Graduate School

2008–2009 Catalog

This catalog is also online at gs.bethel.edu/catalog.html

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BETHEL UNIVERSITY

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

Every student is to be familiar with and will be held responsible for the academic regulations, campus procedures, and Bethel Community Expectations as stated in these three publications, as well as information published in Bethel E-Announcements, an electronic newsletter distributed two times a week via email and available online.

Policies

It is the official policy and commitment of Bethel University not to discriminate on the basis of race, color, national or ethnic origin, age, gender, or disability in its educational programs, admissions, or employment practices. The president of Bethel University has designated the director of human resources as its compliance officer. Inquiries regarding compliance may be directed to The Compliance Officer, Bethel University, 3900 Bethel Drive, St. Paul, MN 55112, 651.638.6119 or 800.255.8706, ext. 6119.

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

The Office of Disability Services exists to create equal opportunities for students, faculty, and staff with disabilities at Bethel University by providing reasonable accommodations to assist Bethel in being a community that welcomes people of all abilities.

Accommodations and services for students with disabilities are coordinated through the Office of Disability 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 director of disability services at 651.635.8759 or 800.255.8706, ext. 8759.

General Information

Accreditation and Membership

Bethel University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2504; phone: 321.263.0456). Bethel is also a member of the Teacher Education Accreditation Council. Graduate education programs leading to licensure in coordinator of work-based learning, K-12, principal, secondary (5-12), special education E/BD and/or LD, and superintendent are approved by the Minnesota Board of Teaching. Bethel is also a member of the Commission on Collegiate Nursing Education (One Dupont Circle NW, Suite 530, Washington, D.C. 20036-1120; phone: 202.887.6791). The nursing program is approved by the Minnesota Board of Nursing.

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

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

Catalog Information

Information in this catalog is descriptive only and not contractual. All listed courses and programs are current at the time of printing, but are subject to change without notice based on enrollment, faculty availability, and other considerations. Bethel reserves the right to withdraw a course or program or to limit its enrollment. While Bethel publishes program information and materials and assigns advisors, the student is ultimately responsible to assure that he or she has fulfilled all graduation requirements. Bethel reserves the right to withdraw a previously awarded degree if it subsequently determines that the student did not complete degree requirements.

Bethel University Mission

Bethel University has one great mission: Boldly informed and motivated by the Christian faith, Bethel educates and energizes men and women for leadership, scholarship, and service. We are 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.

College of Adult & Professional Studies and Graduate School Mission

The College of Adult & Professional Studies and the Graduate School strive to meet the unique educational and personal needs of adult learners in a supportive Christian environment offering academic excellence at the undergraduate through graduate levels, integrating faith and learning, and applying theoretical perspectives to contemporary issues, thus empowering students to attain personal, educational, and career objectives, and stimulating them to lifelong learning.

Graduate School Purpose

The Graduate School prepares learners for professional service and leadership through quality educational programs that build on the knowledge and competencies learners have gained in their undergraduate education and life experience.

The graduate programs at Bethel:

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

Bethel University Structure

Bethel University is a leader in Christian higher education with approximately 6,200 students from 48 states and 29 countries enrolled in undergraduate, graduate, seminary, and adult education programs. Based in St. Paul, Minn., with additional seminary locations on both coasts, Bethel University offers bachelor's and advanced degrees in nearly 100 relevant fields. Programs are taught by renowned faculty within a distinctly evangelical Christian framework, equipping women and men for culturally sensitive leadership, scholarship, and service around the world. For further information on Bethel University, go to **bethel.edu.**

Bethel University offers its academic programs through multiple divisions:

Graduate School

The Graduate School at Bethel University offers master's- and doctoral-level degree programs, as well as education licensures, certificate programs, and professional development seminars. Designed to help adults enhance or redirect their careers, the programs include an MBA and Ed.D. in Educational Administration, as well as master's programs in communication, counseling psychology, education K-12, gerontology, literacy education, nursing, organizational leadership, special education, and teaching. The programs are academically rigorous, offered on an accelerated schedule, and taught within a framework of Christian values. Classes are held on the St. Paul campus, in other convenient Twin Cities locations, and throughout greater Minnesota.

College of Adult & Professional Studies

The College of Adult & Professional Studies (CAPS) at Bethel University helps busy adults achieve their educational goals within a framework of Christian values. Course work is offered on an accelerated schedule. Through the General Studies program, learners can fulfill all general education requirements and may receive an Associate of Arts (A.A.) degree by completing all general education courses (48 credits) and an additional 12 credits of elective courses. Six bachelor's degrees are offered in business management, Christian ministries, communication studies, human resource management, nursing (R.N. to B.S.), and organizational leadership. Minors are offered in business management, Christian studies, communication studies, human resource management, and organizational leadership. A Certificate in Human Resource Management is offered. Professional development seminars are also offered. Classes are held evenings and weekends on the St. Paul campus, in other convenient Twin Cities locations, and throughout greater Minnesota. The college also offers professional development opportunities for individuals, churches, and other organizations.

College of Arts & Sciences

The College of Arts & Sciences at Bethel University offers 67 majors within 78 areas of study, including the arts, humanities, business, natural sciences, and social sciences. It is renowned for a highly credentialed faculty 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 is a world-class evangelical seminary offering eight master of arts degrees, a master of divinity degree, a doctor of ministry degree, nine certificates, and one post-graduate certificate. Accreditors have praised the seminary's approach to developing whole and holy Christian leaders through three-part emphases on biblical/theological foundations, transformational leadership, and spiritual and personal formation. With locations in St. Paul, San Diego, and the eastern seaboard, as well as a model distance learning program, Bethel Seminary is breaking new ground in effective ministry training.

Bethel Community Expectations

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

Academic Calendar

The 2008-2009 academic year includes fall semester 2008, spring semester 2009, and summer session 2009. Students are provided a course schedule that shows the date(s) of orientation/registration and a calendar of class sessions for the full program. Special dates and holidays for the 2008-2009 academic year are listed below.

Fall Semester 2008

September 7, 2008-January 31, 2009

Fall Semester Begins ....September 7

Labor Day (no classes)...September 8

Registration Opens for Spring Semester 2009......................................October 1

Commencement Deadline ....October 31

Thanksgiving (no classes)...November 27

Thanksgiving Friday (no classes)..November 28

Commencement .... December 17

Christmas Break (no classes) ....December 24- January 1

Martin Luther King Jr. Day (no classes) .... January 19

Fall Semester Ends .... January 31

Spring Semester 2009

February 1, 2009-June 13, 2009

Spring Semester Begins.. February 1

Registration Opens for Summer Session 2009 .... February 1

Commencement Application Deadline .... March 31

Registration Opens for Fall Semester 2009 .... April 1

Good Friday (no classes) .... April 10

Commencement ....May 23

Memorial Day (no classes)...May 25

Spring Semester Ends..June 13

Academic Calendar

Summer Session 2009

June 14, 2009-September 5, 2009

Summer Session Begins...June 14

Independence Day (no classes)...July 4

Summer Session Ends ....September 5

Admission Requirements

Apply for admission at **gs.bethel.edu** or to receive an application for admission, call the Graduate School office at 651.635.8000 or 800.255.8706, ext. 8000. Send all application materials to: Graduate School, Bethel University, 3900 Bethel Drive, St. Paul, MN 55112.

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

General Requirements for Admission to the Graduate School

The Graduate School will consider applicants who:

❑ Submit a completed application form.

❑ Submit the nonrefundable $25 application fee.

❑ Submit a *Computer Documentation* form. Applicants are required to document access to a computer with the required hardware and software for use throughout the program (see: application forms for specific requirements).

❑ Submit a *Request for Transfer of Credit*, if applicable.

❑ Submit a TOEFL examination score report (required of all international applicants and all applicants whose primary language is not English). A minimum score of 550 is required on the paper-based test; 213 on the computer-based test; or 80 on the internet-based test.

❑ Indicate acceptance of Bethel Community Expectations by signing the application form.

Additional General Admission Requirements for International Applicants

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

❑ Submit official evaluations of foreign transcripts from a NACES (National Association of Credential Evaluation Services) member organization (**naces.org**) or from CGFNS International (Commission on Graduates of Foreign Nursing Schools, **cgfns.org**).

❑ Submit a completed *Certificate of Finances* form along with a copy of current bank statement(s) that show evidence of adequate funds to cover a minimum of one year's full tuition and living expenses.

- ❑ If an applicant is receiving funds from a sponsor(s), submit:
    1. Notarized Affidavits of Support (I-134).
    2. Letters of support from sponsors.
- ❑ Submit a copy of I-94 (applicants currently in the U.S.).
- ❑ Submit a copy of passport (applicants currently in the U.S.).
- ❑ Submit a copy of current visa (applicants currently in the U.S.).
- ❑ Submit documentation of health insurance.
- ❑ Have a required English language evaluation as part of the admissions process if the applicant's primary language is not English.

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

U.S. permanent resident alien applicants must:

- ❑ Present the applicant's green card.

