GRADUATE SCHOOL

2016–2017 Catalog

BETHEL
UNIVERSITY

1871

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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.

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

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

Policies

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

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

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

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

Catalog Information

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

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

Accreditation and Membership

Accreditation and Membership

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

Bethel is also accredited by the Teacher Education Accreditation Council. Graduate education programs leading to license in computer, keyboarding, and related technology applications teacher; K–12 and secondary teaching; special education; and teacher coordinator work-based learning are approved by the Minnesota Board of Teaching.

Bethel is also accredited by:

Doctoral programs in educational leadership, including director of special education, principal, or superintendent license, are approved by the Minnesota Board of School Administrators.

The Commission on Collegiate Nursing Education (CCNE) for the B.S. in Nursing and the M.S. in Nurse Educator and Nurse-Midwifery programs (One DuPont Circle Northwest, Suite 530, Washington, D.C. 20036-1120; Phone: 202.877.6791).

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

The nurse-midwifery program is pre-accredited by Accreditation Commission for Midwifery Education (ACME) (8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; Phone: 240.485.1802; www.midwife.org/acme (https://www.midwife.org/acme); email contact for ACME: Heather Mauer at HMauer@acnm.org .

The ARC-PA has granted Accreditation-Provisional status to the Master of Science degree program in Physician Assistant sponsored by Bethel University. The PA program is also registered with the Minnesota Department of Education.

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

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

Bethel University Mission and Values

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

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

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

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

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

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

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

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

College of Adult & Professional Studies and Graduate School Mission

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

Graduate School Purpose

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

The graduate programs at Bethel:

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

About Bethel University

Bethel University is a leader in Christ-centered higher education with approximately 6,300 students from 48 states and 32 countries enrolled in undergraduate, graduate, seminary, and adult education programs. Based in St. Paul, Minnesota, with an additional seminary location in San Diego,

California, and a satellite location in Bloomington, Minnesota, Bethel offers bachelor's and advanced degrees in nearly 100 fields. Educationally excellent classroom-based and online programs equip graduates to make exceptional contributions in life-long service to God and the world. Visit www.bethel.edu (https://www.bethel.edu) for more information.

Bethel University offers its academic programs through multiple divisions:

College of Adult & Professional Studies

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

Graduate School

The Graduate School provides rigorous graduate education in a supportive Christian environment. Our 1,500 adult students come from many backgrounds, experience levels, and career fields with the common goal of developing as whole professionals. Specialties include relevant degree programs in business and leadership, health and human services, and education. The school offers eleven master's programs, a doctoral program in educational leadership with two majors, and numerous certificates and licenses. Courses are taught by experienced full-time faculty or working professionals, whose recent experience focuses on principles that students can apply directly to their careers. Students are enrolled in two locations in the Twin Cities, with class schedules convenient for working adults.

College of Arts & Sciences

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

Bethel Seminary

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

Bethel Community Expectations

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

ACADEMIC INFORMATION

General Requirements for a Doctoral Degree

Doctor of Education (Ed.D.)

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

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 Graduate School and academic services.

General Requirements for a Master's Degree

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

1. A cumulative GPA of 3.0 overall and in one's major. The major GPA includes all courses required in the major and all electives taken for the major.
2. At least 80% of the credits used to meet the requirements of the major must be taken in programs that meet Bethel residency requirements. Specific courses in a program may be required to be taken in residence.
3. Completion of the requirements of a major (listed by discipline in this catalog).
4. Completion of departmental and institutional assessment activities.
5. The maximum time limit for completing the degree is five years. This means that students must have completed coursework for all courses including the Master's Capstone within 15 academic terms, beginning with the first term in which they are enrolled (see: Grading System–Grade of (p. 12)*I*).
6. Upon completion of requirements 1–5, participation in commencement ceremonies is expected. *Application for Commencement* must be submitted to the Graduate School.

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 Graduate School and academic services.

General Requirements for a Certificate

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

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

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 Graduate School and academic services.

Transfer Credit Policies

Transfer Credit

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

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

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

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

Concurrent Enrollment

Graduate School courses are selectively open to students currently enrolled in graduate or undergraduate programs at regionally accredited institutions on a pre-approved basis. Student Success Advisors in the Graduate School (GS) at Bethel University should be consulted before undertaking concurrent enrollment in undergraduate programs and graduate courses simultaneously or two graduate programs simultaneously.

Qualified undergraduate seniors currently enrolled in programs in the College of Adult & Professional Studies (CAPS) at Bethel University may take GS courses when individually approved by the GS Program Director offering the course(s) or where specific pre-approved agreements exist between CAPS and GS programs.

Qualified students currently enrolled in the College of Arts & Sciences (CAS) at Bethel University may enroll in GS courses when individually approved by the GS Program Director leading the program offering the course(s) or where specific pre-approved agreements exist between programs in CAS and Programs in GS. CAS department chairs determine how GS courses will apply to CAS degree requirements.

Qualified undergraduate seniors who are currently enrolled at other regionally accredited institutions for credit may take GS courses when individually approved by the GS Program Director leading the program offering the course(s) or where specific pre-approved agreements exist between the two institutions.

Qualified graduate students who are currently enrolled at Bethel University Seminary may take GS courses when individually approved by the GS Program Director leading the program offering the course(s) or where specific pre-approved agreements exist between the two institutions. Seminary student development advisors determine how Seminary courses will apply to Seminary degree requirements.

Qualified graduate students who are currently enrolled at other regionally accredited institutions in graduate programs may take GS courses when individually approved by the GS Program Director leading the program offering the course(s) or where specific pre-approved agreements exist between the two institutions.

Calendar and Student Load

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

Student load for each academic term is as follows:

1. Full time = 6 credits or more per term
2. Part time = fewer than 6 credits
   a. Three-Quarter time = 4.5 to 5.99 credits
   b. Half time = 3 to 4.49 credits

c. Less than half time = fewer than 3 credits

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 half-time status may affect the student's eligibility for certain financial aid programs.

International (F-1) Student Load

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

Summer Session

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

Attendance Policy

Attendance and Online Participation Policy

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

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

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

The attendance and participation policy emphasizes faculty and student responsibility for interactive adult learning in the following ways:

- In course syllabi, faculty will designate the value of participation in interactive learning activities in the classroom, in the field, and online.
- Students are responsible to participate in and complete all interactive learning activities and to master their content.
- Full (100%) course participation is defined by completion of all activities as assigned.
- Course syllabi will indicate whether make-up work is or is not appropriate for attendance in the classroom or participation in designated learning activities.
- Absence or non-participation due to illness or other emergency may be excused at the discretion of the faculty.
- Students should expect that non-participation in interactive activities associated with more than 20% of the schedule of the course will reduce a course grade or risk course failure. For face-to-face and hybrid courses, this includes attending at least 80% of scheduled face-to-face time.
- At the discretion of the institution, lack of participation during the first two weeks of a course may result in course registration being dropped; this may affect financial aid award. Multiple instances of course registrations being dropped for non-participation may result in all registration being dropped for the student and an unofficial withdrawal being recorded.

Program-specific Attendance Requirements

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

Physician Assistant Program Attendance

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

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

Attendance Requirements for Students Auditing a Course

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

Prerequisites and Corequisites

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

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

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

Changes in Registration

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

Grading System

Coursework is evaluated on the following scale:

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

An instructor has the option of affixing a minus to the grade of *A*, a plus or a minus to the grades of *B* and *C*, and a plus to the grade of *D*. A plus increases the number of grade points awarded by 0.3, and a minus decreases the number of grade points awarded by 0.3.

Grade of AU

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

Grade of CR

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

Grade of *I or IN*

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

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

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

Code	Title	Credits
EDUC885	Individualized Project in Higher Education	3
EDUC886	Principal Internship	3

EDUC887	Superintendent Internship	3
EDUC888	Teaching Internship	1-4
EDUC889	Director of Special Education Internship	3
PSYC781	Practicum I	4
PSYC783	Practicum II	4
PSYC785	Practicum III	1-3

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

Code	Title	Credits
EDUC790	Writing the Thesis/Action Research Project	3
GRTG790	Thesis Practicum	6
LEAD790	MBA/MASL Capstone Delivery	1
NURS793	Nurse-Midwifery Master's Project	2
NURS798	Master's Capstone II	1
ORGL790	Literature Review Portfolio Completion	1
PHAS790	Evidence-Based Medicine Project/Thesis	2
PSYC790	Comprehensive Examination	3
PSYC792	Thesis II	3

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

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

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

Code	Title	Credits
EDUC891	Dissertation Phase Two	6

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

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

Grades of IP, N, and NR

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

Grades of *S* and *U*

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

Grade of W

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

Transcripts

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

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

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

Honor Societies

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

- Sigma Theta Tau International, Honor Society of Nursing

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

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

Academic Progress, Probation, and Dismissal

1. Academic Warning

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

2. Academic Probation

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

3. Academic Dismissal

The following students will be subject to academic dismissal:

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

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

Academic Honesty

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

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

Academic Dishonesty Definitions

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

- **Cheating:** using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids. Examples: using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, etc.

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

Registration in Other Institutions

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

Extracurricular Activities

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

Readmission Procedure

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

Individualized Study

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

Academic Internship

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

Course by Arrangement

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

Curricular Practical Training

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

Directed Study

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

Academic Internship Policy

1. An acceptable internship is one that expects the student to:
   a. Make a deliberate application of one's academic knowledge and skills.
   b. Continue to learn as stimulated by the problems and issues encountered.
   c. Grow in one's personal maturity and confidence in one's abilities.
   d. Develop empathy with and understanding of persons, groups, and settings typically not encountered on campus.

2. The proposed internship must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within the existing course structure.

3. It is conducted under joint supervision of a Bethel faculty member and an onsite supervisor. Both parties agree on the specific objectives and assignments before beginning and jointly evaluate the student's work during the experience and at the end. There should be a plan for ongoing processing of the experience (log, weekly meetings, etc.). It is expected that the Bethel faculty supervisor will meet at least bi-weekly with the student.

4. The internship position may be part-time or full-time and may be salaried or non-salaried. Routine jobs or work that repeats experience does not qualify for an academic credit internship. The work must provide an opportunity to meet academic/educational objectives.

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

6. An internship must be two to four credits with the following minimum time required onsite:

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

7. A maximum of nine credits in internships may be taken. Each separate internship must have goals and objectives different than the prior ones taken for credit.

8. Internships are graded *S/U* (see: Grading System).

9. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.

10. Students must submit a completed and signed Contract for Academic Internship to their student success advisor for approval no later than the final day of the preceding semester. The form is available through the Office of Student Success.

Course by Arrangement Policy

1. Students may engage in a CBA under the following regulations:
   a. The course must be a specific requirement in the student's major or minor, or a prerequisite to a specific requirement (not an elective course).
   b. Students must have demonstrated in program coursework that they have the capability and background to study independently. Students must have an overall GPA of 3.3 or higher at the time the request is submitted and at the time the CBA begins as certification of this ability.
   c. Students may take only one CBA per term and no more than a total of eight credits of CBA toward graduation. A faculty supervisor may direct no more than two study projects (directed studies and courses by arrangement) per term and must have previously taught the course in its regular format.
   d. Upon fulfilling the CBA, students receive credit on their transcript for the course. CBA is graded on an *A–F* or *S/U* basis according to the normal grading system of the course in its regular format.

2. Complete the following procedures to obtain approval of a CBA request:
   a. The CBA form is available through Blink (Home > Forms > Graduate School Programs > Graduate Students > Course by Arrangement).
   b. The student meets with the faculty member who will supervise the study. They review the course syllabus and determine the number and frequency of regular contacts between the student and supervisor. Students doing research off campus will contact their supervisor by phone at regular intervals, at the student's expense.
   c. The CBA request is then submitted to the program director for approval, if different from the supervisor of the study, and to the appropriate division dean.
   d. The student submits the completed and signed agreement to their student success advisor during the registration dates for the term in which it is to take place.
   e. Processing of the agreement by the registrar validates the agreement.

Curricular Practical Training Policy

1. An acceptable CPT experience is one that expects the student to:
   a. Make a deliberate application of one's academic knowledge and skills.
   b. Continue to learn as stimulated by the problems and issues encountered.
   c. Grow in one's personal maturity and confidence in one's abilities.
   d. Develop empathy with and understanding of persons, groups, and settings typically not encountered on campus.

2. The proposed CPT must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within the existing course structure.

3. It is conducted under joint supervision of a Bethel faculty member and an onsite supervisor. Both parties agree on the specific objectives and assignments before beginning and jointly evaluate the student's work during the experience and at the end. There should be a plan for ongoing processing of the experience (log, weekly meetings, etc.). It is expected that the Bethel faculty supervisor will meet at least bi-weekly with the student.

4. The CPT position may be part time or full time, and may be salaried or non-salaried. Routine jobs or work that repeats previous experience does not qualify for an academic credit CPT. The work must provide an opportunity to meet academic/educational objectives.

5. The student must meet the following criteria:
   a. Be currently enrolled in the Graduate School.
   b. Declare a major in the department of the internship being proposed.
   c. Have a minimum cumulative GPA of 3.0 and a 3.0 GPA in the major. (Individual departments may require a higher GPA.)
   d. Meet additional criteria as established by each department.

6. CPT for academic credit requires minimum time onsite:

One-credit internship	45 hours
Two-credit internship	90 hours
Three-credit internship	135 hours
Four-credit internship	180 hours
Five-credit internship	225 hours
Six-credit internship	270 hours

7. A maximum of nine credits in internships may be taken. Each separate internship must have goals and objectives different than the prior ones taken for credit.

8. Internships are graded *S/U* (see: Grading System).

9. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.

10. Students must submit a completed and signed *Curricular Practical Training Form* for approval to their student success advisor no later than the final day of the preceding semester. The form is available through Blink (Home tab > Forms channel > Graduate School Programs > Graduate Students > Curricular Practical Training Form).

Directed Study Policy

1. Students may engage in an elective directed study under the following regulations:
    a. The proposed study must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within an existing course. The amount and distribution of work should be similar to that of a regularly offered course of comparable credit.
    b. Students must have demonstrated in program coursework that they have the capability and background to study independently. Students must have an overall GPA of 3.0 or higher as certification of this ability.
    c. Students may take only one directed study per term and no more than a total of two directed studies toward graduation. A faculty supervisor may direct no more than two directed studies per term.
    d. Upon fulfilling the agreement, students receive credit on their transcript for the course as titled. Directed study is graded on an *A−F* basis, not *S/U*.

2. Complete the following procedures to obtain approval of a directed study proposal:
    a. The Directed Study Agreement form is available through Blink (Home tab > Forms channel > CAPS Programs > CAPS Students > Directed Study-PDF or Home > Forms > Graduate School Programs > Graduate Students > Course by Arrangement)
    b. The student meets with the faculty member who will supervise the study. They jointly prepare the agreement form, listing the objectives of the study, its relationship to the student's overall program, the specific content and procedures of the study, the definition of student and faculty roles, the product or response to be made by the student on which his or her learning will be evaluated, and the number and frequency of regular contacts between the student and supervisor. Students doing research off campus will contact their supervisor by phone at regular intervals, at the student's expense.
    c. The Directed Study Agreement is then submitted to the program director for approval, if different from the supervisor of the study, and to the appropriate division dean.
    d. The student submits the completed and signed agreement to their student success advisor during the registration dates for the term in which it is to take place.
    e.   Processing of the agreement by the registrar validates the agreement.

Academic Appeals

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

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

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

Intellectual Property Rights

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

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

Freedom of Inquiry

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

The Family Educational Rights and Privacy Act

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

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

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

ACADEMIC PROGRAMS

Course Numbers, Levels, and Credits

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

Master's Level

500–799

Doctoral Level

800-899

Academic Discipline Codes and Descriptions

The discipline code indicates the academic discipline being studied.

Subject Code	Description
BIOL	Biology
BUSN	Business
ECON	Economics
EDUC	Education
GRTG	Gerontology
HRMA	Human Resource Management
HUSE	Human Services
LEAD	Leadership Core
NASC	Natural Sciences
NURS	Nursing
ORGL	Organizational Leadership
PHAS	Physician Assistant
PHIL	Philosophy
PSYC	Psychology
SLDR	Strategic Leadership
SOCS	Sociological Studies
SPED	Special Education

Suffix Codes and Descriptions

Subject Code	Description
L	Laboratory Experience

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

Graduate Major Codes and Descriptions

Subject Code	Description
BUAG	Business Administration
COPG	Counseling Psychology
EDUG	Education K-12
GERG	Gerontology
LHED	Leadership in Higher Education
LKAD	Leadership in K-12 Administration
MIDW	Nurse-Midwifery
NEDG	Nurse Educator
ORLG	Organizational Leadership
PASG	Physician Assistant
SLDG	Strategic Leadership
SPEG	Special Education
TEAG	Teaching

Certificate Codes and Descriptions

Subject Code	Description
CAMH	Child and Adolescent Mental Health
CGER	Gerontology
CITL	International Baccalaureate Certificate in Teaching and Learning
CLDR	Leadership Foundations
CNRE	Nurse Educator
CENV	Classroom Management: ENVoY
CSTM	STEM in K-12 Education

License Program Codes and Descriptions

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

Business

MBA—Master of Business Administration

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

Transformational Education

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

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

Character-Based Leadership

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

Honoring Your Uniqueness

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

Faith and Work Integration

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

Program Outcomes

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

- Integrate leadership theory, scholarship, and practice with developmental self-awareness.
- Develop effective tactics and strategies through the effective evaluation of an organization's context, leadership opportunities, limitations, and competing interests.
- Respond to leadership dilemmas in a manner consistent with Christian ethical principles.
- Develop productive teams that value personal growth, healthy team environment, and sensitivity to broader networks and cultures.
- Communicate effectively in a variety of leadership settings.
- Understand how the confluence of commercial, financial, legal, political, cultural, and other environments affects business decision-making.
- Analyze the complex relationship between local business conditions and the global commercial environment.
- Synthesize multiple types of data (financial, marketing, etc.) to effectively inform business processes.

MBA Degree Program

- MBA (p. 25)

Certificate in Leadership Foundations

Leadership Foundations (p. 50)

MBA in Business Administration

The required curriculum for the MBA comprises a 42 semester credit sequence of courses. The core courses comprise 33 credits. A 9-credit concentration is required. Students may choose to complete both the Global Management concentration and the Management concentration. Dual-Degree (MBA/MASL) students completing the MBA degree after having completed LEAD790 for the M.A. degree in Strategic Leadership must complete LEAD789 in addition to the curriculum below.

BUSN615	Managerial Accounting	3
BUSN625	Managerial Finance	3
BUSN645	Marketing Management	3
BUSN680	Business Strategy	3
BUSN789	MBA Portfolio Deliverable [1]	0
ECON635	Managerial Economics	3
LEAD611	Leadership Theory & Personal Agency [1]	3
LEAD621	Worldview, Ethics and Leadership [1]	3
LEAD631	Leading Change in a Changing World [1]	3
LEAD641	Organizational Diagnostics and Health [1]	3
LEAD651	Leadership Formation and Strategic Talent Management [1]	3
LEAD755	Portfolio Integration and Capstone Development [1]	2
LEAD790	MBA/MASL Capstone Delivery [1]	1
Select one concentration from the Concentrations tab: Finance, Global Management, or Management		9
Total Credits		**42**

[1]   Course must be taken for credit at Bethel.

Finance Concentration

BUSN605	Data Analysis and Decision Making	3
BUSN627	Advanced Managerial Finance	2
BUSN628	Global Finance	3
Total Credits		**8**

Global Management Concentration

BUSN628	Global Finance	3
BUSN652	Global Operations Management	3
BUSN675	Leading in a Global Environment	3
Total Credits		**9**

Management Concentration

BUSN605	Data Analysis and Decision Making	3
BUSN660	Operations Management	3
SLDR615	Managing Projects & Quality Initiatives	3

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

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

Doctoral programs in educational leadership, including director of special education, principal, or superintendent license, are approved by the Minnesota Board of School Administrators.

Bethel is also accredited by the Teacher Education Accreditation Council. Graduate education programs leading to license in computer, keyboarding, and related technology applications teacher; K–12 and secondary teaching; special education; and teacher coordinator work-based learning are approved by the Minnesota Board of Teaching.

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

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

Major in Leadership in Higher Education
Major in Leadership in K–12 Administration

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

Director of Special Education License
Principal K-12 License
Superintendent K-12 License

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

Program Outcomes

- Leader who integrates personal faith and values in providing leadership in K–12 and higher educational institutions.
- Public intellectual who humbly and transparently engages the extended community and world with clarity and hope.
- Public intellectual who applies critical and complex thinking to issues and problems.
- Leader who uses ethics and personal/cultural values in the decision making process.
- Leader who displays attributes of sensitivity, tact, and conflict management skills.
- Leader who demonstrates leadership in areas of inclusion, multiculturalism, antiracism, and antisexism.

Program Design

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

Master's-Level Education Programs

Program Design

- Courses are offered sequentially throughout the calendar year, including the summer months.
- Courses are generally taken one at a time.
- Delivery format:
  - M.A. in Education K–12 core courses are taken online, and the program orientation is provided online. Concentration options are either online, face-to-face, or hybrid.
  - M.A. in Special Education courses meet one evening each week throughout the year. Summer courses may meet on a different schedule. The hybrid delivery option features at least one face-to-face meeting per course in combination with online sessions.

  - M.A. in Teaching courses meet on various days of the week. Consult a calendar of class sessions for the schedule.

- A supportive learning community is achieved through the cohort model—a small group of students progressing through a degree program together.
- Cohort starts occur throughout the year, depending on the major (see: Admission Calendar).

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

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

M.A. in Education K–12

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

- Autism Spectrum Disorders—online
- Educational Leadership Concentration—hybrid (one face-to-face course and two online courses)
- Classroom Management: ENVoY—online
- International Baccalaureate Certificate in Teaching and Learning—online
- Special Education Concentration—hybrid
- STEM in K–12 Education—hybrid
- Teacher Coordinator of Work-based Learning License—online
- Technology for Educators—online

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

Special Education Programs: M.A., License

The M.A. in Special Education, and Special Education License programs emphasize the practical application of the theoretical and research bases of the discipline as well as ethical/spiritual issues related to the profession.

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

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

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

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

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

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

Degree Programs in Education

Doctor of Education (Ed.D.)

Master of Arts (M.A.)

Certificates in Education

Graduate-Level License Requirements

To be recommended for license, students must demonstrate:

- Academic success, defined as completion of each course in the sequence with a passing grade. Any student failing to maintain this standard of performance will not be allowed to begin the next course in the sequence until previous coursework is completed to standard. Students receiving a grade of *I* need permission of the program director to continue in the next course.
- Character, ethics, and relational skills consistent with the role and responsibility of the professional educator. Any student failing to meet this expectation may be asked to discuss with the program director other viable options for professional development. License standards are subject to change at any time by the Minnesota Board of Teaching.
-

Doctoral Level Licenses

Master's Level Licenses

Education K-12

Special Education

Teaching

Ed.D. in Leadership in Higher Education

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

EDUC801	Historical, Cultural, and Philosophical Issues Impacting Educational Leadership	3
EDUC807	Organizational Leadership in Higher Education	3
EDUC812	Curriculum Design and Instructional Management in Higher Education	3
EDUC818	Comparative Analysis of Issues in Higher Education	3
EDUC820	Doctoral Research I	3
EDUC827	Leading in a Complex and Pluralistic Society	3
EDUC832	Leadership of Academic & Support Systems in Higher Education	3
EDUC837	Institutional Assessment in Higher Education	3
EDUC842	Leadership and Strategic Planning in Higher Education	3
EDUC845	Doctoral Research II	3
EDUC850	Doctoral Research III	3
EDUC858	Re-imagining Higher Education	3
EDUC862	Legal Issues in Higher Education	3
EDUC867	Resource Management and Development in Higher Education	3
EDUC870	Doctoral Research IV	3
EDUC881	Comprehensive Examination and Portfolio Review [1]	1
EDUC885	Individualized Project in Higher Education	3
EDUC890	Dissertation Phase One [1]	6
EDUC891	Dissertation Phase Two [1]	6
Total Credits		**61**

[1]   Course must be taken for credit at Bethel.

Ed.D. in Leadership in K-12 Administration

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

EDUC800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC805	Principles of Organizational Leadership	3
EDUC810	Curriculum and Instructional Management and Student Development	3
EDUC815	Technology in K-12 Education	3
EDUC820	Doctoral Research I	3
EDUC825	Leading in a Complex and Pluralistic Society	3
EDUC830	Administration of Essential Educational Programs	3
EDUC835	Measurement and Assessment	3
EDUC840	Administrative Operations and Personnel Administration	3
EDUC845	Doctoral Research II	3
EDUC850	Doctoral Research III	3
EDUC855	Administrators as Agents of Change	3
EDUC860	Legal Issues in School Administration	3
EDUC865	Resource Management in K-12 Education	3
EDUC870	Doctoral Research IV	3
EDUC881	Comprehensive Examination and Portfolio Review [1]	1
EDUC890	Dissertation Phase One [1]	6
EDUC891	Dissertation Phase Two [1]	6
Select one of the following:		3
EDUC882	Directed Study	
EDUC886	Principal Internship	
EDUC887	Superintendent Internship	
EDUC889	Director of Special Education Internship	
Total Credits		**61**

[1] Course must be taken for credit at Bethel.

Director of Special Education License

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

EDUC800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC805	Principles of Organizational Leadership	3
EDUC810	Curriculum and Instructional Management and Student Development	3
EDUC815	Technology in K-12 Education	3
EDUC825	Leading in a Complex and Pluralistic Society	3
EDUC830	Administration of Essential Educational Programs	3
EDUC835	Measurement and Assessment	3
EDUC840	Administrative Operations and Personnel Administration	3
EDUC855	Administrators as Agents of Change	3
EDUC860	Legal Issues in School Administration	3
EDUC865	Resource Management in K-12 Education	3
EDUC875	Special Education Policy, Law, and Finance	2
EDUC876	Special Education Organization Management	2
EDUC889	Director of Special Education Internship	3
Total Credits		**40**

K-12 Principal License

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

EDUC800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC805	Principles of Organizational Leadership	3
EDUC810	Curriculum and Instructional Management and Student Development	3
EDUC815	Technology in K-12 Education	3
EDUC825	Leading in a Complex and Pluralistic Society	3
EDUC830	Administration of Essential Educational Programs	3
EDUC835	Measurement and Assessment	3
EDUC840	Administrative Operations and Personnel Administration	3
EDUC855	Administrators as Agents of Change	3
EDUC860	Legal Issues in School Administration	3
EDUC865	Resource Management in K-12 Education	3
EDUC886	Principal Internship	3
Total Credits		**36**

Superintendent License

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

EDUC800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC805	Principles of Organizational Leadership	3
EDUC810	Curriculum and Instructional Management and Student Development	3
EDUC815	Technology in K-12 Education	3
EDUC825	Leading in a Complex and Pluralistic Society	3
EDUC830	Administration of Essential Educational Programs	3
EDUC835	Measurement and Assessment	3
EDUC840	Administrative Operations and Personnel Administration	3
EDUC855	Administrators as Agents of Change	3
EDUC860	Legal Issues in School Administration	3
EDUC865	Resource Management in K-12 Education	3
EDUC887	Superintendent Internship	3
Total Credits		**36**

M.A. in Education K-12

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

EDUC606	Teacher as Leader	3
EDUC614	Educational Research [1]	1
EDUC616	Improving Instruction	3
EDUC730	Introduction to Differentiation and Responsive Teaching	3
EDUC731	Responsive Pedagogy for English Language Learners	3
EDUC732	Culturally Responsive Instruction	3
EDUC755	Preparing the Thesis/Action Research Project [1]	1
EDUC790	Writing the Thesis/Action Research Project [1]	3
PSYC635	Measurement and Assessment in Education	3
Select one concentration from the Concentrations tab		9-10
Total Credits		**32-33**

[1]   Course must be taken for credit at Bethel.

