



Bethel University Catalog

COLLEGE OF ADULT
& PROFESSIONAL STUDIES
2021-2022



BETHEL
UNIVERSITY

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College of Adult & Professional Studies

At Bethel University, we're committed to excellence.

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

Contact

Admissions mailing address:

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

Office Location:

Anderson Center
2 Pine Tree Drive
St. Paul, MN 55112

Phone: 651.635.8000 or 800.255.8706, ext. 8000

Email: caps@bethel.edu

Website (<https://www.bethel.edu/adult-undergrad/>)

For a downloadable copy or to view a previous year's catalog, go to the Bethel Catalog Archive (<https://www.bethel.edu/adult-undergrad/academics/catalog/>).

General Information

Publications

This catalog is part two of a three-part series. Part one is the application and required materials. Part two relates to the academic programs and institutional policies found in this catalog. Part three is the Student Handbook, which outlines university procedures, expectations for students, and student services.

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

Every student is to be familiar with and will be held responsible for the academic regulations and campus procedures as stated in these three publications, as well as the Bethel Community Expectations (p. 4), the Professional Expectations and Community Conduct Agreement (<https://confluence.bethel.edu/pages/viewpage.action?pageId=23724872>), and information published in the Bethel E-Announcements, which are distributed electronically three times a week via email and are available online through MyBethel (<https://my.bethel.edu/>).

Policies

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

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

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

The Office of Accessibility 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 Accessibility 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 Accessibility Resources and Services at 651.638.6833 (800.255.8706, ext. 6833). Visit online (<https://www.bethel.edu/disability/>) for more information.

Catalog Information

Information in this catalog is not contractual. All listed courses and programs are current at the time of printing but are subject to change without notice based on enrollment, faculty availability, and other considerations. Bethel reserves the right to withdraw a course or program or to limit its enrollment. Bethel reserves the right to add a new program and related courses to this catalog after publication, upon approval from the related state and/or accrediting organizations. In this event, the new program and courses will be provided, with their effective terms, at:

<https://www.bethel.edu/adult-undergrad/academics/catalog/>

Catalog Updates

During the course of the academic year, catalog information may change. Any changes made within the academic year will only be reflected in the online catalog, which may include addenda to the print catalog. The print catalog serves as an archive of catalog information available at the beginning of the academic year. The printable version of the catalog is available for download on the main catalog page (<http://catalog.bethel.edu/>) where there is a listing of the current catalogs for the various schools at Bethel University, several PDF archived files of previous years'

catalogs, and any catalog addenda. Together, the print version of the catalog and the online catalog serve as the official record of any catalog changes.

About Bethel University

Bethel University is a leader in Christ-centered higher education with nearly 4,500 students from 47 states and 22 countries enrolled in undergraduate, graduate, seminary, and adult education programs. Based in St. Paul, Minnesota, Bethel offers bachelor's and advanced degrees in nearly 100 fields. Educationally excellent classroom-based and online programs equip graduates to make exceptional contributions in lifelong 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 10 bachelor's degree-completion programs taught from a Christian worldview in the areas of business and leadership, healthcare and human services, psychology, special education, and Christian ministries, along with two associate degree programs and three certificate programs. Nearly 400 students are enrolled in the Twin Cities or online.

Graduate School

The Graduate School provides rigorous graduate education in a supportive Christian environment. Our 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 9 master's programs, three doctoral degree options, and numerous certificates and licenses. Courses are taught by experienced full-time faculty or working professionals, whose recent experience focuses on principles that students can apply directly to their careers. Class schedules are convenient for working adults.

College of Arts & Sciences

The College of Arts & Sciences (CAS) is Bethel's undergraduate college for nearly 2,500 recent high school graduates and transfer students. We take a whole-person approach to education—encouraging each person to achieve academic goals, grow deeper in faith, and engage in a lively community, all with Christ at the center. Distinctives include more than 80 majors in inviting fields—such as the arts, humanities, business, natural sciences, and social sciences—small class sizes, and a robust study abroad program. Highly credentialed faculty are dedicated to teaching, integration of faith and learning, and the translation of Christian belief into global service. The college consistently ranks among top Midwestern universities in the "America's Best Colleges" issue of *U.S. News & World Report*, and is listed in "Top Colleges for Top Students" in Peterson's Competitive Colleges.

Bethel Seminary

Bethel Seminary, a school of Bethel University, was founded in 1871. Today, it is among the 20 largest accredited seminaries in the U.S., serving students on campus in St. Paul, with five residential master's degree programs and two certificates; and online, through seven master's degree programs, a doctor of ministry program, and two certificates. Programs focus on many aspects of ministry preparation, including leadership, marriage and family therapy, and ministry practice. Bethel Seminary is orthodox and evangelical, with roots in pietism, and characterized by an irenic spirit. Our passion is to prepare men and women who will lead with excellence and advance the gospel of Jesus Christ among all people in culturally sensitive ways.

Center for Access and Integration

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

Students in the BUILD program contribute their own diverse experiences and strengths to the Bethel community.

Accreditation and Membership

Regional Accreditation

Bethel University has been continuously accredited by the Higher Learning Commission since 1959. This "regional accreditation," recognized by the United States Department of Education, demonstrates that the university meets quality educational standards. Students may contact the Higher Learning Commission at www.hlcommission.org (<https://www.hlcommission.org/>) or by calling 312.263.0456.

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.

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

Nursing

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

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 Mission

In the context of a Christian perspective, the College of Adult and Professional Studies provides innovative education that equips students to thrive and meaningfully impact the world.

College of Adult & Professional Studies Purpose

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

The adult undergraduate programs at Bethel:

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

Bethel Community Expectations

Bethel University is an educational community committed to the integration of evangelical faith with learning. A statement called *A Covenant for Life Together* has been adopted to help clarify how Christian faith informs and guides the lives and actions of members of the Bethel community. This document interprets the values by which Bethel has chosen to define itself and is intended to facilitate growth, development, and learning. Although some of these values relate to the developmental stages of traditional students and are not necessarily the norm for all Christians, students in the College of Adult & Professional Studies and Graduate School 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. Additionally, CAPS & GS students are required to abide by the Professional Expectations & Community Conduct Agreement (confluence.bethel.edu/x/SANqAQ) (<https://confluence.bethel.edu/x/SANqAQ/>).

A physical 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.

Military and Veteran Information

At Bethel, we honor those who are currently serving and have previously served our country. The Office of Military and Veteran Services offers a number of services to active military members and veterans. Through this office, military-affiliated students and their families receive support in the admissions process, study space, financial aid, veteran benefits, spiritual formation, healthcare resources, and career services.

See the following list of Military and Veterans' programs and resources for more information on what Bethel offers to military-affiliated students and their families:

Office of Military and Veteran Services: Website (<https://www.bethel.edu/military-veteran-services/>) | 651-635-2422

Resources

2021-2022 Military Benefits Verification Form:

Students who will receive military benefits for tuition and fees and/or books and supplies should use this form (<https://www.bethel.edu/financial-aid/forms/military-benefits-form-2021/>) to report these amounts. At Bethel, students are required to submit a written request to use entitlement for military benefits, and the submission of this form completes this requirement.

Students are also required to submit a certificate of eligibility for entitlement to educational assistance before the second term of certification.

Military Partnerships

- Membership in the Yellow Ribbon Program
- Acceptance of many AARTS credits

For more information on Bethel's military partnerships, see the partnerships webpage (<https://www.bethel.edu/academics/partnerships/military/>).

Financial Aid and Military Benefits

Scholarships

The Bethel Military Scholarship is available to regularly admitted, degree-seeking students in CAPS, Seminary, and GS, who are, or have served, in the U.S. armed forces. For more information, see the CAPS Grants and Scholarships page (<https://www.bethel.edu/adult-undergrad/financial-aid/types/grants-scholarships/>).

Financial Aid:

Beyond Bethel's membership in the Yellow Ribbon Program, there are a number of other sources of aid given to military-affiliated students. A few examples of military benefits given to Bethel students are listed below:

- Federal Tuition Assistance (FTA) – Air Force
- Federal Tuition Assistance (FTA) – Army
- Federal Tuition Assistance (FTA) – Coast Guard
- Federal Tuition Assistance (FTA) – Marine Corps
- Federal Tuition Assistance (FTA) – Navy
- Federal Tuition Assistance (FTA) and Top Up
- Minnesota GI Bill
- Minnesota State Tuition Reimbursement (STR)
- VA Chapter 1606 – Montgomery GI Bill Selected Reserve (MGIB – SR)
- VA Chapter 30: Montgomery GI Bill (MGIB)
- VA Chapter 31 - Vocational Rehabilitation and Employment (VR & E)
- VA Chapter 33 - Post 9/11 GI Bill
- VA Chapter 35 - Dependents' Educational Assistance Program (DEAP)
- VA National Call to Service

If students are awarded military benefits, Bethel-controlled grants and scholarships will be reduced if students' total military benefits, grants and scholarships exceed the financial aid budget for tuition, fees, room, board, books and supplies. For more information on military benefits, visit the CAPS Military Benefits site (<https://www.bethel.edu/adult-undergrad/financial-aid/types/military-benefits/>).

Academic Information

College of Adult & Professional Studies

Continuing Bethel's tradition of academic excellence, the College of Adult & Professional Studies offers students the opportunity to earn undergraduate degrees in a format designed for people who are busy with jobs, family, and other obligations.

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

The College of Adult & Professional Studies offers all courses needed to earn an associate of arts degree (A.A.), an associate of science degree (A.S.), a bachelor of arts degree (B.A.), a bachelor of science degree (B.S.), a bachelor of science in nursing degree (B.S.N), and specific certificates. Detailed information about each degree, minor, and certificate, including admission and graduation requirements and course descriptions, is provided in this publication.

The core sequence of each major is typically structured as a series of courses taken one at a time with classes meeting one evening each week or online.

Degree Requirements

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

- Associate of Arts Degree Requirements (p. 6)
- Associate of Science Degree Requirements (p. 6)
- Bachelor of Arts Degree Requirements (p. 7)
- Bachelor of Science Degree Requirements (p. 8)
- Bachelor of Science in Nursing (BSN) Degree Requirements (p. 9)
- Certificate Program Requirements (p. 9)

Program of Study

For associate's degrees, program of study includes the graduation requirements for an associate's degree.

For bachelor's degrees, program of study includes the graduation requirements for a bachelor's degree (listed below) as well as additional majors, minors, concentrations, and certificates declared by the student. Required Foundations of Academic Readiness courses are also included.

For certificates, program of study includes the graduation requirements for all declared certificates.

Degree Requirements Associate of Arts Degree

Associate of Arts (A.A.)

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

General Requirements

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

A bachelor's degree will not be awarded until at least one academic term after an associate's degree has been awarded.

Courses must meet the Goal Area requirements (p. 11) below:

Goal Area 1: Communication	3 courses including an Academic Research Writing course (Category R)
Goal Area 2: Critical Thinking	2 courses: SOCS 110 is required in residence for Transfer Level A
Goal Area 3: Natural Sciences	3 courses
Goal Area 4: Mathematical/Logical Reasoning	1 course
Goal Area 5: History and the Social and Behavioral Sciences	3 courses
Goal Area 6: The Humanities and Fine Arts	3 courses

Degree Requirements Associate of Science Degree

Associate of Science (A.S.)

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

General Requirements

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

A bachelor's degree will not be awarded until at least one academic term after an associate's degree has been awarded.

Courses required in the major are in addition to the Goal Area requirements (p. 11) below:

Goal Area 1: Communication	2 courses including an Academic Research Writing (R category) course
Goal Area 2: Critical Thinking	1 course: SOCS 110 Succeeding in College is required in residence for Transfer Level A
Goal Area 3: Natural Sciences	2 courses
Goal Area 4: Mathematical/Logical Reasoning	1 course
Goal Area 5: History and the Social and Behavioral Sciences	2 courses
Goal Area 6: The Humanities and Fine Arts	2 courses

Degree Requirements for Bachelor of Arts Degree

Bachelor of Arts (B.A.)

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

General Requirements

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

Courses required in the major are in addition to the CAPS Bethel Distinctives and Goal Area (p. 11) requirements below.

CAPS Bethel Distinctives	2 courses (CORE 300 and CORE 330)
Goal Area 1: Communication	3 courses including an Academic Research and Writing course (R category)
Goal Area 2: Critical Thinking	2 courses (SOCS 110 Succeeding in College is required in residence for Transfer Level A)
Goal Area 3: Natural Sciences	3 courses
Goal Area 4: Mathematical/Logical Reasoning	1 course
Goal Area 5: History and the Social and Behavioral Sciences	3 courses
Goal Area 6: The Humanities and Fine Arts	4 courses including an Ethics course (H Category).

Transfer Students

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

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

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

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

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

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

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

Degree Requirements for Bachelor of Science Degree

Bachelor of Science (B.S.)

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

General Requirements

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

Courses required in the major are in addition to the CAPS Bethel Distinctives and Goal Area (p. 11) requirements below.

• CAPS Bethel Distinctives	2 courses (CORE 300 and CORE 330)
Goal Area 1: Communication	3 courses including an Academic Research Writing (R category) course
Goal Area 2: Critical Thinking	2 courses. SOCS 110 Succeeding in College is required in residence for Transfer Level A
Goal Area 3: Natural Sciences	3 courses
Goal Area 4: Mathematical/Logical Reasoning	1 course
Goal Area 5: History and the Social and Behavioral Sciences	3 courses
Goal Area 6: The Humanities and Fine Arts	4 courses including an Ethics (H category) course.

Transfer Students

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

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

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

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

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

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

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

Degree Requirements Bachelor of Science in Nursing (BSN)

Bachelor of Science in Nursing (Post-Baccalaureate)

1. Completion of a previous bachelors degree.
2. Maintain a major GPA of at least 3.0.
3. Earn a grade of C or better in each nursing course.
4. Completion of all 50 credits in the major. Refer to specific program residency requirements.
5. After completion of requirements 1–4, students are encouraged to participate in the commencement ceremony by submitting an Application for Commencement to the college.

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

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

1. A cumulative GPA of 2.0 and a 2.25 GPA in one's major. The major GPA includes all courses required in the major and all electives taken for the major.
2. A minimum of 122 semester credit hours. Of these, the following must be taken in programs that meet Bethel residency requirements:
 - a. At least 28 credits.
 - b. CAPS Bethel Distinctive courses.
 - c. Refer to specific program residency requirements.
3. Completion of required general education curriculum for College of Adult & Professional Studies students, distributed as indicated (see: General Requirements below).
4. Completion of the requirements of a major (see: Academic Programs and Disciplines (p. 28)).
5. A minimum of 37 credits at the upper-division (300 and 400) level.
6. After completion of requirements 1–5, students are encouraged to participate in the commencement ceremony by submitting an Application for Commencement to the college.

General Requirements

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

Courses required in the major are in addition to the CAPS Bethel Distinctives and Goal Area (p. 11) requirements below.

CAPS Bethel Distinctives	2 courses (CORE 300 and CORE 330)
Goal Area 1: Communication	3 courses including an Academic Research Writing (R category) course
Goal Area 2: Critical Thinking	2 courses. SOCS 110 Succeeding in College is required in residence for Transfer Level A
Goal Area 3: Natural Sciences	3 courses
Goal Area 4: Mathematical/Logical Reasoning	1 course
Goal Area 5: History and the Social and Behavioral Sciences	3 courses
Goal Area 6: The Humanities and Fine Arts	4 courses including an Ethics (H category) course

General Requirements for a Certificate Certificates

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

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

Curriculum

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

Programs will incorporate six common themes, including:

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

The CAPS Bethel Distinctives (CORE 300 and CORE 330) are required to be taken at Bethel. Students who have already completed a bachelor's degree at Bethel University are exempt from this requirement.

General Education

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

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

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

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

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

- Academic focus: Students compose, format, and edit text according to the language expectations of the academic community.
- Research: Students complete a library research project at the undergraduate level.

- Research writing: Students compose a formal essay compiling accumulated research.
- Documentation: Students document their information sources according to a standard academic format such as those maintained by the APA or MLA.
- Completion of sequence: The course completes a lower division sequence of writing courses required of all graduates.

Associate of Arts Degree

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

Associate of Science Degree

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

Baccalaureate Degree

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

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

Minors (p. 28): Though not required, many students choose to complete a minor to pursue an area of interest or to complement their baccalaureate major. Students may choose to use their elective credits toward the minor or take additional credits. Students may not earn a minor in a program in which they are earning or have earned a major or certificate except where specifically noted in the Academic Programs and Disciplines section of this catalog.

Bethel Distinctive Courses

The Bethel Distinctives curriculum comprises two upper-division courses (6 credits) required of students intending to earn a Bachelor of Arts (B.A.) degree or Bachelor of Science (B.S.) degree through the College of Adult & Professional Studies. Bethel Distinctive courses must be taken in residence. Students who have already completed a bachelor's degree from the College of Arts & Sciences are exempt from this requirement.

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

Foundations of Academic Readiness (FAR)

The Foundations of Academic Readiness (FAR) curriculum consists of courses for students whose cumulative college GPA shows that additional preparation is needed in order to increase the probability of success in CAPS programs.

The Foundations of Academic Readiness (FAR) curriculum is required for all new students who are admitted to CAPS with a cumulative college GPA below 2.5 and with fewer than 45 transfer credits. Based on GPA, a test-out option may also be available as outlined below:

Fewer than 45 credits

- GPA Below 2.0: FAR curriculum required. Test-out option not available
- GPA 2.0 to less than 2.5: FAR curriculum required. Test-out option available.
- GPA 2.5 and above: FAR curriculum not required

45 credits or more:

- FAR curriculum not required

The FAR curriculum consists of 3 courses for a total of 9 credits. Foundational courses are considered remedial credit and do not apply to degree, certificate, or license requirements. Financial Aid is available for students who are required to enroll in the FAR classes.

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

CAPS Courses by Goal Area

Goal Area 1: Communication

Code	Title	Credits
Category R: Academic Research Writing		
CHMN 350R	Research Writing for Christian Ministry	3
ENGL 225R	Academic Research and Writing	3
ORGL 340R	Scholarly Research and Writing for Organizational Leadership	3
Other Goal Area 1		
BUSN 210	Workplace Communication	3
BUSN 330	Intercultural Business Comm.	3
CHMN 451	Communication in Ministry	3
COMM 160	Basic Communication Skills	3
COMM 340	Cross-Cultural Communication	3
ENGL 130	Successful Writing	3
NURS 495	Clinical Care Change Project	3
ORGL 350	Leadership Communication	3

Goal Area 2: Critical Thinking

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

Goal Area 3: Natural Sciences

Code	Title	Credits
BUSN 285	Information and Organizations	3
CHEM 113	General Chemistry	3
HEPE 260	Physical Wellness	3
MIST 320	Management Information Systems	3
MIST 400	Foundations of Information Management Systems	3
NASC 275	Environmental Studies	3
NURS 425	Cultural Diversity in Healthcare	3

Goal Area 4: Mathematical/Logical Reasoning

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

MATH 301	Business Mathematics and Statistics	3
PSYC 335	Introduction to Statistics	3

Goal Area 5: History and the Social and Behavioral Sciences

Code	Title	Credits
BUSN 310	Global Management and Leadership	3
BUSN 405	Survey of Microeconomics and Macroeconomics	3
BUSN 415	Intermediate Macroeconomics	3
BUSN 430	Business Law	3
COMM 340	Cross-Cultural Communication	3
CORE 300	Community, Self and Formation: Ancient and Contemporary Narratives	3
CORE 330	Examining Crucial Questions	3
ECON 200	Principles of Microeconomics	3
EDUC 324	Educational Psychology	4
FINA 450	Global Finance	3
HIST 250	U.S. History in Dialogue with the Present	3
HUSE 300	Family Perspectives	3
HUSE 305	Individual and Family Development Over the Life Cycle	3
HUSE 386	Social Inequality	3
HUSE 400	Research Methods	3
HUSE 405	Family Social Policy	3
HUSE 410	Dynamics of Interpersonal Relationships	3
HUSE 435	Families in Cross-Cultural Perspective	3
HUSE 445	Counseling Microskills	3
HUSE 455	Pharmacology of Addictions	3
HUSE 485H	Professional Practice Issues and Ethics	3
NURS 425	Cultural Diversity in Healthcare	3
ORGL 101	The Relational Leader	3
ORGL 330	Theories of Organizations and Leadership	3
PSYC 100	Introduction to Psychology	3
PSYC 305	Lifespan Development	3
PSYC 320	Social Psychology	3
PSYC 340	Psychopathology	3
PSYC 360	History of Psychology	3
PSYC 380	Motivation and Emotion	3
PSYC 430	Advanced Psychopathology	3
PSYC 435	Families in Cross-Cultural Perspective	3
PSYC 450	Introduction to Addictions Counseling	3
SOCS 130	Western Culture	4
SOCS 170	Conflict Management and the Social Scientific Perspective	3
SOCS 255	Studies in the American Mosaic	3
THEO 341	Gospel in Cross-Cultural Perspective	3

Goal Area 6: The Humanities and Fine Arts

Code	Title	Credits
Category H: Ethics		
BUSN 425H	Applied Ethical Decisions in Life and Business	3
CHMN 495H	Practical Issues in Ministry	3
HUSE 485H	Professional Practice Issues and Ethics	3
NURS 330H	Ethical Theory and Applied Nursing Ethics	3
ORGL 465H	Applied Leadership Ethics	3
PSYC 410H	Principles of Counseling and Psychotherapy	3
SPED 480H	Student Teaching: Academic Behavioral Strategist	4
Other Goal Area 6		
ARTC 150	Responding to the Arts	3
BIBL 230	The Bible in Real Life	3
BIBL 360	Biblical Interpretation for Ministry	3
BIBL 441	Significance of the Old Testament	3
BIBL 442	Significance of the New Testament	3
CHMN 140	Spiritual Quest	3
CHMN 300	Foundations for Christian Ministry	3
CHMN 320	Personal Spiritual Formation	3
CHMN 350R	Research Writing for Christian Ministry	3
CHMN 451	Communication in Ministry	3
CHMN 452	Leadership in Ministry	3
CORE 330	Examining Crucial Questions	3
THEO 341	Gospel in Cross-Cultural Perspective	3
THEO 441	Christian Theology	3

Academic Policies

Each student is responsible for knowing the academic regulations and other program requirements of the school in which they are enrolled. While the academic dean, the student's student success advisor, and the registrar's office may provide appropriate reminders, the primary responsibility for knowing and fulfilling all policies rests with the individual student.

