



BETHEL UNIVERSITY CATALOG

GRADUATE SCHOOL

2017-2018



BETHEL
UNIVERSITY



BETHEL
UNIVERSITY

3900 Bethel Drive
St. Paul, MN 55112-6999

651.638.6242
800.255.8706
fax: 651.635.1490

bethel.edu/graduate

TABLE OF CONTENTS

General Information	3	Business	28
Accreditation and Membership	4	MBA in Business Administration	30
Bethel University Mission and Values	4	Counseling	31
College of Adult & Professional Studies and Graduate School Mission	5	M.A. in Counseling	33
Graduate School Purpose	5	Certificate in Child and Adolescent Mental Health	34
About Bethel University	5	Education	35
Bethel Community Expectations	6	Ed.D. in Leadership in Higher Education	39
Academic Information	7	Ed.D. in Leadership in K-12 Administration	40
General Requirements for a Doctoral Degree	7	Director of Special Education License	41
General Requirements for a Master's Degree	8	Principal License	42
General Requirements for a Certificate	9	Superintendent License	42
Transfer Credit Policies	10	M.A. in Education K-12	43
Concurrent Enrollment	10	Certificate in Classroom Management: ENVoY	45
Registration in Other Institutions	11	Certificate in STEM in K-12 Education	45
Calendar and Student Load	11	International Baccalaureate Certificate in Teaching and Learning	45
International (F-1) Student Load	11	Teacher Coordinator of Work-Based Learning License	45
Summer Session	11	Teachers of Computer, Keyboarding, and Related Technology Applications License	45
Attendance Policy	11	M.A. in Special Education	46
Prerequisites and Corequisites	13	Academic Behavioral Strategist K-12 (ABS) License	48
Changes in Registration	13	Autism Spectrum Disorders B-21 (ASD) License	49
Grading System	14	Developmental Disabilities K-12 (DD) License	50
Transcripts	16	Emotional/Behavioral Disabilities K-12 (EBD) License	51
Honor Societies	16	M.A. in Teaching	52
Academic Progress, Probation, and Dismissal	17	Teaching License	53
Academic Honesty	17	Add-On Teaching License (for licensed Special Education teachers)	54
Extracurricular Activities	18	Gerontology	55
Readmission Procedure	18	M.A. in Gerontology	56
Individualized Study	19	Certificate in Gerontology	56
Academic Appeals	24		
Intellectual Property Rights	24		
Freedom of Inquiry	24		
Family Educational Rights and Privacy Act	25		
Academic Programs	26		

Leadership	57
M.A. in Strategic Leadership	58
Certificate in Leadership Foundations	58
Nursing	59
M.S. in Nurse Educator	62
M.S. in Nurse-Midwifery	63
Nurse Educator Certificate	64
Physician Assistant	65
M.S. in Physician Assistant	67
Course Descriptions	68
Academic Calendar	94
Admission	95
General Requirements for Admission to the Graduate School	95
Program Admission Requirements	97
Program Admission Requirements	97
Business Admission Requirements	99
Counseling Admission Requirements	99
Education Admission Requirements	100
Gerontology Admission Requirements	103
Leadership Admission Requirements	104
Nursing Admission Requirements	105
Physician Assistant Admission Requirements	107
Admission Categories	108
Admission Calendar	109
Course/Cohort Cancellation Policy	109
Tuition and Financial Aid	110
Student Account Information	110
Financial Aid	114
Administration	119
Faculty	122
Index	129

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 chief human resource officer as the compliance officer for the institution. Inquiries regarding compliance may be directed to:

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

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

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

Catalog Information

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

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

Catalog Updates

Throughout the course of the academic year some changes may occur within the catalog which would be reflected in the online catalog only and would not be reflected in the distributed printed catalog which is also available for download from the main catalog page (<http://catalog.bethel.edu>) PDF archive.

During the course of the academic year certain catalog information may change and only the online catalog would reflect any such change. The printed catalog will serve as an archive of catalog information available at the beginning of the academic year. These two versions provide a record of any changes which occur during the course of the academic year. For the most up-to-date catalog information, please refer to the online version of the catalog.

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

Bethel is also accredited by:

K12 administrator licenses including principal, superintendent, and director of special education are approved by the Minnesota Board of School Administrators.

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

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

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

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

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, 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. Class schedules are convenient for working adults.

College of Arts & Sciences

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

Bethel Seminary

Bethel Seminary, a school of Bethel University, was founded in 1871. Today, it is one of the largest evangelical institutions in the world offering post-baccalaureate study, serving students from more than 60 denominations on campuses in St. Paul 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 Associate Provost for the College of Adult & Professional Studies, the Seminary, and the 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. The Application for Commencement must be submitted to the Graduate School.

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

Students graduate under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions are determined by the Graduate School.

General Requirements for a Master's Degree

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

1. A cumulative and major GPA of 3.0. The major GPA includes all courses required in the major and all electives taken for the major.
2. At least 80% of the credits used to meet the requirements of the major must be taken in programs that meet Bethel residency requirements, except in cases where formal agreements with other institutions exist. Specific courses in a program may be required to be taken in residence.
3. Completion of the requirements of a major (listed by discipline in this catalog).
4. Completion of departmental and institutional assessment activities.
5. The maximum time limit for completing the degree is five years. This means that students must have completed coursework for all courses including the Master's Capstone within 15 academic terms, beginning with the first term in which they are enrolled (see: Grading System—Grade of (p. 14)).
6. Upon completion of requirements 1–5, participation in commencement ceremonies is expected. An Application for Commencement must be submitted to the Graduate School.

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

Students graduate under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions are determined by the Graduate School.

General Requirements for a Certificate

1. A cumulative GPA of 3.0 in certificate courses. This 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 a certificate is five years. This means that students must have completed coursework for all courses within 15 terms beginning from the first term in which they are enrolled.

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

Students are awarded a certificate under the requirements of the most current catalog at the time they enter Bethel for the last time. Any substitutions are determined by the Graduate School.

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 except in cases where formal agreements with other institutions exist. In each major, certain courses are required to be taken in residence. Students who complete the requirements for transfer of credit will receive an Individual Learning Plan (ILP) indicating which Bethel courses may be waived, which must be audited, and which courses from other institutions will be accepted in transfer.

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

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

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 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 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 success advisors determine how Seminary courses will apply to Seminary degree requirements in consultation with faculty.

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.

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.

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
2. Part time = fewer than 6 credits
 - a. Three-Quarter time = 4.5 to 5.99 credits
 - b. Half time = 3 to 4.49 credits
 - c. Less than half time = fewer than 3 credits

Receiving an extension or a grade of Incomplete in a course does not extend a student's enrollment beyond the final date of class. Dropping below full-time or half-time status may affect the student's eligibility for certain financial aid programs and deferment of existing loans.

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 course schedule, which shows the calendar of class sessions for the full Summer Session.

Attendance Policy

Attendance and Online Participation Policy

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

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

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

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

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

Program-specific Attendance Requirements

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

Physician Assistant Program Attendance

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

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

Attendance Requirements for Students Auditing a Course

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

Prerequisites and Corequisites

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

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

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

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 (<http://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 (courses with letter grades)	NA
IN	Incomplete (courses graded S/U)	NA
IP	In Process	NA
N	No Grading	NA
NR	Not Reported	NA
S	Satisfactory	NA
U	Unsatisfactory	NA
W	Withdrawal	NA
WZ	Audit Withdrawal	NA

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

All grades are considered final and are not subject to change except for errors in calculation, or as a result of a formal grade appeal process. Contact your SSA for this procedure. The grade of *I* or *IN* is changed when work is completed or the deadline has been reached (see: Grade of *I* or *IN*).

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

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

Grade of AU

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

Grade of CR

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

Grade of *I* or *IN*

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

The maximum deadline the instructor can assign for the removal of the *I* or *IN* grade is 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
EDUC883	Scholarly Advancement in K-12 Leadership	3
EDUC885	Individualized Project in Higher Education	3-4
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
ATRN790	Athletic Training Master's Project II	3
COUN790	Internship II	3
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 end of the week in which 60% of the course time has elapsed. Students may withdraw from a course (or may change from credit to audit) anytime before the withdrawal deadline. Course withdrawals are official on the date the request is received by the student success advisor. Any student dropping a course after that time will receive the grade they have earned to that point. Extenuating circumstances that may warrant exception to the withdrawal policy will be considered on a case-by-case basis 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 (<http://catalog.bethel.edu/adult-professional-studies/finances/student-account-information>)).

Transcripts

Official transcripts are available showing all academic work completed to date at Bethel University. Both electronic and paper versions of official transcripts are available. 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 an official transcript, please visit: <https://www.bethel.edu/registrar>.

Please note: official 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 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 cumulative GPA is below 3.0 at the end of an academic term. A student may not remain in a program on academic probation for more than two consecutive academic terms.

3. Academic Dismissal

The following students will be subject to academic dismissal:

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

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

Academic Honesty

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

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

Academic Dishonesty Definitions

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

- **Cheating:** using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids. Examples: using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, etc.
- **Plagiarism:** using the ideas, data, or language of another without specific and proper acknowledgment. Examples: misrepresenting another's work (paper, lab report, article, or computer work) as one's own original

creation and submitting it for an assignment, using someone else's ideas without attribution, failing to cite a reference or to use quotation marks where appropriate, etc.

