizations.
2. Apply appropriate technology and information literacy in business and leadership decisions.

Associate Degrees

- Associate of Arts (A.A.) degree (p. 53)
- Associate of Science (A.S.) degree
 - A.S. degree: Business and Leadership major (p. 55)
 - A.S. degree: Individualized Major (p. 57)

Associate of Arts Degree

The Associate of Arts degree contains a balanced program of liberal arts education without orientation to a particular major. Requirements for the degree (60 semester credit hours in total) include 45 semester credits of general education courses and 15 semester credits of elective courses. Each goal area needs to be fulfilled with the number of courses listed below. The listed courses are ones that students can take at Bethel; other lower-level course options for each goal area are also available. Students transferring in 45 credits or fewer will be required to take SOCS 110. These requirements can usually be met in two years of full-time study, and they meet the requirements of the Minnesota Transfer Curriculum.

General Education requirements for the A.A. degree. (p. 28)

Goal Area 1 (p. 24): Communication

3 courses including an Academic Research Writing course:

- Academic Research Writing
- Basic Communication Skills
- Successful Writing

Goal Area 2 (p. 24): Critical Thinking

2 courses:

- Personal Mission and Leadership Development
- Succeeding in College (SOCS 110 Required for those with 45 credits or less)

Goal Area 3 (p. 24): Natural Sciences

3 courses:

- Health and Wellness
- Studies in Our Surrounding World
- Technology in Our World

Goal Area 4 (p. 24): Mathematical/Logical Reasoning

1 course:

- Mathematics

Goal Area 5 (p. 24): History and the Social and Behavioral Sciences

3 courses:

- Global Cultures and the American Mosaic
- U.S. History in Dialogue with the Present
- Work and Family Dynamics

Goal Area 6 (p. 24): The Humanities and Fine Arts

3 courses:

- Responding to the Arts
- Spiritual Quest
- The Bible in Real Life

Associate of Arts Degree (A.A.) Admission Requirements

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

- Meet the general requirements (p. 45) for admission to the College of Adult & Professional Studies.
- Have an evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.

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

A.S. in Business and Leadership

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

¹ Course must be taken for credit at Bethel.

Goal Area 1 (p. 24): Communication

2 courses including an Academic Research Writing (R category) course.

Goal Area 2 (p. 24): Critical Thinking

1 course: SOCS 110 Succeeding in College is required in residence for Transfer Levels 1, 2 and 3.

Goal Area 3 (p. 24): Natural Sciences

2 courses

Goal Area 4 (p. 24): Mathematical/Logical Reasoning

1 course

Goal Area 5 (p. 24): History and the Social and Behavioral Sciences

2 courses

Goal Area 6 (p. 24): The Humanities and Fine Arts

2 courses

Business and Leadership (A.S.) Admission Requirements

The business and leadership major will consider applicants who:

- Meet the general requirements (p. 45) for admission to the College of Adult & Professional Studies.
- Have an evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.

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

A.S. Individualized Major

The individualized major is an alternative that allows A.S. students to replace the Business and Leadership major by creating a major from at least 30 credits of selected courses within a single academic discipline that is more directly applicable to their individual educational and/or career goals, and 30 credits from the goal areas as defined for the Associate of Science degree (listed below). Consult a CAPS Student Success Advisor to learn more.

Associate of Science Goal Area Course Requirements

Goal Area 1 (p. 24): Communication

2 courses including an Academic Research Writing (R category) course.

Goal Area 2 (p. 24): Critical Thinking

1 course: SOCS 110 Succeeding in College is required in residence for Transfer Levels 1, 2 and 3.

Goal Area 3 (p. 24): Natural Sciences

2 courses.

Goal Area 4 (p. 24): Mathematical/Logical Reasoning

1 course.

Goal Area 5 (p. 24): History and the Social and Behavioral Sciences

2 courses.

Goal Area 6 (p. 24): The Humanities and Fine Arts

2 courses.

Individualized Major (A.S.) Admission Requirements

Individualized majors will consider applicants who:

- Meet the general requirements (p. 45) for admission to the College of Adult & Professional Studies.
- Have an evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.
- Have a major approved that is created from at least 30 credits within a single academic discipline.

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

Business

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

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

B.S. in Accounting (p. 60)

Program Goals

Upon completion of the accounting program:

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

B.S. in Business Management (p. 61)

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

Program Goals

Upon completion of the business management program:

- Students will demonstrate their abilities to identify ethical dilemmas and responsible courses of action.
- Students will demonstrate the ability to analyze and interpret quantitative and/or qualitative information in their discipline.
- Students will demonstrate the ability to address problems within their disciplines by identifying strategies and/or tactics to answer questions or achieve goals in their discipline.
- Students will demonstrate an understanding of functional areas of business.
- Students will reflect on how and why to integrate a Christian faith perspective into work and life.
- Students will demonstrate effective written communication skills.
- Students will demonstrate effective oral communication skills.
- Students will apply business knowledge and skills in a real-world setting by completing a project for an organization.

- Students will demonstrate the ability to explore issues, ideas, and/or events before accepting or formulating an opinion or conclusion.

B.S. in Finance (p. 63)

Program Goals

Upon completion of the finance program:

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

Majors in Business

- B.S. in Accounting (p. 60)
- B.S. in Business Management (p. 61)
- B.S. in Finance (p. 63)

Business Minors

- Accounting (p. 64)
- Business Management (p. 64)

B.S. in Accounting

The required curriculum for the accounting major comprises a 51 semester credit sequence of courses. The Accounting major cannot be combined with the Business Management major, the Finance major, or the M.I.S. major.

Code	Title	Credits
ACCT 400	Financial Accounting for Managers	3
ACCT 405	Intermediate Financial Accounting I	3
ACCT 410	Intermediate Financial Accounting II	3
ACCT 415	Cost/Managerial Accounting	3
ACCT 420	Income Tax Accounting	3
ACCT 425	Corporate Auditing	3
ACCT 430	Advanced Accounting	3
BUSN 301	Foundations of Business Management ¹	3
BUSN 323	Marketing Fundamentals	3
BUSN 405	Survey of Microeconomics and Macroeconomics ¹	3
BUSN 415	Intermediate Macroeconomics	3
BUSN 425H	Applied Ethical Decisions in Life and Business	3
BUSN 430	Business Law	3
BUSN 491	Business Capstone ¹	3
FINA 400	Financial Management ¹	3
MATH 301	Business Mathematics and Statistics	3
MIST 320	Management Information Systems	3
Accounting Major Total		51
General Education, Core Distinctives, and Elective Courses		71
<hr/>		
Total Credits		122

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

² Completion of BUSN360 prior to taking other upper-level BUSN courses (BUSN300-499) is recommended.

³ BUSN 491 is a 1 credit course through Fall 2018. Effective Spring 2019, BUSN 491 is a 3 credit course.

Accounting (B.S.) Admission Requirements

The accounting major will consider applicants who:

- Meet the general requirements (p. 45) for admission to the College of Adult and Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

B.S. in Business Management

The required curriculum for the business management major comprises a 45 semester credit sequence of courses. For course sequence, request a program calendar from the College of Adult & Professional Studies. Concentration courses will be scheduled based on demand and space available. The Business Management major cannot be combined with the Accounting major, the Finance major, or the M.I.S. major.

Code	Title	Credits
ACCT 400	Financial Accounting for Managers	3
BUSN 301	Foundations of Business Management ¹	3
BUSN 302	Human Resource Management	3
BUSN 323	Marketing Fundamentals	3
BUSN 405	Survey of Microeconomics and Macroeconomics ¹	3
BUSN 425H	Applied Ethical Decisions in Life and Business	3
BUSN 430	Business Law	3
BUSN 491	Business Capstone ¹	3
FINA 400	Financial Management ¹	3
MATH 301	Business Mathematics and Statistics	3
MIST 320	Management Information Systems	3
Concentration		12
Select one concentration from the Concentrations tab: Global Business or Management		
Business Management Major Total		45
General Education, Bethel Distinctives, and Elective Courses		77
Total Credits		122

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

Global Business Concentration

(Cannot be combined with Management or Senior Care Leadership and Administration concentration)

Code	Title	Credits
BUSN 308	Strategic Management and Planning	3
BUSN 310	Global Management and Leadership	3
BUSN 330	Intercultural Business Comm.	3
FINA 450	Global Finance	3
Total Credits		12

Management Concentration

(Cannot be combined with Global Business Management or Senior Care Leadership and Administration concentration)

Code	Title	Credits
BUSN 308	Strategic Management and Planning	3
BUSN 310	Global Management and Leadership	3
BUSN 315	Business Analytics	3

or BUSN 320	Professional Project Management	
BUSN 401	Operations and Supply Chain Management	3
Total Credits		12

Senior Care Leadership and Administration Concentration

(Cannot be combined with Global Business or Management concentration)

Code	Title	Credits
NURS 410	Nursing Informatics	3
SCLA 450	Gerontology and Services for Senior Care	3
SCLA 455	Healthcare and Medical Needs for Senior Care	3
SCLA 460	Senior Care Support Services	3
SCLA 465	Senior Care Regulatory Management	3
Total Credits		15

SCLA 481 and SCLA 482 are internship courses which are not part of the concentration. However, these courses are necessary if a student wishes to sit for state licensure.

Business Management (B.S.) Admission Requirements

The business management major will consider applicants who:

- Meet the general requirements (p. 45) for admission to the College of Adult and Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

B.S. in Finance

The required curriculum for the finance major comprises a 51 semester credit sequence of courses. The Finance major cannot be combined with the Accounting major, the Business Management major, or the M.I.S. major.

Code	Title	Credits
ACCT 400	Financial Accounting for Managers	3
ACCT 405	Intermediate Financial Accounting I	3
BUSN 301	Foundations of Business Management ¹	3
BUSN 323	Marketing Fundamentals	3
BUSN 405	Survey of Microeconomics and Macroeconomics ¹	3
BUSN 415	Intermediate Macroeconomics	3
BUSN 425H	Applied Ethical Decisions in Life and Business	3
BUSN 430	Business Law	3
BUSN 491	Business Capstone ¹	3
FINA 400	Financial Management ¹	3
FINA 410	Investments Theory	3
FINA 420	Portfolio Analysis and Management	3
FINA 430	Capital Markets	3
FINA 440	Advanced Corporate Finance	3
FINA 450	Global Finance	3
MATH 301	Business Mathematics and Statistics	3
MIST 320	Management Information Systems	3
Finance Major Total		51
General Education, Bethel Distinctives, and Elective Courses		71
Total Credits		122

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

Finance (B.S.) Admission Requirements

The finance major will consider applicants who:

- Meet the general requirements (p. 45) for admission to the College of Adult and Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Minor in Accounting

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

Code	Title	Credits
ACCT 400	Financial Accounting for Managers	3
ACCT 405	Intermediate Financial Accounting I	3
ACCT 410	Intermediate Financial Accounting II	3
ACCT 415	Cost/Managerial Accounting	3
ACCT 420	Income Tax Accounting	3
ACCT 425	Corporate Auditing	3
ACCT 430	Advanced Accounting	3
MIST 320	Management Information Systems	3
Total Credits		24

Minor in Business Management

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

Code	Title	Credits
ACCT 400	Financial Accounting for Managers	3
BUSN 301	Foundations of Business Management ¹	3
BUSN 302	Human Resource Management	3
BUSN 308	Strategic Management and Planning	3
BUSN 323	Marketing Fundamentals	3
BUSN 405 or MATH 301	Survey of Microeconomics and Macroeconomics ¹ Business Mathematics and Statistics	3
MIST 320	Management Information Systems	3
Total Credits		21

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

Christian Ministries

B.A. in Christian Ministries

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

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

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

Major in Christian Ministries

- B.A. in Christian Ministries (p. 66)

Minor in Christian Ministries

- Christian Ministries (p. 66)

B.A. in Christian Ministries

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

Code	Title	Credits
BIBL 360	Biblical Interpretation for Ministry ¹	3
BIBL 441	Significance of the Old Testament ¹	3
BIBL 442	Significance of the New Testament ¹	3
CHMN 300	Foundations for Christian Ministry ¹	3
CHMN 320	Personal Spiritual Formation	3
CHMN 350R	Research Writing for Christian Ministry	3
CHMN 451	Communication in Ministry ¹	3
CHMN 452	Leadership in Ministry	3
CHMN 481	Ministry Practicum	3
CHMN 495H	Practical Issues in Ministry	3
HUSE 410	Dynamics of Interpersonal Relationships	3
THEO 341	Gospel in Cross-Cultural Perspective	3
THEO 441	Christian Theology ¹	3
Christian Ministries Major Total		39
General Education, Core Distinctives, and Elective Courses		83
Total Credits		122

¹ Course must be taken for credit at Bethel.

Christian Ministries (B.A.) Admission Requirements

The Christian ministries major will consider applicants who:

- Meet the general requirements (p. 45) for admission to the College of Adult and Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.
- Submit a Spiritual Reference form.

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

Minor in Christian Ministries

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

Code	Title	Credits
CHMN 300	Foundations for Christian Ministry ¹	3
CHMN 320	Personal Spiritual Formation	3
CHMN 451	Communication in Ministry ¹	3

CHMN 452	Leadership in Ministry ¹	3
THEO 341	Gospel in Cross-Cultural Perspective	3
THEO 441	Christian Theology	3
Total Credits		18

¹ Course must be taken for credit at Bethel.

Management Information Systems

B.S. in Management Information Systems

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

Program Goals

Upon completion of the management information systems program:

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

Minor in Management Information Systems (MIS)

- Management Information Systems (MIS) minor. (p. 69)

B.S. in Management Information Systems

The Management Information Systems major is 51 credits. The M.I.S. major cannot be combined with the Accounting major, the Business Management major, or the Finance major.