Autism Spectrum Disorders Concentration

SPED601	Characteristics of ASD	3
SPED611	Evaluation, Communication and Intervention Strategies in ASD	3
SPED612	Planning, Instruction & Consultation for ASD	3
Total Credits		**9**

Educational Leadership Concentration

EDUC800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC805	Principles of Organizational Leadership	3
EDUC810	Curriculum and Instructional Management and Student Development	3
Total Credits		**9**

Classroom Management: ENVoY

EDUC745	ENVoY: The 7 Gems	3
EDUC746	Classroom Charisma	3
EDUC747	Group Dynamics in a Healthy Classroom	4
Total Credits		**10**

International Baccalaureate Certificate in Teaching and Learning

EDUC771	Curriculum Processes	3
EDUC772	Assessment and Learning	3
EDUC773	Teaching and Learning	3
EDUC774	Capstone	1
Total Credits		**10**

Special Education Concentration

Select 9 credits from the following:

SPED600	Characteristics of Mild-Moderate Disabilities	3
SPED620	Reading Foundations	3
SPED631	Responsive Instruction, Intervention, and Assessment	3
SPED641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
Total Credits		**9**

STEM in K–12 Education

EDUC740	Exploring STEM Practices	4
EDUC741	Applied STEM in the Classroom	3
EDUC742	STEM Curriculum and Instruction	3
Total Credits		**10**

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

EDUC705	History and Advancement of Work-Based Learning	3
EDUC707	Designing School-Based Instruction for Work-Based Learning	3
EDUC709	Implementing and Monitoring Work-Based Learning	3
Total Credits		**9**

Technology for Educators: *Online*

Select 9 credits from the following:

EDUC711	Technology Applications for K-12 Schools	3
EDUC712	Technology Curriculum Integration for K-12 Schools	3
EDUC713	Providing Leadership in Educational Technology for K-12 Schools	2
EDUC715	Practicum for Teachers of Computers, Keyboarding, and Related Technology for K-12 Schools	1
EDUC718	Methods of Online Teaching for K-12	3
Total Credits		**9**

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

Certificate in Classroom Management: ENVoY

The required curriculum for the Classroom Management: ENVoY Certificate comprises a 10 semester credit sequence of courses. This certificate can be earned while enrolled in the M.A. in Education K–12 program.

EDUC745	ENVoY: The 7 Gems	3
EDUC746	Classroom Charisma	3
EDUC747	Group Dynamics in a Healthy Classroom	4
Total Credits		**10**

Certificate in STEM in K-12 Education

The required curriculum for the STEM in K–12 Education Certificate comprises a 10 semester credit sequence of courses. This certificate can be earned while enrolled in the M.A. in Education K–12 program.

EDUC740	Exploring STEM Practices	4
EDUC741	Applied STEM in the Classroom	3
EDUC742	STEM Curriculum and Instruction	3
Total Credits		**10**

International Baccalaureate Certificate in Teaching and Learning

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

EDUC771	Curriculum Processes	3
EDUC772	Assessment and Learning	3
EDUC773	Teaching and Learning	3
EDUC774	Capstone	1
Total Credits		**10**

Teacher Coordinator of Work-Based Learning License

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

EDUC705	History and Advancement of Work-Based Learning	3
EDUC707	Designing School-Based Instruction for Work-Based Learning	3
EDUC709	Implementing and Monitoring Work-Based Learning	3
Total Credits		**9**

Teachers of Computer, Keyboarding, and Related Technology Applications License

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

EDUC711	Technology Applications for K-12 Schools	3
EDUC712	Technology Curriculum Integration for K-12 Schools	3
EDUC713	Providing Leadership in Educational Technology for K-12 Schools	2
EDUC715	Practicum for Teachers of Computers, Keyboarding, and Related Technology for K-12 Schools	1
Total Credits		**9**

M.A. in Special Education

The required curriculum for the M.A. in Special Education comprises a 36–41 credit sequence of courses. Students either complete the concentration in Academic Behavioral Strategist K–12; or elect concentrations in Autism Spectrum Disorders B–21, Developmental Disabilities K–12 (pending MN BOT approval), and/or Emotional/Behavioral Disabilities K–12; or complete the basic program sequence. Bethel offers the core courses of the program and the ABS concentration in a traditional face-to-face cohort model on the main campus, as well as a hybrid option (most courses online with a few face-to-face sessions). ASD, DD (pending MN BOT approval), and EBD concentrations are offered in the hybrid format.

Bethel Core Courses

EDUC614	Educational Research [1]	1
EDUC755	Preparing the Thesis/Action Research Project [1]	1
EDUC790	Writing the Thesis/Action Research Project [1]	3
SPED655	Classroom-Based Assessment	3
SPED670	Assessment Clinical Field Experience	1
Minnesota Board of Teaching Special Education Core		
SPED605	Introduction to Special Education	1
SPED610	Norm-Referenced Assessment	3
SPED618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED620	Reading Foundations	3
SPED621	Reading Field Experience	1
SPED625	Special Education: Planning and Programming	3
SPED675	Consultation, Collaboration & Resources	2
Select one concentration from the Concentrations tab		11-16
Total Credits		**36-41**

[1]   Course must be taken for credit at Bethel.

Concentration in Academic Behavioral Strategist

SPED600	Characteristics of Mild-Moderate Disabilities	3
SPED608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	2
SPED631	Responsive Instruction, Intervention, and Assessment	3
SPED641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
SPED673	ABS Field Experience	1
SPED780	Student Teaching - Academic Behavior Strategist [1]	3-4
or SPED786	ABS: Practicum	
Total Credits		**15-16**

Concentration in Autism Spectrum Disorders

SPED601	Characteristics of ASD	3
SPED611	Evaluation, Communication and Intervention Strategies in ASD	3
SPED612	Planning, Instruction & Consultation for ASD	3
SPED671	Autism Field Experience	1
SPED781	ASD: Student Teaching [1]	3-4
or SPED787	ASD: Practicum	
Total Credits		**13-14**

Concentration in Developmental Disabilities

SPED607	Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities	3
SPED615	Instruction and Intervention for Students with Intellectual Disabilities	3
SPED619	Supporting Students with Intellectual Disabilities Across Systems	3
SPED674	DD Field Experience	1
SPED779	DD: Practicum [1]	3-4
or SPED784	DD: Student Teaching	
Total Credits		**13-14**

Concentration in Emotional/Behavioral Disabilities

SPED604	EBD: Child & Adolescent Psychopathology	3
SPED613	Interventions for Emotional and Behavioral Disabilities	3
SPED641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
SPED672	EBD Field Experience	1
SPED783	EBD: Student Teaching [1]	3-4
or SPED788	EBD: Practicum	
Total Credits		**13-14**

Basic Program Sequence

SPED600	Characteristics of Mild-Moderate Disabilities	3
SPED608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	2
SPED631	Responsive Instruction, Intervention, and Assessment	3
SPED641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
Total Credits		**11**

[1]   Course must be taken for credit at Bethel.

Academic Behavioral Strategist K-12 (ABS) License

The required curriculum for the Academic Behavioral Strategist K–12 License comprises a 52 semester credit sequence of courses. Courses for the full license are designated as Standards of Effective Practice courses, Special Education License Core courses, and ABS License courses. Students who already hold a qualifying special education license take only the ABS License courses. Students who already hold a full professional teaching license take only the Special Education License Core courses and ABS License courses. All other students take Standards of Effective Practice courses, Special Education License Core courses, and ABS License courses.

Standards of Effective Practice Courses: 16 credits

EDUC594	General Methods of Effective Instruction	3
EDUC595	School-wide Systems Field Experience	1
EDUC621	Foundations in Education	3
EDUC624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC663	Understanding Diversity and Student Needs	2
EDUC668	Classroom Technology	1
EDUC751	Special Education Student Teaching Seminar	3

Special Education License Core courses: 16 credits

SPED605	Introduction to Special Education	1
SPED608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	2
SPED610	Norm-Referenced Assessment	3
SPED620	Reading Foundations	3
SPED621	Reading Field Experience	1
SPED625	Special Education: Planning and Programming	3
SPED670	Assessment Clinical Field Experience	1
SPED675	Consultation, Collaboration & Resources	2

ABS License courses: 20 credits

SPED600	Characteristics of Mild-Moderate Disabilities	3
SPED618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED631	Responsive Instruction, Intervention, and Assessment	3
SPED641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
SPED655	Classroom-Based Assessment	3
SPED673	ABS Field Experience	1
SPED780	Student Teaching - Academic Behavior Strategist	4
Total Credits		**52**

Autism Spectrum Disorders B-21 (ASD) License

The required curriculum for the Autism Spectrum Disorders License comprises a 52 semester credit sequence of courses. Courses for the full license are designated as Standards of Effective Practice courses, Special Education License Core courses, and ASD License courses. Students who already hold a qualifying special education license take only the ASD License courses. Students who already hold a full professional teaching license take only the Special Education License Core courses and ASD License courses. All other students take Standards of Effective Practice courses, Special Education License Core courses, and ASD License courses. Requirements for the ASD license taken to add onto a current ABS degree are listed after the full license requirements.

Standards of Effective Practice courses: 16 credits

EDUC594	General Methods of Effective Instruction	3
EDUC595	School-wide Systems Field Experience	1
EDUC621	Foundations in Education	3
EDUC624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC663	Understanding Diversity and Student Needs	2
EDUC668	Classroom Technology	1
EDUC751	Special Education Student Teaching Seminar	3
Special Education License Core Courses: 16 credits		
SPED605	Introduction to Special Education	1
SPED608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	2
SPED610	Norm-Referenced Assessment	3
SPED620	Reading Foundations	3
SPED621	Reading Field Experience	1
SPED625	Special Education: Planning and Programming	3
SPED670	Assessment Clinical Field Experience	1
SPED675	Consultation, Collaboration & Resources	2
ASD License courses: 20 credits		
SPED601	Characteristics of ASD	3
SPED611	Evaluation, Communication and Intervention Strategies in ASD	3
SPED612	Planning, Instruction & Consultation for ASD	3
SPED618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED655	Classroom-Based Assessment	3
SPED671	Autism Field Experience	1
SPED781	ASD: Student Teaching	4
Total Credits		**52**

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

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

SPED601	Characteristics of ASD	3
SPED611	Evaluation, Communication and Intervention Strategies in ASD	3
SPED612	Planning, Instruction & Consultation for ASD	3
SPED787	ASD: Practicum	3
Total Credits		**12**

Developmental Disabilities K-12 License

The required curriculum for the Developmental Disabilities License (pending MN BOT approval), comprises a 52 semester credit sequence of courses. Courses for the full license are designated as Standards of Effective Practice courses, Special Education License Core courses, and DD License courses. Students who already hold a qualifying special education license take only the DD License courses. Students who already hold a full professional teaching license take only the Special Education License Core courses and DD License courses. All other students take Standards of Effective Practice courses, Special Education License Core courses, and DD License courses. Requirements for the DD license taken to add onto a current ABS degree are listed after the full license requirements.

Standards of Effective Practice courses: 16 credits

EDUC594	General Methods of Effective Instruction	3
EDUC595	School-wide Systems Field Experience	1
EDUC621	Foundations in Education	3
EDUC624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC663	Understanding Diversity and Student Needs	2
EDUC668	Classroom Technology	1
EDUC751	Special Education Student Teaching Seminar	3
Special Education License Core courses: 16 credits		
SPED605	Introduction to Special Education	1
SPED608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	2
SPED610	Norm-Referenced Assessment	3
SPED620	Reading Foundations	3
SPED621	Reading Field Experience	1
SPED625	Special Education: Planning and Programming	3
SPED670	Assessment Clinical Field Experience	1
SPED675	Consultation, Collaboration & Resources	2
DD License courses: 20 credits		
SPED607	Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities	3
SPED615	Instruction and Intervention for Students with Intellectual Disabilities	3
SPED618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED619	Supporting Students with Intellectual Disabilities Across Systems	3
SPED655	Classroom-Based Assessment	3
SPED674	DD Field Experience	1
SPED784	DD: Student Teaching	4
Total Credits		**52**

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

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

SPED607	Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities	3
SPED615	Instruction and Intervention for Students with Intellectual Disabilities	3
SPED619	Supporting Students with Intellectual Disabilities Across Systems	3
SPED779	DD: Practicum	3
Total Credits		**12**

Emotional/Behavioral Disabilities K-12 (EBD) License

The required curriculum for the Emotional/Behavioral Disabilities License comprises a 52 semester credit sequence of courses. Courses for the full license are designated as Standards of Effective Practice courses, Special Education License Core courses, and EBD License courses. Students who already hold a qualifying special education license take only the EBD License courses. Students who already hold a full professional teaching license take only the Special Education License Core courses and EBD License courses. All other students take Standards of Effective Practice courses, Special Education License Core courses, and EBD License courses. Requirements for the EBD license taken to add onto a current ABS degree are listed after the full license requirements.

Standards of Effective Practice courses: 16 credits

EDUC594	General Methods of Effective Instruction	3
EDUC595	School-wide Systems Field Experience	1
EDUC621	Foundations in Education	3
EDUC624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC663	Understanding Diversity and Student Needs	2
EDUC668	Classroom Technology	1
EDUC751	Special Education Student Teaching Seminar	3
Special Education License Core courses: 16 credits		
SPED605	Introduction to Special Education	1
SPED608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	2
SPED610	Norm-Referenced Assessment	3
SPED620	Reading Foundations	3
SPED621	Reading Field Experience	1
SPED625	Special Education: Planning and Programming	3
SPED670	Assessment Clinical Field Experience	1
SPED675	Consultation, Collaboration & Resources	2
EBD License courses: 20 credits		
SPED604	EBD: Child & Adolescent Psychopathology	3
SPED613	Interventions for Emotional and Behavioral Disabilities	3
SPED618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
SPED655	Classroom-Based Assessment	3
SPED672	EBD Field Experience	1
SPED783	EBD: Student Teaching	4
Total Credits		**52**

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

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

SPED604	EBD: Child & Adolescent Psychopathology	3
SPED613	Interventions for Emotional and Behavioral Disabilities	3
SPED672	EBD Field Experience	1
SPED788	EBD: Practicum	3
Total Credits		**10**

M.A. in Teaching

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

EDUC614	Educational Research [1]	1
EDUC621	Foundations in Education	3
EDUC624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC630	General Teaching Methods for 5-12 Classrooms	3
EDUC661	Field Experience	2
EDUC663	Understanding Diversity and Student Needs	2
EDUC665	Teaching Content Area Literacy	3
EDUC668	Classroom Technology	1
Select one of the following:		3-4
EDUC680	Methods of Teaching 5-12 Mathematics	
EDUC681	Methods of Teaching 5-12 Science	
EDUC682	Methods of Teaching Visual Arts, K-12	
EDUC683	Methods of Teaching World Languages and Cultures, K-12	
EDUC684	Methods of Teaching TESOL	
EDUC685	Methods of Teaching 5-12 Communication Arts and Literature	
EDUC686	Methods of Teaching Business Education, Grades 5-12	
EDUC687	Methods of Teaching 5-12 Social Studies	
EDUC750	Student Teaching Seminar	5
EDUC755	Preparing the Thesis/Action Research Project [1]	1
EDUC778	Student Teaching Placement I	5
EDUC779	Student Teaching Placement II	3
EDUC790	Writing the Thesis/Action Research Project [1]	3
Total Credits		**38-39**

[1]   Course must be taken for credit at Bethel.

Teaching License

The required curriculum for the Teaching license comprises a 33-34 semester credit sequence of courses. It is highly recommended that license-only students enroll in EDUC614.

EDUC621	Foundations in Education	3
EDUC624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC630	General Teaching Methods for 5-12 Classrooms	3
EDUC661	Field Experience	2
EDUC663	Understanding Diversity and Student Needs	2
EDUC665	Teaching Content Area Literacy	3
EDUC668	Classroom Technology	1
Select one of the following:		3-4
EDUC680	Methods of Teaching 5-12 Mathematics	
EDUC681	Methods of Teaching 5-12 Science	
EDUC682	Methods of Teaching Visual Arts, K-12	
EDUC683	Methods of Teaching World Languages and Cultures, K-12	
EDUC684	Methods of Teaching TESOL	
EDUC685	Methods of Teaching 5-12 Communication Arts and Literature	
EDUC686	Methods of Teaching Business Education, Grades 5-12	
EDUC687	Methods of Teaching 5-12 Social Studies	
EDUC750	Student Teaching Seminar	5
EDUC778	Student Teaching Placement I	5
EDUC779	Student Teaching Placement II	3
Total Credits		**33-34**

Add-On Teaching License

Bethel provides an opportunity for students who complete a special education license to add a general education teaching license. Students who complete their Teacher Performance Assessment (edTPA) during their special education student teaching placement will not be required to also complete an edTPA in their general education license area. The required curriculum for a teaching license as an addition to a qualifying Minnesota Special Education teaching license comprises a 27—28 semester credit sequence of courses. **The entire course sequence for the special education license must be completed for eligibility for the teaching license.**

EDUC594	General Methods of Effective Instruction	3
EDUC595	School-wide Systems Field Experience	1
EDUC621	Foundations in Education	3
EDUC624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC663	Understanding Diversity and Student Needs	2
EDUC668	Classroom Technology	1
EDUC751	Special Education Student Teaching Seminar	3
EDUC779	Student Teaching Placement II	3
SPED620	Reading Foundations	3
SPED675	Consultation, Collaboration & Resources	2
Select one of the following:		3-4
EDUC680	Methods of Teaching 5-12 Mathematics	
EDUC681	Methods of Teaching 5-12 Science	
EDUC682	Methods of Teaching Visual Arts, K-12	
EDUC683	Methods of Teaching World Languages and Cultures, K-12	
EDUC684	Methods of Teaching TESOL	
EDUC685	Methods of Teaching 5-12 Communication Arts and Literature	
EDUC686	Methods of Teaching Business Education, Grades 5-12	
EDUC687	Methods of Teaching 5-12 Social Studies	
Total Credits		**27-28**

Gerontology
M.A. in Gerontology

The M.A. in Gerontology is informed by the realization that aging is multifaceted, touching every aspect of life. It is a physical, psychological, social, cultural, economic, and spiritual reality. As such, it can only be understood from a broad-based approach with the inclusion of many academic disciplines. In addition, gerontology practice requires finely honed skills in specific areas of practice. Thus, although this is a broad-based, interdisciplinary program, further specialization is developed through a well-designed thesis practicum and integrative papers.

The M.A. in Gerontology will prepare graduates for professional gerontological practice in a wide variety of settings. Graduates will be able to:

- Assume leadership or management positions in programs, institutions, or agencies purposed to work with older persons or dedicated to addressing challenges and opportunities associated with the aging of the population.
- Develop programs that are well-conceived, professionally planned, and effectively implemented.
- Write grants to support the implementation of new ideas and initiatives.
- Conduct training programs and events for professionals needing to keep up-to-date on the latest trends and findings.
- Provide direct service to the older population through social service, church-based, or mission organizations.
- Use appropriate research processes and results in a variety of gerontology practice settings.

The program is designed to work with students from a broad range of backgrounds and specialties. The goal of the M.A. in Gerontology is to extend and enhance the skills and knowledge of students gained through previous experience and training, and to help them to apply this to the field of gerontological practice. Students are challenged to see gerontological practice as serving with older adults and working together with them to create inter-generational communities that embody principles of justice, fairness, and continued learning and growth for all of their members.

Program Design
- The program is designed to be completed in two academic years and includes a short break in the summer.
- Courses are generally taken one at a time, with the exception of the Integrative Seminar and Thesis Practicum.
- Classes meet one evening a week, with the exception of the Integrative Seminar and Thesis Practicum.
- A supportive learning community is achieved through the cohort model—a small group of students progressing through a degree program together.

Certificate in Gerontology

The graduate Certificate in Gerontology program provides an opportunity for those who have completed a bachelor's degree in another profession or discipline to acquire a greater understanding of gerontology theory, research, and practice.

This certificate is designed to provide students from many backgrounds with the knowledge and training they will need to better serve older adults and/or pursue a career in gerontology. Students will explore current research and local, online, and statewide resources on aging and gerontology, and will become familiar with agencies, organizations, and programs (public and private) that offer services and fund projects that impact the aging population. The courses address key content and practice areas in the field of gerontology: social and cultural aspects of aging, adult development, construction of social policy, health, and the changing makeup of the aging population. Students will acquire knowledge, develop skills, and obtain an understanding of the field of gerontology that will prepare them to work with older adults in a variety of fields and occupations.

Program Design
- The program is designed to be completed in one academic year.
- Courses are generally taken one at a time.
- Classes meet one evening a week.
- A supportive learning community is achieved through the cohort model—a small group of students progressing through a degree program together.

Degree Program in Gerontology

Certificate in Gerontology

M.A. in Gerontology

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

GRTG605	Health and Aging	3
GRTG610	Adult Development and Aging	3
GRTG615	Aging and Diversity: Class, Gender, and Ethnicity	3
GRTG620	Spirituality and Aging	3
GRTG640	Policy Issues in Aging	3
GRTG645	Leadership and Program Management	3
GRTG650	Project Design and Management [1]	3
GRTG750	Master's Project and Integrative Seminar [1]	3
GRTG790	Thesis Practicum [1]	6
PHIL615	Ethics [1]	3
SOCS600	Social Gerontology [1]	3
Total Credits		**36**

[1]   Course must be taken for credit at Bethel.

Certificate in Gerontology

The required curriculum for the Certificate in Gerontology comprises a 15 semester credit sequence of courses. The certificate can be earned alone or as part of the M.A. in Gerontology program.

GRTG605	Health and Aging	3
GRTG610	Adult Development and Aging	3
GRTG615	Aging and Diversity: Class, Gender, and Ethnicity	3
GRTG640	Policy Issues in Aging	3
SOCS600	Social Gerontology [1]	3
Total Credits		**15**

[1]   Course must be taken for credit at Bethel.

Leadership

Programs (M.A., Certificate)

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

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

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

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

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

Leadership Foundation Outcomes

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

Program Outcomes

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

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

Program Design

- The program coursework is designed to be completed in approximately two years.
- Courses are taken one at a time.
- Classes meet one evening or Saturday morning each week. Electives may be offered on a different schedule, and some may only be offered for online delivery. Students are encouraged to consider a variety of opportunities for elective credit, either from those elective courses offered within the program or from the wide variety of 3-credit-hour courses from other Bethel University Graduate School programs. In most cases, electives will require the approval of the department, and in some cases, the course instructor.
- A supportive learning community is achieved through the cohort model—a small group of students progressing through a degree program together. Development of a long-term commitment to fellow students is an important and valuable component of the learning experience.

Degree Programs in Leadership

- M.A. in Strategic Leadership (p. 49)
- M.A. in Organizational Leadership (p. 50)- In partnership with Converge Worldwide School of Church Leadership (https://www.converge.org/scl)

Certificate in Leadership Foundations

- Leadership Foundations (p. 50)

M.A. in Strategic Leadership

The required curriculum for the M.A. in Strategic Leadership comprises a 36 semester credit sequence of courses. Dual-Degree (MBA/MASL) students completing the M.A. degree in Strategic Leadership after having completed LEAD790 for the MBA degree must complete LEAD789 in addition to the curriculum below. Cannot be taken with an organizational leadership major.

LEAD611	Leadership Theory & Personal Agency [1]	3
LEAD621	Worldview, Ethics and Leadership [1]	3
LEAD631	Leading Change in a Changing World [1]	3
LEAD641	Organizational Diagnostics and Health [1]	3
LEAD651	Leadership Formation and Strategic Talent Management [1]	3
LEAD755	Portfolio Integration and Capstone Development [1]	2
LEAD790	MBA/MASL Capstone Delivery [1]	1
SLDR615	Managing Projects & Quality Initiatives	3
SLDR640	Beyond Diversity	3
SLDR650	Managing Conflict Through Dialogue	3
SLDR660	Followership: The Other Side of Leadership	3
SLDR670	Collaborative Leadership and Associative Platforms	3
SLDR789	Portfolio Deliverable [1]	0
Select one of the following:		3
BUSN675	Leading in a Global Environment	
SLDR605	Topics in Leadership Studies	
SLDR627	Global Leadership Summit Studies	
SLDR645	Leading in Times of Crisis	
Total Credits		**36**

[1]   Course must be taken for credit at Bethel.

M.A. in Organizational Leadership

Available only to students enrolled through our cooperative agreement with the Converge School of Church Leadership (https://www.converge.org/scl). The required curriculum for the M.A. in Organizational Leadership comprises a 36 semester credit sequence of courses. Cannot be taken with a strategic leadership major.

Converge School of Church Leadership Courses		
ORGL600	The Leadership Enterprise	3
ORGL620	Followership: The Other Side of Leadership	3
ORGL645	Leadership Development and Formation	3
ORGL655	Managing Conflict Through Dialogue	3
PHIL625	Ethics, Worldview, and Leadership	3
SOCS640	Leadership in Diverse Cultures	3
Bethel University Courses		
LEAD631	Leading Change in a Changing World [1]	3
LEAD641	Organizational Diagnostics and Health [1]	3
ORGL691	Integration and Portfolio Development [1]	2
ORGL790	Literature Review Portfolio Completion [1]	1
SLDR615	Managing Projects & Quality Initiatives [1]	3
SLDR670	Collaborative Leadership and Associative Platforms [1]	3
Select one of the following:		3
BUSN605	Data Analysis and Decision Making	
BUSN625	Managerial Finance	
BUSN628	Global Finance	
BUSN645	Marketing Management	
BUSN652	Global Operations Management	
BUSN660	Operations Management	
BUSN675	Leading in a Global Environment	
BUSN680	Business Strategy	
ECON635	Managerial Economics	
SLDR605	Topics in Leadership Studies	
SLDR627	Global Leadership Summit Studies	
SLDR645	Leading in Times of Crisis	
Total Credits		**36**

[1]   Course must be taken for credit at Bethel.

Certificate in Leadership Foundations

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

LEAD611	Leadership Theory & Personal Agency [1]	3
LEAD621	Worldview, Ethics and Leadership [1]	3
LEAD631	Leading Change in a Changing World [1]	3
LEAD641	Organizational Diagnostics and Health [1]	3
LEAD651	Leadership Formation and Strategic Talent Management [1]	3
Total Credits		**15**

[1]   Course must be taken for credit at Bethel.