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

Extracurricular Activities

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

Readmission Procedure

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

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. A 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. This course 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 design such an experience in cooperation with the supervising faculty member. A directed study will receive course number 760 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 a 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 study projects (directed studies and courses by arrangement) per term.
 - d. Upon fulfilling the agreement, students receive credit on their transcript for the course as titled. A directed study is graded on an *A–F* basis, not *S/U*.
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 > Directed Study).
 - 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, which is in compliance with Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c). 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 give 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) or (Home tab > Forms channel > GS Programs menu > GS 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
ATRN	Athletic Training
BIOL	Biology
BUSN	Business
COUN	Counseling
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
ATLG	Athletic Training Leadership
BUAG	Business Administration
COUG	Counseling
EDUG	Education K-12
GERG	Gerontology
LHED	Leadership in Higher Education
LKAD	Leadership in K-12 Administration
MIDW	Nurse-Midwifery
NEDG	Nurse Educator
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

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. 30)

Certificate in Leadership Foundations

Leadership Foundations (p. 58)

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 complete only one concentration, but may take courses from other concentrations if desired. Dual-Degree (MBA/MASL) students completing the MBA degree after having completed 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
LEAD607	Engaging Your Potential	0
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
<hr/> 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	3
BUSN628	Global Finance	3
<hr/> Total Credits		9

Global Management Concentration

BUSN628	Global Finance	3
BUSN652	Global Operations Management	3
BUSN675	Leading in a Global Environment	3
<hr/> Total Credits		9

Management Concentration

BUSN605	Data Analysis and Decision Making	3
BUSN660	Operations Management	3
SLDR615	Managing Projects & Quality Initiatives	3
<hr/> Total Credits		9

Counseling

Counseling (M.A., Certificate)

M.A. in Counseling

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

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

Program Outcomes

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

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

Program Design

- The program is designed to be completed in three academic years (33 months), including summer sessions.
- Classes meet either one afternoon and evening or two evenings each week.
- A 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.

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, marriage and family therapists, 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.

Degree Program

- M.A. in Counseling (p. 33)

Certificate in Child and Adolescent Mental Health

- Child and Adolescent Mental Health (p. 34)

M.A. in Counseling

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

Core Courses

COUN600	Foundations of Mental Health Counseling	3
COUN605	Family Systems	3
COUN610	Counseling Microskills	3
COUN615	Worldview and Integration of Faith and Spirituality in Counseling	3
COUN620	Multicultural Counseling and Social Justice	3
COUN625	Theories and Techniques of Group Counseling	3
COUN630	Addictions Counseling	3
COUN635	Lifespan Development	3
COUN640	Psychopathology and Diagnosis	3
COUN645	Individual and Family Assessment	3
COUN650	Theories and Techniques of Counseling	3
COUN655	Professional Orientation and Ethics	3
COUN660	Research Methods and Evaluation	3
COUN665	Clinical Assessment and Intervention	3
COUN670	Theories and Techniques of Career Counseling	3
COUN675	Child and Adolescent Counseling	3
COUN680	Neuroscience, Counseling, and Trauma	3
COUN780	Practicum	3
COUN781	Internship I	3
COUN790	Internship II	3
Total Credits		60

¹ Course must be taken for credit at Bethel.

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

Education

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

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

K12 administrator licenses including principal, superintendent, and director of special education are approved by the Minnesota Board of School Administrators.

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

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

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

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 includes three years of coursework, participation in residencies, a completed dissertation, and the completion of 61 semester credits.

Director of Special Education License

Principal K-12 License

Superintendent 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 are delivered through hybrid or fully online format. The hybrid delivery option features two face-to-face meetings per course in combination with online sessions. The fully online option has three required Saturday sessions throughout the course of 18 months.
 - M.A. in Teaching courses meet on various days of the week. Consult a calendar of class sessions for the schedule.

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

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

M.A. in Education K–12

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

- 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
- 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)
 - French
 - Spanish

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

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

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

Degree Programs in Education

Doctor of Education (Ed.D.)

- Ed.D. in Leadership in Higher Education (p. 39)
- Ed.D. in Leadership in K-12 Administration (p. 40)

Master of Arts (M.A.)

- M.A. in Education K-12 (p. 43)
- M.A. in Special Education (p. 46)
- M.A. in Teaching (p. 52)

Certificates in Education

- Classroom Management: ENVoY (p. 45)
- International Baccalaureate Certificate in Teaching and Learning (p. 45)

Graduate-Level License Requirements

To be recommended for license, students must demonstrate:

- Academic success is defined as completion of each course with a passing grade. Any student failing to maintain this standard of performance will need permission of the program director to continue in the next

course. Students receiving a grade of "I" need permission of the program director to continue in the next course.

- 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 or the Minnesota Board of School Administrators.

Doctoral Level Licenses

- Director of Special Education (p. 41)
- K-12 Principal (p. 42)
- Superintendent (p. 42)

Master's Level Licenses

Education K-12

- Teacher Coordinator of Work-Based Learning (p. 45)
- Teachers of Computer, Keyboarding, and Related Technology Applications (p. 45)

Special Education

- Academic Behavioral Strategist K-12 (ABS) (p. 48)
- Autism Spectrum Disorders B-12 (ASD) (p. 49)
- Developmental Disabilities K-12 (DD) (p. 50)
- Emotional/Behavioral Disabilities K-12 (EBD) (p. 51)

Teaching

- Business (5-12) (p. 53)
- Communication Arts and Literature (5-12) (p. 53)
- General Science (5-8) with an emphasis in: (p. 53)
 - Chemistry (9-12) (p. 53)
 - Life Science (9-12) (p. 53)
 - Physics (9-12) (p. 53)
- Mathematics (5-12) (p. 53)
- Social Studies (5-12) (p. 53)
- Teaching English to Speakers of Other Languages – TESOL (K-12) (p. 53)
- Visual Arts (K-12) (p. 53)
- World Languages and Cultures (K-12) (p. 53)
- Add-On Teaching License (p. 54) (for licensed Special Education teachers)

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 Administration 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	
EDUC883	Scholarly Advancement in K-12 Leadership	
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
EDUC756	Preparing the Thesis/Action Research Project	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.

Classroom Management: ENVoY

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

Educational Leadership Concentration

The courses in this concentration are doctoral level. Doctoral-level credit is earned and doctoral-level tuition is charged.

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

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

Code	Title	Credits
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
<hr/>		
Total Credits		9

Certificate in Classroom Management: ENVoY

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

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

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, and/or Emotional/Behavioral Disabilities K–12; or complete the basic program sequence. Bethel offers each of the concentrations as a hybrid option (most courses online with a few face-to-face sessions), as well as a fully online option.

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
SPED618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED655	Classroom-Based Assessment	3
SPED670	Special Education Assessment Field Experience	1

Minnesota Board of Teaching Special Education Core

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
SPED675	Consultation, Collaboration & Resources	2
Select one concentration from the Concentrations tab		9-14
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
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 or SPED786	Student Teaching - Academic Behavior Strategist ¹ ABS: Practicum	3-4
Total Credits		13-14

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 or SPED787	ASD: Student Teaching ¹ ASD: Practicum	3-4
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 or SPED784	DD: Practicum ¹ DD: Student Teaching	3-4
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 or SPED788	EBD: Student Teaching ¹ EBD: Practicum	3-4
Total Credits		13-14

Basic Program Sequence

SPED600	Characteristics of 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
Total Credits		9

¹ Course must be taken for credit at Bethel.

Academic Behavioral Strategist K-12 (ABS) License

The curriculum for the Academic Behavioral Strategist K–12 License is 52 credits. Courses for the full license are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and ABS License (ABS) courses. Students who already hold a full professional teaching license take only the SPED courses and ABS courses. Students with a qualifying special education license take only the ABS courses. All other students take the SEP courses, the SPED Core courses, and the ABS courses.

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	Special Education Assessment 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 curriculum for the Autism Spectrum Disorders License is 52 credit. Courses for the full license are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and ASD License (ASD) courses. Students who already hold a full professional teaching license take only the SPED courses and ASD courses. Students with a qualifying special education license take only the ASD courses. All other students take SEP, the SPED courses, and the ASD 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	Special Education Assessment 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 curriculum for the Developmental Disabilities K-12 License is 52 credits. Courses are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and DD License (DD) courses. Students with a full professional teaching license take only the SPED and DD courses. Students with a qualifying special education license take only the DD courses. All others take the SEP, SPED, and DD 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	Special Education Assessment 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 curriculum for the DD License as an addition to an ABS license is 12 semester credits.

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 is a 52 semester credit sequence of courses. Courses for the full license are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and EBD License (EBD) courses. Students who already hold a full professional teaching license take only the SPED courses and EBD License courses. Students with a qualifying special education license take only the EBD courses. All other students take the SEP courses, SPED courses, and EBD 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	Special Education Assessment 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 Mathematics, 5-12	
EDUC681	Methods of Teaching Science, 5-12	
EDUC682	Methods of Teaching Visual Arts, K-12	
EDUC683	Methods of Teaching World Languages and Cultures, K-12	
EDUC684	Methods of Teaching TESOL, K-12	
EDUC685	Methods of Teaching Communication Arts and Literature, 5-12	
EDUC686	Methods of Teaching Business, 5-12	
EDUC687	Methods of Teaching Social Studies, 5-12	
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 Mathematics, 5-12	
EDUC681	Methods of Teaching Science, 5-12	
EDUC682	Methods of Teaching Visual Arts, K-12	
EDUC683	Methods of Teaching World Languages and Cultures, K-12	
EDUC684	Methods of Teaching TESOL, K-12	
EDUC685	Methods of Teaching Communication Arts and Literature, 5-12	
EDUC686	Methods of Teaching Business, 5-12	
EDUC687	Methods of Teaching Social Studies, 5-12	
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 Mathematics, 5-12	
EDUC681	Methods of Teaching Science, 5-12	
EDUC682	Methods of Teaching Visual Arts, K-12	
EDUC683	Methods of Teaching World Languages and Cultures, K-12	
EDUC684	Methods of Teaching TESOL, K-12	
EDUC685	Methods of Teaching Communication Arts and Literature, 5-12	
EDUC686	Methods of Teaching Business, 5-12	
EDUC687	Methods of Teaching Social Studies, 5-12	

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 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.

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

M.A. in Strategic Leadership

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

LEAD607	Engaging Your Potential	0
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.

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 Graduate School 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 Graduate School 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.

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

Program Design

- All courses (except intensives) are delivered online using best practices in internet technology, instructional design, and adult learning.
- Three 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).

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 (<http://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 Nursing 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.*

For more information, visit the Nurse Educator Program website (<https://www.bethel.edu/graduate/academics/nursing>).

M.S. in Nurse-Midwifery

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

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

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 NURS680 option or 90 hours field experience with NURS671 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. The PA profession was recently listed as the number one best job in America, according to *The Huffington Post*. The M.S. in Physician Assistant program at Bethel University is ready to meet that need by preparing skilled practitioners who are trained for the challenges and responsibilities of patient care in clinics, hospitals, and other medical settings.