Code	Title	Credits
ACCT 400	Financial Accounting for Managers	3
BUSN 301	Foundations of Business Management ¹	3
BUSN 302	Human Resource Management	3
BUSN 320	Professional Project Management	3
BUSN 323	Marketing Fundamentals	3
BUSN 405	Survey of Microeconomics and Macroeconomics ¹	3
BUSN 425H	Applied Ethical Decisions in Life and Business	3
BUSN 491	Business Capstone ¹	3
FINA 400	Financial Management ¹	3
MATH 301	Business Mathematics and Statistics	3
MIST 320	Management Information Systems	3
MIST 400	Foundations of Information Management Systems	3
MIST 410	Information Systems Analysis and Design	3
MIST 420	Business Database Management	3
MIST 430	Introduction to Business Programming	3
MIST 440	Administration of Management Information Systems	3
MIST 450	Information Systems Security	3
M.I.S. Major Total		51
General Education, Bethel Distinctives, and Elective Courses		71
Total Credits		122

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

Management Information Systems (B.S.) Admission Requirements

The management information systems major will consider applicants who:

- Meet the general requirements (p. 45) for admission to the College of Adult and Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Minor in Management Information Systems

The minor in Management Information Systems (MIS) is comprised of a 21 semester credit sequence of courses. The programs/majors eligible for this minor are: Business Management (p. 61),

Minor in Management Information Systems 70

Accounting (p. 60), and Finance (p. 63). This minor cannot be taken with Bethel's Management Information Systems major due to the overlap in the required courses for both the major and minor. Students in any other CAPS major may choose the MIS minor with the permission of the Program Director.

The following are the required courses for the MIS minor:

Code	Title	Credits
MIST 320	Management Information Systems	3
MIST 400	Foundations of Information Management Systems	3
MIST 410	Information Systems Analysis and Design	3
MIST 420	Business Database Management	3
MIST 430	Introduction to Business Programming	3
MIST 440	Administration of Management Information Systems	3
MIST 450	Information Systems Security	3
<hr/>		
Total Credits		21

Nursing

Bachelor of Science in Nursing (BSN)

The bachelor of science in nursing (BSN) degree is offered as a nursing major through the Post-Baccalaureate Nursing program and RN to BSN Degree Completion program. The nursing major for both programs is offered through the Bethel University Department of Nursing and administered through the College of Adults & Professional Studies.

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 lifelong learning with a theoretical foundation based on Judeo-Christian principles and the liberal arts and sciences.
- To express within the nursing profession Christian values through excellence in professional practice, scholarly endeavors, and community service.

Bachelor of Science in Nursing Program Outcomes

- Integrate nursing knowledge, the liberal arts, and a Christian worldview to fulfill nursing roles.
- Promote client health in a culturally relevant manner through collaborative processes.
- Provide competent care and meaningful comfort to clients who are healthy, ill, or dying.
- Use critical thinking, healthcare information technology, and evidence-based findings to make decisions that promote safety and quality and improve client health outcomes.
- Communicate through verbal, nonverbal, and technological means with individuals, families, communities and systems to achieve mutually determined health outcomes.
- Advocate to increase access to healthcare and to promote justice for underserved clients.
- Conduct self as a member of the nursing profession by integrating Christian values, professional standards, and ethical perspectives.
- Demonstrate a commitment to service of others, effective stewardship of resources, personal growth, and lifelong learning.
- Demonstrate collaborative leadership to enhance the quality and effectiveness of nursing practice.

Appeals Process

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

Admission decision are final and may not be appealed. Applicant may request a review of an admission decision by the Dean of Nursing.

Students who are dismissed from the nursing program will be administratively withdrawn from nursing courses in which they are registered for the next term.

Program Performance Requirements

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

Post-Baccalaureate Nursing Program

The Post-Baccalaureate Nursing program is an accelerated pre-licensure program taken over 15 months. The nursing major for post-baccalaureate students is offered through the Bethel University Department of Nursing and is administered through the College of Adult & Professional Studies. The Post-Baccalaureate Nursing program is for students already possessing a bachelor's degree in a non-nursing field. Students are prepared to practice in entry-level professional nursing positions in all types of healthcare agencies. Graduates of the program are eligible to apply to take the NCLEX® licensure examination (for registered nurses).

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

Progression and Graduation

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

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

Program Design

- This is an accelerated program delivering a 50 credit major in 15 months. The program is full-time and students are advised not to work during the program.
- All courses (except intensives and on-campus clinical experiences) are delivered online using best practices in internet technology, instructional design, and adult learning.
- Seven 3-day skills intensives are held on the Bethel University campus during the program.
- Seven practicum courses are completed during the program requiring 500 clinical hours.
- Some online, synchronous learning activities are included during this program.

- A supportive learning community is achieved through the cohort model—a small group of students progressing through a degree program together.
- The curriculum prepares graduates to take the NCLEX® licensure examination (for registered nurses).

RN to BSN Degree Completion Program

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

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

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

Progression and Graduation

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

- Earn a grade of *C* or better in each nursing course and maintain a cumulative GPA of 2.25 or higher. This indicates satisfactory achievement of objectives and completion of course requirements.
- Function in a safe and ethical manner.
- Demonstrate character and professional dedication consistent with the role and responsibility of the professional nurse.

Further details on departmental policies and procedures are described in the program's *Nursing Student Handbook*.

Majors in Nursing

- Bachelor of Science in Nursing (Post-Baccalaureate Nursing) (p. 74)
- Bachelor of Science in Nursing (RN to BSN Degree Completion)
- RN to M.S. - Bridge Program (p. 77)

Bachelor of Science in Nursing (Post-Baccalaureate)

The Post-Baccalaureate Bachelor of Science in Nursing (BSN) major is delivered in an accelerated format for students already possessing a bachelor's degree in a non-nursing field. The Post-Baccalaureate BSN Nursing major is designed as a 50 credit major taken over 15 months that is built on the student's existing degree. This program is designed for adult learners who are pursuing a career change to nursing. The program starts a new cohort each summer.

Code	Title	Credits
NURS 305	Practicum I: Fundamentals of Nursing Practice ¹	1
NURS 306	Practicum II: Adult Nursing ¹	3
NURS 307	Practicum III: Mental Health Nursing ¹	1
NURS 310	Skills I: Health Assessment & Fundamentals of Nursing Practice ¹	4
NURS 311	Skills II: Adult Nursing ¹	2
NURS 325	Pathophysiology	3
NURS 326	Pharmacology for Nursing ¹	3
NURS 330	Mental Health Nursing ¹	2
NURS 350	Adult Nursing I ¹	3
NURS 351	Adult Nursing II ¹	3
NURS 405	Nursing Ethics ¹	3
NURS 422	Pediatric and Maternity Nursing	3
NURS 440	Population-Based Nursing ¹	3
NURS 445	Practicum IV: Pediatric and Maternity Nursing ¹	2
NURS 446	Practicum V: Population-Based Nursing ¹	2
NURS 447	Practicum VI: Capstone ¹	3
NURS 450	Leadership Development ¹	3
NURS 460	Skills III: Nursing Synthesis ¹	3
PSYC 335	Introduction to Statistics	3
Total Credits		50

¹ Course must be taken for credit at Bethel.

Note: Course fees are subject to change.

Post-Baccalaureate Nursing Admission Requirements Eligibility

Bachelor's degree in a non-nursing field from an accredited college or university.

Admission Criteria

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

- Achieve a final cumulative GPA of at least 3.0 from your undergraduate degree institution.
- Achieve a cumulative GPA of at least 3.0 in the required prerequisite courses.
- Earn a C or better for all required prerequisite course.
- Give evidence of personality, character, and emotional stability consistent with the mission of the nursing department and the role and responsibility of the professional nurse.
- An interview or additional materials may be required upon the request 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. Admission is not guaranteed. See Admission Categories.

Prerequisite Courses

Prerequisite courses must be earned at a regionally accredited (or internationally recognized as equivalent) institution. At least 4 of the 6 prerequisite courses must be completed at the time of application. Three of the completed courses must be science courses. Applicants with all prerequisite courses completed at the time of application will be more competitive. All prerequisite courses must be completed by the start of the program.

There is not a requirement for how recently a prerequisite course was completed, however, students will be held accountable for the content. The nursing curriculum builds upon the prerequisite courses and requirements. Applicants may want to consider retaking one or more prerequisite courses, especially the science courses, to refresh knowledge and comprehension.

Science Prerequisites:

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

Health and Psychology Prerequisites:

- Lifespan/Developmental Psychology (2-3 credits)
- Nutrition (3 credits)

Additional Program Requirements

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

- As is customary in academic health programs, a physical examination by your healthcare provider that demonstrates a level of personal health consistent with safe nursing practice is required.
- Provide documentation of current immunizations as required by clinical agencies prior to beginning the program.
- Provide documentation of successful completion of a Certified Nursing Assistant/Nursing Assistant Registered Program prior to beginning the program.
- Provide documentation of recent American Heart Association's BLS Provider certification/recertification, within the 6 months prior to beginning the program.

Bachelor of Science in Nursing (Post-Baccalaureate) 76

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

Minnesota Department of Human Services
Division of Licensing, Background Study
Unit 444 Lafayette Road Saint Paul, MN 55155-3842

or

The Minnesota Board of Nursing
2829 University Ave. Suite 200
Minneapolis, MN 55414

RN to M.S. - Bridge Program

Registered Nurses with an associate's degree in nursing and a non-nursing bachelor's degree may pursue a master's degree in nursing at Bethel through the RN to M.S. Bridge Program. Students in this program must complete select nursing undergraduate courses prior to beginning the M.S. program. The required undergraduate coursework can be completed in two to three semesters (including summer), after which time, the student can enter the graduate program. The bachelor degree must contain a minimum of 122 credits, which includes 21 credits taken in the Bridge Program and elective credits transferred from prior degrees and institutions. The Master of Science degree will contain 41 additional credits. Upon successful completion of these undergraduate requirements and the M.S. program, the student will earn both a B.S.N. and the M.S. degree. The B.S.N. earned through the Bridge Program does not qualify for Degree Honors or Commencement Ceremony Honors. Neither degree will be awarded without completion of all requirements for both degrees.

Code	Title	Credits
Required Undergraduate Courses		
CORE 300	Community, Self and Formation: Ancient and Contemporary Narratives ¹	3
CORE 330	Examining Crucial Questions ¹	3
NURS 400	Public Health Nursing ¹	3
NURS 401	Public Health Nursing Clinical ¹	3
NURS 485	Leadership in Nursing ¹	3
NURS 486	Management in Nursing ¹	3
NURS 495	Clinical Care Change Project ¹	3
Undergraduate Course Total		21
M.S. Courses (as detailed in Graduate School catalog) and Elective Courses²		101
Total Credits		122

¹ Course must be taken for credit at Bethel.

² Elective credits include credits transferred from prior degrees and institutions.

RN to M.S. - Bridge Program Admission Requirements

Applicants must meet the admission requirements of the M.S. in Nurse-Midwifery outlined below:

- 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*.
- Provide proof of health insurance.
- 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*.

Organizational Leadership

B.A. in Organizational Leadership

The goal of the organizational leadership program is to develop authentic leaders and followers for a changing world through a Christian worldview. The major is an interdisciplinary program designed to develop leaders to move beyond efficiency to effectiveness. It is acknowledging the reality that leadership is about more than a title. Today's leader must:

- Provide direction with clarity and confidence.
- Establish alignment and relationships within teams and stakeholders, rather than function as a solo leader.
- Continually develop personal leadership competencies and capacities.
- Anticipate and incorporate personal change and value relationships with others.

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

Upon completion of the organizational leadership program, students will:

- Analyze the complexities of leading, managing and following to allow for opportunities that achieve shared outcomes.
- Integrate leadership theory, scholarship and practice with developmental self-awareness.
- Evaluate the impact of leading and following within various spheres of influence.
- Communicate effectively in a variety of leadership settings.
- Respond to leadership dilemmas in a manner consistent with one's personal faith and values.
- Assess the well-being of organizations and individuals using a variety of strategies.

Students who complete the major in Organizational Leadership have the option to include a concentration in Christian Ministries or Human Services. Students who complete the B.A. degree in Organizational Leadership and enroll in the M.A. degree in Transformational Leadership at Bethel Seminary will be exempted from two courses required for the graduate degree.

Major in Organizational Leadership

- B.A. in Organizational Leadership (p. 80)

Minor in Organizational Leadership

- Organizational Leadership (p. 81)

B.A. in Organizational Leadership

Major in Organizational Leadership

The required curriculum for the organizational leadership major comprises a 39 semester credit sequence of courses. Students have the option to include a 12-credit concentration in Christian Ministries or Human Services.

Code	Title	Credits
Courses in the Major		
BUSN 310	Global Management and Leadership	3
BUSN 320	Professional Project Management	3
ORGL 310	Leadership and Adult Development ¹	3
ORGL 330	Theories of Organizations and Leadership ¹	3
ORGL 340R	Scholarly Research and Writing for Organizational Leadership	3
ORGL 345	Organizational Behavior	3
ORGL 350	Leadership Communication	3
ORGL 370	Leading in the Digital Age	3
ORGL 400	Principles of Leading and Managing ¹	3
ORGL 430	Self-Leadership and Organizational Health ¹	3
ORGL 462	Integrated Principles of Leadership ¹	3
ORGL 465H	Applied Leadership Ethics ¹	3
ORGL 490	Leading and Change ¹	3
Optional Concentrations		
Select one concentration from the Concentrations tab		12
Organizational Leadership Major Total		39
General Education, Core Distinctives, and Elective Courses		83
Total Credits		122

¹ Course must be taken for credit at Bethel.

For more information, visit the Organizational Leadership Program website.

