

# COLLEGE OF ADULT & PROFESSIONAL STUDIES

**2014–2015 Catalog**



**BETHEL**  
UNIVERSITY

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# General Information

## Publications

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

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

## Policies

It is the official policy and commitment of Bethel University 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 **bethel.edu/disability** for more information.



## Accreditation and Membership

Bethel University is accredited by The Higher Learning Commission and is a member of the North Central Association (**www.hlcommission.org**; 312.263.0456). Bethel is also accredited by the Commission on Collegiate Nursing Education at the undergraduate and master's levels (One Dupont Circle Northwest, Suite 530, Washington, D.C. 20036-1120; phone: 202.877.6791). The nursing program is approved by the Minnesota Board of Nursing.

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

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

## Catalog Information

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

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

## Bethel University Mission and Values

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

# General Information

**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 and the Graduate School strive to meet the unique educational and personal needs of adult learners 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 learners for professional service and leadership through quality educational programs that build on the knowledge and competencies learners have gained in their life experience.

The undergraduate programs at Bethel:

- Develop reflective practitioners by assisting learners to apply theoretical perspectives to issues in the discipline.

# General Information

- Encourage learners to apply a Christian worldview and ethical principles to professional practice.
- Enable learners to adopt new approaches and techniques to information management.
- Prepare learners to apply critical and creative thinking to decision making.

## About Bethel University

Bethel University has been a leader and model in Christian higher education since 1871. Approximately 6,600 students from 49 states and 23 countries are enrolled in undergraduate, graduate, seminary, and adult education programs. Based in St. Paul, Minn., with courses offered online and at satellite locations and an additional seminary location in San Diego, Bethel offers rigorous bachelor's and advanced degrees in nearly 100 fields. Visit [www.bethel.edu](http://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 (CAPS) 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 six bachelor's degree-completion programs taught from a Christian worldview in the areas of business and leadership, communication, healthcare and human services, and Christian ministries, along with a General Studies program. More than 900 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 eight master's programs, a doctoral program in educational leadership with two majors, and numerous certificates and licensures. 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 several locations in the Twin Cities, with class schedules convenient for working adults.

# General Information

## 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 is 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

Founded in 1871, Bethel Seminary is among the 15th largest accredited seminaries in the U.S. with approximately 1,100 students from more than 70 denominations enrolled on campuses in St. Paul and San Diego and through the InMinistry Distance Learning program, a blend of online and face-to-face coursework. Offering a doctor of ministry degree (with seven concentrations), 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 to lead with excellence who will advance the gospel of Jesus Christ among all people in culturally sensitive ways.

## Bethel Community Expectations

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

# Academic Calendar

## Academic Calendar 2014–2015

The 2014–2015 academic year includes three academic terms: Fall Semester 2014, Spring Semester 2015, and Summer Session 2015. Students are provided a course schedule. Special dates and holidays for the 2014–2015 academic year are listed below.

### Fall Semester 2014

#### August 18, 2014–December 21, 2014

Fall Term Begins.....	August 18
Commencement Application Deadline .....	October 31
Registration Opens for Summer Term.....	December 1
Fall Commencement.....	December 20
Fall Term Ends .....	December 21
Christmas Break (no classes) .....	December 22–28

### Spring Semester 2015

#### December 29, 2014–May 31, 2015

Spring Term Begins .....	December 29
Commencement Application Deadline .....	March 31
Registration Opens for Fall Term .....	April 1
Spring Commencement.....	May 24
Spring Term Ends.....	May 31

### Summer Session 2015

#### June 1, 2015–August 16, 2015

Summer Term Begins.....	June 1
Registration Opens for Spring Term.....	August 1
Summer Term Ends .....	August 16

## Admission Requirements

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

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

Visit **[caps.bethel.edu/admissions/apply](https://caps.bethel.edu/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.

## General Requirements for Admission to the College of Adult & Professional Studies

The College of Adult & Professional Studies will consider applicants, including applicants to the General Studies program, 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 **[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 interview, if requested, by the CAPS admissions review committee.

# Admission

## Additional General Admission Requirements: International Applicants

An international student applicant is any candidate who is neither a U.S. citizen nor a U.S. permanent resident alien. International student 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: U.S. Permanent Resident Alien Applicants

U.S. permanent resident alien student applicants must:

- Submit copy of green card.

## Program Admission Requirements:

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

- 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 Management (B.A.)

The business management major 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.

# Admission

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

## Christian Ministries (B.A.)

The Christian ministries major 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.
- ❑ Have a transcript evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.
- ❑ Submit a *Spiritual Reference* form.

## Communication Studies (B.A.)

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

## General Studies (A.A.)

- ❑ 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.

## Human Resource Management Certificate

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

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

## Human Services (B.A.)

The human services major will consider applicants who:

- ❑ Have completed at least 60 semester credits.



# Admission

- 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.

## Individualized Major (A.S.)

- 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.

## 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.
  1. Anatomy and Physiology I (4 semester credits recommended)
  2. Anatomy and Physiology II (4 semester credits recommended)
  3. Chemistry: organic or biochemistry (4 semester credits recommended) or Nutrition (3 semester credits recommended)

# Admission

4. Lifespan Development (3 semester credits recommended)
  5. Microbiology (4 semester credits recommended); and
- 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.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** with your admission letter and at the nursing program orientation.

## Organizational Leadership (B.A.)

The organizational leadership major 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.

# Admission

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

## Admission Categories

If accepted, the student will receive an official letter of acceptance. This letter is valid for up to one year from its date. Students may be accepted directly into a degree-completion cohort or may petition to enter a cohort after acceptance.

- ❑ **Regular Acceptance:** All admission criteria have been met and all admission materials have been received.
- ❑ **Conditional Acceptance:** The student has not met all admission requirements. Remaining requirements must be met prior to deadlines stated in the acceptance letter.
- ❑ **Provisional Acceptance:** Students admitted provisionally may be at some risk regarding academic success. All new students entering at transfer levels 1 and 2 will receive provisional acceptance. Students admitted who have not achieved the minimum GPA, grade standards, or other assessment criteria will receive provisional acceptance. A minimum GPA adequate for Good Standing academic status and a GPA of 2.25 in one's major must be earned in the first academic term of enrollment in order to continue in the program. Acceptable scores on all required Accuplacer assessments are required to continue in the program.

## Admission Calendar

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

## Course/Cohort Cancellation Policy

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

## Typical and Program-specific Student Costs

Visit [caps.bethel.edu/financial-aid/tuition](https://caps.bethel.edu/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 their course(s). Students are responsible for payment reaching the St. Paul Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance of registration for funds to be disbursed at the beginning of the term. A finance charge of 1% per month will be assessed on any charges more than 30 days past due. Enrollment for succeeding courses is dependent on full payment of the previous expenses.

### Online Monthly Statements

Around the 17th of each month, an email will be sent to each student's Bethel email address alerting him or her that the Bethel University online monthly statement is available to view, 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).

### Payment Options

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

# Finances

Ways to make a payment:

**Online by electronic check:** Authorize a one-time payment of automatic withdrawal 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 their account and/or make online payments, the student will need to authorize him/her as a user through Blink. Once the student has followed the steps below, the authorized user will be sent an email with further instructions. If the authorized user does not receive the email, it may have been delivered to his or her junk mailbox. Visit [bethel.edu/business-office/authorized-users](http://bethel.edu/business-office/authorized-users) for more information.

Authorize a user through Blink (Student Services tab > My Bethel Account channel > Make a Payment). This will direct you to the TouchNet/Bill-Pay site. Click My Account on the toolbar > Authorized Users and follow the prompts.

## 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.

## 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 or her diploma until all financial obligations have been met.

## Finance Charges

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

## Past Due Accounts

A student who is not currently registered at Bethel University, and has an account balance more than 60 days past due may be transferred to Educational Computer Systems, Inc. (ECSI). ECSI is a collections 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 readmittance.

In the event Bethel University has to incur any expense in collecting on a student account, the student will be required 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 33–40%.

## 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.

## Child Day Care Center

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

## Refund Schedule and Withdrawal Policy

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

The refund schedule for the 2014-15 academic year is:

<b>Request is received</b>	<b>Refund</b>
During week 1	100%
During week 2	50%
During week 3	25%
After week 3	0%

Week 1 is the Monday through Sunday week that includes the start date of the course. Whether the course has met in a given week shall not affect the refund schedule. Course dates are available on Blink.

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

## 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; and
- Stamped "paid" (provided payment for the course has been received).

## Military and Veterans Educational Benefits

If you need assistance in determining what military or veterans benefits you may be eligible for, contact Bethel's Veterans Resource Center at 651.635.8096 or email [veterans-center@bethel.edu](mailto:veterans-center@bethel.edu). If you qualify for GI benefits and intend to use them, you must contact the certifying official at Bethel University in the Office of the Registrar at 651.635.8734 (800.255.8706, ext. 8734).

## Student Health Insurance

Students who are registered for one credit or more may purchase the health insurance plan made available through Bethel University. If you would like information about this plan, 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/requirement](http://bethel.edu/offices/health-services/health-insurance/requirement)**. Mention that you are a student enrolled at the College of Adult & Professional Studies.

## Business Office Questions

College of Adult & Professional Studies: **[bethel.edu/business-office/caps](http://bethel.edu/business-office/caps)**

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.
2. Complete the *Free Application for Federal Student Aid* (FAFSA), available online at **[www.fafsa.gov](http://www.fafsa.gov)** (use Bethel's federal school code: 002338).
3. Visit **[caps.bethel.edu/financial-aid/apply](http://caps.bethel.edu/financial-aid/apply)** to complete the *Bethel University Application for Federal Aid*.
4. 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 **[caps.bethel.edu/financial-aid/types](http://caps.bethel.edu/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 College of Adult & Professional Studies learner 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 [caps.bethel.edu/financial-aid/eligibility/academic-progress](https://caps.bethel.edu/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 (6) days after the end of each term (fall, spring, and summer) using three benchmarks: Qualitative Measure, Pace, and Maximum Time Frame.

# Finances

- **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 doctoral programs and Graduate School non-doctoral programs.
- **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 (a) complete graduation requirements for their program of study, or (b) attempt 150% of the number of credits (including transfer credits, advanced placement, or CLEP credits) required for their program of study, or (c) 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.

<b>Program of Study</b>	<b>Maximum Time Frame</b>
Undergraduate Certificate	Varies (150% x ____ credits in certificate)
Associate Degree	$60 \times 1.5 = 90$ semester credits
Baccalaureate Degree	$122 \times 1.5 = 183$ 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 (a) more than one repetition of a previously passed course, or (b) 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.

# Finances

- **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).

# Finances

- **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 College of Adult & Professional Studies 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 Graduate School.
- **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.

College of Adult & Professional Studies students should contact the Office of Financial Aid for information on available resources to help in developing Academic Plans.

## 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 (meaning ‘federal’) Funds” 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.

## 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 learners 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 47 credits of required general education courses through the General Studies program. Students can earn an associate of arts (A.A.) degree, which requires 60 credits, by completing the 47 credits in the General Studies program and an additional 13 credits of elective courses. An associate of science (A.S.) degree is offered in business and leadership. Bachelor of arts degrees are offered with majors in: business management, Christian ministries, communication studies, healthcare leadership, human services, and organizational leadership. A bachelor of science degree is offered with a major in nursing. Minors are offered in business management, Christian ministries, Christian thought, communication studies, healthcare leadership, human resource management, human services, and organizational leadership. A certificate is offered in human resource management. Detailed information about each degree, minor, and certificate program—including admission and graduation requirements and course descriptions—is provided in this publication.

The core sequence of each major is structured as a series of courses taken one at a time with classes meeting one evening or Saturday morning each week, or online. A supportive learning community is achieved through the cohort model—a small group of usually no more than 24 learners 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 and for the A.S. degree the required courses for a major (see: Academic Information).
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:
  - At least 28 credits;
  - At least half of the credits used to meet the requirements of the major;
  - A contemporary Christian issues course; and
  - A minimum of three semester credit hours in general education Bible and theology courses.
  - Specific courses in a program may be required to be taken in residence.

# Academic Information

3. Completion of required general education curriculum for College of Adult & Professional Studies students, distributed as indicated (see: Academic Information: General Education Requirements).
4. Completion of the requirements of a major (see: Academic Programs and Disciplines).
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

### 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 learners 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 learners 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; and
- Human, social, and environmental relationships in a global and diverse world.

## General Education Overview

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

Goal Area 1:       Communication

Goal Area 2:       Critical Thinking

Goal Area 3:       Natural Sciences

Goal Area 4:       Mathematical/Logical Reasoning

Goal Area 5:       History and the Social and Behavioral Science

Goal Area 6:       The Humanities and Fine Arts

In each required course under these themes, learners work on one or more of the personal capacities, such as mathematics, writing, and speaking. These university-wide requirements, courses in one's major field, and

# Academic Information

elective courses that learners select constitute the total Bethel academic program and result in a minimum of 60 semester credits for graduation with an associates degree or 122 semester credits for graduation with a baccalaureate degree. To summarize:

## **Associate of Arts Degree**

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

## **Associate of Science Degree**

General education and electives	31 semester credit hours
Major core sequence	<u>+ 29 semester credit hours</u>
Required to graduate	122 semester credit hours

## **Baccalaureate Degree**

General education and electives	74–85 semester credit hours
Major core sequence	<u>+ 37–48 semester credit hours</u>
Required to graduate	122 semester credit hours

Learners 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:** Though not required, many learners choose to complete a minor to pursue an area of interest or as a complement to 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 Course Categories

Courses that meet requirements for specific general education categories are designated by the category letter in the course number suffix.