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

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

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

Accreditation Statement

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

Program Details

- The program is a full-time master's-level program that meets all day, every day with some evening hours expected, as well as varying hours during clinical rotations 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, including areas designated as medically underserved.
- Analyze the medical literature by demonstrating an in-depth understanding of medical research methodology and applying it to patient care delivery.
- Commit to professional and public service for carrying out compassionate and wholistic medical practice in light of a Christian faith and biblical perspective.
- Integrate professional values and ethical behaviors expected of the PA in a medical practice setting.
- Promote the concepts of wellness and disease prevention for improved patient care and for healthy living.
- Synthesize medical knowledge in an evidence-based manner including new therapies and treatment strategies.
- Use medical information technology, including modern medical hardware and software, to improve medical care.

Degree Program in Physician Assistant

- M.S. in Physician Assistant (p. 67)

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.

COURSE DESCRIPTIONS

ATRN • Athletic Training

ATRN633 • Current Topics in Athletic Training. 3 Credits.

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

ATRN642 • General Medical Assessment. 3 Credits.

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

ATRN650 • Evidence-Based Practice in Athletic Training. 3 Credits.

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

ATRN750 • Athletic Training Master's Project I. 3 Credits.

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

ATRN790 • Athletic Training Master's Project II. 3 Credits.

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

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 physiology 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: 3 courses from BUSN301, BUSN302, BUSN308, BUSN310E, BUSN320, BUSN323, BUSN360, MATH301M. *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: LEAD607.

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: LEAD607 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: LEAD607.

BUSN627 • Advanced Managerial Finance. 3 Credits.

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

Prerequisites: BUSN625, LEAD607.

BUSN628 • Global Finance. 3 Credits.

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

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: LEAD607.

BUSN652 • Global Operations Management. 3 Credits.

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

Prerequisites: LEAD607. *Special Notes:* Students cannot earn credit for both BUSN652 and BUSN660.

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: LEAD607.

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: LEAD607. *Special Notes:* Students cannot earn credit for both BUSN652 and BUSN660.

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: LEAD607.

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: LEAD607. *Coaching and assessment fee:* \$105.

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.

COUN • Counseling**COUN600 • Foundations of Mental Health Counseling.** 3 Credits.

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

COUN605 • Family Systems. 3 Credits.

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

COUN610 • Counseling Microskills. 3 Credits.

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

COUN615 • Worldview and Integration of Faith and Spirituality in Counseling. 3 Credits.

Overview and critique of different worldviews and their impact on the counseling process. Topics include those central to the practice of counseling and engaging respectfully with issues of faith and spirituality with clients and colleagues. Specific focus is on working to understand one's own faith and spirituality and engaging therapeutically and respectfully with clients who hold a different faith and/or spiritual practice.

COUN620 • Multicultural Counseling and Social Justice. 3 Credits.

The influence of culture and related factors on client-counselor interactions. Primary emphasis on developing greater multicultural counseling competence through increased: self-awareness; knowledge of and sensitivity to perspectives of individuals from diverse backgrounds (e.g. ethnic, racial, class, gender, sexual identity, physical ability, religious preference); the use of culturally appropriate skills in counseling; and applying a social justice ethic.

COUN625 • Theories and Techniques of Group Counseling. 3 Credits.

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

COUN630 • Addictions Counseling. 3 Credits.

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

COUN635 • Lifespan Development. 3 Credits.

Familial, cultural, and societal contexts as framework for understanding individual development through normative and non-normative transition from birth through death. Application of a developmental framework for counseling.

COUN640 • Psychopathology and Diagnosis. 3 Credits.

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

COUN645 • Individual and Family Assessment. 3 Credits.

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

Course fee: \$50.

COUN650 • Theories and Techniques of Counseling. 3 Credits.

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

COUN655 • Professional Orientation and Ethics. 3 Credits.

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

COUN660 • Research Methods and Evaluation. 3 Credits.

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

COUN665 • Clinical Assessment and Intervention. 3 Credits.

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

COUN670 • Theories and Techniques of Career Counseling. 3 Credits.

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

Career assessments fee: \$50.

COUN675 • Child and Adolescent Counseling. 3 Credits.

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

COUN680 • Neuroscience, Counseling, and Trauma. 3 Credits.

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

COUN780 • Practicum. 3 Credits.

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

COUN781 • Internship I. 3 Credits.

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

COUN790 • Internship II. 3 Credits.

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

ECON • Economics**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: LEAD607.

EDUC • Education**EDUC594 • General Methods of Effective Instruction.** 3 Credits.

Develop effective lesson plans that include all required components. Create effective long-range plans, assessments, and evaluations. Integrate a variety of instructional strategies within lesson plans to meet student needs. Describe appropriate data practices related to student assessment and progress. Corequisites: EDUC595.

EDUC595 • School-wide Systems Field Experience. 1 Credit.

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

Grade exceptions: Graded on an S/U basis.

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.

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

EDUC624 • Introduction to Theories and Practices of Teaching and Learning. 3 Credits.

Identification of different approaches to K-12 students' development, learning, performance, and critical elements needed to structure an effective learning environment. Synthesis of early assessment theory and current issues. Analysis of theories that influence learning and behavior related to the learning environment. Integration of Christian or personal faith perspective of learning. Corequisites: EDUC595.

EDUC630 • General Teaching Methods for 5-12 Classrooms. 3 Credits.

Active-learning, activity-centered experience. Application of various pedagogical theories and methods in teaching middle and high school students through the practice of planning, implementation, and assessment procedures.

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.

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

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.

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

EDUC680 • Methods of Teaching Mathematics, 5-12. 3 Credits.

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

EDUC681 • Methods of Teaching Science, 5-12. 3 Credits.

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

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, K-12. 3 Credits.

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

EDUC685 • Methods of Teaching Communication Arts and Literature, 5-12. 3 Credits.

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

EDUC686 • Methods of Teaching Business, 5-12. 4 Credits.

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

EDUC687 • Methods of Teaching Social Studies, 5-12. 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. 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.

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. Employment laws. Evaluation of resources for career development. 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. 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. Software applications, including Microsoft Office suite of programs. Emerging technologies and the changing nature of technology. Writing curriculum designed to integrate technology into content areas.

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. Keyboarding and other computer input devices. 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.

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 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. Embedded differentiated instruction for ELS and special education students in the general education classroom. Refinement of assessment strategies and classroom management techniques that maximize student learning.

ENVoY classroom management training fee: \$60. Grade exceptions: Graded on an S/U basis.

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.*

EDUC756 • 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 assessment strategies and tools that are emphasized in all three IB programs. The assessment strategies and tools that make the three IB programs unique. How assessment is connected to international-mindedness.

Prerequisites: 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, either EDUC755 or EDUC756. *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.

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

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.

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.

EDUC881 • Comprehensive Examination and Portfolio Review. 1 Credit.

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

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.

EDUC883 • Scholarly Advancement in K-12 Leadership. 3 Credits.

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

Grade exceptions: Graded on an S/U basis.

EDUC885 • Individualized Project in Higher Education. 3-4 Credits.

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

Grade exceptions: Graded on and S/U basis. Repeatable course Course may be repeated for credit.

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**LEAD607 • Engaging Your Potential.** 0 Credit.

Orientation to Bethel University Graduate School, the MBA and MA Strategic Leadership programs, and the career coaching process.

Coaching and assessment fee: \$105.

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.

Prerequisites: LEAD607.

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: LEAD607.

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: LEAD607.

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: LEAD607. *Coaching and assessment fee:* \$105.

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: LEAD607. *Coaching and assessment fee:* \$105.

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. *Coaching and assessment fee:* \$210.

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.

NURS602 • Midwifery Perspectives. 3 Credits.

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

Exam proctoring fee: \$18.

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. *Exam proctoring fee:* \$18.

NURS615 • Global Perspectives of Health. 3 Credits.

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

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 intrapartum 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 intrapartum 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 management for nurse midwives.

Exam proctoring fee: \$18.

NURS621 • Leadership in Nursing Education. 4 Credits.
Examination of trends, issues, and forces impacting nursing education and higher education. Consideration of the teaching, scholarship, and service components of the academic nurse educator role. Discussion of 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 healthcare 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: \$30, malpractice insurance fee: \$80, verified credentials fee: \$25 paid directly to the company when account is opened.

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.

Placement fee: \$40.

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. *Malpractice insurance fee: \$80, placement fee: \$40. 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 management 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 beginning matrix of literature.

Prerequisites: NURS626. *Grade exceptions:* Graded on an S/U basis.

NURS760 • Directed Study. 1-4 Credits.

Directed study experience under the guidance of a faculty member.

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

NURS774 • Nurse Educator Internship. 3 Credits.

Integration and synthesis of current nursing knowledge and teaching/learning 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 technologies into the nurse educator role. Includes 110 hour internship.

Prerequisites: NURS600, NURS655, NURS660, NURS685.

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**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 development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. This first course focuses on history taking and physical examination in the healthy adult.

Corequisites: PHAS600L. *Malpractice Fee:* \$90.

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 development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in PHAS612.

Corequisites: PHAS602L. Malpractice insurance fee: \$90.

PHAS602L • Patient Assessment and Diagnostics Lab I. 1 Credit.

Laboratory experience accompanying PHAS602.

Corequisites: PHAS602. Allocated fee: \$80.

PHAS603 • Patient Assessment and Diagnostics II. 3 Credits.

This is the third of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in 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 development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in 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, laboratory and diagnostic studies, prognosis, and treatment of disease. This course will focus on, but is not limited to, hematological, cardiovascular, pulmonary, genitourinary, and renal systems.

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 diseases. 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, pediatrics, 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 active 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 introductory course is the first of two professional issues courses to develop PA students' awareness and professional attributes. Professional history, certification, PA professional organizations, and other health delivery topics will be discussed.

PHAS634 • 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 inalienable 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' understanding of research. Each student will work with a faculty instructor and advisor to secure a research topic and establish a clear methodology for completing the project. Issues of applied statistics will be examined in this course with the opportunity to perform analysis of the project. Independent thought and critical thinking skills will be addressed.

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 supervision 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.

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.

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.

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.

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 how they influence counseling processes.

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.

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.

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 Counseling 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: LEAD607.