Christian Ministries Concentration

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

Code	Title	Credits
CHMN 300	Foundations for Christian Ministry	3
CHMN 320	Personal Spiritual Formation	3
THEO 341	Gospel in Cross-Cultural Perspective	3
THEO 441	Christian Theology	3
Total Credits		12

Human Services Concentration

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

Code	Title	Credits
HUSE 300	Family Perspectives	3
HUSE 320	Advocacy and Social Change	3
HUSE 330	Leading and Managing in Human Service Organizations	3
HUSE 410	Dynamics of Interpersonal Relationships	3
Total Credits		12

Organizational Leadership (B.A.) Admission Requirements

The organizational leadership major will consider applicants who:

- Meet the general requirements (p. 45) for admission to the College of Adult & Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Minor in Organizational Leadership

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

Code	Title	Credits
ORGL 101	The Relational Leader	3
ORGL 310	Leadership and Adult Development ¹	3
ORGL 330	Theories of Organizations and Leadership ¹	3
ORGL 400	Principles of Leading and Managing ¹	3
ORGL 450	Global Leadership Summit	3
ORGL 462	Integrated Principles of Leadership ¹	3
Total Credits		18

¹ Courses must be taken for credit at Bethel.

Psychology

B.A. in Psychology

The B.A. in Psychology acquaints students with many of the key concepts, theories, principles, trends, and applications of ideas in the field of psychology today. The program prepares graduates for entry-level positions in many people-helping careers in the mental health, social services, and related fields. Students who complete this degree with the required GPA will have met the basic academic requirements for Bethel's graduate degrees in counseling or marriage and family therapy.

Program Goals

Upon completion of the psychology program, students will:

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

Major in Psychology

- B.A. in Psychology (p. 83)

B.A. in Psychology

The required curriculum for the psychology major comprises a 45 semester credit sequence of courses to be taken consecutively throughout the calendar year. For course sequence, request a program calendar from the College of Adult & Professional Studies.

Code	Title	Credits
PSYC 100	Introduction to Psychology	3
PSYC 305	Lifespan Development	3
PSYC 320	Social Psychology	3
PSYC 335	Introduction to Statistics	3
PSYC 340	Abnormal Psychology	3
PSYC 360	History of Psychology	3
PSYC 370	Disabilities and Giftedness	3
PSYC 380	Motivation and Emotion	3
PSYC 400	Research Methods	3
PSYC 410H	Principles of Counseling and Psychotherapy	3
PSYC 430	Advanced Psychopathology	3
PSYC 435	Families in Cross-Cultural Perspective	3
PSYC 450	Introduction to Addictions Counseling	3
PSYC 480	Psychology Internship and Seminar	3
PSYC 490	Senior Seminar ¹	3
Psychology Major Total		45
General Education, Core Distinctives, and Elective Courses		77
Total Credits		122

¹ Course must be taken for credit at Bethel.

Psychology (B.A.) Admission Requirements

The psychology major will consider applicants who:

- Meet the general requirements (p. 45) for admission to the College of Adult & Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Social Services

B.A. in Human Services

The human services major is an interdisciplinary program that prepares students to understand and serve families and communities in an increasingly diverse world. Courses explore individual and family development, intercultural awareness, reconciliation, communication, systems theory, and social policy. Students will think critically about varied dimensions of leading within community and government agencies including funding, grant writing, advocacy, and social change. Attention is given to Christian perspectives and practical application.

The curriculum is designed to meet the following goals:

- Apply research and theories across the human services profession.
- Practice research-informed and ethical approaches to helping individuals, families, and communities.
- Demonstrate personal and professional effective relational skills, including communication, conflict management, and reconciliation.
- Analyze social and public policies designed to benefit children, adults, couples and/or families.

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

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

Certificate in Addiction Studies and Certificate in Alcohol and Drug Counseling

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

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

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

- Integrate personal faith and/or spirituality with personal and professional development and practice in addictions counseling.

Senior Care Leadership and Administration Certificate

The Senior Care Leadership and Administration (SCLA) certificate/licensure program includes business, leadership, healthcare, and other senior care related courses. Students will learn to be leaders equipped to critically think, effectively communicate, understand approaches to quality and safety assessment, and apply knowledge of human resources, budgeting, and regulations.

Completion of the certificate and internship courses prepares students to apply for the Long Term Care Administrator License, which is needed to become an administrator within a skilled nursing facility. The certificate also prepares students for a career in the full continuum of senior care.

Students who graduate with the SCLA certificate will gain additive knowledge and in addition to their previous experience or qualifications, such as Human Resources, Nursing, Accounting, Activities, Sales, Assistants and Administration will be enabled to work in any related senior care industry position.

Major in Human Services

- B.A. in Human Services (p. 86)

Minor in Human Services

- Human Services (p. 87)

Certificates

- Certificate in Addiction Studies (p. 88)
- Certificate in Alcohol and Drug Counseling (p. 89)
- Senior Care Leadership and Administration Certificate (p. 90)

B.A. in Human Services

The required curriculum for the human services major comprises a 42-43 semester credit sequence of courses to be taken consecutively throughout the calendar year. For course sequence, request a program calendar from the College of Adult & Professional Studies.

Code	Title	Credits
HUSE 300	Family Perspectives	3
HUSE 305	Individual and Family Development Over the Life Cycle	3
HUSE 320	Advocacy and Social Change	3
HUSE 330	Leading and Managing in Human Service Organizations	3
HUSE 386	Social Inequality	3
HUSE 400	Research Methods	3
HUSE 405	Family Social Policy	3
HUSE 410	Dynamics of Interpersonal Relationships	3
HUSE 435	Families in Cross-Cultural Perspective	3
HUSE 445	Counseling Microskills	3
HUSE 450	Introduction to Addictions Counseling	3
HUSE 485H	Professional Practice Issues and Ethics	3
HUSE 490	Integrative Internship Seminar ¹	3-4
or HUSE 491	Internship in Addictions Counseling II	
PSYC 335	Introduction to Statistics	3
Human Services Major Total		42-43
General Education, Core Distinctives, and Elective Courses		79-80
Total Credits		122

¹ Course must be taken for credit at Bethel

Human Services (B.A.) Admission Requirements

The human services major will consider applicants who:

- Meet the general requirements (p. 45) for admission to the College of Adult & Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Minor in Human Services

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

Code	Title	Credits
Select seven of the following:		
HUSE 300	Family Perspectives	
HUSE 305	Individual and Family Development Over the Life Cycle	
HUSE 320	Advocacy and Social Change	
HUSE 330	Leading and Managing in Human Service Organizations	
HUSE 386	Social Inequality	
HUSE 400	Research Methods	
HUSE 405	Family Social Policy	
HUSE 410	Dynamics of Interpersonal Relationships	
HUSE 435	Families in Cross-Cultural Perspective	
HUSE 445	Counseling Microskills	
HUSE 450	Introduction to Addictions Counseling	
HUSE 485H	Professional Practice Issues and Ethics	
PSYC 335	Introduction to Statistics	
Total Credits		21

Certificate in Addiction Studies

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

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

Gainful Employment Information

Important Information about the educational debt, earnings, and completion rates of students who attended this program can be found here: <https://www.bethel.edu/academics/gainful-employment/addiction-studies/index.html>

Addiction Studies Certificate Admission Requirements

The Certificate in Addiction Studies program will consider applicants who:

- Meet the general requirements (p. 45) for admission to the College of Adult & Professional Studies.
- Have completed at least 60 semester credits.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.

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

Certificate in Alcohol and Drug Counseling

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

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

Gainful Employment Information

Important Information about the educational debt, earnings, and completion rates of students who attended this program can be found here: <https://www.bethel.edu/academics/gainful-employment/alcohol-drug-counseling/index.html>

Alcohol and Drug Counseling Certificate (LADC) Admission Requirements

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

- Meet the general requirements (p. 45) for admission to the College of Adult & Professional Studies.
- Have completed at least 60 semester credits.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Submit an essay addressing the following topic areas:
 - What is your motivation for completing the program? Include life experiences that contribute to your decision to complete the program.
 - What are your career goals/aspirations? How do you intend to use this education after completion of the program?

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

Senior Care Leadership and Administration (SCLA) Certificate

The required curriculum for the Senior Care Leadership and Administration Certificate comprises a 24 semester credit sequence of courses.

Code	Title	Credits
ACCT 400	Financial Accounting for Managers	3
BUSN 301	Foundations of Business Management	3
BUSN 302	Human Resource Management	3
NURS 410	Nursing Informatics	3
SCLA 450	Gerontology and Services for Senior Care	3
SCLA 455	Healthcare and Medical Needs for Senior Care	3
SCLA 460	Senior Care Support Services	3
SCLA 465	Senior Care Regulatory Management	3
Total Credits		24

¹ SCLA 481 and SCLA 482 are internship courses which are not part of the 24-credit certificate. However, these courses are necessary if a student wishes to sit for state licensure.

Gainful Employment Information

Important Information about the educational debt, earnings, and completion rates of students who attended this program can be found here: <https://www.bethel.edu/academics/gainful-employment/senior-care-leadership/index.html>

Senior Care Leadership and Administration (SCLA) Certificate Admission Requirements

The Senior Care Leadership and Administration Certificate program will consider applicants who:

- Meet the general requirements (p. 45) for admission to the College of Adult & Professional Studies.
- Have earned at least 30 undergraduate credits (sophomore standing). A bachelor's degree is required in order to pursue licensure.
- Submit a resume.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.

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

Special Education

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

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

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

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

Fieldwork and Licensing Requirements

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

Progression and Graduation

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

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

Major in Special Education

- B.A. in Special Education, K-12 Academic Behavioral Specialist (p. 93)

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

The required curriculum for the special education major comprises a 60 semester credit sequence of courses intended to be taken consecutively throughout the calendar year. For course sequence, request a program calendar from the College of Adult & Professional Studies. ENGL 225R, or an equivalent transfer, is a program prerequisite and must be completed before taking the below courses.

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

Code	Title	Credits
EDUC 321	Foundations in Education	3
EDUC 324	Educational Psychology	4
EDUC 326	General Methods of Instruction	3
EDUC 363	Educational Equity	3
EDUC 368	Classroom Technology	2
EDUC 395	School-wide Systems Field Experience	1
EDUC 451	Special Education Student Teaching Seminar ¹	3
SPED 400	Characteristics of Mild-Moderate Disabilities	3
SPED 405	Introduction to Special Education	2
SPED 408	Introduction to Academic Instruction and Behavior Management for Exceptional Learners	3
SPED 410	Norm-Referenced Assessment	4
SPED 418	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	4
SPED 420	Reading Foundations	3
SPED 421	Reading Field Experience	1
SPED 425	Special Education: Planning and Programming	3
SPED 431	Responsive Instruction, Intervention and Assessment	3
SPED 441	Introduction to Behavioral Methods & Mental Health for Mild-Moderate Special Needs	3
SPED 455	Classroom-based Assessment	3
SPED 470	Assessment Field Experience	1
SPED 473	ABS Field Experience	1
SPED 475	Consultation, Collaboration, and Resources	3
SPED 480H	Student Teaching: Academic Behavioral Strategist ¹	4
Special Education Major Total		60
General Education, Core Distinctive, and Elective Courses²		62
Total Credits		122

¹ Course must be taken for credit at Bethel.

² Elective credits can include credits transferred from prior degrees and institutions.

Special Education (B.A.) Admission Requirements

The Special Education major will consider applicants who:

B.A. in Special Education, K-12 Academic Behavioral Strategist 94

- Meet the general requirements (p. 45) for admission to the College of Adult and Professional Studies.
- Have completed at least 60 semester credits.
- Have a combined cumulative GPA of 2.5 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.
- Submit a current resume that indicates a minimum of two years of full-time work experience or be currently employed as a para-educator, paraprofessional, educational assistant, or other titles as appropriate.

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*.

CAPS Minors

Though not required, many students choose to complete a minor to pursue an area of interest or to complement their baccalaureate major. Students may choose to use their elective credits toward the minor or take additional credits. Students may not earn a minor in a program that they are earning or have earned a major or certificate, except where specifically noted in the Academic Programs and Disciplines section of this catalog.

Minors

Accounting (p. 64)

Business Management (p. 64)

Christian Ministries (p. 66)

Human Services (p. 87)

Management Information Systems (MIS) (p. 69)

Organizational Leadership (p. 81)

COURSE DESCRIPTIONS

ACCT • Accounting

ACCT 400 • Financial Accounting for Managers 3 Credits.

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

Prerequisites: MIST 320 (or NURS 410 for SCLA students only), 2 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301.

ACCT 405 • Intermediate Financial Accounting I 3 Credits.

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

Prerequisites: ACCT 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301, MIST 320. Fulfills: CAPS Goal Area 4.

ACCT 410 • Intermediate Financial Accounting II 3 Credits.

Resolution of complex accounting problems using accounting theory and practice. Accounting for intangible assets, current and long-term liabilities, stockholders' equity, earnings per share, leases, depreciation, amortization, and investments.

Prerequisites: ACCT 400, ACCT 405 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301, MIST 320. Fulfills: CAPS Goal Area 4.

ACCT 415 • Cost/Managerial Accounting 3 Credits.

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

Prerequisites: ACCT 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301, MIST 320. Fulfills: CAPS Goal Area 4.

ACCT 420 • Income Tax Accounting 3 Credits.

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

Prerequisites: ACCT 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301, MIST 320. Fulfills: CAPS Goal Area 4.

ACCT 425 • Corporate Auditing 3 Credits.

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

Prerequisites: ACCT 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN310E, BUSN 320, BUSN 323, BUSN360, MATH301M. Fulfills: CAPS Goal Area 4.

ACCT 430 • Advanced Accounting 3 Credits.

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

Prerequisites: ACCT 400; ACCT 405; ACCT 410; and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301, MIST 320. Fulfills: CAPS Goal Area 4.

ACCT 481 • Academic Internship in Accounting 2-4 Credits.

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

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

ARTC • Art

ARTC 150 • Responding to the Arts 3 Credits. Cultivation of critical reading and writing skills through examination of artistic “texts” from a variety of genres: literature, drama, cinema, music, or the visual arts. Discernment of rich dimensions of the texts—technique, genre, social-historical context—and reflect on their spiritual significance.

Fulfills: CAPS Goal Area 6.

BIBL • Bible

BIBL 230 • The Bible in Real Life 3 Credits. Exploration of connections between key portions of the Bible and challenges faced by students in their own lives. Students trace the journey of God’s people from Abraham and Sarah through the New Testament church, tracing God’s self-disclosure through biblical cultures and their genres of writing.

