

# COLLEGE OF ADULT & PROFESSIONAL STUDIES

**2016–2017 Catalog**



**BETHEL**  
UNIVERSITY

# TABLE OF CONTENTS

General Information .....	3	Commencement Ceremony Honors .....	32
Accreditation and Membership .....	4	Honor Societies .....	32
Bethel University Mission and Values .....	5	Academic Progress, Probation, and Dismissal .....	33
College of Adult & Professional Studies and Graduate School Mission .....	5	Academic Honesty .....	33
College of Adult & Professional Studies Purpose .....	5	Extracurricular Activities .....	34
About Bethel University .....	5	Readmission Procedure .....	34
Bethel Community Expectations .....	6	Individualized Study .....	35
Academic Information .....	7	Academic Appeals .....	40
General Requirements for an Associate Degree .....	8	Intellectual Property Rights .....	40
General Requirements for a Baccalaureate Degree .....	9	Freedom of Inquiry .....	40
General Requirements for a Certificate .....	10	The Family Educational Rights and Privacy Act .....	40
Curriculum .....	11	Academic Programs .....	41
General Education Overview .....	12	Associate Degrees .....	43
General Education Goal Areas, Categories, and Courses .....	13	Associate of Arts Degree .....	43
General Education Requirements Associate of Arts Degree .....	16	A.S. in Business and Leadership .....	44
General Education Requirements Associate of Science Degree .....	16	A.S. Individualized Major .....	45
General Education and Core Requirements Bachelor of Arts Degree .....	17	Business .....	46
General Education and Core Requirements Bachelor of Science Degree .....	18	B.S. in Accounting .....	47
Transfer Credit Policies .....	20	B.S. in Business Management .....	48
Transfer Levels .....	20	B.S. in Finance .....	49
General Education by Transfer Level .....	21	Minor in Accounting .....	50
Electives .....	22	Minor in Business Management .....	50
Elective Credit Options .....	22	Christian Ministries .....	51
Registration Restrictions .....	23	B.A. in Christian Ministries .....	51
Classification of Students .....	24	Minor in Christian Ministries .....	52
Open Enrollment Courses .....	24	Minor in Christian Thought .....	52
CAPS Courses by Goal Area .....	25	General Studies .....	53
Concurrent Enrollment .....	29	Human Services .....	55
Calendar and Student Load .....	29	B.A. in Human Services .....	56
International (F-1) Student Load .....	29	Minor in Human Services .....	56
Summer Session .....	29	Certificate in Addiction Studies .....	57
Attendance Policy .....	29	Certificate in Drug and Alcohol Counseling .....	57
Prerequisites and Corequisites .....	30	Nursing .....	58
Changes in Registration .....	30	B.S. in Nursing .....	59
Grading System .....	31	Organizational Leadership .....	60
Transcripts .....	32	B.A. in Organizational Leadership .....	61
Degree Honors .....	32	Minor in Organizational Leadership .....	62
		CAPS Minors .....	63
		Course Descriptions .....	64
		Academic Calendar .....	73
		Admission .....	74
		General Requirements for Admission to CAPS .....	74

Program Admission Requirements .....	75
Associate Degrees .....	75
Business .....	75
Christian Ministries .....	76
Human Services .....	76
Nursing .....	77
Organizational Leadership .....	78
Admission Categories .....	78
Admission Calendar .....	78
Course/Cohort Cancellation Policy .....	78
Tuition and Financial Aid .....	79
Student Account Information .....	79
Financial Aid .....	82
Faculty and Administration .....	86
Faculty .....	88
Index .....	91

# GENERAL INFORMATION

---

## Publications

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

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

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

## Policies

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

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

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

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

## Catalog Information

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

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

## **Accreditation and Membership**

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

Bethel is also accredited by the Commission on Collegiate Nursing Education at the undergraduate and master's levels.

Commission on Collegiate Nursing Education  
One Dupont Circle Northwest, Suite 530  
Washington, D.C. 20036-1120  
Phone: 202.877.6791

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

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

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

## Bethel University Mission and Values

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

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

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

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

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

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

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

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

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

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

## College of Adult & Professional Studies Purpose

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

The adult undergraduate programs at Bethel:

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

## About Bethel University

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

Bethel University offers its academic programs through multiple divisions:

### College of Adult & Professional Studies

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

### Graduate School

The Graduate School provides rigorous graduate education in a supportive Christian environment. Our 1,500 adult students come from many backgrounds, experience levels, and career fields with the common goal of developing as whole professionals. Specialties include relevant degree

programs in business and leadership, health and human services, and education. The school offers eleven master's programs, a doctoral program in educational leadership with two majors, and numerous certificates and licenses. Courses are taught by experienced full-time faculty or working professionals, whose recent experience focuses on principles that students can apply directly to their careers. Students are enrolled in two locations in the Twin Cities, with class schedules convenient for working adults.

## College of Arts & Sciences

The College of Arts & Sciences (CAS) is Bethel's undergraduate college for nearly 3,000 recent high school graduates and transfer students. We take a whole-person approach to education—encouraging each person to achieve academic goals, grow deeper in faith, and engage in a lively community, all with Christ at the center. Distinctives include more than 80 majors in inviting fields—such as the arts, humanities, business, natural sciences, and social sciences—small class sizes, and a robust study abroad program. Highly credentialed faculty are dedicated to teaching, integration of faith and learning, and the translation of Christian belief into global service. The college consistently ranks among top Midwestern universities in the “America's Best Colleges” issue of *U.S. News & World Report*, and is listed in “Top Colleges for Top Students” in Peterson's Competitive Colleges.

## Bethel Seminary

Bethel Seminary, a school of Bethel University, was founded in 1871. Today, it is one of the largest evangelical institutions in the world offering post-baccalaureate study, serving students from more than 60 denominations on campuses in St. Paul and San Diego and electronically through a variety of online programs. Offering a doctor of ministry degree, eight master's degrees, and seven certificates, its programs focus on many aspects of ministry preparation, including leadership, marriage and family therapy, and ministry practice. Bethel Seminary is orthodox and evangelical, with roots in pietism, and characterized by an irenic spirit. Our passion is to prepare men and women who will lead with excellence and advance the gospel of Jesus Christ among all people in culturally sensitive ways.

## Bethel Community Expectations

Bethel University is an educational community committed to the integration of evangelical faith with learning. A statement called *A Covenant for Life Together* has been adopted to help clarify how Christian faith informs and guides the lives and actions of members of the Bethel community. This document interprets the values by which Bethel has chosen to define itself and is intended to facilitate growth, development, and learning. Although some of these values relate to the developmental stages of traditional students and are not necessarily the norm for all Christians, adult students are asked to honor this community statement by abstaining from the use of tobacco, alcohol, and profane language on the campus and at off-campus class sites. A copy of *A Covenant for Life Together* is available from the Office of the Vice President and Dean of the College of Adult & Professional Studies and 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 an undergraduate degree in a format designed for people already in a career. Courses will be offered when minimum enrollment standards have been met.

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

The College of Adult & Professional Studies offers the first 45 credits of required general education courses through the General Studies program. Students can earn an associate of arts (A.A.) degree, an associate of science (A.S.), a bachelor of arts degree, a bachelor of science degree, and certificate. 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 or Saturday morning each week, or online. A supportive learning community is achieved through the cohort model—a small group of usually no more than 24 students progressing through the program together.

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

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

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

# General Requirements for a Baccalaureate Degree

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

1. A cumulative GPA of 2.0 and a 2.25 GPA in one's major. The major GPA includes all courses required in the major and all electives taken for the major.
2. A minimum of 122 semester credit hours. Of these, the following must be taken in programs that meet Bethel residency requirements:
  - a. At least 28 credits.
  - b. At least half of the credits used to meet the requirements of the major.
  - c. CAPS Core Distinctive courses.
  - d. Specific courses in a program may be required to be taken in residence.
3. Completion of required general education curriculum for College of Adult & Professional Studies students, distributed as indicated (see: General Education Requirements (p. 12)).
4. Completion of the requirements of a major (see: Academic Programs and Disciplines (p. 41)).
5. A minimum of 37 credits at the upper-division (300 and 400) level.
6. Demonstration of basic competencies in writing, speaking, and computing. Bethel faculty require the applications of these three competencies to regular courses in each major. Student knowledge of basic applications in their fields will be required.
7. Completion of departmental and institutional assessment activities.
8. Upon completion of requirements 1–7, participation in a commencement ceremony is expected. The Application for Commencement must be submitted to the College of Adult & Professional Studies.

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

## **General Requirements for a Certificate**

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

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

# Curriculum

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

Programs will incorporate six common themes, including:

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

The CAPS Core Distinctives (CORE300, CORE310, and CORE320) are required in residence for a CAPS B.A. and B.S. degree. (Exceptions: The B.S. degrees in Accounting, Business Management, Finance, and Nursing require CORE300 and either CORE310 or CORE320 although taking all three courses is highly recommended.)

## General Education Overview

The general studies program in the College of Adult & Professional Studies encompasses the courses that all students are required to take. General education courses are categorized into six goal areas (p. 13) corresponding to the goal areas of the Minnesota Transfer Curriculum. However, use of parallel categories is not intended to imply that courses would be accepted in transfer to another school to meet the same goal areas.

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

In each required course under these themes, students work on one or more of the personal capacities, such as mathematics, writing, and speaking. These general education requirements, courses in one's major field, and elective courses that students select constitute the total CAPS academic program and result in a minimum of 60 semester credits for graduation with an associate degree or 122 semester credits for graduation with a baccalaureate degree. Credits earned at a higher level may be counted toward required credit minimums.

### Associate of Arts Degree

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

### Associate of Science Degree

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

### Baccalaureate Degree

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

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

Minors (p. 63): Though not required, many students choose to complete a minor to pursue an area of interest or to complement their baccalaureate major. Students may choose to use their elective credits toward the minor or take additional credits. Students may not earn a minor in a program in which they are earning or have earned a major or certificate except where specifically noted in the Academic Programs and Disciplines section of this catalog.

# General Education Goal Areas, Categories, and Courses

## Goal Area 1: Communication

### COMM160 • Basic Communication Skills

Examination of the fundamentals of the communication process with an interactive emphasis on interpersonal, groups/teams, and public speaking; integrating these three specific components and concentrating on how meaning is created, communicated, and transformed within the social/social diversity and human contexts. This course may be replaced by another Goal Area 1 course.

### ENGL130 • Successful Writing

Development of skills necessary for expressing oneself competently through writing. Emphasis is on the writing process, critical thinking, sensitivity to audience, core documentation skills and responsibilities, and revision (with peer and instructor feedback). This course may be replaced by another Goal Area 1 course unless student is placed into this course by assessment results.

### Category R • Academic Research Writing

CHMN350R, ENGL225R, ORGL340R

Development of academic research writing skills: critical evaluation of logical and rhetorical persuasion, and documentation of research sources—attributions, in-text citations and a source list—according to a recognized academic format (APA, MLA, or the like). Also, a review of core writing skills such as planning, drafting, revising, and editing. The Category R course cannot be replaced by another Goal Area 1 course that is not a Category R course.

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

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

## Goal Area 2: Critical Thinking

### SOCS110 • Succeeding in College

Introduction to core strategies and resources for effective studying, writing, and researching; the principles of a Christian liberal arts education at Bethel; relationships among college, family, and career; and the Moodle learning management system. Placement assessments will be used to identify core academic knowledge and skills in the areas of reading, writing, and mathematics. SOCS110 is required in residence at transfer level 3 and down. This course may be replaced by another Goal Area 2 course at transfer level 4 and up.

### ORGL120 • Personal Mission and Leadership Development

Development of an understanding of personal mission and a study of the application of that mission to leadership roles. Emphasis is on identifying personal talents and gifts and developing leadership skills for interdependent realities. This course may be replaced by another Goal Area 2 course.

## Goal Area 3: Natural Sciences

### Category T • Technology in Our World

BUSN285T

Courses in this category address the linkages of science and technology with other aspects of our lives in contemporary society. Each course covers the scientific and technological basis of a particular area and then focuses on the relationships between that area and other human values, choices, lifestyles, aesthetics, or worldviews. The Category T course may be replaced by another Goal Area 3 course.

### Category V • Studies in Our Surrounding World

NASC275V

Courses in this category are designed to introduce the process of modern science and science as a way of knowing via an in-depth examination of a specific science content area, including biology, physics, chemistry, geology, general science, astronomy, or closely related fields. The Category V course may be replaced by another Goal Area 3 course.