<u>Letter</u>	<u>Category</u>	<u>Goal Area</u>
A	Responding to the Arts GENS150A	6
E	Global Cultures and the American Mosaic BIBL341E, BUSN310E, COMM340E, GENS255E, HUSE430E, NURS421E	5
H	Ethics CHMN452H, COMM433H, HCLP485H, HUSE480H, ORGL465H, PHIL325H, PHIL425H	6
M	Mathematics MATH180M, MATH301M, PSYC335M	4
P	Contemporary Christian Issues COMM430P, COMM441P, GENS413P	6
R	Academic Research Writing CHMN350R, GENS225R, ORGL340R	1
T	Technology in Our World GENS285T	3
V	Studies in Our Surrounding World GENS275V	3
W	Work and Family Dynamics GENS170W, GENS175W, HUSE300W	5
Y	Health and Wellness HEPE260Y	3

## Purpose of General Education Courses and Course Categories

### 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.

#### **GENS130 • Successful Writing**

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

#### **Category R • Academic Research Writing**

Development of academic research writing skills: critical evaluation of logical and rhetorical persuasion, and documentation of research sources—attributions, in-text citations and a source list—according to a recognized academic format (APA, MLA, or the like). Also, a review of core writing skills such as planning, drafting, revising, and editing.

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

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

## Goal Area 2: Critical Thinking

### **GENS110 • 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. GENS110 is required in residence at transfer level 2 and down.

### **GENS120 • Personal Mission and Leadership Development**

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

## Goal Area 3: Natural Sciences

### **Category T • Technology in Our World**

Courses in this category address the linkages of science and technology with other aspects of our lives in contemporary society. Each course covers the scientific and technological basis of a particular area and then focuses on the relationships between that area and other human values, choices, lifestyles, aesthetics, or worldviews.

### **Category V • Studies in Our Surrounding World**

Courses in this category are designed to introduce the process of modern science and science as a way of knowing via an in-depth examination of a specific science content area, including biology, physics, chemistry, geology, general science, astronomy, or closely related fields.

### **Category Y • Physical Wellness for Life**

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

## Goal Area 4: Mathematical/Logical Reasoning

### Category M • Mathematics

Courses in this category explore mathematical ideas with which a liberally educated person should be familiar in order to function well in a technological society. In the nursing major, a statistics course is recommended.

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

### History: GENS240 or GENS250

#### GENS240 • Christianity and Civilizations

Survey of the mutual influence of the Christian church and the civilizations that arose from the Roman Empire. Learners will consult historical documents, literary and philosophical texts, video and audio clips, and artistic images. They will reflect on how the past shapes and informs the present.

#### GENS250 • American History

A survey of American history from early native American communities to the industrial revolution. Examination of major social, cultural, economic, political, and religious changes over time in the American experience.

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

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

### Category W • Work and Family Dynamics

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



## Goal Area 6: The Humanities and Fine Arts

### **BIBL230 • The Bible in Real Life**

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

### **CHMN140 • Spiritual Quest**

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

**Theology:** A theology course is required of all baccalaureate students and is offered in the major core sequence in each major.

Select one course from:

### **THEO415 • Understanding Worldviews**

Study of the basic elements of a Christian philosophy of life, including comparison with other life philosophies and application to life in contemporary organizations and professions.

### **THEO441 • Christian Theology**

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.

### **Category A • Reading and Responding to the Arts**

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

### **Category H • Ethics**

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.

## Category P • Contemporary Christian Issues

Courses in this category will explore selected topics that challenge learners to make personal and collective choices within the broad demands of life. Courses emphasize either deeper levels of self-understanding or a sharpened sense of some of the complex issues present in our contemporary society. The primary goals are to cultivate holistic and biblically based views of oneself and the world and to facilitate ethical decision making in facing these issues. A “P” course is required of all baccalaureate students and is offered in the major core sequence in each major.

## Transfer Levels

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

90 credits or more.....	Level 6
60–89.99 credits.....	Level 5
45–59.99 credits .....	Level 4
30–44.99 credits with GPA 2.00 or above .....	Level 3
30–44.99 credits with GPA below 2.00 .....	Level 2
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.

## Restrictions on Learner Registration in Courses

### Transfer Levels 1 and 2

Learners will be restricted from enrolling in any CAPS course except for GENS110 until the achievement of the following:

Successful completion of GENS110 and;

- Score indicating appropriate preparedness on placement assessments in reading comprehension and writing; or
- Successful completion of GENS029 and GENS030.

## General Education Requirements Associate of Arts Degree

### Goal Area 1: Communication

3 courses including an R course

- Academic Research Writing (R category)
- Basic Communication Skills (COMM160)
- Successful Writing (GENS130)

### Goal Area 2: Critical Thinking

2 courses

- Personal Mission and Leadership Development (GENS120)
- Succeeding in College (GENS110)

### Goal Area 3: Natural Sciences

3 courses

- Physical Wellness for Life (Category T)
- Studies in Our Surrounding World (Category V)
- Technology in Our World (Category T)

### Goal Area 4: Mathematical/Logical Reasoning

1 course

- Mathematics (Category M)

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

3 courses

- History (GENS240 or GENS250)
- Global Cultures and the American Mosaic (Category E)
- Work and Family Dynamics (Category W)

### Goal Area 6: The Humanities and Fine Arts

3 courses

- Responding to the Arts (Category A)
- 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: Communication**

2 courses including an R course

Academic Research Writing (R category)

Successful Writing (GENS130)

### **Goal Area 2: Critical Thinking**

2 courses

Succeeding in College (GENS110)

### **Goal Area 3: Natural Sciences**

2 courses

Physical Wellness for Life (Category T)

Technology in Our World (Category T)

### **Goal Area 4: Mathematical/Logical Reasoning**

1 course

Mathematics (Category M)

### **Goal Area 5: History and the Social and Behavioral Science**

2 courses

History (GENS240 or GENS250)

Global Cultures and the American Mosaic (Category E)

### **Goal Area 6: The Humanities and Fine Arts**

2 courses

Responding to the Arts (Category A)

Spiritual Quest (CHMN140)

## General Education Requirements Baccalaureate Degree

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

### Goal Area 1: Communication

3 courses including an R course

Academic Research Writing (R category)

Basic Communication Skills (COMM160)

Successful Writing (GENS130)

### Goal Area 2: Critical Thinking

1 course

Succeeding in College (GENS110)

### Goal Area 3: Natural Sciences

3 courses

Physical Wellness for Life (Category T)

Studies in Our Surrounding World (Category V)

Technology in Our World (Category T)

### Goal Area 4: Mathematical/Logical Reasoning

1 course

Mathematics (Category M)

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

3 courses

History (GENS240 or GENS250)

Global Cultures and the American Mosaic (Category E)

Work and Family Dynamics (Category W)

### Goal Area 6: The Humanities and Fine Arts

6 courses including Theology, an H course, and a P course

Ethics (Category H)

Contemporary Christian Issues (Category P)

Responding to the Arts (Category A)

Spiritual Quest (CHMN140)

The Bible in Real Life (BIBL230)

Theology (THEO415 or THEO441)

# Academic Information

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:

- A Contemporary Christian Issues (P category) course;
- An Academic Research Writing (R category) course;
- An Ethics (H category) course; and
- A Theology course (THEO415 or THEO441).

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:

- A Contemporary Christian Issues (P category) course;
- An Academic Research Writing (R category) course;
- An Ethics (H category) course; and
- A Theology (THEO415 or THEO441) course.

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:

- A Contemporary Christian Issues (P category) course;
- An Ethics (H category) course; and
- A Theology course (THEO415 or THEO441).

## General Education Transfer Levels

Students must complete all General Education required courses and experiences listed on the General Education Transfer Level chart below that are indicated by an “X” for their entry level. Some requirements are fulfilled within the requirements of certain majors. See major requirements for details.

Entry Level	1	2	3	4	5	6	MNTC	AA	BD
BIBL230	X	X	X	X	X	X			
CHMN140	X	X	X	X	X	X			
COMM160	X	X	X	X	X	X			
GENS110 <sup>1</sup>	X	X	X	X	X	X			
GENS120	X	X	X	X	X	X			
GENS130 <sup>2</sup>	X	X	X	X	X	X			
GENS240/GENS250	X	X	X	X	X	X			
THEO415 or THEO441 <sup>3,4,5</sup>	X	X	X	X	X	X	X	X	X
Category A	X	X	X	X	X	X			
Category E	X	X	X	X	X	X			
Category H <sup>3,5</sup>	X	X	X	X	X	X	X	X	X
Category M	X	X	X	X	X	X			
Category P <sup>3,4,5</sup>	X	X	X	X	X	X	X	X	X
Category R <sup>6</sup>	X	X	X	X	X	X	X	X	
Category T	X	X	X	X	X	X			
Category V	X	X	X	X	X	X			
Category W	X	X	X	X	X	X			
Category Y	X	X	X	X	X	X			

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

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

<sup>3</sup> This General Education requirement is fulfilled within the requirements of the baccalaureate major.

<sup>4</sup> Residency requirement.

<sup>5</sup> May not be replaced by a different goal area 6 course.

<sup>6</sup> May not be replaced by a different goal area 1 course.

## Electives

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

NOTE: The College of Adult & Professional Studies elective courses are not open to degree-seeking students enrolled in the College of Arts & Sciences.

Elective courses may be taken:

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

## Elective Credit Options

In 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 the A.A. degree and 122 for all bachelor's degree programs.

Applicants need to pursue elective credit options unless they meet all the prerequisite and general education courses required for admission and graduation, and transfer in the following number of semester credits:

<u>Major</u>	<u>Semester Credits</u>
Business Management.....	73
Christian Ministries .....	80
Communication Studies .....	74
Healthcare Leadership .....	83
Human Services .....	74
Nursing .....	83
Organizational Leadership .....	80



# Academic Information

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 offered through the College of Adult & Professional Studies at Bethel University are listed in this catalog in the respective academic disciplines. Learners may opt to add a minor to their bachelor's degree program. A minor is a series of courses, between 18 and 24 credits, in an academic discipline outside of the learner's major. The six minors offered in CAPS are described under "Academic Programs and Disciplines" in this catalog.

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

## Option 2

### Credit from Nationally Accredited Institutions

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

## Option 3

### Educational Experiences in the Armed Forces

Learners 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](http://jst.doded.mil)) is required.

## Option 4

### Standardized Subject Examinations

Learners may earn college credits by successfully passing a standardized exam in content areas for which they have not already earned college credit. CAPS learners can earn up to thirty (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.

# Academic Information

- **DSST (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 (College-Level Examination Program):** Examinations are administered at various testing sites in the Twin Cities. More than 30 CLEP examinations are available on a variety of academic subjects. With a passing score, college credit is earned. CLEP scores are valid for 20 years.
- **AP (Advanced Placement), Excelsior, and IB (Higher Level International Baccalaureate):** Learners 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. Learners 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). Learners may have their trainings 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 if credit will be awarded. Learners may contact the coordinator for prior learning for the most current information and policies related to the process. An assessment fee is charged based on the number of credits requested, not based on the number of credits awarded.

## Elective Credit Options Guidelines

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

- Options 1, 2, and 3:** Official transcripts will be reviewed by academic services to determine the number of credits Bethel will accept.
- Option 2:** Total credit from this option may not exceed 30 semester credits.
- Option 3:** A copy of DD Form 214 or DD Form 295 may be submitted for evaluation only if none of the specified transcripts exist.
- Option 4:** Total credit from this option may not exceed 30 semester credits.
- Options 5 and 6:** Total combined credits from Options 5 and 6 may not exceed 30 semester credits. This total includes credit earned from competency-based education (CBE) at other regionally accredited institutions. Credit earned through Options 5 and 6 is identified on the transcript as *Prior Learning Assessment Credit*.
- Options 5 and 6:** Credit earned through options 5 and 6 is eligible for application toward elective credit only, not to fulfill general education requirements or the requirements of any major, minor, or certificate.
- Credit is awarded only when the content does not overlap or repeat courses already on a student's transcript. To avoid overlap or repetition, approval from academic services will be required.
- 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 learner's final semester of enrollment. Permission to exceed this time frame is required from academic services for transfer credit or from the coordinator for prior learning for prior learning assessment credit.
- Bethel awards credit for Options 3, 4, and 5 based on recommendations in the *Directory of the American Council on Education's College Credit Recommendation Service (CREDIT) in The Guide to Educational Credit by Examination; The Guide to the Evaluation of Educational Experiences in the Armed Forces; and The National Guide to College Credit for Workforce Training*.

## Credit for Prior and Experiential Learning

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

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

## Transfer Student Requirements

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 other institutions 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. Nursing applicants must have a GPA of 2.5 or higher.