Nursing
Programs (M.S., Certificate)

The M.S. in Nurse Educator, M.S. in Nurse-Midwifery, and the Nurse Educator Certificate are offered through the Department of Nursing and administered through the Graduate School.

Mission Statement

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

Values

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

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

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

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

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

Nursing Department Goals

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

Nursing Department Graduate Program Outcomes

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

Program Performance Standards

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

M.S. in Nurse Educator

The M.S. degree program in Nurse Educator prepares nurses to function in academic, staff development, or patient education roles. The program provides an excellent foundation in nursing knowledge, leadership and research skills, and adult educational theory and strategies. For individuals who plan to teach nursing at a baccalaureate level, this program will prepare them for doctoral study.

Progression and graduation: To progress in the program and graduate, the student must meet Bethel University requirements for academic progress. Further details on departmental policies and procedures are described in the *Nursing Program Student Handbook*.

Program Design—M.S. in Nurse Educator

- Courses will be predominantly online.
- One internship is required during the final semester.
- Field experiences will be integrated across the program.

- A capstone project is required.
- A supportive learning community is achieved through the cohort model—a small group of students progressing through a degree program together.

Outcomes

Students will achieve the following outcomes through completion of this concentration:

- Function as a nurse educator through integration of theory, research, ethical and Christian perspectives, global realities, policy-making issues, and information technologies.
- Design curriculum based on educational trends and professional standards reflecting teaching, learning, and evaluation principles.
- Support the nurse educator role with enhanced direct care knowledge and skills.

Nurse Educator Certificate

The Nurse Educator Certificate gives nurses an opportunity for graduate-level coursework foundational to the nurse educator role. The coursework in the Nurse Educator Certificate can be applied to the M.S. in Nursing degree program.

The Nurse Educator Certificate is for learners who desire to:

- Design curriculum based on educational trends and professional standards reflecting teaching, learning, and evaluation principles.
- Support the nurse educator role with enhanced direct care knowledge and skills.

Progression and completion: To progress in the program and complete the certificate, the student must meet Bethel University requirements for academic progress. Further details on departmental policies and procedures are described in the *Nursing Program Student Handbook*.

M.S. in Nurse-Midwifery

Philosophy for the Program

In addition to the nursing department values listed above:

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

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

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

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

Program Outcomes: Nurse-Midwifery

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

Progression and Graduation

To progress in the program and graduate, the student must meet Bethel University requirements for academic progress. In addition to graduation requirements common to all master's degree programs, students in nurse-midwifery must:

- Earn a grade of B- or better in each nursing course. This indicates satisfactory achievement of objectives and completion of course requirements. One nursing course with an unsatisfactory grade may be repeated if an appeal to the nursing department is approved.
- Function in a safe and ethical manner.

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

Program Design

- All courses (except intensives) are delivered online using best practices in internet technology, instructional design, and adult learning.
- Three weekend intensives are held on the Bethel University campus.
- Five practicums are required during the program.
- The program capstone is a master's project.

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

Master of Science (M.S.)

Nurse Educator Certificate

M.S. in Nurse Educator

The required program for the M.S. in Nurse Educator comprises a 41 semester credit sequence of courses. Students who do not already hold a bachelor's degree in nursing are required to complete additional undergraduate course prerequisites (detailed in the College of Adult & Professional Studies catalog (catalog.bethel.edu/adult-professional-studies/academic-programs-disciplines/nursing/nursing-bs)) prior to beginning an M.S. in Nurse Educator program.

NURS600	Theory Foundations	3
NURS615	Global Perspectives of Health [1]	3
NURS621	Leadership in Higher Education [1]	4
NURS626	Evidence Translation for Practice	3
NURS650	Health Policy	4
NURS655	Facilitating Learning	4
NURS660	Curriculum Design and Evaluation	4
NURS671	Health Assessment for Nurse Educators	3
NURS680	Pathopharmacology for Nurse Educators	4
NURS685	Innovations and Information Technologies for Nurse Educators	4
NURS756	Master's Capstone I	1
NURS774	Nurse Educator Internship	3
NURS788	Comprehensive Examination	0
NURS798	Master's Capstone II [1]	1
Total Credits		**41**

[1]   *Course must be taken for credit at Bethel.*

M.S. in Nurse-Midwifery

The required program for the M.S. in Nurse-Midwifery comprises a 57 semester credit sequence of courses.

NURS602	Midwifery Perspectives [1]	3
NURS606	Advanced Health Assessment for Advanced Practice Nurses [1]	4
NURS611	Advanced Pharmacology for Advanced Practice Nurses [1]	3
NURS614	Nurse-Midwifery I: Healthcare for Women and Primary Care [1]	4
NURS615	Global Perspectives of Health [1]	3
NURS616	Nurse-Midwifery II: Antepartal Care [1]	3
NURS617	Nurse-Midwifery III: Intrapartum and Postpartum Care [1]	4
NURS618	Nurse-Midwifery IV: Newborn Care [1]	2
NURS619	Fetal Evaluation [1]	1
NURS620	Reproductive Physiology for Advanced Practice Nurses [1]	3
NURS626	Evidence Translation for Practice [1]	3
NURS673	Advanced Pathophysiology [1]	3
NURS714	Nurse-Midwifery I: Practicum [1]	2
NURS716	Nurse-Midwifery II: Practicum [1]	2
NURS717	Nurse-Midwifery III: Practicum [1]	3
NURS718	Nurse-Midwifery IV: Practicum [1]	1
NURS753	Professional Issues for Nurse-Midwives [1]	4
NURS754	Clinical Integration for Nurse-Midwives [1]	7
NURS793	Nurse-Midwifery Master's Project [1]	2
Total Credits		**57**

[1]   Course must be taken for credit at Bethel.

Nurse Educator Certificate

Nurse Educator Certificate

The required curriculum for the Nurse Educator Certificate comprises a 15-16 semester credit sequence of primarily online courses. Certificate includes 58 hours field experience with NURS 680 option or 90 hours field experience with NURS 671 option.

NURS655	Facilitating Learning	4
NURS660	Curriculum Design and Evaluation	4
NURS685	Innovations and Information Technologies for Nurse Educators	4
NURS671	Health Assessment for Nurse Educators	3-4
or NURS680	Pathopharmacology for Nurse Educators	
Total Credits		**15-16**

Physician Assistant

M.S. in Physician Assistant

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

According to the Bureau of Labor Statistics, physician assistants are in great demand and will continue to be in demand in coming years, with the field expected to grow a significant 30% within the decade. In 2015, the PA profession was listed as the number one best job in America, according to *The Huffington Post*. The M.S. in Physician Assistant program at Bethel University is ready to meet that need by preparing skilled practitioners who are trained for the challenges and responsibilities of patient care in clinics, hospitals, and other medical settings.

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

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

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

Accreditation Statement

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Provisional status to the Bethel University Physician Assistant Program sponsored by Bethel University.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from the matriculation of the first class.

Programs at Bethel University are accredited by the Higher Learning Commission, and the PA program has been added to our list of approved programs with the HLC; the PA program is also registered with the Minnesota Department of Education.

Program Details

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

Program Goals

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

- To possess integrity and compassion. Due to Bethel's motivation for being **Christ-followers** and **reconcilers**, students and graduates will act in a professional manner and integrate appropriate verbal and non-verbal communication skills in the care of patients, as well as render services in a compassionate way.

Outcomes

Graduates of the physician assistant program will be able to:

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

Degree Program in Physician Assistant

- M.S. in Physician Assistant (p. 58)

M.S. in Physician Assistant

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

BIOL600	Human Gross Anatomy & Histology [1]	4
BIOL600L	Human Gross Anatomy and Histology Lab [1]	2
BIOL610	Human Medical Physiology [1]	3
BIOL620	Pharmacology & Therapeutics I [1]	3
BIOL621	Medical Pathophysiology I [1]	2
BIOL630	Pharmacology & Therapeutics II [1]	4
BIOL631	Medical Pathophysiology II [1]	2
BIOL640	Pharmacology and Therapeutics III [1]	2
BIOL641	Medical Pathophysiology III [1]	2
PHAS601	Introduction to History and Physical Examination [1]	2
PHAS601L	Introduction to History and Physical Examination Lab [1]	1
PHAS602	Patient Assessment and Diagnostics I [1]	2
PHAS602L	Patient Assessment and Diagnostics Lab I [1]	1
PHAS603	Patient Assessment and Diagnostics II [1]	3
PHAS603L	Patient Assessment and Diagnostics Lab II [1]	1
PHAS604	Patient Assessment & Diagnostics III [1]	1
PHAS604L	Patient Assessment and Diagnostics Lab III [1]	1
PHAS611	Foundation to Clinical Medicine [1]	4
PHAS612	Clinical Medicine I [1]	6
PHAS613	Clinical Medicine II [1]	7
PHAS614	Clinical Medicine III [1]	5
PHAS621	Evidence-Based Medicine and Research I [1]	2
PHAS622L	Medical Problem Solving I [1]	1
PHAS623L	Medical Problem Solving II [1]	1
PHAS624L	Medical Problem Solving III [1]	1
PHAS632	PA Professional Practice Issues I [1]	2
PHAS633	Cultural & Prevention Competency [1]	2
PHAS634	Christian Health Care and Applied Medical Ethics [1]	3
PHAS641	Evidence-Based Medicine and Research II [1]	2
PHAS710	Clinical Field Placements I [1]	12
PHAS720	Clinical Field Placements II [1]	15
PHAS730	Clinical Field Placements III [1]	9
PHAS735	Physician Assistant Professional Practice Capstone [1]	2
PHAS790	Evidence-Based Medicine Project/Thesis [1]	2
Total Credits		**112**

[1]   Course must be taken for credit at Bethel.

Psychology

Programs (M.A., Certificate)

M.A. in Counseling Psychology

The M.A. in Counseling Psychology program has three purposes:

- To prepare students to counsel in a variety of settings.
- To prepare students for doctoral studies, if they wish to continue their education.
- To further students' understanding of psychology and enable them to integrate this understanding within a Christian worldview.

The coursework includes the theoretical and research bases of the discipline, ethical/spiritual issues related to the profession, and a wide range of counseling skills. In addition, the 700-hour practicum synthesizes and applies these elements in a clinical setting. To earn the degree, students must demonstrate:

1. academic success, and
2. character, ethics, and relational skills consistent with the role and responsibility of the professional counselor.

The program is designed to meet the educational requirements for license in Minnesota as a licensed professional counselor or licensed professional clinical counselor (Board of Behavioral Health and Therapy).

An additional license option for students completing the M.A. in Counseling Psychology is to complete additional coursework and clinical practicum hours in the area of marriage and family therapy and apply for license through the Board of Marriage and Family Therapy. The College of Adult & Professional Studies offers an Addiction Studies certificate and a license preparation program in Alcohol and Drug Counseling, which can be completed partially for graduate credit or entirely for undergraduate credit. Contact either the program or clinical director for more information.

Program Outcomes

Graduates of the M.A. degree program in Counseling Psychology will be prepared for further graduate study and mental health counseling careers in community and congregational settings by:

- Applying research and theories on counseling, human development, individual functioning, and interpersonal processes.
- Practicing evidence-based, legal and ethical approaches to counseling individuals, groups, couples, and/or families.
- Demonstrating personal and professional effective relational skills, including cultural competence when relating to diverse persons.
- Assessing and diagnosing psychosocial functioning, including mental disorders and relational difficulties.
- Providing clinical mental health counseling for individuals, groups, couples, and/or families of diverse backgrounds.
- Integrating their religious faith and/or spirituality with their personal and professional development and practice.

Program Design

- The program is designed to be completed in two academic years of full-time study or three academic years of part-time study, including summer sessions.
- Classes meet one or two evenings each week, depending on full-time or part-time status.
- A 700-hour practicum is required during the final year.
- A supportive learning community is achieved through the cohort model—a small group of students who will progress through their degree program together.
- Two cohorts begin each academic year in the fall term.

Certificate in Child and Adolescent Mental Health

The Certificate in Child and Adolescent Mental Health is a 12 semester credit sequence of courses. It is designed for a wide range of professionals including:

- EBD teachers (master's level)
- School counselors, social workers, and psychologists
- Licensed independent clinical social workers
- Licensed marriage and family therapists
- Licensed counselors and psychologists
- Youth/children's ministry pastors
- Pastoral care and counseling pastors

Students will develop specialized professional skills and gain more understanding of:

- Child and adolescent mental health issues and needs.

- Techniques such as art therapy, play therapy, cognitive behavior therapy, crisis intervention, and counseling microskills.
- Skills to assess and evaluate mental health needs and determine appropriate intervention strategies.
- Collaborative skills with parents, mental health professionals, education personnel, county social workers, and other professionals.
- Ethical concerns regarding roles, boundaries, and competencies unique to working with this population and their families in various settings.
- Your personal perspective on the integration of faith and working with children and adolescents.

Program Design
- Classes meet one evening each week.
- Program comprises 12 semester credits.
- Coursework can be completed in approximately nine months beginning in September of each year.

Degree Programs in Psychology

- M.A. in Counseling Psychology (p. 61)

Certificate in Child and Adolescent Mental Health

- Child and Adolescent Mental Health (p. 62)

M.A. in Counseling Psychology

The required curriculum for the M.A. in Counseling Psychology comprises a 50–53 semester credit sequence of courses. The program requires two academic years. There is an option of an additional six semester credit thesis as part of the degree. For course sequence, request a program calendar from the Graduate School.

Core Courses

PSYC638	Counseling Theory	3
PSYC642	Integration of Psychology and Worldview	3
PSYC643	Counseling Microskills	3
PSYC645	Intro to Family Systems	3
PSYC654	Research Methods and Treatment of Data	3
PSYC656	Psychopathology	3
PSYC660	Neuropsychology	3
PSYC661	Ethics and Professional Issues	3
PSYC671	Lifespan Development	3
PSYC781	Practicum I [1]	4
PSYC783	Practicum II [1]	4

Concentration

Select one concentration from the Concentrations tab	12

Capstone

Select one capstone:	3-6
Option One: Examination - 3 credits	

PSYC790	Comprehensive Examination [1]	

Option Two: Thesis - 6 credits

PSYC791	Thesis I [1]	
PSYC792	Thesis II [1]	

Total Credits	**50-53**

[1]   Course must be taken for credit at Bethel.

Child and Adolescent Counseling Concentration

PSYC621	Therapeutic Art and Play	3
PSYC623	Individual and Group Microskills with Children and Adolescents	3
PSYC625	Child and Adolescent Psychopathology and Assessment	3
PSYC648	Individuals and Families in Cultural Context	3
Total Credits		**12**

Community Counseling Concentration

PSYC647	Group Therapy	3
PSYC651	Psychological Assessment	3
PSYC657	Human Sexuality and Therapy	3
PSYC658	Multicultural Counseling	3
Total Credits		**12**

Certificate in Child and Adolescent Mental Health

The required curriculum for the Certificate in Child and Adolescent Mental Health comprises a 12 semester credit sequence of courses. The certificate can be earned alone or as part of the M.A. in Counseling Psychology program.

PSYC609	Therapeutic Play	3
or PSYC613	Expressive Therapies with Children and Adolescents: Art, Play, Drama, Music	
or PSYC621	Therapeutic Art and Play	
PSYC623	Individual and Group Microskills with Children and Adolescents	3
PSYC625	Child and Adolescent Psychopathology and Assessment	3
PSYC645	Intro to Family Systems	3
or PSYC648	Individuals and Families in Cultural Context	
Total Credits		**12**

COURSE DESCRIPTIONS

BIOL • Biology

BIOL600 • Human Gross Anatomy & Histology. 4 Credits.
Human anatomy for physician assistant students takes a regional approach to the study of human anatomy. This course will involve dissection of human cadavers by the students. Incorporated into the course content concerning anatomical structures will be a brief examination of histological structure, nervous system structure, and basic function. Corequisites: BIOL600L.

BIOL600L • Human Gross Anatomy and Histology Lab. 2 Credits.
Laboratory experience accompanying BIOL600.
Corequisites: BIOL600.

BIOL610 • Human Medical Physiology. 3 Credits.
This course is designed for graduate students to learn and gain knowledge in the physiological principles. These concepts are essential for further progress in understanding mechanisms of disease and body systems. This understanding is essential for clinical medicine. Weekly problem solving discussions will emphasize clinical application of physiologic concepts.

BIOL620 • Pharmacology & Therapeutics I. 3 Credits.
This is the first course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology for these topics (but not limited to): hematologic, cardiovascular, pulmonary, genitourinary, and renal.

BIOL621 • Medical Pathophysiology I. 2 Credits.
This is the first of three pathophysiology courses offered concurrently with the Clinical Medicine series. Pathophysiology at the molecular, cellular, organ, and total body levels will be applied in each organ system. Systems covered include, but are not limited to: hematologic, cardiovascular, pulmonary, genitourinary, and renal.

BIOL630 • Pharmacology & Therapeutics II. 4 Credits.
This is the second course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology for these topics (but not limited to); dermatologic, endocrine, neurologic, psychiatric, musculoskeletal/ rheumatologic, gastrointestinal, and geriatric.

BIOL631 • Medical Pathophysiology II. 2 Credits.
This is the second of three pathophysiology courses offered concurrently with the Clinical Medicine series. Pathophysiology at the molecular, cellular, organ, and total body levels will be discussed in each body system. Systems covered include (but are not limited to); dermatologic, endocrine, neurologic, psychiatric, musculoskeletal/rheumatologic, gastrointestinal, and geriatric.

BIOL640 • Pharmacology and Therapeutics III. 2 Credits.
This is the third course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology focusing on, but not limited to, these areas: women's health, pediatrics, surgery, ENT/ophthalmology/allergy, and emergency medicine.

BIOL641 • Medical Pathophysiology III. 2 Credits.
This is the third of three pathophysiology courses offered concurrently with the Clinical Medicine series. Pathophysiology at the molecular, cellular, organ, and total body levels will be applied in each body system. Topics covered include, but are not limited to, women's health, pediatrics, ENT/ophthalmology/allergy, and multisystem disorders.

BUSN • Business

BUSN575 • Experiencing Global Business. 3 Credits.
Experiencing a country's cultural, business, political, economic, and religious climate by traveling internationally on a Bethel-sponsored trip. Exploring international business through company visits, guest lectures, assignments, and reflections. Examining the strategies firms use to compete effectively in the global business environment. Includes some pre- and post-trip coursework.
Prerequisites: CAPS General Education Category E course. Fulfills: CAPS Goal Area 5. Special Notes: Graduate School course. Enrollment is restricted to CAPS Business Management major and Organizational Leadership major students with senior class standing.

BUSN605 • Data Analysis and Decision Making. 3 Credits.
Explores research principles relevant in the business setting. Evaluation of research reports and data with a focus on quantitative data used for decision making. Application of appropriate strategies and tools to make and explain ethical and effective business decisions.
Prerequisites: LEAD611 or ORGL600.

BUSN615 • Managerial Accounting. 3 Credits.
Examination of core managerial accounting concepts and their applications in modern organizations. Exploration of best practices and emerging trends in accounting with a focus on managerial decisions. Research of topics and cases may include ethics, environmental accounting, long-term versus short-term profitability, constraint management, technology, cost structures, and controls.
Prerequisites: LEAD611 and ACCT400: Financial Accounting for Managers (in College of Adult Professional Studies catalog). Special Notes: ACCT400 prerequisite may be met by BUSN520 Departmental Exam Passing Score when offered.

BUSN625 • Managerial Finance. 3 Credits.
Focus is on the financial management of business and includes international and ethical implications. Topics include financial analysis and decision making; financial markets; risk; valuation; long- and short-term financing and investing; and working capital management. Extensive use of cases and spreadsheets is required.
Prerequisites: LEAD611 or ORGL600.

BUSN627 • Advanced Managerial Finance. 2 Credits.
A computer-based business simulation (CapSim) provides virtual environment business operation. Each business situation requires professional business decisions. Students receive feedback on each set of operations, marketing, accounting, finance, human resources, and labor relations decisions. Immediate feedback demonstrates abilities to properly synthesize, evaluate, diagnose, and make decisions for short- and long-range company improvements.
Prerequisites: BUSN625, LEAD611.

BUSN628 • Global Finance. 3 Credits.
This course explores the complexities resulting from the inter-connected nature of the global economy. It also examines the challenges and problems faced by firms planning on doing business in Western Europe, Eastern Europe, the Far East, Mexico, Canada, South America, Africa, India, and other regions during the next decade.
Prerequisites: LEAD611 or ORGL600.

BUSN645 • Marketing Management. 3 Credits.
A demographic and psychographic review of current consumer trends. Review of broadly adopted marketing models. Analysis of marketing challenges in an environment of increasing information, Internet channels, and multiple buyer options. Discussion of various global and ethical issues facing marketers and marketing managers.
Prerequisites: LEAD611 or ORGL600.

BUSN652 • Global Operations Management. 3 Credits.
This course provides a foundation in the globalization of a firm's operations including the production of goods and services, supply chain management, and global distribution. Additionally, a review of political and societal issues associated with strategic global operations will be undertaken with particular focus on several global cultures.
Prerequisites: LEAD611 or ORGL600.

BUSN656 • Legal, Regulatory, and Compliance. 3 Credits.
Legal issues and principles that arise in the business environment. The purpose is to identify legal difficulties before they arise and to effectively strategize to prevent legal problems from occurring. Employment law issues, contract disputes, regulatory compliance, environmental investigations, negligence claims, purported violations of fiduciary duties, and securities fraud.
Prerequisites: LEAD611.

BUSN660 • Operations Management. 3 Credits.
Explores operational management, legal, and regulatory issues throughout lifecycles of organizations considering faith, ethics, and Christian worldview. Evaluate organizational efficiency using quality models such as Six Sigma and Lean. Design plans for organizational success (project management steps, outcomes, technology, production, and outsourcing). Distinguish between operational management process and function.
Prerequisites: LEAD611 or ORGL600.

BUSN675 • Leading in a Global Environment. 3 Credits.
Explore international cultures, faith, ethics, and business structure by traveling internationally on a Bethel-sponsored trip. Gain perspectives on how American companies do business globally and compare American and international cultural, business/economic, educational and spiritual practices.
Prerequisites: LEAD611 or ORGL600.

BUSN680 • Business Strategy. 3 Credits.
Analysis of the fundamental elements of organizational strategy. Evaluation of the influences on an organization's strategy and the ability of an organization to achieve its strategy given its characteristics. Integration of ethical thinking and personal faith principles with strategy. Analysis of issues impacting strategic technology planning in organizations.
Prerequisites: LEAD611 or ORGL600.

BUSN789 • MBA Portfolio Deliverable. 0 Credit.
Synthesis of key learnings from the MBA program, including a reconsideration of earlier work, leadership theories and growth concepts, and the development of a professional portfolio.
Prerequisites: LEAD611, LEAD621, LEAD631, LEAD641, LEAD651, LEAD755. Coaching and assessment fee: $100. Grade exceptions: Graded on an S/U basis.

ECON • Economics

ECON635 • Managerial Economics. 3 Credits.
Study of economics, macroeconomics, and microeconomics. Analysis of the economic forces that influence the business environment. Application of economic tools to illustrate how globalization influences performance, strategy, and policy within firms. Analysis of opportunities and risks in a global economic environment.
Prerequisites: LEAD611 or ORGL600.

EDUC • Education

EDUC594 • General Methods of Effective Instruction. 3 Credits.
Considers both the art and science of teaching through the application of various pedagogical theories and methods in teaching. Addressing state standards while differentiating for student needs, especially students with disabilities, will be integrated into all course topics. Focuses on instructional design and best practices of planning, implementation, and assessment.

EDUC595 • School-wide Systems Field Experience. 1 Credit.
Structured observational experiences at K–12 levels in inclusive education settings. Students will observe school-wide systems as they relate to discipline, diversity, and inclusiveness; professional learning communities; and childstudy meetings. Students will also interview professionals in the areas of English language specialists, gifted talented specialists, medtech specialists, and cultural liaisons about their roles in the school as a whole.
Grade exceptions: Graded on an S/U basis.

EDUC606 • Teacher as Leader. 3 Credits.
Focus is on the centrality of the teacher in the educational process. Examination of a variety of informal and formal ways in which teachers are leaders. Provision of a framework for thoughtful interaction with the changing image of teachers and the challenges of teacher leadership. The format for examining teaching in this light incorporates encounters with autobiography, critical reflection, and large and small group conversation.

EDUC609 • Lab Safety Workshop. 0 Credit.
Standards of safety and chemical hygiene required to make science laboratories safe learning environments. Standards and federal/state guidelines for safety and hygiene in classroom laboratories. Preparation for ACSC certification. Includes a workshop and follow-up online assignments. (Course may be waived for science majors with extensive lab experience and documented lab safety training.) .
Lab fee: $100. Special Notes: Acceptance into Master of Arts in Teaching program required for enrollment.

EDUC614 • Educational Research. 1 Credit.
Focus is on understanding and reporting educational and psychological research. Students will conduct online computer searches, appraise the quality of professional literature, cite research using APA style, and understand the options of writing a master's thesis or conducting an action research project.
Grade exceptions: Graded on an S/U basis. Special Notes: Required of all master's degree-seeking students and strongly recommended for students seeking a license. Should be taken with a cohort of the student's same major except with program director's permission.

EDUC616 • Improving Instruction. 3 Credits.
Emphasis is on teaching strategies that will build on the experience of practicing teachers. Examination of a rich variety of approaches to instruction, along with supporting research. Provision of tools to analyze and incorporate the best of the newly emerging teaching methodologies. Particular attention is paid to the characteristics of an effective learning environment, as well as the understanding that how teaching is conducted has an enormous impact on students' ability to educate themselves. Models of teaching are really models of learning. The intent is to impart a renewed sense of the intellectual zest inherent in the craft of teaching and to make each model a potential part of a teacher's repertoire.

EDUC621 • Foundations in Education. 3 Credits.
Introductory examination of the profession of teaching with a focus on the forces and ideas that have influenced and now shape education. Areas of study are history, philosophy, psychology, sociology, legal matters, reform, and other current issues related to education. Course also includes study of student health as well as the role of chemicals in the lives of students, families and schools.

EDUC624 • Introduction to Theories and Practices of Teaching and Learning. 3 Credits.
Focus is on theories and current research on how people learn and how to design instruction. Emphasis is on what we know about how the brain works and what we know about effective teaching and learning strategies. Theories of human development; theories of learning; overview of effective teaching strategies.

EDUC630 • General Teaching Methods for 5-12 Classrooms. 3 Credits.
Active-learning, activity-centered eperience. Application of various pedagogical theories and methods in teaching middle and high school students through the practice of planning, implementation, and assessment procedures.