Admission Requirements: All Doctoral-Level Programs

The doctoral programs in educational administration at Bethel University will consider applicants who:

- ❑ Meet the general requirements for admission to the Graduate School.
- ❑ Submit official transcripts from all previous undergraduate, graduate, and post-graduate course work.
- ❑ Have earned a master's degree from a regionally accredited or internationally-recognized as equivalent institution.
- ❑ Have earned a graduate GPA of at least 3.50 on a 4.00 scale.
- ❑ Submit a current resume.
- ❑ Submit a Miller Analogies Test score report or a Graduate Record Examination score report.
- ❑ Submit three *Admission References* (two professional and one personal) that indicate how professional, educational, and life experiences have prepared the candidate to succeed in the doctoral program in educational administration.
- ❑ Submit a written *Statement of Purpose*.
- ❑ Submit the *Pre-Assessment of Prior Experience and Preparation* form.
- ❑ Submit a copy of current licensure(s) in education.

❑ Submit *Employment Verification* that documents employment for at least three years in K-12 teaching and/or administration in order to meet the Minnesota requirements for administrative certification. The records of all applicants should demonstrate an earned degree and/or significant training in education, experience in K-12 education, and the intention to apply the Ed.D. program outcomes (see: Academic Programs: Doctoral-level Programs in Education) in the field of educational leadership.

❑ Interview with the program director.

Admission Requirements: All Master's-Level Programs

The master's-level programs at Bethel University will consider applicants who:

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

❑ Submit official transcripts from all previous undergraduate and graduate course work.

❑ Have earned a baccalaureate degree from a regionally accredited college or university.

❑ Have earned an undergraduate GPA of 3.00 or higher on a 4.00 scale.

❑ Submit a *Student Immunization Record.*

Admission Requirements: Specific Majors, Licensures, or Certificates

Index: Specific Majors, Licensures, Certificates

Degree Programs (Majors)

• Business Administration—MBA (see: Business)
• Communication—M.A. (see: Communication)
• Counseling Psychology—M.A. (see: Psychology)
• Education K-12—M.A. (see: Education)
• Educational Administration—Ed.D. (see: Education)
• Gerontology—M.A. (see: Gerontology)
• Literacy Education—M.A. (see: Education)
• Nursing—M.A. (see: Nursing)
• Organizational Leadership—M.A. (see: Organizational Leadership)
• Special Education—M.A. (see: Education)
• Teaching—M.A. (see: Education)

Education Licensures

- Emotional/Behavioral Disorders (see: Education—Special Education)
- K-12 in Art, TESOL, World Languages and Cultures (see: Education—Teaching)
- K-12 Reading (see: Education—Literacy Education)
- Learning Disabilities (see: Education—Special Education)
- Principal (see: Education, Doctoral Programs in Education)
- Secondary (5-12) in Business, Communication Arts and Literature, General Science, Health, Mathematics, Social Studies (see: Education—Teaching)
- Superintendent (see: Education—Doctoral Programs in Education)
- Teacher Coordinator of Work-Based Learning (see: Education—Education K-12)

Certificates

- Child and Adolescent Mental Health (see: Psychology)
- Literacy (see: Education—Literacy Education)
- Nursing Education (see: Nursing)
- Postseondary Teaching (see: Communication)

Business Administration Major (MBA)

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

❑ Meet the requirements for admission to all master's-level programs.

❑ Submit a current resume.

❑ Submit three *Admission References* verifying a minimum of two years of full-time work experience or its equivalent and that indicate how professional, educational, and life experiences have prepared the applicant to succeed in an MBA program.

❑ Submit the *MBA Financial Accounting Admission Prerequisite* form.

❑ Submit a written *Statement of Purpose.*

❑ Interview with the MBA program director and admissions committee.

Pre-Admission Requirement: Technology Survey

❑ To aid in planning the technology orientation, Bethel requires all MBA applicants to complete the *MBA Technology Competency Assessment Survey.* Link to the survey online at **gs.bethel.edu/business-admin/requirements.html**.

Admission

Communication

Communication Major

The communication major will consider applicants who:

❑ Meet the requirements for admission to all master's-level programs.

❑ Have earned a baccalaureate degree from a regionally accredited college or university with a major in speech, communication, mass communication; or related areas such as anthropology, business, cultural studies, journalism, psychology; or other fields compatible with the discipline of communication.

❑ Have successfully completed college-level subject matter prerequisites from a regionally accredited institution. Each course must have earned at least two semester credits and may have been taken at the undergraduate or graduate level.

- Interpersonal Communication, Family Communication, or Group Process (This requirement may be fulfilled by the College of Adult & Professional Studies elective courses COMM102: Interpersonal Communication Skills or COMM104: Introduction to Family Communication.)

- Media Communication, Mass Communication, or a survey of the media

- Statistics (This requirement may be filled by the College of Adult & Professional Studies elective course PSYC335M: Introduction to Statistics.)

- A course that focuses on multicultural issues in areas such as sociology, anthropology, intercultural communication, or education (This requirement may be filled by the College of Adult & Professional Studies elective course COMM206E: Intercultural Communication.)

❑ Submit a current resume that includes work experience as well as experiences related to communication skills.

❑ Submit three *Admission References* from persons capable of evaluating the applicant's potential for success in a graduate program including, if possible, one from a previous professor.

❑ Submit Miller Analogies Test score report (taken within the last three years).

❑ Submit a recent *Sample of Written Work* from an academic or professional task.

❑ Interview with program faculty.

Postsecondary Teaching Certificate

The Certificate in Postsecondary Teaching program will consider applicants who:

❑ Meet the requirements for admission to all master's-level programs.

❑ Have earned a master's degree from a regionally accredited institution, are currently in a master's program at a regionally accredited institution, or by consent of the program director.

Admission

- ❑ Submit a current resume.
- ❑ Attend a Certificate in Postsecondary Teaching information session.
- ❑ Submit two *Admission References*.
- ❑ Interview with program faculty.

Education

Doctoral Programs in Education

The doctoral programs in education will consider applicants who:

- ❑ Meet the requirements for admission to all doctoral-level programs.

All Master's-Level Programs in Education

The master's-level programs in education will consider applicants who:

- ❑ Meet the requirements for admission to all master's-level programs.
- ❑ Submit a written *Statement of Purpose*.
- ❑ Interview with the program director.

Education K-12 Major

The education K-12 major will consider applicants who:

- ❑ Meet the requirements for admission to all master's-level programs in education.
- ❑ Submit three *Admission References* (two professional and one personal).
- ❑ Submit a copy of most recent teaching license at the elementary or secondary level.
- ❑ Submit *Employment Verification* as a teacher or of relevant teaching experience.
- ❑ Complete a minimum of one year of teaching experience.

Literacy Education Programs

The literacy education programs will consider applicants who:

- ❑ Meet the requirements for admission to all master's-level programs in education.
- ❑ Submit official transcripts.
  - Master's degree applicants must submit transcripts from all colleges and universities previously attended.

- Licensure and certificate applicants must submit an official transcript showing the highest earned degree, but if financial aid is sought, submit official transcripts from all colleges and universities previously attended.

❑ Submit a copy of most recent teaching license at the elementary or secondary level.

❑ Submit *Employment Verification* as a teacher or of relevant teaching experience.

❑ Submit one professional *Admission Reference*.

Special Education Programs

The special education programs will consider applicants who:

❑ Meet the requirements for admission to all master's-level programs in education.

❑ Submit three *Admission References* (two professional and one personal).

❑ Submit a copy of most recent teaching license at the elementary or secondary level.

❑ Complete EDUC603: Introduction to K-12 Schools and EDUC604: Introduction to Theories and Practices of Teaching and Learning or equivalents. Submission of Minnesota teaching license is sufficient documentation of completion of equivalent course work. A limited number of applicants without a current teaching license will be considered for admission to the special education program if the applicants have:

1. A bachelor's degree in a related field (such as psychology, counseling, social work, etc.).

2. Relevant experience with students with E/BD and/or LD in an educational setting.

NOTE: Students who become licensed in E/BD and/or LD, but do not have a regular teaching license prior to entering the program, will only be eligible to teach in those areas of special education licensure, not as regular education teachers.

Teaching Programs

The teaching programs will consider applicants who:

❑ Meet the requirements for admission to all master's-level programs in education.

❑ Submit three *Admission References* (two professional and one personal).

❑ Submit documentation for approval of content-specific course work and interview with a content advisor to determine if all State of Minnesota Content Standards have been met in one of the nine academic content areas.

Admission

Teacher Coordinator of Work-Based Learning Licensure

The teacher coordinator of work-based learning licensure will consider applicants who:

❑ Have earned a baccalaureate degree from a regionally accredited college or university.

❑ Submit an official transcript showing the highest earned degree. If financial aid is sought, submit official transcripts from all colleges and universities previously attended.

❑ Have earned an undergraduate GPA of 3.00 or higher on a 4.00 scale.