### Category Y • Health and Wellness

## HEPE260Y

Addresses a variety of physical aspects of the human person and how they relate to one's overall well-being and lifelong personal stewardship. Contemporary issues related to physical well-being, such as drugs, alcohol, nutrition, sleep, and exercise, are discussed, as well as the relationship between personal health-related lifestyle choices and responsibilities to others. Students are encouraged to develop and practice personal strategies for physical well-being through exercise and other means. The Category Y course may be replaced by another Goal Area 3 course.

## Goal Area 4: Mathematical/Logical Reasoning

### Category M • Mathematics

MATH180M, MATH301M, PSYC335M

Courses in this category explore mathematical ideas with which a liberally educated person should be familiar in order to function well in a technological society. In the nursing major, a statistics course is recommended. The Category M course may be replaced by another Goal Area 4 course.

## Goal Area 5: History and the Social and Behavioral Sciences

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

Explores a narrative of United States history by following themes that connect past events to our experiences today. Investigates compelling and relevant historical questions and events by applying historical inquiry, using critical thinking, and considering multiple perspectives. Presents history as a dialogue between past and present, propelling action as stakeholders in society. This course may be replaced by another Goal Area 5 course.

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

BUSN310E, COMM340E, HUSE430E, HUSE435E, SOCS255E, THEO341E

Courses in this category aim to develop an understanding of ethnic cultural diversity as manifested in areas such as religion, politics, the arts, language, literary forms, etc. This descriptive study illustrates the reality of cultural diversity and the ways in which cultures interact, and helps students come to a deeper understanding of what it means to live in a culturally diverse world. The Category E course may be replaced by another Goal Area 5 course.

### Category W • Work and Family Dynamics

HUSE300W, SOCS170W

Courses in this category will be led by an instructor with a background in history or one of the social or behavioral sciences (psychology, sociology, anthropology, economics, gerontology, or the like) who will bring the power of his or her discipline to bear on an issue that is likely to be of primary concern to many of the students in the program (e.g., sociology of work, gerontology and aging family members, economics of the job market, etc.). The Category W course may be replaced by another Goal Area 5 course.

## Goal Area 6: The Humanities and Fine Arts

### BIBL230 • The Bible in Real Life

Exploration of connections between key portions of the Bible and challenges faced by students in their own lives. Students will trace the journey of God's people from Abraham and Sarah through the New Testament church, tracing God's self-disclosure through biblical cultures and their genres of writing. This course may be replaced by another Goal Area 6 course.

### CHMN140 • Spiritual Quest

Exploration of a Christian model of spirituality. Hermeneutical and exegetical skills will guide students as they examine this concept in biblical and extra-biblical contexts. Though asked to explore spirituality from a Christian perspective, students will be free to decide how they wish to define it. This course may be replaced by another Goal Area 6 course.

### Category A • Responding to the Arts

ARTC150A

Cultivation of critical reading and writing skills through an examination of artistic "texts" from literature, drama, cinema, music, or the visual arts. Students will develop their discernment of rich dimensions of the texts—technique, genre, social-historical context—and reflect on their spiritual signification. The Category A course may be replaced by another Goal Area 6 course.

### Category H • Ethics

BUSN425H, CHMN495H, HUSE485H, NURS330H, ORGL465H

Application of ethical principles to real-life situations involving moral dilemmas with consideration of duty, virtue, responsibility, and Christian values. An "H" course is required of all baccalaureate students and is offered in the major core sequence in each major. The Category H course cannot be replaced by another Goal Area 6 course that is not a Category H course.

## General Education Requirements Associate of Arts Degree

### Goal Area 1 (p. 13): Communication

3 courses including an R course:

- Academic Research Writing (R category (p. 13))
- Basic Communication Skills (COMM160)
- Successful Writing (ENGL130)

### Goal Area 2 (p. 13): Critical Thinking

2 courses:

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

### Goal Area 3 (p. 13): Natural Sciences

3 courses:

- Health and Wellness (Category Y (p. 13))
- Studies in Our Surrounding World (Category V (p. 13))
- Technology in Our World (Category T (p. 13))

### Goal Area 4 (p. 14): Mathematical/Logical Reasoning

1 course:

- Mathematics (Category M (p. 14))

### Goal Area 5 (p. 14): History and the Social and Behavioral Sciences

3 courses:

- Global Cultures and the American Mosaic (Category E (p. 14))
- U.S. History in Dialogue with the Present (HIST250)
- Work and Family Dynamics (Category W (p. 14))

### Goal Area 6 (p. 14): The Humanities and Fine Arts

3 courses:

- Responding to the Arts (Category A (p. 14))
- Spiritual Quest (CHMN140)
- The Bible in Real Life (BIBL230)

## General Education Requirements Associate of Science Degree

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

### Goal Area 1 (p. 13): Communication

2 courses including an R course:

- Academic Research Writing (R category (p. 13))
- Successful Writing (ENGL130)

### Goal Area 2 (p. 13): Critical Thinking

1 course:

- Succeeding in College (SOCS110)

### Goal Area 3 (p. 13): Natural Sciences

2 courses:

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

**Goal Area 4 (p. 14): Mathematical/Logical Reasoning**

1 course:

- Mathematics (Category M)

**Goal Area 5 (p. 14): History and the Social and Behavioral Sciences**

2 courses:

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

**Goal Area 6 (p. 14): The Humanities and Fine Arts**

2 courses:

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

## General Education and Core Requirements Bachelor of Arts Degree

**CAPS Core Distinctives (p. 53)**

3 courses:

- Community, Self and Formation: Ancient and Contemporary Narratives (CORE300)
- Scripture and Society (CORE310)
- History, Faith and Society (CORE320)

**Goal Area 1 (p. 13): Communication**

3 courses including an R course:

- Academic Research Writing (R category (p. 13))
- Basic Communication Skills (COMM160)
- Successful Writing (ENGL130)

**Goal Area 2 (p. 13): Critical Thinking**

2 courses:

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

**Goal Area 3 (p. 13): Natural Sciences**

3 courses:

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

**Goal Area 4 (p. 14): Mathematical/Logical Reasoning**

1 course:

- Mathematics (Category M)

**Goal Area 5 (p. 14): History and the Social and Behavioral Sciences**

3 courses:

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

**Goal Area 6 (p. 14): The Humanities and Fine Arts**

4 courses including an H course:

- Ethics (Category H (p. 14))

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

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

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

- CAPS CORE Distinctives courses: CORE300, CORE310, and CORE320.
- An Academic Research Writing (R category (p. 13)) course.
- An Ethics (H category (p. 14)) course.

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

- CAPS CORE Distinctives courses: CORE300, CORE310, and CORE320.
- An Academic Research Writing (R category (p. 13)) course.
- An Ethics (H category (p. 14)) course.

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

- CAPS CORE Distinctives courses: CORE300, CORE310, and CORE320.
- An Ethics (H category (p. 14)) course.

## **General Education and Core Requirements Bachelor of Science Degree**

### **CAPS Core Distinctives (p. 53)**

3 courses:

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

**Exception:** the B.S. degrees in Accounting, Business Management, Finance, and Nursing require 2 courses:

- Community, Self, and Formation: Ancient and Contemporary Narratives (CORE300)
- Select at least one (we recommend completing both) from:
  - Sacred Texts and Society (CORE310)
  - Community, Cultures, and Faith: Ancient and Contemporary Narratives (CORE320)

### **Goal Area 1 (p. 13): Communication**

3 courses including an R course:

- Academic Research Writing (R category (p. 13))
- Basic Communication Skills (COMM160)
- Successful Writing (ENGL130)

### **Goal Area 2 (p. 13): Critical Thinking**

2 courses:

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

### **Goal Area 3 (p. 13): Natural Sciences**

3 courses:

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

### **Goal Area 4 (p. 14): Mathematical/Logical Reasoning**

1 course:

- Mathematics (Category M)

### **Goal Area 5 (p. 14): History and the Social and Behavioral Sciences**

3 courses:

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

### **Goal Area 6 (p. 14): The Humanities and Fine Arts**

4 courses including an H course:

- Ethics (Category H (p. 14))
- Responding to the Arts (Category A)
- Spiritual Quest (CHMN140)
- The Bible in Real Life (BIBL230)

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

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

- CAPS CORE Distinctives courses.
- An Academic Research Writing (R category (p. 13)) course.
- An Ethics (H category (p. 14)) course.

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

- CAPS CORE Distinctives courses.
- An Academic Research Writing (R category (p. 13)) course.
- An Ethics (H category (p. 14)) course.

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

- CAPS CORE Distinctives courses.
- An Ethics (H category (p. 14)) course.

## Transfer Credit Policies

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

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

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

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

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

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

## Transfer Levels

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

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

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

## General Education by Transfer Level

Students in CAPS baccalaureate programs must complete all General Education courses listed on the chart below that are indicated by an "X" for their transfer level (p. 20). Some requirements are fulfilled within the requirements of certain majors. See major requirements for details.

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

<sup>1</sup> Residency Requirement for B.A. and B.S. degrees.

<sup>2</sup> Residency requirement and cannot be replaced by another goal area 1 course for students whose assessment results place them into this course.

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

<sup>4</sup> Fulfilled within the requirements of the baccalaureate major and cannot be replaced by another goal area 6 course.

<sup>5</sup> Cannot be replaced by a different goal area 1 course.

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

## Electives

Elective courses (p. 24) are open to College of Adult & Professional Studies students, but may be offered on a different schedule.

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

Elective courses may be taken:

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

## Elective Credit Options

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

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

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

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

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

Elective courses (p. 24) offered through the College of Adult & Professional Studies at Bethel University are listed in this catalog in the respective academic disciplines. Students may opt to add a minor (p. 63) to their bachelor's degree program. A minor is a series of courses, between 18 and 24 credits, in an academic discipline outside of the student's major.

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

### Option 2 • Credit from Nationally Accredited Institutions

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

### Option 3 • Educational Experiences in the Armed Forces

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

### Option 4 • Standardized Subject Examinations

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

- **DSST** ([http://getcollegecredit.com/test\\_takers](http://getcollegecredit.com/test_takers)) (**DANTES Subject Standardized Tests**): For the convenience of students, Bethel offers online DSST examinations several times each month. More than 30 DSST examinations are available on a variety of academic subjects. With a passing score, three semester credits are earned.

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

• **AP** (<https://apstudent.collegeboard.org/home>) (**Advanced Placement**), **UExcel/ECE** (<http://www.excelsior.edu/exams>) (**Excelsior**), and **IB** (<http://www.ibo.org>) (**Higher Level International Baccalaureate**): Students who have passed these exams may earn college credit based on their exam scores.

### Option 5 • Selected Professional Training/Examinations

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

### Option 6 • Documented Experiential Learning

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

## Elective Credit Options Guidelines

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

1. **Options 1, 2, and 3:** Official transcripts will be reviewed to determine the number of credits Bethel will accept.
2. **Option 2:** Total credit from this option may not exceed 30 semester credits.
3. **Option 3:** A copy of DD Form 214 or DD Form 295 may be submitted for evaluation only if none of the specified transcripts exist.
4. **Option 4:** Total credit from this option may not exceed 30 semester credits.
5. **Options 5 and 6:** Total combined credits from Options 5 and 6 (Documented Prior Learning) may not exceed 30 semester credits. This total includes credit earned from competency-based education (CBE) at other regionally accredited institutions. Credit earned through Options 5 and 6 is identified on the transcript as Prior Learning Assessment Credit.
6. **Options 5 and 6:** Credit earned through options 5 and 6 is eligible for application toward elective credit or lower level general education requirements only, not to fulfill the requirements of any major, minor, or certificate.
7. Credit is awarded only when the content does not overlap or repeat courses on a student's transcript. Obtain approval from your Student Success Advisor (SSA) in order to avoid overlap or repetition.
8. All official transcripts for transfer credit and all submissions for prior learning assessment credit must be submitted to the College of Adult & Professional Studies no later than one academic term after the student's final semester of enrollment. Permission to exceed this time frame is required from your SSA for transfer credit or from the coordinator for prior learning assessment credit.
9. Bethel awards credit for Options 3, 4, and 5 based on recommendations in the *Directory of the American Council on Education's College Credit Recommendation Service (CREDIT) in The Guide to Educational Credit by Examination; The Guide to the Evaluation of Educational Experiences in the Armed Forces; and The National Guide to College Credit for Workforce Training.*

### Credit for Prior and Experiential Learning

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

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

## Registration Restrictions

### Restrictions on Student Registration in Courses

#### Transfer Levels 1, 2, and 3

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

Successful completion of SOCS110 and;