EDUC650 • Portfolio and Licensing. 1 Credit.
Required of all learners currently enrolled in a Bethel University Graduate School degree program who have a teaching license and are seeking to add a license or to add to a license by taking a program-director-determined list of courses within a license program in a specified content area. Learners will demonstrate proficiency in designated Minnesota state standards via a portfolio.
Grade exceptions: Graded on an S/U basis. Special Notes: Program Director permission and current enrollment in a Bethel University Graduate School degree program required for enrollment.

EDUC651 • Portfolio and Licensing. 1 Credit.
Required of all students not currently enrolled in a Bethel University Graduate School degree program who have a teaching license, and are seeking to add a license, or to add to a license by taking a program-director-determined list of courses within a license program in a specified content area other than those specified in EDUC653. Students will demonstrate proficiency in designated Minnesota state standards via a portfolio.
Licensure portfolio fee: $500. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment.

EDUC653 • Portfolio and Licensing. 1 Credit.
Requirement for all students not currently enrolled in a Bethel University Graduate School degree program who have a teaching license and are seeking to add a license or to add to a license by taking a program-director-determined list of courses within a license program in Teachers of Computer, Keyboarding, and Related Technology Applications, or Teacher Coordinator of Work-based Learning. Demonstration of proficiency in designated Minnesota state standards via a portfolio.
Endorsement portfolio fee: $300. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required.

EDUC661 • Field Experience. 2 Credits.
Participate in field experiences in K-12 schools and other school-based settings in order to apply coursework to authentic teaching experiences, observe educational contexts and receive mentoring from classroom teachers. Practice reflective skills by debriefing field experiences, writing a formative edTPA, and integrating a spiritual worldview.
Grade exceptions: Graded on an S/U basis.

EDUC663 • Understanding Diversity and Student Needs. 2 Credits.
Discover various learning styles and intelligences that reflect racial, cultural and economic diversity of middle and secondary students. Explore issues that contribute to biases, discrimination, racism, and sexism in middle and secondary classrooms. Study Minnesota-based American Indian tribal government, history, language, and culture.

EDUC665 • Teaching Content Area Literacy. 3 Credits.
Emphasis is on the synthesis of multiple forms of literacy within the content area: reading, writing, media, and critical literacy. Students will weave multiple facets of literacy into their content area, with the greatest emphasis on content area reading.

EDUC668 • Classroom Technology. 1 Credit.
This course will explore various forms of technology that expand classroom learning as well as technology that facilitates communication between teachers and their colleagues, their students, and their students' guardians.

EDUC680 • Methods of Teaching 5-12 Mathematics. 3 Credits.
Tools for becoming lifelong students of teaching. Instructional methods, class management, assessment strategies, math content in the 5–12 curriculum, the NCTM Principles and Standards, Minnesota K–12 Mathematics Framework, Minnesota Academic Standards, learning theory appropriate to mathematics teaching strategies, tools and technologies for support and enhancement of classroom instruction.

EDUC681 • Methods of Teaching 5-12 Science. 3 Credits.
Current methods and approaches used in the teaching of science in grades 5-12. Examination of ways to develop and present curriculum with emphasis on content, scientific investigation, inquiry, assessment, and safe laboratory practices.

EDUC682 • Methods of Teaching Visual Arts, K-12. 3 Credits.
Materials, methods, and curriculum employed in teaching art at both the elementary and secondary levels. Historical survey of philosophy of art education and present trends. Studio time for exploration and application of media suitable for both elementary and secondary levels.

EDUC683 • Methods of Teaching World Languages and Cultures, K-12. 3 Credits.
Theories of language acquisition, language learning, and classroom methodologies at the elementary and secondary levels. Exploration of instructional resources, uses of technology, evaluative procedures, and classroom management. Development of a philosophy of communicative language teaching and practice in unit planning and teaching. Completion of oral proficiency assessment is required.

EDUC684 • Methods of Teaching TESOL. 3 Credits.
Theories of language learning, language acquisition, and classroom methodologies at the elementary and secondary levels. Exploration of instructional resources, uses of technology, evaluative procedures, and classroom management. Development of a philosophy of English as a second language, education, and practice in unit planning and teaching.

EDUC685 • Methods of Teaching 5-12 Communication Arts and Literature. 3 Credits.
Concepts, strategies, and skills necessary for the successful instruction and assessment of students in grades 5-12 in reading, writing, speaking, media, listening, and literature.

EDUC686 • Methods of Teaching Business Education, Grades 5-12. 4 Credits.
Learn practical methods for teaching business education to middle and high school students. Students will connect their knowledge of business, both real world and course work, with an understanding of how students learn and how to best ensure student success in the classroom.

EDUC687 • Methods of Teaching 5-12 Social Studies. 3 Credits.
Development of ability to take concepts from several component disciplines of social studies and communicate them effectively to, or direct their acquisition by, secondary school students. Includes curriculum trends, materials, classroom methodologies, and teacher competencies.

EDUC705 • History and Advancement of Work-Based Learning. 3 Credits.
Study of the history and progress of work-based learning. Examination of the federal and state legislation that applies to the field. Gives work coordinators knowledge and tools to turn students' work experiences into meaningful learning experiences. One of three courses needed for the Teacher Coordinator of Work-based Learning Licensure.

EDUC707 • Designing School-Based Instruction for Work-Based Learning. 3 Credits.
Students design instruction for work-based programs that connect students' school experiences to the world of work. Current employment trends. Role of human resources in an organization. Career and technical student organizations. One of three courses needed for the Teacher Coordinator of Work-based Learning License.

EDUC709 • Implementing and Monitoring Work-Based Learning. 3 Credits.
Tools teacher coordinators will use to implement work-based learning. Monitoring programs. Collaborating with the community, employers, school officials, and parents. Reporting to state and other agencies. Employment laws. One of three courses needed for the Teacher Coordinator of Work-based Learning License.
Prerequisites: EDUC705, EDUC707.

EDUC711 • Technology Applications for K-12 Schools. 3 Credits.
Technology tools (primarily software) for instructional and student use at the K-12 level. Legal, ethical, and safety issues of technology applications in schools. Keyboarding and other computer input devices in word processing and other software applications, including Microsoft Office suite of programs. Emerging technologies and the changing nature of technology.

EDUC712 • Technology Curriculum Integration for K-12 Schools. 3 Credits.
Strategies for planning and implementing technology integration (teaching and curriculum focus) at the K-12 level. Role of leadership in developing a shared vision for integrating technology into learning. Role of technology coordinator in schools. Writing curriculum designed to integrate technology into content areas. Policies and procedures necessary for the use of technology.
Prerequisites: EDUC711.

EDUC713 • Providing Leadership in Educational Technology for K-12 Schools. 2 Credits.
Development of skills for taking a leadership role in district technology planning, implementation, and assessment. Role of leadership in developing a shared vision for integrating technology into learning. Writing plans for the use of technology. Designing professional development activities.
Prerequisites: EDUC711.

EDUC715 • Practicum for Teachers of Computers, Keyboarding, and Related Technology for K-12 Schools. 1 Credit.
Complete approximately 30-40 hours of practicum tasks at a school site, gaining hands-on experience in the use of technology to enhance learning. Write and teach keyboarding and other technology curriculum. Participate in technology planning and integration. Job shadow and interview technology leaders.
Prerequisites: EDUC711, EDUC712, EDUC713. Grade exceptions: Graded on an S/U basis.

EDUC718 • Methods of Online Teaching for K-12. 3 Credits.
Study of distance learning theories and best pedagogical practices of online course design and delivery. Use a learning management system to design online course content. Facilitate a strong sense of community and collaboration. Create effective supporting structures, foster effective online classroom management, evaluate student learning, and provide appropriate feedback and assessment.

EDUC730 • Introduction to Differentiation and Responsive Teaching. 3 Credits.
Overview of the theory and research of differentiated instruction as a model for acquiring content, in processing ideas and in developing products to effectively address varying student needs in the K-12 classroom. Focus is on instructional strategies and the practical application of differentiation in the teacher-student's classroom. Meeting the needs of students with disabilities will be emphasized.

EDUC731 • Responsive Pedagogy for English Language Learners. 3 Credits.
An overview of second language acquisition theories as the foundation for understanding learning processes of a second language learner. Focus is on differentiation for language proficiency levels and levels of former schooling while keeping the rigor of the grade-level content. Strategies for intentional academic language teaching within each content area will drive the lesson planning approach in this course. Crucial factors that influence the acquisition of the second language such as linguistic and cultural identity negotiation will also be addressed.

EDUC732 • Culturally Responsive Instruction. 3 Credits.
Through stories, students will examine multicultural research, theory and practice. Students will explore their role as teacher in a culturally changing learning environment as they develop instructional strategies based on research-based best practice to become culturally responsive practitioners.

EDUC740 • Exploring STEM Practices. 4 Credits.
Introduction to the practices of STEM: asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

EDUC741 • Applied STEM in the Classroom. 3 Credits.
Students explore the nature of science and engineering, scientific argumentation, and mathematical reasoning to solve authentic problems through chemical, mechanical, and electrical applications. Classroom lesson segments are developed for STEM in the classroom utilizing technological applications.
Prerequisites: EDUC740.

EDUC742 • STEM Curriculum and Instruction. 3 Credits.
STEM Curriculum and Assessment draws the prior two STEM Certificate courses to design, test, and implement a STEM learning segment. Learning progressions in STEM will be examined, as well as appropriate formative and summative assessment aligning Backward Design and GRASP assessments to grade level expectations.
Prerequisites: EDUC740, EDUC741.

EDUC745 • ENVoY: The 7 Gems. 3 Credits.
A deep examination of the underlying patterns of nonverbal communication that make teachers effective classroom managers. Systematic use of specific nonverbal skills which enable teachers to to reinforce consistent and fair parameters while preserving relationships with students, and honoring unique learning styles and cultural backgrounds.

EDUC746 • Classroom Charisma. 3 Credits.
Students apply classroom strategies that operate from influence instead of power to form relationships according to the unique personalities of individual students: specifically, accommodating versus independent students.
Prerequisites: EDUC745.

EDUC747 • Group Dynamics in a Healthy Classroom. 4 Credits.
A culmination of concepts, skills, and behaviors associated with effective classroom management. The most difficult management situations faced by teachers are when attempting to manage the individual and the class at the same time. A sophisticated look at the intricacies of group dynamics in the classroom through practical axioms and skills that can be applied immediately.
Prerequisites: EDUC745, EDUC746.

EDUC750 • Student Teaching Seminar. 5 Credits.
Development of reflective skills, professional qualities, and instructional and evaluative skills. Clarification of personal teaching/learning beliefs, modification of instruction for diverse student needs, and development of effective learning environments. Embeded differentiated instruction for ELS and special education students in the general education classroom. Refinement of assessment strategies and classroom management techniques that maximize student learning.
ENVoY classroom management training fee: $60. Grade exceptions: Graded on an S/U basis.

EDUC751 • Special Education Student Teaching Seminar. 3 Credits.
Seminar for teacher candidates in student teaching placements. Development of strategies for personal and professional efficacy, resilience, and occupational health. Analysis of impact that teachers' occupational health has on student learning environments. Demonstration of learning environment analysis and appropriate instructional planning/adjustment in the edTPA project.
Corequisites: SPED780 or SPED781 or SPED782. EdTPA fee charged by Pearson Education, Inc. Grade exceptions: Graded on an S/U basis.

EDUC755 • Preparing the Thesis/Action Research Project. 1 Credit.
Assists students in preparing their master's thesis or conducting an action research project. Focus is on the design process and includes the following topics: information on the nature and scope of the master's thesis/action research project; selection and refinement of topic; APA style; and the oral examination process.
Prerequisites: EDUC614. Grade exceptions: Graded on an S/U basis.

EDUC771 • Curriculum Processes. 3 Credits.
First of four courses required to register for an International Baccalaureate (IB) Teacher Award. The IB Curriculum Processes focus on international mindedness and how IB's mission and philosophy promote it; learning principles underpinning IB curriculum; curriculum and instructional designs that make the Primary Years, Middle Years, and Diploma programs unique; and implications the IB mission and philosophy have for worldviews.

EDUC772 • Assessment and Learning. 3 Credits.
Second of four courses required to attain the International Baccalaureate (IB) Certificate in Teaching and Learning. The role of assessment in IB. The aqssessment strategies and tools that are emphasized in all three IB programs. The assessment strategies and tools that make the three IB programs unique. How assessment is connected to international-mindedness.
Prerequisites: EDUC771.

EDUC773 • Teaching and Learning. 3 Credits.
Third of four courses required to attain the International Baccalaureate (IB) Certificate in Teaching and Learning. Learning strategies to effectively implement the three IB programs. Teaching strategies, learning activities, and resources that support student outcomes of the three IB programs. How the three IB programs support learning needs of all students. Integration of faith and international-mindedness into teaching and learning.
Prerequisites: EDUC771, EDUC772.

EDUC774 • Capstone. 1 Credit.
Final of four courses required to attain the International Baccalaureate (IB) Certificate in Teaching and Learning. The nature and importance of reflective and collaborative work in effective education. How reflective practice and collaborative work support IB standards and practice. Experiences contributing to others' learning for the purpose of becoming better members of the global community.
Prerequisites: EDUC771, EDUC772, EDUC773.

EDUC778 • Student Teaching Placement I. 5 Credits.
Prior course knowledge and skills will be practiced under the supervision of a cooperating teacher and a college supervising teacher while students teach. In the field experience and through two student teaching placements, students will have teaching experience at the elementary, middle, and high school levels.
EdTPA fee: $300, lab fee: $100, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Taken concurrently with EDUC750. Departmental approval required for enrollment.

EDUC779 • Student Teaching Placement II. 3 Credits.
Continued practice of prior teaching experience under the supervision of a cooperating teacher and a college supervising teacher while students teach.
Out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Departmental approval required for enrollment. Taken concurrently with EDUC750.

EDUC790 • Writing the Thesis/Action Research Project. 3 Credits.
Exploration of a significant educational issue relevant to the student's professional involvement through an independent, individually supervised thesis or project.
Prerequisites: EDUC614, EDUC755. Grade exceptions: Graded on an S/U basis.

EDUC800 • Historical, Cultural, and Philosophical Issues Impacting School Administration. 3 Credits.
Historical, cultural, and philosophical roots and trends that have contributed to educational practices today. Current and emerging roles of educational leaders in light of these roots and trends in the establishment of policy and practice, both in the school and the community at large. Current prevailing cultural and philosophical "drivers" in students' educational settings.
Ed.D. assessment fee: $300.

EDUC801 • Historical, Cultural, and Philosophical Issues Impacting Educational Leadership. 3 Credits.
Historical, cultural, and philosophical roots and trends contributing to higher education educational practices. Current and emerging roles of educational leaders in light of these roots and trends. Practices of self-differentiation and reflection essential to processes of personal formation and ability to inspire and lead positive change in our diverse world. Current prevailing cultural and philosophical "drivers" in students' educational settings.
Ed.D. assessment fee: $300.

EDUC805 • Principles of Organizational Leadership. 3 Credits.
Theory and practice of leadership applied to educational settings. Leading educational and managerial organizational leadership theories and change theory with emphasis on their implementation in practical educational settings. Faith-informed worldview is incorporated with these theories and practices. Philosophical and values anchors, vision casting, shared priorities and commitments, and vision through policy and program development.

EDUC807 • Organizational Leadership in Higher Education. 3 Credits.
Theory and practice of leadership in higher education settings. Leading organizational leadership theories, educational cultures, leadership communication, emphasis on implementation in practical educational settings. Incorporation of a faith-informed worldview with these theories and practices. Philosophical and values anchors, vision casting, shared priorities and commitments, and implementation of vision through policy and program development.

EDUC810 • Curriculum and Instructional Management and Student Development. 3 Credits.
Fundamentals of curriculum design, planning and implementation; trends, issues, forces, and ideas affecting curriculum. Synthesizing knowledge gained from curriculum and from professional experience. Cognitive and behavioral issues and theories of learning affecting student performance. Techniques for working with culturally and academically diverse student populations and for managing varied types of student behavior. Implications for staff development.

EDUC812 • Curriculum Design and Instructional Management in Higher Education. 3 Credits.
Students analyze the fundamentals of effective curriculum design and implementation, as well as trends, issues, forces, and ideas affecting higher education. Theories of learning as they affect the performance of both undergraduate and graduate-level students are synthesized, and appropriate models for providing professional development for academic departments are investigated.

EDUC815 • Technology in K-12 Education. 3 Credits.
Importance of technology in administrative and academic affairs. Computing competence for administrative functions and educational leadership. Administrative and academic computing applications and systems, district-wide networking, budgeting, and legal/moral issues to guide district policy. Hands-on experience, visiting prototype programs, and viewing students' work environments. Designing and conducting system-wide technology audits.

EDUC818 • Comparative Analysis of Issues in Higher Education. 3 Credits.
Explores issues, trends, and policies in higher education through comparative, cross-cultural, and international perspectives. Attention is given to effects of globalization, colonialism, economic development, and disparities that emerge out of differences in ethnicity, gender, language, and socioeconomic level. Relationship of higher education to governmental and political processes is examined.

EDUC820 • Doctoral Research I. 3 Credits.
This course begins the four course series in research methods. Students are introduced to the philosophical foundations of qualitative research design and methodology. Students complete an overview of the design, analysis and interpretation of qualitative methods. Basic principles and philosophy of naturalistic (field) inquiry methods are introduced. Students critique and analyze qualitative research in the literature culminating in the development of the research problem. Grade type chosen must remain consistent for EDUC820, EDUC845, EDUC850, and EDUC870.
Grade exceptions: Graded on an A-F or S/U basis.

EDUC825 • Leading in a Complex and Pluralistic Society. 3 Credits.
Focus is on the conceptual background on the needs of diverse constituencies, and on the skills to lead a school toward a healthy, productive environment for all students. A major project will include the application of the principles of the course as well as assessment and planning for positive change in the student's home district.

EDUC827 • Leading in a Complex and Pluralistic Society. 3 Credits.
Exploration of the dynamics of engaging differences, including cultural, ethnic, religious, gender, ability, and age differences. Focus on providing effective leadership in pluralistic systems, including creating a hospitable organizational environment and maintaining relationships with diverse partners and stakeholders.Analysis of one's assumptions, beliefs, behaviors, and capacities with regard to differences.

EDUC830 • Administration of Essential Educational Programs. 3 Credits.
Students, as school leaders, will examine their schools in depth to ensure that essential programs are in place. Examination of valuable educational practices that successfully address the needs of students and staff. Development of specific plans for school environment that consists of student engagement, attention to safety, relationships, and creating a learning atmosphere where students and staff thrive. Students will apply a personal belief system and explore best practices.

EDUC832 • Leadership of Academic & Support Systems in Higher Education. 3 Credits.
Students analyze leadership within academic and support departments in colleges and universities. Topics include college student development, human resource departments, communication and marketing, security and safety, scheduling, alumni services, accreditation, and admissions. Students integrate their personal values and belief system with identified best practices in affirming their personal style of serving as inspirational leaders.

EDUC835 • Measurement and Assessment. 3 Credits.
Concepts and skills for employing descriptive statistics. Principles and practices of assessment processes in schools and their uses, misuses, and limitations. Ethical issues in assessment, test performance influencing factors. Applying understanding of assessment principles and practices in the student's home district in light of the current scholarly research review and class discussions.

EDUC837 • Institutional Assessment in Higher Education. 3 Credits.
Examination of institutional assessment practices in higher education settings. The course focuses on having students engage in activities that are similar to what Assessment Directors in Higher Education do in their work. Topics include creating effective outcomes, developing ways to authentically measure outcomes, and writing clear assessment reports.

EDUC840 • Administrative Operations and Personnel Administration. 3 Credits.
Major categories and practical actions required to lead the operations of a modern school or district by building on many of the philosophical and contextual ideas from earlier courses or learners' experiences. Development of skills of organizational supervision and management, delegation of authority and accountability, internal and external administrative communications, politics in education, and public and media relations.

EDUC842 • Leadership and Strategic Planning in Higher Education. 3 Credits.
Integration of mission, vision, planning, and budgeting in order to strategically frame leadership challenges in higher education contexts. Exploration of healthy institutional development through effective leadership in areas of personnel, communications, and relationships with relevant constituencies. Reflection on personal vision in areas such as accountability, motivation, and team building.

EDUC845 • Doctoral Research II. 3 Credits.
This is the second in the series of four research methods courses in the Ed.D. Program. The focus is on quantitative research. The other major focus is on ethics in research culminating in the requirement of students to complete the CITI training modules. Students continue to build their dissertation prospectus.
Prerequisites: EDUC820. Grade exceptions: Graded on an A-F or S/U basis. (See EDUC820.).

EDUC850 • Doctoral Research III. 3 Credits.
This is the third in the series of four research methods courses in the Ed.D. Program. The focus is on both qualitative and quantitative research focusing on sampling, measurement, data collection and analysis. Students continue to build their dissertation prospectus.
Prerequisites: EDUC845. Grade exceptions: Graded on an A-F or S/U basis. (See EDUC820.).

EDUC855 • Administrators as Agents of Change. 3 Credits.
Students will participate in an educational change process designed to help them develop visionary capacity and leadership skills for sustaining meaningful change. It will be accomplished by reading change literature, discussion, and experiencing educational reform by visiting schools and meeting with visionary leaders.

EDUC857 • Leaders as Agents of Change in Higher Education. 3 Credits.
Immersion into educational change and problem-solving process in higher education. Need for change, visionary leadership capacity and skills for designing, leading, and sustaining meaningful ongoing educational change. Current changes and trends, their impact on education, leaders in change. Change literature. Complex change initiatives in students' own context/setting. Philosophies and strategies for implementing significant change.

EDUC858 • Re-imagining Higher Education. 3 Credits.
Consider the future of higher education and the leadership needed. Issues and trends in the current and emerging field higher education, including equity and access, finances and affordability, and competing models and non-traditional offerings, are revisited and intersected with personal growth and leadership formation.
Prerequisites: EDUC818.

EDUC859 • Student Engagement in Higher Education. 3 Credits.
Theory and practice of student development, student success, and academic engagement in higher education. The practical application of student development, academic success, and student retention theories through policies, strategies, interventions, and trust-worthy practices for diverse students groups, including traditional, non-traditional, and online.

EDUC860 • Legal Issues in School Administration. 3 Credits.
Legal foundations of educational policy, statutory themes, and case law as they affect the needs of school administrators in daily responsibilities and practices. Legal basis for relationships among school districts and federal, state, and local government. Processes of dealing with legal issues and risks faced by academic institutions and administrators, including current issues in students' work environments.

EDUC862 • Legal Issues in Higher Education. 3 Credits.
Students focus on the legal foundation, framework, and issues relevant to higher education institutions. Students critique and interpret the legal and regulatory basis for relationships among educational institutions and external stakeholders. Students analyze the processes of dealing with the legal issues and risks faced by academic institutions and leaders.

EDUC865 • Resource Management in K-12 Education. 3 Credits.
Students acquire an understanding of the sources and expenditure of fiscal and other resources in education. Development of specific competencies includes school board/administration resource planning and prioritizing, budgeting, and resource allocation and management. A major course project analyzes and critiques the structure and implementation of the student's home district's budget.

EDUC867 • Resource Management and Development in Higher Education. 3 Credits.
Students learn about higher education resources in the context of the North American economic climate. They examine revenue, expenses and budgeting practices that are common at postsecondary institutions. They explore factors that have historically driven costs and learn methods to grow and shrink budgets effectively at postsecondary institutions.

EDUC870 • Doctoral Research IV. 3 Credits.
This is the final course in the series of four research methods courses in the Ed.D. Program. The focus is on data collection, data analysis and presenting results in research. Students design a data collection tool or protocol, collect data with the tool (field test) and analyze collected data. Students complete their dissertation prospectus.
Prerequisites: EDUC850. Grade exceptions: Graded on an A-F or S/U basis. (See EDUC820.).

EDUC875 • Special Education Policy, Law, and Finance. 2 Credits.
Students will engage in discussion, activities, and reflection that prepare them as educational leaders to implement effective special education programs in local school districts. Primary objectives include assisting students in understanding special education policy, special education law, and special education finance and applying this learning in an educational leadership role.

EDUC876 • Special Education Organization Management. 2 Credits.
Students will engage in discussion, activities, and reflection that prepare them as educational leaders to oversee and influence special education organization management. Primary objectives include assisting students in understanding roles that policy and procedures play in school district governance and administration, demonstrating knowledge of statutory regulations affecting special education governance, and understanding various special education administrative models utilized in Minnesota.

EDUC880 • Comprehensive Examination. 0 Credit.
Comprehensive examination and the portfolio review after completion of the student's final didactic course.
Grade exceptions: Graded on an S/U basis.

EDUC882 • Directed Study. 1-6 Credits.
Individual educational objectives in a specific area of study. Independent reading and/or research, or travel with related study. Designed in cooperation with program director and cohort advisor. Can also be taken by Ed.D. students completing not seeking a license.

EDUC885 • Individualized Project in Higher Education. 3 Credits.
Students design and complete a practical application project that integrates concepts and insights from courses, research, and personal experiences.

EDUC886 • Principal Internship. 3 Credits.
School-based experience of at least 320 hours in one year. 240 hours at one setting and 40 hours at each of the other two levels. Joint supervision of Bethel faculty member and onsite licensed and practicing principal. May be paid or unpaid. Direct experience in administrative duties and synthesis of learning between academic program and administrative needs of host district.
Grade exceptions: Graded on an S/U basis.

EDUC887 • Superintendent Internship. 3 Credits.
School-based experience of at least 320 hours in one year, up to 280 hours in the primary setting, at least 40 hours in a second setting. Joint supervision of Bethel faculty member and onsite licensed and practicing principal. May be paid or unpaid. Direct experience in administrative duties and synthesis of learning between academic program and administrative needs of host district.
Grade exceptions: Graded on an S/U basis.

EDUC888 • Teaching Internship. 1-4 Credits.
Teaching internship for students seeking an administrative license without the required teaching experience.
Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment.

EDUC889 • Director of Special Education Internship. 3 Credits.
School-based experience of at least 320 hours in 1 year; at least 40 hours at a special education administrative unit other than student's primary experience. Jointly supervised by Bethel faculty member and onsite licensed and practicing director of special education. Direct experience in administrative duties; synthesis of learning between academic program and administrative needs of host district.
Grade exceptions: Graded on an S/U basis.

EDUC890 • Dissertation Phase One. 6 Credits.
Major research project developed over the duration of the program. Standard doctoral-level academic measurement, statistical, analytical, interpretive, documenting, and writing techniques are required. The courses in qualitative research, quantitative research, and measurement and assessment provide philosophy, theory, and skills support for this component. Topics developed with dissertation advisor, who will advise during development dissertation and will chair dissertation committee.
Grade exceptions: Graded on an S/U basis. Special Notes: Registration is automatic in the term following student's final didactic course unless student arranges with cohort advisor for registration at a different time.

EDUC891 • Dissertation Phase Two. 6 Credits.
A continuation of EDUC890. Students are automatically registered for this course during the term following EDUC890. Successful defense of the dissertation is required prior to graduation. This course must be completed within seven consecutive years (21 consecutive academic terms) from the beginning of the course.
Prerequisites: EDUC890. Grade exceptions: Graded on an S/U basis.