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

## 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 semester is:

1. Full time = 12 credits or more per semester
2. Part time = fewer than 12 credits
  - a. Half time = 6 –11 credits
  - b. Less than half time = fewer than 6 credits

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

## International (F-1) Student Load

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

## Class Attendance

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

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

The CAPS attendance and participation policy emphasizes faculty and learner responsibility for interactive adult learning:

- In course syllabi, faculty will designate the value of participation in interactive learning activities in the classroom, in the field, and online;
- Learners are responsible to participate in and complete all interactive learning activities and to master their content;

# Academic Information

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

## Attendance Requirements for Students Auditing a Course

Auditing is defined as “observation in the classroom setting.” Auditors are required to meet the attendance and other requirements set by the instructor. Auditors who do not meet the attendance and other requirements will be graded *WZ*. Participation for auditors beyond attendance in class activities is at the instructor’s discretion. Students may change their registration status in a course between credit and audit no later than the midpoint 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 pre-requisite(s) must be completed prior to the course.

**Course corequisites** are listed with each course description. Two or more courses listed as corequisites to each other can only be taken together. Otherwise, a course’s corequisite(s) can be completed either prior to the course or simultaneously.

## Changes in Registration

1. Any student 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 learner success for further assistance.
2. The student is responsible for all charges incurred (see: Tuition and Fees) and for any loss of financial aid or change of loan deferment status.
3. A new course may not be added without Business Office permission to register.
4. Regulations for dropping a course are explained in this catalog (see: Grading System—Grade of *W*).
5. No change of registration is complete until the change is displayed through Blink or a petition form has been properly completed and filed with academic services.

## Grading System

Coursework is evaluated on the following scale:

<u>Grade</u>	<u>Definition</u>	<u>Grade Points</u>	<u>Grade</u>	<u>Definition</u>	<u>Grade Points</u>
A	Exceptional	4.0	AU	Audit	NA
A-		3.7	CR	Credit	NA
B+		3.3	I	Incomplete	NA
B	Good	3.0	IP	In Process	NA
B-		2.7	N	No Grading	NA
C+		2.3	NR	Not Reported	NA
C	Satisfactory	2.0	S	Satisfactory	NA
C-		1.7	U	Unsatisfactory	NA
D+		1.3	W	Withdrawal	NA
D	Minimally Acceptable	1.0	WZ	Audit Withdrawal	NA
F		Failing	0.0		

# Academic Information

An instructor has the option of affixing a minus to the grade of *A*, a plus or a minus to the grades of *B* and *C*, and a plus to the grade of *D*. A plus increases the number of grade points awarded by 0.3, and a minus decreases the number of grade points awarded by 0.3. All grades are considered final and are not subject to change except for errors in calculation, or as a result of a formal grade appeal process. Contact academic services for procedure. The *I* is changed when work is completed or the deadline has been reached (see: Grade of *I*).

The GPA is determined by dividing the number of grade points by the number of credits the student has attempted. Courses with the following grades are not included in the GPA calculation: *AU*, *CR*, *I*, *IP*, *N*, *NR*, *S*, *U*, *W*, and *WZ*. Any course may be repeated, in which case only the last attempt is used in computing the GPA.

The GPA is calculated only on the basis of credits attempted at Bethel. In order to receive a baccalaureate degree, the student shall have earned at least a 2.0 overall GPA and a 2.25 GPA in the major.

## Grade of *AU*

The grade *AU* is given when the student audits the course. Students wishing to audit a course must secure the consent of their 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 *W*. Participation beyond attendance in class activities is at the instructor's option. A student may change to or from audit status with the instructor's approval only during the 60% of the course.

## Grade of *CR*

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

## Grade of *I*

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



# Academic Information

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

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

CHMN491      Ministry Practicum

## 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 at least *D*-level achievement.

## Grade of *W*

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

## Transcripts

Transcripts are available showing all academic work done to date at Bethel University. Both electronic and paper versions of transcripts are available. Electronic transcripts start at \$6 and are processed within 2–3 business days. Paper transcript costs vary and are processed within 5 business days (plus mail time). Questions regarding transcripts should be addressed to the Office of the University Registrar.

# Academic Information

To order a transcript:

Those with a Bethel Community Account (students and alumni) can order official transcripts online at **[bethelnet.bethel.edu/ureg/transcripts](https://bethelnet.bethel.edu/ureg/transcripts)**.

Those without a Bethel Community Account can visit **[iwantmytranscript.com](https://www.bethel.edu/iwantmytranscript.com)** to order an official transcript.

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

## Degree Honors

Honors at graduation for bachelor's degrees will be awarded to learners who achieve a cumulative CAPS GPA of 3.9 or higher.

## Commencement Ceremony Honors

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

## Honor Societies

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

- Sigma Theta Tau International, Honor Society of Nursing

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

## Academic Progress, Probation, and Dismissal

### 1. Academic Warning

Students may be given an academic warning any time their cumulative GPA is below 2.0 overall and/or below 2.25 in their major. Academic warnings are advisory and are not recorded on the transcript.

# Academic Information

## 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:

<u>Cumulative Semester Credit Hours</u>	<u>Minimum Cumulative GPA for Good Standing</u>
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:

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

## 4. Appeals

Student appeals of academic policies must be filed according to the College of Adult & Professional Studies Appeals Process policy. The *Academic Appeal* form is available through Blink (Home tab > Forms channel > CAPS Programs menu > CAPS Students submenu > Academic Appeal).

## Grade Forgiveness Policy

Current students who have returned to Bethel after an absence of at least six years may petition to have their earlier work removed from the current cumulative GPA calculations. All prior academic work at Bethel will then be treated as transfer credit in the calculation of all GPAs for academic status, and will therefore not be calculated into the cumulative GPA on the official transcript. Students who receive grade forgiveness are not eligible for degree honors.

## 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, as well as dismissal from the university. Penalties are given at the discretion of the faculty member, and offenders may be referred to the dean of the College of Adult & Professional Studies/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.;

# Academic Information

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

## Academic Appeals

Appeals related to academic progress, programs, dismissal, graduation, status in programs, and application of academic policies are made to the CAPS Appeals Committee. Consult your student success advisor for procedures.

All course-related academic appeals (course grades, academic dishonesty, complaints about course content or procedures, etc.) are handled in the following manner:

1. 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 or academic department chairperson (hereafter referred to as the program director).

2. If, after talking with the instructor and the program director, the student still thinks he or she is being treated unfairly or not in accordance with announced policies, the student may appeal in writing to the CAPS Appeals Committee. This written appeal must be received within three weeks after the decision or incident in question.

## Concurrent Registration

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

The College of Adult & Professional Studies courses are not open to degree-seeking students enrolled in the College of Arts & Sciences at Bethel University.

## Classification of Learners

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

Freshman	0–29.99 credits
Sophomore	30–59.99 credits
Junior	60–89.99 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.

## Extracurricular Activities

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

## Readmission Procedure

Former students who wish to re-enroll at Bethel must request registration and must obtain permission to register from the Business Office. Program director permission to readmit is required for any learner whose academic status was not in good standing at the time of dismissal or voluntary withdrawal. In addition, students who have been away for one full academic year or more must file an *Application for Readmission*. Contact a College of Adult & Professional Studies student success advisor for forms and procedures.

## Individualized Study

### Academic Internship

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

### Policy

1. An acceptable internship is one that expects the student to:
  - a. Make a deliberate application of one's academic knowledge and skills;
  - b. Continue to learn as stimulated by the problems and issues encountered;
  - c. Grow in one's personal maturity and confidence in one's abilities; and
  - 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.

# Academic Information

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 learner 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 ten 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.); and
  - e. Meet additional criteria as established by each department.
6. An internship must be two to four credits with the following minimum time required onsite:
  - Two-credit internship.....90 hours
  - Three-credit internship .....135 hours
  - Four-credit internship..... 180 hours
7. A maximum of nine credits in internships may be taken. Each separate internship must have goals and objectives different than the prior ones taken for credit.
8. Internships are graded *S/U* (see: Grading System).
9. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.
10. Students must submit a completed and signed *Contract for Academic Internship* for approval to the registrar no later than the final day of the preceding semester. The form is available through Blink (Home tab > Forms channel > CAPS Programs > CAPS Students > Internship).

## Course by Arrangement

A learner 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 learner 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 learner.



# Academic Information

## 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. Learners 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. Learners must have at least sophomore-level class standing (at least 30 earned credits) at the time the CBA begins;
  - d. Learners 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; and
  - e. Upon fulfilling the CBA, students receive credit on their transcript for the course. A copy of the CBA request will be placed in a student's permanent file. CBA is graded on an *A–F* or *S/U* basis according to the normal grading system of the course in its regular format.
2. Complete the following procedures to obtain approval of a CBA request:
  - a. The Course by Arrangement form is available through Blink (Home tab > Forms channel > CAPS Programs > CAPS Students > Course by Arrangement).
  - b. The learner 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 learner and supervisor. Learners doing research off campus will contact their supervisor by phone at regular intervals, at the learner's expense.
  - c. The CBA request is then submitted to the program director for approval, if different from the supervisor of the study, and to academic services.
  - d. The learner submits the completed and signed agreement to CAPS during the registration dates for the term in which it is to take place.
  - e. Processing of the agreement by the registrar validates the agreement.
  - f. Should the learner wish to appeal the above policies, the proposed agreement will be reviewed by the College of Adult & Professional Studies Appeals Committee.

## 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 learner's program director (signifying that the CPT is relevant to the learner'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 learner will be billed a \$400 course fee per term of non-credit CPT. Course number 376 in the appropriate discipline is assigned to CPT for credit, and may be taken for 1–4 credits per term, and is repeatable.

### Policy

1. An acceptable CPT experience is one that expects the student to:
  - a. Make a deliberate application of one's academic knowledge and skills;
  - b. Continue to learn as stimulated by the problems and issues encountered;
  - c. Grow in one's personal maturity and confidence in one's abilities; and
  - 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.

# Academic Information

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

## Directed Study

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

## Policy

1. Students may engage in an elective directed study under the following regulations:
  - a. The proposed study must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within an existing course. The amount and distribution of work should be similar to that of a regularly offered course of comparable credit.
  - b. Learners must have demonstrated in program coursework that they have the capability and background to study independently. Learners must have an overall GPA of 3.0 or higher as certification of this ability.
  - c. Learners 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, learners receive credit on their transcript for the course as titled. A copy of the agreement will be placed in a student's permanent file. Directed study is graded on an *A–F* basis, not *S/U*.
2. Complete the following procedures to obtain approval of a directed study proposal:
  - a. The *Directed Study Agreement* form is available through Blink (Home tab > Forms channel > CAPS Programs > CAPS Students > *Directed Study*-PDF).
  - b. The student meets with the faculty member who will supervise the study. They jointly prepare the agreement form, listing the objectives of the study, its relationship to the student's overall program, the specific content and procedures of the study, the definition of student and faculty roles, the product or response to be made by the student on which his or her learning will be evaluated, and the number and frequency of regular contacts between the student and supervisor. Learners doing research off campus will contact their supervisor by phone at regular intervals, at the learner's expense.
  - c. The Directed Study Agreement is then submitted to the program director for approval, if different from the supervisor of the study, and to academic services.
  - d. The student submits the completed and signed agreement to CAPS during the registration dates for the term in which it is to take place.
  - e. Processing of the agreement by the registrar validates the agreement.
  - f. Should the student wish to appeal the above policies, the proposed agreement will be reviewed by the College of Adult & Professional Studies Appeals Committee.

## Intellectual Property Rights

In addition to the responsibilities learners have to abide by standards of academic integrity, learners 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 learner is enrolled.
- Any other use of learner work must credit the learner as the author of the work and must be authorized by the learner. (If a learner 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.)
- Learners 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 learners may choose to co-author with a faculty member, students own their research and any other materials they design independently.
- Learners are encouraged to copyright written materials when releasing them outside of the classroom. Learners 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 learners have the right to free inquiry and scholarly investigation. Learners are encouraged to discuss all topics freely and to exchange ideas in a mutually respectful manner. They are also free to publish any findings or recommendations, either individually or in association with others, provided they make no claim to represent the university without due authorization, and they have secured the appropriate IRB approvals if necessary.

## The Family Educational Rights and Privacy Act

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

Bethel University will notify students annually of their rights under the act by publishing such information in the university catalog. A complete policy is included in the College of Adult & Professional Studies/Graduate School Student Handbook at Bethel University or from the Office of the Registrar.

Currently enrolled and former students have a right to inspect their educational records upon written request. Students must request permission in writing to inspect their records and must present that request to the appropriate office as noted in item three of this policy. The records will be made available to the student for inspection not more than 45 days following the request. A university employee will be present when students inspect their records.

## Course Numbers, Levels, and Credits

The primary purpose of Bethel’s course number system is to identify the intended clientele of each course, its level of content and material, and any necessary course background. Courses are primarily designed for students at the levels indicated below. Students must have at least junior standing to enroll in 300- or 400-level courses, except when noted in the course description in this catalog.