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: LEAD607.

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: LEAD607. 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: LEAD607.

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: LEAD607.

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: LEAD607. Coaching and assessment fee: \$105.

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: LEAD607.

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.

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) including: 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 students 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.

Identification of relationships among reading, writing, and oral language, comprehension processes, and instructional strategies. Description of the structure of the English language and word identification strategies, and the role of vocabulary knowledge in language. Analysis of different texts for K-12 classrooms.

Assessment strategies for reading and writing needs.

Corequisites: SPED621.

SPED621 • Reading Field Experience. 1 Credit.

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

Corequisites: SPED620. *Supplies fee:* \$10. *Grade exceptions:* Graded on an S/U basis.

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 • Special Education Assessment Field Experience. 1 Credit.

Eighteen-week, 35 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. A test kit replacement fee of \$700 will be charged to your account two weeks after the final grade is posted if the test kit has not been returned.

SPED671 • Autism Field Experience. 1 Credit.

A 35-hour field experience in which 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 and S/U basis.

SPED672 • EBD Field Experience. 1 Credit.

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

Grade exceptions: Graded on an S/U basis.

SPED673 • ABS Field Experience. 1 Credit.

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

Grade exceptions: Graded on an S/U basis.

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

Special Notes: Enrollment requires program director permission.

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.

A 12-week student teaching experience working with K-12 students who have moderate to severe emotional/behavioral disorders (M/SED). Minnesota State Standards for Special Educators, school-based program planning, and service provision for students with M/SED.

EBD student teaching fee: \$150, out-of-region fee: \$100, out-of-state fee: varies. Grade exceptions: 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 2017–2018 academic year includes three academic terms: Fall Semester 2017, Spring Semester 2018, and Summer Session 2018. Special dates and holidays for the 2017–2018 academic year are listed below.

Fall Semester 2017

August 21, 2017–December 24, 2017

Event	Date
Fall Term Begins	August 21
Commencement Application Deadline	October 31
Registration Opens for Summer Session 2018	December 1
Fall Commencement	December 16
Fall Term Ends	December 24
Christmas Break (no classes)	December 25 - December 31

Spring Semester 2018

January 1, 2018–May 27, 2018

Event	Date
Spring Term Begins	January 1
Commencement Application Deadline	March 31
Registration Opens for Fall Semester 2018	April 1
Spring Commencement	May 27
Spring Term Ends	May 27

Summer Session 2018

May 28, 2018–August 19, 2018

Event	Date
Summer Term Begins	May 28
Registration Opens for Spring Semester 2019	August 1
Summer Term Ends	August 19

ADMISSION

Admission Requirements

The Graduate School (GS) will consider applicants who meet the general requirements (p. 95) for admission. For admission to a major or certificate, applicants must meet additional admission requirements (p. 97).

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 apply.bethel.edu to apply for admission online, or call the Graduate School office at 651.635.8000 (800.255.8706, ext. 8000). Submit all application materials online in the application portal or send electronically to gs-data@bethel.edu.

The mailing address for the Graduate School is:

Graduate School
Bethel University MSC 2371
3900 Bethel Drive
St. Paul, MN 55112-6999

General Requirements for Admission to the Graduate School

The Graduate School will consider applicants who:

- Submit a completed application.
- Submit official evaluations of foreign transcripts from a National Association of Credential Evaluation Services (NACES) member organization, an Association of International Credentials Evaluators (AICE) member organization, or an *Academic Report* official evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) if applicable. Visit www.naces.org (<https://www.naces.org>) or www.aice-eval.org (<http://aice-eval.org>) for lists of member organizations.
- Request a transcript evaluation for transfer of credit, if applicable.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- 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)

- Business Administration—MBA (p. 99)
- Counseling—M.A. (p. 99)
- Education K–12—M.A. (p. 101)
- Gerontology— M.A. (p. 103)
- Leadership in Higher Education—Ed.D. (p. 100)
- Leadership in K–12 Administration—Ed.D. (p. 100)
- Nurse Educator—M.S. (p. 105)
- Nurse-Midwifery—M.S. (p. 105)
- Physician Assistant—M.S. (p. 107)
- Special Education—M.A. (p. 102)
- Strategic Leadership—M.A. (p. 104)
- Teaching—M.A. (p. 103)

Certificates

- Child and Adolescent Mental Health (p. 100)
- Classroom Management: ENVoY (p. 101)
- Gerontology (p. 104)
- International Baccalaureate Certificate in Teaching and Learning (p. 101)
- Leadership Foundations (p. 104)
- Nurse Educator (p. 106)

Licenses

Doctoral Level (p. 100)

- Director of Special Education (p. 100)
- K–12 Principal (p. 100)
- Superintendent (p. 100)

Education K-12 (p. 101)

- Teacher Coordinator of Work-based Learning (p. 101)
- Teachers of Computer, Keyboarding, and Related Technology Applications (p. 101)

Special Education (p. 102)

- Academic Behavioral Strategist K–12 (p. 102)
- Autism Spectrum Disorders B–21 (p. 102)
- Developmental Disabilities (p. 102) K–12 (p. 102)
- Emotional/Behavioral Disorders K–12 (p. 102)

Teaching (p. 103)

- Business 5-12 (p. 103)
- Chemistry 9-12 (p. 103)
- Communication Arts and Literature 5-12 (p. 103)
- General Science 5-8 (p. 103)
- Life Science 9-12 (p. 103)
- Mathematics 5-12 (p. 103)

- Social Studies 5-12 (p. 103)
- Physics 9-12 (p. 103)
- Teaching English to Speakers of Other Languages – TESOL K-12 (p. 103)
- Visual Arts K-12 (p. 103)
- World Languages and Cultures K-12 (p. 103)

Program Admission Requirements

Admission Requirements: Specific Majors, Certificates, or Licenses

Degree Programs (Majors)

- Business Administration—MBA (p. 99)
- Counseling—M.A. (p. 99)
- Education K–12—M.A. (p. 101)
- Gerontology— M.A. (p. 103)
- Leadership in Higher Education—Ed.D. (p. 100)
- Leadership in K–12 Administration—Ed.D. (p. 100)
- Nurse Educator—M.S. (p. 105)
- Nurse-Midwifery—M.S. (p. 105)
- Physician Assistant—M.S. (p. 107)
- Special Education—M.A. (p. 102)
- Strategic Leadership—M.A. (p. 104)
- Teaching—M.A. (p. 103)

Certificates

- Child and Adolescent Mental Health (p. 100)
- Classroom Management: ENVoY (p. 101)
- Gerontology (p. 104)
- International Baccalaureate Certificate in Teaching and Learning (p. 101)
- Leadership Foundations (p. 104)
- Nurse Educator (p. 106)

Licenses

Doctoral Level (p. 100)

- Director of Special Education (p. 100)
- K–12 Principal (p. 100)
- Superintendent (p. 100)

Education K-12 (p. 101)

- Teacher Coordinator of Work-based Learning (p. 101)
- Teachers of Computer, Keyboarding, and Related Technology Applications (p. 101)

Special Education (p. 102)

- Academic Behavioral Strategist K–12 (p. 102)
- Autism Spectrum Disorders B–21 (p. 102)
- Developmental Disabilities (p. 102) K–12 (p. 102)
- Emotional/Behavioral Disorders K–12 (p. 102)

Teaching (p. 103)

- Business 5-12 (p. 103)
- Chemistry 9-12 (p. 103)
- Communication Arts and Literature 5-12 (p. 103)
- General Science 5-8 (p. 103)
- Life Science 9-12 (p. 103)
- Mathematics 5-12 (p. 103)
- Social Studies 5-12 (p. 103)
- Physics 9-12 (p. 103)
- Teaching English to Speakers of Other Languages – TESOL K-12 (p. 103)
- Visual Arts K-12 (p. 103)
- World Languages and Cultures K-12 (p. 103)

Business

Business Administration (MBA)

The MBA degree program in business administration 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 two professional *Admission References*.
- 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*.

Counseling

Counseling

The M.A. degree program in Counseling will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree, and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned 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 Studies
 - Statistics or Research Methods
 - Nine additional semester credits in the behavioral/social sciences
- Submit Miller Analogies Test or GRE score report (taken within the last five years).
- Submit a *Program Prerequisite Planning* form, if applicable.
- Submit a current resume.
- Undergo a criminal background check after being invited to the program and submit results. (Certain offenses may preclude graduates from becoming licensed as a professional counselor and/or may limit clinical placement options.)

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*.

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 two professional *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 two professional *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**
- **Teacher Coordinator of Work-based Learning License**
- **Teachers of Computer, Keyboarding, and Related Technology Applications License**

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

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree 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 certificate program in Classroom Management: ENVoY will consider applicants who:

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

International Baccalaureate Certificate in Teaching and Learning

The IB certificate program in Teaching and Learning will consider applicants who:

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

Teacher Coordinator of Work-based Learning License

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

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

Teachers of Computer, Keyboarding, and Related Technology Applications License

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

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

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply 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 M.A. degree program and license programs in special education will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all 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.
- Have a plan for completion of 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 M.A. degree program and license programs in Teaching will consider applicants who:

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all 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 two professional *Admission References*.
- 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.

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. degree program in Gerontology 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 program in Gerontology 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. degree program in Strategic Leadership will consider applicants who:

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

Leadership Foundations Certificate

The certificate program in Leadership Foundations will consider applicants who:

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

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply 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. degree program in Nurse Educator 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) or a GRE score report (taken within the last three years; GRE score benchmarks are 149, 149, and 3.6.* Applicants who are required to submit TOEFL scores are exempt from submitting MAT scores.
- Submit a resume that includes education and work experience 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 supervisor *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.

Nurse-Midwifery, M.S.

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

- Meet the general requirements for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of any nursing program coursework or required program prerequisites.
- Have earned a baccalaureate degree in nursing from a regionally accredited (or internationally recognized as equivalent) institution. Registered nurses with non-nursing baccalaureate or higher degrees who apply will be considered on an individual basis, and additional prerequisite course requirements apply as well as an earlier application deadline.
- Have earned 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.
- Interview with program faculty or enrollment counselor.