GERG • Gerontology

GRTG605 • Health and Aging. 3 Credits.
Examination of health as shalom, well-being, or wholeness. Normal physical, psychological, and spiritual changes of aging will be addressed. Identification of ways to promote healthy aging and common health concerns of the elderly.

GRTG610 • Adult Development and Aging. 3 Credits.
In-depth understanding of the developmental processes related to aging from a psychosocial perspective. Learners explore age-change theories and human adaptations in terms of mental health, personality stability, sensory aging related to cognitive processes, learning, and social cognition. Discussion of relationship issues, gender roles, death and bereavement, occupational patterns, retirement, and leisure.

GRTG615 • Aging and Diversity: Class, Gender, and Ethnicity. 3 Credits.
Exploration of the meaning of diversity, broadly defined to include differences in types of community, housing, ethnicity, physical status, and age, and examination of this range of diversity as it applies to the field and practice of gerontology.

GRTG620 • Spirituality and Aging. 3 Credits.
Issues such as meaning (and loss of meaning), grief, ambiguous loss, virtue ethics, and wisdom as they relate to aging persons. Examination of ethnic and gender influences on the experience of spirituality in the aging process from a cross-cultural perspective. Models of assessment of spiritual needs will be presented.

GRTG640 • Policy Issues in Aging. 3 Credits.
Major public policies and programs benefitting older persons. Social Security, Medicare, Medicaid, the Americans with Disabilities Act, the Older Americans Act. Evolving federal, state, local, and individual roles. How laws play out in community. Differential impact of policy proposals on elderly populations, with reference to sex, race, class, and urban/rural differences. Strategies and tactics to influence development of public policy.

GRTG645 • Leadership and Program Management. 3 Credits.
Review of leadership and management styles. Styles identified will be applied to various current and potential positions in the field of gerontology.

GRTG650 • Project Design and Management. 3 Credits.
Preparation of a detailed project proposal for work to be done during a practicum. Write literature review specifying framework using a theoretical perspective from the field of gerontology. State clear learning goals with realistic expectations of practical results. Obtain approvals from program director and site supervisor.

GRTG750 • Master's Project and Integrative Seminar. 3 Credits.
Meet regularly with cohort and instructor(s) to share progress on projects and work on final papers, explore professional growth and career development, and investigate issues related to integration of faith with professional and academic aspects of gerontological practice.
Prerequisites: GRTG650. Grade exceptions: Graded on an S/U basis.

GRTG790 • Thesis Practicum. 6 Credits.
Intensive experience in the field of gerontology. Students design and carry out applied research projects with clearly delineated learning goals that demonstrate mastery over the chosen subject matter and its relationship to the discipline of gerontology. Final thesis paper exhibits scholarly standards of excellence.
Grade exceptions: Graded on an S/U basis.

HUSE • Human Services

HUSE650 • Introduction to Addictions Counseling. 3 Credits.
An examination of the etiology, progression, assessment, and treatment of addictions from a variety of historical and inter-disciplinary theoretical perspectives. Students are introduced to the twelve core functions of addictions counseling, the continuum of care, and the process of change.

HUSE655 • Pharmacology of Addictions. 3 Credits.
An examination of the physiological aspects addiction, integrated with the psychological, familial, and larger sociological aspects of addiction. Evidence-based approaches to the treatment of addictions, including the use of medication-assisted therapies, are considered.

HUSE660 • Assess & Treat Co-Occur Disord. 3 Credits.
An examination of current theory and research on an integrated approach to screening, assessment, treatment planning, and the intervention of co-occurring addictions and mental illness, with attention to services and systems integration.

LEAD • Leadership Foundations

LEAD611 • Leadership Theory & Personal Agency. 3 Credits.
Analysis of leadership theory and research as it applies to individuals and organizations. Evaluation of personal leadership capacities and the design of a specific plan for capacity increase. Analysis of the relationship between personal faith and leadership service.
Coaching and assessment fee: $350. Special Notes: Students may not receive credit for both LEAD611 and ORGL600.

LEAD621 • Worldview, Ethics and Leadership. 3 Credits.
Explore Biblical, historical, and contemporary ethical frameworks. Explore how one's personal spirituality and vision of the world impacts one's leadership. Understand the biblical and theological foundations of leadership. Analyze the nature of ethical issues relating to personal integrity and leadership. Articulate personal foundations for ethical leadership.
Prerequisites: LEAD611. Special Notes: Students may not receive credit for both LEAD621 and PHIL625.

LEAD631 • Leading Change in a Changing World. 3 Credits.
Forecasting and designing alternative futures for organizations. Understanding organizational change as it relates to mission, strategies, tactics, and structure. Strategic planning and opportunity generation in light of theory, historical trends, environmental factors, and organizational capabilities.
Prerequisites: LEAD611 or ORGL600.

LEAD641 • Organizational Diagnostics and Health. 3 Credits.
Examination of theory and research surrounding organizational structures and behavior. Assessment of organizational health at multiple levels in light of relevant research, theory, and organizational relationships and patterns. Sustainment or improvement of organizational health through leadership techniques that enhance organizational effectiveness and empower individuals.
Prerequisites: LEAD611 or ORGL600. Coaching and assessment fee: $200.

LEAD651 • Leadership Formation and Strategic Talent Management. 3 Credits.
Global thought leadership, current theory, and best practice implementation on building leadership cultures and coaching emerging leaders. Understanding structures and systems that foster talent development, employee engagement, retention, and effective succession planning. Introduction to research, best practices, and formal processes to address leadership competency gaps through individual development planning.
Prerequisites: LEAD611. Coaching and assessment fee: $100. Special Notes: Students may not receive credit for both LEAD651 and ORGL645.

LEAD755 • Portfolio Integration and Capstone Development. 2 Credits.
Culmination of leadership courses as students continue in graduate work. Foundation for a collaborative project that synthesizes scholarship and practice around the development of a business plan. Exploration of interconnections within business and connections with other aspects of life. Introduction to reflective learning through portfolio practices.
Prerequisites: LEAD611.

LEAD789 • MBA/MASL Dual-degree Portfolio Addendum. 0 Credit.
Synthesis of key learnings from the two master's degree programs after having completed LEAD790 for the first master's degree.
Prerequisites: LEAD611, LEAD621, LEAD631, LEAD641, LEAD651, LEAD755, LEAD790. Grade exceptions: Graded on an S/U basis.

LEAD790 • MBA/MASL Capstone Delivery. 1 Credit.
Culmination of Bethel Leadership courses as students complete their graduate work. Teams (assigned in LEAD755) present their collaborative project that integrates scholarship, synthesis, and practice around the development of a business plan.
Prerequisites: LEAD611. Corequisites: LEAD755. Grade exceptions: Graded on an S/U basis.

NASC • Natural Science

NASC680 • Science Research. 2 Credits.
Designed to give students the opportunity to engage in a scientific, research-based investigation under the direct supervision of a Bethel science faculty member.
Prerequisites: Consent of the M.A. in Teaching program director.

NURS • Nursing

NURS600 • Theory Foundations. 3 Credits.
An examination of the theoretical foundations of the discipline of nursing, including nursing theory and selected borrowed theories within the contexts of nursing leadership and Christian perspectives. Analysis of nursing theory will include historical perspectives, theory development, application to practice and leadership, and evaluation of grand, middle range, and practice theories in nursing.
Certifiedbackground.com fee: $35.

NURS602 • Midwifery Perspectives. 3 Credits.
Understand the historical, cultural, and societal influences for the development of nurse-midwifery care and the midwifery profession.
Prerequisites: NURS611, NURS619, NURS620, NURS673. Exam proctoring fee: $18.

NURS606 • Advanced Health Assessment for Advanced Practice Nurses. 4 Credits.
Enhance knowledge and skills of history taking, physical assessment, and clinical reasoning from a holistic perspective in order to prepare for practice as a nurse-midwife.
Clinical immunization documentation tracking and verification fee: $70, live model patient fee: $100, Typhon clinical tracking system fee: $90.

NURS611 • Advanced Pharmacology for Advanced Practice Nurses. 3 Credits.
Nurse-Midwifery application of the principles of pharmacotherapy to promote health and manage illness from a client-centered perspective for diverse populations across the lifespan.
Prerequisites: NURS620, NURS673. Exam proctoring fee: $18.

NURS614 • Nurse-Midwifery I: Healthcare for Women and Primary Care. 4 Credits.
Integrates theory and evidence, related to gynecological and primary care, for holistic management and support of women's health throughout the lifespan.
Prerequisites: NURS620, NURS673.

NURS615 • Global Perspectives of Health. 3 Credits.
Development of a global perspective on social determinants of health. Integra¬tion of concepts of interprofessional collaboration including the disciplines of epidemiology, ecology, economics, politics, and religion in determining culturally responsive strategies to improve health.

NURS616 • Nurse-Midwifery II: Antepartal Care. 3 Credits.
Integrates theory and evidence related to normal and high-risk antepartal care.
Prerequisites: NURS606, NURS620, NURS626, NURS673. Exam proctoring fee: $18.

NURS617 • Nurse-Midwifery III: Intrapartum and Postpartum Care. 4 Credits.
Integrates theory and evidence related to intrapartal and postpartum care.
Prerequisites: NURS606, NURS611, NURS614, NURS616, NURS619, NURS620, NURS626, NURS673, NURS714, NURS716. Typhon clinical tracking system fee: $90, exam proctoring fee: $18, lab materials fee: $100, verified credentials fee: $40.

NURS618 • Nurse-Midwifery IV: Newborn Care. 2 Credits.
Integrates theory and evidence related to care of the healthy newborn.
Prerequisites: NURS620, NURS606, NURS611, NURS612, NURS614, NURS616, NURS619, NURS626, NURS714, NURS716. Exam proctoring fee: $18.

NURS619 • Fetal Evaluation. 1 Credit.
Integrates theory and evidence related to evaluation of antepartal and intrapartal fetal status.
Prerequisites: NURS620, NURS673. Exam proctoring fee: $18.

NURS620 • Reproductive Physiology for Advanced Practice Nurses. 3 Credits.
Analysis of the normal physiologic basis for reproduction in humans that serves as the foundation for clinical assessment, decision making, and man¬agement for nurse midwives.
Exam proctoring fee: $18.

NURS621 • Leadership in Higher Education. 4 Credits.
Examination of trends, issues, and forces impacting nursing education and higher education. Consideration of the teaching, scholarship, and service com¬ponents of the academic nurse educator role as influenced by institutions of higher education and accrediting bodies. Discuss theoretical frameworks and evidence that inform leadership roles needed to shape and implement change in nursing education and the academic community.
Prerequisites: NURS600, NURS655, NURS660.

NURS626 • Evidence Translation for Practice. 3 Credits.
Overview of nursing research process and methodologies, with an emphasis on critical appraisal of evidence for improving nursing practice.

NURS650 • Health Policy. 4 Credits.
The examination of the health care policy process at the organizational and governmental levels. Students will analyze sociocultural, ethical, economic, political, and historical factors that influence healthcare policy and propose policy strategies to improve the health status of populations.

NURS655 • Facilitating Learning. 4 Credits.
Acquire the ability to create effective learning environments within nursing education. Application of current educational theories and pedagogies, best practices, and a knowledge of learning styles associated with diverse learner populations to support and enhance learning. Investigate instructional techniques, information technologies, and competencies used across nursing education environments. This course includes 8 hours of field experience.
Background check fee: $20, malpractice insurance fee: $80, verified credentials fee: $25.

NURS660 • Curriculum Design and Evaluation. 4 Credits.
An integration of philosophical perspectives, best practices, and professional standards used as the foundation for curricular design, learner assessment, and evaluation. Analysis of assessment and evaluation data to enhance teaching/learning across nursing education environments.
Prerequisites: NURS655.

NURS671 • Health Assessment for Nurse Educators. 3 Credits.
Enhance knowledge and skills of history taking, physical assessment, clinical reasoning, and related teaching/learning strategies in order to prepare for the role of nurse educator. This is a hybrid course; on campus lab experiences and 32 hours of field experience are required.
Advanced health assessment fee: $50, lab/tech fee: $50, placement fee: $35.

NURS673 • Advanced Pathophysiology. 3 Credits.
Analysis of the physiologic basis for manifestations of altered structure and function. Differences in physiologic responses to health and illness in diverse populations across the lifespan are addressed from a nursing perspective.

NURS680 • Pathopharmacology for Nurse Educators. 4 Credits.
Integration of pathophysiology and pharmacotherapeutic concepts and principles needed to form the basis of a comprehensive and holistic approach to the delivery of nursing care. Application of evidence-based pathopharmacology concepts within the nurse educator role.

NURS685 • Innovations and Information Technologies for Nurse Educators. 4 Credits.
Focus on innovative curricular design that promotes achievement of established learning outcomes in varied educational environments and fosters the development of clinical reasoning and critical thinking. Incorporate the use of current and emerging information technologies into nursing practice to enhance care outcomes.
Prerequisites: NURS655, NURS660. Background check fee: $20, lab/tech fee: $100, malpractice insurance fee: $80, placement fee: $50. Special Notes: Course includes 50 hours of field experience.

NURS714 • Nurse-Midwifery I: Practicum. 2 Credits.
Applies the midwifery management process, theory, and evidence to provide holistic gynecological and primary care for women throughout the lifespan.
Prerequisites: NURS620, NURS606, NURS612, NURS626. Background check fee: $20, malpractice insurance fee: $167, simulation fee: $50.

NURS716 • Nurse-Midwifery II: Practicum. 2 Credits.
Applies the midwifery management process, theory, and evidence to provide holistic care for normal and high-risk childbearing families.
Prerequisites: NURS606, NURS620, NURS626, NURS673. Simulation fee: $50.

NURS717 • Nurse-Midwifery III: Practicum. 3 Credits.
Applies the midwifery management process, theory, and evidence to provide holistic care during labor, birth, and the postpartum period.
Prerequisites: NURS606, NURS611, NURS614, NURS616, NURS619, NURS620, NURS626, NURS673, NURS714, NURS716.

NURS718 • Nurse-Midwifery IV: Practicum. 1 Credit.
Applies the midwifery management process, theory, and evidence to provide holistic care to the healthy newborn.
Prerequisites: NURS606, NURS611, NURS614, NURS616, NURS619, NURS620, NURS626, NURS673, NURS714, NURS716.

NURS753 • Professional Issues for Nurse-Midwives. 4 Credits.
Understand the political and economic bases of nurse-midwifery practice. Enhance knowledge of professional issues that impact the practicing APN.
Prerequisites: NURS602, NURS606, NURS611, NURS614, NURS615, NURS616, NURS617, NURS618, NURS619, NURS620, NURS626, NURS673, NURS714, NURS716, NURS717, NURS718. Simulation fee: $50.

NURS754 • Clinical Integration for Nurse-Midwives. 7 Credits.
Integrates, applies, and reflects upon the midwifery management process, theory, and evidence to provide holistic care to women across the lifespan and the healthy newborn in a variety of settings.
Prerequisites: NURS602, NURS606, NURS611, NURS614, NURS615, NURS616, NURS617, NURS618, NURS619, NURS620, NURS626, NURS673, NURS714, NURS716, NURS717, NURS718. Malpractice insurance fee: $167.

NURS756 • Master's Capstone I. 1 Credit.
Application of theoretical perspectives and the research or project manage¬ment process to the examination of a nursing problem or issue. Requires initial draft of chapters one and two of the master's project, a project plan, and begin¬ning matrix of literature.
Prerequisites: NURS626. Grade exceptions: Graded on an S/U basis.

NURS774 • Nurse Educator Internship. 3 Credits.
Integration and synthesis of current nursing knowledge and teaching/learn¬ing theory to function effectively within an educational context. Evaluation of personal effectiveness in the educator role. Demonstrate an integration of knowledge of theories, research, ethical and Christian perspectives, global realities, policy-making issues, higher education, and information technolo¬gies into the nurse educator role. Includes 100 hour internship.
Prerequisites: NURS621, NURS685. Clinical immunization documentation tracking and verification fee: $70.

NURS788 • Comprehensive Examination. 0 Credit.
Nurse educator comprehensive examination.
Grade exceptions: Graded on an S/U basis.

NURS793 • Nurse-Midwifery Master's Project. 2 Credits.
Application of key components of the research process with a focus on critical review of the literature exploring nurse-midwifery problems defined in col¬laboration with clinical partners. Format: Seminar.
Prerequisites: NURS602, NURS606, NURS611, NURS614, NURS615, NURS616, NURS617, NURS618, NURS619, NURS620, NURS626, NURS673, NURS714, NURS716, NURS717, NURS718.

NURS798 • Master's Capstone II. 1 Credit.
A capstone experience resulting in a master's thesis or project.
Prerequisites: NURS756. Grade exceptions: Graded on an S/U basis.

ORGL • Organizational Leadership

ORGL600 • The Leadership Enterprise. 3 Credits.
Examination of organization and leadership theory; the universe of leadership opportunities and anticipated challenges to leaders over the next 40 years; and diverse leadership styles in history and contemporary society.Examination of organization and leadership theory; the universe of leadership opportunities and anticipated challenges to leaders over the next 40 years; and diverse leadership styles in history and contemporary society.
Special Notes: Enrollment is restricted to students enrolled in Converge School of Church Leadership. Students may not receive credit for both LEAD611 and ORGL600.

ORGL620 • Followership: The Other Side of Leadership. 3 Credits.
Overview of the traditional views and attitude toward followers, analysis of different models and styles of followership, and the characteristics of "good" followers. Analysis of relationship between leaders and followers and leadership and follower styles. Exploration of bad leadership, courageous followership, transformational leadership; planning for improving followership abilities.
Special Notes: Enrollment is restricted to students enrolled in Converge School of Church Leadership. Students may not receive credit for both ORGL620 and SLDR660.

ORGL645 • Leadership Development and Formation. 3 Credits.
Global thought leadership, current theory, and best practice implementation on building leadership cultures and coaching emerging leaders. Understanding structures and systems that foster talent development, employee engagement, retention, and effective succession planning.
Special Notes: Enrollment is restricted to students enrolled in Converge School of Church Leadership. Students may not receive credit for both LEAD651 and ORGL645.

ORGL655 • Managing Conflict Through Dialogue. 3 Credits.
Leadership includes diversity and teamwork. On a practical level, conflict can block the efforts of people to fulfill the vision of both leaders and followers. Synthesis of previous studies in diversity to provide a basis for developing dialogue in multiple settings and contexts.
Special Notes: Enrollment is restricted to students enrolled in Converge School of Church Leadership. Students may not receive credit for both ORGL655 and SLDR650.

ORGL691 • Integration and Portfolio Development. 2 Credits.
Synthesis of key learnings from the Master of Arts in Organizational Leadership program including a reconsideration of earlier self-assessment work, as well as a review and modification of personal learning and growth plans.

ORGL790 • Literature Review Portfolio Completion. 1 Credit.
For students who choose not to complete a thesis or project, the portfolio will include an extended scholarly literature review on a topic of the student's choice. The student will work with his or her capstone advisor to prepare and complete the 25-30 page literature review, not including the reference pages, appendices, or portfolio pages.
Grade exceptions: Graded on an S/U basis. Special Notes: Enrollment is restricted to students enrolled in Converge School of Church Leadership.

PHAS • Physician Assistant

PHAS601 • Introduction to History and Physical Examination. 2 Credits.
This is the first of four sequential courses designed to facilitate the devel¬opment of medical history taking, physical examination skills, patient com¬munication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. This first course focuses on history taking and physical examination in the healthy adult.
Corequisites: PHAS600L. Malpractice Fee: $90.

PHAS601L • Introduction to History and Physical Examination Lab. 1 Credit.
Laboratory experience accompanying PHAS601.
Corequisites: PHAS601. ExamN fee: $50.

PHAS602 • Patient Assessment and Diagnostics I. 2 Credits.
This is the second of four sequential courses designed to facilitate the devel¬opment of medical history taking, physical examination skills, patient com¬munication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in PHAS612.
Corequisites: PHAS602L. Malpractice insurance fee: $90.

PHAS602L • Patient Assessment and Diagnostics Lab I. 1 Credit.
Laboratory experience accompanying PHAS602.
Corequisites: PHAS602. AllofE fee: $80.

PHAS603 • Patient Assessment and Diagnostics II. 3 Credits.
This is the third of four sequential courses designed to facilitate the devel¬opment of medical history taking, physical examination skills, patient com¬munication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in PHAS613.
Corequisites: PHAS603L. Malpractice insurance fee: $90.

PHAS603L • Patient Assessment and Diagnostics Lab II. 1 Credit.
Laboratory experience accompanying PHAS603.
Corequisites: PHAS603. Lab fee: $50.

PHAS604 • Patient Assessment & Diagnostics III. 1 Credit.
This is the fourth of four sequential courses designed to facilitate the devel¬opment of medical history taking, physical examination skills, patient com¬munication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in PHAS614.
Corequisites: PHAS604L. Malpractice insurance fee: $90.

PHAS604L • Patient Assessment and Diagnostics Lab III. 1 Credit.
Laboratory experience accompanying PHAS604.
Corequisites: PHAS604.

PHAS611 • Foundation to Clinical Medicine. 4 Credits.
Designed as an introduction to clinical medicine topics, this course will lay the foundation for future clinical medicine courses by helping the student understand and apply fundamental concepts to patient care. Topics presented include radiological imaging, infectious disease, oncology, genetics, and fundamentals of pharmacology, immunology, preventative medicine, and laboratory studies.

PHAS612 • Clinical Medicine I. 6 Credits.
This course is the first of a three-course sequence, which provides students with a systematic approach to the etiology, epidemiology, manifestations, labo¬ratory and diagnostic studies, prognosis, and treatment of disease. This course will focus on, but is not limited to, hematological, cardiovascular, pulmonary, genitourinary, and renal systems.

PHAS613 • Clinical Medicine II. 7 Credits.
This course is the second of a three-course sequence, which provides students with a systematic approach to the etiology, epidemiology, manifestations, laboratory and diagnostic studies, and prognosis and treatment of specific dis¬eases. This course will focus on, but is not limited to, dermatologic, endocrine, neurologic, psychiatric, musculoskeletal, rheumatologic, gastrointestinal systems, and geriatrics.

PHAS614 • Clinical Medicine III. 5 Credits.
This course is the third of a three-course sequence, which provides students with a systematic approach to the etiology, epidemiology, manifestations, laboratory and diagnostic studies, and prognosis and treatment of specific diseases. This course will focus on, but is not limited to: women's health, pedi¬atrics, ENT/ophthalmology/allergy, surgery, and emergency medicine.
ACLS/BCLS fee: $340, PACKRAT fee: $40.

PHAS621 • Evidence-Based Medicine and Research I. 2 Credits.
Course provides in-depth discussion and relevance of research literature. An emphasis will be placed on critical analysis of research articles. Independent thought and critical thinking skills will be addressed. Assigned readings will offer students the opportunity to examine prevailing research in the health professions.

PHAS622L • Medical Problem Solving I. 1 Credit.
Designed for first-year physician assistant (PA) students, this laboratory course is the first of three labs for development of PA students' clinical problem-solving and decision-making skills. Using problem-based learning methods, this course corresponds with modules of PA clinical medicine and exposes students to an array of clinical healthcare issues.

PHAS623L • Medical Problem Solving II. 1 Credit.
Developed for first-year physician assistant (PA) students, this laboratory course is the second of three courses for development of PA students' clinical problem-solving and decision-making skills. Using problem-based learning methods, this course supplements the modules of PA clinical medicine and exposes students to an array of clinical healthcare issues.

PHAS624L • Medical Problem Solving III. 1 Credit.
Specifically for physician assistant (PA) students, this laboratory course will facilitate the development of PA students' clinical problem-solving and decision-making skills. Utilizing problem-based learning methods, this course encompasses all of the modules of the PA clinical medicine series through ac¬tive learning for an array of clinical healthcare issues.

PHAS632 • PA Professional Practice Issues I. 2 Credits.
Designed for first-year graduate physician assistant (PA) students, this in¬troductory course is the first of two professional issues courses to develop PA students' awareness and professional attributes. Professional history, certification, PA professional organizations, and other health delivery topics will be discussed.

PHAS633 • Cultural & Prevention Competency. 2 Credits.
This course introduces students to the history, underlying theory, and basic concepts associated with clinical prevention in the United States, espoused by the United States Preventive Services Task Force (USPSTF). Recommended guidelines and strategies for early disease screening, risk identification, and risk stratification are addressed using a population-specific frame of reference designed to complement parallel learning experiences. Designed to introduce students to issues surrounding cultural awareness and issues of diversity.

PHAS634 • Christian Health Care and Applied Medical Ethics. 3 Credits.
Studies the ethical dynamics of healthcare including principles of autonomy, beneficence, nonmaleficence, justice, fairness, and dignity. Ethical principles are then applied to actual clinical and professional situations including in¬alienable rights, reproductive technologies, allocation of healthcare, death and dying issues, confidentiality, and professional conflict from a Christian ministry standpoint of the healing professions.

PHAS641 • Evidence-Based Medicine and Research II. 2 Credits.
The second course in the PA research sequence to build upon students' un¬derstanding of research. Each student will work with a faculty instructor and advisor to secure a research topic and establish a clear methodology for completing the project. Issues of applied statistics will be examined in this course with the opportunity to perform analysis of the project. Independent thought and critical thinking skills will be addressed.

PHAS710 • Clinical Field Placements I. 12 Credits.
Transition from didactic to clinical training. Assignment to a combination of clinical rotations selected from emergency medicine, family practice, internal medicine, women's health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Participation is required in the seven core/required rotations and two elective rotations by the end of the clinical field placement series.
Malpractice insurance fee: $90, site supervision fee: $50.

PHAS720 • Clinical Field Placements II. 15 Credits.
Ongoing clinical training. Assignment to a combination of clinical rotations selected from emergency medicine, family practice, internal medicine, women's health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Participation is required in the seven required rotations and two elective rotations by the end of the clinical field placement series.
Malpractice insurance fee: $90, site supervision fee: $50.

PHAS730 • Clinical Field Placements III. 9 Credits.
Ongoing clinical training. Assignment to a combination of clinical rotations selected from emergency medicine, family practice, internal medicine, women's health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Participation is required in the seven core/required rotations and two elective rotations by the end of the clinical field placement series. Includes program's overall summative evaluation of student.
Malpractice insurance fee: $90, PACKRAT fee: $40, site supervison fee: $50.

PHAS735 • Physician Assistant Professional Practice Capstone. 2 Credits.
Designed for second-year physician assistant (PA) students, this course is the second of two professional issues courses to develop PA students' skills in office and professional procedures prior to clerkships. Socioeconomic issues, billing and coding, risk management, and other legal issues in the PA profession will be explored.

PHAS760 • Directed Study. 1-6 Credits.
Directed study experience under the guidance of a faculty member for any independent or remedial work as needed.
Repeatable course This course may be repeated with different learning objectives for credit.