❑ Submit a copy of a current Minnesota teaching license grades 5-12 or K-12 or proof that you have applied for a Minnesota teaching license.

Gerontology

The gerontology major will consider applicants who:

❑ Meet the requirements for admission to all master's-level programs.

❑ Submit three *Admission References* from persons capable of evaluating an applicant's potential for success in a graduate program (two professional and one personal).

❑ Submit a current resume that shows a minimum of five years of work and/or volunteer experience.

❑ Submit a written *Statement of Purpose*.

❑ Interview with faculty of the program.

Nursing

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

All Nursing Programs

The nursing programs will consider applicants who:

❑ Meet the requirements for admission to all master's programs.

❑ Submit a resume that includes prior education and experience.

❑ Submit a copy of current registered nurse license.

❑ Submit a copy of current Mantoux test taken within the past year.

Admission

Nursing Major

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

- ❑ Meet the requirements for admission to all nursing programs.
- ❑ Have earned a baccalaureate degree in nursing from a regionally accredited college or university. Registered nurses with non-nursing baccalaureate degrees who apply will be considered on an individual basis and additional course requirements apply, including an earlier application deadline.
- ❑ Have successfully completed a college-level prerequisite course in statistics. Inferential statistics content is recommended. The course must have earned at least two semester credits from a regionally accredited institution and may have been taken at the undergraduate or graduate level.
- ❑ Submit three *Admission References* verifying current work or volunteer experience that indicate academic ability, character, and leadership potential. One reference should be from the applicant's current employer, and one is preferred from an undergraduate nursing faculty member.
- ❑ Submit a Miller Analogies Test score report (taken within the last three years). Students who are required to submit TOEFL scores are exempted from submitting M.A.T. scores.
- ❑ Submit a written *Statement of Purpose.*
- ❑ Submit a copy of current registered nurse license. Minnesota licensure may be necessary for some internships.
- ❑ Have experience as a registered nurse.
- ❑ Submit a *Nursing Student Immunization Record.*
- ❑ Submit *Documentation of Malpractice Insurance Coverage.*
- ❑ Interview with program faculty.

Certificate in Nursing Education

The Certificate in Nursing Education will consider applicants who:

- ❑ Meet the requirements for admission to all nursing programs.
- ❑ Submit an official transcript showing an earned baccalaureate degree in nursing from a regionally accredited college or university. Note: If financial aid is sought, submit official transcripts from all colleges and universities previously attended.
- ❑ Submit two *Admission References* verifying current work or volunteer experience that indicate academic ability, character, and leadership potential. One reference should be from the applicant's current employer and one is preferred from an educator.
- ❑ Submit the *Statistics Admission Requirement* form.
- ❑ Have experience as a registered nurse.

Admission

Organizational Leadership

Organizational Leadership Major

The organizational leadership major will consider applicants who:

- ❑ Meet the requirements for admission to all master's-level programs.
- ❑ Submit two *Admission References* verifying current work or volunteer experience that indicate leadership experience/potential.
- ❑ Submit a written *Statement of Purpose.*
- ❑ Submit a current resume.
- ❑ Interview with the program director.

Psychology

All Psychology Programs

The graduate programs in psychology will consider applicants who:

- ❑ Meet the requirements for admission to all master's-level programs.
- ❑ Submit two *Admission References.*
- ❑ Submit a written *Statement of Purpose.*
- ❑ Interview with program faculty (if requested).

Counseling Psychology Major

- ❑ Meet the requirements for admission to all psychology programs.
- ❑ Submit *Admission References* (one academic) to verify current work or volunteer experience that indicate academic ability, character, ability to work productively with people, and potential for counseling.
- ❑ Have successfully completed college-level subject matter prerequisites from a regionally accredited institution. Each course must have earned at least two semester credits and may have been taken at the undergraduate or graduate level.
  - Introduction to Psychology
  - Developmental Psychology
  - Statistics
  - Eight additional semester credits in psychology
  - Nine additional semester credits in psychology and/or other behavioral sciences

❑ Submit Miller Analogies Test score report (taken within the last three years).

❑ Submit a *Program Prerequisite Planning Sheet*, if applicable.

Child and Adolescent Mental Health Certificate

❑ Meet the requirements for admission to all psychology programs.

❑ Have earned a master's-level licensure or degree from a regionally accredited institution in one of the following areas: Special Education (E/BD), Counseling Psychology, Social Work, Marriage and Family Therapy, Pastoral Care and Counseling, or other related degrees or are currently enrolled in a master's program (MSW, MFT, M.A.)

❑ Have completed a course in Developmental Psychology with a child development component from a regionally accredited institution. The course must have earned at least two semester credits and may have been taken at either the undergraduate or graduate level.

❑ Submit a current resume.

Admission Categories

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

❑ Acceptance

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

❑ Conditional Acceptance

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

❑ Provisional Acceptance

Students admitted provisionally may be at some risk in regard to academic success. The student has not achieved the minimum GPA, grade standards, or other assessment criteria. Therefore, as stated in the acceptance letter, a minimum GPA of 3.00 overall and in one's major must be maintained to continue in the program.

Admission Calendar

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

Priority consideration is given to applicants who complete the application process by the **Priority Application Deadline**. After the priority application deadline, applications will be considered on a space-available basis.

Program Starts   Priority Deadlines

Business Administration (MBA)
- August of each year ....May 1
- January of each year ....November 1

Child and Adolescent Mental Health
- September of each year... August 1

Communication
- September of each year... March 15
  (Final deadline: May 15, based on cohort availability)

Counseling Psychology
- August of each year .... March 1
  (Final deadline: May 1, based on cohort availability)

Education
Education K-12 Major
- June of each year..May 1

Educational Administration Programs
- July of each year...May 15

Literacy Education Programs
- June of each year..May 15

Special Education Programs
- May of each year .... April 30
- September of each year ....June 15
- February of each year.. December 1

Teaching Programs
- April of each year... March 31
- September of each year .... August 1

Gerontology
- September of each year...July 15

Nursing
Applicants who hold a baccalaureate degree in nursing
- June of each year .... January 31
- September of each year..June 1

Applicants who do NOT hold a baccalaureate degree in nursing
June of each year .... March 1 or August 15
September of each year... March 1 or August 15

Organizational Leadership
February of each year .... December 15
September of each year..June 15

Postsecondary Teaching
February of each year .... December 15
September of each year.. August 1

Cohort Cancellation Policy

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

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

Typical Student Costs for 2008-2009

The amounts shown are correct as of the time of publication. Any changes will take effect at the beginning of a semester.

Tuition per credit, doctoral level $490

Tuition per credit, MBA $560

Tuition per credit, master's education programs $415

Tuition per credit, other master's level $430

Application fee *(nonrefundable)* $25

Audit fee per credit $100

Copy of academic transcripts $2
(unofficial faxed copy $10)

Enrollment deposit $100
(applies to M.A. Counseling Psychology program only)

Nursing Malpractice Insurance premium per year through Bethel $75

Students may also select coverage through a private source and submit documentation of coverage.

Payment Options

Full Payment

Tuition is charged on a per-credit basis and varies based on the program of study. Tuition is billed to student accounts once students have been registered for their courses. Full payment is due at the beginning of each course. Statements of student accounts are printed and mailed each month to students. Current charges, as well as future charges, are included on the monthly billing statements. A finance charge of one percent per month is assessed on any charge more than 30 days old. Students may view their account on BLink at **blink.bethel.edu**.

Monthly Payment Plan

Bethel University offers a monthly payment plan provided by Sallie Mae, which enables interest-free monthly installment payments. Participation is on a semester basis. There is a semester enrollment fee. Information regarding the details of this payment plan option is available at **tuitionpay.com/bethel.**

Finances

Veteran Administration (VA) Educational Benefits

To determine if you qualify for VA benefits, call the toll free number 888.442.4551. If you qualify for VA benefits and intend to use them, you must contact the certifying official in the registrar's office at Bethel University at 651.635.8696 or 800.255.8706, ext. 8696. You must report any change in registration or withdrawal to the certifying official at Bethel. You are responsible for sending in your course schedule, tuition and fee statement, and grades to the VA. After the VA has received your certification an authorization for benefits is sent to Bethel. The business office will submit an invoice for payment to the VA. Receipt of payment will take approximately 6-8 weeks. If you withdraw from a course that was paid by the VA, tuition will be refunded in accordance with accepted government regulations.

Financial Aid

All questions regarding financial aid (loans, scholarships, and grants) should be directed to the Office of University Financial Aid at 651.638.6241 or 800.255.8706, ext. 6241.

Refund Schedule and Withdrawal Policy

Tuition

After registration, changes made to a student's schedule must be made in consultation with academic services, and must be completed online or in writing in the registrar's office. Please note that changes may affect financial aid status. Before courses begin, a full refund is granted, provided the change is made in writing before the day the class begins. Once a class begins, refunds for dropped courses will be granted according to a sliding scale.