Nurse Educator Certificate

The certificate program in Nurse Educator 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 an earlier application deadline applies.
- Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale. *Applicants who do not have the required GPA of 3.0 will be required to submit a Miller Analogies Test (MAT) score report with a minimum score of 400 (taken within the last three years) or a GRE score report (taken within the last three years; GRE score benchmarks are 149, 149, and 3.6.* Applicants who are required to submit TOEFL scores are exempt from submitting MAT scores.
- Submit a resume that includes education and work experience 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 supervisor *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.

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 (<https://caspa.liasoncas.com/applicant-ux/#/login>) (CASPA).
- Submit the Bethel University PA Questionnaire with \$50 non-refundable fee.
- Submit documentation of at least 250 hours of healthcare experience (via CASPA).
- Submit two *Admission References* (via CASPA).
- Submit official transcripts (U.S. schools) or NACES or AICE evaluations (international schools) from all undergraduate and graduate schools attended.
- Have earned a baccalaureate degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a cumulative GPA from all collegiate (undergraduate and graduate) coursework of 3.25 or higher on a 4.0 scale overall, and 3.25 or higher science GPA as calculated by CASPA at the time of application.
- Interview with representatives of the program.
- Have completed college-level subject matter prerequisites from regionally accredited U.S. higher education institution, with a grade of B- or higher. Each prerequisite course must be a minimum of 3 credits. Five of the eight prerequisites must be completed at time of application. Any outstanding prerequisites must be completed by March 1st in the year of matriculation.

Required:

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

Recommended:

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

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.

For more information regarding International PA program requirements, please visit the P.A. program website (<https://www.bethel.edu/graduate/academics/physician-assistant/how-to-apply/international-applicant-admissions>).

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply 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-Continued status to the Bethel University Physician Assistant Program sponsored by Bethel University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. Programs at Bethel University are accredited by the Higher Learning Commission, and the PA program has been added to our list of approved programs with the HLC; the PA program is also registered with the Minnesota Department of Education.

Admission Categories

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

Acceptance

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

Conditional Acceptance

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

Provisional Acceptance

Students admitted provisionally are encouraged to meet with their student success advisor early following matriculation to help ensure academic success. The student has not achieved the minimum GPA, grade standards, or other assessment criteria. 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) (<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 late fee of .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 a link to access your statement. 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 an 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/make-a-payment/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 registration will be granted in ten business days.

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

Transcript Hold

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

Financial Clearance for Graduation

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

Financial Suspension

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

Late fees

A late fee of .5% will be assessed on any charge more than 30 days past due.

Past Due Accounts

The following paragraphs apply to all students:

I will be in default if: I fail to pay the total amount payable when due (including my failure to pay because of insufficient funds in an account on which my payment was drawn or other similar circumstances) any scheduled payment under either a semester payment plan or installment permanent address without notifying Bethel University in writing; I fail to pay any assessment (which is a charge such as a parking fine, library fee or other charge for violations of Bethel University policies) by the 15th day of the month following the month in which I am sent the notice of assessment; I at any time provide Bethel University with any false or misleading information; I die; or a case under U.S. Bankruptcy Code is started by or against me or any guarantor or consignor.

If I am in default, Bethel University may require immediate payment of my Obligation in full and any unpaid assessments. If Bethel University demands immediate payment and I fail to comply, I agree that Bethel University may add my unpaid assessments to my Obligation. If any payment is not paid in full by the 15th day of the month following the month in which it was due, I agree to pay Bethel University a default charge of six percent (6%) of the unpaid and past due amount of my Obligation. In addition, Bethel University may: prohibit me from scheduling courses for the current or following semester; remove me from current courses; withhold course credits, academic transcripts and my diploma without providing me prior notice thereof until the obligation is paid in full. Bethel University may also exercise any other legal rights it may have, including engaging a collection agency to enforce its rights hereunder or taking legal actions to collect amounts due to it. In the event Bethel University incurs any expenses collecting my Obligation, I agree to pay all reasonable attorneys' fees, legal expenses and collections fees that result from my default (unless prohibited by law) at the rate of twenty-two percent (22%) of the unpaid principal balance. Even if I am in default Bethel University may or may not require immediate payment, and may delay enforcing any of its rights without waiving them.

Non-Sufficient Funds Fee

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

Child Day Care Center

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

Refunds

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

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

Tuition and Fees Refund Schedule

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

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

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

The first week is the Monday through Sunday that includes the start date of the course. When or whether the course has met, or administrative offices are open in a given week, does not affect the refund schedule. Course dates are available in 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://www.bethel.edu/registrar/important-dates-schedules>).

Employer Tuition Reimbursement

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

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

The following information will be included on the invoices:

- Student name and address
- Student Bethel ID number
- Course number
- Course name
- Number of credits
- Beginning and ending dates of the course
- Tuition amount
- 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) (<https://www.bethel.edu/offices/health-services/health-insurance>). Mention that you are a student enrolled in the College of Adult & Professional Studies. (Students enrolled in online/distance programs are not eligible.)

Account Questions?

More student account information is available at [bethel.edu/business-office](https://www.bethel.edu/business-office) (<https://www.bethel.edu/business-office>).

Contact the Business Office at 651.638.6208 (800.255.8706, ext. 6208) or at business-office@bethel.edu.

Financial Aid

Application Procedure

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

Financial Aid Programs

Visit bethel.edu/adult-undergrad/financial-aid/types (<https://www.bethel.edu/adult-undergrad/financial-aid/types>) 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.

ADMINISTRATION

Administration: University

Office of the President

James (Jay) H. Barnes III, Ed.D.	President
Ruben Rivera, Ph.D.	Chief Diversity Officer

Office of the Provost

Debra K. Harless, Ph.D.	Executive Vice President and Provost
-------------------------	--------------------------------------

Academic Affairs

Randall S. Bergen, Ph.D.	Associate Provost of CAPS, Seminary, and the Graduate School
Diane L. Dahl, Ph.D.	Dean of Health, Medical, and Social Sciences Division
Judith E. Landrum, Ph.D.	Dean of Education and Ministries Division
William W. Paxton, Ed.D.	Dean of Business and Leadership Division

Admissions

Jennifer Niska, M.A.	Director of Admissions CAPS, Seminary, & GS
----------------------	---

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

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

Alissa Bigelow, M.A.	Associate Registrar, CAPS, Seminary St. Paul, & GS
Diane Krusemark, M.C.S.	Registrar

Student Life

Natalie Beazer, M.Ed.	Director of Disability Resources and Services
David Broza, M.A.	Director of Career Development and Calling
Kwai-Yung Carol Chang, M.S.	Associate Dean for International Student Programs and Services
Ryan T. Gunderson, M.A.	Dean of Student Success and Retention
Miriam Hill, Ph.D.	Director of Counseling Services
Elizabeth K. Miller, R.N.	Director of Health Services

Administration: Graduate School

Annette R. Abel, M.A.	Manager of Administrative Services
Randall S. Bergen, Ph.D.	Associate Provost of CAPS, Seminary, and the Graduate School
Kandice J. Bierle, M.A.	Academic Quality & Assessment Manager
Wallace D. Boeve, Ed.D.	Program Director, Physician Assistant
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.	Dean of Student Success and Retention
John A. Gunther, M.A.	Academic Services Manager
Judith Landrum, Ph.D.	Dean of Education and Ministries Division
L. J. "Sam" Helgerson, Ph.D.	Program Director, Strategic Leadership
William W. Paxton, Ed.D.	Dean of Business and Leadership Division; 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, Adjunct Instructor. B.A. in Psychology, Wheaton College. M.A. in Christian Ministries, Wheaton Graduate School. M.A. in Counseling and Psychological Services, St. Mary's University. Marriage and Family Therapy Certificate, Bethel Seminary.

Dave Aune, 2014. . BS, Accounting, University of Minnesota - Carlson School of Management, 1978. Executive MBA, Finance, Argosy University Twin Cities, 2013.

B

Jodi Baker, Adjunct Instructor. B.A. in Elementary Education, University of St. Thomas. M.A. in Education, Hamline University. M.F.A. in Writing for Children and Young Adults, Hamline University.

Andrew Barrett-Bettcher, 2016. Adjunct Faculty. Bachelor of Aerospace Engineering, University of Minnesota, Institute of Technology, 1993. Master of Business Administration, University of St. Thomas, Opus College of Business, 2000.

Laura BeMent-Jaroscak, 2013. Adjunct Instructor. Masters of Education in Business Education, University of Minnesota, 1985. Bachelor of Science in Business Education, Ferris State University, 1979.

Lisa Bekemeyer, 2001. Adjunct Instructor. B.A. in French, University of Notre Dame, 1994. M.Ed. in Second Language and Cultures, University of Minnesota, 1996.

John Bergeland, 2005. Adjunct Professor. B.A., Concordia College - Moorhead, 1991. M. Ed., Bethel University, 1997.

Cathy Bergland, 2012. Faculty. Bachelor of Music - Music Therapy, University of Wisconsin-Eau Claire, 1986. MBA, University of St. Thomas, 1999.

Jeff Berryhill, 2010. Adjunct Instructor. Ph.D. in Clinical Psychology, Fuller Seminary's Graduate School of Psychology, 1991. M.A. in Psychology, Stephen F. Austin State University, 1984. B.A. in Psychology, Baylor University, 1982. M.A. in Theology, Fuller Theological Seminary, 1990.

Wallace Boeve, March 2012. . B.S. in Biomedical Sciences, Grand Valley State University, 1994. M.S. in Physician Assistant, Baylor College of Medicine, 1997. Ed.D. in Educational Leadership and Administration, Eastern Michigan University, 2007.

Katie Bonawitz, 2007. Associate Professor of Education. B.S., St. Cloud State University, 1996. M.Ed. in Special Education, Bethel University, 2005. Ed.D. in Special Education Administration, Bethel University, 2013.

Jon Bonkoski, 2016. Adjunct Faculty. Master of Business Administration (MBA), Bethel University, 2016. B.G.S. Organizational Management & Leadership, North Park University, 2007. A.A.S. Architectural Drafting & Estimating, Dunwoody College of Technology, 2004.

Cheryl Bostrom, 1995. Adjunct Assistant Professor. Doctor of Education, Bethel University, 2007. M.A., Bethel University, 2005. B.S., Northwestern College, 1997.