PHAS790 • Evidence-Based Medicine Project/Thesis. 2 Credits.
This course investigates the theories, paradigms, and steps necessary to select and approach a research problem. A continued emphasis on critical analysis of research articles, designing and writing research proposals, and further refinement of the research process with a final defense of project at the end of the course.

PHIL • Philosophy

PHIL615 • Ethics. 3 Credits.
Introduction to the basic concepts of ethics and examination of practical applications in the fields of gerontology and gerontological practice in a wide range of settings.

PHIL625 • Ethics, Worldview, and Leadership. 3 Credits.
Ethics from the organizing framework of worldview. Philosophical concepts behind the worldview construct. Worldview, value formation, and ethical actions. Elements of personal worldview and application of these to ethical perspective, values-based leadership, and faith/work integration. Developing acuity in discerning others' possible worldview frameworks to find consensus-building bridges toward ethical agency.
Special Notes: Enrollment is restricted to students enrolled in Converge School of Church Leadership. Students may not receive credit for both LEAD621 and PHIL625.

PSYC • Psychology

PSYC609 • Therapeutic Play. 3 Credits.
Techniques in expressive therapies, emphasis on play therapy. The continuum from client-centered to directive therapy and application possibilities based on client needs and setting. Common themes in children's play, and dynamics of interpretation are considered and applied. Applying skills and techniques in working with children.

PSYC613 • Expressive Therapies with Children and Adolescents: Art, Play, Drama, Music. 3 Credits.
In-depth description of expressive therapy theories, research, and practice. Learners will gain an understanding of the neurobiological basis of art therapy and other expressive therapies. Exploration of the benefits of using drawings and other art forms with children and adolescents. Focus is on various interactive learning experiences and art techniques with discussion of applications to various settings and populations.

PSYC621 • Therapeutic Art and Play. 3 Credits.
A focus on techniques in expressive therapies, with an emphasis on art therapy and play therapy. The continuum from client-centered to directive therapy is examined, and the application possibilities based on client needs and the setting are explored. Common themes in children's art and play are identified, and the dynamics of interpretation are considered and applied in light of current outcome research.

PSYC623 • Individual and Group Microskills with Children and Adolescents. 3 Credits.
Issues (abuse, divorce, domestic violence, chemical abuse, etc.) from the child/adolescent point of view, impact of these issues on their functioning. Core helping skills for this population, including facilitating support groups, individual counseling skills, and applications of cognitive behavioral therapy. Ethical issues regarding working with children/adolescents and influence of gender, class, and cultural diversity factors on counseling processes.

PSYC625 • Child and Adolescent Psychopathology and Assessment. 3 Credits.
Students are equipped to be informed communicators with mental health professionals with whom they collaborate. Emphasis on distinguishing among common psychological disorders falling in normal and clinical significant ranges, as well as on beginning experience in administering and interpreting behavioral, cognitive, and personality assessment instruments.
Assessment fee: $50.

PSYC635 • Measurement and Assessment in Education. 3 Credits.
Uses, misuses, and limitations of educational assessment techniques and tools. Practices and principles for assessment processes: psychometric theory, test construction, and standards for teacher-made tests. Alternatives to traditional assessment, particularly authentic assessment. Ethical issues in assessment and factors influencing test performance. Current scholarly research in educational measurement and assessment.

PSYC638 • Counseling Theory. 3 Credits.
The fields of counseling and clinical psychology introduced through in-depth study of major counseling models and their application to case formulation, clinical treatment planning, and clinical intervention methods. Relationship between theory and practice. Critiquing models in light of current research and perspectives, including gender and diversity concerns. Developing personally coherent counseling approaches. Dynamic, phenomenological, behavioral, and cognitive approaches focus.

PSYC642 • Integration of Psychology and Worldview. 3 Credits.
Overview and critique of the models that articulate the interface between psychology and Christianity. Focus is on topics central to the practice of counseling within the context of a Christian worldview. Discussion of such areas as the nature of personhood, the nature of evil and psychopathology, and the process of healing. The course has at its core the importance of personally integrating one's Christian faith and the discipline of psychology.

PSYC643 • Counseling Microskills. 3 Credits.
Demonstration and supervised practice of interview skills. Emphasis is on development of core helping skills and attitudes foundational to an effective counseling process. Introductory issues in counseling relationship ethics and how gender, class, and cultural diversity factors may influence the counseling process.

PSYC645 • Intro to Family Systems. 3 Credits.
Exploration of basic family dynamics (such as intimacy, communication, power, shame), with special emphasis given to examining those dynamics from the family systems and family development theoretical perspectives. Differences in family structures and patterns with opportunities for learners to apply theoretical principles to real-life family situations.

PSYC647 • Group Therapy. 3 Credits.
Introduction to the history, processes, principles, and techniques related to the practice and functioning of group therapy in counseling and psychotherapy. Both didactic and experiential components will be used to understand and develop group leadership skills.
Grade exceptions: Graded on an S/U basis.

PSYC648 • Individuals and Families in Cultural Context. 3 Credits.
Study of cultural variations in individual and family identity development and functioning. Exploration of how underlying culture-specific values and assumptions may impact gender roles, marital and parental adjustment, and interaction patterns. Emphasis is on societal changes, critical issues, and stressors in family adaptation related to diverse worldviews, immigration, and acculturation challenges.

PSYC651 • Psychological Assessment. 3 Credits.
Introduction to and beginning competence in administration, scoring, and interpretation of instruments for assessment of personality and psychopathology and thier application to career and life transition counseling. Psychometric properties, ethical use of instruments, factors affecting reliability and validity. Synthesizing data, clinical interviewing, and report writing skills.
Assessment fee: $130.

PSYC654 • Research Methods and Treatment of Data. 3 Credits.
Methods of empirical research particularly applicable to clinical and counseling situations, with primary emphasis on evaluation and application of published research. Secondary emphasis is development of skills necessary for completion of thesis project.
Prerequisites: PSYC335M (in College of Adult Professional Studies catalog).

PSYC656 • Psychopathology. 3 Credits.
Critical review of theoretical perspectives and current research on the development and maintenance of major forms of maladaptive behavior. Examination of the diagnostic process will also include discussion of ethics, biases, and the reliability/validity of categorization. Discussion of formulations, symptoms, and progression of various disorders will interface with a consideration of appropriate therapeutic interventions.

PSYC657 • Human Sexuality and Therapy. 3 Credits.
Human sexuality in individuals and couples; sexual understanding, formation, and function. Helping skills for sexual dysfunction and understanding one's sexuality and sexual spirituality. Human sexuality, attitudes, values, beliefs, and self-awareness, as they relate to counselor, client, and clinical issues. Cognitive behavioral therapy and emotionally focused therapy in human sexuality. Ethical and diversity issues and hoe they influence counseling processes.

PSYC658 • Multicultural Counseling. 3 Credits.
The influence of culture and related factors on client/coun¬selor interactions. Developing greater multicultural counseling competence. Increasing: 1) self-awareness of attitudes and beliefs shaped by one's own experiences as a cultural being; 2) knowledge of and sensitivity to worldviews and perspectives of ethnically and racially different individuals; and 3) understanding of the use of culturally appropriate skills in counseling.

PSYC660 • Neuropsychology. 3 Credits.
Nervous system structure and function, with emphasis on clinical/counseling applications. Includes biological causes of normal behavior, organic causes for behavioral disorders, and drug influences on behavior.

PSYC661 • Ethics and Professional Issues. 3 Credits.
Legal, ethical, and professional issues facing mental health providers, including confidentiality, informed consent, client dangerousness, conflicts of interest, boundary issues (including sexual involvement), values conflicts, religious issues and ethics, and scope of competence. Emerging ethical standards, particularly with regard to new technologies. Codes of ethics and professional conduct of mental health professional associations and licensure boards.

PSYC670 • Private Practice Entrepreneurship. 3 Credits.
Exploration of clinical, ethical, financial, legal, and business aspects of owning a private practice, including development of business plan that fits with students' values and vision.
Grade exceptions: Graded on an S/U basis.

PSYC671 • Lifespan Development. 3 Credits.
Development from conception through late adult¬hood. Familial, cultural, and societal contexts as framework for understanding individual development. Physical and physiological, intellectual, personality, normative and non-normative transitions, social relations, family development, vocational development, retirement, and death. Individual differences (gender, culture, and class), issues of continuity-discontinuity, nature and assumptions of developmental theory, and importance of developmental factors in counseling.

PSYC781 • Practicum I. 4 Credits.
A nine-month, supervised counseling/clinical experience (Practicum I and II total 700 hours minimum over the nine-months), primary with individual, family, and group therapy contact. Opportunity to integrate classroom learning, personal skills, and prior experience into a new therapeutic setting with onsite supervision. The State of Minnesota Board of Behavioral Health and Therapy guidelines for clinical placements and supervision are applied.
Prerequisites: Counseling Psychology program: PSYC625 or PSYC651, PSYC638, PSYC642, PSYC643, PSYC645, PSYC648 or PSYC658, PSYC654, PSYC656, PSYC660, PSYC661, and Counseling Psychology Program Director permission. Licensed Alcohol and Drug Counselor program: Certificate in Addiction Studies and Addiction Studies Program Director permission. Grade exceptions: Graded on an S/U basis.

PSYC783 • Practicum II. 4 Credits.
Nine-month, 700-hour, supervised counseling/clinical experience (with PSYC781). Individual, family, and group therapy contact. Minimum of 250 supervised hours. Opportunity to integrate classroom learning, personal skills, and prior experience into therapeutic settings with onsite supervision. State Board of Psychology and Board of Behavioral Health and Therapy guidelines for clinical placements and supervision will be applied.
Prerequisites: PSYC781, and consent of the Department of Psychology faculty. Grade exceptions: Graded on an S/U basis.

PSYC785 • Practicum III. 1-3 Credits.
A supervised counseling/clinical training experience designed for students who are needing to begin their PSYC781/783 Practicum course series in the summer or have already completed an M.A.-level practicum and need additional hours in order to meet state licensure requirements for practicum.
Prerequisites: PSYC625 or PSYC651, PSYC638, PSYC642, PSYC643, PSYC645, PSYC648 or PSYC658, PSYC654, PSYC656, PSYC660, PSYC661 or Master's degree and completion of 500-600 hour supervised practicum experience. Consent of the Program Director or Clinical Director required. Grade exceptions: Graded on an S/U basis. Special Notes: Students who complete a summer practicum prior to PSYC781 will register for 2 credits and will attend 6 processing class sessions during their summer practicum. Individuals who are registering to complete hours for licensure requirements will negotiate the number of credits and duration with the Clinical Director.

PSYC790 • Comprehensive Examination. 3 Credits.
Master of Arts in Counselilng Psychology comprehensive examination.
Prerequisites: PSYC781. Corequisites: PSYC783. Grade exceptions: Graded on an S/U basis. Special Notes: Consent of the Department of Psychology faculty required for enrollment.

PSYC791 • Thesis I. 3 Credits.
Research project designed and completed by student, under direction of faculty advisor and graduate committee. Designed to prepare students to contribute to research in the field and to gain important research experience necessary for entrance into a doctoral program. Students interested in pursuing a Ph.D. should seriously consider completing a master's thesis.
Prerequisites: PSYC654. Grade exceptions: Graded on an S/U basis. Special Notes: Students must register for both PSYC791 and PSYC792 in order to complete the thesis. Students may enroll in PSYC791 and PSYC792 in the same academic term or in two consecutive academic terms.

PSYC792 • Thesis II. 3 Credits.
A continuation of PSYC791.
Prerequisites: PSYC791. Grade exceptions: Graded on an S/U basis.

SLDR • Strategic Leadership

SLDR527 • Global Leadership Summit Studies. 3 Credits.
The Global Leadership Summit, presented annually by the Willow Creek Association, is the foundational context for this elective course. Effective leading and following for any venue is studied through the lens of varied presenters.
Special Notes: Registration is restricted to College of Adult Professional Studies seniors.

SLDR605 • Topics in Leadership Studies. 3 Credits.
Course is offered as an elective, and covers a variety of emerging, transitional, and/or exploratory leadership topics.
Prerequisites: LEAD611 or ORGL600.

SLDR615 • Managing Projects & Quality Initiatives. 3 Credits.
Introduction to project management theory, issues, and skills associated with project management. Analyze connections between behavior, knowledge, and processes that influence the success of projects in organizations. Assess projects, management, and tools for management based on best practice.
Prerequisites: LEAD611 or ORGL600.

SLDR627 • Global Leadership Summit Studies. 3 Credits.
The Global Leadership Summit, presented annually by the Willow Creek Association, is the foundational context for this elective course. Effective leading and following for any venue is studied through the lens of varied presenters.

SLDR640 • Beyond Diversity. 3 Credits.
dimensions that relate to the workplace. Use of cultural intelligence tools and inventories to increase personal awareness and understanding of others. Synthesis of diversity theory and tools to build effective, inclusive leadership in the workplace and community.
Prerequisites: LEAD611. Special Notes: Students may not receive credit for both SLDR640 and SOCS640.

SLDR645 • Leading in Times of Crisis. 3 Credits.
Assessment of crisis situations and the variables contributing to particular episodes. Analysis of resources and opportunities available during crisis and their impact on a crisis situation. Synthesis of self-awareness, faith foundations, interpersonal and intrapersonal skills for the organization and direction of individuals and groups during times of intense difficulty.
Prerequisites: LEAD611 or ORGL600.

SLDR650 • Managing Conflict Through Dialogue. 3 Credits.
Transitioning from "dealing with incidents" to leading teams that learn from conflict. Developing personal and professional boundaries when dealing with complex organizational environments. Thinking productively about conflict from organizational, developmental, and spiritual standpoints.
Prerequisites: LEAD611. Special Notes: Students may not receive credit for both SLDR650 and ORGL655.

SLDR660 • Followership: The Other Side of Leadership. 3 Credits.
Overview of the traditional views and attitude toward followers, analysis of different models and styles of followership, and the characteristics of "good" followers. Analysis of relationship between leaders and followers and leadership and follower styles. Exploration of bad leadership, courageous followership, transformational leadership; planning for improving followership abilities.
Prerequisites: LEAD611. Special Notes: Students may not receive credit for both SLDR660 and ORGL620.

SLDR670 • Collaborative Leadership and Associative Platforms. 3 Credits.
Explores how leadership takes place between and within organizations, and how leaders can develop networks for shared planning and action. Technology and connectivity as another platform for collaboration and developing and pursuing shared goals. Planning and managing organizational learning and global information flow, in terms of alliances, networks, and partnerships.
Prerequisites: LEAD611 or ORGL600.

SLDR789 • Portfolio Deliverable. 0 Credit.
Synthesis of key learning from the Master of Arts program, including a reconsideration of earlier work, leadership theories and growth concepts, and the development of a professional portfolio.
Prerequisites: LEAD611, LEAD621, LEAD631, LEAD641, LEAD651, LEAD755. Coaching and portfolio evaluation fee: $100. Grade exceptions: Graded on an S/U basis.

SOCS • Sociocultural Studies

SOCS600 • Social Gerontology. 3 Credits.
Study of the aging process. Focus is on how larger social and cultural contexts shape aging processes and how, in turn, these shape the societies and cultures in which they occur. Particular focus is on developing a holistic understanding of aging.

SOCS640 • Leadership in Diverse Cultures. 3 Credits.
Gender, ethnic, and age differences in leadership relationships. Historical and comparative perspectives on leadership and community dynamics. Issues in implementing principles of cultural diversity, examination of social changes taking place in American society, and impacts on human resource management strategies and policies. Understanding and cooperation within a diverse organization and surrounding communities.
Special Notes: Enrollment is restricted to students enrolled in Converge School of Church Leadership. Students may not receive credit for both SLDR640 and SOCS640.

SPED • Special Education

SPED600 • Characteristics of Mild-Moderate Disabilities. 3 Credits.
Overview and introduction to the mild-moderate range of five disability categories represented under Academic Behavioral Strategist (ABS) includ¬ing: Learning Disabilities (LD), Emotional and Behavioral Disorders (EBD), Other Health Disabilities (OHD), Developmental Disabilities (DD), and Autism Spectrum Disorders (ASD). Definitions, eligibility criteria, characteristics, curriculum, and contemporary issues of each will be studied.

SPED601 • Characteristics of ASD. 3 Credits.
Examination of the spectrum of autism. Information will be accessed regarding theories, research, medical, and legal requirements of autism. Personal viewpoints and ethics from a biblical perspective will be examined regarding educational approaches to autism. Introduction to educational criteria, identification and assessment, teaching strategies, and family issues. Introduction to behavior management: behavior management philosophy, practical strategies, and skills related to children identified with autism spectrum disorders (ASD).

SPED604 • EBD: Child & Adolescent Psychopathology. 3 Credits.
Major clinical perspectives, psychological disorders, terminology, and issues in child and adolescent psychopathology with emphasis on areas of special relevance to educational settings. Background to be informed communicators with mental health professionals collaborating in serving students having emotional/behavioral disorders. Distinguishing between problems falling in normal and clinical ranges.
Prerequisites: SPED605 or qualifying special education license.

SPED605 • Introduction to Special Education. 1 Credit.
Special education historical and legal issues. Basic characteristics of mild-moderate disabilities. State and federal laws, due process, data privacy requirements, exclusionary rules. Special education historical and philosophical background. Attitudes toward the exceptional child. The Individuals with Disabilities Education Act. Significant litigation related to special education. Preview into the child with LD, EBD, OHD, DCD, or ASD.

SPED607 • Foundations of Developmental and Cognitive Disabilities/ Intellectual Disabilities. 3 Credits.
Examination of the historical, legal and philosophical foundations of educating students with developmental cognitive disabilities. Survey of etiology and characteristics of students, definitions and identification, assessment, and current issues related to disabilities. Integration of personal faith, reflection, vision, and professional development practices to improve service to students and families.
Prerequisites: EDUC594, EDUC595, EDUC621, EDUC624, EDUC663, and EDUC668; or current Teaching license.

SPED608 • Introduction to Academic Instruction and Behavior Management for the Exceptional Learner. 2 Credits.
This course will prepare special education teachers for their unique role as academic instructors and skillful classroom managers. Students will become familiar with a wide range of evidence-based teaching and behavior management methods that include approaches for one to one, small group and class-wide delivery. An emphasis on universal design as it relates to the needs of both typically developing and exceptional learners will accompany a foundational introduction to Behavioral management through antecedent-based intervention and environmental arrangement.

SPED610 • Norm-Referenced Assessment. 3 Credits.
Introduction to special education teacher role in assessment processes. Norm-referenced, standardized assessment as part of identification and instructional planning process for students with emotional/behavioral disorders, learning disabilities, other health disabilities, autism spectrum disorder, or developmental cognitive disabilities. Issues of test quality (reliability, validity, standardization), scoring, and interpretation. Survey of instruments commonly used in assessment.
Assessment materials fee: $10.

SPED611 • Evaluation, Communication and Intervention Strategies in ASD. 3 Credits.
Examination of ASD assessment procedures to identify needs and develop intervention plans; review current tools and strategies used to understand communication, language and social skills including in-depth descriptions of research-based interventions and video examples; discuss ethical and moral issues from a biblical perspective.
Prerequisites: SPED601.

SPED612 • Planning, Instruction & Consultation for ASD. 3 Credits.
This course will examine educational planning, collaboration and how that impacts instruction for students with mild, moderate, and severe Autism Spectrum Disorders from birth to grade 12. Focus will revolve around planning appropriate educational plans based on evidence of disability. Create and modify lessons and units to meet and address the needs of students with mild, moderate, and severe Autism Spectrum Disorders. Examine collaboration methods that prove successful in the educational programming and success of students with Autism Spectrum Disorders.
Prerequisites: SPED601, SPED611.

SPED613 • Interventions for Emotional and Behavioral Disabilities. 3 Credits.
Role of special education teachers as social/emotional and behavioral intervention implementers meeting individual needs of students with moderate to severe behavioral disabilities. Skills to function on multidisciplinary teams implementing school-based behavior management programs. Individual and group intervention strategies emphasizing social skills training and academic adaptations for general education curriculum mastery. Importance of observation, assessment, and intervention sequence and crisis management.
Prerequisites: SPED604.

SPED615 • Instruction and Intervention for Students with Intellectual Disabilities. 3 Credits.
Assessment selection for data-based, educational decision making for students with developmental cognitive disabilities/intellectual disabilities. Application of effective education planning and strategies to support improved student outcomes in the areas of social skills, academics, motor skills, communication, self care, and home and community skills.
Prerequisites: SPED607.

SPED618 • Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities. 3 Credits.
Course provides teacher-students a framework for designing, implementing, and evaluating instructional methods to teach exceptional studentw writing, mathematics, social skills, organizational skills and transition skills. Examine and apply evidence-based instruction while making instructional modifications and accommodations to address the needs of students with a range of disabilities and needs.

SPED619 • Supporting Students with Intellectual Disabilities Across Systems. 3 Credits.
Exploration of how the case manager of students with intellectual disabilities and the special education process can leverage comprehensive systems, agencies, and people within and outside of schools to contribute to positive outcomes for students with complex needs.
Prerequisites: SPED607, SPED615.

SPED620 • Reading Foundations. 3 Credits.
Covers the major components of reading and the instructional strategies that support the development of literacy for K-6 students including those students with mild-moderate disabilities. The course also provides an overview to the structure of the English language and basic linguistic analysis.
Special Notes: Taken concurrently with SPED621.

SPED621 • Reading Field Experience. 1 Credit.
A 30 hour reading clinical. Students will practice reading assessment and instructional techniques with students who have mild-moderate disabilities. Reading Field Experience will take place in a K-12 school setting.

SPED625 • Special Education: Planning and Programming. 3 Credits.
Special education delivery systems. Using assessment data to write academic and behavioral goals and objectives for incorporation into an individual education plan (IEP). Evaluation of available service delivery options to choose the most appropriate setting to meet student's need. Effective multidisciplinary team processes with consideration of influence of diversity and language on eligibility, placement decisions, and programming.

SPED631 • Responsive Instruction, Intervention, and Assessment. 3 Credits.
Preparation of special education teachers for their role in the screening, monitoring, and early intervention processes related to good instructional practice. Students will understand data collection and analysis practices that integrate multiple sources of information in a collaborative model. Emphasis will be on evidence-based instructional strategies for all students, as well as research-based interventions for students with a variety of needs. The focused content area will be reading.
Prerequisites: SPED600 or qualifying special education license.

SPED641 • Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs. 3 Credits.
Introduction to behavioral methods and foundations of mental health for students with mild to moderate special education needs. Students analyze behavior methods/interventions for the classroom with emphasis on brain-based research. Understanding behaviors and mental health are explored within behavioral, social, emotional, educational, cognitive, physical, communication, and functional contexts as well as foundations of cognitive/emotional development and informal tools for screening.

SPED655 • Classroom-Based Assessment. 3 Credits.
Focus is primarily on non-standardized assessment techniques including curriculum-based assessment/measurement; observations; functional behavioral assessment; learning styles/multiple intelligences; and ecological, authentic, and portfolio assessments. Review of behavior rating scales and various assessment data in evaluation reports. Students practice techniques in actual classrooms.
Prerequisites: SPED610. Special Notes: Taken concurrently with SPED670 when seeking license.

SPED670 • Assessment Clinical Field Experience. 1 Credit.
Eighteen-week, 30 hour clinical field experience designed for students to demonstrate understanding and competent application of assessment. Students identify specific educational needs and judge eligibility for special education or response to intervention (RTI) process while using both formal, norm-referenced assessment as well as informal, classroom-based assessment.
Assessment materials fee: $10. Special Notes: Taken concurrently with SPED610 and SPED655.

SPED671 • Autism Field Experience. 1 Credit.
Learners will complete required ASD competencies within settings targeting students ages Birth-21, including a variety of educational settings, covering mild-severe ranges of Autism. Evidence illustrating completion of competencies will be contained in a comprehensive portfolio that includes evaluations, IEP goals and objectives, behavior plans, communication strategies, classroom strategies and consultation reports.
Prerequisites: SPED601, SPED611, SPED612. Grade exceptions: Graded on andS/U basis.

SPED672 • EBD Field Experience. 1 Credit.
Complete observational experiences in mild, moderate, and severe K-12 EBD settings. Participate in behavioral techniques and programming, accommodations and modifications both in the resource and general education classrooms, and observe mental health providers for K-12 EBD students with mild, moderate and severe needs.
Grade exceptions: Graded on an S/U basis.

SPED673 • ABS Field Experience. 1 Credit.
Observe K-12 educational programming process for children with mild to moderate disabilities in the areas of LD, EBD, DCD, ASD, and OHD with an emphasis on defining characteristics in each category. Experience the referral process, evaluation, eligibility, IEP development, programming, and professional collaboration to prepare for work in this field.
Grade exceptions: Graded on an S/U basis.

SPED674 • DD Field Experience. 1 Credit.
Observation of K-12 educational programming processes for students with mild, moderate, or severe disabilities in the areas of developmental cognitive disabilities/intellectual disabilities (DCD). Experience with referral process, evaluation, eligibility, IEP development, programming, and professional collaboration. Integration of personal faith perspective with vision for serving students with DCD. 35 hour supervised observation experience.
Corequisites: SPED607. Grade exceptions: Graded on an S/U basis.

SPED675 • Consultation, Collaboration & Resources. 2 Credits.
Focus is on the communication skills necessary to consult and collaborate effectively with parents, administrators, teachers, paraprofessionals, and agency personnel about the special needs of students. Students will become acquainted with outside agencies, as well as transition needs and services. Clarifying personal beliefs and adjusting to diverse student needs within their student teaching environments are critical elements of this course.

SPED700 • Characteristics of Mild-Moderate Disabilities. 2 Credits.
The mild-moderate range of five disability catego¬ries under Academic Behavior Strategist (ABS): Learn¬ing Disabilities (LD), Emotional and Behavior Disorders (EBD), Other Health Disabilities (OHD), Developmental Disabilities (DD), and Autism Spectrum Disorders (ASD). Definitions, eligibility criteria, characteristics, curriculum, and contemporary issues of each. Students with two or more of these licenses adding ABS license will cover only the other disability areas.
Special Notes: Enrollment requires program director permission.

SPED779 • DD: Practicum. 3 Credits.
Evaluative procedures used in identifying and understanding students with mild-moderate-severe Developmental Cognitive Disabilities. Collaborative analysis of assessment results and creation of IEPs in a K-12 setting. Design and implementation of appropriate interventions. Analysis of personal and spiritual growth related to the role of a special education professional. Supervised practicum experience.
DD practicum fee: $150, out-of-region fee: $100, out-of-state fee: varies. Special Notes: Enrollment requires qualifying special education license and program director permission.

SPED780 • Student Teaching - Academic Behavior Strategist. 4 Credits.
Knowledge and skills practiced while student teaching for 12 weeks, under supervision of cooperating teacher and university supervisor, with students under mild-moderate disability categories of LD, EBD, OHD, DD, and ASD, from referral and assessment through placement and instruction. Collaboration with educators and parents. Portfolio including artifacts from required Minnesota special education standards.
Prerequisites: SPED600, SPED605, SPED608, SPED610, SPED618, SPED620, SPED621, SPED625, SPED631, SPED655, SPED670. Corequisites: SPED641, SPED675. ABS student teaching fee: $150, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment.