Fulfills: CAPS Goal Area 6.

BIBL 360 • Biblical Interpretation for Ministry 3 Credits.

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

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

BIBL 441 • Significance of the Old Testament 3 Credits.

Introduction to the Old Testament, emphasizing foundational themes including creation, life, justice, people of God, covenant, and the Old Testament polemic against the prevailing culture of its time. Development of methodological tools for investigating these themes enables students to properly contextualize these themes to their culture.

Prerequisites: BIBL 360, CHMN 350R Fulfills: CAPS Goal Area 6.

BIBL 442 • Significance of the New Testament 3 Credits.

Introduction to the New Testament, emphasizing major themes including the kingdom of God, eternal life, and justification in Christ. Emphasis also on the hermeneutical issues related to understanding these themes in their original

literary and historical settings, and applying them in ministry situations today.

Prerequisites: BIBL 360, CHMN 350R Fulfills: CAPS Goal Area 6.

BUSN • Business

BUSN 104 • Introduction to Business 3 Credits. Introduction to business and business strategy within the global economic environment.

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

Fulfills: CAPS Goal Area 2.

BUSN 115 • Personal Financial Literacy 3 Credits.

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

Fulfills: CAPS Goal Area 4.

BUSN 200 • Business Problem Solving 3 Credits.

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

Fulfills: CAPS Goal Area 4.

BUSN 210 • Workplace Communication 3 Credits.

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

Fulfills: CAPS Goal Area 1.

BUSN 285 • Information and Organizations 3 Credits.

Examination of both information and information systems including their use in making knowledge based decisions and analyzing strategic

organizational goals. Identification of quality information that is required for organizations, as well as applicable ways to store, organize, and retrieve this information in a secure way. Consideration and discussion around the ethical issues and policies organizations face.

Fulfills: CAPS Goal Area 3.

BUSN 301 • Foundations of Business Management 3 Credits.

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

BUSN 302 • Human Resource Management 3 Credits.

Analysis of the changing nature of Human Resource Management. Identification of the laws of employment practice. Application of the recruitment and selection process. Analysis of how organizations link compensation and performance management. Assessment of the training methods for managing talent, improving employee performance, and integrating culture and diversity. Identification of negotiating strategies. Analysis of the ethical issues faced by Human Resource Management professionals from a Christian or personal perspective.

BUSN 308 • Strategic Management and Planning 3 Credits.

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

BUSN 310 • Global Management and Leadership 3 Credits.

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

member cultures, and other leader/manager challenges.

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

BUSN 315 • Business Analytics 3 Credits.

Demonstrate ability to detect patterns in data, draw inferences and conclusions supported by the data, and communicate insights through visualization and written reporting. Use statistical tools to understand and measure uncertainty. Use methods of descriptive statistics to summarize data and find out what happened in the past. Apply predictive analytics tools to predict future trends. Develop competency in software used in the field of business analytics.

Prerequisites: MATH 301 and MIST 320 Fulfills: CAPS Goal Area 4 Special Notes: Enrollment is open to sophomore class standing and above.

BUSN 320 • Professional Project Management 3 Credits.

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

BUSN 323 • Marketing Fundamentals 3 Credits.

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

BUSN 330 • Intercultural Business Comm. 3 Credits.

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

BUSN 401 • Operations and Supply Chain Management 3 Credits.

Efficiently and effectively manage the processes to produce and distribute products and services.

Operations within both product and service companies will be addressed. Topics include managing purchases, inventory control, quality control, storage, logistics and evaluations. The use of measurement and analysis of internal processes will be highlighted.

Prerequisites: 2 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301, MIST 320.

BUSN 405 • Survey of Microeconomics and Macroeconomics 3 Credits.

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

Prerequisites: MATH 301, MIST 320. Fulfills: CAPS Goal Area 5.

BUSN 415 • Intermediate Macroeconomics 3 Credits.

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

Prerequisites: BUSN 405 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301, MIST 320. Fulfills: CAPS Goal Areas 2,4,5.

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

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

Prerequisites: 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301, MIST 320. Fulfills: CAPS Goal Area 6 General Education Category H.

BUSN 430 • Business Law 3 Credits.

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

Prerequisites: 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301 MIST 320. Fulfills: CAPS Goal Area 5.

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

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

Prerequisites: BUSN 301.

BUSN 491 • Business Capstone 3 Credits.

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

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

CHMN • Christian Ministries

CHMN 140 • Spiritual Quest 3 Credits.

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

Fulfills: CAPS Goal Area 6.

CHMN 300 • Foundations for Christian Ministry 3 Credits.

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

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

CHMN 320 • Personal Spiritual Formation 3 Credits.

Introduction to the process of spiritual and personal formation. Exploration of models and themes for formation and faith development, with attention to cultural and gender dimensions of formation models and traditions. Examination of

Course Descriptions 100

both individual and communal spiritual journeys, practices, and connections to God.

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

CHMN 350R • Research Writing for Christian Ministry 3 Credits.

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

Fulfills: CAPS Goal Area 1, General Education Category R; CAPS Goal Area 6. Special Notes: Enrollment is open to students with sophomore class standing and above.

CHMN 451 • Communication in Ministry 3 Credits.

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

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

CHMN 452 • Leadership in Ministry 3 Credits.

Introduction to essential leadership skills needed in ministry. Basic skills for self leadership and for leading people and teams. Special attention given to transformational, collaborative, and servant leadership.

Fulfills: Goal Area 6.

CHMN 481 • Ministry Practicum 3 Credits.

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

Grade exceptions: Graded on an S/U basis.

CHMN 495H • Practical Issues in Ministry 3 Credits.

Synthesis and application of content and skills from previous courses to specific ethical case studies common in ministry settings. Reflection on students' personal and spiritual formation as it impacts the spiritual growth of those

they minister to. Integration of incarnational/formational ethics into several ethical and spiritual issues.

Prerequisites: BIBL 360, BIBL 441, BIBL 442, CHMN 300, CHMN 320, CHMN 350R, CHMN 451, CHMN 452, CHMN 481, HUSE 410, THEO341E, THEO 441. Fulfills: CAPS Goal Area 6, General Education Category H.

COMM • Communication

COMM 115 • Intro to Computer Applications 1 Credit.

A skills based course to understand the Microsoft Office and Google Drive applications. Applying these applications to coursework. Developing troubleshooting skills. Understanding the differences between Mac and PCs.

COMM 160 • Basic Communication Skills 3 Credits.

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

Fulfills: CAPS Goal Area 1.

CORE • Bethel Distinctives

CORE 300 • Community, Self and Formation: Ancient and Contemporary Narratives 3 Credits.

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

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

CORE 330 • Examining Crucial Questions 3 Credits.

Summary of the Christian biblical narrative. Identification of the roles of scripture, history, experience, and reason as they form convictions related to social and ethical issues. Examination of selected theological concepts using the Wesleyan Quadrilateral, as well as the application of those concepts to real life situations.

Fulfills: CAPS Goal Areas 2, 5, 6. Special Notes: Enrollment is open to students with sophomore class standing and above.

EDUC • Education

EDUC 321 • Foundations in Education 3 Credits.

Introduction to the teaching profession and focus on influences shaping education. History, philosophy, psychology, sociology, legal matters, reform, and other current education issues. Student mental health and impact of chemicals in student lives, families, and schools. Personal growth planning, collaboration, and connection between professional responsibilities and personal faith and values.

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

EDUC 324 • Educational Psychology 4 Credits.

Identification of different approaches to K-12 students' development, learning, performance, and critical elements needed to structure an effective learning environment. Synthesis of early assessment theory and current issues. Description of theories that influence learning and behavior related to the learning environment. Integration of Christian or personal faith perspective of learning.

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

EDUC 326 • General Methods of Instruction 3 Credits.

Development of effective lesson plans that include all required components. Creation of effective long-range plans, assessments, and evaluations. Integration of a variety of instructional strategies within lesson plans to meet student needs. Identification of appropriate data practices related to student assessment and progress.

Corequisites: EDUC 395. Special Notes: Enrollment is open to students with sophomore class standing and above.

EDUC 363 • Educational Equity 3 Credits.

Identification of various groups in American communities and how to foster communication. Analysis of Minnesota-based American Indian tribes. Description of biases, discrimination, prejudices, racism, and sexism in the classroom and the influence personal identity has on student learning. Evaluation of the effects that various diversity factors have in the classroom.

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

EDUC 368 • Classroom Technology 2 Credits.

Description of foundations of technology integration practices. Development of a

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

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

EDUC 395 • School-wide Systems Field Experience 1 Credit.

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

Corequisites: EDUC 326. Special Notes: Enrollment is open to students with sophomore class standing and above.

EDUC 451 • Special Education Student Teaching Seminar 3 Credits.

Development of strategies for personal and professional efficacy and engaging resources. Analysis of the impact teachers' personal and professional practices, second language, and communication have on student learning. Alignment of an instructional plan with the needs of a learner. Application of academic language.

Prerequisites: EDUC 321, EDUC 324, EDUC 326, EDUC 363, EDUC 368, EDUC 395, SPED 400, SPED 405, SPED 408, SPED 410, SPED 418, SPED 420, SPED 421, SPED 425, SPED 431, SPED 441, SPED 455, SPED 470, SPED 473, SPED 475. Corequisites: SPED 480H.

ENGL • English

ENGL 029 • Foundations of Reading and Writing I 3 Credits.

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

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

ENGL 030 • Foundations of Reading and Writing II 3 Credits.

This course is designed to prepare students for college-level courses in which they will need to be

successful in reading and writing. Emphasis is on foundational reading and writing strategies and builds upon strategies learned in ENGL 029.

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

ENGL 130 • Successful Writing 3 Credits.

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

Fulfills: CAPS Goal Area 1.

ENGL 225R • Academic Research and Writing 3 Credits.

Development of core academic skills in research and writing. Critical evaluation of rhetorical persuasion, forming and answering research questions, testing theses through consultation of scholarly sources, and formal documentation of research sources.

Prerequisites: ENGL 130 *Fulfills:* CAPS Goal Area 1, General Education Category R.

ENGL 300 • Advanced Writing Labs 3 Credits.

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

FINA • Finance

FINA 400 • Financial Management 3 Credits.

Identification and interpretation of various types of information provided by financial statements and used by both corporate managers and investors during the decision making process. Exploration of financing sources and costs and their impacts on financial decisions. Discernment in managerial finance using financial risk and rate of return measurements. Use of capital budgeting techniques to make data driven decisions. Discussion of biblical and ethical principles and their relationship to financial management decisions. *Prerequisites:* ACCT 400, MIST 320 and 1 course from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301.

Prerequisites: ACCT 400, BUSN360 and 1 course from BUSN 301, BUSN 302, BUSN 308, BUSN310E, BUSN 320, BUSN 323, MATH301M.

FINA 410 • Investments **Theory** 3 Credits.

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

Prerequisites: ACCT 405, FINA 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301. *Fulfills:* CAPS Goal Area 4.

FINA 420 • Portfolio Analysis and Management 3 Credits.

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

Prerequisites: ACCT 405, FINA 400, FINA 410, and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MIST 320, MATH 301. *Fulfills:* CAPS Goal Area 4.

FINA 430 • Capital Markets 3 Credits.

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

Prerequisites: ACCT 405, FINA 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301. *Fulfills:* CAPS Goal Area 4.

FINA 440 • Advanced Corporate Finance 3 Credits.

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

Prerequisites: ACCT 405, FINA 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323 and MATH 301. Fulfills: CAPS Goal Area 4.

FINA 450 • Global Finance 3 Credits.

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

Prerequisites: ACCT 405, FINA 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301. Fulfills: CAPS Goal Area 5.

FINA 481 • Academic Internship in Finance 2-4 Credits.

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

Prerequisites: FINA 400.

HEPE • Health

HEPE 260 • Physical Wellness 3 Credits.

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

Fulfills: CAPS Goal Area 3.

HIST • History

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

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

Fulfills: CAPS Goal Area 5.

HUSE • Human Services

HUSE 300 • Family Perspectives 3 Credits.

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

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

HUSE 305 • Individual and Family Development Over the Life Cycle 3 Credits.

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

Prerequisites: PSYC 100 Fulfills: CAPS Goal Area 5. Special Notes: Concurrent registration in PSYC 335 recommended. Enrollment is open to students with sophomore class standing and above. Crosslisted with PSYC 305.

HUSE 320 • Advocacy and Social Change 3 Credits.

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

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

HUSE 330 • Leading and Managing in Human Service Organizations 3 Credits.

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

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

HUSE 386 • Social Inequality 3 Credits.

Focus on social inequality in human societies, with particular reference to the United States. Exploration of the origins, evolution, legitimation, and consequences of social inequality. Emphasis on inequalities that are rooted in

the socioeconomic order. Examination of the relationship between social class, race, and gender as different but related forms of social inequality.

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

HUSE 400 • Research Methods 3 Credits.

Introduction to quantitative and qualitative research designs. Designed as a project-based course, with particular attention to program evaluation and action research, learners will construct an applied research proposal.

Prerequisites: PSYC 335. Fulfills: CAPS Goal Area 2 and CAPS Goal Area 5. Special Notes: Concurrent registration with HUSE 405 recommended. Cross-listed with PSYC 400.

HUSE 405 • Family Social Policy 3 Credits.

An examination of the linkages of family with societal systems and the consequences of policy for family life. An exploration of community resources and strategies for serving families.

Fulfills: CAPS Goal Area 5. Special Notes: Concurrent registration with HUSE 400 recommended.

HUSE 410 • Dynamics of Interpersonal Relationships 3 Credits.

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

Fulfills: CAPS Goal Area 5.

HUSE 435 • Families in Cross-Cultural Perspective 3 Credits.

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

Fulfills: CAPS Goal Area 5. Special Notes: Cross-listed with PSYC 435.