These are the academic policies and scholastic regulations related to this catalog's academic year. Topics are listed alphabetically below.

Academic Honesty

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

Violation of honesty standards can result in denial of credit (*U or F*) in a course. Penalties are given at the discretion of the faculty member, per academic honesty guidelines. Repeat or serious offenses may be subject to additional penalties up to and including dismissal from the university at the discretion of the Associate Provost for the College of Adult & Professional Studies, Seminary, and Graduate School. Students charged with a violation have the right to appeal any disciplinary action and may contact a Student Success Advisor for details on how to do so.

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:

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

Internships

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

Academic Internship Policy

1. An acceptable internship is one that expects the student to:
 - a. Make a deliberate application of one's academic knowledge and skills.
 - b. Continue to learn as stimulated by the problems and issues encountered.
 - c. Grow in one's personal maturity and confidence in one's abilities.
 - d. Develop empathy with and understanding of persons, groups, and settings typically not encountered on campus.
 2. The proposed internship must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within the existing course structure.
 3. It is conducted under joint supervision of a Bethel faculty member and an onsite supervisor. Both parties agree on the specific objectives and assignments before beginning and jointly evaluate the student's work during the experience and at the end. There should be a plan for ongoing processing of the experience (log, weekly meetings, etc.). It is expected that the Bethel faculty supervisor will meet at least bi-weekly with the student.
 4. The internship position may be part-time or full-time and may be salaried or non-salaried. Routine jobs or work that repeats experience does not qualify for an academic credit internship. The work must provide an opportunity to meet academic/educational objectives.
 5. The student must meet the following criteria:
 - a. Declare a major or minor in the department of the internship being proposed.
 - b. Hold junior, senior, or graduate standing. Individual departments may permit qualified sophomores to undertake exploratory internships under special circumstances.
 - c. Have a minimum of 10 credit hours completed in the department.
 - d. Have a minimum cumulative GPA of 3.0 and a 3.0 GPA in the major. Individual departments may require a higher GPA.
 - e. Meet additional criteria as established by each department.
 6. An internship must be two to four credits with the following minimum time required onsite:

Two-credit internship	90 hours
Three-credit internship	135 hours
Four-credit internship	180 hours
 7. A maximum of nine credits in internships may be taken. Each separate internship must have goals and objectives different than the prior ones taken for credit.
 8. Internships are graded *S/U* (see: Grading System).
 9. Students in internships which cannot be completed in one term, will be given a grade of incomplete at the end of that term and automatically registered in no more than 1 additional extension term. The extension term may incur additional charges.
 10. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.
 11. Students must submit a completed and signed Contract for Academic Internship to their student success advisor for approval no later than the final day of the preceding semester. The form is available through the Office of Student Success & Retention.
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Academic Petitions

Students who have a concern or dispute related to any academic policy matter in a class (e.g. grading, scheduling, instruction, deadlines etc.) should confer with their instructor to express their concerns, exchange information and discuss a possible resolution. In the event that a satisfactory solution is not achieved a student may submit an academic petition

An academic petition may also be submitted by a student for concerns or disputes within or outside of a specific class if the student believes they are not being

treated fairly or in accordance with announced policies, or who have extenuating circumstances beyond their control that warrant an exception to a policy.

Under all circumstances in which a student would consider submitting an academic petition, it is advisable that they first consult with their student success advisor.

Academic petitions fall into two categories:

Exception Requests

- Completion of degree requirements from a prior catalog year
- Extension of time to complete a degree
- Grade change for a course
- Registration change for a course: Add, Drop, or Withdrawal after the deadline (with or without a request for tuition refund)
- Required course or directed study substitution
- Residency requirement
- Exception to other academic policy

Appeals

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

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

The Academic Petition form will be made available to the student upon correspondence with the student success advisor. Initial filing of the academic petition must be submitted to the student success advisor who transmits it to the appropriate decision-making person or committee.

Contact information for each student success advisor is available at www.bethel.edu/student-success/contact/ (<https://www.bethel.edu/student-success/contact/>).

Academic Standing

Academic standing is evaluated on the student's cumulative GPA at the end of each term in which they have registered for one or more courses, starting with their second term of enrollment. "Term" is defined as Fall, Interim (Seminary only), Spring and Summer.

The Office of the Registrar determines and makes the final decision on all academic standing designations assigned to any student.

Some Bethel University programs may have more stringent policies for continued enrollment than those expressed in the university academic standing policies. Specific program requirements are listed with program information and/or the student handbook. Any such program alerts, probations and dismissals are the decision of the deans and program directors for that program and are not under the purview of the Office of the Registrar.

Students have the right to petition their academic standing and are advised to contact their student success advisor for more information about this process.

Good Standing

Good Standing is defined as a cumulative GPA of (2.0) or above.

Provisionally admitted students should refer to the Admissions Categories/ Provisional Evaluation section of the catalog for academic requirements unique to their admittance category.

Academic Alert

Difficulties in a particular course or term may be a normal and temporary part of the student experience, or they may be an early indicator of larger academic challenges. An Academic Alert is used to notify a student that they may be at risk of falling out of good standing if challenges continue into future terms. An Academic Alert

does not always precede academic probation or dismissal and appears only on the unofficial transcript.

The Registrar's Office will issue a notice of Academic Alert at the end of a term in which a student has completed one or more courses for an A - F letter grade and all of the following conditions are met:

During the first term of enrollment, the student:

- Earned a term GPA below the minimum GPA required for good standing.

During the second term of enrollment and beyond, the student:

- Earned a term GPA below the minimum GPA required for good standing, but maintained a cumulative GPA above the minimum GPA required for good standing.

Students who receive the Academic Alert are encouraged to work closely with their Student Success Advisor to develop a plan for academic success.

Academic Probation

Students will receive a notice of Academic Probation from the Registrar's Office at the end of any term in which they have completed one or more courses for an A - F letter grade and all of the following occur:

- They have been assessed for academic standing.
- They have earned a cumulative GPA below the minimum GPA required for good standing.

Students may remain on Academic Probation for no more than two consecutive terms in which at least one A-F letter graded course is completed in each term.

Academic probation of any student is the decision of the Bethel University Registrar and appears only on the unofficial transcript.

An academic standing of Academic Probation may not always be preceded by an Academic Alert.

Academic Dismissal

Students receive a notice of Academic Dismissal from the Registrar's Office at the end of any term in which a student completes one or more courses for an A - F letter grade and all of the following occur:

- They have been assessed for academic standing.
- They have earned a cumulative GPA below the minimum GPA required for good standing.
- They have had an academic standing of Academic Probation for the previous 2 consecutive terms.

Students will also receive a notice of Academic Dismissal from the Registrar's Office for any of the following:

- The requirements for provisional acceptance are not fulfilled at the time of provisional evaluation.
- Patterns of unsatisfactory performance are documented by the dean and presented to the Registrar's Office along with a recommendation for dismissal.
- Other patterns of unsatisfactory performance which are not listed above may also lead to academic dismissal.

Academic dismissal of any student is the decision of the Bethel University Registrar.

An academic standing of Academic Dismissal may not always be preceded by an Academic Alert or Academic Probation.

Programs may have more stringent policies than listed above. Specific requirements are listed with program information and/or student handbooks.

Special Cases

Some students may have unique circumstances which can affect their academic standing. These special cases are detailed below.

No Calculation

An academic standing of No Calculation will appear on a student transcript in the following situations:

- The only course a student has taken in a term is of a grade type not included in the cumulative GPA calculation.
- Students taking courses at more than one level in a term will see No Calculation for the level which does not apply to the degree/credential of pursuit.
- If a student has a grade of I (Incomplete for A-F letter-graded courses only) in one or more courses in a term.
 - Once all grades of I for a term have been resolved with an A-F letter grade, academic standing will be re-evaluated and assigned for that term. This may or may not occur at the end of a term.

Provisionally Admitted Students

Provisionally admitted students should refer to the Admissions Categories/ Provisional Evaluation section of the catalog for academic requirements unique to their admittance category.

Provisionally-accepted student may require more than one term to complete enough A-F letter-graded courses to be provisionally evaluated. At the end of each of these terms, one of the following Academic Standing notations will appear on the student's transcript:

- No Calculation
- Academic Alert: this indicates that the provisionally-accepted student's term GPA or cumulative GPA is under the required minimum.

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 non-attendance in the classroom or lack of 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 awards. Multiple instances of course registrations being dropped for non-participation may result in all registration being dropped for the student and an unofficial withdrawal being recorded.

Program-specific Attendance Requirements

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

Attendance Requirements for Students Auditing a Course

Auditing is defined as "observation in the classroom setting." Auditors are required to meet the attendance and other requirements set by the instructor. Auditors who

do not meet the attendance and other requirements will be graded WZ. Participation for auditors beyond attendance in class activities is at the instructor's discretion. A student may change to or from audit status with the instructor's approval only during the first 60% of the course.

Calendar and Student Load

Bethel operates on a semester calendar. Students will collaborate with their student success advisor to determine an academic plan appropriate to achieve their educational goal.

Student load for each academic term is as follows:

- Full time = 12 credits or more
- Part time = 0.1 to 11.9 credits
 - Three-Quarter time = 9 - 11.9 credits
 - Half time = 6 - 8.9 credits
 - Less than half time = 0.1 to 5.9 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.

Credits must apply toward a student's graduation requirements. If credits are not toward graduation requirements or a student drops below full-time or half-time status a student's eligibility for certain financial aid programs may be affected.

Classification of Students

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

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

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

Commencement and Ceremony Honors

Bethel holds a winter commencement and a spring commencement each year.

Exact dates, application, and details are published on the MyBethel (<https://my.bethel.edu>) portal channel for Commencement.

- Eligibility to Commence: Refer to the "General Requirements for a Degree" section in this catalog or contact your Student Success Advisor (<https://confluence.bethel.edu/display/success/Student+Success+Advisors+-+CAPS/>).
- Commencement Application and Information: bethel.edu/events/commencement (<http://bethel.edu/events/commencement/>)
 - Application due dates: October 31 for Winter ceremony; March 31 for Spring ceremony.

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

Curricular Practical Training

Information about Curricular Practical Training for residential international students can be found under CPT (p. 24) in the Residential International Students page of this catalog.

Degree Honors

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

Directed Study

Depending on the major, a student may be required to complete a directed study experience or may have the option of completing an elective directed study experience in his/her major under the guidance of a faculty member. The directed study may consist of independent reading and/or research, or travel with related study. Students design such an experience in cooperation with the supervising faculty member.

Students may engage in a directed study under the following regulations:

1. The proposed study must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within an existing course. The amount and distribution of work should be similar to that of a regularly offered course of comparable credit.
2. Students must have demonstrated in program coursework that they have the capability and background to study independently. Students must have an overall GPA of 3.0 or higher as certification of this ability.
3. Students may take only one directed study per term and no more than a total of two directed studies toward graduation. A faculty supervisor may direct no more than two study projects (directed studies and courses by arrangement) per term.
4. Upon fulfilling the agreement, students receive credit on their transcript for the course as titled. A directed study is graded based on an A–F grade mode, not S/U.
5. Complete the following procedures to obtain approval of a directed study proposal:
 - a. The Directed Study Agreement form is available online (<https://www.bethel.edu/registrar/forms/caps-gs-directed-study-application/>) and through My.Bethel.edu (Student Academics > Registration > Forms > caps-gs-directed-study-application).
 - b. The student meets with the faculty member who will supervise the study. They jointly prepare the electronic *Directed Study* form, which includes submitting a syllabus with the objectives of the study, the study's relationship to the student's overall program, the specific content and procedures of the study, the definition of student and faculty roles, the product or response to be made by the student on which his or her learning will be evaluated, and the number and frequency of regular contacts between the student and supervisor. Students doing research off campus will contact their supervisor by phone at regular intervals at the student's expense.
 - c. When the student submits the electronic *Directed Study* form, it is automatically sent to the registrar's office and to a designated dean, who confers with the student success advisor, the program director, and the divisional dean to determine approval.
 - d. If approved, the registrar's office coordinates the creation of the course, registers the student, and notifies the student and instructor that the course was approved and the registration is complete.
 - e. Processing of the agreement by the registrar's office validates the agreement.

Dual Enrollment

Dual enrollment provides an opportunity for students enrolled in one Bethel school (CAS, CAPS, Seminary, or GS) to take specific courses in another Bethel school with a *guest* status. Students must consult their academic advisors in CAS or student success advisors in CAPS, Seminary, or GS before undertaking the dual enrollment process. Requests are subject to approval by advisors, department chairs or program directors, and deans. Limitations may include prerequisites, available space, program restrictions and the number of courses in which a student may enroll as a *guest*.

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

Electives

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

Elective courses may be taken:

- To fulfill prerequisite or general education requirements.
- To meet minimum credit requirements for graduation.
- To fulfill prerequisites toward admission to a graduate program.
- For personal interest or to foster personal growth.

Taking elective credits which are not required as part of a student's degree requirements (program of study) could affect financial aid eligibility. Students should contact their student success advisor before registering for electives which are not listed on their academic plan.

Elective Credit Options

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

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

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

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

Option 2 • Credit from Nationally Accredited Institutions

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

Option 3 • Educational Experiences in the Armed Forces

Students may receive college credit earned through military training if the American Council on Education (ACE) has recommended credit. A Joint Services Transcript (<https://www.military.com/education/timesaving-programs/the-joint-services-transcript.html>) is required.

Option 4 • Standardized Subject Examinations

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

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

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

- AP (<https://apstudent.collegeboard.org/home/>) (**Advanced Placement**), UExcel/ECE (<http://www.excelsior.edu/exams/>) (**Excelsior**), and IB (<http://www.ibo.org/>)

(Higher Level International Baccalaureate): Students who have passed these exams may earn college credit based on their exam scores.

Option 5 • Selected Professional Training/Examinations

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

Extracurricular Activities

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

Freedom of Inquiry

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

Grading System

Coursework is evaluated on the following scale:

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

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

All grades are considered final and are not subject to change except for errors in calculation, or as a result of a successful academic petition. Students should contact their SSA about submitting a petition, if desired. The grade of *I* or *IN* is

resolved to a grade when work is completed or the incomplete extension deadline has been reached (see: Grade of *I* or *IN*).

GPA Calculations

The GPA is determined by dividing the number of grade points by the number of credits the student has attempted in letter-graded courses at Bethel. Courses with the following grades are not included in the GPA calculation: *AU*, *CR*, *I*, *IN*, *IP*, *N*, *NR*, *S*, *U*, *W*, and *WZ*. When a course is repeated, only the last attempt is used in computing the GPA. The exception is when a course is designated as repeatable, in which case it can be taken for a grade for a prescribed number of times.

Cumulative GPA

Coursework included in the cumulative GPA calculation are:

- Courses completed (given a grade) in the term being evaluated for academic standing.
- Courses taken at the level of the student's degree/credential of pursuit at that time (undergraduate, masters, doctoral).
- Only A-F letter-graded courses.

Coursework not included in the cumulative GPA calculation are:

- Non-A-F letter graded courses. These courses are graded as: *AU*, *CR*, *I* (Incomplete for A-F letter graded courses), *IN* (Incomplete for S/U courses), *IP*, *N*, *NR*, *P/F* (pass/fail), *S/U*, *W* and *WZ*.
- Courses taken at a level other than the student's degree/credential of pursuit at that time (undergraduate, masters, doctoral).

Grade of AU

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

Grade of CR

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

Grade of I or IN

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

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

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

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

Grades of IP, N, and NR

The grades of *IP* (In Progress), *N* (Not Graded) and *NR* (Not Reported) are generated for administrative use only.

Grades of S and U

The *S/U* (satisfactory/unsatisfactory) grade mode is used in designated courses as indicated in the course description. Other courses are graded based on the *A-F* grade mode. A student may count no more than 12 credits of *S/U* graded

courses toward graduation requirements. The S grade indicates achievement equivalent to at least a grade of D.

Grade of W

The grade W is given to a student who officially withdraws from a course by the withdrawal deadline, which is approximately 60% of the total course length. After the withdrawal deadline, students will receive the grade they have earned. Grades of W do not affect the Grade Point Average (GPA).

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

Honor Societies

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

- Sigma Theta Tau International, Honor Society of Nursing

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

Immunization Requirements

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

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

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

Students who must provide proof of immunization

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

*Programs that require proof of immunization currently include students in most nursing programs and all students in the MS in Physician Assistant program.

Individualized Study

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

Intellectual Property Rights

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

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

International Residential Students

For policies related to International Residential (F1) Students see the International Residential Student section (p. 24).

Prerequisites and Corequisites

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

Course prerequisites are listed with each course description. A course's prerequisites must usually be completed in a term prior to the course; however, in some cases prerequisites can be taken concurrently (within the same term) as the course.

Course corequisites are listed with each course description. A course with a corequisite requires concurrent (within the same term) registration with its corequisite.

Registration

Students' academic plans include CRN (Course Registration) numbers to streamline self-registration. Students can find their Academic Plan through MyBethel (<https://my.bethel.edu/student-academics/?channel=b4fa79388c5865136bd9c1147ae0daa2>). This plan is available through the self-registration (<https://www.bethel.edu/student-success/self-registration/>) website with helpful resources to guide students through the changes they would like to make to their registration.

The student is responsible for all charges incurred, related to their registration activities and for any loss of financial aid or change of loan deferment status. More information about tuition refunds is available in the Tuition and Financial Aid section of the catalog.

Registration Changes

To add, drop, withdraw, or otherwise change course registration students should refer to their Academic Plan through MyBethel.

Course registrations, and all registration changes are official on the date the student makes the change online or when written notice is received by the student success advising team. *Specific add, drop and withdrawal deadlines are listed on the Office of the Registrar's website (<https://www.bethel.edu/registrar/important-dates-schedules/>).* No registration activity is complete until the change is displayed through MyBethel.

Adding a Course

The start date to add a course is the official registration open date for that term:

- Fall registration open date - April 1
- Interim/Spring registration open date - August 1
- Summer registration open date - December 1

Once registration opens, students can self-register until two weeks before the course start date. After that date, students must work with their student success advisors to request approval for a late course registration.

The deadline for adding a late course registration depends on the length of the course and is as follows:

- For courses less than 5 weeks long the late add deadline is the 3rd day of class.
- For courses 5+ weeks long the late add deadline is the first Sunday at the end of the first week of class (with the exception of undergraduate special education courses which follow the CAS Interim schedule).

Regardless of the actual first day that a class "meets" face to face or online, all courses officially begin on a Monday and end on a Sunday (with the exception of special education courses that follow the CAS interim schedule).

Dropping a Course

Students must drop a course soon after it begins in order to remove the course from their transcript and avoid charges. The exact number of days depends on the length of the class. For classes that are fewer than five weeks long, students can drop a course until the third day. For classes that are five weeks or longer, students have until the end of the eighth calendar day to drop.

Regardless of the actual first day that a class "meets" face to face or online, most courses officially begin on a Monday. As such, the drop deadline for most classes that are five weeks or longer is the second Monday of the course. For courses that are fewer than five weeks in length, the drop deadline is the third day of the course (i.e., for most courses, the Wednesday of the week in which the class begins).

Withdrawing from a Course

A student may withdraw from a course starting the day after the drop deadline. Unlike dropping a course, a course from which a student has withdrawn appears on the student's transcript with a grade of "W." Students may withdraw from a class until approximately 65% of the course has been completed. Specific withdrawal deadlines can be found on the Office of the Registrar's website (<https://www.bethel.edu/registrar/important-dates-schedules/>).