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

## Classification of Students

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

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

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

## Open Enrollment Courses

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

### Open to Freshman, Sophomores, Juniors, & Seniors

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

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

BIBL360	Understanding the Bible <sup>1</sup>	3
BUSN302	Foundations of Human Resource Management	3
BUSN360	Information Technology and Applications	3
CHMN300	Introduction to Christian Ministry	3
CHMN320	Personal Spiritual Formation	3
CHMN350R	Research Writing for Christian Ministry	3
COMM340E	Cross-Cultural Communication	3
CORE300	Community, Self and Formation: Ancient and Contemporary Narratives	3
CORE310	Scripture and Society	3
CORE320	History, Faith and Society	3
HRMA305	Compensation <sup>1</sup>	3
HRMA307	Benefits <sup>1</sup>	3
HRMA401	Employment Law <sup>1</sup>	3

HUSE300W	Family Perspectives	3
HUSE305	Individual and Family Development Over the Life Cycle	3
HUSE311	Personality Theories	3
HUSE350	Individual and Family Psychopathology	3
HUSE386	Social Inequality	3
ORGL310	Leadership and Adult Development	3
ORGL330	Theories of Organizations and Leadership	3
ORGL340R	Principles of Scholarly Writing and Research	3
ORGL350	Leadership Communication	3
ORGL370	Leadership and Technology	3
PSYC335M	Introduction to Statistics	3
THEO341E	Gospel in Cross-Cultural Perspective	3
<b>Open to Juniors, &amp; Seniors (at least 60 credits earned)</b>		
ACCT400	Financial Accounting for Managers	3
BIBL441	Significance of the Old Testament <sup>1</sup>	3
BIBL442	Significance of the New Testament <sup>1</sup>	3
BUSN301	Foundations of Business Management	3
BUSN308	Strategic Management and Planning <sup>1</sup>	3
BUSN323	Introduction to Marketing Management	3
BUSN401	Operations Management	3
BUSN405	Survey of Microeconomics and Macroeconomics	3
CHMN451	Communication in Ministry <sup>1</sup>	3
CHMN452H	Leadership in Ministry <sup>1</sup>	3
HUSE400	Research Methods <sup>1</sup>	3
HUSE405	Family Social Policy	3
HUSE410	Dynamics of Interpersonal Relationships	3
HUSE420	Advanced Family Topics: Gender and Sexuality	3
HUSE430E	Families in Cross-Cultural Perspective	3
HUSE435E	Families in Cross-Cultural Perspective	3
HUSE440	Counseling Microskills	3
HUSE445	Counseling Microskills	3
HUSE480H	Professional Practice Issues and Ethics	3
HUSE485H	Professional Practice Issues and Ethics	3
MATH301M	Managerial Mathematics	3
NURS345	Evidence Based End of Life Nursing Care <sup>1</sup>	2
NURS346	Health Assessment for RNs <sup>1</sup>	3
ORGL400	Principles of Leading and Managing	3
ORGL462	Integrated Principles of Leadership <sup>1</sup>	3
THEO441	Christian Theology <sup>1</sup>	3
<b>Open to Seniors (at least 90 credits earned)</b>		
BUSN575	Experiencing Global Business (BUSP and ORLP majors only) <sup>1</sup>	3

<sup>1</sup> See course description for course prerequisite(s).

## CAPS Courses by Goal Area

### Goal Area 1 (p. 13): Communication

#### Category R: Academic Research Writing

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

#### Other Goal Area 1

BUSN210	Workplace Communication	3
---------	-------------------------	---

CHMN451	Communication in Ministry	3
COMM160	Basic Communication Skills	3
COMM340E	Cross-Cultural Communication	3
ENGL130	Successful Writing	3
NURS494	Nursing Leadership	9
ORGL350	Leadership Communication	3

## Goal Area 2 (p. 13): Critical Thinking

BUSN104	Introduction to Business	3
BUSN415	Intermediate Macroeconomics	3
CORE300	Community, Self and Formation: Ancient and Contemporary Narratives	3
CORE310	Scripture and Society	3
CORE320	History, Faith and Society	3
FINA410	Investments Theory	3
FINA420	Portfolio Analysis and Management	3
FINA430	Capital Markets	3
FINA440	Advanced Corporate Finance	3
MIST420	Business Database Management	3
MIST450	Information Systems Security	3
ORGL120	Personal Mission and Leadership Development	3
ORGL330	Theories of Organizations and Leadership	3
ORGL370	Leadership and Technology	3
SOC3110	Succeeding in College	3

## Goal Area 3 (p. 13): Natural Sciences

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

## Goal Area 4 (p. 14): Mathematical/Logical Reasoning

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

## Goal Area 5 (p. 14): History and the Social and Behavioral Sciences

BUSN310E	Global Management and Leadership in Business	3
BUSN405	Survey of Microeconomics and Macroeconomics	3
BUSN415	Intermediate Macroeconomics	3
BUSN430	Business Law	3
BUSN575	Experiencing Global Business	3
COMM340E	Cross-Cultural Communication	3
CORE300	Community, Self and Formation: Ancient and Contemporary Narratives	3
CORE310	Scripture and Society	3
CORE320	History, Faith and Society	3
ECON109	Introduction to Microeconomics	3
FINA450	Global Finance	3
HIST250	U.S. History in Dialogue with the Present	3
HRMA401	Employment Law	3
HUSE300W	Family Perspectives	3
HUSE305	Individual and Family Development Over the Life Cycle	3
HUSE311	Personality Theories	3
HUSE350	Individual and Family Psychopathology	3
HUSE386	Social Inequality	3
HUSE400	Research Methods	3
HUSE405	Family Social Policy	3
HUSE410	Dynamics of Interpersonal Relationships	3
HUSE420	Advanced Family Topics: Gender and Sexuality	3
HUSE435E	Families in Cross-Cultural Perspective	3
HUSE445	Counseling Microskills	3
HUSE450	Introduction to Addictions Counseling	3
HUSE455	Pharmacology of Addictions	3
HUSE460	Assessment and Treatment of Co-Occurring Disorders	3
HUSE485H	Professional Practice Issues and Ethics	3
NURS421E	Cultural Diversity in Health Care	3
ORGL101	Leadership in the 21st Century	3
ORGL330	Theories of Organizations and Leadership	3
SOCS170W	Conflict Management and the Social Scientific Perspective	3
SOCS255E	Studies in the American Mosaic	3
THEO341E	Gospel in Cross-Cultural Perspective	3

## Goal Area 6 (p. 14): The Humanities and Fine Arts

### Category H: Ethics

BUSN425H	Applied Ethical Decisions in Life and Business	3
CHMN495H	Practical Issues in Ministry	3
HUSE485H	Professional Practice Issues and Ethics	3
NURS330H	Ethical Theory and Applied Nursing Ethics	3
ORGL465H	Applied Leadership Ethics	3

### Other Goal Area 6

ARTC150A	Responding to the Arts	3
BIBL230	The Bible in Real Life	3
BIBL360	Understanding the Bible	3
BIBL441	Significance of the Old Testament	3
BIBL442	Significance of the New Testament	3
CHMN140	Spiritual Quest	3
CHMN300	Introduction to Christian Ministry	3
CHMN320	Personal Spiritual Formation	3

CHMN350R	Research Writing for Christian Ministry	3
CHMN451	Communication in Ministry	3
CORE310	Scripture and Society	3
CORE320	History, Faith and Society	3
THEO341E	Gospel in Cross-Cultural Perspective	3
THEO441	Christian Theology	3

## Concurrent Enrollment

Student Success Advisors in the College of Adult & Professional Studies (CAPS) should be consulted before undertaking concurrent enrollment in more than one college program simultaneously.

Students who are currently enrolled in programs in the College of Adult & Professional Studies may take CAPS open enrollment courses (p. 24). CAPS students may take courses from other CAPS programs with permission from the appropriate program director.

Students currently enrolled in the College of Arts & Sciences at Bethel University may enroll in CAPS courses when individually approved by their CAS department chair or where specific pre-approved agreements exist between programs in both colleges. CAS department chairs determine how CAPS courses will transfer to CAS and apply to CAS degree requirements.

Students who are enrolled at other regionally accredited institutions for credit may enroll in CAPS open enrollment courses (p. 24) with no permission required or non-open enrollment courses with permission from the appropriate program director.

## Calendar and Student Load

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

Student load for each academic term is:

1. Full time = 12 credits or more per term
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

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

## International (F-1) Student Load

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

## Summer Session

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

## Attendance Policy

### 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.

## **Prerequisites and Corequisites**

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

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

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

## **Changes in Registration**

1. Students needing to add, drop, or change course registration may do so through Blink (Student Academics tab > Registration Tools channel > Add or Drop Classes). Drop classes through the Action menu above the course listing. Add classes through the Add Classes Worksheet (use Class Search to find course registration numbers). Contact the Office of Student Success for further assistance.
2. The student is responsible for all charges incurred (see: Tuition and Financial Aid) and for any loss of financial aid or change of loan deferment status.
3. A new course may not be added when a registration hold has been placed by the Business Office.
4. Regulations for dropping a course are explained in this catalog (see: Grading System—Grade of (p. 31)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 Blink.

# Grading System

Coursework is evaluated on the following scale:

Grade	Definition	Grade Points
A	Exceptional	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D+		1.3
D	Minimally Acceptable	1.0
F	Failing	0.0
AU	Audit	NA
CR	Credit	NA
I	Incomplete	NA
IN	Incomplete	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.

## Grade of AU

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

## Grade of CR

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

## Grade of I or IN

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

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

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

Code	Title	Credits
CHMN491	Ministry Practicum	
HUSE481	Internship in Addictions Counseling I	
HUSE482	Internship in Addictions Counseling III	

## 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 week of the 60% point of the course. Students may withdraw from a course (or change from credit to audit) through the week when 60% of the course has been completed. Course withdrawals are official on the date the request is received by the student success advisor. Any student dropping a course after that time will receive the grade they have earned to that point. If no grade is indicated by the instructor, a grade of *F* will be assumed. Extenuating circumstances that may warrant exception to the withdrawal policy will be considered on a case-by-case basis by the Appeals Committee. Note that scheduled online sessions count as “class sessions” when determining refunds and grades. Any refund due to withdrawal will be governed by the refund policy (see: Tuition and Fees Refund Schedule (p. 79)).

## Transcripts

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

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

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

## Degree Honors

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

## Commencement Ceremony Honors

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

## Honor Societies

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

- Sigma Theta Tau International, Honor Society of Nursing

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

# Academic Progress, Probation, and Dismissal

## 1. Academic Warning

Students may be given an academic warning any time their cumulative GPA is below 2.00 overall and/or below 2.25 in their major. Academic warnings are advisory and are not recorded on the transcript.

## 2. Academic Probation

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

Cumulative Semester Credit Hours	Minimum Cumulative GPA for Good Standing
0-29.99	1.65
30-59.99	1.85
60-74.99	1.95
75 or more	2.0

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

## 3. Academic Dismissal

The following students will be subject to academic dismissal:

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

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

## Academic Honesty

Since Bethel University is a Christian academic community, its fundamental purpose is the pursuit of knowledge and the development of growing Christian persons. Essential to the success of this educational mission is a commitment to principles of ethical academic integrity. Each member of the university community is responsible for upholding the highest standards of honesty at all times. Students, as members of this community, are also responsible for adhering to the principles and spirit of academic honesty.

Violation of honesty standards can result in denial of credit (*U or F*) in a course. Penalties are given at the discretion of the faculty member. Repeat or serious offenses may be subject to additional penalties up to and including dismissal from the university at the discretion of the Vice President and Dean of the College of Adult & Professional Studies and Graduate School. Students charged with a violation have the right to appeal any disciplinary action. Contact a student success advisor for details on the appeal process.

## Academic Dishonesty Definitions

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

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

- **Unfair advantage:** attempting to gain unauthorized advantage over fellow students in an academic exercise. Examples: gaining or providing unauthorized access to examination materials (either past or present); obstructing or interfering with another student's efforts in an academic exercise; lying about a need for an extension for an exam or paper; continuing to write even when time is up during an exam; destroying, hiding, removing, or keeping library materials; etc.
- **Computer crimes:** damaging or modifying computer programs without permission. Examples: software piracy, hacking, constructing viruses, knowingly introducing viruses into a system, copying programs and data belonging to others, etc.

## **Extracurricular Activities**

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

## **Readmission Procedure**

Former students who wish to re-enroll must request registration and cannot have a registration hold on their account from the Business Office. Program director permission to readmit is required for any student whose academic status was not "Good Standing" at the time of dismissal or voluntary withdrawal. In addition, students who have been without registration for one full academic year or more must file an Application for Readmission and receive program director permission to readmit. Contact the Office of Student Success for forms and procedures.