HUSE 445 • Counseling Microskills 3 Credits.

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

self and others. Aspects of the 12 core functions of an LADC as defined in MN Statute section 148F.01, subdivision 10.

Fulfills: CAPS Goal Area 5.

HUSE 450 • Introduction to Addictions Counseling 3 Credits.

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

Fulfills: CAPS Goal Area 5. Special Notes: Cross-listed with PSYC 450.

HUSE 455 • Pharmacology of Addictions 3 Credits.

Examination of the action and biophysical effects of addictive substances. Evaluation of evidence-based medical treatment options for both addictions and co-occurring disorders. Integration of spirituality with medical approaches to treating addiction in an interculturally sensitive manner.

Fulfills: CAPS Goal Area 5.

HUSE 460 • Assessment and Treatment of Co-Occurring Disorders 3 Credits.

Examination of the assessment and treatment, including identification of the appropriate level of care, for co-occurring disorders of substance use and various psychological disorders. Attention is given to evidence-based practices in treatment planning and intervention.

HUSE 470 • Directed Study 1-4 Credits.

HUSE 481 • Internship in Addictions Counseling I 4 Credits.

Application of theory, interpersonal skills, and professional development skills in a supervised professional addiction counseling setting. Demonstration of the twelve core functions of LADC (MN Statute 148F.01, subdivision 10). Evaluation of progress toward appropriate development goals. Integration of knowledge, experience, ethics, and faith into a worldview relevant in the addiction counseling setting. 400-hour experience.

Prerequisites: HUSE 435, HUSE 445, HUSE 450, HUSE 455, HUSE 460, HUSE 485H. Grade exceptions: Graded on an S/U basis. Special Notes: Program Director permission required for enrollment.

HUSE 482 • Internship in Addictions Counseling III 1-3 Credits.

Direct practice experience in which the student applies previously acquired knowledge and skills

in a structured professional setting focused on the 12 core functions of a licensed alcohol and drug counselor as defined in Minnesota Statute section 148F.01, subdivision 10. Students will accrue remaining hours of the Minnesota state Board of Behavioral Health and Therapy requirement of 880 clock hours of practical experience that were not completed in HUSE 491. *Prerequisites: HUSE 435, HUSE 445, HUSE 450, HUSE 455, HUSE 460, HUSE 481, HUSE 485H, HUSE 491* Grade exceptions: Graded on an S/U basis.

HUSE 485H • Professional Practice Issues and Ethics 3 Credits.

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

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

HUSE 490 • Integrative Internship Seminar 3 Credits.

Learning/practice experience in which the student applies previously acquired human service knowledge and skills in a structured professional setting, including but not limited to government agencies, social service agencies, schools, mental health agencies, businesses, and churches. Students will accrue a minimum of 100 hours of practical experience.

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

HUSE 491 • Internship in Addictions Counseling II 4 Credits.

Application of theory and professional development skills in a supervised professional addiction counseling setting. Demonstration of the twelve core functions of LADC (MN Statute 148F.01, subdivision 10). Evaluation of progress toward appropriate development goals. Integration of knowledge, experience, ethics, and faith into a worldview relevant in the addiction counseling setting. 480-hour experience.

Prerequisites: HUSE 435, HUSE 445, HUSE 450, HUSE 455, HUSE 460, HUSE 481, HUSE 485H. Grade exceptions: Graded on an S/U basis.

MATH • Math

MATH 080 • Foundations of Mathematics 3 Credits.

Preparation for college-level math courses. Developmental math topics include percent, decimals, fractions, solving basic algebraic equations, exponents, calculating values using a formula, and measurement. Utilization of spreadsheets to perform basic arithmetic calculations.

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

MATH 180 • Mathematics in Real Life 3 Credits.

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

Fulfills: CAPS Goal Area 4.

MATH 301 • Business Mathematics and Statistics 3 Credits.

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

Prerequisites: MIST 320 *Fulfills: CAPS Goal Area 4. Special Notes: Completion of a 100 or 200-level statistics course is recommended, but not required.*

MIST • Management Information Systems

MIST 320 • Management Information Systems 3 Credits.

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

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

MIST 400 • Foundations of Information Management Systems 3 Credits.

Exploration of the history, uses and functions of information management systems as well as their role within current business innovation. Understanding of security risks, architecture, and various enterprise information system types. Application of the Systems Development

Course Descriptions 106

Lifecycle. Consideration of Christian or personal worldview in relation to information management systems.

Prerequisites: MIST 320 *Fulfills:* CAPS Goal Area 3.

MIST 410 • Information Systems Analysis and Design 3 Credits.

Understanding of the systems development life cycle, written documentation for information systems, and project management. Assessment of analysis and design tools and techniques. Application of systems analysis and design techniques to business analysis problems. Exploration of information management systems from the perspective of a Christian or personal worldview.

Prerequisites: MIST 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301. *Fulfills:* CAPS Goal Area 3.

MIST 420 • Business Database Management 3 Credits.

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

Prerequisites: MIST 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301. *Fulfills:* CAPS Goal Areas 2, 3.

MIST 430 • Introduction to Business Programming 3 Credits.

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

Prerequisites: MATH 301. *Fulfills:* CAPS Goal Area 3.

MIST 440 • Administration of Management Information Systems 3 Credits.

Explanation of directories and directory services, including their uses in networked environments. Differentiation between hardware and software requirements for information systems. Design and implementation of identity and access management services. Understanding of implementation issues as well as ethical issues that may arise from administration of MIS.

Prerequisites: MIST 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301. *Fulfills:* CAPS Goal Area 2, 3.

MIST 450 • Information Systems Security 3 Credits.

Examination of information security concepts, risk management, and both functions of and relationships among laws, regulations, and professional organizations. Identification of the differences between physical and virtual security threats and vulnerabilities. Characterization of typical security architectures. Creation of a security plan.

Prerequisites: MIST 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301. *Fulfills:* CAPS Goal Areas 2, 3.

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

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

Prerequisites: MIST 400.

NASC • Natural Science

NASC 275 • Environmental Studies 3 Credits.

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

Fulfills: CAPS Goal Area 3.

NURS • Nursing

NURS 300 • Acute Care Clinical 3 Credits.

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

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

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

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

Corequisites: NURS 310, NURS 325 Nursing Central Resource Fee \$195; Clinical Fee \$65; Nursing Malpractice Insurance Fee \$40; Criminal Background Check Fee \$30 Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 306 • Practicum II: Adult Nursing 3 Credits.

Provision of holistic care for adults and older adults in various health/illness states. Application of critical thinking skills and evidence to the implementation of the nursing process in healthcare settings.

Prerequisites: NURS 305, NURS 310, NURS 325 Corequisites: NURS 311, NURS 326, NURS 350 Clinical Fee \$65 Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 307 • Practicum III: Mental Health Nursing 1 Credit.

Provision of holistic care for individuals with mental health needs. Application of critical thinking skills and evidence to the implementation of the nursing process in mental health settings.

Prerequisites: NURS 305, NURS 310, NURS 325 Corequisites: NURS 330, NURS 351 \$60 (\$44 Clinical Site Placement TCCP and \$16 Malpractice Fee) Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

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

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

Corequisites: NURS 305, NURS 325 Nursing Lab Equipment Fee \$140; Nursing ATI Resource Fee \$250; ATI Assessment Fee \$17, Online Testing Fee \$20 Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 311 • Skills II: Adult Nursing 2 Credits.

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

Prerequisites: NURS 305, NURS 310, NURS 325 Corequisites: NURS 306, NURS 350, NURS

326 Nursing Lab Fee Equipment Fee \$140; ATI Assessment Fee \$25; Online Testing Fee \$20 Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 325 • Pathophysiology 3 Credits.

Exploration 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.

Corequisites: NURS 310, NURS 305 Online Testing Fee \$20 Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 326 • Pharmacology for Nursing 3 Credits.

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

Prerequisites: NURS 305, NURS 310, NURS 325 Corequisites: NURS 306, NURS 311, NURS 350 Online Testing Fee \$20 Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 330 • Mental Health Nursing 2 Credits.

Overview of mental health issues of individuals throughout the lifespan, in the context of families and communities.

Prerequisites: NURS 305, NURS 310, NURS 325 Corequisites: NURS 307, NURS 351 \$136 Testing Fee (\$20 Proctorio \$116 ATI) Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

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

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

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

NURS 331 • Mental Health Nursing 2 Credits.

Overview of mental health issues of individuals throughout the lifespan, in the context of families and communities.

Prerequisites: NURS 305, NURS 310, NURS 325 Corequisites: NURS 307, NURS 351 ATI Assessment Fee \$25; Online Testing Fee \$20 Special Notes:

This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 350 • Adult Nursing I 3 Credits.

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

Prerequisites: NURS 305, NURS 310, NURS 325

Corequisites: NURS 306, NURS 311, NURS 326 Nursing ATI Resource Fee \$345; Online Testing Fee \$20 Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 351 • Adult Nursing II 3 Credits.

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

Prerequisites: NURS 305, NURS 310, NURS 325

Corequisites: NURS 307, NURS 331 ATI Assessment Fee \$25; Online Testing Fee \$20 Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 365 • The Professional Nurse 3 Credits.

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

NURS 400 • Public Health Nursing 3 Credits.

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

NURS 401 • Public Health Nursing Clinical 3 Credits.

Identification of disease prevalence, distribution, and control in a population, including environmental, protective, and risk factors. Evaluation of evidence-based interventions to address health disparities. Demonstration of ethical principles and Christian perspectives in at-risk population care. Application of public

health nursing competencies and effective communication skills through virtual/real-world clinical experience.

Prerequisites: NURS 400.

NURS 405 • Nursing Ethics 3 Credits.

Application of ethical inquiry to current ethical issues in healthcare settings with a focus on the role of the nurse.

Prerequisites: NURS 306, NURS 307, NURS 311,

NURS 326, NURS 330, NURS 350, NURS 351

Corequisites: NURS420, NURS 445 Special Notes:

This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 410 • Nursing Informatics 3 Credits.

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

NURS 422 • Pediatric and Maternity Nursing 3 Credits.

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

Prerequisites: NURS 306, NURS 307, NURS 311,

NURS 326, NURS 330, NURS 350, NURS 351

Corequisites: NURS 405, NURS 445 Nursing ATI

Resource Fee \$345; ATI Assessment Fee \$50;

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

NURS 425 • Cultural Diversity in Healthcare 3 Credits.

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

Fulfills: CAPS Goal Areas 3, 5.

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

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

NURS 436 • Application of Research to Practice 3 Credits.

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

Prerequisites: NURS 435.

NURS 440 • Population-Based Nursing 3 Credits.

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

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 326, NURS 331, NURS 350, NURS 351
Corequisites: NURS 446 ATI Assessment Fee \$25; Online Testing Fee \$20
Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 445 • Practicum IV: Pediatric and Maternity Nursing 2 Credits.

Provision of holistic care for pediatric and maternity patients and families. Application of critical thinking skills and evidence to the implementation of the nursing process in pediatric and maternity settings.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 326, NURS 331, NURS 350, NURS 351
Corequisites: NURS 405, NURS420 Clinical Fee \$65; Nursing Lab and Equipment Fee \$40; Nursing Malpractice Insurance Fee \$40; ATI Assessment Fee \$42; Online Testing Fee \$20
Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 446 • Practicum V: Population-Based Nursing 2 Credits.

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

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 326, NURS 331, NURS 350, NURS 351
Corequisites: NURS 440 \$60 (\$44 Clinical Site Placement TCCP and \$16 Malpractice Fee)
Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 447 • Practicum VI: Capstone 3 Credits.

Provision of comprehensive nursing care to patients with complex health needs. Synthesis of critical thinking, leadership skills, evidence,

and professional standards to manage care and improve health outcomes.

Prerequisites: NURS 405, NURS 420, NURS 440, NURS 445, NURS 446
Corequisites: NURS 450, NURS 460
Clinical Fee \$65; Nursing Malpractice Insurance Fee \$80
Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 450 • Leadership Development 3 Credits.

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

Prerequisites: NURS 405, NURS 420, NURS 440, NURS 445, NURS 446, PSYC 335
Corequisites: NURS 447, NURS 460
ATI Assessment Fee \$25; Online Testing Fee \$20
Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 460 • Skills III: Nursing Synthesis 3 Credits.

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

Prerequisites: NURS 405, NURS 420, NURS 440, NURS 445, NURS 446
Corequisites: NURS 447, NURS 450
Nursing Lab Fee Equipment Fee \$140; Nursing ATI Resource Fee \$250; ATI Assessment Fee \$50; Online Testing Fee \$20
Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 485 • Leadership in Nursing 3 Credits.

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

NURS 486 • Management in Nursing 3 Credits.

Management theories and concepts to influence healthcare change. Incorporation of ethical principles, Christian perspectives, professional standards, and management principles to influence organizations. Synthesis of nursing management, educational and professional experiences through reflection on professional

growth. Application of financial and legal concepts of management. Strategies for conflict management, teamwork and communication.

NURS 495 • Clinical Care Change Project 3 Credits.

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

Prerequisites: NURS 435. Fulfills: CAPS Goal Area 1.

ORGL • Organizational Leadership

ORGL 101 • The Relational Leader 3 Credits.

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

Fulfills: CAPS Goal Area 5.

ORGL 120 • Personal Mission and Leadership Development 3 Credits.

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

Fulfills: CAPS Goal Area 2.

ORGL 201 • The Framework of Leadership 3 Credits.

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

ORGL 310 • Leadership and Adult Development 3 Credits.

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

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

ORGL 330 • Theories of Organizations and Leadership 3 Credits.

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

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

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

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

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

ORGL 345 • Organizational Behavior 3 Credits.

Advancement of biblical interpretation using NT Greek. Translation of Greek texts at an intermediate level of proficiency, attending to a greater range of grammatical/syntactical functions. Introduction to the exegetical tools of textual criticism, diagramming and lexical analysis. Definition of common New Testament Greek words.

Prerequisites: NT 541 or passing of Greek Qualifying Exam.