Loan Refund Checks

Federal financial aid regulations require that Bethel University return excess Title IV money to students. The credit balance that exceeds the current and anticipated semester costs (registered semester courses and related fees) will be mailed automatically to students within 14 days of the business office receiving the funds. Bethel is not able to retain current year Title IV funds for a prior year balance.

Past Due Accounts

Students who are not currently enrolled at Bethel and have account balances more than 60 days past due may be transferred to University Accounting Services (UAS). UAS is a campus-based collections service that offers payment plans for students not currently enrolled at Bethel. No student who has an account balance with UAS will be considered for re-admittance to Bethel.

Finance Charges

A finance charge of one percent per month is assessed on any charges more than 30 days old.

Transcript Hold

A transcript hold prevents an official transcript from being printed by the registrar. If payment has not been received for grades that are available, a transcript hold is placed on the student account.

Financial Clearance for Graduation

Students must clear all financial obligations with the university before they receive a diploma or final transcript.

Health and Accident Care and Coverage

Payment for off-campus medical and/or hospital treatment is the student's responsibility. Bethel does not provide health insurance coverage for students. Students should obtain their own individual health care coverage.

Financial Aid

Financial Aid Application Procedure

Students should apply for financial aid while they are applying for admission to a program.

1. Complete and submit the *Bethel University Financial Aid Application*.
2. Complete the *Free Application for Federal Student Aid* (FAFSA) at **fafsa.ed.gov**.
3. After submitting the *FAFSA*, students will receive a *Student Aid Report (SAR)* from the government. Review the data on the *SAR* for accuracy. If corrections are needed on the *SAR*, contact the Office of University Financial Aid for instructions.
4. Any additional document(s) requested by the Office of University Financial Aid must be submitted before financial aid eligibility can be determined.

Financial Aid Programs

Federal Stafford Loan

Amount: Up to $20,500 per year; no more than $8,500 of this amount may be in subsidized loans. The cumulative maximum debt from Stafford Loans when you graduate is $138,500—no more than $65,500 of this amount may be in subsidized loans. (The cumulative graduate debt limit includes Stafford Loans received for undergraduate study.) *Note: These limits are correct as of 4/14/08.*

Eligibility: Students demonstrating financial need.

Comments: For subsidized loans, the Federal government pays the interest until repayment begins six months after student graduates, withdraws, or drops below half time. Loans have a fixed 6.8 percent interest rate. Loans are made through a bank, savings and loan, or credit union. Unsubsidized Stafford Loans require borrowers to pay the interest while in school and through the grace period.

Federal Teach Grant

Amount: Up to $4,000 per year.

Eligibility: Students who plan on being a teacher and meet certain specified requirements. See the Federal Student Aid TEACH Grant at **studentaid. ed.gov/PORTALSWebApp/students/english/TEACH.jsp.**

Comments: This is a new program for 2008-2009. Apply using FAFSA.

Minnesota G.I. Bill Program

Amount: Up to $1,000 per term for full-time students; up to $500 per term for part-time students.

Eligibility: For Minnesota veterans and service members who served on or after September 11, 2001.

Financial Aid Criteria

Financial aid is calculated with the assumption that students will progress through the sequence of courses in their chosen major, with their assigned cohort group. Students who deviate from this may become ineligible for part or all of their financial aid. Students considering a change in enrollment status are strongly encouraged to contact the Office of University Financial Aid, the business office, and the Graduate School prior to taking any action.

Any federal student loan recipient who graduates, withdraws, transfers to another school, or drops below half-time attendance receives loan counseling. The student will be informed of his/her rights and responsibilities as a borrower, including repayment options for student loans. Bethel does not release academic transcripts until loan counseling is completed.

Financial Aid Satisfactory Academic Progress (SAP) Policy

Federal regulations require that all financial aid recipients progress at a reasonable rate ("make satisfactory progress") toward achieving a certificate or degree. This requirement applies to all semesters regardless of whether or not the student received financial aid. Progress is measured by the student's cumulative grade point average (GPA), credits earned in relation to those attempted, and the maximum time frame allowed to complete the academic program.

1. **Cumulative Grade Point Average:** Must maintain a cumulative GPA of at least 3.00.
2. **Cumulative Credits Earned:** Each student must satisfactorily complete at least 67 percent of cumulative attempted credits.
3. **Maximum Time Frame:** A student must complete his/her degree in a maximum of 68 attempted hours in a master's degree program, or a maximum of 100 attempted hours in a doctoral program. A student is no longer eligible to receive financial aid after this maximum is reached.

Earned credits for purposes of this policy are those in which the student earns a grade of *A, A-, B+, B, B-, C+, C, C-, D+, D,* or *S* (maximum allowable credits graded under the *S* option are defined by the academic services manager).

Notes

- **Incomplete Classes:** Courses that are assigned an incomplete grade are included in the cumulative credits attempted. These course credits cannot be used as earned credits until a satisfactory grade is assigned.
- **Withdrawals:** Courses from which the student withdraws after the 100 percent refund period are included in the cumulative credits attempted.
- **Repeated Classes:** Repeated courses enable the student to achieve a higher cumulative GPA. Credits attempted in repeated classes are included in the cumulative credits attempted. Credits earned in repeated classes are not included in the cumulative credits earned.
- **Transfer Students:** All transfer credits accepted by Bethel will be used in determining when the maximum time frame requirement has been reached. Students may, however, appeal to have only the credits accepted toward their Bethel degree included in the maximum time frame calculation. Transfer credits are also used when calculating the required completion percentage.
- **Second Graduate Degree Students:** Students who already have a first graduate degree are eligible for loans if they are pursuing teacher licensure or a second degree. Degree-seeking students have an additional 68 attempted hours before exceeding the maximum time frame.

Financial Aid Probation and Termination

Students who do not meet the standards of the Financial Aid Satisfactory Academic Progress (SAP) policy at the end of their second semester will automatically be placed on financial aid probation for the following semester. Students are eligible to receive financial aid during the probationary period. At the end of the probation period, students must again be making satisfactory academic progress as outlined above or financial aid will be terminated. Students will be removed from financial aid probation if they are again making satisfactory academic progress.

Financial Aid Appeals

Students who fail to meet satisfactory academic progress 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 should be submitted to the Office of University Financial Aid. Acceptable reasons for appeal might 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.

Reestablishing Financial Aid Eligibility

Students who have had their financial aid terminated due to lack of satisfactory academic progress may choose to enroll without benefit of financial aid. Such students may request a review of their academic record after any semester in which they are enrolled without the receipt of financial aid to determine whether they have met the satisfactory academic progress standards. 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 University Financial Aid if they have any questions about this policy, the appeal process, or reinstatement of financial aid eligibility.

Return of Title IV Funds Policy

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

The federal formula requires a return of Title IV aid if the student received federal financial assistance in the form of a Federal Stafford Loan and withdrew from all classes on or before completing 60 percent 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 is 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 University Financial Aid to determine the effect withdrawing would have on financial aid.

General Requirements for a Doctoral Degree

Doctor of Education (Ed.D.)

1. A cumulative GPA of 3.00 overall and in one's major. The major GPA includes all courses required in the major and all electives taken for the major.

2. At least 80 percent of the credits used to meet the requirements of the major must be taken in programs that meet Bethel residency requirements. In each major, certain courses are required to be taken in residence.

3. Completion of the requirements of a major (listed by discipline in this catalog).

4. Completion of departmental and institutional assessment activities.

5. Completion of degree requirements within specified time limit.

6. Upon completion of requirements 1–5, participation in commencement ceremonies.

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

General Requirements for a Master's Degree

Master of Arts (M.A.), Master of Education (M.Ed.)

1. A cumulative GPA of 3.00 overall in one's major. The major GPA includes all courses required in the major and all electives taken for the major.

2. At least 80 percent of the credits used to meet the requirements of the major must be taken in programs that meet Bethel residency requirements. In each major, certain courses are required to be taken in residence.

3. Completion of the requirements of a major (listed by discipline in this catalog).

4. Completion of departmental and institutional assessment activities.

5. The maximum time limit for completing the degree is five years. This means that the student must have completed course work for all courses including the Master's Capstone no later than five years from the date of the first class session in which s/he is enrolled (see: Grading System–Grade of *I*).

6. Upon completion of requirements 1–5, participation in commencement ceremonies.

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

Transfer Student Requirements

Previous graduate work will be evaluated on an individual basis. Only transfer credit that is no more than three years old will be accepted. At least 80 percent of the credits used to meet the requirements of the major must be taken in programs that meet Bethel residency requirements. In each major certain courses are required to be taken in residence. Students who complete the requirements for transfer of credit will receive an individual education plan (IEP) indicating which Bethel courses may be waived, which must be audited, and which courses from other institutions will be accepted in transfer (see: Advanced Standing).

Course Enrollment Limitations

Graduate School courses are not open to students currently enrolled in the College of Arts & Sciences at Bethel University.