Greg Bourland, 2006. . MBA, University of St. Thomas, St. Paul, MN, 2001.

Tim Bredow, 1998. Professor of Nursing. B.S. in Biology, University of Iowa, 1974. B.S.N., University of Iowa, 1976. M.A.N. in Public Health Nursing, University of Iowa, 1980. Post masters certificate as Family Nurse Practitioner, University of Minnesota, 2009. Ph.D. in Educational Administration, University of Iowa, 1988.

Joni Burgin-Hartshorn, 2008. Adjunct Instructor. B.A., Luther College, 1979. M.S., St. Cloud State University, 1987. Ed.D. in Educational Policy and Administration, University of Minnesota, 2001.

C

Dynna Castillo Portugal, June 1st, 2015. Adjunct Professor. Ph.D., Luther Seminary, 2014.

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 Principalsip, St. Cloud State University, 2014. Doctoral Candidate in Educational Leadership, St. Cloud State University, 2015 - in process.

Katharine Churchill, 1990. Adjunct Instructor. B.F.A. in Painting/Printmaking, Drake University, 1963. M.A. in Art Education, University of Minnesota, 1969.

Renee Clark, 2017. Adjunct Faculty. B.S. in Nursing, Seattle Pacific University, 2005. M.S.N. specializing in nurse-midwifery, Frontier Nursing University, 2014.

Connie Clark, 2009. Professor of Nursing. 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 Counseling 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, 2013. Professor. B.A., Bethel College, 1976. M.A., St. Thomas University, 1981. Ph.D., University of Minnesota, 1994.

Diane Dahl, 1998. Dean, Health, Medical, and Social Sciences and Chief Nursing Administrator. Bachelors of Science in Nursing, Grand Valley State University, 1982. Masters of Science in Nursing: program focus Nursing Education, Grand Valley State University, 1995. Ph.D., Doctorate in Education; program focus Curriculum and Instruction, University of Minnesota, 2010.

Jessica Daniels, 2015. Associate Professor. BA in History, Westmont College, 2003. MA in Teaching, Bethel University, 2006. MA in Organizational Leadership, Bethel University, 2008. Ph.D. in Higher Education, Azusa Pacific University, 2015.

Nikki Daniels, 1989. Associate Professor in Organizational Leadership. B.A., Trinity College, 1973. M.A., Bethel University, 1997.

Ken Dean, 2004. Adjunct Assistant Professor. M.S., Concordia College, Mhd. Mn, 1967. M.S., St. Cloud State, 1983.

Leona Derden, 2014. Adjunct Professor. BA, Eastern Illinois University, 1986. MAT, St. Thomas University, 1999. K-12 Administration License, St. Mary's University, 2002.

George Dierberger, 2010. Adjunct Instructor. B.A., University of Minnesota, 1979. Ed.D, University of St. Thomas, 2006. M.A. in International Management, University of St. Thomas, 1996. MBA, University of St. Thomas, 1989.

Anthony Dorn, 2011. Adjunct Instructor. B.A., St. Cloud State University, 2007. MBA, Bethel University, 2011.

Karen Drake, 1992. Professor of Nursing. B.S. in Nursing, University of Illinois, 1971. M.S. in Nursing, University of Michigan, 1981. Ph.D. in Educational Policy and Administration (focus on Comparative and International Development Education), University of Minnesota, 2004.

Michael Dreher, 1997. Program Director of M.A. in Communication. B.A. Speech Communication/Theater and Mathematics, North Central College (IL), 1989. M.A. Communication Studies, University of Iowa, 1992. Ph.D. Speech Communication, Louisiana State University, 1995.

Julia Dreyer, 2008. Adjunct Instructor. B.S., St. Cloud State University, 1983. M.A., University of St. Thomas, 2001.

Steven Droll, 2017. Associate Professor. Bachelor of Science in Financial Management, Clemson University, 1976. Master in International Business Studies, University of South Carolina, 1979. Executive Doctorate of Business Administration, Georgia State University, 2013.

E

Gregory Ekbohm, 2012. Director of Clinical Education. B.A. in Chemistry, Bethel University, 1971. M.D., University of Minnesota Medical School, 1975. Residency in General Surgery, Medical College of Wisconsin.

Nathan Elliott, 2013. Adjunct Instructor. Master of Arts in Education K-12, Bethel University, 2012. Bachelor of Arts in Elementary Education, Bethel University, 2008.

F

Karin Farrington, 2013. Adjunct Professor. Masters Degree in Special Education EBD, Augsburg College, 2005. Bachelors Degree in Social Work, Bethel University, 2002.

Lori Fildes, 2009. Adjunct Instructor. B.A., St. Cloud State University, 1986. M.A., St. Cloud State University, 1993. Specialist, St. Cloud State University, 1993.

Paul Floyd, 2005. Adjunct Professor. B.A. Honors, Judson College, 1976. M.Div., Bethel Seminary, 1980. J.D., William Mitchell College of Law, 1983.

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.

Phil Frazier, 1988. Adjunct Assistant Professor of Communication Studies. B.A., Tennessee Temple College, 1961. M.Div., Northern Baptist Theological

Seminary, 1966. Additional graduate work, Bethel Seminary & University of Minnesota.

Joel Frederickson, 1996. Adjunct Faculty. B.A., Bethel College, 1989. M.A., University of Minnesota, 1992. Ph.D. in Educational Psychology/Social Psychology, University of Minnesota, 1997.

Pamela Friesen, 1985. Associate Professor of Nursing. B.S.N., University of Mary Hardin, 1976. M.S. in Nursing, University of Texas-Austin, 1985. Ph.D., University of Minnesota, 2003.

G

Becky Gerdes, Spring 2017. Faculty. Bachelor of Science, Southwest Minnesota State University, 1998.

Cynthia Goetz, 2014. Assistant Professor. B.A. in Chemistry, Bemidji State University, 1985. B.S. in Physician Assistant Studies, Des Moines University, 1992. M.S. in Physician Assistant Studies, University of Nebraska, 2001.

Alexis Greeves, 2010. Adjunct Professor. MA - Counseling, Gallaudet University, Washington, DC, 1999.

John Greupner, 1998. Adjunct Instructor. B.A., Gustavus Adolphus College, 1970. M.A., University of Minnesota, 1975. Ed.S., University of Minnesota, 1976. Ph.D., University of Minnesota, 1989.

H

Jamie Hansberger, 2016. Adjunct Instructor. BS in Nursing, Bethel College, 2001. MA in Adult and Gerontology Nurse Practitioner, The College of St. Catherine's, 2006.

Christy Hanson, 2012. Assistant Professor. B.S. in Biology, Bethel University, 2005. Masters in Physician Assistant Studies, Des Moines University, 2008.

Carol Hargate, 2009. Adjunct Professor of Nursing. 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, 1979. MBA, University of Minnesota - Carlson School of Management, 1984. M.Div., Bethel Theological Seminary, 2006.

Leslie Helgerson, 2002. Program Director and Professor. B.S., University of Wisconsin-LaCrosse. M.A., Bethel University. Ph.D. in Adult and Post-secondary Education, Capella University.

Erica Hering, 2005. Enrollment Counselor, Program Coordinator, Adjunct Faculty. B.S. in Child Development, California Polytechnic State University, San Luis Obispo, 2001.

Jenny Hill, 2011. Adjunct Professor. Bachelor of Science, St. Cloud State University, 2006. Master of Science, St. Cloud State University, 2008. Doctor of Education, Bethel University, 2016.

John Hite, 2013. Adjunct Instructor. B.S., Northwestern College, 1995. MBA, Bethel University, 2012.

Ann Holland, 2006. Professor of Nursing. B.S. in Nursing, Indiana University, 1983. M.A. in Nursing, Bethel College, 2000. Ph.D. in Education Policy and Administration, University of Minnesota, 2011.

Solveig Hultgren, 2013. Adjunct Faculty. B.A., Concordia College, 1983. M.A. Counseling Psychology, Bethel University, 2007.

J

Jeff Jacob, 2007. Adjunct Instructor. B.A. in Economics, St. Stephen's College (Delhi, India), 1997. M.A. in Economics, Delhi (India) School of Economics and Southern Methodist University, 1999. M.A. in Economics, Southern Methodist University, 2003. Ph.D. in Economics, Southern Methodist University, 2006.

Peter Jankowski, 2004. B.S., Grace College. M.S., Grace Theological Seminary. M.S., Northern Illinois University. Ph.D., Texas Tech University.

Lori Jass, 1995. Adjunct Instructor. B.A., Bethel College, 1985. M.A., Bethel College, 1992. Ed.D., University of St. Thomas, 2004.

Gary Johnsen, Adjunct Instructor. B.T.H., Ambrose University. M.A., University of St. Mary's. MBA mini, University of St. Thomas.

Don Johnson, 2008. Adjunct Instructor. B.A., Trinity College, 1973. M.A., DePaul University, 1976. Ed.D., University of Minnesota, 2004.

Andy Johnson, 1995. Associate Professor of Psychology. B.A. in Psychology, Drury College, 1983. M.A. in Psychology, University of Notre Dame, 1987. Ph.D. in Counseling Psychology, University of Notre Dame, 1990.

K

Christina Kaiser, 2002. Adjunct Assistant Professor. B.A., Bethel University, 2005. M.A., Bethel University, 2007. Ed.D., Hamline University, 2013.

John Kantke, 2011. Adjunct Professor. B.A. in Philosophy, Bethel University, 1999. J.D., University of St. Thomas School of Law, 2007.

Alicia Klein, 2016. Adjunct Professor. Masters in Physician Assistant Studies, Rosalind Franklin University, North Chicago IL, 2010.

William Kron, 2010. Adjunct Instructor. BA, University of St. Thomas, 1994. MA, College of St. Scholastica, 1998. Administrative Licensure, University of St. Mary's, 2001.

L

Steven Lancaster, 2015. Assistant Professor of Psychology. B.A., Bethel University, 2005. M.A., Southern Illinois University-Carbondale, 2008. Ph.D., Southern Illinois University-Carbondale, 2011.

Michelle Langenfeld, Adjunct Instructor. B.A., St. Cloud State University. M.Ed. Children and Families, University of Minnesota. Ed.D. in Educational Policy and Administration, University of Minnesota.