# Individualized Study

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

## Academic Internship

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

## Course by Arrangement

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

## Curricular Practical Training

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

## Directed Study

Depending on the major, a student may be required to complete a directed study experience or may have the option of completing an elective directed study experience in his/her major under the guidance of a faculty member. The directed study may consist of independent reading and/or research, or travel with related study. Students shall design such an experience in cooperation with academic services and the supervising faculty member. A directed study will receive course number 470 or 670 in the appropriate discipline.

## 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:

Internship	Hours
Two-credit internship	90 hours
Three-credit internship	135 hours
Four-credit internship	180 hours

7. A maximum of nine credits in internships may be taken. Each separate internship must have goals and objectives different than the prior ones taken for credit.
8. Internships are graded *S/U* (see: Grading System).
9. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.
10. Students must submit a completed and signed Contract for Academic Internship to 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.

## 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. Students must have an overall GPA of 2.5 or higher at the time the request is submitted and at the time the CBA begins as certification of this ability.
  - c. Students must have at least sophomore-level class standing (at least 30 earned credits) at the time the CBA begins.
  - d. Students may take only one CBA per term and no more than a total of eight credits of CBA toward graduation. A faculty supervisor may direct no more than two study projects (directed studies and courses by arrangement) per term and must have taught the course in its regular format.
  - e. Upon fulfilling the CBA, students receive credit on their transcript for the course. CBA is graded on an *A-F* or *S/U* basis according to the normal grading system of the course in its regular format.
2. Complete the following procedures to obtain approval of a CBA request:
  - a. The Course by Arrangement form is available through Blink (Home tab > Forms channel > CAPS Programs > CAPS Students > Course by Arrangement).
  - b. The student meets with the faculty member who will supervise the study. They review the course syllabus and determine the number and frequency of regular contacts between the student and supervisor. Students doing research off campus will contact their supervisor by phone at regular intervals, at the student's expense.
  - c. The CBA request is then submitted to the program director for approval, if different from the supervisor of the study, and to the appropriate division dean.
  - d. The student submits the completed and signed agreement 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 Policy

1. An acceptable CPT experience is one that expects the student to:
  - a. Make a deliberate application of one's academic knowledge and skills.
  - b. Continue to learn as stimulated by the problems and issues encountered.
  - c. Grow in one's personal maturity and confidence in one's abilities.
  - d. Develop empathy with and understanding of persons, groups, and settings typically not encountered on campus.
2. The proposed CPT must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within the existing course structure.
3. It is conducted under joint supervision of a Bethel faculty member and an onsite supervisor. Both parties agree on the specific objectives and assignments before beginning and jointly evaluate the student's work during the experience and at the end. There should be a plan for ongoing processing of the experience (log, weekly meetings, etc.). It is expected that the Bethel faculty supervisor will meet at least bi-weekly with the student.
4. The CPT position may be part time or full time and may be salaried or non-salaried. Routine jobs or work that repeats previous experience does not qualify for an academic credit CPT. The work must provide an opportunity to meet academic/educational objectives.
5. The student must meet the following criteria:
  - a. Be currently enrolled in the College of Adult & Professional Studies and have at least one year (three academic terms) of prior enrollment in CAPS.
  - b. Have a Junior or Senior class standing.
  - c. Declare a major in the department of the internship being proposed.
  - d. Have a minimum cumulative GPA of 2.0 and a 2.25 GPA in the major. (Individual departments may require a higher GPA).
  - e. Meet additional criteria as established by each department.
6. CPT for academic credit requires minimum time onsite:
 

One-credit Internship	45 hours
Two-credit Internship	90 hours
Three-credit Internship	135 hours
Four-credit Internship	180 hours
Five-credit Internship	255 hours
Six-credit Internship	270 hours
7. A maximum of nine credits in internships may be taken. Each separate internship must have goals and objectives different than the prior ones taken for credit.
8. Internships are graded S/U (see: Grading System).
9. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.
10. Students must submit a completed and signed Curricular Practical Training form for approval to their student success advisor no later than the final day of the preceding semester. The form is available through Blink (Home tab > Forms channel > CAPS Programs > CAPS Student > Curricular Practical Training form).

## Directed Study Policy

1. Students may engage in an elective directed study under the following regulations:
  - a. The proposed study must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within an existing course. The amount and distribution of work should be similar to that of a regularly offered course of comparable credit.
  - b. Students must have demonstrated in program coursework that they have the capability and background to study independently. Students must have an overall GPA of 3.0 or higher as certification of this ability.
  - c. Students may take only one directed study per term and no more than a total of two directed studies toward graduation. A faculty supervisor may direct no more than two directed studies per term.
  - d. Upon fulfilling the agreement, students receive credit on their transcript for the course as titled. Directed study is graded on an *A–F* basis, not *S/U*.
2. Complete the following procedures to obtain approval of a directed study proposal:
  - a. The Directed Study Agreement form is available through Blink (Home tab > Forms channel > CAPS Programs > CAPS Students > Directed Study-PDF or Home > Forms > Graduate School Programs > Graduate Students > Course by Arrangement)
  - b. The student meets with the faculty member who will supervise the study. They jointly prepare the agreement form, listing the objectives of the study, its relationship to the student's overall program, the specific content and procedures of the study, the definition of student and faculty roles, the product or response to be made by the student on which his or her learning will be evaluated, and the number and frequency of regular contacts between the student and supervisor. Students doing research off campus will contact their supervisor by phone at regular intervals, at the student's expense.
  - c. The Directed Study Agreement is then submitted to the program director for approval, if different from the supervisor of the study, and to 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.

## Academic Appeals

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

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

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

## Intellectual Property Rights

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

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

## Freedom of Inquiry

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

## The Family Educational Rights and Privacy Act

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

Bethel University will notify students annually of their rights under the act by publishing such information in Bethel E-Announcements. A complete policy is located at: <https://www.bethel.edu/registrar/ferpa>.

Currently enrolled and former students have a right to inspect their educational records upon written request. Students must request permission in writing to inspect their records and must present that request to the appropriate office. The records will be made available to the student for inspection within 45 days following submission of the request. A university employee will be present when students inspect their records.

# ACADEMIC PROGRAMS

---

## Course Numbers, Levels, and Credits

The primary purpose of Bethel's course number system is to identify the intended clientele of each course, its level of content and material, and any necessary course background. 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	Core Distinctives
ECON	Economics
ENGL	English
FINA	Finance
HEPE	Health and Physical Education
HIST	History
HRMA	Human Resource Management
HUSE	Human Services
MATH	Mathematics
MIST	Management Information Systems
NASC	Natural Science
NURS	Nursing
ORGL	Organizational Leadership
PLAC	Prior Learning
PSYC	Psychology
SOCS	Sociocultural Studies
THEO	Theology

## Suffix Codes and Descriptions

Subject Code	Description
A	Responding to the Arts (A category in General Education Goal Area 6)
E	Global Cultures and the American Mosaic (A category in General Education Goal Area 5)
H	Ethics (A required category in General Education Goal Area 6)
M	Mathematics (A category in General Education Goal Area 4)
R	Academic Research Writing (A required category in General Education Goal Area 1)
T	Technology in Our World (A category in General Education Goal Area 3)
V	Studies in Our Surrounding World (A category in General Education Goal Area 3)
W	Work and Family Dynamics (A category in General Education Goal Area 5)
Y	Health and Wellness (A category in General Education Goal Area 3)

*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 Major (A.S.)
NURP	Nursing (B.S.)
ORLP	Organizational Leadership (B.A.)

## Minor Codes and Descriptions

Subject Code	Description
ACCM	Accounting
BUSM	Business Management
CHMN	Christian Ministries
CHTM	Christian Thought
HUSM	Human Services
ORLM	Organizational Leadership

## Certificate Codes and Descriptions

Subject Code	Description
CADC	Addiction Studies
CLDC	Alcohol and Drug Counseling

## Associate Degrees

### Associate of Arts Degree

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

### Associate of Science Degree

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

## Associate Degrees

- Associate of Arts (A.A.) degree (p. 43)
- Associate of Science (A.S.) degree
  - A.S. degree: Business and Leadership major (p. 44)
  - A.S. degree: Individualized Major (p. 45)

### Associate of Arts Degree

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

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

General Education requirements for the A.A. degree. (p. 16)

## A.S. in Business and Leadership

### General Education

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

### Business and Leadership Major

BUSN104	Introduction to Business	3
BUSN115	Personal Financial Literacy	3
BUSN200	Business Problem Solving	3
BUSN210	Workplace Communication	3
BUSN360	Information Technology and Applications	3
COMM160	Basic Communication Skills	3
ECON109	Introduction to Microeconomics	3
ORGL101	Leadership in the 21st Century <sup>1</sup>	3
ORGL330	Theories of Organizations and Leadership <sup>1</sup>	3
ORGL370	Leadership and Technology <sup>1</sup>	3

### Total Credits

60

<sup>1</sup> Course must be taken for credit at Bethel.

General Education requirements for the A.S. degree (p. 16)

### College of Adult Professional Studies

- INDA Business & Leadership A.S. (p. 45)
- ACCT Business & Leadership B.S. (p. 46)
- BUSP Business & Leadership B.S. (p. 46)
- FINP Business & Leadership B.S. (p. 46)
- MISP Business & Leadership B.S. ([catalog.bethel.edu/adult-professional-studies/academic-programs-disciplines/management-information-systems](http://catalog.bethel.edu/adult-professional-studies/academic-programs-disciplines/management-information-systems))
- ORLP Business & Leadership B.A. (p. 60)
- Business Business & Leadership B.A. ([catalog.bethel.edu/arts-sciences/academic-programs-departments/business-economics](http://catalog.bethel.edu/arts-sciences/academic-programs-departments/business-economics))
- Business & Leadership ([catalog.bethel.edu/arts-sciences/academic-programs-departments/leadership-studies](http://catalog.bethel.edu/arts-sciences/academic-programs-departments/leadership-studies))

## A.S. Individualized Major

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

### General Education

CHMN140	Spiritual Quest	3
ENGL130	Successful Writing	3
HIST250	U.S. History in Dialogue with the Present	3
SOCS110	Succeeding in College	3

Select one course from each of the following General Education categories: 18

Academic Research Writing (R category)

Technology in Our World (T category)

Health and Wellness (Y category)

Mathematics (M category)

Global Cultures and the American Mosaic (E category)

Responding to the Arts (A category)

### Individualized Major

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

**Total Credits** 60

<sup>1</sup> Course must be taken for credit at Bethel.

# Business

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

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

## B.S. in Accounting (p. 47)

### Program Goals

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

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

## B.S. in Business Management (p. 48)

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

### Program Goals

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

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

## B.S. in Finance (p. 49)

### Program Goals

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

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

## Majors in Business

- B.S. in Accounting (p. 47)
- B.S. in Business Management (p. 48)
- B.S. in Finance (p. 49)

## Business Minors

- Accounting (p. 50)
- Business Management (p. 50)

## B.S. in Accounting

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

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

<sup>1</sup> Course must be taken for credit at Bethel.

## B.S. in Business Management

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

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

<sup>1</sup> Course must be taken for credit at Bethel.

### Global Business Concentration

(Cannot be combined with Management concentration)

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

### Management Concentration

(Cannot be combined with Global Business Management concentration)

BUSN308	Strategic Management and Planning	3
BUSN310E	Global Management and Leadership in Business	3
BUSN320	Professional Project Management	3
BUSN401	Operations Management	3
<b>Total Credits</b>		<b>12</b>

## B.S. in Finance

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

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

<sup>1</sup> Course must be taken for credit at Bethel.

## Minor in Accounting

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

ACCT400	Financial Accounting for Managers	3
ACCT405	Intermediate Financial Accounting I	3
ACCT410	Intermediate Financial Accounting II	3
ACCT415	Intermediate Cost/Managerial Accounting	3
ACCT420	Income Tax Accounting	3
ACCT425	Corporate Auditing	3
ACCT430	Advanced Accounting	3
<b>Total Credits</b>		<b>21</b>

## Minor in Business Management

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

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

<sup>1</sup> Course must be taken for credit at Bethel.

# Christian Ministries

## B.A. in Christian Ministries

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

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

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

## Major in Christian Ministries

- B.A. in Christian Ministries (p. 51)

## Minors in Christian Ministries

- Christian Ministries (p. 52)
- Christian Thought (p. 52)

## B.A. in Christian Ministries

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

BIBL360	Understanding the Bible <sup>1</sup>	3
BIBL441	Significance of the Old Testament <sup>1</sup>	3
BIBL442	Significance of the New Testament <sup>1</sup>	3
CHMN300	Introduction to Christian Ministry <sup>1</sup>	3
CHMN320	Personal Spiritual Formation	3
CHMN350R	Research Writing for Christian Ministry	3
CHMN451	Communication in Ministry <sup>1</sup>	3
CHMN452	Leadership in Ministry	3
CHMN481	Ministry Practicum	3
CHMN495H	Practical Issues in Ministry	3
HUSE410	Dynamics of Interpersonal Relationships	3
THEO341E	Gospel in Cross-Cultural Perspective	3
THEO441	Christian Theology <sup>1</sup>	3
<b>General Education, Core Distinctives, and Elective Courses</b>		<b>83</b>
<b>Total Credits</b>		<b>122</b>

<sup>1</sup> Course must be taken for credit at Bethel.