Extracurricular Activities

Students in the Graduate School are not eligible to participate in the College of Arts & Sciences-sponsored extracurricular organizations and programs including competition sports, music ensembles, and study abroad programs.

Calendar and Student Load

Bethel University operates on a semester calendar. Each cohort is provided a course schedule that shows the calendar of class sessions for the full program.

Student load for each semester is as follows:

1. Full-time = 6 credits or more per semester
2. Part-time = fewer than 6 credits
   a. Half-time = at least 3 credits
   b. Less than half-time = fewer than 3 credits

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

Summer Courses

Some majors may require course work during day or evening hours in the summer months. Consult the cohort course schedule, which shows the calendar of class sessions for the full program.

Academic Information

Class Attendance

Students are accountable for all required work in each of their courses. They must assume full responsibility in a way satisfactory to the instructor for class and clinical attendance and for work missed because of absence. Since class sessions function not merely for individual learning but for group interaction, absence can become a serious problem for both the individual and for the group. Due to the concentrated, accelerated nature of the programs and emphasis on participatory learning, all students are expected to be in attendance at every class session and practicum as scheduled. The student must contact the instructor in the event of absence due to illness or other emergency. Students are responsible for the content and activities of the class session, even if they were not in attendance. Under extreme circumstances, up to 20 percent of class time may be excused when arranged with the instructor. Make-up work may be assigned by the instructor in the event of an absence. Individual instructors will determine to what degree absence and tardiness affect the class grade. If more than 20 percent of class time is missed, the student and the instructor must meet to discuss whether continuing in the course is viable. In most circumstances the course must be retaken if more than 20 percent of class time is missed.

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 *W*. Participation for auditors beyond attendance in class activities is at the instructor's discretion. Students may change their registration status between credit and audit in a course no later than the midpoint of the course.

Auditors are required to meet the attendance requirements set by the instructor. Auditors who do not meet the attendance requirements will be graded *W*. Participation for auditors beyond attendance in class activities is at the instructor's discretion.

Prerequisites

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

Course prerequisites are listed with each course description.

Changes in Registration

1. Any student needing to add, drop, or change course registration must submit a petition form to academic services before the change will be made.
2. *Petition* form is available on BLink at **bethelnet.bethel.edu/gs-students/forms**.

3. The student is responsible for all charges incurred and for any loss of financial aid or change in loan deferment status.

4. A new course may not be added without business office permission to register.

5. Regulations for dropping a course are explained in the catalog (see: Grading System–Grade of *W*).

6. No change of registration is complete until a *Petition* form has been properly completed and filed with academic services.

Grading System

Course work is evaluated on the following scale:

Grade	Definition	Grade Points	Grade	Definition	Grade Points
A	Exceptional	4.0	CR	Credit	NA
A-		3.7	I	Incomplete	NA
B+		3.3	IP	In Process	NA
B	Good	3.0	NR	Not Reported	NA
B-		2.7	S	Satisfactory	NA
C+		2.3	U	Unsatisfactory	NA
C	Satisfactory	2.0	W	Withdrawal	NA
C-		1.7	X	Audit	NA
D+		1.3			
D	Minimally Acceptable	1.0			
F	Failing	0.0			

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

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

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

The GPA is calculated only on the basis of credits attempted at Bethel. In order to receive a master's degree, a student shall have earned at least a 3.00 overall GPA and a 3.00 GPA in the major.

Academic Information

Grade of *X*

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

Grade of *W*

The grade *W* is given only to a student who officially drops a course after the first session and before the midpoint of the course. Course drops are official on the date the *Petition* form is received by the academic services manager. Students may withdraw from a course (or change from credit to audit) until one-half of the course has been completed. Any student dropping a course after that time will receive the grade they have earned to that point. If no grade is indicated by the instructor, a grade of *F* will be assumed. Extenuating circumstances that may warrant exception to the withdrawal policy will be considered on a case by case basis. Note that scheduled online sessions count as "class sessions" when determining refunds and grade-type changes. Any refund due to withdrawal will be governed by the refund policy (see: Finances).

Grades of *S* and *U*

The *S/U* grading option is used in designated courses as indicated in the course description. Other courses are graded on an *A-F* basis. The *S* grade indicates at least *B* level achievement.

Grade of *I*

The grade *I* is given when students are unable to complete the course requirements in the regular time due to extenuating circumstances beyond the student's control. The *Incomplete* must be negotiated with and approved by the instructor before a grade of *I* will be allowed. (A *Contract for Grade of Incomplete* form is on BLink at **bethelnet.bethel.edu/gs-students/forms**. Remaining work must be of a kind that can be done largely through the independent effort of a student. Unless the grade of *I* is removed by the deadline stated in the contract, the student will be graded for the course according to the terms of the contract. The maximum deadline the instructor can assign for the removal of the *I* grade is three months from the end of the course. Students with multiple Incompletes may be required to withdraw from their original cohorts and finish their programs with another cohort after all Incompletes have been resolved.

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

BUSN690	Capstone Course: Business Plan Development
COMM792	Master's Project
COMM791	Master's Thesis
EDUC790	Writing the Thesis/Action Research Project
GRTG750	Master's Project and Integrative Seminar
NURS792	Master's Project
NURS791	Master's Thesis
ORGL785	Leadership Issue Analysis
ORGL792	Master's Project
ORGL791	Master's Thesis
PSYC792	Thesis II

The incomplete period, sometimes called the first extension, for a Master's Capstone will carry no fee. This period is one semester for all majors leading to the master of arts degree.

Subsequent to the incomplete period, extensions will carry a fee equal to two semester credits of tuition and will extend the deadline by one semester. Master of Arts students may receive only one such extension on a master's capstone. The full fee will be assessed for the final extension even if the student completes the capstone or withdraws before the full semester has elapsed.

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

Incompletes for the doctoral dissertation are handled differently. Beginning with and including the semester in which a student is registered for EDUC891: Dissertation Phase Two, the student may use up to seven consecutive years (14 consecutive semesters) to complete the dissertation.

Grades of *IP* and *NR*

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

Grade of *CR*

The grade *CR* is used for course work excluded from GPA calculations.

Transcripts

Transcripts showing all academic work done to date at Bethel are available at the Office of the Registrar. Official and unofficial transcripts may be obtained from the Office of the Registrar at the cost of $2 per transcript. The registrar requires a written request to release each transcript, in accordance with The Family Educational Rights and Privacy Act of 1974. No information (e.g., grades, credits, honors) will be released over the telephone.

Transcript Release forms are available on BLink at **bethelnet.bethel.edu/gs-students/forms** and at the Office of the Registrar. A letter including the student's name, address, ID number, number of transcripts requested, to whom they should be sent, and the student's signature is also acceptable. Indicate if the transcript should be delayed until a specific course grade or degree is posted on the transcript. Address all transcript requests to the Office of the Registrar, 3900 Bethel Drive, St. Paul, MN 55112. Allow two working days for processing. A transcript cannot be released if there is an unpaid balance on the student's account. Contact the business office with account questions.

To protect privacy, the Office of the Registrar does not encourage sending transcripts by fax. In an emergency, a transcript can be faxed for a fee of $10 payable in advance. In most cases, it is also necessary to mail the transcript to the institution or agency requiring an official copy of the student's transcript. If a transcript request is faxed to Bethel, the transcript will be sent out by mail unless otherwise indicated.

Advanced Standing (Transfer Credit)

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

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

❑ Official transcript has been received directly by Bethel's Graduate School.

❑ The transfer credit has been earned at a regionally accredited institution.

❑ The transfer credit is no more than three years old except when approved by program director.

❑ The credits are clearly designated as graduate credits. For doctoral programs, the work must have been completed beyond the requirements of a master's degree.

- ❑ The course grade is a pass or at least a 2.00 (on a 4.00 scale).

- ❑ A description of course content, such as is found in the college catalog or course syllabus, has been provided for the purpose of determining whether the course will be accepted in transfer.

- ❑ The *Petition for Transfer of Credit* form has been submitted to the Graduate School prior to admission to a graduate program.

Academic Progress, Probation, and Dismissal

1. Academic Warning

Students are given an academic warning any time their cumulative GPA is below 3.00 overall and/or below 3.00 in their major.

2. Academic Probation

Students are placed on academic probation when their GPA is below 3.00 overall and/or below 3.00 in their major at the end of an academic term. A student may not remain in the program on academic probation for more than two semesters.

3. Academic Dismissal

The following students will be subject to academic dismissal:

a. Students who have not achieved a 3.00 GPA overall and a 3.00 in their major after two semesters of academic probation;

b. Provisionally admitted students who do not meet the requirements of their provisional acceptance;

c. Students who do not meet the stipulations set at the time of being placed on academic probation.

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

4. Appeals

Student appeals of academic decisions of the registrar must be filed according to the Graduate School Academic Appeals Process policy. Instructions and forms are available from the academic services manager.