Donna LeGrand, 2001. Adjunct Associate Professor of Spanish Education. B.A., Concordia College (Moorhead), 1978. M.A., University of Wisconsin-Madison, 1988. Ph.D. in Literacy and Linguistics, University of Minnesota, 2000.

Daniel Leafblad, 2009. Adjunct Assistant Professor. B.S. in Chemistry, Bethel College, 1974. M.D., Baylor College of Medicine, 1978. Residency in Obstetrics and Gynecology, University of Minnesota.

Elisabeth Lefebvre, 2017. Adjunct Faculty. Ph.D., University of Minnesota, 2017. M.A., University of Oregon, 2012. B.A., Miami University (Ohio), 2006.

Jason Li, 1986. Professor of Psychology. B.A., Northwestern University, 1978. M.A., Michigan State University, 1981. Ph.D., Michigan State University, 1985.

Mary Lindell, 2015. Associate Professor. M.A., Education and Human Development, George Washington University, 1992. Ph.D., Educational Psychology, University of Minnesota, 2013.

Mike Lindstrom, 2008. Adjunct Instructor. B.S. in Mathematics; BS in Industrial Education, Winona State University, 1973. M.S. in Industrial Education, Winona State University, 1983. Ed.D. in Work, Community and Family Ed; Standards focus, University of Minnesota, 1998.

Deborah Link, 2012. Adjunct Instructor. B.A. in Educational Studies in Communication Arts and Literature Education and Bible, Northwestern College, 2004. M.A. in Counseling Psychology, Bethel University,

2007. Completed Marriage and Family coursework, Adler Graduate School, 2008.

Sara Lundquist, 2014. Adjunct Instructor. B.A., Bethel University, 2001. MBA, University of St. Thomas, 2008.

M

Michael Mignard, 2002. Director of Educational Clinical Practice. B.A., Cedarville University, 1979. M.R.E., Grand Rapids Baptist Seminary, 1989. Ph.D., Trinity Theological Seminary, 2004.

Jill Martin, 1996. Associate Professor of Education. B.A. in Social Studies Secondary Education, Bethel University, 1983. M.A. in Educational Psychology, St. Thomas University, 1988. Ed.D. in Curriculum and Instruction in Higher Education, Nova Southeastern University, 2001.

Jane Matheson, 2005. Adjunct Instructor. M.Ed., St. Mary's University, 1997.

Peg McCormick, 2010. Associate Professor of Education. B.A. in Liberal Arts, Metro State University, 1994. M.A. in Special Education, University of Minnesota, 1996. Ph.D., University of Minnesota, 2009.

Sherri McDaniel, Faculty. BSEE, University of North Dakota. MBA in Finance and Marketing, Carlson School of Management, University of Minnesota.

Elaine McGillivray, Adjunct Instructor. J.D., Hamline University.

Laurel McKeever, Fall 2015. Adjunct Faculty. MS, CNM, University of Minnesota, 2010.

Patti Meras, 2016. Adjunct Faculty. MA – Special Education (ABS), Bethel University, 2015. BA – English, California State University, Fullerton, 1994.

Emily Mertes, 2016. Adjunct Professor, Dissertation Advisor and Reader. Ed.D Educational Administration, Bethel University, 2013. MBA (Mathematics), The College of St. Scholastica, 2011. MAM Masters in Management (Change Leadership/Organization Development), The College of St. Scholastica, 2011. Major: Mathematics | 5-12 teaching license | Minors: Music and Information Technology, The College of St. Scholastica, 2009.

Kim Meyer, 1997. Associate Professor of Nursing. B.A. in Nursing, College of St. Catherine, 1979. M.S.N. in Psych-Mental Health Nursing, University of Minnesota, 1987. Ed.D. in Educational Leadership, University of St. Thomas, 2004.

Maia Miller, 2014. Adjunct. 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 of Nursing. RN, Methodist-Kahler School of Nursing, 1968. B.S., Moody Bible Institute, 1975. M.A., Wheaton Graduate School, 1983. M.P.H., University of Minnesota, 1989. Ph.D., University of Minnesota, 2003.

Randy Moberg, 2009. Adjunct Instructor. B.A., Bethel University, 1982. M.Ed., University of Minnesota, 1989.

Scott Morrell, 2014. Adjunct Instructor. B.A., Concordia University, St. Paul, 1989. M.A. in Counseling Psychology, University of St. Thomas, 1999. Ed.D. in Organizational Development, University of St. Thomas, 2012.

Jan Mrozinski, 2016. Adjunct Faculty. Bachelor of Arts, Kent State University, 1993. Master of Arts, Colorado Christian University, 1997. Master of Education, Bethel University, 2003.

N

Lisa Naser, 2014. Assistant Professor. Bachelor of Science in Biology, University of Wisconsin - LaCrosse, 1994. Master of Science in Adult Fitness and Cardiac Rehabilitation, University of Wisconsin - LaCrosse, 1997. Bachelor of Science in Physician Assistant Studies, University of Wisconsin - LaCrosse, 2001. Postsecondary Teaching Certificate, Bethel University, 2014.

Jennifer Nelson, 2015. . B.A. in Psychology, Northwestern College, 1995. M.S. in Applied Child and Family Studies - Specialization in Marriage and Family Therapy, Northern Illinois University, 1997. Ph.D. in Child Development and Family Studies - Specialization in Marriage and Family Therapy, Purdue University, 2004.

Janet Nelson, Adjunct Instructor. B.A. in K-6 Elementary Education, Bethel College. M.Ed., St. Mary's University.

Greg Nelson, 2007. . B.A., Bethel College, 1980. M.Ed., University of Minnesota, 1993. Ed.D., Bethel University, tbd.

Kirstin Nesbitt, 2013. Adjunct Instructor. B.A., Northwestern University, 1988. MBA, Carlson School of Management, University of Minnesota, 1991.

Pauline Nichols, 2009. Doctoral Advisor. Ed.D., Bethel University, 2009 February. M.A., Bethel Seminary SD, 2008.

Kristen Nichols-Besel, 2015. Adjunct Faculty Instructor. B.A. in English Education, University of Northern Iowa, 2000. M.A. in English Literature, Iowa State University, 2005. Ph.D. in Curriculum and Instruction, Literacy Education, University of Minnesota, 2015.

O

Steve Ogren, 2005. Adjunct Instructor. B.A., Gustavus Adolphus College, 1973. MBA, University of Minnesota, 1979.

DiAnna Olsen, 2015. Adjunct. Bachelor of Arts Degree in Organizational Leadership, Bethel University, 2011. Master of Arts in Organizational Leadership, Bethel University, 2013.

Jeff Overlie, Recent faculty. B.A., Luther College. M.A., Hamline University.

P

Jeanine Parolini, 2007. Instructor. B.A., Dominican University, 1983. MBA, Dominican University, 1991. M.A., Bethel Seminary, 2003. Ph.D., Regent University, 2007.

Craig Paulson, 2002. Professor. B.A., Muskingum College, 1970. M.A., University of Minnesota, 1978. Ed.S., University of Minnesota, 1981. Ph.D. in Educational Leadership, University of Minnesota, 1983.

Patricia Paulson, 1999. Adjunct Instructor. B.S. in Psychology, Elementary Licensure, Muskingum College, 1972. M.S. in Educational Administration; Life Science Education Licensure, St. Cloud State University, 1979. Ph.D., Capella University, 2005.

Bill Paxton, 2007. Associate Professor. B.A., University of Dayton, 1975. M.S., Cardinal Stritch University, 1994. Ed.D., Bethel University, 2015.

Abbey Payeur, 2010. Adjunct Instructor. Bachelor of Arts in Elementary Education, Augsburg College, 2004. Master of Arts in Education, Bethel University, 2008.

Beth Peterson, 1982. Acting Associate Dean of Nursing. B.S., University of Illinois, 1974. M.A. in Curriculum and Instruction, University of St. Thomas, 1979. M.S. in Psychiatric and Mental Health Nursing, University of Minnesota, 1983. M.A. in Christian Thought, Bethel Seminary, 2002. D.Min. in Congregational and Family Care with an emphasis on spiritual formation, Bethel Seminary, 2009.

Heather Petridis, 2017. Adjunct Instructor. Psychology, Azusa Pacific University, 1994. Ph.D., Azusa Pacific University, 0000.

Sandy Pettingell, Adjunct Assistant Professor. B.A., Bethel University. M.A., University of Minnesota. Ph.D. in Educational Psychology, University of Minnesota.

Joseph Pribyl, 2016. Adjunct Instructor. BA in chemistry and religion, St. Olaf College, Northfield, MN, 1998. MA in Catholic Studies, University of St. Thomas, St. Paul, MN, 2003. MA in Counseling Psychology w/ concentration in Family Psychology, University of St. Thomas, Minneapolis, MN, 2008.

Matthew Putz, 2008. Instructor. B.Mus.Ed. (K-12 Instrumental), University of North Dakota, 1994. M.Div., North American Baptist Seminary, 1997. Ed.D. (Instructional Technology and Distance Education), Nova Southwestern University, 2011.

R

Jay Rasmussen, 1997. Professor of Education. B.S. in Elementary Education, Florida State University, 1975. M.A., University of Minnesota. Ph.D., University of Minnesota.

Tracy Reimer, 2011. Associate Professor. B.A. Elementary Education & Psychology, Bethel University, 1996. M.S. Curriculum & Instruction, St. Cloud State University, 2000. Sixth Year Program - K-12 Principal License, Superintendent License, St. Cloud State University. Ph.D. Curriculum & Instruction, Literacy Education, University of Minnesota, 2010.

Ruben Rivera, 1997. Associate Professor of History. B.A., Vanguard University, 1986. M.A.T.S., Gordon-Conwell Theological Seminary, 1989. Ph.D., Boston University, 2007.

Mark Robertson, 2006. Adjunct Instructor. B.S., Bethel University, 1975. M.Ed., St. Thomas University, 1977.

Shelley Robinson, Faculty.

Dan Rotach, Adjunct Assistant Professor of Psychology. B.A., Faith Baptist Bible College, 1978. M.Div., Denver Theological Seminary, 1982. Doctor of Ministry, Bethel Seminary, 1995. Licensure in Marriage and Family Therapy, Adler Institute.