## Minor in Christian Ministries

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

BIBL360	Understanding the Bible <sup>1</sup>	3
CHMN300	Introduction to Christian Ministry <sup>1</sup>	3
CHMN320	Personal Spiritual Formation	3
CHMN451	Communication in Ministry <sup>1</sup>	3
CHMN452	Leadership in Ministry	3
HUSE410	Dynamics of Interpersonal Relationships	3
<b>Total Credits</b>		<b>18</b>

<sup>1</sup> Course must be taken for credit at Bethel.

## Minor in Christian Thought

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

BIBL360	Understanding the Bible <sup>1</sup>	3
BIBL441	Significance of the Old Testament <sup>1</sup>	3
BIBL442	Significance of the New Testament <sup>1</sup>	3
CHMN300	Introduction to Christian Ministry <sup>1</sup>	3
THEO341E	Gospel in Cross-Cultural Perspective	3
THEO441	Christian Theology <sup>1</sup>	3
<b>Total Credits</b>		<b>18</b>

<sup>1</sup> Course must be taken for credit at Bethel.

## General Studies

The General Studies curriculum comprises lower-division general education (p. 53) 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 (p. 24) or earn credits through the other elective credit options (p. 22) to complete the remainder of the 60 credits required for the A.A. degree.

The Core Distinctives (p. 53) curriculum comprises three upper-division courses 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. Core Distinctive courses must be taken in residence.

The Foundations of Academic Readiness (p. 54) (FAR) curriculum comprises preparatory non-degree-applicable courses for students whose Accuplacer assessment scores show that additional preparation is needed in order to increase the probability of success in CAPS programs. Students may also voluntarily enroll in FAR courses to refresh academic skills.

### Accuplacer Assessments

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

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

## General Education

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

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

### CAPS General Education Courses and Categories

## Core Distinctives

The Core Distinctives curriculum consists of 9 credits of courses required in residence for all bachelor's degrees. (The B.S. degrees in Accounting, Business Management, Finance, and Nursing recommend taking all three courses but require only two (CORE300 and a choice of CORE310 or CORE320)).

CORE300	Community, Self and Formation: Ancient and Contemporary Narratives <sup>1</sup>	3
CORE310	Scripture and Society <sup>1</sup>	3
CORE320	History, Faith and Society <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Course must be taken in residence.

## Foundations of Academic Readiness (FAR)

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

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

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

Code	Title	Credits
ENGL029	Foundations of Reading and Writing I	3
ENGL030	Foundations of Reading and Writing II	3
MATH080	Foundations of Mathematics	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Course must be taken for credit at Bethel.

# Human Services

## B.A. in Human Services

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

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

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

## Certificate in Addiction Studies and 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 outcomes represent an extension of the program outcomes for the B.A. degree program in Human Services, with specific application to the professional practice of alcohol and drug counseling. The Alcohol and Drug Counseling Certificate includes the practicum experience hours required of applicants for the LADC license. 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.

## Major in Human Services

- B.A. in Human Services (p. 56)

## Minor in Human Services

- Human Services (p. 56)

## Certificates

- Certificate in Addiction Studies (p. 57)
- Certificate in Alcohol and Drug Counseling (p. 57)

## 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.

HUSE300W	Family Perspectives	3
HUSE305	Individual and Family Development Over the Life Cycle	3
HUSE311	Personality Theories	3
HUSE350	Individual and Family Psychopathology	3
HUSE386	Social Inequality	3
HUSE400	Research Methods	3
HUSE405	Family Social Policy	3
HUSE410	Dynamics of Interpersonal Relationships	3
HUSE420	Advanced Family Topics: Gender and Sexuality	3
HUSE435E	Families in Cross-Cultural Perspective	3
HUSE445	Counseling Microskills	3
HUSE485H	Professional Practice Issues and Ethics	3
HUSE490 or HUSE491	Integrative Internship Seminar <sup>1</sup> Internship in Addictions Counseling II	3-4
PSYC335M	Introduction to Statistics	3
<b>General Education, Core Distinctives, and Elective Courses</b>		<b>79-80</b>
<b>Total Credits</b>		<b>122</b>

<sup>1</sup> Course must be taken for credit at Bethel

## Minor in Human Services

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

Select seven of the following:		21
HUSE300W	Family Perspectives	
HUSE305	Individual and Family Development Over the Life Cycle	
HUSE311	Personality Theories	
HUSE350	Individual and Family Psychopathology	
HUSE386	Social Inequality	
HUSE400	Research Methods	
HUSE405	Family Social Policy	
HUSE410	Dynamics of Interpersonal Relationships	
HUSE420	Advanced Family Topics: Gender and Sexuality	
HUSE435E	Families in Cross-Cultural Perspective	
HUSE445	Counseling Microskills	
HUSE450	Introduction to Addictions Counseling	
HUSE485H	Professional Practice Issues and Ethics	
PSYC335M	Introduction to Statistics	
<b>Total Credits</b>		<b>21</b>

## Certificate in Addiction Studies

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

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

**Total Credits**

**18**

## Certificate in Drug and Alcohol Counseling

The required curriculum for the certificate in alcohol and drug counseling comprises a 26 semester credit sequence of courses. 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 BBHT exam. Students with bachelor's degrees have the option of taking some of the courses and the practicum for graduate credit.

HUSE435E	Families in Cross-Cultural Perspective	3
HUSE445	Counseling Microskills	3
HUSE450	Introduction to Addictions Counseling	3
HUSE455	Pharmacology of Addictions	3
HUSE460	Assessment and Treatment of Co-Occurring Disorders	3
HUSE481	Internship in Addictions Counseling I	4
HUSE485H	Professional Practice Issues and Ethics	3
HUSE491	Internship in Addictions Counseling II	4

**Total Credits**

**26**

# Nursing

## B.S. in Nursing

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

The curriculum is designed to meet the following goals:

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

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

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

## Progression and Graduation

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

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

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

## Program Performance Standards

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

## Majors in Nursing

- B.S. in Nursing (p. 59)

## B.S. in Nursing

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

NURS330H	Ethical Theory and Applied Nursing Ethics	3
NURS360	The Professional Nurse <sup>1</sup>	3
NURS404	Public Health Nursing <sup>1</sup>	6
NURS410	Nursing Informatics <sup>1</sup>	3
NURS421E	Cultural Diversity in Health Care <sup>1</sup>	3
NURS430	Research and Evidence-Based Practice <sup>1</sup>	6
NURS494	Nursing Leadership <sup>1</sup>	9
<b>General Education, Core Distinctives, and Elective Courses</b>		<b>89</b>
<b>Total Credits</b>		<b>122</b>

<sup>1</sup> Course must be taken for credit at Bethel.

## RN to M.S. – Bridge Program

### Major in Nursing

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

#### Required Undergraduate Courses

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

<sup>1</sup> Course must be taken for credit at Bethel.

# Organizational Leadership

## B.A. in Organizational Leadership

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

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

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

Upon completion of the organizational leadership program, students will:

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

Students who complete the major in Organizational Leadership have the option to include a concentration in Christian Ministries 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. 61)

## Minor in Organizational Leadership

- Organizational Leadership (p. 62)

# B.A. in Organizational Leadership

## Major in Organizational Leadership

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

### Courses in the Major

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

### Concentrations

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

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

**Total Credits** 122

<sup>1</sup> Course must be taken for credit at Bethel.

## Christian Ministries Concentration

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

BIBL360	Understanding the Bible	3
CHMN300	Introduction to Christian Ministry	3
CHMN320	Personal Spiritual Formation	3
THEO441	Christian Theology	3

**Total Credits** 12

## Human Services Concentration

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

HUSE300W	Family Perspectives	3
HUSE311	Personality Theories	3
HUSE350	Individual and Family Psychopathology	3
HUSE410	Dynamics of Interpersonal Relationships	3

**Total Credits** 12

## Minor in Organizational Leadership

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

ORGL310	Leadership and Adult Development	3
ORGL330	Theories of Organizations and Leadership <sup>1</sup>	3
ORGL400	Principles of Leading and Managing <sup>1</sup>	3
ORGL462	Integrated Principles of Leadership <sup>1</sup>	3
SOCS170W	Conflict Management and the Social Scientific Perspective	3
ORGL101 or ORGL201	Leadership in the 21st Century The Framework of Leadership	3
<b>Total Credits</b>		<b>18</b>

<sup>1</sup> *Courses must be taken for credit at Bethel.*

## **CAPS Minors**

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

### **Minors**

Accounting (p. 50)

Business Management (p. 50)

Christian Ministries (p. 52)

Christian Thought (p. 52)

Human Services (p. 56)

Organizational Leadership (p. 62)

# COURSE DESCRIPTIONS

## ACCT • Accounting

### ACCT400 • Financial Accounting for Managers. 3 Credits.

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

### ACCT405 • Intermediate Financial Accounting I. 3 Credits.

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

*Prerequisites:* ACCT400. *Fulfills:* CAPS Goal Area 4.

### ACCT410 • Intermediate Financial Accounting II. 3 Credits.

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

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

### ACCT415 • Intermediate Cost/Managerial Accounting. 3 Credits.

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

*Prerequisites:* ACCT400. *Fulfills:* CAPS Goal Area 4.

### ACCT420 • Income Tax Accounting. 3 Credits.

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

*Prerequisites:* ACCT400. *Fulfills:* CAPS Goal Area 4.

### ACCT425 • Corporate Auditing. 3 Credits.

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

*Prerequisites:* ACCT400.

### ACCT430 • Advanced Accounting. 3 Credits.

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

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

## ARTC • Art

### ARTC150A • Responding to the Arts. 3 Credits.

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

## BIBL • Bible

### BIBL230 • The Bible in Real Life. 3 Credits.

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

*Fulfills:* CAPS Goal Area 6.

### BIBL360 • Understanding the Bible. 3 Credits.

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

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

### BIBL441 • Significance of the Old Testament. 3 Credits.

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

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

### BIBL442 • Significance of the New Testament. 3 Credits.

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

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

## BUSN • Business

### BUSN104 • Introduction to Business. 3 Credits.

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

*Fulfills:* CAPS Goal Area 2.

### BUSN115 • Personal Financial Literacy. 3 Credits.

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

*Fulfills:* CAPS Goal Area 4.

### BUSN200 • Business Problem Solving. 3 Credits.

Builds a foundation for understanding and solving business problems. Introduces business concepts and terminology, along with skills needed to solve common business problems. Emphasizes how to identify problems and the application of tools and techniques in solving these problems. Encourages the development of critical-thinking and decision-making skills needed for success in business. Goal Area 4.

**BUSN210 • Workplace Communication.** 3 Credits.

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

*Fulfills: CAPS Goal Area 1.*

**BUSN285T • Studies in Technology and Society.** 3 Credits.

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

*Fulfills: CAPS Goal Area 3.*

**BUSN301 • Foundations of Business Management.** 3 Credits.

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

**BUSN302 • Foundations of Human Resource Management.** 3 Credits.

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

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

**BUSN308 • Strategic Management and Planning.** 3 Credits.

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

*Prerequisites: BUSN301, BUSN323.*

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

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

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

**BUSN320 • Professional Project Management.** 3 Credits.

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

**BUSN323 • Introduction to Marketing Management.** 3 Credits.

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

**BUSN360 • Information Technology and Applications.** 3 Credits.

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

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

**BUSN401 • Operations Management.** 3 Credits.

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

**BUSN405 • Survey of Microeconomics and Macroeconomics.** 3 Credits.

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

*Fulfills: CAPS Goal Area 5.*

**BUSN415 • Intermediate Macroeconomics.** 3 Credits.

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

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

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

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

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

**BUSN430 • Business Law.** 3 Credits.

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

*Fulfills: CAPS Goal Area 5.*

**BUSN491 • Business Capstone.** 1 Credit.

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

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

**BUSN575 • Experiencing Global Business.** 3 Credits.

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

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

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

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

*Fulfills:* CAPS Goal Area 6.

**CHMN300 • Introduction to Christian Ministry.** 3 Credits.

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

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

**CHMN320 • Personal Spiritual Formation.** 3 Credits.

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

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

**CHMN350R • Research Writing for Christian Ministry.** 3 Credits.

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

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

**CHMN451 • Communication in Ministry.** 3 Credits.

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

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

**CHMN452 • Leadership in Ministry.** 3 Credits.

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

*Fulfills:* Goal Area 6.