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. Every member of the Bethel community is responsible for upholding the highest standards of honesty at all times. Students, as members of this community, are also responsible for adhering to the principles and spirit of academic honesty. Violation of honesty standards can result in denial of credit (*U* or *F*) in a course, as well as dismissal from the college. Penalties are given at the discretion of the faculty member, and offenders may be referred to the Dean of the College of Adult & Professional Studies/Graduate School. Students charged with a violation have the right to appeal any disciplinary action. Contact the academic services manager for details on the appeal process.

Academic Dishonesty Definitions

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

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

- **Plagiarism:** Using the ideas, data, or language of another without specific and proper acknowledgment. Examples: misrepresenting another's work (paper, lab report, article, or computer work) as one's own original creation and submitting it for an assignment; using someone else's ideas without attribution; failing to cite a reference or to use quotation marks where appropriate, etc.

- **Fabrication:** Submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment; fudging data; citing nonexistent or irrelevant articles, etc.

- **Multiple submission:** Submitting, without prior permission, any work submitted to fulfill another academic requirement. Example: submitting the same paper for two different 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.

Academic Appeals

Appeals related to academic dismissal are made to the Graduate School Academic Appeals Committee. Consult the academic services manager for procedures. All other academic appeals (course grades, graduation, status in programs, academic dishonesty, decisions of the registrar in applying academic policies, complaints about course content or procedures, etc.) are handled in the following manner:

1. Within three weeks following the decision or incident in question, the student will seek to resolve the matter first with the course instructor, or with the party directly responsible for the decision, and then with the program director or academic department chairperson (hereafter referred to as the program director).
2. If, after talking with the instructor and the program director, the student still thinks he or she is being treated unfairly or not in accordance with announced academic policies, the student may appeal in writing to the dean of the College of Adult & Professional Studies/Graduate School. This written appeal must be received within three weeks after the decision or incident in question.

Registration in Other Institutions

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

Readmission Procedure

Former students who wish to re-enroll at Bethel must submit a *Petition to Add Course Registration* and obtain permission to register from the business office. In addition, students who have been away for one full semester or more must file an *Application for Readmission*. Contact the Graduate School Admissions Department for forms and procedures.

Individualized Study

Directed Study

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

Elective Directed Study Policy

1. A student may engage in an elective directed study under the following regulations:

   a. The proposed study must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within an existing course. The amount and distribution of work should be similar to that of a regularly offered course of comparable credit.

   b. Students must have demonstrated in program course work that they have the capability and background to study independently. The student must have an overall GPA of 3.00 or higher as certification of this ability.

   c. Students may take only one directed study per term and no more than a total of two courses toward graduation. A faculty supervisor may direct no more than two directed studies per term.

   d. Upon fulfilling the agreement, students receive credit on their transcript for the course as titled. A copy of the agreement will be placed in a student's permanent file. Directed Study is graded on an *A/F* basis, not *S/U*.

2. Complete the following procedures to obtain approval of a directed study proposal:

   a. The student obtains a *Directed Study Agreement* form on BLink at **bethelnet. bethel.edu/gs-students/forms**.

   b. The student meets with the faculty member who will supervise the study. They jointly prepare the agreement form, listing the objectives of the study, its relationship to the student's overall program, the specific content and procedures of the study, the definition of student and faculty roles, the product or response to be made by the student on which his or her learning will be evaluated, and the number and frequency of regular contacts between the student and supervisor. Students doing research off campus will contact their supervisor by phone at regular intervals, at student expense.

   c. The *Directed Study Agreement* is then submitted to the program director, if different from the supervisor of the study, and to academic services for approval.

d.   The student then submits the completed and signed agreement to the Office of the Registrar during the registration dates for the term in which it is to take place.

e.   The approval of the registrar validates the agreement.

f.   Should the student wish to appeal a rejection by the registrar, the proposed agreement will be reviewed by the Graduate School Academic Appeals Committee.

Academic Internship

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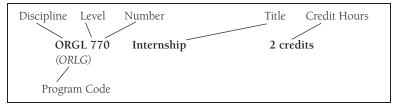
Academic Internship Policy

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 on-site supervisor outside the student's major or minor department. 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 previous 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.   Declared major or minor in the department of the internship being proposed

b. Junior, senior, or graduate standing (Individual departments may permit qualified sophomores to undertake exploratory internships under special circumstances.)

c. Minimum of 10 credit hours completed in the department

d. Minimum cumulative GPA of 3.00 and a 3.00 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. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.

10. Students must submit a completed and signed *Contract for Academic Internship* for approval to the registrar no later than the final day of the preceding semester.

Course Numbers, Levels, and Credits

The primary purpose of Bethel's course number system is to identify the intended clientele of each course, its level of content and material, and any necessary course background. Courses are primarily designed for students at the level indicated below.

Discipline	Level	Number		Title	Credit Hours
		ORGL 770		**Internship**	**2 credits**
		(ORLG)			
		Program Code			

Academic Discipline Codes and Descriptions

The discipline code indicates the academic discipline being studied.

BUSN	Business	**HRMA**	Human Resource Management
CHMN	Christian Ministries	**NASC**	Natural Sciences
COMM	Communication	**ORGL**	Organizational Leadership
ECON	Economics	**NURS**	Nursing
EDUC	Education	**PHIL**	Philosophy
GRTG	Gerontology	**PSYC**	Psychology
HEPE	Health and Physical Education	**SOCL**	Sociocultural Studies

Graduate Major Codes and Descriptions

BUAG	MBA	**LIEG**	Literacy Education
COMG	Communication	**NURG**	Nursing
COPG	Counseling Psychology	**ORLG**	Organizational Leadership
EDAD	Ed.D.	**SPEG**	Special Education
EDUG	Education K-12	**TEAG**	Teaching
GERG	Gerontology		

Academic Programs and Disciplines

Certificate Codes and Descriptions

CAMH   Child and Adolescent Mental Health
CNED   Nursing Education
CPST   Postsecondary Teaching
CTRD   Literacy

Program Code and Description

HLTL   Health Educators Academy

Index: Academic Programs

Academic Programs and Disciplines

Nursing Education: Certificate (see: Nursing)

Nursing Education: M.A. (see: Nursing)

Organizational Leadership: M.A. (see: Organizational Leadership)

Postsecondary Teaching: Certificate (see: Communication)

Principal: Licensure (see: Education—Doctoral-Level Programs)

School Nursing: Certificate (see: Nursing)

Social Studies: 5-12 Licensure (see: Education—Teaching)

Special Education: M.A. (see: Education—Special Education)

Superintendent: Licensure (see: Education—Doctoral-Level Programs)

Teacher Coordinator of Work-Based Learning: Licensure (see Education—Education K-12)

Teaching: M.A. (see: Education—Teaching)

TESOL: K-12 Licensure (see: Education—Teaching)

World Languages and Cultures: K-12 Licensure (see: Education—Teaching)

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

Academic Programs and Disciplines

Business

MBA

In the Master of Business Administration (MBA), learners are intentionally challenged to struggle with the complexities of globalization and the inter-connectedness of systems. Throughout the program, they will see the critical relationships between business, the not-for-profit sector, and the public sector. The MBA is delivered using a blended model in which courses include both face-to-face and online class sessions.

Learners can select a general MBA program or choose one of the five emphases below and then integrate that emphasis in eight or more of the courses (excluding BUSN600 and BUSN690). Integration of one emphasis in eight or more courses is required for that emphasis to be documented on the official transcript upon completion of the degree.

- Nonprofit Management
- Quantitative Management
- Robert E. Peterson Entrepreneurial Management
- Social Impact Management
- Technology Application Management

Program Outcomes

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

- Analyze the complex relationship between business and the global economy.
- Use critical thinking to evaluate the areas of business, social, environmental, and global responsibility in order to make informed business decisions.
- Analyze, interpret, and design business strategies and tactics.
- Formulate and implement effective practices and processes to optimize the organization.
- Formulate diverse work teams in order to design innovative business solutions.
- Recruit and develop an effective and diverse workforce.
- Assess business situations using ethical principles.
- Practice values-based leadership in business.
- Evaluate business issues in light of a Christian worldview.
- Create strategies or plans for self-directed learning.

Major in Business Administration (BUAG): Master of Business Administration (MBA)

The required curriculum for the MBA comprises a 42 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
BUSN600	Foundations of Business: MBA Program DNA*	4
BUSN605	Data and Decision Making	3
BUSN610	Organizational Behavior	3
BUSN615	Managerial Accounting	3
BUSN621	Environmental Perspectives in Business Management*	2
BUSN625	Managerial Finance	3
BUSN630	Strategic Technology Management	3
BUSN645	Marketing Management	3
BUSN651	Operations Management	3
BUSN656	Legal, Regulatory, and Compliance	3
BUSN690	Capstone Course: Business Plan Development*	3
ECON635	Managerial Economics*	3
HRMA641	Strategic Human Resource Management	3
PHIL660	Applied Ethics*	+ 3
TOTAL	**Business Administration Major (MBA)**	**42**

Course must be taken for credit at Bethel.

Communication

Communication (M.A.)