ORGL 350 • Leadership Communication 3 Credits.

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

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

ORGL 370 • Leading in the Digital Age 3 Credits.

Introduction to major technology developments and their impact on people and organizations. Evaluation of technology, benefits and consequences of technology, and technology change in the organizational context. Analysis of personal and organizational issues related

to technology in light of ethical and/or moral reasoning and relevant organizational and/or personal characteristics.

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

ORGL 400 • Principles of Leading and Managing 3 Credits.

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

ORGL 430 • Self-Leadership and Organizational Health 3 Credits.

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

ORGL 450 • Global Leadership Summit 3 Credits.

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

ORGL 462 • Integrated Principles of Leadership 3 Credits.

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

Prerequisites: ORGL 310, ORGL 400.

ORGL 465H • Applied Leadership Ethics 3 Credits.

Application of ethical principles to issues of moral perplexity within a business/organizational

management context. Analysis of ethical pluralism, cultural diversity, allocation of resources, equal opportunity requirements and sexual harassment policies. Consideration of the relationship between organizational imperatives and faith.

Prerequisites: ORGL 310, ORGL 400, ORGL 462.

Fulfills: CAPS Goal Area 6, General Education category H.

ORGL 490 • Leading and Change 3 Credits.

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

Prerequisites: ORGL 310, ORGL 400, ORGL 462.

PSYC • Psychology

PSYC 100 • Introduction to Psychology 3 Credits.

Methods, theories, and principal findings of psychological investigation.

PSYC 305 • Lifespan Development 3 Credits.

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

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

Special Notes: Enrollment is open to students with sophomore class standing and above. Cross-listed with HUSE 305.

PSYC 320 • Social Psychology 3 Credits.

Behavior and experience of individuals and groups in relation to other individuals and groups. Theory, method, and findings in areas such as conformity, persuasion, social cognition, attraction, altruism, aggression, prejudice, group behavior, and applied topics.

Prerequisites: PSYC 100. Special Notes: Enrollment is open to students with sophomore class standing and above.

PSYC 335 • Introduction to Statistics 3 Credits.

Basic descriptive, correlational, and inferential statistics will be covered. As time permits, more advanced topics of ANOVA, multiple regression, ANCOVA, meta-analysis, and factor analysis will be introduced. Learners will perform

analyses using a computerized statistical package, and primary emphasis will be placed on understanding the concepts and interpreting results correctly.

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

PSYC 340 • Abnormal Psychology 3 Credits. Classification, causes, symptoms, and treatment of various forms of psychopathology. Analysis of Christian and secular perspectives of psychopathology and a survey of some major issues in the field of mental health.

Prerequisites: PSYC 100 Fulfills: CAPS Goal Area 5.

PSYC 360 • History of Psychology 3 Credits. Historical roots of contemporary psychology. Focus is on the influence of historical trends, people, and events on the evolution of psychological questions, constructs, methods, and issues.

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

PSYC 370 • Disabilities and Giftedness 3 Credits. Focus on the development of individuals with disabilities and giftedness from a lifespan perspective. Cognitive, physical, emotional, and sociocultural variables relevant to developmental delay; giftedness; learning disabilities; physical, sensory, and communication disabilities; emotional disturbance; and multiple disabilities. Critical analysis of psychosocial educational interventions. Service learning with those with disabilities.

Prerequisites: PSYC 100, PSYC 340. Fulfills: CAPS Goal Area 2.

PSYC 380 • Motivation and Emotion 3 Credits. How biological, environmental, cognitive, emotional, and personal systems interact to initiate and direct human behavior. How experimental psychologists study emotional and motivational systems.

Prerequisites: PSYC 100, PSYC 335. Fulfills: CAPS Goal Area 5.

PSYC 400 • Research Methods 3 Credits. Introduction to quantitative and qualitative research designs. Designed as a project-based course, with particular attention to program evaluation and action research, learners will construct an applied research proposal.

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

PSYC 410H • Principles of Counseling and Psychotherapy 3 Credits.

Introduction and analysis of major therapy systems from Christian and secular perspectives, basic counseling techniques, and current ethical issues facing the counseling professions. Designed for students planning graduate study in human services.

Prerequisites: PSYC 340. Fulfills: CAPS Goal Area 6, General Education Category H.

PSYC 430 • Advanced Psychopathology 3 Credits. Explores issues pertaining to the nature and occurrence of psychological disorders, including classification, cultural context, developmental considerations, etiology, and treatment. Critical evaluation of contemporary theory and research, including conceptualizations, methodologies, and statistical approaches.

Prerequisites: PSYC 100, PSYC 410H. Fulfills: CAPS Goal Area 5.

PSYC 435 • Families in Cross-Cultural Perspective 3 Credits.

Contemporary, historical, and cross-cultural, predominantly non-Western perspective on a variety of family systems and the people living in them. Values and assumptions underlying these systems, roles, intergenerational relationships, identity formation, and developmental tasks. Multicultural aspects of chemical dependency. *Fulfills: CAPS Goal Area 5. Special Notes: Cross-listed with HUSE 435.*

PSYC 450 • Introduction to Addictions Counseling 3 Credits.

Examination of addiction from a variety of perspectives and evaluation of the twelve core functions of an addictions counselor. Description of the process of change in the context of the continuum of care. Cultivation of a personal philosophy around spirituality and addiction. *Fulfills: CAPS Goal Area 5. Special Notes: Cross-listed with HUSE 450.*

PSYC 480 • Psychology Internship and Seminar 3 Credits.

Explores issues pertaining to the nature and occurrence of psychological disorders, including classification, cultural context, developmental considerations, etiology, and treatment. Critical evaluation of contemporary theory and research, including conceptualizations, methodologies, and statistical approaches.

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

PSYC 490 • Senior Seminar 3 Credits.

Foundational issues in psychology and the interface of psychology, Christianity, and other disciplines. Includes an in-depth individual writing project.

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

SCLA • Senior Care Leadership & Administration**SCLA 450 • Gerontology and Services for Senior Care 3 Credits.**

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

Fulfills: CAPS Goal Area 5.

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

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

SCLA 460 • Senior Care Support Services 3 Credits.

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

SCLA 465 • Senior Care Regulatory Management 3 Credits.

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

SCLA 481 • Senior Care Internship I 4 Credits.

Application of classroom knowledge to practical experiences across multiple domains of senior care services. Introduction to leadership and management oversight of operational, legal and regulatory requirements, services, and programs integrating quality principles and data analysis

to inform management decisions. 500 hours/15 weeks (see Statute for exceptions).

Prerequisites: SCLA 450, SCLA 460, BUSN 301, BUSN 302; or for CAS students: BUS 230, BUS 231.

SCLA 482 • Senior Care Internship II 4 Credits.

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

Prerequisites: SCLA 481.

SOCS • Sociocultural Studies**SOCS 110 • Succeeding in College 3 Credits.**

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

Fulfills: CAPS Goal Area 2.

SOCS 170 • Conflict Management and the Social Scientific Perspective 3 Credits.

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

Fulfills: CAPS Goal Area 5.

SOCS 255 • Studies in the American Mosaic 3 Credits.

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

Fulfills: CAPS Goal Area 5.

SPED • Special Education**SPED 400 • Characteristics of Mild-Moderate Disabilities 3 Credits.**

Exploration of the five disability categories represented under Academic Behavioral Strategist (ABS). Identification of strategies that support stakeholders of children with mild-moderate needs. Explanation of topics that

form the basis for special education practice for students with mild-moderate disabilities. Identification of the impact culture and linguistics has on special education.

SPED 405 • Introduction to Special Education 2 Credits.

Identification of the impact historical and philosophical foundations, legal bases, and contemporary issues have on special education. Identification of common disability category characteristics. Description of the impact culture, faith, and linguistics have on special education. Description of how the Individuals with Disabilities Education Act (IDEA) impacts special education.

SPED 408 • Introduction to Academic Instruction and Behavior Management for Exceptional Learners 3 Credits.

Introduction to how special education and general education academic systems work together. Identification of functional behavior 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 410 • Norm-Referenced Assessment 4 Credits.

Description of standards and critical elements in the special education assessment process. Identification of test development principles and evaluation of standardized assessment instruments for special education decision-making. Description of responsibilities of assessment team members. Synthesis of assessment data. Application of scriptural principles to assessment in special education. *Corequisites: SPED 470.*

SPED 418 • Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities 4 Credits.

Development of an instructional sequence for students in special education. Evaluation of data for making accommodations and modifications. Identification of differentiation strategies. Application of evidence-based practices. Identification of the relationship between teaching and learning theories and academic standards. Exploration of the relationship between faith concepts and instruction in special education.

SPED 420 • 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.

SPED 421 • Reading Field Experience 1 Credit.

Supervised reading instruction in a K-12 setting. Assessment and analysis of reading ability. Creation of lessons and application of reading instruction skills/strategies. Designing of an environment that fosters reading. Identification of how personal faith connects with the professional responsibilities of a teacher. 30 hours over 10 weeks.

Prerequisites: SPED 420.

SPED 425 • Special Education: Planning and Programming 3 Credits.

Development and evaluation of both an individual education program based on student assessment results. Consideration of technology, supplementary aids, services, and transition needs of students. Synthesis of cultural, ethnic, and linguistic diversity. Demonstration of best practice and collaboration techniques between school, family, and outside agencies.

SPED 431 • Responsive Instruction, Intervention and Assessment 3 Credits.

Identification of appropriate assessment measures and professional resources related to interventions. Interpretation of assessment and progress monitoring data to make informed instructional and placement decisions. Creation of instruction and modifications incorporating research-based interventions and based on data collected through collaboration with stakeholders. Description of student assessment results.

SPED 441 • Introduction to Behavioral Methods & Mental Health for Mild-Moderate Special Needs 3 Credits.

Introduction to behavior methods and mental health for students with mild/moderate SPED needs. Interventions for K-12 students with mental health and behavioral needs. Impact of mental health and behavioral diagnoses within K-12 education. Identification of roles of professionals within and outside the school related to mental health.

SPED 455 • Classroom-based Assessment 3 Credits.

Description of legal, professional, and ethical standards in assessment related to informal assessment measures and environmental factors influencing student achievement and behavior. Description of student's learning style, strengths, and analysis of behavior based on observations and assessment data. Identification of the influence diversity, age and gender have on assessment.

Prerequisites: SPED 410. *Corequisites:* SPED 470.

SPED 470 • Assessment Field Experience 1 Credit.

Identification of students' strengths and needs through assessment. Identification of the purpose of multidisciplinary teams. Development of an evaluation report. Explanation of assessment results with family, student and staff. Creation of interventions. Development of a plan for continued professional development in the area of assessment. 30 hours/10 weeks.

Corequisites: SPED 410, SPED 455.

SPED 473 • ABS Field Experience 1 Credit.

Identification of students with mild to moderate disabilities through the special education referral, evaluation, and eligibility process. Clarification of IEP team meeting and development components, as well as roles and responsibilities of IEP team members. Identification of effective academic and behavioral interventions, accommodations, and modifications. Integration of faith and teaching.

SPED 475 • Consultation, Collaboration, and Resources 3 Credits.

Focus on the communication skills necessary to consult and collaborate effectively with parents, administrators, teachers, paraprofessionals, and agency personnel about the special needs of students. Identification of resources, outside agencies, as well as transition needs and services. Clarification of personal beliefs and adjusting to diverse student needs within special education.

SPED 480H • Student Teaching: Academic Behavioral Strategist 4 Credits.

Management of timelines and ethical responsibilities of a special educator. Implementation of appropriate interventions and procedures necessary to process moral dilemmas related to special education due process. Consultation with parents and professionals to provide special education services. Analysis of

personal development. Integration of duty, virtue, responsibility, and Christian values.

Prerequisites: EDUC 321, EDUC 324, EDUC 326, EDUC 363, EDUC 368, EDUC 395, SPED 400, SPED 405, SPED 408, SPED 410, SPED 418, SPED 420, SPED 421, SPED 425, SPED 431, SPED 441, SPED 455, SPED 470, SPED 473, SPED 475. *Corequisites:* EDUC 451. *Grade exceptions:* Graded on an S/U basis. *ABS student teaching fee:* \$75, *out-of-region fee:* \$100, *out-of-state fee:* varies.

THEO • Theology**THEO 341 • Gospel in Cross-Cultural Perspective 3 Credits.**

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

Fulfills: CAPS Goal Areas 5, 6. *Special Notes:*

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

THEO 441 • Christian Theology 3 Credits.

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

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

TUITION, STUDENT ACCOUNT, AND FINANCIAL AID

Tuition and Program-Specific Student Fees

Visit <https://www.bethel.edu/adult-undergrad/financial-aid/tuition> for current tuition and fees. Any changes will be reflected as details are released and will typically take effect at the beginning of an academic term. Published information includes tuition for each academic program, course audit fees, and other costs.

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

Student Account Information

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 3900 campus. Items in the drop box will be delivered to the Business Office one time per business day.
- **U.S. Mail:** Mail a check to: Bethel University, 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 the student's account 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 when the check clears the bank.

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.

Returned Payment Fee

If payment is returned from the bank for non-sufficient funds, a \$25 returned check fee will be assessed on the student account. Any student who has two checks returned due to non-sufficient funds will not be allowed to make future payment by personal check.

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 Banner.

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.

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.

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.

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 (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 or 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 or bethel.edu/graduate/financial-aid/eligibility/academic-progress to review the complete current policy.

Process Overview and Responsibilities

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

All financial aid recipients must progress at a reasonable rate (make satisfactory progress) toward achieving a certificate or degree. This requirement applies to all terms regardless of whether the student received financial aid.

Evaluating Financial Aid SAP

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

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

- **Pace of Completion.** Students must progress through their educational program at a pace that ensures they will complete the program within the maximum time frame. The pace is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted. Students must successfully complete a minimum of 67% of their cumulative attempted credits (including any transfer credits, advanced placement [AP], or College Level Examination Program [CLEP] credit).
- **Maximum Time Frame.** Students are expected to complete their program within the normal time for completion (122 credits for a baccalaureate degree). However, there may be special circumstances such as a program change or an illness that would prevent students from completing their program of study within the normal time frame.