**CHMN481 • Ministry Practicum.** 3 Credits.

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

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

**CHMN495H • Practical Issues in Ministry.** 3 Credits.

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

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

**COMM • Communication****COMM160 • Basic Communication Skills.** 3 Credits.

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

*Fulfills:* CAPS Goal Area 1.

**COMM340E • Cross-Cultural Communication.** 3 Credits.

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

*Fulfills:* CAPS Goal Areas 1 5. *Special Notes:* Enrollment is open to students with sophomore class standing and above.

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

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

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

**CORE310 • Scripture and Society.** 3 Credits.

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

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

**CORE320 • History, Faith and Society.** 3 Credits.

An exploration of historical expressions of the Christian faith from the 4th-20th centuries with a focus on its influence on the present. A look at selected historical events and the lessons they provide for understanding theological concepts and selected social issues, and their impact on the role of religious communities today.

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

**ECON • Economics****ECON109 • Introduction to Microeconomics.** 3 Credits.

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

*Fulfills: CAPS Goal Area 5.*

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

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

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

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

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

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

**ENGL130 • Successful Writing.** 3 Credits.

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

*Fulfills: CAPS Goal Area 1.*

**ENGL225R • Academic Research and Writing.** 3 Credits.

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

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

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

Examines financial concepts from a managerial decision maker's point of view. Explores the conceptual understanding and practical application of financial information, including the time value of money, breakeven, leverage, capital budgeting, and cost of capital. Integrates financial and other business management disciplines in a business simulation.

*Prerequisites: ACCT400, BUSN301, BUSN323, BUSN405.*

**FINA410 • Investments Theory.** 3 Credits.

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

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

**FINA420 • Portfolio Analysis and Management.** 3 Credits.

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

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

**FINA430 • Capital Markets.** 3 Credits.

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

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

**FINA440 • Advanced Corporate Finance.** 3 Credits.

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

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

**FINA450 • Global Finance.** 3 Credits.

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

*Prerequisites: FINA400. Fulfills: CAPS Goal Area 5.*

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

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

*Fulfills: CAPS Goal Area 3.*

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

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

*Fulfills: CAPS Goal Area 5.*

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

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

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

**HRMA307 • Benefits.** 3 Credits.

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

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

**HRMA401 • Employment Law.** 3 Credits.

Exploration of the laws that govern workplace behaviors and decisions. Topics will include illegal discrimination, harassment, recruiting and hiring decisions, etc. Learners will use case studies and apply their learning to real-life experiences.

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

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

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

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

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

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

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

**HUSE311 • Personality Theories.** 3 Credits.

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

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

**HUSE350 • Individual and Family Psychopathology.** 3 Credits.

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

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

**HUSE386 • Social Inequality.** 3 Credits.

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

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

**HUSE400 • Research Methods.** 3 Credits.

Introduction to quantitative and qualitative research designs. Designed as a project-based course, with particular attention to program evaluation and action research, learners will construct an applied research proposal. *Prerequisites: PSYC335M. Fulfills: Goal Area 5. Special Notes: Concurrent registration with HUSE405 recommended.*

**HUSE405 • Family Social Policy.** 3 Credits.

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

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

**HUSE410 • Dynamics of Interpersonal Relationships.** 3 Credits.

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

*Fulfills: CAPS Goal Area 5.*

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

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

*Fulfills: CAPS Goal Area 5.*

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

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

*Fulfills: CAPS Goal Area 5.*

**HUSE445 • Counseling Microskills.** 3 Credits.

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

*Fulfills: CAPS Goal Area 5.*

**HUSE450 • Introduction to Addictions Counseling.** 3 Credits.

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

**HUSE455 • Pharmacology of Addictions.** 3 Credits.

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 Areas 5.*

**HUSE460 • 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.

**HUSE481 • 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:* HUSE435E, HUSE445, HUSE450, HUSE455, HUSE460, HUSE485H. *Grade exceptions:* Graded on an S/U basis.

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

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

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

**HUSE485H • Professional Practice Issues and Ethics.** 3 Credits.

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

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

**HUSE490 • Integrative Internship Seminar.** 3 Credits.

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

*Prerequisites:* HUSE400, HUSE440/445, HUSE480H/485H. *Grade exceptions:* Graded on an S/U basis. *Special Notes:* Program Director permission required for enrollment.

**HUSE491 • 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:* HUSE481. *Grade exceptions:* Graded on an S/U basis.

**MATH • Math****MATH080 • Foundations of Mathematics.** 3 Credits.

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

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

**MATH180M • Mathematics in Real Life.** 3 Credits.

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

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

**MATH301M • Managerial Mathematics.** 3 Credits.

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

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

**MIST • Management Information Systems****MIST400 • Foundations of Information Management Systems.** 3 Credits.

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

*Fulfills:* CAPS Goal Area 3.

**MIST410 • Information Systems Analysis and Design.** 3 Credits.

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

*Prerequisites:* MIST400. *Fulfills:* CAPS Goal Area 3.

**MIST420 • Business Database Management.** 3 Credits.

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

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

**MIST430 • Introduction to Business Programming.** 3 Credits.

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

*Prerequisites:* MIST400. *Fulfills:* Goal Area 3.

**MIST440 • Administration of Management Information Systems.** 3 Credits.

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

*Prerequisites:* MIST400. *Fulfills:* CAPS Goal Area 3.

**MIST450 • Information Systems Security.** 3 Credits.

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

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

**NASC • Natural Science****NASC275V • Environmental Studies.** 3 Credits.

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

*Fulfills:* CAPS Goal Area 3.

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

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

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

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

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

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

**NURS345 • Evidence Based End of Life Nursing Care.** 2 Credits.

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

*Prerequisites:* RN license.

**NURS346 • Health Assessment for RNs.** 3 Credits.

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

*Prerequisites:* RN license.

**NURS360 • The Professional Nurse.** 3 Credits.

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

*Clinical document evaluation fee:* \$25.

**NURS404 • Public Health Nursing.** 6 Credits.

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

*Prerequisites:* NURS360, NURS410, and NURS430. *Corequisites:* NURS421E.

*Clinical simulation fee:* \$20, *malpractice insurance fee:* \$80.

**NURS410 • Nursing Informatics.** 3 Credits.

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

*Prerequisites:* NURS360.

**NURS421E • Cultural Diversity in Health Care.** 3 Credits.

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

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

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

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

*Prerequisites:* NURS360, NURS410.

**NURS494 • Nursing Leadership.** 9 Credits.

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

*Prerequisites:* NURS360, NURS404, NURS410, NURS421E, and NURS430.

*Fulfills:* CAPS Goal Area 1.

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

Overview of the scope of leadership necessary for effective outcomes. Course design is real-world specific to generate immediate understanding, awareness, and application for both marketplace and personal application. Students will identify, interpret, and analyze their individual leadership attitudes, abilities, styles, and strengths. FF CAPS Goal Area 5.

**ORGL120 • Personal Mission and Leadership Development.** 3 Credits.

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

*Fulfills:* CAPS Goal Area 2.

**ORGL201 • The Framework of Leadership.** 3 Credits.

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

**ORGL310 • Leadership and Adult Development.** 3 Credits.

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

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

**ORGL330 • Theories of Organizations and Leadership.** 3 Credits.

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

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

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

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

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

**ORGL350 • Leadership Communication.** 3 Credits.

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

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

**ORGL370 • Leadership and Technology.** 3 Credits.

Explores ways that technologies both solve and create problems.

Discusses foundations for decision-making about technology.

Examines the connections between technology and both personal and organizational priorities. Equips leaders to examine their own technological worldview, and then use that worldview strategically and creatively for problem-solving.

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

**ORGL400 • Principles of Leading and Managing.** 3 Credits.

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

**ORGL440 • Organizational Research.** 3 Credits.

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

*Prerequisites: General Education Category R course.*

**ORGL462 • Integrated Principles of Leadership.** 3 Credits.

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

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

**ORGL465H • Applied Leadership Ethics.** 3 Credits.

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

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

**ORGL490 • Leadership and Change.** 3 Credits.

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

*Prerequisites: ORGL310, ORGL462.*

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

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

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

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

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

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

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

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

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

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

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

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

*Fulfills: CAPS Goal Area 5.*

**SOCS255E • Studies in the American Mosaic.** 3 Credits.

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

*Fulfills: CAPS Goal Area 5.*

## **THEO • Theology**

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

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

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

### **THEO441 • Christian Theology.** 3 Credits.

Examination of Christian doctrine from a systematic perspective.

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

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

# ACADEMIC CALENDAR

---

The 2016–2017 academic year includes three academic terms: Fall Semester 2016, Spring Semester 2017, and Summer Session 2017. Students are provided a course schedule. Special dates and holidays for the 2016–2017 academic year are listed below.

## Fall Semester 2016

**August 22, 2016–December 25, 2016**

Event	Date
Fall Term Begins	August 22
Commencement Application Deadline	October 31
Registration Opens for Summer Session 2017	December 1
Fall Commencement	December 17
Fall Term Ends	December 25
Christmas Break (no classes)	December 26 - January 1

## Spring Semester 2017

**January 2, 2017-May 28, 2017**

Event	Date
Spring Term Begins	January 2
Commencement Application Deadline	March 31
Registration Opens for Fall Semester 2017	April 1
Spring Commencement	May 28
Spring Term Ends	May 28

## Summer Session 2017

**May 29, 2017–August 20, 2017**

Event	Date
Summer Term Begins	May 29
Registration Opens for Spring Semester 2018	August 1
Summer Term Ends	August 20

# ADMISSION

---

## Admission Requirements

The College of Adult & Professional Studies (CAPS) will consider applicants who meet the general requirements (p. 74) for admission. For admission to a major or certificate, applicants must meet additional admission requirements (p. 75).

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 in order to be considered for provisional acceptance. See *Admission Categories*.

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

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

## General Requirements for Admission to CAPS

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

- Submit a completed application form.
- Submit official transcripts from **all** U.S. schools attended for college credit.
- Submit official evaluations of foreign transcripts from a National Association of Credential Evaluation Services (NACES) member organization, an Association of International Credentials Evaluators (AICE) member organization, or an Academic Report official evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) if applicable. Visit [www.naces.org](http://www.naces.org) or [aice-eval.org](http://www.aice-eval.org) (<http://www.aice-eval.org>) for lists of member organizations.
- Submit an official high school transcript or GED, unless at least 30 credits have been accepted in transfer.
- Submit a current resume that indicates a minimum of two years of full-time work experience or its equivalent.
- Submit a Test of English as a Foreign Language (TOEFL) examination score report (required of all international student applicants and all student applicants whose primary language is not English). A minimum score of 550 is required on the paper-based test, or 80 on the Internet-based test.
- Indicate acceptance of Bethel Community Expectations by signing the application form.
- Complete an interview, if requested by the CAPS admissions review committee.

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

## Additional General Admission Requirements for International Applicants

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

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

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

U.S. permanent resident alien applicants must submit copy of green card.

# Program Admission Requirements

## Admission Requirements: Specific Majors, Certificates, or Licenses

### Degree Programs (Majors)

- Accounting – B.S. (p. 75)
- Associate of Arts Degree – A.A. (p. 75)
- Business and Leadership – A.S. (p. 75)
- Business Management – B.S. (p. 75)
- Christian Ministries – B.A. (p. 76)
- Finance – B.S. (p. 76)
- Human Services – B.A. (p. 76)
- Individualized Major – A.S. (p. 75)
- Nursing – B.S. (p. 77)
- Organizational Leadership – B.A. (p. 78)

### Certificates

- Addiction Studies (p. 76)
- Alcohol and Drug Counseling (LADC) (p. 76)
- Human Resource Management (p. )

## Associate Degrees

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

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

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

### Business and Leadership (A.S.)

The business leadership major will consider applicants who:

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

### Individualized Major (A.S.)

Individualized majors will consider applicants who:

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

## Business

### Accounting (B.S.)

The accounting major will consider applicants who:

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

### Business Management (B.S.)

The business management major will consider applicants who:

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

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

## Finance (B.S.)

The finance major will consider applicants who:

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

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

## Christian Ministries

### Christian Ministries (B.A.)

The Christian ministries major will consider applicants who:

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

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

## Human Services

### Human Services (B.A.)

The human services major will consider applicants who:

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

## Addiction Studies Certificate

The Certificate in Addiction Studies program will consider applicants who:

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

## Alcohol and Drug Counseling Certificate (LADC)

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

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

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

# Nursing

## Nursing (B.S.)

The nursing major will consider applicants who:

- Have completed at least 60 semester credits.
- Have a combined cumulative GPA of 2.5 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.
- Submit a copy of current unencumbered Minnesota registered nurse license.
- Fulfill the admission requirements for either Category A or B.