The M.A. in Communication provides a theoretical and experiential approach to understanding the discipline of communication. The goal is to develop knowledge, attitudes, and skills essential for functioning in varied communication professions. The program rests on the foundation of liberal arts within the context of a Christian worldview.

Program Outcomes

The M.A. in Communication will prepare graduates with the following outcomes:

- Excellence in oral and written communication, nonverbal communication, and listening
- Competence in both qualitative and quantitative research methods
- Understanding of and ability in conflict management
- Knowledge of and competence in intercultural environments
- Application of Christian ethics in communication contexts
- Effective use of new technologies as related to all areas of communication
- Assimilation of contemporary changes in organizations, and demonstration of oral, written, and technological skills as leaders and followers

Program Design

- Courses are taken one at a time.
- Classes meet one session each week in the evening, and/or on Saturdays, or online.
- A supportive learning community is achieved through the cohort model—a small group of students progressing through a degree program together.
- The master's program is designed to be completed in two academic years and includes a short break for part of the summer.

Major in Communication (COMG): Master of Arts (M.A.)

The required curriculum for the M.A. in Communication comprises a 40 semester credit sequence of courses. The program requires courses to be taken during two years. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
COMM600	Introduction to Communication Studies	3
COMM605	Advanced Interpersonal Communication	3
COMM610	Advanced Media Communication	3
COMM615	Quantitative Research Methods	3
COMM620	Cross-Cultural Communication	3
COMM625	Qualitative Research Methods	3
COMM630	Topics in Contemporary Communication	2

COMM645	Public Presentations	3
COMM670	Group Communication and Conflict	3
Select one from:		3

	COMM671	Analysis of Rhetoric
	COMM672	Applied Media Communication
	COMM673	International Gender Communication
	COMM674	Communication Consulting

COMM676	Organizational Analysis	3
COMM790	Comprehensive Examination*	0
ORGL610	Leadership Assessment Seminar	2
Select one from:		+ 6

	COMM791	Master's Thesis*
	COMM792	Master's Project*

TOTAL	**Communication Major**	**40**

* Course must be taken for credit at Bethel.

Postsecondary Teaching (Certificate)

The Certificate in Postsecondary Teaching is administered through the Graduate School. The certificate prepares individuals for the expanding roles and responsibilities of college educators in traditional and adult settings. This certificate will enhance teaching effectiveness through:

- Practical instructional techniques
- Assessment and evaluative tools
- Best practices for the classroom
- Knowledge and application of adult pedagogy
- Strategies for building a learning community

Program Design

- Courses are taken one at a time.
- Classes meet one session each week (evening and/or on Saturdays, or online).
- Learn with a small group of other busy adults.
- The certificate program is designed to be completed in approximately nine months.

Postsecondary Teaching (CPST): Certificate

The required curriculum for the Certificate in Postsecondary Teaching comprises an 18 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
COMM605	Advanced Interpersonal Communication	3
COMM721	The Teaching Craft	4
COMM722	Effective Teaching Online*	3
COMM723	Postsecondary Teaching Internship*	5
COMM724	Postsecondary Teaching Internship Seminar*	+ 3
TOTAL	**Certificate in Postsecondary Education**	**18**

Course must be taken for credit at Bethel.

Education

Index

Superintendent: Licensure (see: Doctoral-Level Programs)

Teacher Coordinator of Work-Based Learning Licensure (see: Education K-12)

Teaching: M.A. (see: Teaching)

TESOL: K-12 Licensure (see: Teaching)

World Languages and Cultures: K-12 Licensure (see: Teaching)

Education Programs

The doctoral- and master's-level education programs are offered through the Department of Education and administered through the Graduate School. Bethel University is a member of the Teacher Education Accreditation Council and approved by the Minnesota Board of Teaching. Licensure standards are subject to change at any time by the Minnesota Board of Teaching. Candidates for licensure must meet the licensure standards in place at the time of program completion.

Licensure Requirements

To be recommended for licensure, learners must demonstrate:

- Academic success, defined as completion of each course in the sequence with a grade of *S* or a grade of *B-* or better. Any student failing to maintain this standard of performance will not be allowed to begin the next course in the sequence until previous course work is completed to standard. Students receiving a grade of I need permission of the program director to continue in the next course.

- Character, ethics, and relational skills consistent with the role and responsibility of the professional special educator. Any student failing to meet this expectation may be asked to discuss with the program director other viable options for professional development. Licensure standards are subject to change at any time by the Minnesota Board of Teaching.

Doctoral-Level Programs

The Doctor of Education in Educational Administration and principal and/or superintendent licensure are designed primarily for experienced K-12 educators who wish to complete a course of study leading to a doctorate and/or for individuals in public or private education who seek principal and/or superintendent administrative licensure. The degree program requires three years of course work plus a dissertation to complete and the completion of 61 semester credits.

The major components of the program include:

*   Most courses offered through the internet.
*   Courses offered during three two-week summer residencies on the Bethel University campus.
*   An extensive field component.
*   A dissertation.

The program aims to aid in the development of persons who will be leaders in their communities as well as in schools. They will:

*   Have a broad base of knowledge in the humanities and behavioral sciences.
*   Be competent to address issues of public concern that affect schools and the lives of students.
*   Be effective in leading schools with integrity and a positive spirit.
*   Be able to encourage collaborative learning among students, teachers, administrators, and staff members.
*   Be able to marshal and expend resources for maximum effectiveness.
*   Understand how students learn and develop, and be able to guide faculty members in their own growth and development.

In addition, doctoral learners will gain skill in a systematic development of rigorous quantitative and qualitative research methods to be able to understand and accomplish meaningful research. Learners will also be prepared to serve as public intellectuals—well-informed leaders in the field who will serve in a school community as dynamic, visionary leaders. With a foundation based on Christian faith and learning, and with the best interest of their students, staff, and parents in mind, graduates will be challenged to link their personal values, ethics, and professional expertise to broader community issues and societal concerns.

Program Design

*   Courses will be scheduled one at a time and sequentially, each in a specified "time envelope." This will allow for content design to be threaded through the program, each course building on previous courses. It also assures "same time-same place" progress for learners, making interaction and collaboration possible.
*   Cohort-based organization allows maximum group interaction, collaboration, and mutual support throughout the program.
*   Distance education courses: The majority of the structured content will be taught in eight-week distance education courses, mediated primarily through the internet.
*   Summer residencies: Two-week on-campus residencies will be required during each of the three summers that the student is enrolled in course work.

Academic Programs and Disciplines

Program Outcomes

Learners will:

- Provide evidence of personal attributes necessary for effective leadership.
- Demonstrate understanding of what it means to be a public intellectual.
- Demonstrate ability to understand and apply formal research methodologies while planning and conducting a formal research project.
- Meet the competencies stipulated in the Minnesota State Board of Education and Minnesota Board of School Administrators rules for licensure of K-12 principals or superintendents and in the standards established by the Interstate School Leaders Licensure Consortium.

Major in Educational Administration (EDAD): Doctor of Education (Ed.D.)

The required curriculum for the Doctor of Educational Administration degree comprises a 61 credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
EDUC800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC805	Principles of Organizational Leadership	3
EDUC810	Curriculum and Instructional Management and Student Development	3
EDUC815	Technology in K-12 Education	3
EDUC820	Doctoral Research I	3
EDUC825	Leading in a Complex and Pluralistic Society	3
EDUC830	Administration of Essential Educational Programs	3
EDUC835	Measurement and Assessment	3
EDUC840	Administrative Operations and Personnel Administration	3
EDUC845	Doctoral Research II	3
EDUC850	Doctoral Research III	3
EDUC855	Administrators as Agents of Change	3
EDUC860	Legal Issues in School Administration	3
EDUC865	Resource Management in K-12 Education	3
EDUC870	Doctoral Research IV	3
EDUC880	Comprehensive Examination and Portfolio Review*	0

Select one:		4
	EDUC882 Directed Study	
	EDUC886 Principal Internship	
	EDUC887 Superintendent Internship	
EDUC890	Dissertation Phase One*	6
EDUC891	Dissertation Phase Two*	+ 6
TOTAL	**Educational Administration Major**	**61**

Course must be taken for credit at Bethel.

Principal Licensure (EDAD)

The required curriculum for the principal licensure comprises a 37 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
EDUC800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC805	Principles of Organizational Leadership	3
EDUC810	Curriculum and Instructional Management and Student Development	3
EDUC815	Technology in K-12 Education	3
EDUC825	Leading in a Complex and Pluralistic Society	3
EDUC830	Administration of Essential Educational Programs	3
EDUC835	Measurement and Assessment	3
EDUC840	Administrative Operations and Personnel Administration	3
EDUC855	Administrators as Agents of Change	3
EDUC860	Legal Issues in School Administration	3
EDUC865	Resource Management in K-12 Education	3
EDUC880	Comprehensive Examination and Portfolio Review*	0
EDUC886	Principal Internship	+ 4
TOTAL	**Principal Licensure**	**37**

Course must be taken for credit at Bethel.