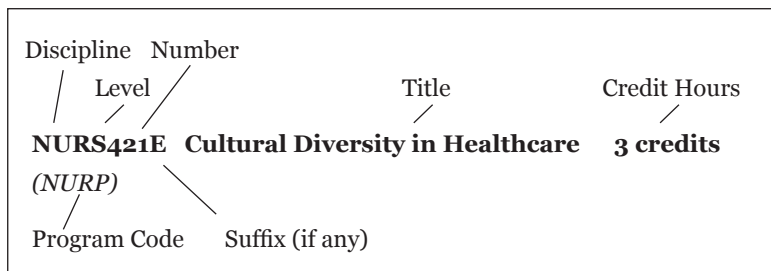
### Foundational

000–099: Not degree applicable

Undergraduate Lower Division      Undergraduate Upper Division

100–199: Freshman      300–399: Junior

200–299: Sophomore      400–499: Senior



## Academic Discipline Codes and Descriptions

The discipline code indicates the academic discipline being studied.

<b>BIBL</b>	Biblical Studies
<b>BUSN</b>	Business
<b>CHMN</b>	Christian Ministries
<b>COMM</b>	Communication
<b>CORE</b>	Core Distinctives
<b>ECON</b>	Economics
<b>ENGL</b>	English Literature
<b>GENS</b>	General Studies
<b>HCLP</b>	Healthcare Leadership
<b>HEPE</b>	Health and Physical Education
<b>HRMA</b>	Human Resource Management
<b>HUSE</b>	Human Services
<b>MATH</b>	Mathematics
<b>NURS</b>	Nursing
<b>ORGL</b>	Organizational Leadership
<b>PHIL</b>	Philosophy
<b>PSYC</b>	Psychology
<b>SOCL</b>	Sociology
<b>THEA</b>	Theatre Arts
<b>THEO</b>	Theology



## Suffix Codes and Descriptions

The suffix code, if any, indicates what general education requirement a course fulfills.

<b>A</b>	Reading and Responding to the Arts
<b>E</b>	Global Cultures and the American Mosaic
<b>H</b>	Ethics
<b>M</b>	Mathematics
<b>P</b>	Contemporary Christian Issues
<b>R</b>	Academic Research Writing
<b>T</b>	Technology in Our World
<b>V</b>	Studies in Our Surrounding World
<b>W</b>	Work and Family Dynamics
<b>Y</b>	Health and Wellness

## Major Codes and Descriptions

<b>BUSM</b>	Business Management
<b>CHMM</b>	Christian Ministries
<b>CHTM</b>	Christian Thought
<b>COSM</b>	Communication Studies
<b>HUSM</b>	Human Services
<b>ORLM</b>	Organizational Leadership

## Certificate Code and Description

<b>CHRM</b>	Certificate in Human Resource Management
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*Note: Bethel University reserves the right to withdraw, modify, or add to the list of courses or the course descriptions printed in this catalog.*

# Academic Programs and Disciplines

## Associate Degrees and General Studies

The General Studies curriculum comprises 46-77 credits of lower-division general education courses required of learners intending to earn an Associate of Arts (A.A.) or Bachelor of Arts (B.A.) degree through the College of Adult & Professional Studies. Learners will also be given the opportunity to complete the number of credits required for the A.A. degree (60 credits) by taking elective courses or by earning credits through the other elective credit options.

The program design and schedule are as follows:

- Courses meet one time per week for either five or six weeks.
- Consecutive completion of the 46-47 credit, 15-course sequence of general education requirements may be completed in approximately 24 months.

## General Studies Courses (GESA)

The General Studies curriculum comprises 46 semester credits.

<u>Courses</u>	<u>Semester Credit Hours</u>
BIBL230 The Bible in Real Life	3
CHMN140 Spiritual Quest	3
COMM160 Basic Communication Skills	3
GENS110 Succeeding in College	3
GENS120 Personal Mission and Leadership Development	3
GENS130 Successful Writing	3
<u>Select one course from each of the following categories:</u>	
Academic Research Writing (R category)	4
Global Cultures & the American Mosaic (E category)	3
History (GENS240/GENS250)	3-4
Mathematics (M category)	3
Physical Wellness for Life (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</b>	<b>46-47</b>

## Foundations of Academic Readiness (FAR)

Bethel desires to serve all adult learners 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 learners 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 learners deeply anxious about our math courses. Yet, with some support, these learners can succeed. We have designed the FAR curriculum to support these learners in raising their core skills to the point where they can confidently achieve course outcomes and earn college credits:

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

## Accuplacer Assessments

Accuplacer assessments are required for all new learners provisionally admitted into the General Studies program at transfer levels 1 or 2 (with fewer than 30 credits or with 30–44.99 credits and a GPA of less than 2.0). Accuplacer assessments are taken during GENS110.

- 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, learners 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 in the General Studies program.
- 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 GENS110 and allowed a full refund, no grade for GENS110 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.

# Academic Programs and Disciplines

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

<u>Courses</u>		<u>Semester Credit Hours</u>
GENS029	Foundations of Reading and Writing I*	3
GENS030	Foundations of Reading and Writing II*	3
GENS080	Foundations of Mathematics*	+ 3
<b>TOTAL</b>	<b>FAR courses</b>	<b>9</b>

\*Course must be taken for credit at Bethel.

## 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 46-47 semester credits of general education courses and 13-14 semester credits of elective courses. These requirements can usually be met in two years of full-time study.

<u>Courses</u>		<u>Semester Credit Hours</u>
General Education Courses and Course Categories		47
BIBL230	The Bible in Real Life	3
CHMN140	Spiritual Quest	3
COMM160	Basic Communication Skills	3
GENS110	Succeeding in College	3
GENS120	Personal Mission and Leadership Development	3
GENS130	Successful Writing	3
<u>Select one course from each of the following categories:</u>		
	Academic Research Writing (R category)	4
	Global Cultures and the American Mosaic (E category)	3
	History (GENS240/GENS250)	3-4
	Mathematics (M category)	3
	Physical Wellness for Life (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
Electives		+ 13-14
<b>TOTAL</b>		<b>60</b>

# Academic Programs and Disciplines

## Associate of Science Degree

The Associate of Arts 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 31 semester credits of general education courses and 29 semester credits of major courses. These requirements can usually be met in two years of full-time study.

## Major in Business and Leadership (BULA)

<u>Courses</u>	<u>Semester Credit Hours</u>
General Education Courses and Course Categories	31–32
CHMN140 Spiritual Quest	3
GENS110 Succeeding in College	3
GENS130 Successful Writing	3
<u>Select one course from each of the following categories:</u>	
Academic Research Writing (R category)	4
Global Cultures and the American Mosaic (E category)	3
History (GENS240/GENS250)	3–4
Mathematics (M category)	3
Physical Wellness for Life (Y category)	3
Responding to the Arts (A category)	3
Technology in Our World (T category)	3
<b>Major in Business and Leadership</b>	<b>+ 29</b>
BUSN104 Business and Society	3
BUSN115 Personal Financial Literacy	3
BUSN200 Problem-Solving in Business and Leadership	2
BUSN302 Foundations of Human Resources Management	3
BUSN360 Information Technology and Applications	3
COMM160 Basic Communication Skills	3
ECON109 Introduction to Microeconomics	3
GENS120 Personal Mission and Leadership Development	3
GENS135 Workplace Writing	3
ORGL101 Leadership in the 21st Century	+ 3
<b>TOTAL</b>	<b>60–61</b>

# Academic Programs and Disciplines

## Individualized Major (INDA)

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.

## Business Management

### B.A. in Business Management

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. At the completion of the business management program, learners 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; and
- Access, evaluate, and use a variety of digital software applications and tools necessary to make data-driven decisions in an information-rich business environment.

# Academic Programs and Disciplines

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

## Major in Business Management (BUSP)

The required curriculum for the business management major comprises a 49 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.

<u>Core Courses in the Major</u>		<u>Semester Credit Hours</u>
BUSN301	Foundations of Business Management*	3
BUSN302	Foundations of Human Resources Management	3
BUSN323	Introduction to Marketing Management	3
BUSN360	Information Technology and Applications	3
BUSN420	Financial Accounting for Managers	3
BUSN430	Business Law	3
BUSN480	Financial Decision Making*	3
BUSN491	Business Capstone*	1
ECON404	Managerial Economics*	3
GENS413P	The Modern World: Trends and Forces Impacting Organizations*	3
MATH301M	Managerial Mathematics and Statistics	3
PHIL425H	Applied Ethical Decisions in Life and Business	3
THEO415	Understanding Worldviews*	<u>+ 3</u>
<b>TOTAL</b>	<b>Core Courses</b>	<b>37</b>
<u>Select one concentration:</u>		12

### **Business Communication Concentration**

BUSN304	Business Communication (3)
COMM332	Communication in Organizations (3)
COMM444	Computer-mediated Communication (3)
ORGL350	Leadership Communication (3)

### **Global Business Concentration**

BUSN308	Strategic Management and Planning (3)
BUSN310E	Global Management and Leadership in Business (3)

# Academic Programs and Disciplines

BUSN375 Experiencing Global Business (3)

COMM340E Cross-cultural Communication (3)

## **Human Resource Management Concentration**

HRMA305 Compensation (3)

HRMA307 Benefits (3)

HRMA401 Employment Law\* (3)

HRMA403 Talent Management for the New World of Work\* (3)

## **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)

### Degree program includes:

Business Management Major Core Courses	37
Major Concentration Courses	12
General Education and Elective Courses	+ 73
<b>TOTAL B.A. in Business Management</b>	<b>122</b>

*\*Course must be taken for credit at Bethel.*

## Minor in Business Management (BUSM)

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.

<u>Core Courses in the Minor</u>	<u>Semester Credit Hours</u>
BUSN301 Foundations of Business Management*	3
BUSN302 Foundations of Human Resources Management	3
BUSN308 Strategic Management and Planning	3
BUSN323 Introduction to Marketing Management	3
BUSN420 Financial Accounting for Managers	3
<u>Select one from:</u>	3
BUSN360 Information Technology and Applications (3)	
BUSN401 Operations Management (3)	
<u>Select one from:</u>	+ 3
ECON404 Managerial Economics* (3)	
MATH301M Managerial Mathematics and Statistics (3)	
<b>TOTAL Minor in Business Management</b>	<b>21</b>

*\*Course must be taken for credit at Bethel.*



# Academic Programs and Disciplines

## Certificate in Human Resource Management (CHRM)

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

<u>Courses</u>		<u>Semester Credit Hours</u>
BUSN302	Foundations of Human Resources Management	3
HRMA305	Compensation	3
HRMA307	Benefits	3
HRMA401	Employment Law*	3
HRMA403	Talent Management for the New World of Work*	3
ORGL330	Theories of Organizations and Leadership*	+ 3
<b>TOTAL</b>	<b>Certificate in Human Resource Management</b>	<b>18</b>

\*Course must be taken for credit at Bethel.

## Christian Ministries

### B.A. in Christian Ministries

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

- Significance of the Old and New Testaments;
- Christian theology and apologetics;
- The gospel in cross-cultural perspective;
- Personal spiritual formation;
- Skills in ministry; and
- 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 course CHMN491.

# Academic Programs and Disciplines

## Major in Christian Ministries (CHMP)

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

<u>Courses in the Major</u>		<u>Semester Credit Hours</u>
BIBL341E	The Gospel in Cross-cultural Perspective*	3
BIBL360	Understanding the Bible*	3
BIBL441	Significance of the Old Testament*	3
BIBL442	Significance of the New Testament*	3
CHMN300	Introduction to Christian Thought and Ministry*	3
CHMN350R	Research and Writing for Christian Ministry	3
CHMN451	Communication in Ministry*	3
CHMN452H	Leadership in Ministry*	3
CHMN455	Spiritual Formation for Discipleship	3
CHMN491	Ministry Practicum*	3
GENS413P	The Modern World: Trends and Forces Impacting Organizations*	3
THEO441	Christian Theology*	3
THEO442	Apologetics*	3
<u>Select one from:</u>		<u>+ 3</u>
	CHMN320 Personal Spiritual Formation (3)	
	CORE320 Self in the World (3)	
<b>TOTAL</b>	<b>Courses</b>	<b>42</b>
<u>Degree program includes:</u>		
	Christian Ministries Major Courses	42
	General Education and Elective Courses	+ 80
<b>TOTAL</b>	<b>B.A. in Christian Ministries</b>	<b>122</b>

\*Course must be taken for credit at Bethel.

# Academic Programs and Disciplines

## Minor in Christian Ministries (CHMM)

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.

<u>Courses in the Minor</u>	<u>Semester Credit Hours</u>
BIBL360 Understanding the Bible*	3
CHMN300 Introduction to Christian Thought and Ministry*	3
CHMN451 Communication in Ministry*	3
CHMN452H Leadership in Ministry*	3
CHMN455 Spiritual Formation for Discipleship	3
<u>Select one from:</u>	<u>+ 3</u>
CHMN320 Personal Spiritual Formation (3)	
CORE320 Self in the World (3)	
<b>TOTAL Minor in Christian Ministries</b>	<b>18</b>

*\*Course must be taken for credit at Bethel.*

## Minor in Christian Thought (CHTM)

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.