Students who withdraw may be eligible to receive a prorated refund, starting on the first day of the withdrawal period and ending at the 60% point of the course. After this point they are no longer eligible for any refund, even if they are still eligible to withdraw and earn a W on their transcript without petitioning to do so. The refund schedule may be found on the Business Office website.

Students may not withdraw after the withdrawal deadline and they will receive the grade earned for the course.

Changing from Credit to Audit

A student may change their registration in a course taken for credit, to that of audit up until the withdrawal deadline for that course.

Charges Related to Registration Activities

The student is responsible for all charges incurred due to registration activity and for any loss of financial aid or change of loan deferment status. Scheduled online sessions count as "class sessions" when determining tuition refunds and grades. Any refund due to a registration drop or withdrawal will be governed by the refund policy found in this catalog.

Exceptions to Registration Policies

Extenuating circumstances beyond the student's control may warrant exception to a registration policy. Such exceptions will be considered on a case-by-case basis and may require submitting a petition. Students should contact their student success advisor to discuss eligibility and initiate the petition process.

Selecting a Major

Students may choose a major program of study before starting classes at Bethel, but are not required to do so in all cases.

Bachelors-seeking students

Students who start their degree program with 60 or more completed credits (including all transferred credits) must choose a major during the admissions process. Enrollment Counselors will assist new students in the process of choosing the intended major.

Students who start their degree program with fewer than 60 completed credits (including all transferred credits) have the option to admit as "exploratory" and may complete up to 60 credits before deciding on a major. After completing 60 cumulative credits, "exploratory" students must identify their major before they will be allowed to register for additional classes. Student Success Advisors will assist students in the process of choosing the intended major.

Associates-seeking students

Students who start their degree program with 30 or more completed credits (including all transferred credits) must choose a major during the admissions process. Enrollment Counselors will assist new students in the process of choosing the intended major.

Students who start their degree program with fewer than 30 completed credits (including all transferred credits) have the option to be admitted as "exploratory" and may complete up to 30 credits before deciding on a major. After completing 30 cumulative credits, "exploratory" students must identify their major before they are allowed to register for additional classes. Student Success Advisors will assist students in the process of choosing the intended major.

Student Success Advisors

Location: Anderson Center

Telephone: 651.635.8800 (800.255.8706, ext. 8800)

Each program has a designated Student Success Advisor (SSA) who serves as the first point of contact for student advising and support. The SSA can assist students with course selection, program planning, and other academic and registration questions. They are also able to provide referrals to a number of other support offices on campus, based on each student's particular needs. Contact your program's SSA with your questions or concerns using the contact information found below. You can also visit the Office of Student Success & Retention website (<https://www.bethel.edu/student-success/>) for more information.

- Associate Degrees (A.A. and A.S.): email (associate-degrees@bethel.edu); 651.635.8014
- B.S. in Accounting: email (caps-business@bethel.edu); 651.635.2463
- B.S. in Business Management: email (caps-business@bethel.edu); 651.635.2463
- B.S. in Finance: email (caps-business@bethel.edu); 651.635.2463
- B.A. in Christian Ministries: email (christian-min@bethel.edu); 651.635.1011
- B.S. in Nursing (RN to BSN and Post-Baccalaureate): email (caps-nursing@bethel.edu); 651.635.8026
- B.A. in Organizational Leadership: email (caps-leadership@bethel.edu); 651.635.2461
- B.A. in Psychology: email (caps-psychology@bethel.edu); 651.635.1103
- B.A. in Human Services: email (human-services@bethel.edu); 651.635.1103
- B.A. in Special Education: email (caps-education@bethel.edu); 651.635.1108
- Certificate in Addiction Studies: email (human-services@bethel.edu); 651.635.1103
- Certificate in Alcohol and Drug Counseling: email (human-services@bethel.edu); 651.635.1103
- Certificate in Senior Care Leadership and Administration: email (senior-care-leadership@bethel.edu); 651.635.1119

Summer Session

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

Teach-Out Policy

When a program, certificate, minor, concentration, or license is eliminated a teach-out schedule is established with a date for when classes in that program, certificate, minor, concentration, or license will no longer be offered. Students should seek to complete all program, certificate, minor, concentration, or license requirements during the teach-out period. However, students who have not completed all

requirements have two academic years beyond the end of the teach-out period to complete any remaining requirements through approved transfer courses.

All transfer courses must comply with published transfer policies. Theses, dissertations, and capstone projects must be completed at Bethel within two academic years after the teach-out. The end of that two year period is the date on which the program officially closes and degrees in that program will no longer be granted.

Transcripts

Official transcripts are available showing all academic work completed to date at Bethel University. Both electronic and paper versions of official transcripts are available for \$8. Electronic transcripts are processed instantly. Paper transcripts will be printed and mailed the next business day. Some exceptions apply. Transcripts can only be sent if all outstanding financial obligations are met. Questions regarding transcripts should be addressed to the Office of the Registrar.

To order an official transcript, please visit: <https://www.bethel.edu/registrar> (<https://www.bethel.edu/registrar>).

Transfer Credit Policies

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

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

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

Courses in which the student received a grade of D or higher will be accepted for transfer. With limitations, grades of *CR* (Credit), *P* (Pass), and *S* (Satisfactory) are acceptable. When grades are transcribed as percentages only, grades must be 70% or higher. Students must have a cumulative GPA of 2.0 or higher on a 4.0 scale on all academic work accepted in transfer. Some degree programs require a higher cumulative GPA on all academic work accepted in transfer. Such requirements can be obtained from a student's enrollment counselor.

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

Transfer Levels

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

0-44.99 credits	Level A
45 credits or more	Level B

Students holding regionally accredited Associate of Arts (A.A.) or Bachelor's degrees, participating in a Bethel Post Secondary Enrollment Option (PSEO) program, or transferring completed Minnesota Transfer Curriculum (MNTC) programs, are not categorized according to these numerical levels.

Withdrawal and Re-Enrollment

University Withdrawal

Students who desire to officially withdraw from Bethel must contact their Student Success Advisor. In addition, students who do not enroll for more than one year (three consecutive academic terms, excluding interim) will be administratively withdrawn from Bethel.

University Re-Enrollment

Former students must file an application for re-enrollment. They should contact the Office of Student Success & Retention to learn more and start this process. Former

students who have a registration hold on their account from the Business Office are not eligible to seek re-enrollment until the hold is resolved. All requests to re-enroll must be approved by the Program Director or Dean.

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

Students will re-enroll at the academic standing assigned for their last term of enrollment, with the exception of students who were academically dismissed. (See Re-enrollment after Academic Dismissal below for further information)

Re-Enrollment after Academic Dismissal

Academically dismissed students are eligible to apply for re-enrollment no sooner than the third term after the term of their academic dismissal or last term of registration, excluding interim. If approved to re-enroll, students may resume coursework no sooner than the fourth term after the term of their academic dismissal or last term of registration, excluding interim.

Students who are approved to re-enroll after academic dismissal will return on an academic standing equivalent to the second term of academic probation. Students must achieve the minimum cumulative GPA required for good standing at the end of their first term of re-enrollment. The one exception is for re-enrolled students who, in their first term of re-enrollment, achieve the minimum required GPA for good standing as their term GPA. They will not be dismissed even if their cumulative GPA at the end of that term is below good standing.

Specific academic programs may have different dismissal and re-enrollment policies than listed above. These requirements would be listed with program information and/or the student handbook.

Family Educational Rights and Privacy Act of 1974 (FERPA)

Purpose and Applicability

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, ("The Act") is a federal law enacted to establish procedures for disclosing information contained in student records and to protect the privacy of these records.

The Act applies to currently enrolled students, beginning on the first day of attendance, and former students.

The Act does not apply to individuals who have applied for admission but never attended Bethel University or applicants for admission who are denied enrollment.

Information obtained on a former student subsequent to graduation or termination of enrollment is not covered under The Act (e.g., data accumulated on alumni).

All rights under The Act cease when a person dies; Bethel will decide on a case by case basis what records of deceased students can be released and to whom they will be released.

Definitions

Eligible Student: A student who has reached 18 years of age or is attending an institution of postsecondary education.

School Official:

- A person employed by Bethel University in an administrative, supervisory, academic or research, or support staff position including security and safety personnel and health services staff.
- A person or company with whom Bethel University has contracted, such as auditors, attorneys, or the National Student Clearinghouse.
- A person serving on the Board of Trustees.
- A student serving in an official committee or assisting another University official in performing his or her tasks.

Education Records: Records that directly relate to a student and are maintained by an educational institution.

Education records may include:

- class lists;
- grade rosters;
- student schedules;
- correspondence; and
- data in an electronic database.

Education records do NOT include:

- records about students made by instructors, professors, and administrators for their own use and not shown to others (sole possession records);
- Office of Security and Safety records maintained solely for law enforcement purposes and kept separate from the education records described above;
- employment records, except where a currently enrolled student is employed as a result of his or her status as a student;
- records of a physician, psychologist, or other recognized professional made or used only for treatment purposes and available only to persons providing treatment (while not education records, these records are subject to FERPA);
- records that contain only information relating to a person's activities after that person is no longer a student at the University;
- financial information submitted by parents(s)/guardian(s);
- directory information not restricted by the student; and
- confidential letters and recommendations placed in the student's record if the student has waived in writing his or her right to inspect those letters and recommendations. Students may revoke such a waiver at a later time, but the revocation must be in writing and is only effective with respect to actions occurring after the revocation.

Personally Identifiable Information: All information that is directly related to a student. This information includes both "directory information" and "non-directory information."

Directory Information: Information contained in a record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. At Bethel University, directory information includes:

- student's name;
- address;
- telephone listing;
- electronic mail address;
- photograph or digital image;
- date and place of birth;
- major field of study;
- grade level (freshman, sophomore, etc.);
- enrollment status (e.g.; undergraduate or graduate; full time or part time);
- dates of attendance;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams;
- degrees, honors, and awards received;
- most recent educational agency or institution attended; and
- Bethel Community Account username, which is used by the student for purposes of accessing or communicating in electronic systems, since this identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

Non-Directory Information: Any personally identifiable student information that is not directory information. At Bethel University, non-directory information includes, but is not limited to, a student's Social Security number or student identification (ID) number.

Legitimate Educational Interest: An educationally related purpose, which has an identifiable educational relationship to the student involved and underlies a request for the disclosure of education records.

Student Rights

Currently enrolled and former students have the right to:

- inspect and review information contained in education records within 45 days after Bethel receives a request for access;
- request the amendment of the student's education records that a student believes is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- consent to disclosure, subject to certain exceptions specified in The Act, of personally identifiable information from education records; and
- file a complaint with the Department of Education concerning an alleged failure by Bethel to comply with The Act.

Procedure for Inspecting Records

Students must request permission in writing to inspect their records and must present that request to the Registrar's Office, who will coordinate the inspection of records.

- The records will be made available to the student for inspection not more than 45 days following the receipt of the request.
- A Bethel employee must be present while the student inspects his or her records.
- Students may request copies of available records when failure to provide a copy of the record would effectively prevent the student from inspecting and reviewing the record. Students may be required to pay a per copy fee. A copy may be refused, but only if, in doing so, the institution does not limit the student's right to inspect and review that record.

A student may inspect records of disclosure, which will be kept by the office in which the record is maintained unless such inspection is prohibited under the terms of a court order or lawfully issued subpoena.

Procedure for Requesting the Amendment of Records

With the exception of grades or disciplinary actions, if a student believes that information in his or her record is inaccurate, misleading, or otherwise in violation of his or her privacy rights, he or she may request that a change in the record be made.

- Such a request must be in writing, clearly identify the part of the record the student wants changed, and submit the request to the appropriate University official in whose office the record in question is located.
- If Bethel decides not to amend the record as requested, Bethel will notify the student in writing that he or she may make a written request to that official for a hearing to contest the record.
- A hearing will be conducted within 30 days of the written request (or as soon thereafter as is practical) with the student having an opportunity to present all relevant evidence. The hearing panel will consist of the University official in charge of the record in question and two other officials selected by the official in charge.
- The student will be notified within two weeks of the hearing (or as soon thereafter as is practical) as to the decision of the official or hearing panel. The decision of the hearing panel is final.
- If the student disagrees with the action taken by the hearing panel, he or she may place a statement in his or her educational record giving the reasons for disagreeing with the decision.

NOTE: An appeal of grades or disciplinary action should follow the processes outlined in the student handbook and/or academic catalog.

Procedure to Request Withholding of Directory Information

- In the fall semester, students will be notified about the opportunity to request that Directory Information be withheld.
- Students may request to withhold disclosure of Directory Information by completing a form online or in the Registrar's Office.
- Bethel will continue to honor a student's last request with regard to the disclosure or non-disclosure of Directory Information made while the student was in attendance at Bethel. Bethel cannot assume the responsibility to contact the student for subsequent permission to release Directory Information. Regardless of the effect upon the student, Bethel assumes no liability for honoring an instruction to restrict/withhold Directory Information.
- A student who is no longer enrolled cannot request that Directory Information be withheld. A student who is no longer enrolled can rescind their request to withhold Directory Information.

Parent Rights

The Act generally does not guarantee any rights to parents or guardians of students who are attending post-secondary institutions.

However, at Bethel's discretion, The Act does allow Bethel to provide parents with access to their student's educational records provided the parents claim the student as a dependent on their federal income tax return. If a student is claimed as a dependent for federal income tax purposes by either parent (regardless of the parents' current marital status), then, at Bethel's discretion, Bethel may disclose information in the student's education records without the student's consent.

As a matter of general practice, Bethel does not release student education records to parents of dependent students without the student's written authorization. Bethel does provide all students with the ability to give parents and other third parties online proxy access to their education records.

Offices That Maintain Records

For information about records, contact the Registrar's office, or the office in which the records are maintained. Types of records maintained by Bethel University are as follows:

- Office of the Registrar—Personal information data, course registration, records of all courses taken including grades, documents related to degree completion requirements, and other related information.
- Office of Financial Aid—Financial aid applications, records of financial aid awarded, and related documents.
- Business Office—Records related to charges, payments, emergency contact information, and Perkins loans for educational services rendered by Bethel.

- Office of Career Development and Calling—Placement data completed by the student, resumés, information on courses taken toward degree, letters of recommendation from faculty and/or employers
- Academic Departments—Student applications to program, copies of grades, notes from student interviews, faculty recommendations, department recommendations, records of field experiences, clinicals, practica, internships, and other related documents.
- Health Services—Student medical forms, copies of athletic physicals, and records of medical services rendered to the student through the university.
- Office of Student Life—Photograph, ID card information, evaluations from residence hall personnel, interest test results, housing applications, Covenant for Life Together and miscellaneous correspondence, disciplinary information.
- Office of Development—Personal data on alumni of the university and records of financial giving.
- Faculty Advisors—Notes from advising sessions; copies of various communications to and from advisee, faculty, and other offices; and related advising material.

Disclosure of Education Records

Conditions Under Which Directory Information May Be Released

Directory Information may be released at the discretion of University officials without the written permission of the student, unless the student has requested that directory information be withheld. If the student has requested that directory information be withheld, the information will not be released without their written consent.

Conditions Under Which Directory and Non-Directory Information May Be Released

Directory and Non-Directory Information may be released without the written consent of the student to:

- Authorized representatives of the Comptroller General of the United States.
- The Attorney General of the United States.
- The Secretary of Education.
- State or local educational authorities, for audit and evaluation of federal- and state-supported education programs, or for the enforcement of or compliance with federal legal requirements that related to those programs.
- Bethel University personnel or other school officials who have a legitimate educational interest in the records. This category includes a person or organization retained to be an agent for, or under contract with, Bethel University, such as financial auditors, attorneys, or National Student Clearinghouse. It also includes personnel from other institutions with whom Bethel University has made consortium arrangements. Disclosure to a school official having a legitimate educational interest does not constitute institutional authorization to transmit, share, or disclose any or all information received to a third party.
- Officials of another school in which the student seeks to enroll.
- Persons or organizations involving financial aid in order to determine the student's eligibility for financial aid; to determine the amount of financial aid; to determine conditions to be imposed regarding financial aid; and to enforce conditions of financial aid.
- State and local officials as allowed by state statutes concerning the juvenile justice system.
- Organizations that are conducting studies to develop, validate, and administer predictive tests; administer student aid programs; and improve instruction. Those organizations cannot redisclose personally identifiable information of students.
- Accrediting agencies carrying out their accrediting functions.
- Parents of dependent students (that is, students who are claimed as dependents on their parents'/guardians' most recent federal tax return). However, as a matter of general practice, Bethel does not release student education records to parents of dependent students without the student's written authorization. Instead, Bethel provides all students with the ability to give parents and other third parties online proxy access to their education records.
- To comply with a judicial order or lawfully issued subpoena. The University will notify the student when such a request occurs without the student's knowledge unless prohibited by law.

- Appropriate persons in a health or safety emergency. If Bethel determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from educational records to any person whose knowledge of the information is necessary to protect the health or safety of the student or others, provided that Bethel will only exercise this authority for the duration of the emergency.

The University can release information related to a student contained in law enforcement records so long as such records are created by a law enforcement unit, created for a law enforcement purpose, and maintained by a law enforcement unit in a manner that segregates them from records maintained by other components of the University.

Conditions Under Which Education Records Will Not Be Released

Unless otherwise required by law, Bethel University official transcripts will not be issued to students who are delinquent in paying University charges for educational services or who are behind in financial loan repayments.

Copies will not be provided of education records (e.g., transcripts) that were issued by other educational institutions unless authorized by the Registrar.

UNAUTHORIZED DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION FROM THE EDUCATION RECORD OF ANY STUDENT IS PROHIBITED.

Criteria Used to Determine the Legitimate Educational Interest of School Officials

The following criteria shall be taken into account in determining whether a school official has a legitimate educational interest in the disclosure of student education records:

- The official must seek the information within the context of the responsibilities that he or she has been assigned;
- The information sought must be used within the context of official University business and not for purposes extraneous to the official's area of responsibility or to the University;
- The information requested must be relevant and necessary to the accomplishment of some task or to making some determination within the scope of University employment;
- The task must be determined to be consistent with the purposes for which the data are maintained. Requests related to institutional research and studies are subject to this criterion;

Other Faculty and Staff Responsibilities

Bethel University will notify students annually of their rights under The Act by publishing such information in the University catalog and E-Announcements. A complete policy is available from the Office of the Registrar.

Bethel University will maintain a record of requests for access to and disclosure of a student's Non-Directory Information to anyone other than:

- the student;
- University officials with a legitimate educational interest;
- a party with the student's written consent; and
- a party seeking or receiving the records as directed by a court order or lawfully issued subpoena that directs the University to refrain from disclosing the contents of the subpoena or the information furnished in response to the subpoena.

Enforcement

Enforcement of this Act is the responsibility of the Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5920.

Further information concerning The Family Educational Rights and Privacy Act is available at www.ed.gov (<https://www.ed.gov>).

Residential International Students

F-1 International Students are required to carry a full course of study each semester in order to maintain their legal status to remain in the United States, defined as follows:

- College of Adult and Professional Studies: 12 credits per term
- Graduate School: 6 credits per term
- Seminary: 6 credits per term

Students who require exceptions to the full course of study are required to report to the Designated School Official for their school. F-1 International Students are allowed to work in the U.S. with authorization. Please refer to the Employment (p. 24) Section below for details.

Contact

Students with any concerns regarding information in this section should contact their Designated School Official (DSO).

Exceptions to the Full-Course-Of-Study Requirement

The exceptions to the "full course of study" requirement are limited, but very important. In the situations described below, F-1 students are considered to be maintaining status even if they are not registered for a full course of study, and they continue to be eligible for F-1 benefits if they are otherwise eligible. A student who drops below a full course of study without the prior approval of the Designated School Official (DSO) will be considered out of status. The federal Student Exchange Visitor Information System (SEVIS) limits the reasons for which a Reduced Course Load can be granted to seven choices. The DSO must select one of these choices to process the Reduced Course Load approval:

1. Illness or Medical Condition
2. Initial Difficulty with English Language
3. Initial Difficulty with Reading Requirements
4. Unfamiliarity with American Teaching Methods
5. Improper Course Level Placement
6. To Complete Course of Study in Current Term
7. Part Time Border Commuter Student

Distance Education Limits

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.

Employment

On-Campus Employment

On-campus employment is the most accessible kind of employment for F-1 students. Requirements are listed below:

- Maintain valid F-1 status.
- Notify the DSO prior to accepting any employment.
- Students may only work up to 20 hours per week while school is in session; full time employment is allowed during official school breaks and vacation periods if students intend to register for the next academic semester.

Off-Campus Employment

There are three categories of off-campus employment opportunities available to F-1 students: Severe Economic Hardship (p. 24), Curricular Practical Training

(p. 24), and Optional Practical Training (p. 25). All three of these categories are available at Bethel.