### Category A applicants must

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

### Category B applicants must

- Hold an associate's degree in nursing from a regionally accredited institution or a diploma from an accredited hospital nursing program.
- Have completed the following prerequisite college-level courses from a regionally or nationally accredited institution. Each course must have earned at least two semester credits.
  - Anatomy and Physiology I (4 semester credits recommended)
  - Anatomy and Physiology II (4 semester credits recommended)
  - Chemistry: Organic or Biochemistry (4 semester credits recommended) or Nutrition (3 semester credits recommended)
  - Lifespan Development (3 semester credits recommended)
  - Microbiology (4 semester credits recommended)
- Have earned a grade of C or better in each of the prerequisite science courses.
- Submit a current resume that includes work experience that indicates a minimum of one year of nursing experience. May be waived for direct A.S. degree transfer students; contact an enrollment counselor for details.
- Submit two Admission Reference forms—one from a supervisor and one from a colleague if employed in nursing or from a nursing instructor or professor.
- Submit documentation of current health insurance coverage (a copy of card or other proof).

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

Applicants will be notified of their admission category status by mail following approval of the nursing department.

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

#### Before NURS360:

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

#### Before NURS404:

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

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

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

# Organizational Leadership

## Organizational Leadership (B.A.)

The organizational leadership major will consider applicants who:

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

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

## Admission Categories

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

## Acceptance

All admission criteria have been met and all admission materials have been received.

## Conditional Acceptance

The student has not met all admission requirements. Remaining requirements must be met prior to deadlines stated in the acceptance letter.

## Provisional Acceptance

Students admitted provisionally 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 (p. 20) will receive provisional acceptance. Students admitted who have not achieved the minimum GPA, grade standards, or other assessment criteria will receive provisional acceptance. A minimum GPA adequate for Good Standing (p. 33) academic status and a GPA of 2.25 in one's major must be earned in the first academic term of enrollment in order to continue in the program. Acceptable scores on all required Accuplacer assessments are required to continue in the program.

## Admission Calendar

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

## Course/Cohort Cancellation Policy

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

# TUITION AND FINANCIAL AID

---

## Typical and Program-Specific Student Costs

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

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

## Student Account Information

### Tuition, Fees, and Payments on Student Accounts

Full payment is due on the start date of each course. Tuition is generated through information from the Office of the Registrar. Therefore, the student account will be billed once the student has been registered for his/her course(s). Students are responsible for payment reaching the St. Paul Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance of registration for funds to be disbursed at the beginning of the term. A finance charge of 1.5% per month will be assessed on any charges more than 30 days past due. Enrollment for succeeding courses is dependent on full payment of the previous expenses.

### Online Monthly Statements

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

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

### Ways to Make a Payment

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

- **Online by electronic check:** Authorize a one-time automatic withdrawal payment from your checking or savings account with no fee.
- **Online by Credit Card:** MasterCard, American Express, Visa, or Discover are accepted with a non-refundable fee of 2.75% or \$3 minimum, charged by PayPath (processing service).
- **In Person:** Pay by cash, check, or money order at the St. Paul Business Office (CC208), 8 a.m.–4:30 p.m., M–F. Credit cards are accepted online only.
- **After Hours:** For after-hour payments, a drop box is located in the hallway near the Business Office door (CC208).
- **By Mail:** Send a check to: Bethel University, Business Office, 3900 Bethel Drive, St. Paul, MN 55112-6999. Please include your student ID number in the memo portion of the check.

### Authorized Users

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

### Registration Hold

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

Any student who pays an outstanding balance by check will have his/her registration dropped if the check is returned from the bank due to non-sufficient funds. The student will not be permitted to re-register until full payment is received. If repayment is made via check, the payment must be cleared through the bank before registration is granted.

Be advised that students whose registrations have been dropped have no guarantee the same course(s) will be available when they re-register.

### Transcript Hold

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

## Financial Clearance for Graduation

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

## Financial Suspension

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

## Finance Charges

A finance charge of 1.5% will be assessed on any charge more than 30 days past due.

## Past Due Accounts

A student who is not currently registered at Bethel, and has an account balance more than 60 days past due may be transferred to Educational Computer Systems, Inc. (ECSI). ECSI is a billing service that offers payment plans for students not currently registered at Bethel University. Accounts sent to ECSI are automatically reported to the National Credit Bureau. No student who has an account balance with ECSI will be considered for readmission. Official transcripts and diplomas will not be released until the balance has been paid in full. A finance charge of 6% annual percentage rate will be assessed on the unpaid balance.

In the event Bethel University has to incur any expense in collecting on a student account, the student agrees to pay all of Bethel's costs for collection. This includes, but is not limited to, a collection agency fee and/or attorney's fees at the rate of 25–40% depending on the actions necessary to collect the debt.

## Non-Sufficient Funds Fee

If payment is returned from the bank for non-sufficient funds, a \$20 returned check fee will be assessed on the student account. Any student who has two checks returned due to non-sufficient funds will not be allowed to make future payment by personal check.

## Child Day Care Center

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

## Refunds

Student's who withdraw from classes during the term may be eligible for a refund. There are two types of refunds: billing refunds (tuition, fees) and financial aid refunds. A billing refund credits funds to the student's account, thereby decreasing the amount that is owed on the student account. A financial aid refund reduces the amount of aid available to pay the billing charges, thereby increasing the amount that is owed on the student's account.

After registration, changes made to a student's schedule must be made in consultation with a Student Success Advisor (SSA) at the College of Adult and Professional Studies or the Graduate School or online through Self Service Banner.

## Tuition and Fees Refund Schedule

For this policy, every week begins on Monday and ends on Sunday and is counted regardless of whether any course activity is scheduled or takes place during the week. Week 1 is the Monday through Sunday week that includes the start date of the course. Students who request withdrawal from a course will receive tuition refunds according to the follow schedule:

Request is received	Refund
Through Sunday of Week 1	100% of tuition and fees
Through Sunday of Week 2	50% of tuition
Through Sunday of Week 3	25% of tuition
Starting Monday of Week 4	No refund

Bethel fees (if applicable) are refunded in full through the 100% refund period. Thereafter, there is no refund of fees.

The first week is the Monday through Sunday that includes the start date of the course. When or whether the course has met, or administrative offices are open in a given week, does not affect the refund schedule. Course dates are available in Self Service Banner by going to: Student > Registration > Student Detail Schedule.

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

*For detailed billing refund and course withdrawal dates, see the Office of the Registrar's web site (<https://bethelnet.bethel.edu/ureg/caps/capsregistration>).*

## 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](mailto:business-office@bethel.edu). (Please include your student ID number in your email.)

The following information will be included on the invoices:

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

## Military and Veterans Educational Benefits

If you have questions about military benefits, please contact the Financial Aid Office at 651.638.6241 or email [finaid@bethel.edu](mailto:finaid@bethel.edu). You can also visit the websites below for more information.

**College of Adult & 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/>

## Student Health Insurance

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

## Business Office Questions

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

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

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

# Financial Aid

## Application Procedure

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

## Financial Aid Programs

Visit [bethel.edu/adult-undergrad/financial-aid/types](https://www.bethel.edu/adult-undergrad/financial-aid/types) (<https://www.bethel.edu/adult-undergrad/financial-aid/types>) or [bethel.edu/graduate/financial-aid/types](https://www.bethel.edu/graduate/financial-aid/types) (<https://www.bethel.edu/graduate/financial-aid/types>) or contact the Office of Financial Aid for information regarding the availability of scholarships, grants, and loans.

## Financial Aid Criteria

Financial aid is calculated with the assumption that students will progress through the sequence of courses in their chosen majors with their assigned cohort group. Students considering a change in enrollment status are strongly encouraged to contact the Office of Financial Aid, the Bethel Business Office, and the CAPS or GS student success advisor prior to taking any action.

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

## Financial Aid Satisfactory Academic Progress Policy

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

## Process Overview and Responsibilities

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

All financial aid recipients must progress at a reasonable rate (make satisfactory progress) toward achieving a certificate or degree. This requirement applies to all terms regardless of whether the student received financial aid.

## Evaluating Financial Aid SAP

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

- **Qualitative Measure.** Undergraduate students must maintain a cumulative GPA of at least 2.0. All undergraduate coursework is considered when calculating the cumulative GPA for undergraduate degrees. At the graduate level, cumulative GPA is calculated separately for Graduate School programs at the doctoral level and Graduate School programs at the master's level.
- **Pace of Completion.** Students must progress through their educational program at a pace that ensures they will complete the program within the maximum time frame. The pace is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted. Students must successfully complete a minimum of 67% of their cumulative attempted credits (including any transfer credits, advanced placement [AP], or College Level Examination Program [CLEP] credit).
- **Maximum Time Frame.** Students are expected to complete their program within the normal time for completion (122 credits for a baccalaureate degree). However, there may be special circumstances such as a program change or an illness that would prevent students from completing their program of study within the normal time frame.

To accommodate these special circumstances, students may continue receiving aid until they either

1. complete graduation requirements for their program of study, or
2. attempt 150% of the number of credits (including transfer credits, advanced placement, or CLEP credits) required for their program of study, or
3. reach the point where they cannot earn the number of credits necessary to complete their program of study within 150% of required credits for the degree, whichever comes first.

Students become ineligible for financial aid at the time that it is determined that they are unable to complete their degree within the maximum time frame. Transfer students who will transfer more than 50% of the credits needed for their program of study should request that only the credits that

apply to their program of study are accepted by Bethel to ensure that they do not exceed the maximum time frame prior to completing their program of study, and therefore become ineligible for financial aid.

Program of Study	Maximum Time Frame
Undergraduate Certificate	Varies (150% x ___ credits in certificate)
Associate Degree	60 x 1.5 = 90 semester credits
Baccalaureate Degree	122 x 1.5 = 183 semester credits

## Treatment of Special Academic Course Situations

- **Term.** The Office of Financial Aid evaluates SAP at the end of each regular semester. All terms of enrollment are counted for SAP, including terms in which a student did not receive financial aid.
- **Remedial Courses.** Remedial courses are treated the same as non-remedial courses in evaluation of quality, pace, and maximum time frame. Foundations for Academic Readiness (FAR) courses are considered remedial courses.
- **Pass/Fail Courses.** Some of Bethel's courses offer a grade of Satisfactory (S) or Unsatisfactory (U). These courses are not included in the calculation of GPA; they are counted as attempted credits. Courses with an S grade are considered earned credits. Courses with a U grade are not earned credits.
- **English as a Second Language Courses.** Bethel does not offer ESL courses.
- **Repeated Courses.** Courses that a student is repeating are included when determining the student's enrollment status for Title IV purposes as long as the course is not a result of
  - more than one repetition of a previously passed course, or
  - any repetition of a previously passed course due to the student failing other coursework.
 Repeated courses are always included in the cumulative credits attempted and maximum time frame calculation. They are included in the GPA and cumulative credits earned calculations provided the grade for the repeated courses and the original course are both included in the GPA calculation.
- **Audited and Enrichment Courses.** Courses that are audited or not eligible for academic credit are excluded from SAP calculations since they are ineligible for federal, state, or institutional financial aid programs.
- **Earned Credits.** For purposes of this policy, credits in which the student earns a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, or S are considered earned credits, and are counted as both attempted and earned in the pace calculation.
- **Transfer Credits.** College-level courses taken outside of Bethel before students received their high school diploma or GED (e.g., CLEP, Post-secondary Enrollment Option [PSEO], AP) are treated as transfer credits. (PSEO credits attempted at Bethel are treated the same as other courses taken at Bethel after receiving a high school diploma.) Transfer credits are included as both attempted and completed credits when measuring pace, and are included in the maximum time frame calculation. All transfer credits accepted by Bethel will be used in determining when the maximum time frame requirement has been reached. The student may, however, appeal to have only the credits accepted toward his or her Bethel program of study included in the maximum time frame calculation.
- **Change of Majors.** If a student changes majors, the credits earned under all majors will be included in the calculation of attempted, earned, and maximum time frame credits, as well as the GPA calculation.
- **Dropping a Course.** Courses that the student drops after the 100% refund period are included in the cumulative credits attempted and in the maximum time frame. (If a student fails all courses attempted during the term, the financial aid staff will check to see if the student was enrolled for the entire period or unofficially withdrew from school.)
- **Incompletes.** Courses assigned an incomplete grade are included in the cumulative credits attempted and in the maximum time frame. These credits cannot be counted as earned credits until a satisfactory grade is assigned.
- **Second Degree.** Students may attempt up to 150% of the credits required for a subsequent program of study (183 credits for a baccalaureate degree, plus an additional 183 credits for a second baccalaureate degree). Students who already have a first baccalaureate degree are eligible for loans (not grants) if they are pursuing teacher licensure or a second degree (e.g., a student has a B.A. and is now seeking a B.S.).
- **Multiple Majors and/or Dual Degree Students.** Students who choose to earn more than one major or more than one degree at the same time are subject to the maximum time limits of one degree (e.g., 183 credits for a baccalaureate degree).
- **Concurrent Enrollment in Bethel's Schools.** Students who are concurrently enrolled in more than one of Bethel's schools may receive more than one financial aid SAP review each term. Students must be demonstrating SAP in each school they are attending. Failure to demonstrate SAP in any school will affect financial aid eligibility in all schools. For example, if as a result of not demonstrating financial aid SAP in the Graduate School a student's financial aid eligibility is terminated, the student's financial aid eligibility is also terminated at Bethel Seminary, the College of Arts & Sciences, and the College of Adult & Professional Studies.
- **Programs Exempt from Financial Aid SAP Review.** Some private educational loans and employer educational benefits are available to students who are not demonstrating SAP. Students should check with their employer or private educational loan provider to see if they must demonstrate SAP as a condition of receiving these funds. Students enrolled solely in academic programs that are excluded from eligibility for federal, state, and Bethel-funded financial aid are not subject to the financial aid SAP policy.