John Rudberg, 1998. Adjunct Associate Professor. B.S., University of Minnesota, 1971. M.A., Minnesota State University - Mankato, 1980.

S

Matt Saferite, 2012. Adjunct Instructor. B.A., John Brown University, 1995. M.A., University of Arkansas, 1998. Ed.D. Bethel University, 2012.

Chuck Sams, 2005. Adjunct Instructor. B.S., University of Wisconsin - Stevens Point, 1965. M.A., University

of Northern Colorado, 1972. Ed.D. in Educational Administration, University of Northern Colorado, 1981.

Shawn Sauve, 2000. Adjunct instructor. B.S., Oral Roberts University, 1991. MBA, University of Rochester, 1995. MATS, Bethel Seminary, 2012.

Susan Schwope, 2000. Teaching Partner Adjunct Instructor. B.S., Moorhead State University, 1988. B.A., Moorhead State University, 1988. M.S., Moorhead State University, 1993.

Jenna Seal, 2016. Adjunct Instructor. BA in Communication Studies, Gustavus Adolphus College, 2008. MA in Gerontology, Bethel University, 2013.

Marta Shaw, 2015. Adjunct Instructor. M.A., Jagiellonian University, Poland, 2007. Ph.D. in Organizational Leadership, Policy, and Development, University of Minnesota, 2014.

Paul Siebrasse, 2015. Adjunct Faculty. MS in Applied Economics, Montana State University, 1987.

Lisa Silmser, 2002. Adjunct Assistant Professor. B.A., Bethel University, 1992. M.Ed., Bethel University, 1996. 2015, Bethel University, Ed. D..

Ken Smith, 2000. Adjunct Instructor. B.S. - Mathematics, University of Illinois, 1968. M.A. - Organizational Leadership, Bethel University, 1999.

Raymond Sperl, 2011. Adjunct Faculty. BA - Physical Science Secondary Education, Bethel College and Seminary, 1996. MA - Curriculum and Instruction, College of St. Scholastica, 2004.

Stacie Stanley, 2011. Adjunct Faculty Member. B.S., College of St. Catherine, 2000. M.A., College of St. Catherine, 2005. Ed.D., Bethel University, 2015.

Diane Strike, Counselor. B.S. in Education, Cornell University. M.A., University of Minnesota. Ph.D., University of Minnesota.

Chuck Stroud, 2001. Adjunct Instructor. B.A., Mount Vernon Nazarene University, 1986. MBA, Bethel University, 2007.

Barry Sullivan, 2000. Adjunct Instructor. B.A., St. Cloud State University, 1970. M.A., University of North Dakota, 1973. Ph.D., University of Minnesota, 1980.

Danny Swensen, 2008. Professor of Education. B.S. in Physics, University of Wisconsin - River Falls, 1984. M.Ed. in Education, University of Wisconsin - River Falls, 1991. Specialist Degree in Educational Administration, University of Minnesota, 1994. Ph.D. in Curriculum and Instruction, University of Minnesota, 2015.

Jeanne Szarzynski, 2015. Assistant Professor. Bachelor of Science, Biology, Eastern Washington University, 1997. Bachelor's of Medicine, Physician Assistant, Duke University, 1980. Masters Degree of Physician Assistant Studies, University of Nebraska, 2001.

T

Jay Tracy, Adjunct Instructor. B.A. in Psychology, University of Minnesota. B.A. in Physiology, University of Minnesota. B.S. Allied Health, St. Cloud State University. A.D. Nursing, RN Lakewood Community College. PsyD, Clinical Psychology, Minnesota School of Professional Psychology.

V

Lisa VanGerpen, 2016. Instructor. Certificate in Nurse Midwifery, Frontier School of Nurse-Midwifery, Case Western Reserve University, 1998.

Joellyn Veninga, 2012. Adjunct Instructor. B.A., Luther College, 1993. M.A., University of St. Thomas, 2001.

Julie Ann Vingers, 2011. Assistant Professor of Nursing. B.S. in Nursing, Bethel College, 1990. M.S. in Nurse-Midwifery, University of Illinois at Chicago, 1995. Ph. D. in Nursing Education, Capella University, 2013.

William Voigt, 2008. Adjunct Faculty. Masters of Education, Educational Leadership K-12, Bethel University, June 2000. Educational Administrative Licensure, Saint Mary's University, 2010.

W

Sara Werner, 2010. Adjunct Instructor. B.A. in Psychology and Religion, Concordia College, Moorhear, MN, 1987. M.A. in Counseling Psychology, St. Mary's University, 1995.

Ruslana Westerlund, 2002. Adjunct Instructor. B.A., Cherkasy Bohdan Khmelnytsky National University, Ukraine, 1994. M.A. in Education, Cherkasy Bohdan Khmelnytsky National University, Ukraine, 1995. Ed.D., Bethel University, 2014.

Melissa Wetterlund, 2012. Adjunct Faculty. B.A. Child Psychology, University of Minnesota - Twin Cities, 2003. M.A. Counseling Psychology, Bethel University, 2005.

Mary F. Whitman, 2004. Associate Professor. B.A., University of Minnesota, 1979. M.S.W., University of Minnesota, 1983. D.B.A., University of Sarasota (now Argosy), 1999.

Molly Wickam, 2005. BA Business; BA Political Science, Bethel College, 1991. MBA, Northern Illinois University, 1996. Ph.D., University of Minnesota, 2015.

Kara Wicklund, 2011. Instructional Designer. B.A. in Elementary Education, B.A. in Biblical Studies, University of Northwestern, St. Paul, 2003. M. Ed, Bethel University, 2014.

Chipp Windham, 2014. Adjunct Instructor. BA - Organizational Leadership, Bethel University, 2010. MA - Organizational Leadership, Bethel University, 2013.

Jane Wrede, 2014. Associate Professor of Nursing. BSN, Minnesota State University, Mankato, 2001. M.S. in Nurse-Midwifery, University of Minnesota, 2003. PhD in Nursing, South Dakota State University, 2015.

Gretchen Wrobel, 1988. Professor. B.A., Hamline University, 1980. M.A., University of Minnesota, 1984. Ph.D., University of Minnesota, 1990.

Katrina Wu, 2014. Nurse-Midwifery Instructor. B.S. in Nursing, Bethel University, 2010. M.S.N. specializing in nurse-midwifery, Vanderbilt University, 2012.

Z

Samuel Zalanga, 2000. Professor of Sociology. B.S. in Sociology, Bayero University, Nigeria, 1986. M.S. in Sociology, Bayero University, Nigeria, 1989. M.S.C., University of Jos, Nigeria, 1994. Ph.D., University of Minnesota, 2000.

Annette Ziegler, 2010. Adjunct Instructor. M.S., California State University, 1994. M.Ed., University of LaVerne (California), 1998. Ed.D. in Educational Leadership, Bethel University, 2009.

Pamela Zimmerman, 2007. Adjunct Instructor. B.A. in Social Work, College of St. Scholastica, 1998. M.A. in Gerontology, Bethel University, 2007.

INDEX

A	
About Bethel University	5
Academic Appeals	24
Academic Behavioral Strategist K-12 (ABS) License	48
Academic Calendar	94
Academic Honesty	17
Academic Information	7
Academic Programs	26
Academic Progress, Probation, and Dismissal ..	17
Accreditation and Membership	4
Add-On Teaching License (for licensed Special Education teachers)	54
Administration	119
Admission	95
Admission Calendar	109
Admission Categories	108
Attendance Policy	11
Autism Spectrum Disorders B-21 (ASD) License	49
B	
Bethel Community Expectations	6
Bethel University Mission and Values	4
Business	28
Business Admission Requirements	99
C	
Calendar and Student Load	11
Certificate in Child and Adolescent Mental Health	34
Certificate in Classroom Management: ENVoY ..	45
Certificate in Gerontology	56
Certificate in Leadership Foundations	58
Certificate in STEM in K-12 Education	45
Changes in Registration	13
College of Adult & Professional Studies and Graduate School Mission	5
Concurrent Enrollment	10
Counseling	31
Counseling Admission Requirements	99
Course Descriptions	68
Course/Cohort Cancellation Policy	109
D	
Developmental Disabilities K-12 (DD) License ..	50
Director of Special Education License	41
E	
Ed.D. in Leadership in Higher Education	39
Ed.D. in Leadership in K-12 Administration	40
Education	35
Education Admission Requirements	100
Emotional/Behavioral Disabilities K-12 (EBD) License	51
Extracurricular Activities	18
F	
Faculty	122
Family Educational Rights and Privacy Act	25
Financial Aid	114
Freedom of Inquiry	24
G	
General Information	3
General Requirements for a Certificate	9
General Requirements for a Doctoral Degree	7
General Requirements for a Master's Degree	8
General Requirements for Admission to the Graduate School	95
Gerontology	55
Gerontology Admission Requirements	103
Grading System	14
Graduate School Purpose	5
H	
Honor Societies	16

I	
Individualized Study	19
Intellectual Property Rights	24
International Baccalaureate Certificate in Teaching and Learning	45
International (F-1) Student Load	11
L	
Leadership	57
Leadership Admission Requirements	104
M	
M.A. in Counseling	33
M.A. in Education K-12	43
M.A. in Gerontology	56
M.A. in Special Education	46
M.A. in Strategic Leadership	58
M.A. in Teaching	52
M.S. in Nurse Educator	62
M.S. in Nurse-Midwifery	63
M.S. in Physician Assistant	67
MBA in Business Administration	30
N	
Nurse Educator Certificate	64
Nursing	59
Nursing Admission Requirements	105
P	
Physician Assistant	65
Physician Assistant Admission Requirements	107
Prerequisites and Corequisites	13
Principal License	42
Program Admission Requirements	97
Program Admission Requirements	97
R	
Readmission Procedure	18
Registration in Other Institutions	11
S	
Student Account Information	110
Summer Session	11
Superintendent License	42
T	
Teacher Coordinator of Work-Based Learning License	45
Teachers of Computer, Keyboarding, and Related Technology Applications License	45
Teaching License	53
Transcripts	16
Transfer Credit Policies	10
Tuition and Financial Aid	110