Severe Economic Hardship

Any F-1 student suffering severe economic hardship as defined by USCIS is eligible to work off campus. Requirements are listed below:

- Active F-1 status for at least one academic year (9 months).
- In good academic standing.
- Provide evidence of economic hardship based on unforeseen circumstances beyond one's control.
- Demonstrate a good-faith effort to find on-campus employment and that on-campus employment is not available or sufficient.
- Work up to 20 hours per week while school is in session; full-time is only allowed during school breaks and holidays.
- The Employment Authorization Document (EAD) is valid for one year per application.

There are a number of circumstances that may qualify as severe economic hardship, including:

- Substantial fluctuations in the value of currency or exchange rate.
- Excessive increases in tuition and/or living costs.
- Unexpected changes in the financial condition of the student's source of support.
- Medical bills or other substantial and unexpected expenses.

Curricular Practical Training (CPT)

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. This school's curriculum includes opportunities for CPT either through required or optional, credit or non-credit, full-time or part-time, paid or unpaid, on-campus or off-campus internships. To qualify as CPT, the internship must be formally approved by the student's program director (signifying that the CPT is relevant to the student's program of study) and by the Associate Dean for International Students and Programs (signifying that the CPT is in regulatory compliance with current legislation). Course number 576 in the appropriate discipline is assigned to non-credit CPT, and the student will be billed a \$400 course fee per term of non-credit CPT. Course number 776 in the appropriate discipline is assigned to CPT for credit, and may be taken for 1–6 credits per term. This course is repeatable.

Policy:

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

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 here (<https://www.bethel.edu/international-services/living-in-us/employment/>).

Requirements and guidelines:

- Full-time enrollment for at least one year on valid F-1 status (except for graduate programs that require immediate CPT).
- The CPT employment must be an integral part of a degree program or a requirement for a course for which students receive academic credit.
- Students must have first received a qualifying job offer prior to submitting a CPT authorization request.
- The job offer must be in a student's major or field of study.
- Students are responsible for submitting the Curriculum Practical Training Form (<https://www.bethel.edu/international-programs/cpt/>) in a timely manner. A minimum of two weeks is required prior to beginning any CPT employment to allow for registration.
- The program director must recommend in writing the student's proposed CPT experience, verifying that it is curricular in nature.
- You must receive prior authorization from Bethel's International Student Programs and Service Office (<https://www.bethel.edu/international-programs/>) and notification to the U.S. Citizenship and Immigration Service (USCIS).

Once authorized, students may only work for the approved employer within the dates specified. Optional Practical Training offers more flexibility; see below. CPT authorization will also specify whether approval is granted for part-time (20 hours per week or less) or full-time (more than 20 hours per week) employment.

Optional Practical Training (OPT)

Optional practical training (OPT) is employment related to the degree or major. Students may qualify for OPT both during and after completion of a degree. OPT can be completed for each degree level (e.g. bachelor's, master's, doctoral). Conditions are listed below:

- Employment must be directly related to one's program of study
- Maintain lawful F-1 status at least for one academic year prior to beginning OPT
- Students may apply for OPT no earlier than three months before degree work is completed or as late as 60 days after the I-20 program end date
- Students are ineligible for OPT if they have engaged in 12 months or more of full-time Curricular Practical Training (CPT).
- Standard OPT is valid for 12 months full-time employment
- Students may not begin employment until they have received an Employment Authorization Document (EAD) from USCIS.

Social Security Card

Once authorized to work either on-campus or off-campus, students are required to apply for a Social Security Number. The following documents are required to apply for a Social Security Number:

- A completed Social Security Application (SS-5) form
- Verification of employment letter, signed by employer and Designated School Official (DSO)
- Form I-20
- Form I-94 (Arrival/Departure Record)
- Passport

Health Insurance

Bethel international students and their dependents are required to have health insurance. All students and their dependents must have:

- Medical coverage of at least \$50,000 per accident or illness
- Repatriation of remains in the amount of \$7,500
- A deductible not to exceed \$500 per accident or illness

For health insurance information, students may contact Rose Wilson (rose.wilson@imglobal.com) at 866-368-3724.

Student Visas

It is the responsibility of the student to obtain their own student visa at their own expense. If necessary, Bethel University will confirm an international student's status to the appropriate authorities at no fee to the student.

English as a Second Language

Bethel University does not provide translators or English as a Second Language (ESL) classes. All courses and instruction will occur in the English language. Therefore, it is expected that each student will possess the ability to write and speak English clearly and correctly.

For further information regarding the level of English proficiency required of students, please see the admission requirements for International Students in this catalog (p. 26).

Academic Calendar

The 2021–2022 academic year includes three academic terms: Fall Semester 2021, Spring Semester 2022, and Summer Session 2022. Special dates and holidays for the 2021-2022 academic year are listed below.

Fall Semester 2021

August 16, 2021 - December 19, 2021

Fall Term Begins	August 16
Commencement Application Deadline	October 31
Registration Opens for Summer Session 2022	December 1
Fall Commencement	December 17
Fall Term Ends	December 19
Christmas Break (no classes)	December 20 - December 26

Spring Semester 2022

December 27, 2021 - May 22, 2022

Spring Term Begins	December 27
Commencement Application Deadline	March 31
Registration Opens for Fall Semester 2022	April 1
Spring Commencement	May 22
Spring Term Ends	May 22

Summer Session 2022

May 23, 2022 - August 14, 2022

Summer Term Begins	May 23
Registration Opens for Spring Semester 2022	August 1
Summer Term Ends	August 14

Admission

The College of Adult & Professional Studies (CAPS) will consider applicants who meet the general requirements (p. 26) for admission. For admission to a major or certificate, applicants must meet additional admission requirements (<http://catalog.bethel.edu/adult-professional-studies/admission/program-admission-requirements/>).

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

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

Visit apply.bethel.edu to apply for admission online. Submit all application materials online in the application portal or send via email (caps-apply@bethel.edu).

Requirements for Admission to CAPS

General Requirements

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

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

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

International Student Admission Requirements

In addition to the general requirements in this section, international applicants to Bethel University's CAPS programs must meet additional criteria for admission. The requirements vary based on whether candidates intend to enroll in a fully online program and plan to complete their program outside the United States or if they intend to enroll in a program which requires attendance in person as a residential international applicant. Both options are listed below.

Fully Online International Applicants

A fully online international applicant is any candidate who is not a U.S. citizen and intends to complete their fully online program in their home country. Note that non-U.S. citizens cannot receive a U.S. Visa if they are intending to enroll in a fully online program. Fully online international applicants must complete the general requirements for admission as well as the items listed below:

- International student applicants whose primary language is not English must submit a Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English Academic (PTE Academic) examination score report. This English proficiency requirement can be waived if the student received an undergraduate or higher level degree at a U.S. college or university.
 - TOEFL minimum score of 550 is required on the paper-based test, or 80 on the Internet-based test.
 - IELTS minimum score of 6.5.
 - PTE minimum score of 55.
- Transcript(s) from colleges and/or universities where the highest degree was earned is/are required to be submitted. The transcript(s) is/are required to be evaluated by one of the members of National Association of Credential Evaluation Services (NACES (<http://www.naces.org/>)) or Association of International Credential Evaluators (AICE (<http://aice-eval.org/>)) if the student's

degree(s) is/are received outside of the U.S. It is advised that students received a course-by-course evaluation that shows a cumulative GPA.

Residential International Applicants

A residential international applicant is any candidate who is neither a U.S. citizen nor a U.S. permanent resident alien that intends to enroll in a face-to-face, hybrid, or intensive program that requires the student to come to the U.S. Residential international applicants must obtain a U.S. Visa unless they are already living in the U.S. Residential international applicants must complete the general requirements for admission as well as the items listed below:

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

- TOEFL minimum score of 550 is required on the paper-based test, or 80 on the Internet-based test.
- IELTS minimum score of 6.5.
- PTE minimum score of 55.

Additionally, international applicants seeking to obtain a U.S. Visa must submit the following:

- A copy of the I-94 (applicants living in the U.S.).
- A copy of their passport (applicants living in or traveling to the U.S.).
- A copy of their current visa (applicants living in or traveling to the U.S.).
- Documentation of health insurance or, upon arrival at Bethel University, the student may consult with the International Student Advisor who will provide the necessary information for the student.
- Transcripts from all colleges and/or universities attended. The transcript(s) is/are required to be evaluated by one of the members of the National Association of Credential Evaluation Services (NACES (<http://www.naces.org/>)) or the Association of International Credential Evaluators (AICE (<http://aice-eval.org/>)) if the student's degree(s) is/are received outside of the U.S. It is advised that students receive a course-by-course evaluation that shows a cumulative GPA.
- A completed Certification of Finances form, along with the most current bank statement(s) available, providing evidence of adequate funds based on U.S. currency 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 letters of support from U.S. sponsor(s).

For complete details for International students, please refer to the International Students section under Academic Information.

Additional Requirements for U.S. Permanent Resident Alien Applicants

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

Admission Categories

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

Acceptance

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

Conditional Acceptance

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

Provisional Acceptance

Students entering Bethel with a cumulative college GPA below 2.0 (on a 4.0 scale) are provisionally admitted. In addition, students entering with below 45 transfer credits are provisionally admitted.

Students admitted provisionally with below 45 transfer credits and below a 2.5 cumulative college GPA will not be allowed to proceed beyond 3 courses of coursework taken for a letter grade (A - F) until all Foundations of Academic Readiness (FAR) requirements are met. These students should work with their Student Success Advisor in order to fulfill the FAR requirements at the beginning of their course of study.

Provisional Evaluation

Provisional evaluation provides an early assessment of academic success specific to provisionally-accepted students. Provisional evaluation occurs at the end of the term in which a provisionally-accepted student has completed a cumulative total of three A-F letter-graded courses.

If the student meets the minimum required cumulative Bethel GPA for provisionally-accepted students (1.75) at the time of their provisional evaluation:

- The student will be allowed to continue in their program of study.
- The student must complete any remaining required Foundations of Academic Readiness (FAR) courses.
- The student will be evaluated for Academic Standing in accordance with the Academic Standing policy in the next term.

If the student does not meet the minimum required cumulative Bethel GPA for provisionally-accepted students (1.75) at the time of their provisional evaluation, the student will be academically dismissed.

Admission Calendar

Once accepted, Bethel University offers multiple opportunities for students to start their program throughout the year, in either a term format or a dynamic rolling basis. Contact the Office of Admissions for the next available start date for each program. Bethel University reserves the right to change a course or program start date.

Course/Cohort Cancellation Policy

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

Academic Programs

Course Numbers, Levels, and Credits

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

Foundational

000–099: Not degree applicable

Undergraduate Lower Division

100–199: Freshman

200–299: Sophomore

Undergraduate Upper Division

300–399: Junior

400–499: Senior

Academic Discipline Codes and Descriptions

The discipline code indicates the academic discipline being studied.

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

Suffix Codes and Descriptions

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

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

CAPS Majors and Certificates

Majors

- Accounting – B.S. (p. 32)
- Associate of Arts Degree – A.A. (p. 29)
- Business and Leadership – A.S. (p. 30)
- Business Management – B.S. (p. 33)
- Christian Ministries – B.A. (p. 36)
- Finance – B.S. (p. 35)
- Human Services – B.A. (p. 44)
- Individualized Major – A.S. (p. 31)
- Nursing – Post-Baccalaureate BSN (p. 39)
- Nursing – RN to BSN Degree Completion (p. 37)
- Organizational Leadership – B.A. (p. 41)
- Psychology – B.A. (p. 43)
- Special Education – B.A. (p. 47)

Certificates

- Addiction Studies (p. 46)
- Alcohol and Drug Counseling (LADC) (p. 45)
- Senior Care Leadership and Administration (p. 46)

CAPS Minors

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

- Accounting (p. 32)
- Business Management (p. 34)
- Christian Ministries (p. 36)
- Human Services (p. 45)
- Organizational Leadership (p. 42)

Programs in Teach-Out

The following programs, certificates, and concentrations are being taught-out and no longer enrolling new students. The final term the program, certificate, or concentration will be awarded is listed next to each program. For specific teach-out plan information please contact your Student Success Advisor.

- **B.S. in Management Information Systems** - Summer 2022
- **Minor in Management Information Systems** - Summer 2022

Associate Degrees

- Associate of Arts (A.A.) degree (p. 29)
- A.S. degree: Business and Leadership major (p. 30)
- A.S. degree: Individualized Major (p. 31)

Associate of Arts Degree

Overview

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

Program Outcomes:

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

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

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

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

- Meet the general requirements (p. 26) for admission to the College of Adult & Professional Studies.
- Have an evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.

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

Degree Requirements

Associate of Arts Degree

Requirements for the degree (60 semester credit hours in total) include 45 semester credits of general education courses and 15 semester credits of elective courses.

Students transferring in 45 credits or fewer will be required to take SOCS 110. These requirements can usually be met in two years of full-time study, and they meet the requirements of the Minnesota Transfer Curriculum.

General Education requirements for the A.A. degree. (p. 6)

Code	Title	Credits
General Education (See below for more details)		Credits
Goal Area 1 - 3 courses including an Academic Research Writing course:		9
Goal Area 2 - 2 courses		6
Goal Area 3 - 3 courses		9
Goal Area 4 - 1 course		3
Goal Area 5 - 3 courses		9
Goal Area 6 - 3 courses		9
General Education Total		45
Elective Courses		15
Total Credits		60

Each goal area (p. 11) needs to be fulfilled with the number of courses listed below.

The listed courses are ones that students can take at Bethel; other lower-level course options for each goal area are also available.

- Goal Area 1: Communication: 3 courses including an Academic Research Writing course
 - Academic Research Writing
 - Basic Communication Skills
 - Successful Writing
- Goal Area 2: Critical Thinking: 2 courses
 - Personal Mission and Leadership Development
 - Succeeding in College (SOCS 110 Required for those with 45 credits or less)
- Goal Area 3: Natural Sciences: 3 courses
 - Health and Wellness
- Studies in Our Surrounding World
 - Technology in Our World
- Goal Area 4: Mathematical/Logical Reasoning: 1 course
 - Mathematics
- Goal Area 5: History and the Social and Behavioral Sciences: 3 courses
 - Global Cultures and the American Mosaic
 - U.S. History in Dialogue with the Present
 - Work and Family Dynamics
- Goal Area 6: The Humanities and Fine Arts: 3 courses
 - Responding to the Arts
 - Spiritual Quest
 - The Bible in Real Life

A.S. in Business and Leadership

Overview

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

Program Outcomes:

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

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

Business and Leadership (A.S.) Admission Requirements

The business and leadership major will consider applicants who:

- Meet the general requirements (p. 26) for admission to the College of Adult & Professional Studies.
- Have an evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.

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

Degree Requirements

Associate of Science in Business and Leadership

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

¹ Course must be taken for credit at Bethel.

Each goal area (p. 11) needs to be fulfilled with the number of courses listed below.

- Goal Area 1: Communication
 - 2 courses including an Academic Research Writing (R category) course.
- Goal Area 2: Critical Thinking
 - 1 course: SOCS 110 Succeeding in College is required in residence for Transfer Level A.
- Goal Area 3: Natural Sciences
 - 2 courses.
- Goal Area 4: Mathematical/Logical Reasoning
 - 1 course.
- Goal Area 5: History and the Social and Behavioral Sciences
 - 2 courses.
- Goal Area 6: The Humanities and Fine Arts
 - 2 courses.

A.S. Individualized Major

Overview

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

Program Outcomes:

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

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

Individualized Major (A.S.) Admission Requirements

Individualized majors will consider applicants who:

- Meet the general requirements (p. 26) for admission to the College of Adult & Professional Studies.
- Have an evaluation completed to determine how outstanding course requirements or needed credits, if any, will be fulfilled.
- Have a major approved that is created from at least 30 credits within a single academic discipline.

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

Degree Requirements

Associate of Science Individualized Major

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

Code	Title	Credits
General Education (See below for more details)		Credits
Goal Area 1 - 2 Courses including an Academic Research Writing course		6
Goal Area 2 - 1 Course		3
Goal Area 3 - 2 Courses		6
Goal Area 4 - 1 Course		3
Goal Area 5 - 2 Courses		6
Goal Area 6 - 2 Courses		6
General Education Total		30
Selected courses of a single academic discipline		30
Total Credits		60

Associate of Science Goal Area Course Requirements

Each goal area (p. 11) needs to be fulfilled with the number of courses listed below.

- Goal Area 1: Communication
 - 2 courses including an Academic Research Writing (R category) course.
- Goal Area 2: Critical Thinking
 - 1 course: SOCS 110 Succeeding in College is required in residence for Transfer Level A.
- Goal Area 3: Natural Sciences
 - 2 courses.
- Goal Area 4: Mathematical/Logical Reasoning
 - 1 course.
- Goal Area 5: History and the Social and Behavioral Sciences
 - 2 courses.
- Goal Area 6: The Humanities and Fine Arts
 - 2 courses.

Business

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

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

- B.S. in Accounting (p. 32)
- B.S. in Business Management (p. 33)
- B.S. in Finance (p. 35)
- Minor in Accounting (p. 32)
- Minor in Business Management (p. 34)

B.S. in Accounting

Overview

Program Goals

Upon completion of the accounting program:

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

Pathway to MBA

Students in this program may participate in the CAPS Business to MBA pathway which allows students in business majors to take up to 3 MBA courses, or 9 credits, to simultaneously fulfill their undergraduate degree requirements along with their MBA degree requirements. For more information refer to the CAPS Business to MBA pathway page (p. 48).

Accounting (B.S.) Admission Requirements

The accounting major will consider applicants who:

- Meet the general requirements (p. 26) for admission to the College of Adult and Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Degree Requirements

B.S. in Accounting

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

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

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

Minor in Accounting

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

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

B.S. in Business Management Overview

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

Program Goals

Upon completion of the business management program:

- Students will demonstrate the ability to address problems within their disciplines by identifying strategies and/or tactics to answer questions or achieve goals in their discipline.
- Students will demonstrate their abilities to identify ethical dilemmas and responsible courses of action.
- Students will demonstrate the ability to analyze and interpret quantitative and/or qualitative information in their discipline.
- Students will demonstrate an understanding of functional areas of business.
- Students will reflect on how and why to integrate a Christian faith perspective into work and life.
- Students will demonstrate effective written communication skills.
- Students will demonstrate effective oral communication skills.
- Students will demonstrate the ability to explore issues, ideas, and/or events before accepting or formulating an opinion or conclusion.

Concentration Goals Management

- Apply the managerial functions of planning, organizing, leading and controlling to people and organizations

Global Management

- Demonstrate an understanding of how local, regional, and global markets interact and are impacted by economic, social, and cultural factors.

Senior Care Leadership and Administration

- Use information to make ethical, innovative, and strategic senior care decisions informed by a Christian worldview

Pathway to MBA

Students in this program may participate in the CAPS Business to MBA pathway which allows students in business majors to take up to 3 MBA courses, or 9 credits, to simultaneously fulfill their undergraduate degree requirements along with their MBA degree requirements. For more information refer to the CAPS Business to MBA pathway page (p. 48).

Business Management (B.S.) Admission Requirements

The business management major will consider applicants who:

- Meet the general requirements (p. 26) for admission to the College of Adult and Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Degree Requirements

B.S. in Business Management

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

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

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

Business Management (B.S.) Concentrations

Global Business Concentration

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

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

Management Concentration

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

Code	Title	Credits
BUSN 308	Strategic Management and Planning	3
BUSN 310	Global Management and Leadership	3
BUSN 315	Business Analytics	3
or BUSN 320	Professional Project Management	
BUSN 401	Operations and Supply Chain Management	3
Total Credits		12

Senior Care Leadership and Administration Concentration

(Cannot be combined with Global Business or Management concentration)

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

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

Minor in Business Management

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

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

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

B.S. in Finance

Overview

Program Goals

Upon completion of the finance program:

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

Pathway to MBA

Students in this program may participate in the CAPS Business to MBA pathway which allows students in business majors to take up to 3 MBA courses, or 9 credits, to simultaneously fulfill their undergraduate degree requirements along with their MBA degree requirements. For more information refer to the CAPS Business to MBA pathway page (p. 48).

Finance (B.S.) Admission Requirements

The finance major will consider applicants who:

- Meet the general requirements (p. 26) for admission to the College of Adult and Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Degree Requirements

B.S. in Finance

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

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

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

Christian Ministries

- B.A. in Christian Ministries (p. 36)
- Minor in Christian Ministries (p. 36)

B.A. in Christian Ministries

Overview

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

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

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

Program Outcomes

1. Students will interpret biblical texts with sensitivity to their historical, literary, and theological contexts.
2. Students will evaluate aspects of contemporary culture, including important social issues, using biblical and theological concepts.
3. Students will cultivate skills of collaboration and leadership for effectiveness in ministry.
4. Students will demonstrate effective written, oral and interpersonal communication skills.
5. Students will apply pastoral care skills to interpersonal and family relationships in ministry settings.
6. Students will construct a plan for lifelong self-directed personal and spiritual growth based on a well-developed personal theology.
7. Students will critically examine diverse contributions to Christian theology and practice.
8. Students will develop culturally appropriate strategies for promoting personal and spiritual growth in others.