## Failure to Meet Minimum SAP Standards

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

- **Financial Aid Warning** (formerly referred to as Financial Aid Probation). Financial Aid Warning is a status assigned to a student who fails to make financial aid SAP at an institution that evaluates academic progress at the end of each term. The Financial Aid Warning status lasts for one term. If after the Financial Aid Warning term the student is not demonstrating financial aid SAP, the student becomes ineligible for financial aid (i.e., financial aid terminated).
- **Financial Aid Terminated.** Financial Aid Terminated is a status assigned to students who have lost their financial aid eligibility due to failure to demonstrate financial aid SAP. Students whose financial aid eligibility has been terminated may appeal the termination.

## Appeal of Financial Aid Termination

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

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

- **Financial Aid Probation** (formerly referred to as Financial Aid Probation on appeal). Financial Aid Probation is a status assigned to a student who has successfully appealed the termination of financial aid due to failure to demonstrate financial aid SAP. Students on Financial Aid Probation may receive financial aid for one term.
- **Financial Aid Academic Plan Probation.** If it is impossible for the student to meet the minimum SAP standards after one term, then the institution and the student may agree upon an Academic Plan to monitor the student's academic progress for more than one term. The institution will use the Academic Plan as the benchmark for SAP for the length of time specified in the Academic Plan. Students who fail to fulfill the requirements of the Academic Plan become ineligible for financial aid.

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

## Student Notification

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

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

## Regaining Eligibility

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

## Interpretation and Enforcement

The director of financial aid will have primary responsibility for the interpretation and enforcement of this policy.

## Return of Title IV Funds Policy

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

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

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

## **Departmental Scholarships**

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

### **CGCS SCHOLARSHIP (CAPS)**

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

### **SAGRID E. EDMAN ADULT UNDERGRADUATE SCHOLARSHIP**

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

# FACULTY AND ADMINISTRATION

## Administration: University

### Office of the President

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

### Office of the Provost

Debra K. Harless, Ph.D.	Executive Vice President and Provost
-------------------------	--------------------------------------

### Academic Affairs

Richard D. Crombie, MBA	Vice President and Dean, College of Adult & Professional Studies and Graduate School
Diane L. Dahl, Ph.D.	Dean of Health, Medical, and Social Sciences Division
Judith E. Landrum, Ph.D.	Dean of Education and Ministries Division
L. J. "Sam" Helgerson, Ph.D.	Assistant Dean of Business and Leadership Division

### Admissions

Jennifer Niska, M.A.	Interim Director of Admissions CAPS, GS, Seminary
----------------------	---

### Financial Aid

Jeffrey D. Olson, MBA	Director of Financial Aid
Debra R. Cordova, B.A.	Associate Director of Financial Aid
Laura B. Ellwanger, B.A.	Assistant Director of Financial Aid
Marla J. Rupp, B.A.	Assistant Director of Financial Aid, Compliance and Training

### Library

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

### Registrar

Katrina L. Chapman, M.A.	Registrar
Alissa Allen, M.A.	Associate Registrar, CAPS & GS

### Student Life

Natalie Beazer, M.Ed.	Director of Disability Resources and Services
David Broza, M.A.	Director of Career Development and Calling
Kwai-Yung Carol Chang, M.S.	Associate Dean for International Student Programs and Services
Ann M. Elder, B.A.	Student Success Manager
Ryan T. Gunderson, M.A.	Associate Dean of Student Affairs and Operations
Miriam Hill, Ph.D.	Director of Counseling Services
Elizabeth K. Miller, R.N.	Director of Health Services
Judy A. Ryan, M.A.	Student Success Manager

## Administration: College of Adult & Professional Studies

Annette R. Abel, M.A.	Manager of Administrative Services
Kandice J. Bierle, M.A.	Academic Quality & Assessment Manager
Richard Crombie, MBA	Vice President and Dean, College of Adult & Professional Studies and Graduate School
Diane Dahl, Ph.D.	Dean of Health, Medical, and Social Sciences Division; Program Director, Associate of Science Degree
Nicolette L. Daniels, M.A.	Program Director, Organizational Leadership
Laura Gilbertson, M.Div.	Program Director, Christian Ministries
Ryan T. Gunderson, M.A.	Associate Dean of Student Affairs and Operations
John A. Gunther, M.A.	Academic Services Manager
L.J. "Sam" Helgerson, Ph.D.	Assistant Dean of Business and Leadership Division
Peter J. Jankowski, Ph.D.	Program Director, Human Services
Judith Landrum, Ph.D.	Dean of Education and Ministries Division; Program Director, Associate of Arts Degree
Molly Wickam, Ph.D.	Program Director, Accounting, Business Management, and Finance; Director, Academic Resource Center

### 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

### 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
--------------------------	--

### Health, Medical, and Social Sciences Division

The health, medical and social sciences division oversees academic matters pertaining to the undergraduate programs in health, medical, and social sciences. Faculty members and academically qualified administrators are designated as program directors for undergraduate programs.

Elizabeth Peterson, D.Min.	Associate Dean of Nursing
Krista Hoekstra, M.A.	Program Director, B.S. in Nursing (RN to B.S.)
Peter J. Jankowski, Ph.D.	Program Director, Human Services

### 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.

Elizabeth Peterson, D.Min.	Associate Dean of Nursing
Krista Hoekstra, M.A.	Program Director, B.S. in Nursing (RN to B.S.)

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

# Faculty

## A

**Jentine Arkema**, 2002. B.A., Dordt College. M.A., Bethel University.

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

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

## B

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

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

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

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

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

**Jane Burg**, B.A., Moorhead State University. M.A., Bethel University.

## C

**Craig Case**, 2006. B.A., University of Minnesota, 1992. M.Div., Bethel Seminary, 2000. M.A. in Christian Thought, Bethel Seminary, 2014.

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

## D

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

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

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

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

## E

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

## F

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

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

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

## G

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

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

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

**Ryan Gunderson**, 2010. 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. Jewish Studies, Hebrew University, Jerusalem. B.A., University of Wisconsin - Eau Claire. M.Div., Bethel Seminary. PhD, Luther Seminary.

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

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

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

**Ann Holland**, 2006. 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.

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

## J

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

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

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

## K

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

## L

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

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

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

## M

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

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

## N

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

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

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

## O

**Bethany Opsata**, 2001. B.A. in Business, Bethel College, 1993. M.A. in Human Resources and Industrial Relations, University of Minnesota, 2000. Certified as Senior Professional in Human Resources (SPHR), Human Resource Certification Institute.

## 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.

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

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

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

**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

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

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

## S

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

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

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

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

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

**Sue Steen**, 1983. B.A. in Nursing, Gustavus Adolphus College, 1978. M.S. in Nursing, University of Minnesota, 1982.

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

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

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

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

## T

**Wendy Thompson**, 1998. 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**, 2001-2006, 2010. Diploma in Nursing, Mounds-Midway School of Nursing. B.A. in Psychology, Metropolitan State University, 1987. B.S. in Nursing, Bethel College, 1997. M.A. in Counseling Psychology, Bethel College, 2007. Certificate in Nursing Education, Bethel College. M.A. in Nursing Education, St. Catherine University, 2010. D.N.P. (Doctor of Nursing Practice), St. Catherine University, 2011.

**Charlene Turner**, B.A., University of Washington-Whitewater. M.S.Ed. in School Psychology, University of Washington-Whitewater. Ph.D. in Christian Counseling, Christian Bible College and Seminary. ABD Psy.D. in Clinical Psychology, Minnesota School of Professional Psychology.

## U

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

## V

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

## W

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

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

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

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

# INDEX

---

<b>A</b>	
A.S. in Business and Leadership .....	44
A.S. Individualized Major .....	45
About Bethel University .....	5
Academic Appeals .....	40
Academic Calendar .....	73
Academic Honesty .....	33
Academic Information .....	7
Academic Programs .....	41
Academic Progress, Probation, and Dismissal .....	33
Accreditation and Membership .....	4
Admission .....	74
Admission Calendar .....	78
Admission Categories .....	78
Associate Degrees .....	43
Associate Degrees .....	75
Associate of Arts Degree .....	43
Attendance Policy .....	29
<b>B</b>	
B.A. in Christian Ministries .....	51
B.A. in Human Services .....	56
B.A. in Organizational Leadership .....	61
B.S. in Accounting .....	47
B.S. in Business Management .....	48
B.S. in Finance .....	49
B.S. in Nursing .....	59
Bethel Community Expectations .....	6
Bethel University Mission and Values .....	5
Business .....	46
Business .....	75
<b>C</b>	
Calendar and Student Load .....	29
CAPS Courses by Goal Area .....	25
CAPS Minors .....	63
Certificate in Addiction Studies .....	57
Certificate in Drug and Alcohol Counseling .....	57
Changes in Registration .....	30
Christian Ministries .....	51
Christian Ministries .....	76
Classification of Students .....	24
College of Adult & Professional Studies and Graduate School Mission .....	5
College of Adult & Professional Studies Purpose .....	5
Commencement Ceremony Honors .....	32
Concurrent Enrollment .....	29
Course Descriptions .....	64
Course/Cohort Cancellation Policy .....	78
Curriculum .....	11
<b>D</b>	
Degree Honors .....	32
<b>E</b>	
Elective Credit Options .....	22
Electives .....	22
Extracurricular Activities .....	34
<b>F</b>	
Faculty .....	88
Faculty and Administration .....	86
Financial Aid .....	82
Freedom of Inquiry .....	40
<b>G</b>	
General Education and Core Requirements Bachelor of Arts Degree .....	17
General Education and Core Requirements Bachelor of Science Degree .....	18
General Education by Transfer Level .....	21
General Education Goal Areas, Categories, and Courses .....	13
General Education Overview .....	12
General Education Requirements Associate of Arts Degree .....	16
General Education Requirements Associate of Science Degree .....	16
General Information .....	3
General Requirements for a Baccalaureate Degree .....	9
General Requirements for a Certificate .....	10
General Requirements for Admission to CAPS .....	74
General Requirements for an Associate Degree .....	8
General Studies .....	53
Grading System .....	31
<b>H</b>	
Honor Societies .....	32
Human Services .....	55
Human Services .....	76
<b>I</b>	
Individualized Study .....	35
Intellectual Property Rights .....	40
International (F-1) Student Load .....	29
<b>M</b>	
Minor in Accounting .....	50
Minor in Business Management .....	50
Minor in Christian Ministries .....	52

Minor in Christian Thought .....	52
Minor in Human Services .....	56
Minor in Organizational Leadership .....	62
<b>N</b>	
Nursing .....	58
Nursing .....	77
<b>O</b>	
Open Enrollment Courses .....	24
Organizational Leadership .....	60
Organizational Leadership .....	78
<b>P</b>	
Prerequisites and Corequisites .....	30
Program Admission Requirements .....	75
<b>R</b>	
Readmission Procedure .....	34
Registration Restrictions .....	23
<b>S</b>	
Student Account Information .....	79
Summer Session .....	29
<b>T</b>	
The Family Educational Rights and Privacy Act .....	40
Transcripts .....	32
Transfer Credit Policies .....	20
Transfer Levels .....	20
Tuition and Financial Aid .....	79