<u>Courses in the Minor</u>	<u>Semester Credit Hours</u>
BIBL360 Understanding the Bible*	3
BIBL441 Significance of the Old Testament*	3
BIBL442 Significance of the New Testament*	3
CHMN300 Introduction to Christian Thought and Ministry*	3
THEO441 Christian Theology*	3
THEO442 Apologetics*	<u>+ 3</u>
<b>TOTAL Minor in Christian Thought</b>	<b>18</b>

*\*Course must be taken for credit at Bethel.*

# Academic Programs and Disciplines

## Communication

### B.A. in Communication Studies

The communication studies major addresses the reality that competent communication is at the heart of all successful personal, social, and business relationships. The program's focus is on the combination of a Christian liberal arts education and the development and refinement of accessible, practical skills within the global marketplace.

Learners will be able to:

- Verify basic knowledge of the theoretical principles applicable to the communication discipline;
- Demonstrate the oral, written, and listening skills necessary to function as competent communicators in all categories of interaction processes;
- Demonstrate higher-level thinking processes by evaluating evidence, analyzing communication texts (public, media, technological texts), and applying information to life decisions;
- Respond to ethical dilemmas in light of a Christian worldview;
- Confirm that the equitable treatment of all people regardless of gender, race, or class is based on Christian principles and related to empathic, responsible communication; and
- Enter graduate study and/or their chosen areas of work.

### Major in Communication Studies (COSP)

The required curriculum for the communication studies major comprises a 48 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.

<u>Core Courses in the Major</u>	<u>Semester Credit Hours</u>
COMM330 Introduction to Communication Studies	3
COMM331 Interpersonal Processes	3
COMM332 Communication in Organizations	3
COMM430P Introduction to World Media*	3
COMM431 Global Approaches to Group Process	3
COMM432 Communication Research Methods	4
COMM433H Ethics of Communication	3
COMM491 Field Assignment*	5

# Academic Programs and Disciplines

THEO415	Understanding Worldviews*	<u>+ 3</u>
<b>TOTAL</b>	<b>Core Courses</b>	<b>30</b>

## Elective Communication Courses

Select at least six upper division communication elective courses from: 18

COMM340E	Cross-cultural Communication (3)	
COMM341	Oral Communication of Narratives (3)	
COMM342	Gender Communication (3)	
COMM345	Media Law (3)	
COMM346	Production of Digital Content (3)	
COMM348	Introduction to Project Management Communication (3)	
COMM349	Marketing Communication (3)	
COMM440	Advertising and Public Relations (3)	
COMM441P	Advanced Family Communication (3)	
COMM444	Computer-mediated Communication (3)	
<b>TOTAL</b>	<b>Elective Courses</b>	<b>18</b>

## Degree program includes:

	Communication Core Courses	30
	Elective Communication Courses	18
	General Education and Elective Courses	<u>+ 74</u>
<b>TOTAL</b>	<b>B.A. in Communication Studies</b>	<b>122</b>

\*Course must be taken for credit at Bethel.

## Minor in Business Communication (BUCM)

The required curriculum for a minor in business communication comprises an 18 semester credit sequence of courses. Cannot be taken with a communication studies major or minor.

<u>Core Courses in the Minor</u>	<u>Semester Credit Hours</u>	
COMM330	Introduction to Communication Studies	3
COMM345	Media Law	3
COMM349	Marketing Communication	3
COMM433H	Ethics of Communication	3
COMM440	Advertising and Public Relations	3
COMM444	Computer-mediated Communication	<u>+ 3</u>
<b>TOTAL</b>	<b>Minor in Business Communication</b>	<b>18</b>

\*Course must be taken for credit at Bethel.

# Academic Programs and Disciplines

## Minor in Communication Studies (COSM)

The required curriculum for a minor in communication studies comprises an 18 semester credit sequence of courses. Cannot be taken with a communication studies major or with a business communication or interpersonal communication minor.

<u>Core Courses in the Minor</u>	<u>Semester Credit Hours</u>
COMM330 Introduction to Communication Studies	3
COMM433H Ethics of Communication	3
Select at least four upper division communication elective courses from:	12
COMM340E Cross-cultural Communication (3)	
COMM341 Oral Communication of Narratives (3)	
COMM342 Gender Communication (3)	
COMM345 Media Law (3)	
COMM346 Production of Digital Content (3)	
COMM348 Introduction to Project Management Communication (3)	
COMM349 Marketing Communication (3)	
COMM440 Advertising and Public Relations (3)	
COMM441P Advanced Family Communication (3)	
COMM444 Computer-mediated Communication (3)	
<b>TOTAL Elective Courses</b>	<b>+ 12</b>
<b>TOTAL Minor in Communication Studies</b>	<b>18</b>

*\*Course must be taken for credit at Bethel.*

# Academic Programs and Disciplines

## Minor in Interpersonal Communication (IPCM)

The required curriculum for a minor in interpersonal communication comprises an 18 semester credit sequence of courses. Cannot be taken with a communication studies major or minor.

<u>Core Courses in the Minor</u>	<u>Semester Credit Hours</u>
COMM330 Introduction to Communication Studies	3
COMM331 Interpersonal Processes	3
COMM340E Cross-cultural Communication	3
COMM342 Gender Communication	3
COMM433H Ethics of Communication	3
COMM441P Advanced Family Communication	+ 3
<b>TOTAL Minor in Interpersonal Communication</b>	<b>18</b>

*\*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 learners 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. Learners 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 learners 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 learners for graduate study in:

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

# Academic Programs and Disciplines

## Major in Human Services (HUSP)

The required curriculum for the human services major comprises a 48 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.

<u>Courses in the Major</u>	<u>Semester Credit Hours</u>
GENS413P The Modern World: Trends and Forces Impacting Organizations*	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
HUSE430E Families in Cross-cultural Perspective	3
HUSE440 Counseling Microskills	3
HUSE480H Professional Practice Issues and Ethics	3
HUSE490 Integrative Internship Seminar*	3
PSYC335M Introduction to Statistics	3
THEO415 Understanding Worldviews*	+ 3
<b>TOTAL Courses</b>	<b>48</b>
<u>Degree program includes:</u>	
Human Services Courses	48
General Education and Elective Courses	+ 74
<b>TOTAL B.A. in Human Services</b>	<b>122</b>



# Academic Programs and Disciplines

## Minor in Human Services (HUSM)

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.

<u>Courses in the Minor</u>	<u>Semester Credit Hours</u>
<u>Select seven courses from:</u>	<u>+ 21</u>
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)	
HUSE430E Families in Cross-cultural Perspective (3)	
HUSE440 Counseling Microskills (3)	
HUSE480H Professional Practice Issues and Ethics (3)	
PSYC335M Introduction to Statistics (3)	
<b>TOTAL</b>	<b>21</b>
<b>Minor in Human Services</b>	

*\*Course must be taken for credit at Bethel.*

## Nursing

### B.S. in Nursing

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

The curriculum is designed to meet the following goals:

- To prepare nurses with skills in critical thinking, with the ability to function in both structured and unstructured professional nursing positions, and with the background necessary for advanced education;
- To prepare learners for lifelong learning with a theoretical foundation based on Judeo-Christian principles and the liberal arts and sciences; and
- 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 learner'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:

1. 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; and
2. Function in a safe and ethical manner.
3. 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*.

# Academic Programs and Disciplines

## 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.

## Major in Nursing (NURP)

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

<u>Courses in the Major</u>	<u>Semester Credit Hours</u>
GENS413P The Modern World: Trends and Forces Impacting Organizations*	3
NURS360 The Professional Nurse*	3
NURS404 Public Health Nursing*	6
NURS410 Nursing Informatics*	3
NURS421E Cultural Diversity in Healthcare*	3
NURS430 Research and Evidence-based Practice*	6
NURS494 Nursing Leadership*	9
PHIL325H Ethics	3
THEO415 Understanding Worldviews*	+ 3
<b>TOTAL Courses</b>	<b>39</b>
<u>Degree program includes:</u>	
Nursing Courses	39
General Education and Elective Courses	+ 83
<b>TOTAL B.S. in Nursing</b>	<b>122</b>

\*Course must be taken for credit at Bethel.

# Academic Programs and Disciplines

## R.N. to M.S. in Nursing – Bridge Program

### Major in Nursing (NURP)

B.S. in Nursing for graduate students pursuing an M.S. in Nursing degree. Graduate students applying to the M.S. in Nursing degree program who do not already hold a bachelor's degree in nursing are required to complete additional undergraduate course prerequisites prior to beginning an M.S. in Nursing program. Learners in this program must complete the following courses as well as the entire M.S. in Nursing degree requirements. The required undergraduate coursework can be completed in one academic year after which time, unless not still qualified, the learner can enter the graduate program. Upon successful completion, the learner will earn both a B.S. in Nursing and an M.S. in Nursing. Neither degree will be awarded without completion of all requirements for both degrees. For course sequence, request a program calendar from the Graduate School.

<u>Required Undergraduate Courses</u>		<u>Semester Credit Hours</u>
NURS404	Public Health Nursing*	6
NURS494	Nursing Leadership*	9
THEO415	Understanding Worldviews*	+ 3
<b>TOTAL</b>	<b>Required Undergraduate Courses</b>	<b>18</b>

Degree program includes:

Required Undergraduate Courses	18	
M.S. in Nursing Courses (as detailed in Graduate School catalog)	38–44	
Elective Courses	+ 66–72	
<b>TOTAL</b>	<b>Undergraduate Prerequisites, M.S. Courses, and Electives</b>	<b>122</b>

\*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. 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; and
- Anticipate and incorporate personal change and value relationships with others.

Through academic study and personal reflection, learners 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, learners 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; and
- Recognize the leadership and followership styles of others.

# Academic Programs and Disciplines

## Major in Organizational Leadership (ORLP)

The required curriculum for the organizational leadership major comprises a 42 semester credit sequence of core courses to be taken sequentially throughout the calendar year. For course sequence, request a program calendar from the College of Adult & Professional Studies.

<u>Courses in the Major</u>		<u>Semester Credit Hours</u>
BUSN301	Foundations of Business Management*	3
BUSN310E	Global Management and Leadership in Business	3
BUSN360	Information Technology and Applications	3
GENS413P	The Modern World: Trends and Forces Impacting Organizations*	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
ORGL400	Principles of Leading and Managing*	3
ORGL440	Organizational Research*	3
ORGL462	Integrated Principles of Leadership*	3
ORGL465H	Applied Leadership Ethics*	3
ORGL490	Leadership and Change*	3
THEO415	Understanding Worldviews*	<u>+ 3</u>
<b>TOTAL</b>	<b>Courses</b>	<b>42</b>
<u>Degree program includes:</u>		
	Organizational Leadership Major Courses	42
	General Education and Elective Courses	<u>+ 80</u>
<b>TOTAL</b>	<b>B.A. in Organizational Leadership</b>	<b>122</b>

\*Course must be taken for credit at Bethel.

# Academic Programs and Disciplines

## Minor in Organizational Leadership (ORLM)

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.

<u>Courses in the Minor</u>	<u>Semester Credit Hours</u>
GENS170W Conflict Management and the Social Scientific Perspective	3
ORGL310 Leadership and Adult Development	3
ORGL330 Theories of Organizations and Leadership*	3
ORGL400 Principles of Leading and Managing*	3
ORGL462 Integrated Principles of Leadership*	3
<u>Select one from:</u>	<u>+ 3</u>
ORGL101 Leadership in the 21 <sup>st</sup> Century (3)	
ORGL201 The Framework of Leadership (3)	
<b>TOTAL Minor in Organizational Leadership</b>	<b>18</b>

*\*Course must be taken for credit at Bethel.*

# Course Descriptions

## BIBL Biblical Studies

### **BIBL230 • The Bible in Real Life**

**3 credits**

*(GESA)*

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

### **BIBL341E • The Gospel in Cross-cultural Perspective**

**3 credits**

*(CHMP)*

How the gospel is influenced, expressed, and experienced through social and cultural systems. Emphasis is 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, incarnation theology, ethnographic analysis. Prerequisite: CHMN350R.

### **BIBL360 • Understanding the Bible**

**3 credits**

*(CHMM, CHMP, CHTM)*

Orientation to the Bible as history, literature, and theology. Exploration of issues such as biblical inspiration, trustworthiness, and canonicity focusing on the trustworthy nature of the Bible. Introduction to the grammatical-historical method of interpretation along with the various Bible research sources available. Study is designed to draw the reader into a deeper personal reading of the inspired communication and give application for the meaning of Scripture in life today. Prerequisite: CHMN350R.

### **BIBL441 • Significance of the Old Testament**

**3 credits**

*(CHMP, CHTM)*

Introduction to the Old Testament, which emphasizes 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 will enable learners to properly contextualize these themes to their culture. Prerequisites: BIBL360, CHMN350R.



# Course Descriptions

## **BIBL442 • Significance of the New Testament**

**3 credits**

*(CHMP, CHTM)*

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, CHMN350R.

## **BUSN Business**

### **BUSN102 • Introduction to E-commerce**

**3 credits**

Introduction to e-commerce, including technical infrastructure, applications, and business models used in delivering services and products over the internet. Analysis of economic and managerial foundations as well as key strategies, risks, limitations, issues, and how they are managed in electronic commerce. Incorporates the importance of a Christian perspective and addresses the challenges assumed in an electronic business environment.