Seminary Pathway

Students who complete the B.A. in Christian Ministries can fulfill credit toward the MA in Ministry at Bethel Seminary. For more information see the Christian Ministries pathway page (<http://catalog.bethel.edu/adult-professional-studies/academic-programs-disciplines/special-programs/seminary-pathways/#bachristianministriestomaministrytext>).

Admission Requirements

The Christian ministries major will consider applicants who:

- Meet the general requirements (p. 26) for admission to the College of Adult and Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.
- Submit a Spiritual Reference form.

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

Degree Requirements

B.A. in Christian Ministries

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

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

¹ Course must be taken for credit at Bethel.

Minor in Christian Ministries

The curriculum for the minor in Christian ministries comprises an 18-semester credit sequence of required courses; cannot be taken with a Christian ministries major.

Code	Title	Credits
CHMN 300	Foundations for Christian Ministry ¹	3
CHMN 320	Personal Spiritual Formation	3
CHMN 451	Communication in Ministry ¹	3
CHMN 452	Leadership in Ministry ¹	3
THEO 341	Gospel in Cross-Cultural Perspective	3
THEO 441	Christian Theology	3
Total Credits		18

¹ Course must be taken for credit at Bethel.

Nursing

Nursing Department Overview

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.

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.

Programs (BSN)

- Bachelor of Science in Nursing (RN to BSN Degree Completion) (p. 37)
- Bachelor of Science in Nursing (Post-Baccalaureate) (p. 39)

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

Overview

Bachelor of Science in Nursing (BSN)

The bachelor of science in nursing (BSN) degree is offered as a nursing major. The nursing major is offered through the Bethel University Department of Nursing, Social Work, and Community Health and administered through the College of Adult & Professional Studies.

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

Accreditation

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

Bachelor of Science in Nursing Program Outcomes

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

Progression and Graduation

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

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

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

Program Performance Standards

Nursing is a practice discipline. All nursing students must demonstrate a wide variety of cognitive, interpersonal, and motor skills. A list of core program performance standards is available from the nursing department. The university will provide reasonable accommodations to eligible students who can demonstrate need based on 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 Accessibility Resources and Services.

Nursing Appeals Process

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

Admissions decision are final and may not be appealed. Applicants may request a review of an admission decision by the Dean of Nursing, Social Work, and Community Health.

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

RN to BSN Degree Completion Admission Requirements

The RN to BSN major will consider applicants who:

- Meet the general requirements (p. 26) for admission to the College of Adult & Professional Studies.
- Have completed at least 60 semester credits.
- Have a combined cumulative GPA of 2.5 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.
- Submit a copy of your current, unencumbered RN license issued by the US state in which you intend to complete your clinical hours.
- Submit two Admission Reference forms—one from a supervisor and one from a colleague if employed in nursing or from a nursing instructor or professor.
- Submit documentation of current health insurance coverage (a copy of card or other proof).
- Fulfill the admission requirements for either Category A or B.

Category A applicants must

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

Category B applicants must

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

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

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

Applicants should have the following documents ready to submit during the program.

- Copy of current unencumbered U.S. registered nurse license
- Documentation of current health insurance coverage
- Copy of current CPR certification
- Completed Nursing Student Immunization Record which may include but not limited to:
 - Hepatitis B*
 - Influenza*
 - MMR*
 - Tdap*
 - Varicella*

- Documentation of a negative 2-step Mantoux* and a current negative Mantoux/ chest X-ray or equivalent screening*

Applicants will receive instructions on submission of these items in NURS400 Public Health. These items are required.

**Professional requirements may change at any given time. Please refer to the NURS400 course for the current list.*

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

Degree Requirements

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

The RN to BSN major is 33 credits. Students may start coursework throughout the year. Courses may be taken in any order as long as prerequisite requirements have been fulfilled.

ENGL 225R, or an equivalent transfer, is a program prerequisite and must be completed before taking the below courses. In addition, NURS 300 is recommended for students wishing to add additional acute care experience to their degree or in need of elective credits.

Code	Title	Credits
NURS 330H	Ethical Theory and Applied Nursing Ethics	3
NURS 365	The Professional Nurse ¹	3
NURS 400	Public Health Nursing ¹	3
NURS 401	Public Health Nursing Clinical ¹	3
NURS 410	Nursing Informatics ¹	3
NURS 425	Cultural Diversity in Healthcare	3
NURS 435	Introduction to Research and Evidence-Based Practice ¹	3
NURS 436	Application of Research to Practice ¹	3
NURS 485	Leadership in Nursing ¹	3
NURS 486	Management in Nursing ¹	3
NURS 495	Clinical Care Change Project ¹	3
Nursing Major Total		33
General Education, Core Distinctives, and Elective Courses ²		89
Total Credits		122

¹ Course must be taken for credit at Bethel.

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

Bachelor of Science in Nursing (Post-Baccalaureate)

Overview

Bachelor of Science in Nursing (BSN)

The bachelor of science in nursing (BSN) degree is offered as a nursing major. The nursing major is offered through the Bethel University Department of Nursing, Social Work, and Community Health and administered through the College of Adult & Professional Studies.

The Post-Baccalaureate Nursing program is an accelerated pre-licensure program taken over 15 months. The nursing major for post-baccalaureate students is offered through the Bethel University Department of Nursing, Social Work, and Community Health and is administered through the College of Adult & Professional Studies.

The Post-Baccalaureate Nursing program is for students already possessing a bachelor's degree in a non-nursing field. Students are prepared to practice in entry-level professional nursing positions in all types of healthcare agencies. Graduates of the program are eligible to apply to take the NCLEX® licensure examination (for registered nurses).

Accreditation

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

Bachelor of Science in Nursing Program Outcomes

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

Progression and Graduation

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

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

Program Design

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

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

Program Performance Standards

Nursing is a practice discipline. All nursing students must demonstrate a wide variety of cognitive, interpersonal, and motor skills. A list of core program performance standards is available from the nursing department. The university will provide reasonable accommodations to eligible students who can demonstrate need based on 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 Accessibility Resources and Services.

Nursing Appeals Process

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

Admissions decision are final and may not be appealed. Applicants may request a review of an admission decision by the Dean of Nursing, Social Work, and Community Health.

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

Post-Baccalaureate Nursing Admission Requirements

Eligibility

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

Admission Criteria

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

- Meet the general requirements (p. 26) for admission to the College of Adult & Professional Studies.
- Achieve a final cumulative GPA of at least 3.0 from your undergraduate degree institution.
- Achieve a cumulative GPA of at least 3.0 in the required prerequisite courses.
- Earn a C or better for all required prerequisite courses.
- Give evidence of personality, character, and emotional stability consistent with the mission of the nursing department and the role and responsibility of the professional nurse.
- An interview or additional materials may be required upon the request of the Admissions Committee.

Applicants who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. Admission is not guaranteed. See Admission Categories. Candidates may reapply once for admission to the nursing program.

Prerequisite Courses

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

There is not a requirement for how recently a prerequisite course was completed, however, students will be held accountable for the content. The nursing curriculum

builds upon the prerequisite courses and requirements. Applicants may want to consider retaking one or more prerequisite courses, especially the science courses, to refresh knowledge and comprehension.

Science Prerequisites:

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

Health and Psychology Prerequisites:

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

Additional Program Enrollment Requirements

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

- As is customary in academic health programs, a physical examination by your healthcare provider that demonstrates a level of personal health consistent with safe nursing practice is required.
- Documentation of current immunizations as required by clinical agencies prior to beginning the program.
- Documentation of successful completion of a Certified Nursing Assistant/ Nursing Assistant Registered Program prior to beginning the program.
- Documentation of recent American Heart Association or Red Cross Basic Life Support (BLS) Provider certification/re-certification.
- Evidence of current health insurance prior to beginning the program.
- Students must furnish their own transportation to and from clinical sites, some of which may not be conveniently reached by public transportation. Courses in the nursing program require students to spend substantial time in off-campus clinical settings, such as hospitals, clinics, and public health agencies.
- Completion of a background check, including fingerprinting. Minnesota state law requires that healthcare facilities complete background checks on all employees (and students). If an employee (or student) has been convicted of certain crimes, he/she may not be allowed to work in such facilities. All prospective students need to be aware of this law because a student convicted of these crimes may be unable to complete the clinical requirements of the nursing program and, consequently, may not be able to graduate from the program or be eligible to practice as a registered nurse. Any questions should be addressed to:

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

or

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

Degree Requirements

Bachelor of Science in Nursing (Post Baccalaureate)

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

Code	Title	Credits
NURS 305	Practicum I: Fundamentals of Nursing Practice ¹	1
NURS 306	Practicum II: Adult Nursing ¹	3
NURS 307	Practicum III: Mental Health Nursing ¹	1
NURS 310	Skills I: Health Assessment & Fundamentals of Nursing Practice ¹	4
NURS 311	Skills II: Adult Nursing ¹	2
NURS 325	Pathophysiology ²	3
NURS 326	Pharmacology for Nursing ¹	2
NURS 331	Mental Health Nursing ¹	2
NURS 350	Adult Nursing I ¹	3
NURS 351	Adult Nursing II ¹	3
NURS 405	Nursing Ethics ¹	3
NURS 433	Pediatric Nursing ¹	2
NURS 437	Maternity Nursing ¹	2
NURS 438	Practicum IV: Pediatric Nursing ¹	1
NURS 439	Practicum V: Maternity Nursing ¹	1
NURS 440	Population-Based Nursing ¹	3
NURS 446	Practicum VI: Population-Based Nursing ¹	2
NURS 447	Practicum VII: Capstone ¹	3
NURS 450	Leadership Development ¹	3
NURS 460	Skills III: Nursing Synthesis ¹	3
PSYC 335	Introduction to Statistics	3

Total Credits **50**

- ¹ Course must be taken for credit at Bethel.
- ² Courses submitted in transfer for NURS 325 must be taken within 5 years of starting the nursing program and provide at least 3 credits of similar human pathophysiology content with a final course grade of B- or higher.

Note: Course fees are subject to change.

Organizational Leadership

- B.A. in Organizational Leadership (p. 41)
- Minor in Organizational Leadership (p. 42)

B.A. in Organizational Leadership

Overview

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

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

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

Upon completion of the organizational leadership program, students will:

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

Students who complete the major in Organizational Leadership have the option to include a concentration in Christian Ministries or Human Services.

Seminary Pathway

Students who complete the B.A. in Organizational Leadership can fulfill credits for MA in Transformational Leadership at Bethel Seminary. For more information see the Organizational Leadership pathway page (<http://catalog.bethel.edu/adult-professional-studies/academic-programs-disciplines/special-programs/seminary-pathways/#baoltomatransformationalleadershipext>).

Admission Requirements

The B.A. Organizational Leadership will consider applicants who:

- Meet the general requirements (p. 26) for admission to the College of Adult & Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Degree Requirements

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

Code	Title	Credits
Courses in the Major		
BUSN 320	Professional Project Management	3
ORGL 310	Leadership and Adult Development ¹	3
ORGL 330	Theories of Organizations and Leadership ¹	3
ORGL 340R	Scholarly Research and Writing for Organizational Leadership	3
ORGL 345	Organizational Behavior	3
ORGL 350	Leadership Communication	3
ORGL 370	Leading in the Digital Age	3
ORGL 400	Principles of Leading and Managing ¹	3
ORGL 430	Self-Leadership and Organizational Health ¹	3
ORGL 450	Global Leadership Summit ¹	3
ORGL 462	Integrated Principles of Leadership ¹	3
ORGL 465H	Applied Leadership Ethics ¹	3
ORGL 490	Leading and Change ¹	3
Optional Concentrations		
Select one concentration from the Concentrations tab		12
Organizational Leadership Major Total		39
General Education, Core Distinctives, and Elective Courses		83
Total Credits		122

¹ Course must be taken for credit at Bethel.

Organizational Leadership Concentrations

Christian Ministries Concentration

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

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

Human Services Concentration

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

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

Minor in Organizational Leadership

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

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

¹ Courses must be taken for credit at Bethel.

Psychology

B.A. in Psychology

Overview

The B.A. in Psychology acquaints students with many of the key concepts, theories, principles, trends, and applications of ideas in the field of psychology today. Since an understanding of the pervasiveness and impact of trauma on individuals and groups is critical to the field of psychology, we have infused a trauma-informed approach to psychology into the program, which is a hallmark of our program. Completion of the B.A. in psychology prepares graduates for entry-level positions in many people-helping careers in the mental health, social services, and related fields. Students who complete this degree with the required GPA will have met the basic academic requirements for Bethel's graduate degrees in counseling or marriage and family therapy.

Program Goals

Upon completion of the psychology program, students will:

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

Psychology (B.A.) Admission Requirements

The psychology major will consider applicants who:

- Meet the general requirements (p. 26) for admission to the College of Adult & Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Degree Requirements

B.A. in Psychology

The required curriculum for the psychology major comprises a 45 semester credit sequence of courses to be taken consecutively throughout the calendar year.

Code	Title	Credits
PSYC 100	Introduction to Psychology	3
PSYC 305	Lifespan Development	3
PSYC 320	Social Psychology	3
PSYC 330	Trauma-Informed Approaches	3
PSYC 335	Introduction to Statistics	3
PSYC 340	Psychopathology	3
PSYC 345	The Body's Response to Trauma	3
PSYC 350	Trauma-Informed Care	3
PSYC 380	Motivation and Emotion	3
PSYC 400	Research Methods	3
PSYC 410H	Principles of Counseling and Psychotherapy	3
PSYC 435	Families in Cross-Cultural Perspective	3
PSYC 450	Introduction to Addictions Counseling	3
PSYC 480	Psychology Internship and Seminar	3
PSYC 490	Senior Seminar ¹	3
Psychology Major Total		45
General Education, Core Distinctives, and Elective Courses		77
Total Credits		122

¹ Course must be taken for credit at Bethel.

Social Services

- B.A. in Human Services (p. 44)
- Human Services Minor (p. 45)
- Certificate in Addiction Studies (p. 46)
- Certificate in Alcohol and Drug Counseling (p. 45)
- Certificate in Senior Care Leadership and Administration (p. 46)

B.A. in Human Services

Overview

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

The curriculum is designed to meet the following goals:

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

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

- Marriage and family therapy
- Master's in social work
- Master's in mental health counseling
- Pastoral care and counseling
- Related disciplines

Admission Requirements

The human services major will consider applicants who:

- Meet the general requirements (p. 26) for admission to the College of Adult & Professional Studies.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Degree Requirements

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

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

¹ Course must be taken for credit at Bethel.

Minor in Human Services

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

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

Certificate in Alcohol and Drug Counseling Overview

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

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

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

Admission Requirements

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

- Meet the general requirements (p. 26) for admission to the College of Adult & Professional Studies.
- Have completed at least 60 semester credits.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.
- Submit an essay addressing the following topic areas:
 - What is your motivation for completing the program? Include life experiences that contribute to your decision to complete the program.
 - What are your career goals/aspirations? How do you intend to use this education after completion of the program?

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

Degree Requirements

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

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

Certificate in Addiction Studies Overview

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

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

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

Addiction Studies Certificate Admission Requirements

The Certificate in Addiction Studies program will consider applicants who:

- Meet the general requirements (p. 26) for admission to the College of Adult & Professional Studies.
- Have completed at least 60 semester credits.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.

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

Degree Requirements

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

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

Certificate in Senior Care Leadership and Administration (SCLA)

Overview

The Senior Care Leadership and Administration (SCLA) certificate/licensure program is a faith-based, 8-course program that considers the whole person – individually, professionally, organizationally, emotionally and spiritually. All SCLA courses have been designed to meet the Minnesota Board of Executives for Long Term Services & Supports (BELTSS) requirements for preparation for licensure and are taught by senior care professionals. Students will learn to be leaders equipped to: think critically; communicate effectively; understand approaches to quality and safety assessment; apply knowledge of human resources, budgeting, and regulations; and, embrace the world of senior care. In just one year of study, the student will learn the market needs, culture and language of senior care to apply to any role within the industry. If licensure is desired, the two internship courses provide the opportunity to practically apply all program material in readiness to sit for state licensure.

Admission Requirements

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

- Meet the general requirements (p. 26) for admission to the College of Adult & Professional Studies.
- Have earned at least 30 undergraduate credits (sophomore standing). A bachelor's degree is required in order to pursue licensure.
- Submit a resume.
- Have a combined cumulative GPA of 2.0 or higher on a 4.0 scale on previous academic work.

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

Degree Requirements

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

Code	Title	Credits
ACCT 400	Financial Accounting for Managers	3
BUSN 301	Foundations of Business Management	3
BUSN 302	Human Resource Management	3
NURS 410	Nursing Informatics	3
SCLA 450	Gerontology and Services for Senior Care	3
SCLA 455	Healthcare and Medical Needs for Senior Care	3
SCLA 460	Senior Care Support Services	3
SCLA 465	Senior Care Regulatory Management	3
	Optional Additional Concentration	4-8
Total Credits		24-32
Code	Title	Credits
Additional Concentration: Licensure Preparation ¹		
SCLA 481	Senior Care Internship I	4
SCLA 482	Senior Care Internship II	4

¹ This concentration is necessary if a student wishes to sit for state licensure which requires a certain set of hours of internship.

Special Education

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

Overview

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

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

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

Fieldwork and Licensing Requirements

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

Progression and Graduation

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

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

Admission Requirements

The Special Education major will consider applicants who:

- Meet the general requirements (p. 26) for admission to the College of Adult and Professional Studies.
- Have completed at least 60 semester credits.
- Have a combined cumulative GPA of 2.5 or higher on a 4.0 scale on previous academic work.
- Have a transcript evaluation completed to determine which, if any, outstanding course requirements or needed credits must be fulfilled.

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

Degree Requirements

The required curriculum for the B.A. Special Education, K12, Academic Behavioral Specialist major comprises a 60 semester credit sequence of courses intended to be taken consecutively throughout the calendar year. For course sequence, request a program calendar from the College of Adult & Professional Studies. ENGL 225R, or an equivalent transfer, is a program prerequisite and must be completed before taking the below courses.

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

Code	Title	Credits
EDUC 321	Foundations in Education	3
EDUC 324	Educational Psychology	4
EDUC 326	General Methods of Instruction	3
EDUC 363	Educational Equity	3
EDUC 368	Classroom Technology	2
EDUC 395	School-wide Systems Field Experience	1
EDUC 451	Special Education Student Teaching Seminar ¹	3
SPED 305	Introduction to Special Education	2
SPED 308	Introduction to Academic Instruction and Behavior Management for Exceptional Learners	3
SPED 320	Reading Foundations	3
SPED 321	Reading Field Experience	1
SPED 400	Characteristics of Mild-Moderate Disabilities	3
SPED 410	Norm-Referenced Assessment	4
SPED 418	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	4
SPED 425	Special Education: Planning and Programming	3
SPED 431	Responsive Instruction, Intervention and Assessment	3
SPED 441	Introduction to Behavioral Methods & Mental Health for Mild-Moderate Special Needs	3
SPED 455	Classroom-based Assessment	3
SPED 470	Assessment Field Experience	1
SPED 473	ABS Field Experience	1
SPED 475	Consultation, Collaboration, and Resources	3
SPED 480H	Student Teaching: Academic Behavioral Strategist ¹	4
Special Education Major Total		60
General Education, Core Distinctive, and Elective Courses ²		62
Total Credits		122

¹ Course must be taken for credit at Bethel.

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

Special Programs

Some academic programs at Bethel are under special arrangements or in partnership with other institutions. Listed below are the special programs for CAPS.

CAPS Business Pathway to MBA

The CAPS Business to MBA pathway allows eligible CAPS Business Management, Accounting, or Finance majors to dual-enroll into select graduate-level MBA courses. These courses would substitute for pre-selected CAPS Business courses to provide a pathway for CAPS students to earn 3 to 9 credits to apply toward both their bachelor's degree and an accelerated completion of a future MBA degree.

Participants in the CAPS Business to MBA pathway are allowed to take the following master's level courses to fulfill undergraduate degree requirements:

- ECON635 fulfills BUSN405
- LEAD661 fulfills BUSN315
- BUSN680 fulfills BUSN308

Application and Eligibility Requirements

Students must meet the following requirements to qualify for entry into the CAPS Business to MBA pathway.

- At least a junior standing (60+ credits)
- Cumulative undergraduate GPA of 3.0

Students who meet the eligibility requirements should contact their Student Success Advisor for verification to begin the pathway. Students who fulfill both requirements at the time of application, and are determined ready to participate in graduate courses, will be approved to participate in all three courses if desired.

Students who do not meet both eligibility requirements may still contact their Student Success Advisor about participation. For these cases, approval from the MBA Program Director may be required per course.