SPED781 • ASD: Student Teaching. 4 Credits.
Complete required competencies within an educational setting for students with ASD for 12 weeks. IEP goals and objectives, assessments, behavior plans, communication strategies, and classroom strategies will be completed and included in a portfolio.
Prerequisites: SPED601, SPED605, SPED610, SPED611, SPED612, SPED618, SPED620, SPED621, SPED625, SPED655, SPED670. ASD student teaching fee: $150, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Taken concurrently with SPED675. Program director permission required for enrollment.

SPED783 • EBD: Student Teaching. 4 Credits.
SPED783 is a 12 week student-teaching experience working with K-12 students who have moderate to severe emotional/behavioral disorders (M/SED). The course plan aligns with Minnesota State Standards for Special Educators and includes all aspects of school-based program planning and service provision for students with M/SED. Graded on an S/U basis.

SPED784 • DD: Student Teaching. 4 Credits.
Evaluative procedures used in identifying and understanding students with mild-moderate-severe Developmental Cognitive Disabilities. Collaborative analysis of assessment results and creation of IEPs in a K-12 setting. Design and implementation of appropriate interventions. Analysis of personal and spiritual growth related to the role of a special education professional. 12 weeks supervised teaching experience.
DD student teaching fee: $150, out-of-region fee: $100, out-of-state fee: varies.

SPED786 • ABS: Practicum. 3 Credits.
A minimum seven-week experience with mild-moderate special education students in the areas of LD, EBD, DCD, OHD and ASD. Special education programming including referral review, assessment, IEP development, placement, and instruction in academic and social skills. Demonstration of all standards required of ABS teachers. Consulting/collaborating with regular and special education teachers, administrators, school psychologists, paraprofessionals, and other educational personnel.
Practicum fee: $100, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Enrollment requires qualifying special education license and program director permission.

SPED787 • ASD: Practicum. 3 Credits.
Complete required competencies within an educational setting for students with ASD. IEP goals and objectives, assessments, behavior plans, communication strategies, and classroom strategies will be completed and included in a portfolio.
Practicum fee: $100, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Qualifying special education license and program director permission required for enrollment.

SPED788 • EBD: Practicum. 3 Credits.
A seven-week practicum experience with K–12 students who have moderate to severe emotional/behavioral disorders (M/SED). The course plan aligns with Minnesota State Standards for Special Educators and includes all aspects of school-based program planning and service provision for students with M/ SED.
Practicum fee: $150, out-of-region fee: $100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: Qualifying special education license and Program Director permission required for enrollment.

ACADEMIC CALENDAR

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

Fall Semester 2016
August 22, 2016–December 25, 2016

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

Spring Semester 2017
January 2, 2017-May 28, 2017

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

Summer Session 2017
May 29, 2017–August 20, 2017

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

ADMISSION

Admission Requirements

The Graduate School (GS) will consider applicants who meet the general requirements (p. 83) for admission. For admission to a major or certificate, applicants must meet additional admission requirements (p. 84).

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

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

Visit bethel.edu/graduate/admissions/apply (https://www.bethel.edu/graduate/admissions/apply) to apply for admission online. Or call the Graduate School office at 651.635.8000 (800.255.8706, ext. 8000) for an application. Send all application materials to:

Graduate School
Bethel University MSC 2377
3900 Bethel Drive
St. Paul, MN 55112-6999

General Requirements for Admission to the Graduate School

The Graduate School will consider applicants who:

- Submit a completed application form.
- Submit official evaluations of foreign transcripts from a National Association of Credential Evaluation Services (NACES) member organization, an Association of International Credentials Evaluators (AICE) member organization, or an *Academic Report* official evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) if applicable. Visit www.naces.org (https://www.naces.org) or www.aice-eval.org (http://aice-eval.org) for lists of member organizations.
- Submit a *Request for Transfer of Credit*, if applicable.
- Submit a current resume or curriculum vitae.
- Submit a Test of English as a Foreign Language (TOEFL) examination score report (required of all international applicants and all 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. (see: M.S. degree sections for program-specific TOEFL requirements.)
- Indicate acceptance of Bethel Community Expectations by signing the application form.

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

Additional General Admission Requirements for International Applicants

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

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

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

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

Program Admission Requirements

Admission Requirements: Specific Majors, Certificates, or Licenses

Degree Programs (Majors)

Certificates

Licenses

Doctoral Level (p. 85)

Education K-12 (p. 86)

Special Education (p. 87)

Teaching (p. 87)

Business

Business Administration Major (MBA)

The business administration (MBA) major will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree and official transcripts or NACES or AICE evaluations from all graduate schools attended.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- Submit a current resume.
- Submit one professional and one personal *Admission Reference*.
- Submit a written *Statement of Purpose*.
- Interview with the MBA program director or enrollment counselor, if requested.

Applicants may be considered on a rolling basis with priority given to those who apply before the priority deadline. After that, additional applications will be considered on a space-available basis.

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

Education

Graduate Programs in Education

Doctoral Level Programs
- **Ed.D. Leadership in Higher Education**
- **Ed.D. Leadership in K−12 Administration**
    - **Director of Special Education License**
    - **K−12 Principal License**
    - **Superintendent License**

The **Ed.D. degree programs** in education will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned master's degree and official transcripts or NACES or AICE evaluations from all graduate and post-graduate coursework.
- Have earned a master's or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a graduate GPA of at least 3.0 on a 4.0 scale.
- Submit a current resume or curriculum vitae.
- Submit one professional and one personal *Admission Reference*.
- Submit a written *Statement of Purpose*.
- Interview with the program director upon invitation.

The **doctoral level license programs** will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit official transcripts (U.S. schools) or NACES or AICE evaluations (international schools) from all graduate and post-graduate coursework.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree.
- Have earned a graduate GPA of at least 3.0 on a 4.0 scale.
- Submit a current resume or curriculum vitae.
- Submit one professional and one personal *Admission Reference*.
- Submit a written *Statement of Purpose.*
- Interview with the program director upon invitation.

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

Education K–12 Programs

- **M.A.**
- **Classroom Management: ENVoY Certificate**
- **International Baccalaureate Certificate in Teaching and Learning**
- **STEM in K–12 Education Certificate**
- **Teacher Coordinator of Work-based Learning License**
- **Teachers of Computer, Keyboarding, and Related Technology Applications License**

The M.A. Education K–12 program will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree and official transcripts or NACES or AICE evaluations from all graduate schools attended.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- Submit one professional and one personal *Admission Reference*.
- Submit a written *Statement of Purpose.*
- Interview with the program director.
- Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, or K–12 (or equivalent) level.
- Complete a minimum of one year of teaching experience.
- Submit a current resume.

Classroom Management: ENVoY

The Classroom Management: ENVoY certificate program will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree.
- Submit a copy of full professional teaching license.

International Baccalaureate Certificate in Teaching and Learning

The IB Education Certificate program will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree.
- Submit a copy of a national teaching qualification/license or submit proof of a minimum of three years full-time professional teaching experience in a government-approved/registered school.

STEM in K–12 Education

The STEM in K–12 Education certificate program will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree.
- Submit a copy of full professional teaching license.

Teacher Coordinator of Work-based Learning License

The Teacher Coordinator of Work-based Learning License program will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree.
- Submit a copy of full professional teaching license.

Teachers of Computer, Keyboarding, and Related Technology Applications License

The Teachers of Computer, Keyboarding, and Related Technology Applications License program will consider applicants who:

- Meet the general requirements for admission to the Graduate School.

- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree.
- Submit a copy of full professional teaching license.

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

Special Education Programs

- **M.A.**
- **Academic Behavioral Strategist K–12 (ABS) License**
- **Autism Spectrum Disorders B–21 (ASD) License**
- **Emotional Behavioral Disorders K–12 (EBD) License**

The special education degree and license programs will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites, if any.
- Have earned a baccalaureate degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- Submit one professional and one personal *Admission Reference*.
- Submit a written *Statement of Purpose*.
- Interview with the program director or enrollment counselor.
- Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, or K–12 (or equivalent) level. Applicants without a current teaching license will be considered for admission to the special education program.
  NOTE: Students who become licensed in ABS K–12, ASD B–21, or EBD K–12 but do not have a regular teaching license prior to entering the program will only be eligible to teach in those areas of special education license, not as regular education teachers. Students are recommended to become Highly Qualified (HQ) according to the Minnesota Board of Teaching expectations, but are not required to be HQ in order to obtain a license.
- Complete prerequisite *Standards of Effective Practice* course sequence. Submission of Minnesota teaching license is sufficient documentation of completion of equivalent coursework.
- Submit a current resume.

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

Teaching Programs

- **M.A.**
- **K–12 License**
- **Secondary (5–12) License**

The teaching programs will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites and content area coursework.
- Have earned a baccalaureate degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- Submit one professional and one personal *Admission Reference*.
- Submit a written *Statement of Purpose*.
- Interview with enrollment counselor or program director.
- Submit documentation for approval of content-specific coursework analysis to determine whether all State of Minnesota Content Standards have been met in one of the nine academic content areas. Replacement copies of MAT transcript analysis grid will be provided upon payment of a $25 fee.
- Submit a current resume.

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

Gerontology
Gerontology, M.A.

The M.A. in Gerontology program will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree and official transcripts or NACES or AICE evaluations from all graduate schools attended.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- Submit one professional and one personal *Admission Reference*.
- Submit a resume that includes education and work experience.
- Submit a written *Statement of Purpose*.

Certificate in Gerontology

The Certificate in Gerontology program will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree and official transcripts or NACES or AICE evaluations from all graduate schools attended.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.

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

Leadership
Strategic Leadership, M.A.

The M.A. in Strategic Leadership program will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree and official transcripts or NACES or AICE evaluations from all graduate schools attended.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- Submit one professional and one personal *Admission Reference*.
- Submit a written *Statement of Purpose.*
- Submit a current resume.
- Interview with the program director or enrollment counselor.

Leadership Foundations Certificate

The Leadership Foundations Certificate program will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- Submit a current resume.
- Submit one professional and one personal *Admission Reference*.

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

Nursing

NOTE: Prior to any clinical internship, a criminal background check must be completed.

Nurse Educator, M.S.

The M.S. in Nurse Educator program will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all undergraduate and graduate schools attended.
- Have earned a baccalaureate degree in nursing from a regionally accredited (or internationally recognized as equivalent) institution. Registered nurses with non-nursing baccalaureate or higher degrees who apply will be considered on an individual basis, and additional prerequisite course requirements apply as well as an earlier application deadline.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale. *Applicants who do not have the required GPA of 3.0 will be required to submit a Miller Analogies Test (MAT) score report with a minimum score of 400 (taken within the last three years).* Applicants who are required to submit TOEFL scores are exempt from submitting MAT scores.
- Submit a resume that includes education and work experience as a registered nurse..
- Have successfully completed a college-level prerequisite course in statistics. Inferential statistics content is recommended. The course must have earned at least two semester credits from a regionally accredited (or internationally recognized as equivalent) institution and may have been taken at the undergraduate or graduate level.
- Submit one professional and one personal *Admission Reference*.
- Submit a written *Statement of Purpose*.
- Submit a copy of current registered nurse license that provides ability to practice in United States. A Minnesota license may be necessary for some internships.
- Interview with program faculty, if requested.
- Submit a current resume.

Nurse-Midwifery, M.S.

The M.S. in Nurse-Midwifery program will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites.
- Have earned a baccalaureate degree in nursing from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- Have successfully completed a college level prerequisite course in statistics. Inferential statistics content is recommended. The course must have earned at least two semester credits from a regionally accredited (or internationally recognized as equivalent) institution and may have been taken at the undergraduate or graduate level.
- TOEFL examination score report is required of all international applicants and all applicants whose primary language is not English. A minimum score of 84 on the internet-based test or 26 on the speaking test is required.
- Submit one professional and one supervisor *Admission Reference*.
- Submit a Miller Analogies Test score report with a minimum score of 400 (taken within the last three years) or a GRE score report (taken within the last three years); GRE score benchmarks are 149, 149, and 3.6.
- Submit a written *Statement of Purpose* regarding professional goals.
- Submit a copy of current registered nurse license. Must be licensed in the state in which practicum experiences will occur.
- Submit a resume that includes prior education and work experience. Required- one year clinical experience; Labor and Delivery or Women's Health suggested.
- Submit a *Nursing Student Immunization Record*.
- Interview with program faculty or enrollment counselor.

Nurse Educator Certificate

The Nurse Educator Certificate will consider applicants who:

- Meet the general requirements for admission to the Graduate School.

- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree in nursing and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites.
- Have earned a baccalaureate degree in nursing from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- Submit a resume that includes prior education and work experience.
- Submit a copy of current registered nurse license.
- Submit one professional and one personal *Admission Reference*.
- Have experience as a registered nurse.

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 submit the following documents to www.verifiedcredentials.com (http://www.verifiedcredentials.com). *If these required documents are not received before the start of the course, the student will not be allowed to register for (or remain registered in) that course.*

Before NURS600
- Copy of current unencumbered registered nurse license that provides ability to practice in the U.S. Minnesota license may be necessary for some internships.
- Copy of current health insurance coverage

Before NURS671
- Completed *Nursing Student Immunization Record*.
- Documentation of a 2-step Mantoux and a current negative Mantoux/chest X-ray.
- Copy of current CPR certification.

Before NURS685
- Completed *Nursing Student Immunization Record*.
- Documentation of a 2-step Mantoux and a current negative Mantoux/chest X-ray.
- Copy of current CPR certification.

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

Physician Assistant

The M.S. degree program in Physician Assistant will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Complete application via Central Application Service for Physician Assistants (CASPA) at portal.caspaonline.org.
- Submit the Bethel University PA Questionnaire with $50 non-refundable fee.
- Submit documentation of at least 250 hours of healthcare experience (via CASPA).
- Submit two *Admission References* (via CASPA).
- Submit official transcripts (U.S. schools) or NACES or AICE evaluations (international schools) from all undergraduate and graduate schools attended.
- Have earned a baccalaureate degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a cumulative GPA from all collegiate (undergraduate and graduate) coursework of 3.25 or higher on a 4.0 scale overall, and 3.25 or higher science GPA as calculated by CASPA at the time of application.
- Interview with representatives of the program.
- Have completed college-level subject matter prerequisites from regionally accredited U.S. (or internationally recognized as equivalent) higher education institution, with a grade of B- or higher. Each prerequisite course must be a minimum of 3 credits. Five of the eight prerequisites must be completed at time of application. Any outstanding prerequisites must be completed by March 1st in the year of matriculation.

          Required:

- Anatomy (*taken within the last five years*)
- Biochemistry

- Microbiology (*taken within the last five years*)
- Organic Chemistry
- Physics
- Physiology (*taken within the last five years*)
- Psychology
- Statistics

Recommended:

- Ethics
- Genetics
- Pathophysiology
- Pharmacology
- Meet program technical standards (see: https://www.bethel.edu/graduate/academics/physician-assistant/how-to-apply/technical-standards.pdf).
- Criminal background checks, drug screens, and finger printing are required by many hospital organizations before PA students can enter their facilities. PA licensure is dependent upon many or all of these (depending on the state). Therefore, it is the responsibility of PA students who are accepted into the Bethel PA program to complete items as requested by the program. If there is a positive result, depending on the degree of positivity, enrollment in the Bethel PA program may not occur and Bethel legal counsel will be notified for appropriate deliberations. The cost of such requirements is the responsibility of the student

International Applicants and Applicants with Higher Education from International Schools

- Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination score report is required of all international applicants and all applicants whose primary language is not English. A TOEFL minimum score of 600 (paper-based), or 100 (internet-based) or an IELTS minimum score of 7 is required.
- Applicants with higher education from international schools must have earned at least 30 credits of higher education coursework at a U.S. regionally accredited institution.

For more information regarding International PA program requirements, please visit https://www.bethel.edu/graduate/academics/physician-assistant/how-to-apply/international-applicant-admissions.

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

Accreditation Statement

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Provisional status to the Bethel University Physician Assistant Program sponsored by Bethel University.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from the matriculation of the first class.

Programs at Bethel University are accredited by the Higher Learning Commission, and the PA program has been added to our list of approved programs with the HLC; the PA program is also registered with the Minnesota Department of Education.

Psychology
Counseling Psychology Major

The counseling psychology major will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree, and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.

- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- Submit a written *Statement of Purpose*.
- Interview with program faculty and representatives upon invitation.
- Submit two professional/academic *Admission References*.
- Have successfully completed college-level subject matter prerequisites from a regionally accredited institution. Each course must have earned at least three semester credits and may have been taken at the undergraduate or graduate level.
  - Developmental Psychology
  - Statistics
  - Eighteen additional semester credits in or other behavioral/social sciences
- Submit Miller Analogies Test or GRE score report (taken within the last three years).
- Submit a *Program Prerequisite Planning* form, if applicable.
- Submit a current resume.

Child and Adolescent Mental Health Certificate

The certificate program in child and adolescent mental health will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree, and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- Submit one professional and one personal *Admission Reference*.
- Submit a written *Statement of Purpose*.
- Interview with program faculty upon invitation.
- Have earned a master's-level license or degree from a regionally accredited institution in one of the following areas: special education (EBD), counseling psychology, social work, marriage and family therapy, pastoral care and counseling, or other related degrees, or are currently enrolled in a master's program (MSW, MFT, M.A.).
- Have completed a course in developmental psychology with a child development component from a regionally accredited (or internationally recognized as equivalent) institution. The course must have earned at least two semester credits and may have been taken at either the undergraduate or graduate level.
- Submit a current resume.

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

Admission Categories

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

Acceptance

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

Conditional Acceptance

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

Provisional Acceptance

Students admitted provisionally are encouraged to meet with their student success advisor early following matriculation to help ensure academic success. The student has not achieved the minimum GPA, grade standards, or other assessment criteria. Therefore, a minimum GPA of 3.0 overall and in one's major must be earned in the first academic term of enrollment in order to continue in the program.

Admission Calendar

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

Course/Cohort Cancellation Policy

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

TUITION AND FINANCIAL AID

Typical and Program-Specific Student Costs

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

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

Student Account Information

Tuition, Fees, and Payments on Student Accounts

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

Online Monthly Statements

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

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

Ways to Make a Payment

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

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

Authorized Users

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

Registration Hold

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

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

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

Transcript Hold

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

Financial Clearance for Graduation

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

Financial Suspension

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

Finance Charges

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

Past Due Accounts

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

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

Non-Sufficient Funds Fee

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

Child Day Care Center

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

Refunds

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

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

Tuition and Fees Refund Schedule

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

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

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

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

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

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

Employer Tuition Reimbursement

During the final week of each course, upon request made by the student, the Business Office will send tuition reimbursement billing invoices to the student's home address. Students may submit the invoice(s) to their employer for reimbursement.

To request tuition reimbursement billing invoices, contact the Business Office at 651.638.6208, or email your request to business-office@bethel.edu. (Please include your student ID number in your email.)

The following information will be included on the invoices:

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

Military and Veterans Educational Benefits

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

College of Adult & Professional Studies: https://www.bethel.edu/adult-undergrad/financial-aid/types/military-benefits/

Graduate School: https://www.bethel.edu/graduate/financial-aid/types/military-benefits/

Student Health Insurance

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

Business Office Questions

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

Graduate School: bethel.edu/business-office/ (https://www.bethel.edu/business-office/gs)gs

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

Financial Aid

Application Procedure

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

Financial Aid Programs

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

Financial Aid Criteria

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

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

Financial Aid Satisfactory Academic Progress Policy

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

Process Overview and Responsibilities

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

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

Evaluating Financial Aid SAP

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

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

To accommodate these special circumstances, students may continue receiving aid until they either

1. complete graduation requirements for their program of study, or
2. attempt 150% of the number of credits (including transfer credits, advanced placement, or CLEP credits) required for their program of study, or
3. reach the point where they cannot earn the number of credits necessary to complete their program of study within 150% of required credits for the degree, whichever comes first.

Students become ineligible for financial aid at the time that it is determined that they are unable to complete their degree within the maximum time frame. Transfer students who will transfer more than 50% of the credits needed for their program of study should request that only the credits that

apply to their program of study are accepted by Bethel to ensure that they do not exceed the maximum time frame prior to completing their program of study, and therefore become ineligible for financial aid.

Program of Study	Maximum Time Frame
Undergraduate Certificate	Varies (150% x ___ credits in certificate)
Associate Degree	60 x 1.5 = 90 semester credits
Baccalaureate Degree	122 x 1.5 =183 semester credits

Treatment of Special Academic Course Situations

- **Term.** The Office of Financial Aid evaluates SAP at the end of each regular semester. All terms of enrollment are counted for SAP, including terms in which a student did not receive financial aid.
- **Remedial Courses.** Remedial courses are treated the same as non-remedial courses in evaluation of quality, pace, and maximum time frame. Foundations for Academic Readiness (FAR) courses are considered remedial courses.
- **Pass/Fail Courses.** Some of Bethel's courses offer a grade of Satisfactory (S) or Unsatisfactory (U). These courses are not included in the calculation of GPA; they are counted as attempted credits. Courses with an S grade are considered earned credits. Courses with a U grade are not earned credits.
- **English as a Second Language Courses.** Bethel does not offer ESL courses.
- **Repeated Courses.** Courses that a student is repeating are included when determining the student's enrollment status for Title IV purposes as long as the course is not a result of
  - more than one repetition of a previously passed course, or
  - any repetition of a previously passed course due to the student failing other coursework.
    Repeated courses are always included in the cumulative credits attempted and maximum time frame calculation. They are included in the GPA and cumulative credits earned calculations provided the grade for the repeated courses and the original course are both included in the GPA calculation.
- **Audited and Enrichment Courses.** Courses that are audited or not eligible for academic credit are excluded from SAP calculations since they are ineligible for federal, state, or institutional financial aid programs.
- **Earned Credits.** For purposes of this policy, credits in which the student earns a grade of *A, A-, B+, B, B-, C+, C, C-, D+, D*, or *S* are considered earned credits, and are counted as both attempted and earned in the pace calculation.
- **Transfer Credits.** College-level courses taken outside of Bethel before students received their high school diploma or GED (e.g., CLEP, Post-secondary Enrollment Option [PSEO], AP) are treated as transfer credits. (PSEO credits attempted at Bethel are treated the same as other courses taken at Bethel after receiving a high school diploma.) Transfer credits are included as both attempted and completed credits when measuring pace, and are included in the maximum time frame calculation. All transfer credits accepted by Bethel will be used in determining when the maximum time frame requirement has been reached. The student may, however, appeal to have only the credits accepted toward his or her Bethel program of study included in the maximum time frame calculation.
- **Change of Majors.** If a student changes majors, the credits earned under all majors will be included in the calculation of attempted, earned, and maximum time frame credits, as well as the GPA calculation.
- **Dropping a Course.** Courses that the student drops after the 100% refund period are included in the cumulative credits attempted and in the maximum time frame. (If a student fails all courses attempted during the term, the financial aid staff will check to see if the student was enrolled for the entire period or unofficially withdrew from school.)
- **Incompletes.** Courses assigned an incomplete grade are included in the cumulative credits attempted and in the maximum time frame. These credits cannot be counted as earned credits until a satisfactory grade is assigned.
- **Second Degree.** Students may attempt up to 150% of the credits required for a subsequent program of study (183 credits for a baccalaureate degree, plus an additional 183 credits for a second baccalaureate degree). Students who already have a first baccalaureate degree are eligible for loans (not grants) if they are pursuing teacher licensure or a second degree (e.g., a student has a B.A. and is now seeking a B.S.).
- **Multiple Majors and/or Dual Degree Students.** Students who choose to earn more than one major or more than one degree at the same time are subject to the maximum time limits of one degree (e.g., 183 credits for a baccalaureate degree).
- **Concurrent Enrollment in Bethel's Schools**. Students who are concurrently enrolled in more than one of Bethel's schools may receive more than one financial aid SAP review each term. Students must be demonstrating SAP in each school they are attending. Failure to demonstrate SAP in any school will affect financial aid eligibility in all schools. For example, if as a result of not demonstrating financial aid SAP in the Graduate School a student's financial aid eligibility is terminated, the student's financial aid eligibility is also terminated at Bethel Seminary, the College of Arts & Sciences, and the College of Adult & Professional Studies.
- **Programs Exempt from Financial Aid SAP Review.** Some private educational loans and employer educational benefits are available to students who are not demonstrating SAP. Students should check with their employer or private educational loan provider to see if they must demonstrate SAP as a condition of receiving these funds.
  Students enrolled solely in academic programs that are excluded from eligibility for federal, state, and Bethel-funded financial aid are not subject to the financial aid SAP policy.

Failure to Meet Minimum SAP Standards

Students who are not meeting the minimum SAP standards will be placed on Financial Aid Warning status. Following a warning term, students who are still not meeting the minimum SAP standards become ineligible for financial aid and will have their financial aid eligibility terminated.

- **Financial Aid Warning** (formerly referred to as Financial Aid Probation). Financial Aid Warning is a status assigned to a student who fails to make financial aid SAP at an institution that evaluates academic progress at the end of each term. The Financial Aid Warning status lasts for one term. If after the Financial Aid Warning term the student is not demonstrating financial aid SAP, the student becomes ineligible for financial aid (i.e., financial aid terminated).
- **Financial Aid Terminated.** Financial Aid Terminated is a status assigned to students who have lost their financial aid eligibility due to failure to demonstrate financial aid SAP. Students whose financial aid eligibility has been terminated may appeal the termination.

Appeal of Financial Aid Termination

Students who fail to meet financial aid SAP standards and lose financial aid eligibility can appeal this decision. The appeal must be made in writing and should be accompanied by appropriate supporting documentation.

Appeals must be submitted to the Office of Financial Aid within seven calendar days of the date on the notification letter or email. Appeals will be evaluated by a cross-departmental committee. Appeals must explain why the student failed to make SAP, and what has changed to resolve the issue(s) that prevented the student from demonstrating SAP. Acceptable reasons for appeal may include injury or illness of the student, illness or death of an immediate relative of the student, or other extenuating circumstances beyond the student's control. Students who cannot demonstrate financial aid SAP within one term will be required to submit an Academic Plan as a part of their appeal.

- **Financial Aid Probation** (formerly referred to as Financial Aid Probation on appeal). Financial Aid Probation is a status assigned to a student who has successfully appealed the termination of financial aid due to failure to demonstrate financial aid SAP. Students on Financial Aid Probation may receive financial aid for one term.
- **Financial Aid Academic Plan Probation.** If it is impossible for the student to meet the minimum SAP standards after one term, then the institution and the student may agree upon an Academic Plan to monitor the student's academic progress for more than one term. The institution will use the Academic Plan as the benchmark for SAP for the length of time specified in the Academic Plan. Students who fail to fulfill the requirements of the Academic Plan become ineligible for financial aid.

CAPS students and GS students should work with their student success advisors to develop the Academic Plan.