### **BUSN104 • Business and Society**

**3 credits**

*(BULA)*

Learners will develop an understanding of the relationship among business, government, and nonprofits (NGOs). Exploration of issues of globalization, corporate social responsibility, and how faith impacts each of these sectors. (Not available to business management students after starting a bachelor's level cohort.)

### **BUSN115 • Personal Financial Literacy**

**3 credits**

*(BULA)*

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.

### **BUSN200 • Problem-solving in Business and Leadership**

**2 credits**

*(BULA)*

A foundation for understanding and solving business and economic problems. An introduction to business and economic concept, terminology, and problems along with the mathematical skills needed to solve problems. Emphasis on understanding problems, solutions, and decision making, as well as beginning the development of critical-thinking skills needed for success in business and economics.

# Course Descriptions

## **BUSN301 • Foundations of Business Management** 3 credits

*(BUSM, BUSP, ORLP)*

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, political and legal, sociocultural, and demographic forces are used to develop an understanding of the complexities in business management today.

## **BUSN302 • Foundations of Human Resources Management** 3 credits

*(BULA, BUSM, BUSP, CHRM)*

Examines the human resource management processes involved from administrative, operational, and managerial perspectives including strategic HR, workforce planning, employment law, training and development, performance management, compensation and benefits, and employee and labor relations. Includes study of ethical issues faced by managers in an increasingly diverse and global workforce. Enrollment is open to learners with sophomore class standing and above.

## **BUSN304 • Business Communication** 3 credits

*(BUSP)*

Focus is on effective strategies for business communication, including formats used for various types of business writing. Emphasis is on writing to meet the needs of specific readers.

## **BUSN308 • Strategic Management and Planning** 3 credits

*(BUSM, BUSP)*

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. Prerequisite: BUSN301, BUSN323.

## **BUSN310E • Global Management and Leadership in Business** 3 credits

*(BUSP, ORLP)*

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. Prerequisite: BUSN301. Prior completion of BUSN323 recommended.

# Course Descriptions

**BUSN320 • Professional Project Management** 3 credits  
(BUSP)

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  
(BUSM, BUSP)

Explore strategies, opportunities, trends, challenges, and ethics involved in marketing. Examine major marketing principles and innovative strategies to market a product or service. Develop a marketing plan for an existing or new business. Understand new and traditional marketing techniques. Explore fundamentals of marketing management in a dynamic environment.

**BUSN360 • Information Technology and Applications** 3 credits  
(BULA, BUSM, BUSP, ORLP.)

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

**BUSN375 • Experiencing Global Business** 3 credits  
(BUSP)

Experience a country's cultural, business, political, economic, and religious climate by traveling internationally on a Bethel-sponsored trip. Explore international business through company visits, guest lectures, assignments, and reflections. Examine the strategies firms use to compete effectively in the global business environment. Includes some pre- and post-trip coursework. Required for the concentration in global business management. Prerequisite: E General Education course.

**BUSN401 • Operations Management** 3 credits  
(BUSM, BUSP)

Focus is on efficiently and effectively managing 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.

# Course Descriptions

**BUSN420 • Financial Accounting for Managers** 3 credits  
(BUSM, BUSP)

Introduction to the language of accounting to aid in understanding what the numbers mean and to provide a general overview of how to use accounting numbers for financial decision making. While not needing the knowledge of a CPA, all managers must have a basic understanding of how money is tracked and accounted for in an organization.

**BUSN430 • Business Law** 3 credits  
(BUSP)

Study of the legal and regulatory environment of business including sources of the law, structure of the court system, and different classifications of procedural, civil, and criminal law. Analyzes relationships among contract law, law of sales, and consumer law. Compares the major types of business organizations that operate in the marketplace. Impact of technology on intellectual property, contract law, criminal law, and tort law.

**BUSN480 • Financial Decision Making** 3 credits  
(BUSP)

Focus is on the conceptual understanding and practical application of finance information. Participation in a simulation project in which learners in teams “run” a business using a computer program. Decision making about the business will include financial decisions as well as the integration of other disciplines learned in the program such as human resource management, marketing, and accounting. Prerequisites: BUSN301, BUSN302, BUSN323, BUSN420, and ECON404.

**BUSN491 • Business Capstone** 1 credit  
(BUSP)

Demonstrate professional and personal growth as a business professional by applying business knowledge and skills to a real project in a for-profit or non-profit organizational setting. A learning contract among professor, learner, and the organization determines the deliverables of this capstone project, which will provide a client-focused solution to a real-world business program. Learners may work with a small group on this project. Will require a minimum of 35 hours onsite plus written assignments and assessments. Prerequisites: BUSN301, BUSN302, BUSN323, BUSN360, BUSN420, BUSN430, BUSN480, ECON404, and MATH301M.

# Course Descriptions

## CHMN Christian Ministries

### **CHMN140 • Spiritual Quest** **3 credits**

*(BULA, GESA, INDA)*

An exploration of the spiritual dimension of human life. Course materials will primarily include models of spirituality from Christian and biblical perspectives. Students will explore spiritual disciplines, assess the role of spirituality in their personal lives, and set their own spiritual goals.

### **CHMN300 • Introduction to Christian Thought and Ministry** **3 credits**

*(CHMM, CHMP, CHTM)*

Introduction to the theology and practice of Christian ministry. Focus is on a conceptual, theological, and biblical understanding of ministry from individual, community, lay, and ordained perspectives. Opportunity to develop a usable, working philosophy of ministry. Presents a model for critical thinking about the practice of ministry in the contemporary setting.

### **CHMN320 • Personal Spiritual Formation** **3 credits**

*(CHMM, CHMP)*

Investigation of the development of a spiritual life and its disciplines, according to the New Testament and the history of the disciples of Jesus. Includes the integration of faith development, leadership formation, and personality. Special focus is on the spiritual life in the context of Christian community and ministry.

### **CHMN350R • Research and Writing for Christian Ministry** **3 credits**

*(CHMP)*

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.

### **CHMN451 • Communication in Ministry** **3 credits**

*(CHMM, CHMP)*

Introduction to the essential communication skills needed in ministry, including effective listening, storytelling, and public speaking skills. Special attention to communication that meets the listener's needs. Prerequisite: CHMN350R.

# Course Descriptions

**CHMN452H • Leadership in Ministry** **3 credits**  
(CHMM, CHMP)

Introduction to essential leadership skills needed in ministry. Basic skills for self leadership and for leading people, teams, and team leaders. Special attention to conceptualizing leadership as influence through good relationships. Prerequisite: CHMN350R.

**CHMN455 • Spiritual Formation for Discipleship** **3 credits**  
(CHMM, CHMP)

Builds on the concepts presented in *CHMN320* or *CORE320* and serves as a synthesis course for the Christian ministries program. Investigation of the development of leading others into a rich spiritual life through the disciplines of solitude, community, and ministry found in the New Testament in general and discipleship ministry of Jesus in particular. Includes the integration of faith development, leadership formation, and personality theory. Prerequisite: CHMN350R.

**CHMN491 • Ministry Practicum** **3 credits**  
(CHMP)

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. Learners 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. Graded on an *S/U* basis. Prerequisite: CHMN350R.

## COMM Communication

**COMM160 • Basic Communication Skills** **3 credits**  
(BULA, GESA)

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.

# Course Descriptions

**COMM330 • Introduction to Communication Studies** 3 credits  
(BCOM, COSM, COSP, IPCM)

Survey of the discipline of communication, examining historical and theoretical foundations in varying contexts.

**COMM331 • Interpersonal Processes** 3 credits  
(COSP)

Study of the fundamental aspects of interpersonal communication, integrating the pragmatic dimensions of dyadic interaction with theoretical principles. Exploration of both personal and professional relational themes of self-disclosure, dyadic conflict and strategies, verbal and nonverbal messages, and empathic listening. Issues of gender are considered.

**COMM332 • Communication in Organizations** 3 credits  
(BUSP, COSP)

Practical exploration of communication practices and issues in nonprofit and for-profit organizations. Topics include organizational structure, gender, corporate culture, conflict, leadership, and diversity. Case studies will include multi-national organizations.

**COMM340E • Cross-cultural Communication** 3 credits  
(BUSP, COSM, COSP, IPCM)

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.

**COMM341 • Oral Communication of Narratives** 3 credits  
(COSM, COSP)

Focus is on the creative process involved in the performance of prose, poetry, and drama. Exploration of and practice in methods and techniques for selecting, analyzing, understanding, and adapting literature for oral performance.

**COMM342 • Gender Communication** 3 credits  
(COSM, COSP, IPCM)

Consideration of gender differences and similarities, both verbal and nonverbal.

**COMM343 • Topics in Political Communication** 3 credits

Analysis of political processes as public discourse and mass media. Examination of recent American and global political campaigns.

# Course Descriptions

## **COMM345 • Media Law**

**3 credits**

*(BUCM, COSM, COSP)*

Examination of the legal framework that shapes print and electronic media in both commerce and religious institutions. Portrait of legal topics that impacts profit and nonprofit professionals alike (including copyright, defamation, First Amendment rights, obscenity, and trademarks). Introduction to basic legal research of landmark court decisions.

## **COMM346 • Production of Digital Content**

**3 credits**

*(COSM, COSP)*

Examination of concepts and techniques for creating digital content, and experiencing personal applications for electronic media using a variety of multimedia hardware and software.

## **COMM348 • Introduction to Project Management Communication**

**3 credits**

*(COSM, COSP)*

Introduction to the principles of project management and how to communicate project variables, roles and responsibilities, and project processes. Examines the organization, planning, and controlling of projects and provides practical knowledge on managing project scope, schedule, and resources. Concepts are applied through team projects, tutorials, and case studies. Prerequisite: COMM330.

## **COMM349 • Marketing Communication**

**3 credits**

*(BUCM, COSM, COSP)*

Principles and techniques of marketing communication, including communicating via advertisements, public service announcements, and website content. Emphasis is on using these techniques in for-profit and nonprofit settings.

## **COMM430P • Introduction to World Media**

**3 credits**

*(COSP)*

Examination of media forces shaping global and personal perspectives throughout the world. Includes trends in technology, economics, politics, culture, and religion as related to worldwide media and their influences in shaping global and personal perspectives. The practical use of mass communication as applied to international affairs is highlighted.

## **COMM431 • Global Approaches to Group Process**

**3 credits**

*(COSP)*

Using a case study format, analysis of issues of leadership, followership, cohesiveness, dysfunction, high/low context, and team building from a global perspective.



# Course Descriptions

**COMM432 • Communication Research Methods** 4 credits  
(COSP)

Introduction to quantitative and qualitative methods used in communication research, explored through the use of quantitative methods (surveys, interactive analysis, and experimentation) and qualitative methods (focus groups, textual analysis, case studies, interviews, and ethnography). Data analyzed using statistical methods. Emphasis is on understanding research approaches and data interpretation. Prerequisite: Category R general education course.

**COMM433H • Ethics of Communication** 3 credits  
(BUCM, COSM, COSP, IPCM)

Using a case study approach, an examination of the ethical dimension of choice in communication contexts along with theory and practice in the interaction process from a Christian worldview. Learners examine ethical dilemmas in various communication settings: corporations, churches, academic institutions, athletic teams, and political arenas.

**COMM440 • Advertising and Public Relations** 3 credits  
(BUCM, COSM, COSP)

Examination of advertising and public relations communication strategies and ethical selling techniques. Consideration of target audience, advertising communication objectives, and unique selling propositions. Development and analysis of ad and promotional layouts, copy, PR writing, news releases, budgets, and media coordination.

**COMM441P • Advanced Family Communication** 3 credits  
(COSM, COSP, IPCM)

Study of communication patterns that help or hinder relationships within the family system. Functioning in simulated family groups, learners research and develop personal roles. Consideration of various approaches to conflict, power, stress, intimacy, and family health in light of Christian attitudes and life patterns.

**COMM444 • Computer-mediated Communication** 3 credits  
(BUCM, BUSP, COSM, COSP)

Focus is on the practical and theoretical concepts of computer-mediated communication and the styles used in personal, social, and professional environments. Learners will evaluate computer-mediated communication theory, practices, and processes as applied to new electronic media in relation to interpersonal relationships, developing group communication, and supporting public communication both locally and globally.

# Course Descriptions

## **COMM491 • Field Assignment** (COSP)

**5 credits**

Capstone course to integrate and assess communication principles and theories in practical settings. Projects may include the design of a public relations campaign, an ad campaign, marketing research, or survey process. Learners may work alone or in small groups within areas of either for-profit or not-for-profit businesses. Results presented in an expo setting. Prerequisites: COMM330, COMM331, COMM332, COMM430P, COMM431, COMM432, COMM433H, THEO415, and three upper-division communication elective courses.

## CORE Core Distinctives

### **CORE300 • Ancient Heritage: Mesopotamia, the Mediterranean, and the Bible**

**3 credits**

Exploration of ancient cultural heritages: Mesopotamian, Mediterranean, and Judeo-Christian. Students tour Mesopotamian city-states, Israel's encounters with Egypt, Phoenicia, and Babylonia, and the Hellenistic influence on Christianity and Rome. They survey Church growth, persecution, and establishment under the influence of Constantine, Nicea, and Augustine.