Registration and Completion

Students are aided by their Student Success Advisor to incorporate these graduate courses within their academic plan. MBA course dates may differ from undergraduate course dates and could affect a student academic schedule and course load.

To pass the graduate course, students must earn a grade of D or higher to fulfill the corresponding undergraduate course requirement. CAPS students who do not achieve a grade of D or higher may.

- Request to retake the graduate course with MBA Program Director approval
- Take the corresponding undergraduate level course

Pathway to MBA

Successful completion of a graduate course allows students to apply for the MBA Program through an accelerated application process prior to completing their undergraduate degree.

Post Secondary Enrollment Options (PSEO) Partnership

Overview

Bethel University, in partnership with local area high schools, will offer Bethel courses to qualifying juniors and seniors in a face to face format within the high school or fully online.

Students may pursue the entire 60-credit Associate of Arts (p. 29) program or take individual courses for college credit.

Admission Requirements

Admissions to CAPS PSEO through partnerships with local high schools must meet the following criteria:

Students must be a junior or senior, meet criteria 1 or 2 and meet criterion 3:

1. GPA of 3.0 or higher
2. Minimum achievement of the 75th percentile on the PSAT (1050 or higher) or a ACT Aspire (426 or higher)
3. Letter of Recommendation by school counselor or faculty.

Course Descriptions

ACCT • Accounting

ACCT 400 • Financial Accounting for Managers 3 Credits

Introduction to financial accounting concepts as the language of business. Financial decision-making using key ratios and financial statements. Managerial understanding of principles of stewardship and ethical issues found in accounting. *Prerequisites: MIST 320 (or NURS 410 for SCLA students only), 2 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301.*

ACCT 405 • Intermediate Financial Accounting I 3 Credits

Solve complex accounting problems using accounting theory and practice related to assets, receivables and inventory. Preparation of accurate income statements, balance sheets and statement of cash flows. Exploration of the accrual process, standard-setting process, and present value applications. *Prerequisites: ACCT 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301, MIST 320. Fulfills: CAPS Goal Area 4.*

ACCT 410 • Intermediate Financial Accounting II 3 Credits

Resolution of complex accounting problems using accounting theory and practice. Accounting for intangible assets, current and long-term liabilities, stockholders' equity, earnings per share, leases, depreciation, amortization, and investments. *Prerequisites: ACCT 400, ACCT 405 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301, MIST 320. Fulfills: CAPS Goal Area 4.*

ACCT 415 • Cost/Managerial Accounting 3 Credits

Utilization of cost accounting principles for managerial decision-making. Understanding of cost-volume-profit analysis, job and process costing, activity-based costing, inventory management, planning and control systems, and discounted cash flow methods. Application of capital budgeting to evaluate long-term investments. *Prerequisites: ACCT 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301, MIST 320. Fulfills: CAPS Goal Area 4.*

ACCT 420 • Income Tax Accounting 3 Credits

Analysis of US tax laws and policies for individuals, corporations and partnerships. Understanding of US tax system history. Differentiation of required taxes among entities as well as inclusion/exclusion of income and expense items in tax calculations. Connections between tax concepts and ethical stewardship from a Christian or personal worldview. *Prerequisites: ACCT 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301, MIST 320. Fulfills: CAPS Goal Area 4.*

ACCT 425 • Corporate Auditing 3 Credits

Exploration of external auditing and the need to provide reliable financial information to corporations using professional standards and ethical stewardship. Examination of auditing practices including planning, collection of evidence, risk assessment, evaluation of information, and communication of audit findings. Understanding of financial statement auditing of assets, liabilities and shareholder equity. *Prerequisites: ACCT 400 and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN310E, BUSN 320, BUSN 323, BUSN360, MATH301M. Fulfills: CAPS Goal Area 4.*

ACCT 430 • Advanced Accounting 3 Credits

Study advanced accounting theory and problems, accounting for partnerships, international accounting, consolidated financial statements, corporate mergers, governmental accounting, business combinations and fund accounting. *Prerequisites: ACCT 400; ACCT 405; ACCT 410; and 3 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301, MIST 320. Fulfills: CAPS Goal Area 4.*

ACCT 481 • Academic Internship in Accounting 2-4 Credits

A learning/practicing experience in a government, social organization or agency, church, or business environment where the student applies a body of knowledge and skills in a structured, non-classroom setting. See Individualized Study for policy. *Prerequisites: MIST 320 or BUSN 360 and 2 courses from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301.*

ARTC • Art

ARTC 150 • Responding to the Arts 3 Credits

Cultivation of critical reading and writing skills through examination of artistic "texts" from a variety of genres: literature, drama, cinema, music, or the visual arts. Discernment of rich dimensions of the texts—technique, genre, social-historical context—and reflect on their spiritual signification. *Fulfills: CAPS Goal Area 6.*

BIBL • Bible

BIBL 230 • The Bible in Real Life 3 Credits

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

BIBL 360 • Biblical Interpretation for Ministry 3 Credits

Introduction to biblical hermeneutics and exegesis including interpretive issues of genre and literary context, historical context, communicative intention, presuppositions, and metanarrative. Exploration of biblical inspiration, canonicity, and authority in light of Scripture as communication. Development of skills necessary for understanding the Bible in its original contexts and contextualizing its messages today. *Prerequisites: CHMN 350R. Fulfills: CAPS Goal Area 6.*

BIBL 441 • Significance of the Old Testament 3 Credits

Exploration of the Old Testament, which emphasizes foundational intertextual themes including creation, life, sin, justice, righteousness, people of God, covenant, exile, and the Old Testament polemic against the prevailing culture of its time. Examination of various ways the Hebrew text points to Christ. Application of Old Testament themes to vocation and contemporary cultural issues through the use of exegetical tools. *Prerequisites: CHMN 350R Fulfills: CAPS Goal Area 6.*

BIBL 442 • Significance of the New Testament 3 Credits

Introduction to the New Testament, emphasizing major themes including the kingdom of God, eternal life, and justification in Christ. Emphasis also on the hermeneutical issues related to understanding these themes in their original literary and historical settings, and applying them in ministry situations today. *Prerequisites: CHMN 350R Fulfills: CAPS Goal Area 6.*

BUSN • Business

BUSN 104 • Introduction to Business 3 Credits

Introduction to business and business strategy within the global economic environment. Identification of business structures, market strategies, and the concepts of leadership and management. Exploration of key business functions, typical roles, entry points, and career paths. Application of business evaluation and problem-solving within a Christian worldview. *Fulfills: CAPS Goal Area 2.*

BUSN 115 • Personal Financial Literacy 3 Credits

Explores fundamental personal financial management topics. Enables learners to make values-based financial decisions. Uses a variety of tools to evaluate risk and make choices regarding debt management, savings, budgeting, investing, and long-range personal financial planning. *Fulfills: CAPS Goal Area 4.*

BUSN 200 • Business Problem Solving 3 Credits

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

BUSN 210 • Workplace Communication 3 Credits

Examines principles of communication in the workplace. Introduces common workplace communication formats such as memos, letters, email, reports, presentations, and social media. Explores techniques for communication, including informational, persuasive, and employment messages. Introduces strategies for internal and external communication situations, audience analysis, verbal and nonverbal cues, and personal communication skills. *Fulfills: CAPS Goal Area 1.*

BUSN 285 • Information and Organizations 3 Credits

Examination of both information and information systems including their use in making knowledge based decisions and analyzing strategic organizational goals. Identification of quality information that is required for organizations, as well as applicable ways to store, organize, and retrieve this information in a secure way. Consideration and discussion around the ethical issues and policies organizations face. *Fulfills: CAPS Goal Area 3.*

BUSN 301 • Foundations of Business Management 3 Credits

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

BUSN 302 • Human Resource Management 3 Credits

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

BUSN 308 • Strategic Management and Planning 3 Credits

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

BUSN 310 • Global Management and Leadership 3 Credits

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

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

BUSN 315 • Business Analytics 3 Credits

Execution of the business analytics process. Measuring of uncertainty using statistical analysis tools. Summarizing of data using methods of descriptive statistics. Application of predictive analytics tools. Development of competency in software used in the field of business analytics. Articulation of ethical issues in business analytics from a Christian or personal perspective.

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

BUSN 320 • Professional Project Management 3 Credits

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

BUSN 323 • Marketing Fundamentals 3 Credits

Identification of the key elements of marketing including social media tools that influence marketing strategy. Application of the processes for analyzing, segmenting, pricing, branding and targeting customers in both consumer and business markets. Explanation of product development, the product life cycle, new products and line extensions. Description of promotional tactics and their influences on the marketing mix. Discussion of ethics and social responsibility in marketing from a Christian or personal perspective.

BUSN 330 • Intercultural Business Comm. 3 Credits

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

BUSN 401 • Operations and Supply Chain Management 3 Credits

Exploration of the major components of supply chain systems and tools. Recommendation of improvements in supply chain based on customer requirements. Application of quality concepts and business process improvements to operations and supply chains. Identification of elements needed for successful global supply chain integration.

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

BUSN 405 • Survey of Microeconomics and Macroeconomics 3 Credits

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

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

BUSN 415 • Intermediate Macroeconomics 3 Credits

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

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

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

Application of business ethical theories to ethical dilemmas. Analysis of diverse perspectives regarding the basis for an ethical organization. Formulation of theoretically-based, ethical responses to a variety of ethical dilemmas. Examination of the influences that ethics and faith have on personal and professional decisions. Improvement of skills in presenting, developing, and supporting an ethical position both verbally and through writing.

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

BUSN 430 • Business Law 3 Credits

An introduction to the legal aspects and general structure of business dealings. Analysis of the relationships between contract law, law of sales, and consumer law. Exploration of the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socio-economic arena of the marketplace. Evaluation of how advances in technology impact intellectual property, contract law, criminal law, and tort law. Exploration of ethical problems found in the legal and regulatory environment through the lens of a Christian or personal worldview.

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

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

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

Prerequisites: BUSN 301.

BUSN 491 • Business Capstone 3 Credits

Solving a business problem for an organization that is based on the functional areas of business. Demonstration of effective business communication skills. Exploration of career options using a variety of career exploration tools. Demonstration of knowledge of the functional areas of business by taking a summative exam.

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

CHEM • Chemistry

CHEM 113 • General Chemistry 3 Credits

Chemical properties and principles, structure and reactivity, stoichiometry, thermodynamics, atomic and molecular theory, and states of matter. Laboratory includes application of these principles in exploring chemical properties and reactivity, and computer data collection and modeling. *Corequisites: CHEM 113L.*

CHEM 113L • General Chemistry Lab 1 Credit

Chemical properties and principles, structure and reactivity, stoichiometry, thermodynamics, atomic and molecular theory, and states of matter. Laboratory includes application of these principles in exploring chemical properties and reactivity, and computer data collection and modeling.

Corequisites: CHEM 113.

CHMN • Christian Ministries

CHMN 140 • Spiritual Quest 3 Credits

An exploration of the spiritual dimension of human life. Assessment of spirituality and application of personal spiritual development through vocational productivity, relationships and success. The role of spirituality and personal wellbeing in goal setting.

Fulfills: CAPS Goal Area 6.

CHMN 300 • Foundations for Christian Ministry 3 Credits

Exploration of the Christian gospel and how it is applied through a wide range of ministry expressions today. Comparison of the ministry of Jesus with contemporary ministry practices. Reflection on personal strengths and how they apply in ministry settings, and identification of steps to continue to discern vocation and calling.

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

CHMN 320 • Personal Spiritual Formation 3 Credits

Introduction to the process of spiritual and personal formation. Exploration of models and themes for formation and faith development, with attention to cultural and gender dimensions of formation models and traditions. Examination of both individual and communal spiritual journeys, practices, and connections to God. *Fulfills: CAPS Goal Area 6. Special Notes: Enrollment is open to students with sophomore class standing and above.*

CHMN 350R • Research Writing for Christian Ministry 3 Credits

Examination of the contrast between theological writing and writing in other disciplines. Development of academic writing skills in the discipline of theology, including clear, objective and well-organized theses reasoned from evidence. Application of scholarly biblical and theological resources to life and ministry. *Fulfills: CAPS Goal Area 1, General Education Category R; CAPS Goal Area 6. Special Notes: Enrollment is open to students with sophomore class standing and above.*

CHMN 451 • Communication in Ministry 3 Credits

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

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

CHMN 452 • Leadership in Ministry 3 Credits

Development of a framework for leadership in ministry contexts. Evaluation of personal strengths, blindspots and interpersonal skills within leadership. Incorporation of leadership vocabulary in personal leadership practice and examination of scriptural definitions and examples of leadership. Understanding of collaborative leadership models.

Fulfills: Goal Area 6.

CHMN 477 • Practical Experience Extension 0 Credit

Extension course for continued enrollment following the term in which an undergraduate level CHMN internship, practicum, clinical or other experiential course was taken, required when there are outstanding hours to be completed.

CHMN 481 • Ministry Practicum 3 Credits

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

Grade exceptions: Graded on an S/U basis.

CHMN 495H • Practical Issues in Ministry 3 Credits

Synthesis and application of Christian Ministries' content and skills to specific ethical case studies common in ministry settings. Reflection on personal and spiritual formation as it impacts the spiritual growth of those to whom they minister. Integration of incarnational/formational theology into several ethical and spiritual issues.

Prerequisites: CHMN 481 and at least 9 of the following courses: BIBL 360, BIBL 441, BIBL 442, CHMN 300, CHMN 320, CHMN 350R, CHMN 451, CHMN 452, HUSE 410, THEO 341, THEO 441. Fulfills: CAPS Goal Area 6, General Education Category H.

COMM • Communication**COMM 115 • Intro to Computer Applications** 1 Credit

Introduction to descriptive, correlational, non-parametric, and inferential statistics and the use of research and statistics in society. Perform and interpret statistical analyses. Understand statistical analyses in published research articles.

COMM 160 • Basic Communication Skills 3 Credits

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

Fulfills: CAPS Goal Area 1.

COMM 340 • Cross-Cultural Communication 3 Credits

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

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

CORE • Bethel Distinctives**CORE 300 • Community, Self and Formation: Ancient and Contemporary Narratives** 3 Credits

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

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

CORE 330 • Examining Crucial Questions 3 Credits

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

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

EDUC • Education**EDUC 321 • Foundations in Education** 3 Credits

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

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

EDUC 324 • Educational Psychology 4 Credits

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

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

EDUC 326 • General Methods of Instruction 3 Credits

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

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

EDUC 363 • Educational Equity 3 Credits

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

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

EDUC 368 • Classroom Technology 2 Credits

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

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

EDUC 395 • School-wide Systems Field Experience 1 Credit

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

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

EDUC 451 • Special Education Student Teaching Seminar 3 Credits

Development of strategies for personal and professional efficacy and engaging resources. Analysis of the impact teachers' personal and professional practices, second language, and communication have on student learning. Alignment of an instructional plan with the needs of a learner. Application of academic language. *Prerequisites: EDUC 321, EDUC 324, EDUC 326, EDUC 363, EDUC 368, EDUC 395, SPED 305, SPED 308, SPED 320, SPED 321, SPED 400, SPED 410, SPED 418, SPED 425, SPED 431, SPED 441, SPED 455, SPED 470, SPED 473, SPED 475. Corequisites: SPED 480H. \$300 fee for the state-required edTPA (performance assessment).*

ENGL • English

ENGL 029 • Foundations of Reading and Writing I 3 Credits

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

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

ENGL 030 • Foundations of Reading and Writing II 3 Credits

This course is designed to prepare students for college-level courses in which they will need to be successful in reading and writing. Emphasis is on foundational reading and writing strategies and builds upon strategies learned in ENGL 029.

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

ENGL 130 • Successful Writing 3 Credits

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

Fulfills: CAPS Goal Area 1.

ENGL 225R • Academic Research and Writing 3 Credits

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

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

ENGL 300 • Advanced Writing Labs 3 Credits

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

FINA • Finance

FINA 400 • Financial Management 3 Credits

Identification and interpretation of various types of information provided by financial statements and used by both corporate managers and investors during the decision making process. Exploration of financing sources and costs and their impacts on financial decisions. Discernment in managerial finance using financial risk and rate of return measurements. Use of capital budgeting techniques to make data driven decisions. Discussion of biblical and ethical principles and their relationship to financial management decisions.

Prerequisites: ACCT 400, MIST 320 and 1 course from BUSN 301, BUSN 302, BUSN 308, BUSN 310, BUSN 320, BUSN 323, MATH 301.

FINA 410 • Investments Theory 3 Credits

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

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

FINA 420 • Portfolio Analysis and Management 3 Credits

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

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

FINA 430 • Capital Markets 3 Credits

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

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

FINA 440 • Advanced Corporate Finance 3 Credits

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

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

FINA 450 • Global Finance 3 Credits

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

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

FINA 481 • Academic Internship in Finance 2-4 Credits

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

Prerequisites: FINA 400.

HEPE • Health

HEPE 210 • Group Fitness 1 Credit

Development of cardiovascular fitness through aerobic rhythms and exercise. Workout includes varied aerobic conditioning, minimal strength training, and stretching.

HEPE 260 • Physical Wellness 3 Credits

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

Fulfills: CAPS Goal Area 3.

HIST • History

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

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

Fulfills: CAPS Goal Area 5.

HUSE • Human Services

HUSE 300 • Family Perspectives 3 Credits

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

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

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

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

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

HUSE 320 • Advocacy and Social Change 3 Credits

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

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

HUSE 330 • Leading and Managing in Human Services Organizations 3 Credits
Introduction to grants, financial management and funding in a non profit organization. Development of effective relational skills and personal leadership approach. Analysis of professional development and practices in leadership from a personal worldview.

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

HUSE 386 • Social Inequality 3 Credits

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

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

HUSE 400 • Research Methods 3 Credits

Analysis of standard research methods and designs in psychology. Understanding of empirical research and ethical practices with human subjects from various backgrounds. Evaluation and critique of published research.

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

HUSE 405 • Family Social Policy 3 Credits

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

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

HUSE 410 • Dynamics of Interpersonal Relationships 3 Credits

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

Fulfills: CAPS Goal Area 5.

HUSE 435 • Families in Cross-Cultural Perspective 3 Credits

Introduction to contemporary, historical, and cross-cultural perspectives on diversity. Identification of values and assumptions underlying these systems, roles, and intergenerational relationships within the context of family. Evaluation of the personal impact of theological, cultural, and historical perspectives of diversity of family. Examination of the impact that chemical dependency and mental health issues have on diversity.

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

HUSE 445 • Counseling Microskills 3 Credits

An examination of effective counseling skills that combines theoretical understanding and hands-on practice of essential microskills. Engagement in development of "self of the therapist" through reflective practice and observation of self and others.

Fulfills: CAPS Goal Area 5.

HUSE 450 • Introduction to Addictions Counseling 3 Credits

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

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

HUSE 455 • Pharmacology of Addictions 3 Credits

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

Fulfills: CAPS Goal Area 5.

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

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

HUSE 470 • Directed Study 1-4 Credits

HUSE 477 • Practical Experience Extension 0 Credit

Extension course for continued enrollment following the term in which an undergraduate level HUSE internship, practicum, clinical or other experiential course was taken, required when there are outstanding hours to be completed.

HUSE 481 • Internship in Addictions Counseling I 4 Credits

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

Prerequisites: HUSE 435, HUSE 445, HUSE 450, HUSE 455, HUSE 460, HUSE 485H.

Grade exceptions: Graded on an S/U basis. Special Notes: Program Director permission required for enrollment.

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

Direct practice experience in which the student applies previously acquired knowledge and skills in a structured professional setting focused on the 12 core functions of a licensed alcohol and drug counselor as defined in Minnesota Statute section 148F.01, subdivision 10. Students will accrue remaining hours of the Minnesota state Board of Behavioral Health and Therapy requirement of 880 clock hours of practical experience that were not completed in HUSE 491.

Prerequisites: HUSE 435, HUSE 445, HUSE 450, HUSE 455, HUSE 460, HUSE 481, HUSE 485H, HUSE 491. Grade exceptions: Graded on an S/U basis.

HUSE 485H • Professional Practice Issues and Ethics 3 Credits

An examination of legal and ethical situations arising in the practice of helping professions, including alignment with the 12 core functions for addictions counseling. Evaluation of legal and ethical issues in professional practice and decision making. Development of goals and strategies for continuing professional, personal, and spiritual growth.

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

HUSE 490 • Integrative Internship Seminar 3 Credits

A professional learning and practice experience. Application of previously acquired human services knowledge and development of skills in a structured professional Human Services setting. 100 hours/10 weeks.

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

HUSE 491 • Internship in Addictions Counseling II 4 Credits

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

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

MATH • Math

MATH 080 • Foundations of Mathematics 3 Credits

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

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

MATH 180 • Mathematics in Real Life 3 Credits

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

Fulfills: CAPS Goal Area 4.

MATH 301 • Business Mathematics and Statistics 3 Credits

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

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

MIST • Management Information Systems

MIST 320 • Management Information Systems 3 Credits

Study of management information systems and various enterprise information system types. Explanation of security risks associated with information management systems. Application of Systems Development Lifecycle to real-world information management systems. Communication of business information through data and visualization. Examination of ethical issues in information management from a Christian or personal perspective.