To accommodate these special circumstances, students may continue receiving aid until they either

1. complete graduation requirements for their program of study, or
2. attempt 150% of the number of credits (including transfer credits, advanced placement, or CLEP credits) required for their program of study, or
3. reach the point where they cannot earn the number of credits necessary to complete their program of study within 150% of required credits for the degree, whichever comes first.

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

Program of Study	Maximum Time Frame
Undergraduate Certificate	Varies (150% x ___ credits in certificate)
Associate Degree	60 x 1.5 = 90 semester credits
Baccalaureate Degree	122 x 1.5 = 183 semester credits

Treatment of Special Academic Course Situations

- **Term.** The Office of Financial Aid evaluates SAP at the end of each regular semester. All terms of enrollment are counted for SAP, including terms in which a student did not receive financial aid.
- **Remedial Courses.** Remedial courses are treated the same as non-remedial courses in evaluation of quality, pace, and maximum time frame. Foundations for Academic Readiness (FAR) courses are considered remedial courses.
- **Pass/Fail Courses.** Some of Bethel's courses offer a grade of Satisfactory (S) or Unsatisfactory (U). These courses are not included in the calculation of GPA; they are counted as attempted credits. Courses with an S grade are considered earned credits. Courses with a U grade are not earned credits.
- **English as a Second Language Courses.** Bethel does not offer ESL courses.
- **Repeated Courses.** Courses that a student is repeating are included when determining the student's enrollment status for Title IV purposes as long as the course is not a result of
 - more than one repetition of a previously passed course, or
 - any repetition of a previously passed course due to the student failing other coursework. Repeated courses are always included in the cumulative credits attempted and maximum time frame calculation. They are included in the GPA and cumulative credits earned calculations provided the grade for the repeated courses and the original course are both included in the GPA calculation.
- **Audited and Enrichment Courses.** Courses that are audited or not eligible for academic credit are excluded from SAP calculations since they are ineligible for federal, state, or institutional financial aid programs.

- **Earned Credits.** For purposes of this policy, credits in which the student earns a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, or S are considered earned credits, and are counted as both attempted and earned in the pace calculation.
- **Transfer Credits.** College-level courses taken outside of Bethel before students received their high school diploma or GED (e.g., CLEP, Post-secondary Enrollment Option [PSEO], AP) are treated as transfer credits. (PSEO credits attempted at Bethel are treated the same as other courses taken at Bethel after receiving a high school diploma.) Transfer credits are included as both attempted and completed credits when measuring pace, and are included in the maximum time frame calculation. All transfer credits accepted by Bethel will be used in determining when the maximum time frame requirement has been reached. The student may, however, appeal to have only the credits accepted toward his or her Bethel program of study included in the maximum time frame calculation.
- **Change of Majors.** If a student changes majors, the credits earned under all majors will be included in the calculation of attempted, earned, and maximum time frame credits, as well as the GPA calculation.
- **Dropping a Course.** Courses that the student drops after the 100% refund period are included in the cumulative credits attempted and in the maximum time frame. (If a student fails all courses attempted during the term, the financial aid staff will check to see if the student was enrolled for the entire period or unofficially withdrew from school.)
- **Incompletes.** Courses assigned an incomplete grade are included in the cumulative credits attempted and in the maximum time frame. These credits cannot be counted as earned credits until a satisfactory grade is assigned.
- **Second Degree.** Students may attempt up to 150% of the credits required for a subsequent program of study (183 credits for a baccalaureate degree, plus an additional 183 credits for a second baccalaureate degree). Students who already have a first baccalaureate degree are eligible for loans (not grants) if they are pursuing teacher licensure or a second degree (e.g., a student has a B.A. and is now seeking a B.S.).
- **Multiple Majors and/or Dual Degree Students.** Students who choose to earn more than one major or more than one degree at the same time are subject to the maximum time limits of one degree (e.g., 183 credits for a baccalaureate degree).
- **Concurrent Enrollment in Bethel's Schools.** Students who are concurrently enrolled in more than one of Bethel's schools may receive more than one financial aid SAP review each term. Students must be demonstrating SAP in each school they are attending. Failure to demonstrate SAP in any school will affect financial aid eligibility in all schools. For example, if as a result of not demonstrating financial aid SAP in the Graduate School a student's financial aid eligibility is terminated, the student's financial aid eligibility is also terminated at Bethel Seminary, the College of Arts & Sciences, and the College of Adult & Professional Studies.
- **Programs Exempt from Financial Aid SAP Review.** Some private educational loans and employer educational benefits are available to students who are not demonstrating SAP. Students should check with their employer or private educational loan provider to see if they must demonstrate SAP as a condition of receiving these funds. Students enrolled solely in academic programs that are excluded from eligibility for federal, state, and Bethel-funded financial aid are not subject to the financial aid SAP policy.

Failure to Meet Minimum SAP Standards

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

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

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

Appeal of Financial Aid Termination

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

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

- **Financial Aid Probation** (formerly referred to as Financial Aid Probation on appeal). Financial Aid Probation is a status assigned to a student who has successfully appealed the termination of financial aid due to failure to demonstrate financial aid SAP. Students on Financial Aid Probation may receive financial aid for one term.
- **Financial Aid Academic Plan Probation.** If it is impossible for the student to meet the minimum SAP standards after one term, then the institution and the student may agree upon an Academic Plan to monitor the student's academic progress for more than one term. The institution will use the Academic Plan as the benchmark for SAP for the length of time specified in the Academic Plan. Students who fail to fulfill the requirements of the Academic Plan become ineligible for financial aid.

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

Student Notification

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

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

Regaining Eligibility

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

Interpretation and Enforcement

The director of financial aid will have primary responsibility for the interpretation and enforcement of this policy.

Return of Title IV Funds Policy

If a student withdraws or is dismissed from Bethel after a semester has begun, the school or the student may be required to return some of the federal aid funds awarded to the student. This “Return of Title IV Funds” (meaning “federal”) policy is required by federal regulations. The federal formula requires a return of Title IV aid calculation if the student received federal financial assistance in the form of a Federal Pell Grant, Direct Loan, or Direct PLUS Loan, and withdrew from all classes on or prior to completing 60% of the semester.

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

Departmental Scholarships

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

CGCS SCHOLARSHIP (CAPS)

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

SAGRID E. EDMAN ADULT UNDERGRADUATE SCHOLARSHIP

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

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., ATC	Associate Dean of Health, Medical, and Social Sciences Division
Bill Paxton, Ed.D.	Dean of Business and Leadership Division

Admissions

Kate Gunderson, M.S.	Director of CAPS, Seminary, and GS Admissions
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Financial Aid

Jeffrey D. Olson, MBA	Director of Financial Aid
Debra R. Cordova, B.A.	Associate Director of Financial Aid
Marla J. Rupp, B.A.	Associate Director of Financial Aid
Laura B. Ellwanger, B.A.	Assistant Director of Financial Aid

Library

David R. Stewart, M.L.I.S.	Director of University Libraries
Rhonda Gilbraith, M.L.I.S.	Associate Director and Collection Development Librarian
Karen Dubay, M.L.S.	Research and Instruction Librarian
Lyndi Fabbrini, M.L.I.S.	Research and Instruction / Assessment Librarian
Kent T.K. Gerber, M.L.I.S.	Digital Library Manager
Scott A. Kaihoi, M.L.I.S.	Research and Instruction Librarian / Copyright Liaison
Kaylin Creason, B.A.	Research and Instruction / Interlibrary Loan Librarian
Amy Reinhold, M.L.I.S.	Materials Service Librarian
Earleen J. Warner, M.L.S.	Research and Instruction Librarian
Serena K. Giese, M.L.I.S.	Research and Instruction / User Experience Librarian
Tim Senapatiratne, M.A., Ph.D., M.L.I.S.	Research and Instruction Librarian
Sandra Oslund, M.A., M.L.I.S.	Collections Planning Manager

Registrar

Diane Krusemark, Ed.D.	Registrar
Lori Beyer, B.A.	Associate Registrar, CAPS, Seminary, & GS

Student Life

David Broza, M.A.	Director of Career Development and Calling
Kara Fifield, M.A.	Director of Disability Services and Resources
Ryan T. Gunderson, M.A.	Dean of Student Success and Retention (CAPS, Seminary, and Graduate School)
Miriam Hill, Ph.D.	Director of Counseling Services
Elizabeth K. Miller, R.N.	Director of Health Services

Administration: College of Adult & Professional Studies

Randall S. Bergen, Ph.D.	Associate Provost of CAPS, Seminary, and the Graduate School
Diane Dahl, Ph.D., RN	Dean of Nursing and CAPS-GS Health, Medical, and Social Science Programs
Judith Landrum, Ph.D.	Dean of Education and Ministries Division
William W. Paxton, Ed.D.	Dean of Business and Leadership Division
Ross Jahnke, Ed.D.	Dean of Academic and Business Operations
Ryan T. Gunderson, M.A.	Dean of Student Success and Retention
Kandice J. Bierle, M.A.	Academic Quality & Assessment Manager
Bailee Humphrey, B.A.	Lead Administrative Assistant

Business and Leadership Division

The business and leadership division oversees academic matters pertaining to the undergraduate programs in business and leadership. Faculty members and academically qualified administrators are designated as program directors for undergraduate programs.

Nicolette L. Daniels, M.A.	Program Director, Organizational Leadership
Molly Wickam, Ph.D.	Program Director, Accounting, Business Management, and Finance; Director, Academic Resource Center

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.

Katie Bonawitz, Ed.D.	Program Director, Special Education
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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.

Diane Dahl, Ph.D., RN	Dean of Nursing
Emily R. Day, M.P.H., RN	Program Director, Bachelor of Science in Nursing (RN to BSN)
John Adleman, Ph.D.	Program Director, B.A. in Psychology

Kristina Gustafson, M.A., RN-BC	Program Director, Bachelor of Science in Nursing (Post-Baccalaureate)
Mary Michener, Ed.D.	Program Director, Human Services
Nicolette L. Daniels, M.A.	Program Director, Senior Care Leadership and Administration

Department of Nursing

The department of nursing oversees academic matters pertaining to the College of Adult & Professional Studies nursing major. Department of nursing faculty members are designated as program director and faculty advisors. The faculty advisors in the nursing department deal with academic and professional oversight within the program; each cohort is assigned one faculty advisor.

Diane Dahl, Ph.D., RN	Dean of Nursing
Emily R. Day, M.P.H., RN	Program Director, Bachelor of Science in Nursing (RN to BSN)
Kristina Gustafson, M.A., RN-BC	Program Director, Bachelor of Science in Nursing (Post-Baccalaureate)

Ministry Division

The ministry division oversees academic matters pertaining to the undergraduate programs in ministry. Faculty members and academically qualified administrators are designated as program directors for undergraduate programs.

Laura Gilbertson, M.Div.	Program Director, Christian Ministries
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Faculty

A

John Addleman, 2017. Program Director. PhD in Human Development, University of Maryland, 1990. Master's in Psychology, Shippensburg University, 1987. Master of Divinity, Trinity Evangelical Divinity School, 1983. Bachelor of Arts, Wheaton College, 1979.

Felix Amenumey, 2017. AA/AS Faculty. B.A. Economics and Geography, University of Cape Coast, Ghana, 1994. M. Ed. Environmental Education, University of Minnesota, Duluth, 2005. Ph. D. Organizational Leadership, Policy, and Development, University of Minnesota, 2015.

Jentine Arkema, 2002. Adjunct Instructor. B.A., Dordt College, 1974. M.A., Bethel University, 1999.

Eric Asante, 2018. Adjunct Faculty. Doctor of Business Administration - Finance, Walden University, 2017. Master of Business Administration - Risk Management, Walden University, 2013.

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

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

B

Lori Ballantyne, 2011. Adjunct Instructor. M.A. in Nursing, Bethel University, 2011. Leadership in Health Information Technology for Health Professionals Certificate, University of Minnesota, 2012. BSN, Metropolitan State University, 2008. AD in Nursing, St. Catherine's University, 2005. Post-Master's DNP, University of Minnesota, 2016.

Katie Bonawitz, 2007. Program Director. B.S., St. Cloud State University, 1996. M.Ed. in Special Education, Bethel University, 2005. Ed.D. in Special Education Administration, Bethel University, 2013.

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

Cheryl Bostrom, 1995. Adjunct Assistant Professor. Doctor of Education, Bethel University, 2007. M.A., Bethel University, 2005. B.S., Northwestern College, 1997.

Tim Bredow, 1998. Professor of Nursing. B.S. in Biology, University of Iowa, 1974. B.S.N., University of Iowa, 1976. M.A.N. in Public Health Nursing, University of Iowa, 1980. Post masters certificate as Family Nurse Practitioner, University of Minnesota, 2009. Ph.D. in Educational Administration, University of Iowa, 1988.

Robert Brock, 2019. Adjunct Instructor. Bachelor of Science - Biochemistry, University of Minnesota - College of Biological Sciences, 1999. Master of Business Administration - Marketing, University of Minnesota - Carlson School of Management, 2013.

Jane Burg, 2008. Adjunct Instructor. B.A., Moorhead State University, 1976. M.A., Bethel University, 2003.

C

Craig Case, 2006. Teaching Partner. B.A., University of Minnesota, 1992. M.Div., Bethel Seminary, 2000. M.A. in Christian Thought, Bethel Seminary, 2014.

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.

Nikki Daniels, 1989. Program Director, Faculty. B.A., Trinity College, 1973. M.A., Bethel University, 1997.

Niel Devasir, 2017. Adjunct Faculty. Masters in Business Administration, Bethel University, Saint Paul, Minnesota, 2016. Master of Science in Industrial Engineering, Texas Tech University, Lubbock, Texas, 1998. Bachelor of Science in Manufacturing Engineering, PSG College of Technology, Coimbatore, India, 1997.