Student Notification

Students who are not meeting the minimum financial aid SAP standards will be notified by the Office of Financial Aid of their Warning or Termination status. Students who submit an appeal will be notified by the Office of Financial Aid of their Financial Aid Probation, Financial Aid Academic Plan Probation, or Financial Aid Termination status. Students whose financial aid status had been at a Warning, Probation, Academic Plan Probation, or Terminated status, but are meeting minimum SAP standards when reviewed, will be notified of the change in their status.

Students who graduated during the term that is being reviewed for SAP and who are not registered for the subsequent term will not be notified of changes in SAP status.

Regaining Eligibility

Students whose financial aid was terminated due to lack of SAP may choose to enroll without benefit of financial aid. If the standards are met, financial aid eligibility is restored for subsequent terms of enrollment. Students should consult with a financial aid counselor in the Office of Financial Aid if they have any questions about this policy, the appeal process, or reinstatement of financial aid eligibility.

Interpretation and Enforcement

The director of financial aid will have primary responsibility for the interpretation and enforcement of this policy.

Return of Title IV Funds Policy

If a student withdraws or is dismissed from Bethel after a semester has begun, the school or the student may be required to return some of the federal aid funds awarded to the student. This "Return of Title IV Funds" (meaning "federal") policy is required by federal regulations.

The federal formula requires a return of Title IV aid calculation if the student received federal financial assistance in the form of a Federal Pell Grant, Direct Loan, or Direct PLUS Loan, and withdrew from all classes on or prior to completing 60% of the semester.

A student planning to withdraw must notify the academic services manager and complete the required petition to withdraw before the enrollment deposit will be refunded. Because the institutional refund policy follows a different formula for reducing tuition, a student may still owe money to the school after all calculations are complete. A student considering withdrawal is encouraged to contact the Office of Financial Aid to determine the effect withdrawing would have on financial aid.

Departmental Scholarships

Further information may be obtained from the Office of Financial Aid.

THOR AND NANCY HANSEN SCHOLARSHIP FUND

This scholarship is given to worthy Bethel University students who demonstrate need, with first preference to those students in the Graduate School's Physician Assistant program.

SAGRID E. EDMAN GRADUATE SCHOLARSHIP

This scholarship is awarded to Graduate School nursing students who best exemplify the hallmark characteristics of the Bethel University nursing program.

CGCS SCHOLARSHIP (GRAD)

This scholarship is for a student in the Graduate School.

PAUL AND CHARLOTTE LEAFBLAD SCHOLARSHIP FUND

This scholarship is given to second year Physician Assistant students who maintain a 3.5 GPA and demonstrate a strong connection to faith and medicine.

FACULTY AND ADMINISTRATION

Administration: University

Office of the President

James (Jay) H. Barnes III, Ed.D.	President
Randall S. Bergen, Ph.D.	Executive Assistant to the President
Ruben Rivera, Ph.D.	Chief Diversity Officer

Office of the Provost

Debra K. Harless, Ph.D.	Executive Vice President and Provost

Academic Affairs

Richard D. Crombie, MBA	Vice President and Dean, College of Adult & Professional Studies and Graduate School
Diane L. Dahl, Ph.D.	Dean of Health, Medical, and Social Sciences Division
Judith E. Landrum, Ph.D.	Dean of Education and Ministries Division
L. J. "Sam" Helgerson, Ph.D.	Assistant Dean of Business and Leadership Division

Admissions

Jennifer Niska, M.A.	Interim Director of Admissions CAPS, GS, Seminary

Financial Aid

Jeffrey D. Olson, MBA	Director of Financial Aid
Debra R. Cordova, B.A.	Associate Director of Financial Aid
Laura B. Ellwanger, B.A.	Assistant Director of Financial Aid
Marla J. Rupp, B.A.	Assistant Director of Financial Aid, Compliance and Training

Library

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

Registrar

Katrina L. Chapman, M.A.	Registrar
Alissa Allen, M.A.	Associate Registrar, CAPS & GS

Student Life

Natalie Beazer, M.Ed.	Director of Disability Resources and Services
David Broza, M.A.	Director of Career Development and Calling
Kwai-Yung Carol Chang, M.S.	Associate Dean for International Student Programs and Services
Ann M. Elder, B.A.	Student Success Manager
Ryan T. Gunderson, M.A.	Associate Dean of Student Affairs and Operations
Miriam Hill, Ph.D.	Director of Counseling Services
Elizabeth K. Miller, R.N.	Director of Health Services
Judy A. Ryan, M.A.	Student Success Manager

Administration: Graduate School

Annette R. Abel, M.A.	Manager of Administrative Services
Kandice J. Bierle, M.A.	Academic Quality & Assessment Manager
Wallace D. Boeve, Ed.D.	Program Director, Physician Assistant
Richard Crombie, MBA	Vice President and Dean, College of Adult & Professional Studies and Graduate School
Diane Dahl, Ph.D.	Dean of Health, Medical, and Social Sciences Division
Pamela K. Friesen, Ph.D.	Program Director, Nurse Educator
Ryan T. Gunderson, M.A.	Associate Dean of Student Affairs and Operations
John A. Gunther, M.A.	Academic Services Manager
L. J. "Sam" Helgerson, Ph.D.	Assistant Dean of Business and Leadership Division; Program Director, Strategic Leadership
Judith Landrum, Ph.D.	Dean of Education and Ministries Division
William W. Paxton, Ed.D.	Program Director, MBA
Molly J. Wickam, Ph.D.	Program Director, Teaching; Director, Academic Resource Center
Jane M. Wrede, Ph.D.	Program Director, Nurse-Midwifery
Pamela J. Zimmerman, M.A.	Program Director, Gerontology

Business and Leadership Division

The business and leadership division oversees academic matters pertaining to the graduate programs in business and leadership. Faculty members and academically qualified administrators are designated as program directors for graduate programs.

L. J. "Sam" Helgerson, Ph.D.	Program Director, Strategic Leadership
William W. Paxton, Ed.D.	Program Director, MBA

Education Division

The education division oversees academic matters pertaining to the graduate programs in education. Faculty members and academically qualified administrators are designated as program directors for graduate programs.

Laura BeMent-Jaroscak, M.Ed.	Program Director, Work-Based Learning License; Teachers of Computer, Keyboarding, and Related Technology Applications License
Katie Bonawitz, Ed.D.	Program Director, Special Education
Gregory R. Nelson, M.Ed.	Program Director, International Baccalaureate Certificate in Teaching and Learning
Craig M. Paulson, Ph.D.	Program Director, Doctor of Educational Leadership
Jay B. Rasmussen, Ph.D.	Program Director, Education K-12
Molly J. Wickam, Ph.D.	Program Director, Teaching; Director, Academic Resource Center

Health, Medical, and Social Sciences Division

The health, medical, and social sciences division oversees academic matters pertaining to the graduate programs in health, medical, and social sciences. Faculty members and academically qualified administrators are designated as program directors for graduate programs.

Wallace D. Boeve, Ed.D.	Program Director, Physician Assistant
Pamela K. Friesen, Ph.D.	Program Director, Nurse Educator
Jennifer Nelson, Ph.D.	Program Director, Counseling Psychology
Jane M. Wrede, Ph.D.	Program Director, Nurse-Midwifery
Pamela J. Zimmerman, M.A.	Program Director, Gerontology

Department of Nursing

Elizabeth Peterson, D.Min.	Associate Dean of Nursing
Pamela K. Friesen, Ph.D.	Program Director, Nurse Educator
Jane M. Wrede, Ph.D.	Program Director, Nurse-Midwifery

Faculty advisor: Each student is assigned a faculty advisor.

Thesis advisor: The thesis advisor will supervise the preparation and defense of the master's capstone.

Faculty

A

Mark Anderson, LMFT. B.A. in Psychology, Wheaton College. M.A. in Christian Ministries, Wheaton Graduate School. M.A. in Counseling and Psychological Services, St. Mary's University. Marriage and Family Therapy Certificate, Bethel Seminary.

B

Jodi Baker, Adjunct Instructor. B.A. in Elementary Education, University of St. Thomas. M.A. in Education, Hamline University. M.F.A. in Writing for Children and Young Adults, Hamline University.

Laura BeMent-Jaroscak, 2013. Adjunct Faculty. Masters of Education in Business Education, University of Minnesota, 1985. Bachelor of Science in Business Education, Ferris State University, 1979.

Lisa Bekemeyer, 2001. B.A. in French, University of Notre Dame, 1994. M.Ed. in Second Language and Cultures, University of Minnesota, 1996.

Cathy Bergland, 2012. Faculty. Bachelor of Music - Music Therapy, University of Wisconsin-Eau Claire, 1986. MBA, University of St. Thomas, 1999.

Jeff Berryhill, 2010. Adjunct Instructor. Ph.D. in Clinical Psychology, Fuller Seminary's Graduate School of Psychology, 1991. M.A. in Psychology, Stephen F. Austin State University, 1984. B.A. in Psychology, Baylor University, 1982. M.A. in Theology, Fuller Theological Seminary, 1990.

Wallace Boeve, March 2012. B.S. in Biomedical Sciences, Grand Valley State University. M.S. in Physician Assistant, Baylor College of Medicine. Ed.D. in Educational Leadership and Administration, Eastern Michigan University.

Cheryl Bostrom, 1995. Adjunct Assistant Professor. Doctor of Education, Bethel University, 2007. M.A., Bethel University, 2005. B.S., Northwestern College, 1997.

Tim Bredow, 1998. Professor of Nursing. B.S. in Biology, University of Iowa, 1974. B.S.N., University of Iowa, 1976. M.A.N. in Public Health Nursing, University of Iowa, 1980. Post masters certificate as Family Nurse Practitioner, University of Minnesota. Ph.D. in Educational Administration, University of Iowa, 1988.

Joni Burgin-Hartshorn, 2008. B.A., Luther College, 1979. M.S., St. Cloud State University, 1987. Ed.D. in Educational Policy and Administration, University of Minnesota, 2001.

C

James Chamberlain, Adjunct Instructor. B.A., University of Wisconsin. M.S., University of Wisconsin. J.D., Southern Methodist University.

Alex Chan, Adjunct Instructor. B.A., Hong Kong Baptist University. M.A., University of Minnesota. Ph.D. in Educational Psychology, University of Minnesota.

Kari Christensen, 2012. Adjunct Instructor. B.A. in French, Secondary Education, and Accounting, Gustavus Adolphus College, 1985. M.Ed. in Curriculum and Instruction, Concordia University, 2009. Sixth Year Certificate in k - 12 Principalship, St. Cloud State University, 2014.

Doctoral Candidate in Educational Leadership, St. Cloud State University, 2015 - in process.

Katherine Churchill, 1990. Adjunct Assistant Professor of Education. B.F.A. in Painting/Printmaking, Drake University, 1963. M.A. in Art Education, University of Minnesota, 1969.

Connie Clark, 2009. B.A. in Nursing, College of St. Catherine, 1974. M.S.N. in Nursing Education, Drake University, 1991. Ph.D. in Higher Education, Iowa State University, 2001.

Amanda Cornelius, 2007 (CAS) 2013 (GS). Adjunct Instructor. MA Couseling Psychology, Bethel University, 2007. BA Business, Bethel University, 2001.

Andrew Craig, 2014. Adjunct Faculty. B.S., Saint Cloud State University, 2009. M.A., MN School of Professional Psychology, 2013. Psy.D. Candidate, MN School of Professional Psychology, Anticipated 2017.

D

Carla Dahl, B.A., Bethel College. M.A., St. Thomas University. Ph.D., University of Minnesota.

Diane Dahl, 1998. Dean of Health and Human Development. Bachelors of Science in Nursing, Grand Valley State University, 1982. Masters of Science in Nursing: program focus Nursing Education, Grand Valley State University, 1995. Ph.D., Doctorate in Education; program focus Curriculum and Instruction, University of Minnesota, 2010.

Nikki Daniels, 1989. Program Director for BA Organizational Leadership. B.A., Trinity College, 1973. M.A., Bethel University, 1997.

Ken Dean, 2004. M.S, Concordia College, Mhd. Mn, 1967. M.S., St.Cloud State, 1983.

George Dierberger, Adjunct Instructor. B.A., University of Minnesota. Ed.D, University of St. Thomas. M.A. in International Management, University of St. Thomas. MBA, University of St. Thomas.

Anthony Dorn, Adjunct Instructor. B.A., St. Cloud State University. MBA, Bethel University.

Julia Dreyer, B.S., St. Cloud State University. M.A., University of St. Thomas.

E

Gregory Ekbom, B.A. in Chemistry, Bethel University. M.D., University of Minnesota Medical School. Residency in General Surgery, Medical College of Wisconsin.

Nathan Elliott, 2013. Adjunct Instructor. Master of Arts in Education K-12, Bethel University, 2012. Bachelor of Arts in Elementary Education, Bethel University, 2008.

F

Lori Fildes, B.A., St. Cloud State University. M.A., St. Cloud State University. Specialist, St. Cloud State University.

Denise Fleming, 2001. Adjunct Instructor. B.A., Gustavus Adolphus College. MBA, University of St. Thomas.

Paul Floyd, 2005. B.A. Honors, Judson College, 1976. M.Div., Bethel Seminary, 1980. J.D., William Mitchell College of Law, 1983.

Mary Fonken-Holden, 2011. Adjunct Instructor. B.S., St. Cloud State University, 1972. M.S., St. Cloud State University, 1975. Ed.D., University of Minnesota, 1992.

Pamela Friesen, 1985. Graduate Program Director. B.S.N., University of Mary Hardin, 1976. M.S. in Nursing, University of Texas-Austin, 1985. Ph.D., University of Minnesota, 2003.

G

Cynthia Goetz, 2014. B.A. in Chemistry, Bemidji State University, 1985. B.S. in Physician Assistant Studies, Des Moines University, 1992. M.S. in Physician Assistant Studies, University of Nebraska, 2001.

John Greupner, B.A., Gustavus Adolphus College. M.A., University of Minnesota. Ed.S., University of Minnesota. Ph.D., University of Minnesota.

H

Christy Hanson, 2012. B.S. in Biology, Bethel University, 2005. Masters in Physician Assistant Studies, Des Moines University, 2008.

Carol Hargate, 2009. B.S., University of Minnesota, 1976. Pediatric Nurse Practitioner, University of Minnesota, 1981. Masters of Public Health, University of Minnesota, 1981. Ph.D., Capella University, 2009.

Tedi Anne Hasapopoulos, 2006. Adjunct Instructor. B.B.A., University of Iowa. MBA, University of Minnesota - Carlson School of Management. M.Div., Bethel Theological Seminary.

John Hite, Adjunct Instructor. B.S., Northwestern College. MBA, Bethel University.

J

Peter Jankowski, 2004. Program Director of Counseling Psychology. B.S., Grace College. M.S., Grace Theological Seminary. M.S., Northern Illinois University. Ph.D., Texas Tech University.

Lori Jass, B.A., Bethel College. M.A., Bethel College. Ed.D., University of St. Thomas.

Gary Johnsen, B.T.H., Ambrose University. M.A., University of St. Mary's. MBA mini, University of St. Thomas.

Don Johnson, Adjunct Instructor. B.A., Trinity College. M.A., DePaul University. Ed.D., University of Minnesota.

Judy Jones, 2011. Adjunct Professor. Masters in International Management, St Thomas University of St Paul, 1998.

Tom Judson, 2006. B.A., Lafayette College, 1970. M.A., Lehigh University, 1972.

K

Steve Kaatz, 1998. Associate Professor (retired). B.A., Concordia Teachers College, River Forest, IL, 1970. M.S.E., University of Wisconsin - Eau Claire, 1975. Ph.D., University of Minnesota, 1986.

Christina Kaiser, 2002. Adjunct Assistant Professor, Associate Professor of Business and Economics. B.A., Bethel University, 2005. M.A., Bethel University, 2007. Ed.D., Hamline University, 2013.

John Kantke, 2011. Attorney at Houk Kantke Toftness Kelly, PLLC. B.A. in Philosophy, Bethel University. J.D., University of St. Thomas School of Law.

Jennifer Kettering, 2010. Special Education Department Lead. Elementary Education, Augustana College, 1995. Special Education, Augustana College, 1995. Masters of Education, St. Mary's University, 2001.

William Kron, 2010. Adjunct Professor. B.A., University of St. Thomas, 1989. M.A., College of St. Scholastica, 1998. Adminstrative Licensure, St. Mary's University, 2001.

William Kron, 2010. Adjunct. BA, University of St. Thomas, 1994. MA, College of St. Scholastica, 1998. Administrative Licensure, University of St. Mary's, 2001.

L

Judith Landrum, 2004. Director of Caps and Gs Writing. Ph.D., University of Minnesota, 1996. Master's of Arts in English, Fort Hays State University, 1984. BS.Ed., University of Missouri-Columbia, 1980.

Michelle Langenfeld, B.A., St. Cloud State University. M.Ed. Children and Families, University of Minnesota. Ed.D. in Educational Policy and Administration, University of Minnesota.

Daniel Leafblad, B.S. in Chemistry, Bethel College. M.D., Baylor College of Medicine. Residency in Obestetrics and Gynecology, University of Minnesota.

Mary Lindell, 2015. Bethel Graduate Education Partnership Coordinator. Ph.D., Educational Psychology, University of Minnesota, 2013. M.A., Education and Human Development, George Washington University, 1992.

Mike Lindstrom, 2008. B.S. in Mathematics; BS in Industrial Education, Winona State University. M.S. in Industrial Education, Winona State University. Ed.D. in Work, Community and Family Ed; Standards focus, University of Minnesota.

Deborah Link, 2012. Adjunct Instructor. B.A. in Educational Studies in Communication Arts and Literature Education and Bible, Northwestern College, 2004. M.A. in Counseling Psychology, Bethel University, 2007. Completed Marriage and Family coursework, Adler Graduate School, 2008.

Bruce Locklear, B.A., St. Andrews Presbyterian College. M.A., University of North Carolina Chapel Hill. Ed.D., St. Mary's University. Post-doctoral, Harvard University.

Sara Lundquist, 2014. B.A., Bethel University, 2001. MBA, University of St. Thomas, 2008.

M

MIchael MIgnard, 2002. B.A., Cedarville University, 1979. M.R.E., Grand Rapids Baptist Seminary, 1989. Ph.D., Trinity Theological Seminary, 2004.

Jane Matheson, 2005. M.Ed., St. Mary's University, 1997.

Peg McCormick, 2010. Associate Professor, Special Education. B.A. Liberal Arts, Metro State University, 1994. M.A. Special Education, University of Minnesota, 1996. PhD, University of Minnesota, 2009.

Sherri McDaniel, BSEE, University of North Dakota. MBA in Finance and Marketing, Carlson School of Management, University of Minnesota.

Elaine McGillivray, J.D., Hamline University.

Laurel McKeever, Fall 2015. Adjunct Faculty for Certified Nurse Midwife Program.. MS, CNM, University of Minnesota, 2010.

Sandie McNeel, 1978. Faculty. B.A., Westmont College. M.A., Southern Illinois University.

Kim Meyer, 1997. B.A. in Nursing, College of St. Catherine, 1979. M.S.N. in Psych-Mental Health Nursing, University of Minnesota, 1987. Ed.D. in Educational Leadership, University of St. Thomas, 2004.

Maia Miller, 2014. Special Education Adjunct- Autism Spectrum Disorders. B.A. English Literature, University of MN- Twin Cities, 2005. M.A. Special Education (LD & E/BD), Bethel University, 2007. Autism License, University of St. Thomas, 2007. Developmental/Cognitive Disorders License, St. Cloud State University, 2009. Work-Based Learning License, Bethel University, 2016.

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

Randy Moberg, Adjunct Instructor. B.A., Bethel University. M.Ed., University of Minnesota.

Scott Morrell, 2014. B.A., Concordia University, St. Paul, 1989. M.A. in Counseling Psychology, University of St. Thomas, 1999. Ed.D. in Organizational Development, University of St. Thomas, 2012.

N

Lisa Naser, 2014. Assistant Professor. Bachelor of Science in Biology, University of Wisconsin - LaCrosse, 1994. Master of Science in Adult Fitness and Cardiac Rehabilitation, University of Wisconsin - LaCrosse, 1997. Bachelor of Science in Physician Assistant Studies, University of Wisconsin - LaCrosse, 2001. Postsecondary Teaching Certificate, Bethel University, 2014.

Greg Nelson, Adjunct Instructor. B.A., Bethel College. M.Ed., University of Minnesota. Ed.D., Bethel University.

Janet Nelson, Adjunct Instructor. B.A. in K-6 Elementary Education, Bethel College. M.Ed., St. Mary's University.

Kirstin Nesbitt, B.A., Northwestern University. MBA, Carlson School of Management, University of Minnesota.

O

Steve Ogren, 2005. Adjunct Instructor. B.A., Gustavus Adolphus College, 1973. MBA, University of Minnesota, 1979.

Jeff Overlie, Recent faculty. B.A., Luther College. M.A., Hamline University.

P

Craig Paulson, 2002. B.A., Muskingum College, 1970. M.A., University of Minnesota, 1978. Ed.S., University of Minnesota, 1981. Ph.D. in Educational Leadership, University of Minnesota, 1983.

Bill Paxton, 2007. Associate Professor. B.A., University of Dayton. M.S., Cardinal Stritch University. Ed.D., Bethel University.

Beth Peterson, 1982. B.S., University of Illinois, 1974. M.A. in Curriculum and Instruction, University of St. Thomas, 1979. M.S. in Psychiatric and Mental Health Nursing, University of Minnesota, 1983. M.A. in Christian Thought, Bethel Seminary, 2002. D.Min. in Congregational and Family Care with an emphasis on spiritual formation, Bethel Seminary, 2009.

Sandy Pettingell, B.A., Bethel University. M.A., University of Minnesota. Ph.D. in Educational Psychology, University of Minnesota.

R

Jay Rasmussen, 1997. Program Director of M.A. in Education K-12. B.S. in Elementary Education, Florida State University, 1975. M.A., University of Minnesota. Ph.D., University of Minnesota.

Tracy Reimer, 2011. B.A. Elementary Education & Psychology, Bethel University. M.S. Curriculum & Instruction, St. Cloud State University. Sixth Year Program - K-12 Principal License, Superintendent License, St. Cloud State University. Ph.D. Curriculum & Instruction, Literacy Education, University of Minnesota.

Mark Robertson, B.S., Bethel University. M.Ed., St. Thomas University.

Shelley Robinson,

John Rudberg, B.S., University of Minnesota. M.A., Minnesota State University - Mankato.

S

Matt Saferite, 2012. B.A., John Brown University, 1995. M.A., University of Arkansas, 1998. Ed.D, Bethel University, 2012.

Chuck Sambs, B.S., University of Wisconsin - Stevens Point. M.A., University of Northern Colorado. Ed.D. in Educational Administration, University of Northern Colorado.

Susan Schwope, 2000. B.S., Moorhead State University, 1988. B.A., Moorhead State University, 1988. M.S., Moorhead State University, 1993.

Larry Selin, B.A., University of Minnesota - Duluth. M.A., University of Minnesota - Duluth. Ph.D. in Education Evaluation and Research, University of Minnesota.

Marta Shaw, M.A., Jagiellonian University, Poland. Ph.D. in Organizational Leadership, Policy, and Development, University of Minnesota.

Lisa Silmser, 2002. B.A., Bethel University, 1992. M.Ed., Bethel University, 1996. 2015, Bethel University, Ed. D..

Ken Smith, 2000. B.S. - Mathematics, University of Illinois, 1968. M.A. - Organizational Leadership, Bethel University, 1999.

Raymond Sperl, 2011. Adjunct Faculty. BA - Physical Science Secondary Education, Bethel College and Seminary, 1996. MA - Curriculum and Instruction, College of St. Scholastica, 2004.

Stacie Stanley, 2011. B.S., College of St. Catherine, 2000. M.A., College of St. Catherine, 2005. Ed.D., Bethel University, 2015.

Diane Strike, LP. B.S. in Education, Cornell University. M.A., University of Minnesota. Ph.D., University of Minnesota.

Barry Sullivan, B.A., St. Cloud State University. M.A., University of North Dakota. Ph.D., University of Minnesota.

Jeanne Szarzynski, 2015. Assistant Professor - Bethel University Physician Assistant Program. Bachelor of Science, Biology, Eastern Washington University, 1997. Bachelor's of Medicine, Physician Assistant, Duke University, 1980. Masters Degree of Physician Assistant Studies, University of Nebraska, 2001.

T

Sarah Tahtinen-Pacheco, 2006. Associate Professor of Modern World Languages. B.S., Minnesota State University, 1987. M.S., University of Wisconsin, 2001. Ph.D. in Second Languages and Cultures, University of Minnesota, 2008.

Jay Tracy, LP. B.A. in Psychology, University of Minnesota. B.A. in Physiology, University of Minnesota. B.S. Allied Health, St. Cloud State University. A.D. Nursing, RN Lakewood Community College. PsyD, Clinical Psychology, Minnesota School of Professional Psychology.

V

Joellyn Veninga, 2012. B.A., Luther College, 1993. M.A., University of St. Thomas, 2001.

Julie Ann Vingers, 2011. B.S. in Nursing, Bethel College, 1990. M.S. in Nursing, University of Illinois at Chicago, 1995. Ph. D. in Nursing Education, Capella University, 2013.

W

Sara Werner, 2010. RPT-S. B.A. in Psychology and Religion, Concordia College, Moorhear, MN, 1987. M.A. in Counseling Psychology, St. Mary's University, 1995.

Ruslana Westerlund, 2002. B.A., Cherkasy Bohdan Khmelnytsky National University, Ukraine. M.A. in Education, Cherkasy Bohdan Khmelnytsky National University, Ukraine, 1995. Ed.D., Bethel University, 2014.

Melissa Wetterlund, 2012. Adjunct Faculty- Counseling Psychology Graduate Program. B.A. Child Pyschology, University of Minnesota - Twin Cities, 2003. M.A. Counseling Psychology, Bethel University, 2005.

Mary F. Whitman, 2004. B.A., University of Minnesota. M.S.W., University of Minnesota. D.B.A., University of Sarasota (now Argosy).

Chipp Windham, 2014. Adjunct Instructor. BA - Organizational Leadership, Bethel University, 2010. MA - Organizational Leadership, Bethel University, 2013.

Jane Wrede, 2014. BSN, Minnesota State University, Mankato, 2001. M.S. in Nurse-Midwifery, University of Minnesota, 2003. PhD in Nursing, South Dakota State University, 2015.

Katrina Wu, 2014. B.S. in Nursing, Bethel University. M.S.N. specializing in nurse-midwifery, Vanderbilt University.

Adam Wyse, B.A., St. John Fisher College. M.S., Rochester Institute of Technology. Ph.D. in Measurement and Statistics, Michigan State University.

Z

Annette Ziegler, M.S., California State University. M.Ed., University of LaVerne (California). Ed.D. in Educational Leadership, Bethel University.

Pamela Zimmerman, Adjunct Instructor. B.A. in Social Work, College of St. Scholastica. M.A. in Gerontology, Bethel University.

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