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

MIST 400 • Foundations of Information Management Systems 3 Credits

Exploration of the history, uses and functions of information management systems as well as their role within current business innovation. Understanding of security risks, architecture, and various enterprise information system types. Application of the Systems Development Lifecycle. Consideration of Christian or personal worldview in relation to information management systems.

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

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

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

Prerequisites: MIST 400.

NASC • Natural Science

NASC 275 • Environmental Studies 3 Credits

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

Fulfills: CAPS Goal Area 3.

NURS • Nursing

NURS 300 • Acute Care Clinical 3 Credits

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

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

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

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

Corequisites: NURS 310, NURS 325, NURS 326. *Total fees:* \$348 (\$195 Nursing Central Resource Fee, \$40 Malpractice Fee, \$48 Criminal Background Check fee, and \$65 Clinical Fee). *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 306 • Practicum II: Adult Nursing 3 Credits

Provision of holistic care for adults and older adults in various health/illness states. Application of clinical judgment, liberal arts knowledge, and professional communication in adult acute care settings. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 305, NURS 310, NURS 325, NURS 326. *Corequisites:* NURS 311, NURS 350, NURS 351. \$65 Clinical Fee. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 307 • Practicum III: Mental Health Nursing 1 Credit

Provision of holistic care for individuals with mental health needs. Application of critical thinking skills, liberal arts knowledge, and professional communication in mental health settings. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 305, NURS 310, NURS 325, NURS 326. *Corequisites:* NURS 331. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

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

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

Corequisites: NURS 305, NURS 325, NURS 326. *Total fees:* \$670 (\$140 lab fee, \$480 ATI Resource Fee, \$50 Online test fee). *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 311 • Skills II: Adult Nursing 2 Credits

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

Prerequisites: NURS 305, NURS 310, NURS 325, NURS 326. *Corequisites:* NURS 306, NURS 350, NURS 351. *Total fees:* \$162 (\$140 Lab Fee, \$50 Online Testing Fee). *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 325 • Pathophysiology 3 Credits

Examination of the physiologic basis for manifestations of altered structure and function. Exploration of differences in physiologic responses to health and illness in diverse populations across the lifespan from a nursing perspective.

Corequisites: NURS 305, NURS 310, NURS 326. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 326 • Pharmacology for Nursing 2 Credits

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

Corequisites: NURS 305, NURS 310, NURS 325 *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

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

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

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

NURS 331 • Mental Health Nursing 2 Credits

Exploration of the nursing care of adults experiencing mental health issues within the context of families and communities. Application of the ethical, legal, and evidence-based practice considerations associated with mental health nursing.

Prerequisites: NURS 305, NURS 310, NURS 325, NURS 326. *Corequisites:* NURS 307. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 350 • Adult Nursing I 3 Credits

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

Prerequisites: NURS 305, NURS 310, NURS 325, NURS 326. *Corequisites:* NURS 306, NURS 311, NURS 351. \$480 Nursing ATI Resource Fee. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 351 • Adult Nursing II 3 Credits

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

Prerequisites: NURS 305, NURS 310, NURS 325, NURS 326. *Corequisites:* NURS 306, NURS 311, NURS 350. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 365 • The Professional Nurse 3 Credits

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

NURS 400 • Public Health Nursing 3 Credits

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

NURS 401 • Public Health Nursing Clinical 3 Credits

Identification of disease prevalence, distribution, and control in a population, including environmental, protective, and risk factors. Evaluation of evidence-based interventions to address health disparities. Demonstration of ethical principles and Christian perspectives in at-risk population care. Application of public health nursing competencies and effective communication skills through virtual/real-world clinical experience.

Prerequisites: NURS 400.

NURS 405 • Nursing Ethics 3 Credits

Application of ethical inquiry and utilization of language needed to discuss relevant ethical healthcare issues. Analysis of current ethical issues faced in healthcare settings, including potential outcomes for patients experiencing ethical issues in the healthcare environment, the role of the nurse, and application of ethical perspectives. Fosters the development of empathy for, respect of, and insight into differing ethical opinions, including Christian and other faith perspectives.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351. *Corequisites:* NURS 433, NURS 437, NURS 438, NURS 439. *Special Notes:* This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 410 • Nursing Informatics 3 Credits

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

NURS 425 • Cultural Diversity in Healthcare 3 Credits

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

Fulfills: CAPS Goal Areas 3, 5.

NURS 433 • Pediatric Nursing 2 Credits

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

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 405, NURS 437, NURS 438, NURS 439. \$50 Online Testing Fee.

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

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

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

NURS 436 • Application of Research to Practice 3 Credits

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

Prerequisites: NURS 435.

NURS 437 • Maternity Nursing 2 Credits

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

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 405, NURS 433, NURS 438, NURS 439. \$480 ATI Resource Fee.

Special Notes: This course is offered only for students in the Post-Baccalaureate Nursing program.

NURS 438 • Practicum IV: Pediatric Nursing 1 Credit

Provision of holistic care for pediatric patients and families. Application of clinical judgment skills, liberal arts knowledge, and professional communication to provide care in pediatric settings. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 405, NURS 433, NURS 437, NURS 439. Total fees: \$80 (\$40 Malpractice Fee, \$40 Nursing Lab Fee). Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 439 • Practicum V: Maternity Nursing 1 Credit

Provision of holistic care for maternity patients and families. Application of clinical judgment skills, liberal arts knowledge, and professional communication to provide care in maternity settings. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 405, NURS 433, NURS 437, NURS 438. \$65 Clinical Site Placement Fee. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 440 • Population-Based Nursing 3 Credits

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

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 446. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 446 • Practicum VI: Population-Based Nursing 2 Credits

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

Prerequisites: NURS 306, NURS 307, NURS 311, NURS 331, NURS 350, NURS 351.

Corequisites: NURS 440. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 447 • Practicum VII: Capstone 3 Credits

Provision of comprehensive nursing care to patients with complex health needs. Synthesis of clinical judgment skills, liberal arts knowledge, leadership skills, and professional standards to manage care and improve health outcomes. Integration of evidence-based and culturally sensitive care with a Christian worldview consideration.

Prerequisites: NURS 405, NURS 433, NURS 437, NURS 438, NURS 439, NURS 440, NURS 446. Corequisites: NURS 450, NURS 460. Total fees: \$145 (\$80 Malpractice Insurance Fee, \$65 Clinical Site Placement Fee). Special Notes: This course is offered only for students in the Post-Baccalaureate Nursing program.

NURS 450 • Leadership Development 3 Credits

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

Prerequisites: NURS 405, NURS 433, NURS 437, NURS 438, NURS 439, NURS 440, NURS 446, PSYC 335. Corequisites: NURS 447, NURS 460. Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 460 • Skills III: Nursing Synthesis 3 Credits

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

Prerequisites: NURS 405, NURS 433, NURS 437, NURS 438, NURS 439, NURS 440, NURS 446. Corequisites: NURS 447, NURS 450. Total fees: \$190 (\$140 Lab Fee, and \$50 Online Testing Fee). Special Notes: This course is offered for students in the Post-Baccalaureate Nursing program.

NURS 485 • Leadership in Nursing 3 Credits

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

NURS 486 • Management in Nursing 3 Credits

Management theories and concepts to influence healthcare change. Incorporation of ethical principles, Christian perspectives, professional standards, and management principles to influence organizations. Synthesis of nursing management, educational and professional experiences through reflection on professional growth. Application of financial and legal concepts of management. Strategies for conflict management, teamwork and communication.

NURS 495 • Clinical Care Change Project 3 Credits

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

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

ORGL • Organizational Leadership**ORGL 101 • The Relational Leader 3 Credits**

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

Fulfills: CAPS Goal Area 5.

ORGL 120 • Personal Mission and Leadership Development 3 Credits

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

Fulfills: CAPS Goal Area 2.

ORGL 201 • The Framework of Leadership 3 Credits

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

ORGL 310 • Leadership and Adult Development 3 Credits

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

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

ORGL 330 • Theories of Organizations and Leadership 3 Credits

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

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

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

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

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

ORGL 345 • Organizational Behavior 3 Credits

Exploration of how organizational behaviors and cultures are shaped and formed while considering emerging social trends. Examination of the roles of both leadership and followership as individuals, groups, and organizations as a whole. Reflection on personal competencies, foundational beliefs, and assumptions of leadership and their influence on organizational culture, conflict, and change.

ORGL 350 • Leadership Communication 3 Credits

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

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

ORGL 370 • Leading in the Digital Age 3 Credits

Introduction to major technology developments and their impact on people and organizations. Evaluation of technology, benefits and consequences of technology, and technology change in the organizational context. Analysis of personal and organizational issues related to technology in light of ethical and/or moral reasoning and relevant organizational and/or personal characteristics.

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

ORGL 400 • Principles of Leading and Managing 3 Credits

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

ORGL 430 • Self-Leadership and Organizational Health 3 Credits

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

ORGL 450 • Global Leadership Summit 3 Credits

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

ORGL 462 • Integrated Principles of Leadership 3 Credits

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

ORGL 465H • Applied Leadership Ethics 3 Credits

Application of ethical principles to issues of moral perplexity within a business/organizational management context. Analysis of ethical pluralism, cultural diversity, allocation of resources, equal opportunity requirements and sexual harassment policies. Consideration of the relationship between organizational imperatives and faith.

Prerequisites: ORGL 310, ORGL 400, ORGL 462. Fulfills: CAPS Goal Area 6, General Education category H.

ORGL 490 • Leading and Change 3 Credits

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

Prerequisites: ORGL 310, ORGL 400, ORGL 462.

PSYC • Psychology

PSYC 100 • Introduction to Psychology 3 Credits

Methods, theories, and principal findings of psychological investigation.

PSYC 305 • Lifespan Development 3 Credits

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

Prerequisites: PSYC 100. Fulfills: CAPS Goal Area 5. Special Notes: Enrollment is open to students with sophomore class standing and above. Cross-listed with HUSE 305.

PSYC 320 • Social Psychology 3 Credits

Exploration of key concepts, principles, and overarching themes in social psychology (including conformity, persuasion, social cognition, attraction, altruism, aggression, prejudice, and group behavior). Applications of social psychological principles to everyday life. Interpret and critique phenomena and controversial topics in social psychology.

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

PSYC 330 • Trauma-Informed Approaches 3 Credits

Review the history of trauma and its treatment. Analyze how we acquired the PTSD diagnosis. Summarize what is trauma informed practice and its stakeholders. Distinguish childhood trauma from adult onset trauma. Demonstrate an ability to critically examine how trauma relates to addiction and suicide.

PSYC 335 • Introduction to Statistics 3 Credits

Introduction to descriptive, correlational, non-parametric, and inferential statistics and the use of research and statistics in society. Perform and interpret statistical analyses. Understand statistical analyses in published research articles.

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

PSYC 340 • Psychopathology 3 Credits

Classification, causes, symptoms, treatment, and identification of various forms of psychopathology. Analysis of faith based and secular perspectives of psychopathology. Survey of some major issues in the study of psychopathology. Critique research in the field of psychopathology.

Prerequisites: PSYC 100 Fulfills: CAPS Goal Area 5.

PSYC 345 • The Body's Response to Trauma 3 Credits

Demonstrate an ability to critically examine trauma's effect on the human brain. Explain how traumatic memories are stored in the brain. Examine the Fight/flight/freeze response and polyvagal theory. Explore the mind/body/spirit connections of trauma and what is dissociation. Describe repressed memory.

PSYC 350 • Trauma-Informed Care 3 Credits

Research therapeutic trends including PTSD in the Military. Demonstrate an ability to critically examine somatic experiencing. Discuss spiritual healing. Investigate the mental health crisis. Explore issues with cognitive behavior therapy and exposure therapy.

PSYC 360 • History of Psychology 3 Credits

Historical roots of contemporary psychology. Focus is on the influence of historical trends, people, and events including evolution of psychological questions, enduring conflicts, constructs, methods, and issues. Explain major perspectives of psychology. Compare and contrast them with faith perspectives.

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

PSYC 370 • Disabilities and Giftedness 3 Credits

Focus on the development of individuals with disabilities and giftedness from a lifespan perspective. Identification of cognitive, physical, emotional, and sociocultural variables impacting the development of the individual. Critical analysis of psychosocial educational interventions.

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

PSYC 380 • Motivation and Emotion 3 Credits

Explain how biological, environmental, cognitive, emotional, and personal systems interact to initiate and direct human behavior. Evaluate how experimental psychologists study emotional and motivational systems. Identify connections between personal faith and/or beliefs, motivation, and emotion.

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

PSYC 400 • Research Methods 3 Credits

Analysis of standard research methods and designs in psychology. Understanding of empirical research and ethical practices with human subjects from various backgrounds. Evaluation and critique of published research.

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

PSYC 410H • Principles of Counseling and Psychotherapy 3 Credits

Introduction of major therapy systems, basic counseling techniques, and current ethical issues facing the counseling professions. Analysis of the systems, techniques, and issues from faith-based and secular perspectives.

Prerequisites: PSYC 100, PSYC 340. *Fulfills:* CAPS Goal Area 6, General Education Category H.

PSYC 430 • Advanced Psychopathology 3 Credits

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

Comparison of the perspectives of those affected by mental illness with one's own perspectives.

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

PSYC 435 • Families in Cross-Cultural Perspective 3 Credits

Introduction to contemporary, historical, and cross-cultural perspectives on diversity. Identification of values and assumptions underlying these systems, roles, and intergenerational relationships within the context of family. Evaluation of the personal impact of theological, cultural, and historical perspectives of diversity of family. Examination of the impact that chemical dependency and mental health issues have on diversity.

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

PSYC 450 • Introduction to Addictions Counseling 3 Credits

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

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

PSYC 480 • Psychology Internship and Seminar 3 Credits

A supervised, applied learning experience in the work world. Includes an online seminar component with students and instructor. Application of psychology to the workplace, personal worldview and careers, emotional intelligence. Development of effective workplace relationships, cultural competence, self-career planning, ethical issues, self-care, work-life balance, job search strategies, and professional development strategies.

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

PSYC 490 • Senior Seminar 3 Credits

An in-depth exploration of a psychological topic of the student's choosing. Review of foundational issues explored throughout the psychology program.

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

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

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

Fulfills: CAPS Goal Area 5.

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

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

SCLA 460 • Senior Care Support Services 3 Credits

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

SCLA 465 • Senior Care Regulatory Management 3 Credits

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

SCLA 477 • Practical Experience Extension 0 Credit

Extension course for continued enrollment following the term in which an undergraduate level SCLA internship, practicum, clinical or other experiential course was taken, required when there are outstanding hours to be completed.

SCLA 481 • Senior Care Internship I 4 Credits

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

Prerequisites: BUSN 301 or BUS 230, BUSN 302 or BUS 231, 3 of the following: SCLA 450, SCLA 455, SCLA 460, SCLA 465.

SCLA 482 • Senior Care Internship II 4 Credits

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

Prerequisites: SCLA 481.

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

Introduction to Bethel's Christian liberal arts education, institutional tools and resources, core strategies and techniques for effective studying and writing. Balance between personal, professional, and spiritual well-being.

Fulfills: CAPS Goal Area 2.

SOCS 120 • Introduction to Healthcare 3 Credits

An introduction to various health professions and the healthcare system in the United States. Emphasis on understanding the healthcare system, current issues in healthcare, and healthcare career paths. Development of healthcare literacy and navigating healthcare culture. Students examine education, training and licensure and/or certification requirements for potential careers.

Fulfills: CAPS Goal Area 2.

SOCS 130 • Western Culture 4 Credits

Seeks to help students understand the key movements that have influenced the lives of people in Europe and North America up through the Enlightenment. Students explore with insight and empathy the writings and lives of those who have influenced the course of world societies. Prepares students to appreciate and evaluate the diverse ways in which Christians have interacted with Western culture by shaping, absorbing, and criticizing the culture of the West.

Fulfills: CAPS Goal Area 5.

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

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

Fulfills: CAPS Goal Area 5.

SOCS 255 • Studies in the American Mosaic 3 Credits

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

Fulfills: CAPS Goal Area 5.

SPED • Special Education**SPED 305 • Introduction to Special Education 2 Credits**

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

SPED 308 • Introduction to Academic Instruction and Behavior Management for Exceptional Learners 3 Credits

Introduction to how special education and general education academic systems work together. Identification of functional behavioral assessments processes and principles of individual and school-wide systems of supports. Demonstration of how evidence-based instruction can be adapted. Identification of how required curricular components direct instruction. Analysis of positive instructional environments.

SPED 320 • 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. Recognition of characteristics and instructional strategies for the specific learning disability: dyslexia.

SPED 321 • Reading Field Experience 1 Credit

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

Prerequisites: SPED 320.

SPED 400 • Characteristics of Mild-Moderate Disabilities 3 Credits

Exploration of the five disability categories represented under Academic Behavioral Strategist (ABS). Identification of strategies that support stakeholders of children with mild-moderate needs. Explanation of topics that form the basis for special education practice for students with mild-moderate disabilities. Identification of the impact culture and linguistics has on special education.

SPED 410 • Norm-Referenced Assessment 4 Credits

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

Corequisites: SPED 470.

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

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

SPED 425 • Special Education: Planning and Programming 3 Credits

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

SPED 431 • Responsive Instruction, Intervention and Assessment 3 Credits

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

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

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

SPED 455 • Classroom-based Assessment 3 Credits

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

Prerequisites: SPED 410. Corequisites: SPED 470.

SPED 470 • Assessment Field Experience 1 Credit

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

Corequisites: SPED 410, SPED 455.

SPED 473 • ABS Field Experience 1 Credit

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

SPED 475 • Consultation, Collaboration, and Resources 3 Credits

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

SPED 477 • Practical Experience Extension 0 Credit

Extension course for continued enrollment following the term in which an undergraduate level SPED internship, practicum, clinical or other experiential course was taken, required when there are outstanding hours to be completed.

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

Management of timelines and ethical responsibilities of a special educator. Implementation of appropriate interventions and procedures necessary to process moral dilemmas related to special education due process. Consultation with parents and professionals to provide special education services. Analysis of personal development. Integration of duty, virtue, responsibility, and Christian values.

Prerequisites: EDUC 321, EDUC 324, EDUC 326, EDUC 363, EDUC 368, EDUC 395, SPED 305, SPED 308, SPED 320, SPED 321, SPED 400, SPED 410, SPED 418, SPED 425, SPED 431, SPED 441, SPED 455, SPED 470, SPED 473, SPED 475. Corequisites: EDUC 451.

Grade exceptions: Graded on an S/U basis. ABS student teaching fee: \$75, out-of-region fee: \$100, out-of-state fee: varies.

THEO • Theology

THEO 341 • Gospel in Cross-Cultural Perspective 3 Credits

Examination of one's own cultural framework in relation to other cultures. Analysis of cross-cultural ministry examples in scripture and how the gospel is influenced, expressed, and experienced through social and cultural systems. Understanding of the ministry of reconciliation. Interaction with individuals and environments in cross-cultural contexts, and development of capacity to communicate the gospel with cultural sensitivity.

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

THEO 441 • Christian Theology 3 Credits

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

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

Tuition, Student Account, and Financial Aid

Tuition and Program-Specific Student Fees

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

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

Student Account Information

Online Monthly Statements

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

View online monthly statements through My Bethel (My Bethel > My Statements and Finances > Make a Payment. This will direct you to TouchNet where statements can be viewed).

Ways to Make a Payment

- **Online:** My Bethel > My Statements and Finances > Make a Payment. This will direct you to the Touchnet/Bill-Pay site. Click "Make a Payment" and follow the prompts.
- **In person:** Pay by check or money order at the Business Office (Anderson Center, 5th Level) 8 a.m. - 4:30 p.m. M-F. (Credit cards are accepted online only.)
- **Drop Box:** A drop box is located next to the ATM machine near the entrance of the Campus Store on the 3900 campus. Items in the drop box will be delivered to the Business Office one time per business day.
- **U.S. Mail:** Mail a check to: Bethel University, Business Office, 3900 Bethel Drive, St. Paul, MN 55112. Please include your student ID number in the memo portion of the check.

Authorized Users

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

Authorized users can view the student's account and pay online (https://epay.bethel.edu/C20433_tsa/web/login.jsp).

Registration Hold

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

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

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% per month will be assessed on any charge more than 30 days past due.

Past Due Accounts

The following paragraphs apply to all students:

Default: I will be in default if: I fail to pay the total amount payable when due, any scheduled payment under either a semester payment plan or installment plan, or any other fee (which may include, but are not limited to, charges such as parking fines, library fees, other charges for violations of Bethel University policies, or any other amount billed to my student account) by the 15th day of the month following the month in which I am sent billing notice.