### **CORE310 • Medieval and Modern Heritage: the Church in Europe and America**

**3 credits**

Exploration of Christian heritage in interaction with Europe's arc from Rome's fall through industrial hegemony. Students explore Western encounters with Islam, origins of commerce, Humanism Renaissance, Reformation, Enlightenment, Industrialization, and the United States. They see theology as history and trace Latin Christianity's ascendancy and descent into sectarian schism. Prerequisite: CORE300.

### **CORE320 • Self in the World** (CHMP)

**3 credits**

Exploration of the particularities of the impact of historical cultural shifts and unique relational influences on the student's worldview and sense of self. Students are challenged to think systemically about contexts of family, faith community, workplace, and broader culture and create a plan for ongoing personal development and vocational impact. Prerequisite: CORE300. Prior completion of CORE310 highly recommended.

# Course Descriptions

## ECON Economics

**ECON109 • Introduction to Microeconomics** 3 credits  
(BULA)

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.

**ECON404 • Managerial Economics** 3 credits  
(BUSM, BUSP)

Focus is on understanding and applying basic yet powerful economic tools of analysis for managers to use in designing organizations that motivate employees to make choices consistent with a firm's goals.

## GENS General Studies

**GENS029 • Foundations of Reading and Writing I** 3 credits

This course is designed to prepare learners for college-level courses in which they will need to be successful in reading and writing. Emphasis is on foundational reading and writing strategies. Prerequisite: appropriate placement assessment score.

**GENS030 • Foundations of Reading and Writing II** 3 credits

This course is designed to prepare learners 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 *GENS029: Foundations of Reading and Writing I*. Prerequisites: GENS029 and appropriate placement assessment score.

**GENS080 • Foundations of Mathematics** 3 credits

This course is designed to prepare learners 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 the use of spreadsheets to perform basic arithmetic calculations. Prerequisite: appropriate placement assessment score.

# Course Descriptions

## **GENS110 • Succeeding in College**

**3 credits**

*(BULA, GESA, INDA)*

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. Accuplacer assessments fee: \$40 (plus possible Accuplacer retest fee: \$35–\$70).

## **GENS120 • Personal Mission and Leadership Development**

**3 credits**

*(BULA, GESA)*

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.

## **GENS130 • Successful Writing**

**3 credits**

*(BULA, GESA, INDA)*

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).

## **GENS135 • Workplace Writing**

**3 credits**

*(BULA)*

Writing responsibilities in the workplace require skills that differ from those appropriate for writing in the academic community. Learners will explore the communication dynamics of the workplace and develop strategies and methods for writing memos, emails, letters, and resumes. Prerequisite: GENS130.

## **GENS150A • Responding to the Arts**

**3 credits**

*(BULA, GESA, INDA)*

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.

# Course Descriptions

**GENS170W • Conflict Management and the Social Scientific Perspective** 3 credits  
(GESA, ORLM)

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.

**GENS175W • Studies in Work and Family Dynamics** 3 credits

Application of the theories and quantitative research methods of a social science to understand and test hypotheses about dynamics that shape the social contexts of family, community, and workplace in which learners live their lives.

**GENS215 • 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. This course is required prior to submission of a Documented Prior Learning (DPL) portfolio for assessment. Graded on an *S/U* basis.

**GENS225R • Academic Research Writing** 4 credits  
(BULA, GESA, INDA)

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

**GENS240 • Christianity and Civilizations** 4 credits  
(BULA, GESA, INDA)

Survey of the mutual influence of the Christian church and the civilizations that arose from the Roman Empire. Learners will consult historical documents, literary and philosophical texts, video and audio clips, and artistic images. They will reflect on how the past shapes and informs the present.

**GENS250 (HIST211) • American History** 3 credits  
(BULA, GESE, INDA)

A survey of American history from early native American communities to the industrial revolution. Examination of major social, cultural, economic, political, and religious change over time in the American experience.

# Course Descriptions

**GENS255E • Studies in the American Mosaic** 3 credits  
(BULA, GESA, INDA)

Exploration of and reflection on diversity and/or gender within American culture in a specific social context such as the arts, workplace, religion, education, residential life, government (criminal justice, social services, military), and the like.

**GENS275V • Studies in Our Surrounding World** 3 credits  
(GESA)

Application of core concepts and methodologies from a scientific discipline to explore an aspect of the learner's world by formulating a hypothesis, gathering and interpreting data to test the hypothesis, and reflecting critically on the scientific method and its role in contemporary society.

**GENS285T • Studies in Technology and Society** 3 credits  
(BULA, GESA, INDA)

Critical exploration of and reflection on the historical origins of a technology within scientific disciplines, and its application to and impact on our social, economic, and environmental world.

**GENS413P • The Modern World: Trends and Forces Impacting Organizations** 3 credits  
(BUSP, CHMP, HUSP, NURP, ORLP)

Survey of technological, economic, political, cultural, and religious trends as well as forces shaping our global and personal futures. Exploration of alternative Christian worldviews and modes of thinking and learning that might be useful in responding to these challenges.

## HCLP Healthcare Leadership

**HCLP485H • Healthcare Organizational Law and Ethics** 3 credits

A study of ethical and legal issues identified and associated specifically with the practice of medicine. Designed to initiate dialogue and discussion with current healthcare issues, specifically HIPAA, patient's confidentiality and privacy, advanced directives, physician-assisted suicide, abortion, and professional negligence.

**HCLP490 • Healthcare Leadership and Change** 3 credits

Designed as the senior seminar, considers the various components of change and transformation in relation to leading and following, with specific application to healthcare venues. Students analyze, synthesize, and integrate their learning experiences with real life application. Learners may not receive credit for both HCLP490 and ORGL490. Prerequisite: ORGL462.

# Course Descriptions

## HEPE Health and Physical Education

### **HEPE260Y • Physical Wellness for Life**

**3 credits**

*(BULA, GESA, INDA)*

Focus is on helping learners live healthier, more active lives by understanding and practicing healthy exercise, nutritional habits, and stress management. Examination of the use/non-use of tobacco, alcohol, and other drugs in healthy Christian living, as well as strategies to practice regular physical activity and healthy eating.

## HRMA Human Resource Management

### **HRMA305 • Compensation**

**3 credits**

*(BUSP, CHRM)*

Focus on the use of compensation to attract, retain, and motivate employees. Basic concepts and applications of compensation. Assignments and course project will center around a case study for which learners will develop a basic compensation program. Enrollment is open to learners with sophomore class standing and above. Prerequisites: BUSN302 and HRMA401.

### **HRMA307 • Benefits**

**3 credits**

*(BUSP, CHRM)*

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 discussed in this course. Prerequisites: BUSN302 and HRMA401.

### **HRMA401 • Employment Law**

**3 credits**

*(BUSP, CHRM)*

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. Enrollment is open to learners with sophomore class standing and above. Prerequisite: BUSN302.

# Course Descriptions

**HRMA403 • Talent Management for the New World of Work** 3 credits  
(BUSP, CHRM)

Focus is on attracting, hiring, retaining, providing feedback to, and motivating employees. Learners will develop models and processes to add to their HR tool kit. Enrollment is open to learners with sophomore class standing and above. Prerequisites: BUSN302 and HRMA401.

## HUSE Human Services

**HUSE300W • Family Perspectives** 3 credits  
(HUSM, HUSP)

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.

**HUSE305 • Individual and Family Development Over the Life Cycle** 3 credits  
(HUSM, HUSP)

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 given to the influence of culture and religion on developmental processes. Learners are encouraged to analyze their own developmental experiences. Concurrent registration in PSYC335M recommended.

**HUSE311 • Personality Theories** 3 credits  
(HUSM, HUSP)

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.

**HUSE350 • Individual and Family Psychopathology** 3 credits  
(HUSM, HUSP)

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.



# Course Descriptions

## **HUSE386 • Social Inequality**

**3 credits**

*(HUSM, HUSP)*

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 on inequalities that are rooted in the socioeconomic order. Examination of the relationship among social class, race, and gender as different but related forms of social inequality.

## **HUSE400 • Research Methods**

**3 credits**

*(HUSM, HUSP)*

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. Prerequisite: PSYC335M. Concurrent registration with HUSE405: Family Social Policy preferred.

## **HUSE405 • Family Social Policy**

**3 credits**

*(HUSM, HUSP)*

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. Concurrent registration with *HUSE400: Research Methods* preferred.

## **HUSE410 • Dynamics of Interpersonal Relationships**

**3 credits**

*(HUSM, HUSP)*

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.

## **HUSE420 • Advanced Family Topics: Gender and Sexuality**

**3 credits**

*(HUSM, HUSP)*

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.

# Course Descriptions

**HUSE430E • Families in Cross-cultural Perspective** 3 credits  
(HUSM, HUSP)

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

**HUSE440 • Counseling Microskills** 3 credits  
(HUSM, HUSP)

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

**HUSE480H • Professional Practice Issues and Ethics** 3 credits  
(HUSM, HUSP)

An examination of legal and ethical situations arising in the practice of helping professions. Issues of professional practice and development are also discussed, and learners are expected to identify goals and strategies for continuing professional, personal, and spiritual growth. Concurrent registration with HUSE490 preferred.

**HUSE490 • Integrative Internship Seminar** 3 credits  
(HUSP)

Learning/practice experience in which the HUSE 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, research labs, and churches. Students will accrue a minimum of 100 hours of practical experience. Graded on an *S/U* basis. Prerequisites: HUSE400 and HUSE440. Corequisite: HUSE480H.

# Course Descriptions

## MATH Mathematics

(Foundations of Mathematics: see GENS080)

**MATH180M • Mathematics in Real Life** **3 credits**  
(BULA, GESA, INDA)

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. Prerequisite: Admission category other than Provisional Acceptance, or Transfer Level 3, or appropriate Accuplacer score, or GENS080.

**MATH301M • Managerial Mathematics and Statistics** **3 credits**  
(BUSM, BUSP)

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

## NURS Nursing

**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. Prerequisite: RN.

**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. Prerequisite: RN.

**NURS360 • The Professional Nurse** **3 credits**  
(NURP)

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. Background check fee: \$35.

# Course Descriptions

**NURS404 • Public Health Nursing** **6 credits**  
(NURP)

An exploration of population-focused nursing care with an emphasis on health disparities and underserved populations. Background check fee: \$20, clinical simulation fee: \$20, malpractice insurance fee: \$80. Prerequisites: NURS360, NURS410, and NURS430. Corequisite: NURS421E.

**NURS410 • Nursing Informatics** **3 credits**  
(NURP)

An introduction to the history, core concepts, application, and future of nursing informatics for the profession of nursing. Prerequisite: NURS360.

**NURS421E • Cultural Diversity in Healthcare** **3 credits**  
(NURP)

Examine the impact of culture on health and illness. Application of cultural assessment to planning culturally specific nursing care. Prerequisites: NURS360, NURS410, and NURS430.

**NURS430 • Research and Evidence-based Practice** **6 credits**  
(NURP)

An overview of the research process with a focus on evidence-based nursing practice. Prerequisites: NURS360 and NURS410.

**NURS494 • Nursing Leadership** **9 credits**  
(NURP)

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.

# Course Descriptions

## ORGL Organizational Leadership

### **ORGL101 • Leadership in the 21<sup>st</sup> Century** **3 credits**

*(BULA, ORLM)*

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. Learners will identify, interpret, and analyze their individual leadership attitudes, abilities, styles, and strengths.

### **ORGL201 • The Framework of Leadership** **3 credits**

*(ORLM)*

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**

*(ORLM, ORLP)*

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.

### **ORGL330 • Theories of Organizations and Leadership** **3 credits**

*(CHRM, ORLM, ORLP)*

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.

### **ORGL340R • Principles of Scholarly Writing and Research** **3 credits**

*(ORLP)*

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.

# Course Descriptions

**ORGL350 • Leadership Communication** 3 credits  
(BUSP, ORLP)

Effective leadership is grounded in good communication. The way a leader communicates reflects the ability to successfully influence and impact others with integrity. Exploration of the practices, skills, and tools necessary to focus on the leader as the communication champion.

**ORGL400 • Principles of Leading and Managing** 3 credits  
(ORLM, ORLP)

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. Prior completion of ORGL310 recommended.

**ORGL420 • Moving Toward Global Leadership** 3 credits

Synthesizes theories about global competence, cultural diversity and cross-cultural competence, individualism and collectivism, and the contingency theory of leadership with social justice issues and the biblical concepts of shalom and community in order to address global leadership. Incorporates strategies for cross-cultural self-awareness and an application of ideas to students’ organizations.

**ORGL440 • Organizational Research** 3 credits  
(ORLP)

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. Prerequisite: ORGL340R.

**ORGL462 • Integrated Principles of Leadership** 3 credits  
(ORLM, ORLP)

Focuses on an integrated paradigm that brings together the broad field of leadership. Examines 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 “best practices” and the impact on morale, employee contribution, and organizational effectiveness. Prerequisite: ORGL400. Prior completion of ORGL310 recommended.

# Course Descriptions

## **ORGL465H • Applied Leadership Ethics**

**3 credits**

*(ORLP)*

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.