George Dierberger, 2010. Adjunct Instructor. B.A., University of Minnesota, 1979. Ed.D, University of St. Thomas, 2006. M.A. in International Management, University of St. Thomas, 1996. MBA, University of St. Thomas, 1989.

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

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

E

David Edgerton, 2017. Adjunct Instructor. MBA, Carlson School of Management, University of Minnesota, 2005. BS in Electrical Engineering, North Carolina Agricultural and Technical State University, 1995.

Nathan Elliott, 2013. Teaching Partner. Master of Arts in Education K-12, Bethel University, 2012. Bachelor of Arts in Elementary Education, Bethel University, 2008.

Amy Evans, 2018. Adjunct. PhD, Counseling Psychology, University of Wisconsin-Madison, 2010. M.S.E Counselor Education, University of Wisconsin-Platteville, 2000. M.A., Psychology, Northwestern College (now, University of Northwestern-St. Paul), 1996.

F

Denise Fleming, 2001. Adjunct Instructor. B.A., Gustavus Adolphus College, 1981. MBA, University of St. Thomas, 1985.

Chris Frank, 2008. Adjunct Instructor. Bachelor of Arts, Bethel University, 2000. M.A., Counseling Psychology, Bethel University, 2008.

Joel Frederickson, 1996. Associate Dean of Institutional Assessment and Accreditation. 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 Member. Bachelor of Science, Southwest Minnesota State University, 1998. Master of Science, Minnesota State University, Mankato, 2000. Specialist, Minnesota State University, Mankato, 2002. Doctoral, Bethel University, 2019.

Laura Gilbertson, 2005. Program Director, Faculty. B.A., University of Minnesota, 2000. M.Div., Bethel Seminary, 2005. PhD in Sociology, University of Minnesota, In progress.

Amy Gorowsky, 2016. Adjunct Instructor. M.S., University of Notre Dame, 2009. B.S., Bethel University, 2006.

Ryan Gunderson, 2010. Dean for Student Success and Retention. B.A. in Philosophy, Religious Studies, University of Wisconsin-Madison, 2004. M.A. in Marriage and Family Therapy, Bethel University, 2010.

H

Raymon Hanson, 2001. Adjunct Instructor. Jewish Studies, Hebrew University, Jerusalem, 1983. B.A., University of Wisconsin - Eau Claire, 1985. M.Div., Bethel Seminary, 1989. PhD, Luther Seminary, 2013. Post-Secondary Teaching Certificate, Bethel University, 2014.

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

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

Taylor Hoffer, 2010. Adjunct Instructor. M.A. Strategic Leadership, Bethel University, 2018. B.A. Organizational Leadership, Bethel University, 2013.

Ann Holland, 2006. Professor of Nursing. B.S. in Nursing, Indiana University, 1983. M.A. in Nursing, Bethel College, 2000. Ph.D. in Education Policy and Administration, University of Minnesota, 2011.

Brian Holsten, 2015. Adjunct Instructor. BS in Business Administration, University of Minnesota - Carlson School of Management, 1986. MS in Organization Management and Human Resources, Capella University, 2005.

(Lily) Xiaoqing Huang, 2018. Adjunct Instructor. Bachelor of Science (Mathematics Education), Guangxi Normal University, China, 1994. Master of Science (Applied Mathematics), Guangxi University, China, 2003. MBA, University of Northwestern - St. Paul, 2017.

Krystal Humphreys, 2017. 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.

I

Paul Ives, 2008. Adjunct Professor of Business. MBA, Cardinal Stritch University - Milwaukee, WI, 2008.

J

Jeff Jacob, 2007. Adjunct Instructor. B.A. in Economics, St. Stephen's College, Delhi University, India, 1997. M.A. in Economics, Delhi School of Economics, Delhi University, India., 1999. M.A. in Economics, Southern Methodist University, 2003. Ph.D. in Economics, Southern Methodist University, 2006.

Peter Jankowski, 2004. Associate Professor of Psychology. B.S., Grace College, 1990. M.S., Grace Theological Seminary, 1993. M.S., Northern Illinois University, 1994. Ph.D., Texas Tech University, 1998.

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

Judy Jones, 2011. Adjunct Professor. Masters in International Management, St Thomas University of St Paul, 1998.

K

Peter Kapsner, 2002. Teaching Partner. B.S., Bethel College, 1994. Masters of Divinity, Bethel Seminary, 2000. Ph.D., University of Edinburgh, 2012.

Patrick Keefe, 2016. Adjunct Instructor. MBA, Bethel University, 2014. BBA - Accounting, University of Wisconsin - Eau Claire, 1983.

Charlene Koel-Turner, 2010. Adjunct Instructor. B.A., University of Wisconsin-Whitewater, 1992. M.S.Ed. in School Psychology, University of Wisconsin-Whitewater, 1994. Ph.D. in Christian Counseling, Christian Bible College and Seminary, 2001. ABD Psy.D. in Clinical Psychology, Minnesota School of Professional Psychology, 2005.

John Koester, 2015. Adjunct Instructor. B.A. in Psychology, University of Northwestern, 2009. M.A. in Marriage and Family Therapy, Bethel University, 2013.

L

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.

Erica Lehner, 2018. Adjunct. BS Education, University of Wisconsin_LaCrosse, 1996. MA ESL, Hamline University, 2011.

Gregg Lindberg, 2006. Teaching Partner. B.A., in Business, Human Resources Management emphasis, Bethel University, 2004. M.A., Organizational Leadership, Bethel University, 2006. Master of Public Administration, (MPA), Hamline University, 2013.

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

M

Mary Michener, 2012. Adjunct Instructor. B.S. Child/Adolescent Psychology, University of Minnesota, 1992. Ed.D. in Work, Community, and Family, University of Minnesota, 2002.

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

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

Brad Nauman, 2011. Adjunct Instructor. B.A., Bethel University, 1982. M.A., Bethel University, 2010.

Molly Noble, 2008 as an instructional technologist, 2013 as an adjunct. Adjunct. B.A., University of Minnesota, 1992. M.A. Theological Studies, Bethel Seminary, 2008.

O

Stephanie O'Brien, 2005. Ministry Communication and Spiritual Formation Professor. B.A. in Psychology, Bethel University, 2005. M.Div. - Biblical Communication and Preaching Concentration, Bethel Seminary, 2012.

Steve Ogren, 2005. Adjunct Instructor. B.A., Gustavus Adolphus College, 1973. MBA, University of Minnesota, 1979.

Joel Olson, 2014. Instructor. B.A., Gustavus Adolphus College, 1989. M.A.T., Bethel University, 2013.

Chad Osgood, 1998. Associate Dean of Health, Medical and Social Sciences. B.A. in Athletic Training, Bethel College, 1995. M.S. in Health, Physical Education, and Recreation, South Dakota State University, 1998. Ed.D. in Higher Education Leadership, Bethel University, 2019.

Lisa Ouren, 2016. Adjunct Professor. B.A. Elementary Education, Northwestern University, 1997. M.A. Special Education (Emotional Behavior Disorders and Learning Disabilities), Bethel University, 2001. License Director of Special Education, University of Minnesota, 2014.

P

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

Jeanine Parolini, 2007. Teaching Partner. B.A., Dominican University, 1983. MBA, Dominican University, 1991. M.A., Bethel Seminary, 2003. Ph.D., Regent University, 2007.

Abbey Payeur, 2010. Teaching Partner. B.A. in Elementary Education, Augsburg College, 2004. M.A. in Education, Bethel University, 2008.

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

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.

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

R

Lance Radziej, 2017. Adjunct Faculty. Master of Business Administration, University of Minnesota, 2012. Master of Accountancy, University of Minnesota, 2011. Master of Business Taxation, University of Minnesota, 2010.

Eric Roesler, 2016. Adjunct Professor. B.A., Central College, 1998. M.Ed., University of Minnesota, 2003.

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.

S

Jennifer Scott, 2002. Adjunct Instructor of Biblical and Theological Studies. B.A., Bethel College, 1995. M.A. in Theological Studies, Bethel Seminary, 2002.

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

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

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

Krista Soria, 2016. Adjunct Faculty. Doctorate in Higher Education Policy, University of Minnesota, 2013.

Sue Steen, 1983. Adjunct Assistant Professor of Nursing. B.A. in Nursing, Gustavus Adolphus College, 1978. M.S. in Nursing, University of Minnesota, 1982.

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

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

Rebecca Sutton, 2017. Adjunct Professor. BA in Social Studies and Secondary Education, Bethel University, 1983. MA in English as a Second Language, Hamline University, 2002.

T

David Thomas, 2019. Adjunct. BA History, Bethel University, 2005. BA Secondary Education in Social Studies, grades 5-12, Bethel University, 2005. M.ed. Teaching and Learning, St. Mary's University of Minnesota, 2008. Special Education Teaching License, EBD, K-12, Bemidji State University, 2010. Director of Special Education License, Minnesota State University, Moorhead, 2018.

David Thomas, 2019. Adjunct. BA History, Bethel University, 2005. BA Secondary Education in Social Studies, grades 5-12, Bethel University, 2005. M.ed. Teaching and Learning, St. Mary's University of Minnesota, 2008. Special Education Teaching License, EBD, K-12, Bemidji State University, 2010. Director of Special Education License, Minnesota State University, Moorhead, 2018.

David Thomas, 2019. Adjunct. BA History, Bethel University, 2005. BA Secondary Education in Social Studies, grades 5-12, Bethel University, 2005. M.ed. Teaching and Learning, St. Mary's University of Minnesota, 2008. Special Education Teaching License, EBD, K-12, Bemidji State University, 2010. Director of Special Education License, Minnesota State University, Moorhead, 2018.

Wendy Thompson, 1998. Adjunct Instructor in Nursing. BA, Bethel College, 1984. MPH, University of Minnesota, 1994. DNP, University of Minnesota, 2012.

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

Jone Tiffany, 2001-2007, 2010-Present. Professor of Nursing. Diploma in Nursing, Mounds-Midway School of Nursing, 1984. B.A. in Psychology, Metropolitan 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.

V

Pee Vululleh, 2017. Course Developer Adjunct Instructor. Ph.D, Capella university, 2016. Master, Drexel University, 2013.

W

Lindsey Watkins, 2016. Adjunct Professor. B.A. in Theatre & English, Coe College, 2004. MBA, emphasis: Technology Management, New York Institute of Technology, 2009.

Brinn Watson, 2017. Adjunct Faculty. Ph.D - Human Development and Family Studies, Iowa State, 2009. M.S. - Family and Consumer Sciences, University of Nebraska-Lincoln, 2006. B.A. - History and Political Science, University of Nebraska-Lincoln, 2005.

Dennis J. Whitman, 2005. Adjunct Faculty. B.A., University of Wisconsin Stout, 1984. M.A. Management, St. Mary's University of Minnesota, 1995. M.A. Health and Human Service Administration, St. Mary's University of Minnesota, 1995.

Molly Wickam, 2005. Program Director, Faculty. BA Business; BA Political Science, Bethel University, 1991. MBA, Northern Illinois University, 1996. Ph.D., University of Minnesota, 2015. Single-subject CLAD teaching credential in business education and social studies education, National University, 2002.

John Williamson, 2018. Adjunct Instructor. BA Accounting, Texas A&M University, 2005. MS Accounting, Texas A&M University, 2005.

Gretchen Wrobel, 1988. University Professor of Psychology. B.A., Hamline University, 1980. M.A., University of Minnesota, 1984. Ph.D., University of Minnesota, 1990.

INDEX

A

A.S. in Business and Leadership55
A.S. Individualized Major57
About Bethel University 5
Academic Calendar44
Academic Information 8
Academic Policies 8
Academic Programs49
Accreditation and Membership 5
Admission Calendar47
Admission Categories 47
Admission Information45
Associate Degrees 52
Associate of Arts Degree 53

B

B. A. in Special Education 93
B.A. in Christian Ministries66
B.A. in Human Services86
B.A. in Organizational Leadership80
B.A. in Psychology83
B.S. in Accounting 60
B.S. in Business Management 61
B.S. in Finance63
B.S. in Management Information Systems69
Bachelor of Science in Nursing (Post-Baccalaureate)74
Bethel Community Expectations7
Bethel University Mission and Values6
Business58

C

CAPS Courses by Goal Area24
CAPS Minors 95
Certificate in Addiction Studies 88
Certificate in Alcohol and Drug Counseling89
Christian Ministries65
College of Adult & Professional Studies ... 3
College of Adult & Professional Studies and Graduate School Mission 7
College of Adult & Professional Studies Purpose 7
Course Descriptions 96
Course/Cohort Cancellation Policy47
Curriculum 27

D

Degree Requirements Associate of Arts Degree28
Degree Requirements Associate of Science Degree29
Degree Requirements for Bachelor of Arts Degree29
Degree Requirements for Bachelor of Science Degree 31
Degree Requirements for Bachelor of Science in Nursing (BSN) 33
Degree Requirements Overview 28

F

Faculty129
Faculty and Administration126
Family Educational Rights and Privacy Act of 1974 (FERPA) 35
Financial Aid 120

G

General Education 41
 General Information 4
 General Requirements for a Certificate 34
 General Requirements for Admission to CAPS 45

M

Management Information Systems 68
 Minor in Accounting 64
 Minor in Business Management 64
 Minor in Christian Ministries 66
 Minor in Human Services 87
 Minor in Management Information Systems 69
 Minor in Organizational Leadership 81

N

Nursing 71

O

Organizational Leadership 79

P

Program-Specific Admission Requirements 47
 Psychology 82

R

RN to M.S. - Bridge Program 77

S

Senior Care Leadership and Administration (SCLA) Certificate 90
 Social Services 84
 Special Education 91
 Student Account Information 116

T

Tuition, Student Account, and Financial Aid 116



BETHEL
UNIVERSITY

3900 Bethel Drive
St. Paul, MN 55112-6999

651.635.8000
800.255.8706
fax: 651.635.8004

bethel.edu/adult-undergrad