Failure to pay due to the following situations will not exempt me from entering default:

- withdrawal from Bethel University (whether voluntary or involuntary),
- insufficient funds in an account from which my payment was drawn (or similar circumstances),
- change of address without notifying Bethel University in writing,
- providing to Bethel University any false or misleading information,
- a case under U.S. Bankruptcy Code is started by or against me or any guarantor or cosigner.

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

Returned Payment Fee

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

Child Day Care Center

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

Refunds

Students who are eligible for a refund may receive billing refunds (tuition, fees) and/or 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.

Full payment is due on the start date of each course. Therefore, the student account will be billed once the student has been registered for his/her course(s). Students are responsible for payment reaching the St. Paul Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance of registration for funds to be disbursed at the beginning of the term. A late fee of .5% per month will be assessed on any charges more than 30 days past due. Enrollment for subsequent courses is dependent on full payment of the previous expenses.

Tuition, Fees, and Payments on Student Accounts

Full payment is due on the start date of each course. Tuition is generated through information from the Office of the Registrar. Therefore, the student account will be billed once the student has been registered for his/her course(s). Students are responsible for payment reaching the St. Paul Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance of registration for funds to be disbursed at the beginning of the term. A late fee of .5% per month will be assessed on any charges more than 30 days past due. Enrollment for subsequent courses is dependent on full payment of the previous expenses.

Tuition and Fees Refund Schedule

Full Refund Period

Students who drop a course will receive full tuition refund for eight calendar days unless the course is less than five weeks in length. If the course is less than five weeks in length, students will receive full tuition refund through the first 3 days of the course.

Full Refund

Students are entitled to a 100% refund of tuition if they drop a course during the full refund period. They are not entitled to a full refund if they withdraw from or complete the course.

Pro-Rata Refund

Students who withdraw from a course receive a pro-rata refund of tuition up to and including 50% of the enrollment period. The withdrawal period may be longer than the pro-rata refund period. The percentage of tuition and financial aid retained on the student's account is equal to the percentage of the period of enrollment that was completed.

No Refund

Students are not eligible for any refund once 50% of a class is completed.

For detailed billing refund dates, see the Business Office website (<https://www.bethel.edu/business-office/>).

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.

The following information will be included on the invoices:

- Student name, address, and Bethel ID number
- Course number
- Course name
- Number of credits
- Beginning and ending dates of the course
- Tuition amount

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. 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.

CGCS Scholarship (CAPS)

This scholarship is for a student in the College of Adult & Professional Studies (ECC002)

George Floyd Scholarship Fund

The George Floyd Scholarship reflects Bethel University's theological and practical commitment to stand unequivocally against racism and every form of sin that destroys the image of God in humanity. The scholarship will be awarded to an incoming or returning student in any Bethel University school who demonstrates a commitment to increasing opportunities for members of underrepresented groups, breaking down stereotypes, enabling others to better understand persons of different races or ethnicities, excellence in leadership, dedication to community engagement, commitment to Biblical justice and advancement of the gospel. (EZF007)

Sagrid E. Edman Adult Undergraduate Scholarship

This scholarship is awarded to College of Adult & Professional Studies (CAPS) nursing students who best exemplify the hallmark characteristics of the Bethel University nursing program. (ECE004)

Faculty and Administration

Administration: University

Office of the President

Ross Allen	President
Rahn Franklin, Jr.	Vice President for Diversity, Equity, and Inclusion
James H. Barnes III.	President Emeritus 1995-2020

Office of the Provost

Robin Rylaarsdam	Provost
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Academic Affairs

Randall S. Bergen	Associate Provost of CAPS, Seminary, and the Graduate School
Diane L. Dahl	Dean of Nursing, Social Work, and Community Health
Judith E. Landrum	Dean of Education and Ministries Division
Chad Osgood	Dean of Business, Leadership, Health, and Social Sciences

Admissions

Kate Gunderson	Director of CAPS, Seminary, and GS Admissions
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Financial Aid

Jeffrey D. Olson	Director of Financial Aid
Debra R. Cordova	Associate Director of Financial Aid
Marla J. Rupp	Associate Director of Financial Aid
Laura B. Ellwanger	Assistant Director of Financial Aid

Library

David R. Stewart	Director of University Libraries
Rhonda Gilbraith	Associate Director and Collection Development Librarian
Lyndi Fabbrini	Research and Instruction / Assessment Librarian
Kent T.K. Gerber	Digital Library Manager
Scott A. Kaihoi	Research and Instruction Librarian / Copyright Liaison
Kaylin Creason	Research and Instruction / Interlibrary Loan Librarian
Amy Reinhold	Materials Service Librarian
Earleen J. Warner	Research and Instruction Librarian
Serena K. Giese	Research and Instruction / User Experience Librarian
Sandra Oslund	Collections Planning Manager

Registrar

Kerri Vickers	Registrar
Lori Beyer	Associate Registrar, CAPS, Seminary, & GS

Student Life

Liz Burd	Director of Accessibility Resources and Services
Ryan T. Gunderson	Dean of Student Success and Retention (CAPS, Seminary, and Graduate School)
Miriam Hill	Director of Counseling Services
Elizabeth K. Miller	Director of Health Services

Administration: College of Adult & Professional Studies

Randall S. Bergen	Associate Provost of CAPS, Seminary, and the Graduate School
Chad Osgood	Dean of Business, Leadership Health, & Social Sciences
Diane Dahl	Dean of Nursing, Social Work, and Community Health
Judith Landrum	Dean of Education and Ministries Division
Ryan T. Gunderson	Dean of Student Success and Retention
Ross Jahnke	Dean of Academic Development and Operations

Business, Leadership, Health & Social Sciences Division

The business and leadership division oversees academic matters pertaining to the undergraduate programs in business, leadership, health and social sciences. Faculty members and academically qualified administrators are designated as program directors for undergraduate programs.

Joel Frederickson	Program Director, B.A. in Psychology
Nicolette L. Daniels	Program Director, Organizational Leadership; Senior Care Leadership and Administration
Mary Michener	Program Director, Human Services
Molly Wickam	Program Director, Accounting, Business Management, and Finance; Director, Academic Resource Center

Education and Ministries Division

The education division oversees academic matters pertaining to the graduate programs in education and ministry. Faculty members and academically qualified administrators are designated as program directors for graduate programs.

Mary Lindell	Program Director, Special Education
Laura Gilbertson	Program Director, Christian Ministries

Nursing Division

The department of nursing oversees academic matters pertaining to the College of Adult & Professional Studies nursing major. Department of nursing faculty members are designated as program director and faculty advisors. The faculty advisors in the nursing department deal with academic and professional oversight within the program; each cohort is assigned one faculty advisor.

Emily R. Day	Program Director, Bachelor of Science in Nursing (RN to BSN)
Kristina Gustafson	Program Director, Bachelor of Science in Nursing (Post-Baccalaureate)

Faculty

A

John Addleman, 2017. Program Director. PhD in Human Development, University of Maryland, 1990. Master's in Psychology, Shippensburg University, 1987. Master of Divinity, Trinity Evangelical Divinity School, 1983. Bachelor of Arts, Wheaton College, 1979.

Beth Anderson, 2016. Adjunct Faculty. B.S. Nursing, University of Wisconsin-Eau Claire, 1989. M.A. Organizational Leadership, St. Catherine University, 2000.

Linda Anderson, 1990. Professor of Nursing. B.S. in Nursing, University of Minnesota, 1981. M.P.H. in Public Health Nursing, University of Minnesota, 1989. Doctor of Nursing Practice, University of Minnesota, 2010.

Jentine Arkema, 2002. Adjunct Instructor. B.A., Dordt College, 1974. M.A., Bethel University, 1999.

Eric Asante, 2018. Adjunct Faculty. Doctor of Business Administration - Finance, Walden University, 2017. Master of Business Administration - Risk Management, Walden University, 2013.

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

B

Lori Ballantyne, 2011. Adjunct Instructor. M.A. in Nursing, Bethel University, 2011. Leadership in Health Information Technology for Health Professionals Certificate, University of Minnesota, 2012. BSN, Metropolitan State University, 2008. AD in Nursing, St. Catherine's University, 2005. Post-Master's DNP, University of Minnesota, 2016.

Kristina Barkey, September 2020. Adjunct Professor. Bachelors Degree in Nursing, Bethel University, 1985. Master of Science in Nursing-Education, Capella University, 2018.

Cheryl Bostrom, 1995. Adjunct Assistant Professor. Ph.D. in Educational Psychology, Regent University, 2020. Ed.D., Bethel University, 2007. M.A., Bethel University, 2005. B.S., Northwestern University-Saint Paul, 1997.

Robert Brock, 2019. Adjunct Instructor. Bachelor of Science - Biochemistry, University of Minnesota - College of Biological Sciences, 1999. Master of Business Administration - Marketing, University of Minnesota - Carlson School of Management, 2013.

C

Cara Cardoso, 2021. Adjunct. B.A. in Psychology, University of Wisconsin - Madison, 2009. M.A./Ed.S. in School Psychology, University of Minnesota - Twin Cities, 2011.

Craig Case, 2006. Teaching Partner. B.A., University of Minnesota, 1992. M.Div., Bethel Seminary, 2000. M.A. in Christian Thought, Bethel Seminary, 2014.

Tara Cheath, 2018. Adjunct Instructor of Nursing. B.S.N. in Nursing, Metropolitan University, 2008. M.S.N. in Nursing Education, St. Catherine University, 2016.

Michael Crawford, 2020. Adjunct Faculty Instructor. M.A. Ministry Practice, Bethel Seminary, 2015.

D

Diane Dahl, 1998. Dean of Nursing, Social Work, and Community Health. B.S. in Nursing, Grand Valley State University, 1982. M.S. in Nursing: program focus Nursing Education, Grand Valley State University, 1995. Ph.D. in Education; program focus Curriculum and Instruction, University of Minnesota, 2010.

Nikki Daniels, 1989. Program Director, Faculty. B.A., Trinity College, 1973. M.A., Bethel University, 1997.

Emily Day, 2018. . B.S. in Animal Science, Pennsylvania State University, 2007. M.P.H. in Epidemiology, Drexel University, 2009. B.S. in Nursing, Rutgers University, 2012.

Julie De Haan, 2011. Associate Professor of Nursing. B.S. in Nursing, Calvin College, 1988. M.S.N. Nursing education track, Walden University, 2009.

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

Bekki Drewlo, 2015. Adjunct Instructor in Nursing. BSN, Pittsburg State University, 1994. MPA, University of North Dakota, 2013.

E

David Edgerton, 2017. Adjunct Instructor. MBA, Carlson School of Management, University of Minnesota, 2005. BS in Electrical Engineering, North Carolina Agricultural and Technical State University, 1995.

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

Amy Evans, 2018. Adjunct. Ph.D. in Counseling Psychology, University of Wisconsin-Madison, 2010. M.S.E. in Counselor Education, University of Wisconsin-Platteville, 2000. M.A. in Psychology, Northwestern College (now, University of Northwestern-St. Paul), 1996.

F

Chris Frank, 2008. Adjunct Instructor. Bachelor of Arts, Bethel University, 2000. M.A., Counseling Psychology, Bethel University, 2008.

Joel Frederickson, 1996. Associate Dean of Institutional Assessment and Accreditation. B.A. in Psychology, Bethel College, 1989. M.A. in Educational Psychology, University of Minnesota, 1992. Ph.D. in Educational Psychology/Social Psychology, University of Minnesota, 1997.

G

Becky Gerdes, 2017. Faculty Member. B.S., Southwest Minnesota State University, 1998. M.S., Minnesota State University, Mankato, 2000. Specialist, Minnesota State University, Mankato, 2002. Ph.D., Bethel University, 2019.

Laura Gilbertson, 2005. Program Director, Faculty. B.A., University of Minnesota, 2000. M.Div., Bethel Seminary, 2005. PhD in Sociology, University of Minnesota, In progress.

Janiece Gray, 2021. Adjunct Faculty. BSW, Bethel University, 1997. MHA, University of Minnesota, 2001.

Kristi Gustafson, 2012. . B.S., Bethel College, 1998. M.A. in Nursing Education, Bethel University, 2002.

H

Raymon Hanson, 2001. Adjunct Instructor. Jewish Studies, Hebrew University, Jerusalem, 1983. B.A., University of Wisconsin - Eau Claire, 1985. M.Div., Bethel Seminary, 1989. PhD, Luther Seminary, 2013. Post-Secondary Teaching Certificate, Bethel University, 2014.

(Lily) Xiaoqing Huang, 2018. Adjunct Instructor. Bachelor of Science (Mathematics Education), Guangxi Normal University, China, 1994. Master of Science (Applied Mathematics), Guangxi University, China, 2003. MBA, University of Northwestern - St. Paul, 2017.

Krystal Humphreys, 2017. Adjunct Faculty. PhD Counselor Education and Supervision, Texas Tech University, 2017. M.Ed. Counselor Education, Texas Tech University, 2013. B.A. Psychology, Texas Tech University, 2007. B.A. Dance, Texas Tech University, 2017.

I

Paul Ives, 2008. Adjunct Professor of Business. MBA, Cardinal Stritch University - Milwaukee, WI, 2008.

J

Peter Jankowski, 2004. Associate Professor of Psychology. B.S., Grace College, 1990. M.S., Grace Theological Seminary, 1993. M.S., Northern Illinois University, 1994. Ph.D., Texas Tech University, 1998.

Kevin Johnson, 2014. Adjunct Instructor. B.S., Bethel University, 1994. M.A., Bethel University, 2008.

Judy Jones, 2011. Adjunct Professor. Masters in International Management, St Thomas University of St Paul, 1998.

K

Peter Kapsner, 2002. Teaching Partner. B.S., Bethel College, 1994. Masters of Divinity, Bethel Seminary, 2000. Ph.D., University of Edinburgh, 2012.

L

Judith Landrum, 2004. Dean of Education, Christian Ministries, and Associate Programs. Ph.D., University of Minnesota, 1996. Master's of Arts in English, Fort Hays State University, 1984. BS.Ed., University of Missouri-Columbia, 1980.

Erica Lehner, 2018. Adjunct. BS Education, University of Wisconsin-LaCrosse, 1996. MA ESL, Hamline University, 2011.

Bradley Lind, 2019. Adjunct Instructor of Nursing. B.A. in Biology, Concordia College-Moorhead, 1981. B.S. in Nursing, University of Minnesota, 1996. M.S. in Nursing Education, University of North Dakota, 2017.

Gregg Lindberg, 2006. Teaching Partner. B.A. in Business, Human Resources Management emphasis, Bethel University, 2004. M.A. in Organizational Leadership, Bethel University, 2006. Master of Public Administration, (MPA), Hamline University, 2013.

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

Amie Lorence Grubidge, 2016. Adjunct Instructor of Education. B.A. in Communication Studies, Bethel University, 2012. M.A. in Special Education, Bethel University, 2013.

M

Phillip Martin, 2020. Adjunct Faculty Instructor. Bachelor of Arts, Bethel University, 2010. Master of Arts, University of Minnesota, 2013.

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

Shawn Meyer, 2021. Adjunct Nursing Faculty. Associate Degree Science of Nursing, Presentation College, 1989. Bachelor's Degree in Science of Nursing, Minnesota State University Moorhead, 2010. Master's Degree: Nurse Educator, Minnesota State University Moorhead, 2014.

Mary Michener, 2012. Associate Professor. B.S. Child/Adolescent Psychology, University of Minnesota, 1992. Ed.D. in Work, Community, and Family, University of Minnesota, 2002.

Maia Miller, 2014. Adjunct Faculty. 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 Emerita. 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.

Joe Moussa, 2020. Business Adjunct Instructor. Master of Business Administration – Accounting Emphasis, Touro University Worldwide, 2013.

Jan Mrozinski, 2016. Adjunct Faculty. B.A. in Individual/Family Studies, Kent State University, 1993. M.A. in Professional Counseling, Colorado Christian University, 1997. M.Ed. in Emotionally and Behaviorally Disordered, Specific Learning Disabilities, Bethel University, 2003.

Alicia Murphy, 2020. Adjunct Faculty. BSN, Augustana University, 1999. MSN, Walden University, 2013. DNP, American Sentinel University, 2017.

N

Brad Nauman, 2011. Adjunct Instructor. B.A., Bethel University, 1982. M.A., Bethel University, 2010.

O

Stephanie O'Brien, 2005. Adjunct Faculty in Ministry Communication and Spiritual Formation. B.A. in Psychology, Bethel University, 2005. M.Div. - Biblical Communication and Preaching Concentration, Bethel Seminary, 2012.

DiAnna Olsen, 2015. Adjunct. Bachelor of Arts Degree in Organizational Leadership and 78 - BS Accounting Credits, Bethel University, 2011. Master of Arts in Organizational Leadership, Bethel University, 2013. Working on DBA with an emphasis in entrepreneurship and international business, Walden University, Present.

Joel Olson, 2014. Instructor. B.A., Gustavus Adolphus College, 1989. M.A., Bethel University, 2013.

Chad Osgood, 1998. Dean of Business, Leadership, Health, and Social Sciences. B.A. in Athletic Training, Bethel College, 1995. M.S. in Health, Physical Education, and Recreation, South Dakota State University, 1998. Ed.D. in Higher Education Leadership, Bethel University, 2019.

Lisa Ouren, 2016. Adjunct Professor. B.A. in Elementary Education, Northwestern University, 1997. M.A. in Special Education (Emotional Behavior Disorders and Learning Disabilities), Bethel University, 2001. License Director of Special Education, University of Minnesota, 2014.

P

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

Bill Paxton, 2007. Adjunct professor. B.A. Religious Studies, University of Dayton, 1975. M.S. Managemnet, Cardinal Stritch University, 1994. Ed.D. Leadership in Higher Education, Bethel University, 2015.

Abbey Payeur, 2010. Teaching Partner. B.A. in Elementary Education, Augsburg College, 2004. M.A. in Education, Bethel University, 2008.

Al Prentice, 2007. Teaching Partner. B.A. Psychology, Azusa Pacific University, 1969. M.S.P., Azusa Pacific Univesity, 1971. M.A. (T.S.), Bethel Seminary, 1999.

R

Lance Radziej, 2017. Adjunct Faculty. Master of Business Administration, University of Minnesota, 2012. Master of Accountancy, University of Minnesota, 2011. Master of Business Taxation, University of Minnesota, 2010.

Kemi Rampi, 2019. Adjunct Professor. Juris Doctor, St. Thomas School of Law, 2007. Bachelor of Science (Magna Cum Laude), Southeast Missouri State University, 2003.

Dan Rotach, 2000. Adjunct Assistant Professor of Psychology. B.A., Faith Baptist Bible College, 1978. M.Div., Denver Theological Seminary, 1982. D.Min., Bethel Seminary, 1995. Licensure in Marriage and Family Therapy, Adler Institute, 1999.

S

Kristin E. Sandau, 2006. . B.S., Bethel College, 1989. M.S., University of Minnesota, 1999. Ph.D., University of Minnesota, 2004.

Jennifer Scott, 2002. Adjunct Instructor of Biblical and Theological Studies. B.A., Bethel College, 1995. M.A. in Theological Studies, Bethel Seminary, 2002.

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

Linda Shell, 2008. Teaching Partner. B.S.N., Bethel University, 2004. Masters in Nursing, Bethel University, 2008. Doctorate in Nursing Practice, University of Minnesota, 2014.

Bethany Simpson, 2019. Adjunct Faculty. B.S.N., Bethel University, 1989. M.S.N., University of Phoenix, 2007. Ed.M., University of Illinois, Urbana-Champaign, 2014.

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

Krista Soria, 2016. Adjunct Faculty. Doctorate in Higher Education Policy, University of Minnesota, 2013.

Sue Steen, 1983. Adjunct Assistant Professor of Nursing. B.A. in Nursing, Gustavus Adolphus College, 1978. M.S. in Nursing, University of Minnesota, 1982.

Michelle Steffenhagen, 2015. Adjunct Assistant Professor of General Education. M.S. in Mental Health Counseling, Lee University, 2007. M.S. in College Student Development, Lee University, 2014. B.A. in Communication, Bethel University, 2003.

Jim Stern, 2014. Instructor. Bachelor of Science in Life Science, Earth Science, and General Science Education, University of Minnesota-Twin Cities, 1983. Masters of Education in Science Education, University of Minnesota-Twin Cities, 1986.

T

Mark Thorson, 1995. Associate Professor. PhD, University of Minnesota, 1987.

Jone Tiffany, 2001-2007, 2010-Present. Professor of Nursing. Diploma in Nursing, Mounds-Midway School of Nursing, 1984. B.A. in Psychology, Metropolitan State University, 1988. B.S. in Nursing, Bethel College, 1999. M.A. in Counseling Psychology, Bethel College, 2000. Certificate in Nursing Education, Bethel College, 2002. M.A. in Nursing Education, St. Catherine University, 2009. Doctor of Nursing Practice, St. Catherine University, 2010.

V

Pee Vululleh, 2017. Course Developer Adjunct Instructor. Ph.D, Capella university, 2016. Master, Drexel University, 2013.

W

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