## **ORGL490 • Leadership and Change**

**3 credits**

*(ORLP)*

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. Learners analyze, synthesize, and integrate their learning experiences with real-life application. Learners may not receive credit for both HCLP490 and ORGL490. Prerequisites: ORGL310, ORGL462.

## PHIL Philosophy

### **PHIL325H • Ethics**

**3 credits**

*(NURP)*

Critical analysis of the nature of ethics, principal ethical theories, and contemporary ethical issues relating to the individual and society. Readings focus on questions such as the grounds for moral judgments; the relation of religion to ethics; the place of duties, consequences, and virtue in the moral life; and concepts of justice and their application to public policy. The role of gender in ethics is considered. Applications to issues in bioethics will be the major focus of the course.

### **PHIL425H • Applied Ethical Decisions in Life and Business**

**3 credits**

*(BUSP)*

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.

# Course Descriptions

## PSYC Psychology

### **PSYC335M • Introduction to Statistics**

**3 credits**

*(HUSM, HUSP)*

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.

## SOCL Sociology

### **SOCL374 • Religion in Society**

**3 credits**

Application of sociological theories and methods to the study of religion. Examination of religion as a social-psychological process, a belief system, and as a social institution in society. Analysis of the impact of religion on society in general, and in turn, the impact of society on religion. Prerequisites: Category R general education course and two goal area 5 general education courses.

## THEA Theatre Arts

### **THEA101 • Introduction to Theatre**

**3 credits**

Introduction to the theatre arts through the study of central historical dramatic literature, the attendance and analysis of live theatre performance, and applied creative project work in a specific arena of theatre.

### **THEA102 • Performance Techniques for Non-actors**

**3 credits**

Creative exploration of performance techniques selected from the following: creative dramatics, acting from a scene, reader's theatre, improvisation, storytelling, movement and mime, and oral interpretation. Designed to enhance the individual's creativity, physical and vocal control, self-assurance, and poise. Learners will have opportunities to observe, analyze, and evaluate performance.



# Course Descriptions

## THEO Theology

**THEO415 • Understanding Worldviews** **3 credits**

*(BUSP, COSP, HUSP, NURP, ORLP)*

Study of the basic elements of a Christian philosophy of life including comparison with other life philosophies and application to life in contemporary organizations and professions.

**THEO441 • Christian Theology** **3 credits**

*(CHMP, CHTM)*

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. Prerequisite: CHMN350R.

**THEO442 • Apologetics** **3 credits**

*(CHMP, CHTM)*

Investigation of the rational foundation of the Christian faith. Critical examination of historical and philosophical arguments for the faith as well as analysis of its relation to modern and non-Christian philosophies, movements, and worldviews will form the substance of the course. Prerequisite: CHMN350R.

## 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.  
Interim 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.  
Associate Dean of Health and Human Development

Ryan T. Gunderson, M.A.  
Associate Dean of Student Affairs and Operations

L.J. “Sam” Helgerson, Ph.D.  
Assistant Dean of Business and Leadership

Judith E. Landrum, Ph.D.  
Associate Dean of Education, Christian Ministries, and  
Communication

# Personnel

## Library

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

## Registrar

- Katrina L. Chapman, M.A.  
Registrar
- David Mowers, M.A.(T.S.)  
Associate Registrar, CAPS/GS

## Student Life

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

## Administration: College of Adult & Professional Studies

Lisa Como, M.A.

Program Director, Communication Studies

Richard Crombie, MBA

Vice President and Dean, College of Adult & Professional Studies and Graduate School

Diane Dahl, Ph.D.

Associate Dean of Health and Human Development

Nicolette L. Daniels, M.A.

Program Director, Healthcare Leadership and Organizational Leadership

Laura Gilbertson, M.Div.

Program Director, Christian Ministries

Ryan T. Gunderson, M.A.

Associate Dean of Student Affairs and Operations

John A. Gunther, M.A.

Academic Services Manager

L.J. “Sam” Helgerson, Ph.D.

Assistant Dean of Business and Leadership

Judith Landrum, Ph.D.

Associate Dean of Education, Christian Ministries, and Communication

TBD

Program Director, General Studies and Electives

Molly Wickam, M.A.

Program Director, Business Management, and Human Resource Management Certificate

## Department of Nursing Personnel

The Department of Nursing oversees academic matters pertaining to the College of Adult & Professional Studies nursing major. Department of Nursing faculty members are designated as program director and faculty advisors.

Elizabeth Peterson, D.Min.  
Chair

Krista Hoekstra, M.A.  
Program Director, Undergraduate Nursing

Faculty advisors: The faculty advisors in the nursing department deal with academic and professional oversight within the program; each cohort is assigned one faculty advisor.

## Faculty

### Academic Administration

**James (Jay) H. Barnes III**, 1995. President. B.S., Wheaton College, 1969; M.A., University of Connecticut, 1970; Ed.D., Loyola University, 1984.

**Richard Crombie**, 2010. Vice President and Dean, College of Adult & Professional Studies and Graduate School. B.S. and B.A., Seattle Pacific University, 1975; MBA, DeVry University, 1999.

**Debra Harless**, 1989. Executive Vice President and Provost. B.A., Bethel University, 1983; M.A., University of Minnesota, 1987; Ph.D., University of Minnesota, 1995.

**David R. Stewart**, 2010. Director of Libraries. B.A., University of Lethbridge, 1978; M.A., Providence Seminary, 1980; Th.M., M.Div., Regent College, 1984; M.L.I.S., University of Western Ontario, 1994.

### Faculty of Instruction

**Timothy S. Bredow**, 1998. Professor of Nursing. B.S., University of Iowa, 1974; B.S.N., University of Iowa, 1976; M.A.N., University of Iowa, 1980; Ph.D., University of Iowa, 1988.

**Carla M. Dahl**, 2013. Professor. B.A., Bethel University, 1976; M.A., College of St. Thomas, 1981; Ph.D., University of Minnesota, 1994.

**Diane L. Dahl**, 1998. Associate Professor of Nursing. B.S.N., Grand Valley State University, 1982; M.S.N., Grand Valley State University, 1995; Ph.D., University of Minnesota, 2010.

# Personnel

**Nicolette L. Daniels**, 1998. Associate Professor in Organizational Leadership. B.A., Trinity College, 1973; M.A., Bethel University, 1997.

**Pamela K. Friesen**, 1985. Associate Professor of Nursing. B.S.N., University of Mary Hardin, 1976; M.S.N., University of Texas, 1985; Ph.D., University of Minnesota, 2003.

**L.J. “Sam” Helgersen**, 2002. Assistant Professor. B.S., University of Wisconsin–LaCrosse, 1984; M.A., Bethel University, 2002; Ph.D., Capella University, 2007.

**Krista Hoekstra**, 2014. Associate Professor. B.A., Bethel University, 2001; M.A., Bethel University, 2007.

**Bernita Missal**, 2002. Professor of Nursing. RN Diploma, Methodist Kahler School of Nursing, 1968; B.S., Moody Bible Institute, 1975; M.A., Wheaton College, 1983; M.P.H., University of Minnesota, 1989; Ph.D., University of Minnesota, 2003.

**Elizabeth A. Peterson**, 1982. Associate Professor of Nursing. B.S., University of Illinois, 1974; M.A., College of St. Thomas, 1979; M.S., University of Minnesota, 1983; D.Min., Bethel Seminary, 2009.

**Mark A. Thorson**, 1995. Associate Professor of General Studies. B.A., Bethel University, 1976; M.A., Indiana University, 1978; Ph.D., University of Minnesota, 1987.

## Adjunct Faculty

**Jentine Arkema**, 2004. Adjunct Instructor. B.A., Dordt College, 1974; M.A., Bethel University, 1999.

**Gregory J. Bownik**, 2001. Adjunct Instructor. B.A., Bethel University, 1992; M.A., Bethel University, 1998.

**Craig R. Case**, 2007. Adjunct Instructor. B.A., University of Minnesota, 1992; M.Div., Bethel Seminary, 2000.

**Lisa Como**, 2008. Adjunct Instructor. B.A., Bethel University, 1998; M.A., Bethel University, 2005.

**Constance J. Dreyer**, 1994. Adjunct Instructor. B.A., College of St. Catherine, 1980; M.S.N., University of Minnesota, 1991.

**Denise K. Fleming**, 2002. Adjunct Instructor. B.A., Gustavus Adolphus College, 1981; MBA, University of St. Thomas, 1985.

**Thomas C. Gahr**, 2009. Adjunct Instructor. B.S., Clarkson University, 1990; M.A., Bethel University, 2009.

# Personnel

**Laura S. Gilbertson**, 2006. Adjunct Instructor. B.A., University of Minnesota, 2000; M.Div., Bethel Seminary, 2005.

**Raymon P. Hanson**, 2005. Adjunct Instructor. B.A., University of Wisconsin–Eau Claire, 1985; M.Div., Bethel Seminary, 1989.

**Ronald J. Hultgren**, 2001. Adjunct Instructor. B.A., Bethel University, 1979; M.A., University of Sydney, 1993; Ph.D., University of Sydney, 2000.

**Gregg M. Lindberg**, 2008. Adjunct Instructor. B.A. Bethel University, 2004; M.A., Bethel University, 2006.

**David W. Lowe**, 2006. Adjunct Instructor. B.A., University of Northern Iowa, 1987; MBA, University of St. Thomas, 1999.

**Susan J. Mulligan**, 2006. Adjunct Instructor. B.A., Bethel University, 2000; M.A., Bethel University, 2004.

**Bradley J. Nauman**, 2011. Adjunct Instructor. B.A., Bethel University, 1982; M.A., Bethel University, 2010.

**Dwight P. Nelson**, 2008. Adjunct Instructor. B.A., Augsburg College, 1974; M.A., Bethel Seminary, 2007.

**Stephen R. Ogren**, 2006. Adjunct Instructor. B.A., Gustavus Adolphus College, 1973; MBA, University of Minnesota, 1979.

**Ronald R. Robinson**, 2002. Adjunct Instructor. B.A., Bethel University, 1997; M.A., Bethel University, 2000.

**Dan L. Rotach**, 2002. Adjunct Instructor. B.A., Faith Baptist Bible College, 1978; M.Div., Denver Baptist Theological Seminary, 1982; D.Min., Bethel Seminary, 1995.

**Beryl J. Rourke**, 2001. Adjunct Instructor. B.A., Bethel College, 1991; M.A., Bethel College, 2001.

**Shawn P. Sauve**, 2000. Adjunct Instructor. B.S., Oral Roberts University, 1991; MBA, University of Rochester, 1995.

**L. David Schuelke**, 1983. Adjunct Instructor. B.S., Northwestern University, 1961; M.A., University of Illinois, 1964; Ph.D., Purdue University, 1969.

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

**Linda M. Shell**, 2008. Adjunct Instructor. B.S., Bethel University, 2004; M.A., Bethel University, 2008.

# Personnel

**Kenneth W. Smith**, 2000. Adjunct Instructor. B.S., University of Illinois, 1968; M.A., Bethel University, 1999.

**Andrea E. Sorensen**, 1995. Adjunct Instructor. B.A., Bethel University, 1988; M.A., Alfred Adler Institute of Minnesota, 1994.

**Gary D. Stratton**, 2007. Adjunct Instructor. B.A., Wheaton College, 1980; M.A., Biola University, 1991; Ph.D., Fuller Theological Seminary, 2008.

**Charles J. Stroud**, 2008. Adjunct Instructor. B.A., Mount Vernon Nazarene University, 1986; MBA, Bethel University, 2007.

**Wendy L. Thompson**, 1998. Adjunct Instructor. B.A., Bethel University, 1984; M.P.H., University of Minnesota, 1994.

**Robert H. Treague**, 2009. Adjunct Instructor. B.A., Bethel University, 1998; M.A., Bethel University, 2000.

**Denise L. Walker**, 2009. Adjunct Instructor. B.S., Arizona State University, 1983; MBA, University of Illinois at Chicago, 1998.

**Dennis J. Whitman**, 2004. Adjunct Instructor. B.S., University of Wisconsin – Stout, 1984; M.A., St. Mary’s University, 1995.

## Emeriti

**Sagrid Eleanor Edman**, 1981–1997. Professor of Nursing Emerita. B.S., Wheaton College, 1955; M.A., New York University, 1962; Ph.D., University of Michigan, 1984.

**James P. Hurd**, 1982–2008. Professor of Anthropology Emeritus. B.A., California State College, 1966; M.A., Pennsylvania State University, 1972; Ph.D., Pennsylvania State University, 1981.

**Maureen J. Juarez**, 1984–2012. Assistant Professor of Nursing Emerita. B.S.N., University of Minnesota, 1968; M.S.N., University of Minnesota, 1977.

**Melville Y. Stewart**, 1972–1999. Professor of Philosophy Emeritus. B.A., Gordon College, 1958; M.Div., Westminster Theological Seminary, 1961; S.T.M., Andover Newton Theological School, 1968; M.A., University of Connecticut, 1972; Ph.D., University of Minnesota, 1983.

**Joann P. Wessman**, 1998–2008. Professor of Nursing Emerita. B.S., Columbia University, 1965; M.S., University of Minnesota, 1968; Ph.D., University of Texas, 1979.



At Bethel University,  
we're committed to excellence.

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



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