Superintendent Licensure (EDAD)

The required curriculum for the superintendent licensure comprises a 37 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
EDUC800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC805	Principles of Organizational Leadership	3
EDUC810	Curriculum and Instructional Management and Student Development	3
EDUC815	Technology in K-12 Education	3
EDUC825	Leading in a Complex and Pluralistic Society	3
EDUC830	Administration of Essential Educational Programs	3
EDUC835	Measurement and Assessment	3
EDUC840	Administrative Operations and Personnel Administration	3
EDUC855	Administrators as Agents of Change	3
EDUC860	Legal Issues in School Administration	3
EDUC865	Resource Management in K-12 Education	3
EDUC880	Comprehensive Examination and Portfolio Review*	0
EDUC887	Superintendent Internship	+ 4
TOTAL	**Superintendent Licensure**	**37**

Course must be taken for credit at Bethel.

Master's-Level Programs

Program Design: Master's Level

- Courses are offered sequentially throughout the calendar year, including the summer months.

- Courses are generally taken one at a time.

- M.A. in Education K-12 and M.A. in Special Education courses meet one evening each week throughout the year. Summer courses may meet on a different schedule.

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

- A supportive learning community is achieved through the cohort model—a

small group of students progressing through a degree program together.

- Cohort starts occur throughout the year, depending on the major (see: Admission Calendar).

K-12 Education Program (M.A.)

The M.A. in Education K-12 program is designed for K-12 classroom teachers and focuses on educators' expanding leadership roles and responsibilities in a rapidly changing educational environment. Learners are provided with an opportunity to reflect, engage in systematic inquiry, and collaborate in a supportive environment. Learning associated with standards, goals, and outcomes is assessed in part through the use of professional portfolios. The Education K-12 major requires completion of all core courses and one concentration. Learners have the option of selecting a concentration from one of the following:

- Special Education
- Teacher Coordinator of Work-Based Learning
- Customized Concentration

Major in Education K-12 (EDUG): Master of Arts (M.A.)

The required curriculum for the M.A. in Education K-12 comprises a 32 semester credit sequence of courses. The required program includes 23 credits in the core program, which includes the capstone or action research project, and nine credits in one concentration.

For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
EDUC606	Teacher as Leader	3
EDUC614	Educational Research*	1
EDUC616	Improving Instruction	4
EDUC623	Managing the Classroom	3
EDUC633	Designing the Curriculum	3
EDUC645	Portfolio Development	2
EDUC755	Preparing the Thesis/Action Research Project*	1
EDUC790	Writing the Thesis/Action Research Project*	3
PSYC635	Measurement and Assessment in Education	+ 3
TOTAL	**Core Courses**	**23**

Course must be taken for credit at Bethel.

<u>Concentrations</u>

Select one concentration from: 9

1. Reading Concentration
   Select 9 credits from:

EDUC600	Explorations in Literature (3)
EDUC601	Foundations of Reading (2)
EDUC602	Reading Instruction in Primary Grades (2)
EDUC607	Reading Instruction in Intermediate Grades (2)
EDUC612	Strategy Instruction in Content Areas (1)
EDUC622	Assessment and Evaluation in Reading (3)
EDUC626	Leadership and Supervision in Reading (2)
EDUC642	Advanced Diagnosis and Remediation (2)
EDUC652	Writing Instruction and Literacy Practices (3)
EDUC657	Language, Literacy, and Cultural Diversity (3)

2. Special Education Concentration
   Select 9 credits from:

EDUC605	Special Education: Historical and Legal Issues (2)
EDUC613	Social Issues and Alternative Methods in Special Education (2)
EDUC615	Teaching Exceptional Students (3)
EDUC620	Intervention Techniques (3)
EDUC631	Basic Concepts of Learning Disabilities (3) (Must be taken with EDUC632)
EDUC632	Strategies for Teaching Students with Learning Disabilities (3) (Must be taken with EDUC631)
PSYC600	Child and Adolescent Psychopathology (3)

3. Teacher Coordinator of Work-Based Learning

EDUC705	History and Advancement of Work-Based Learning (2)
EDUC707	Designing School-Based Instruction for Work-Based Learning Programs (3)
EDUC709	Implementing and Monitoring Work-Based Learning Programs (4)

4. Customized Concentration
   Select 9 credits from:

   Course work can be selected from the reading, special education, or teacher coordinator of work-based learning concentrations. The following courses are

also available for selection:

COMM600	Introduction to Communication Studies (3)
COMM605	Advanced Interpersonal Communication (3)
COMM610	Advanced Media Communication (3)
COMM620	Cross-Cultural Communication (3)
COMM645	Public Presentations (3)
COMM670	Group Communication and Conflict (3)
COMM673	International Gender Communication (3)
COMM722	Effective Online Teaching (3)
HEPE601	Health Educators Academy I (6)
HEPE602	Health Educators Academy II (3)
HEPE603	Health Educators Academy III (3)
ORGL600	The Leadership Enterprise (4)
ORGL605	Topics in Leadership Studies (2)
ORGL655	Managing Conflict through Dialogue (3)
ORGL660	Public and Collaborative Leadership (2)
ORGL670	Leading in the Knowledge Economy (2)
PHIL615	Ethics (3)
PHIL620	Theology and Ethics of Leadership (3)
PHIL660	Applied Ethics (3)
PSYC601	Child and Adolescent Assessment (2)
PSYC603	Individual and Group Skills (2)
PSYC609	Therapeutic Play (3)
PSYC610	Applying a Developmental Perspective to Teaching (3)
PSYC611	Art Techniques in Play Therapy (2)

Degree program includes:

Core Courses		23
One Concentration		+ 9
TOTAL	**Education K-12 Major**	**32**

Teacher Coordinator of Work-Based Learning Licensure

The required curriculum for the Teacher Coordinator of Work-Based Learning Licensure comprises a nine semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
EDUC705	History and Advancement of Work-Based Learning	2
EDUC707	Designing School-Based Instruction for Work-Based Learning Programs	3
EDUC709	Implementing and Monitoring Work-Based Learning Programs	4

Literacy Education

The M.A. in Literacy Education, K-12 Licensure, and Certificate in Literacy programs are designed for working K-12 professionals to further their knowledge and expertise in reading-related practices and processes. Ideal applicants include:

• Reading teachers

• Literacy coaches

• Classroom teachers

• Learning disabilities specialists

Program Outcomes

The programs in literacy education prepare educators to:

• Understand the complexities of the reading process and be able to design developmentally appropriate curriculum and instruction to advance students' reading and writing proficiency.

• Know and apply research principles and best practices in reading and writing instruction.

• Know and apply best practices in individual and group assessments; plan and implement effective intervention programs for students based on an informed analysis of data.

• Provide leadership in program and professional development that supports efforts at the district, state, and federal level.

• Articulate personal perspectives on the integration of faith and teaching.

Major in Literacy Education (LIEG): Master of Arts (M.A.)

The required curriculum for the M.A. in Literacy Education comprises a 32 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
EDUC600	Explorations in K-12 Literature	3
EDUC601	Foundations of Reading	2
EDUC602	Reading Instruction in Primary Grades	2
EDUC607	Reading Instruction in Intermediate Grades	2
EDUC612	Strategy Instruction in Content Areas	1
EDUC614	Educational Research	1
EDUC622	Assessment and Evaluation in Reading	3
EDUC626	Leadership and Supervision in Reading	2
EDUC635	Reading Clinic	3
EDUC640	Portfolio Design	1
EDUC642	Advanced Diagnosis and Remediation	2
EDUC652	Writing Instruction and Literacy Practices	3
EDUC657	Language, Literacy, and Cultural Diversity	3
EDUC755	Preparing the Thesis/Action Research Project*	1
EDUC790	Writing the Thesis/Action Research Project*	+ 3
TOTAL	**Literacy Education Major**	**32**

Course must be taken for credit at Bethel.

K-12 Reading Licensure (LIEG)

The required curriculum for the K-12 Reading Licensure comprises an 18 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
EDUC600	Explorations in K-12 Literature	3
EDUC601	Foundations of Reading	2
EDUC602	Reading Instruction in Primary Grades	2
EDUC607	Reading Instruction in Intermediate Grades	2

EDUC612	Strategy Instruction in Content Areas	1
EDUC622	Assessment and Evaluation in Reading	3
EDUC626	Leadership and Supervision in Reading	2
EDUC635	Reading Clinic	+ 3
TOTAL	**K-12 Reading Licensure**	**18**

Certificate in Literacy (CTRD)

The required curriculum for the Certificate in Literacy comprises a 13 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
EDUC600	Explorations in K-12 Literature	3
EDUC601	Foundations of Reading	2
EDUC602	Reading Instruction in Primary Grades	2
EDUC607	Reading Instruction in Intermediate Grades	2
EDUC612	Strategy Instruction in Content Areas	1
EDUC622	Assessment and Evaluation in Reading	+ 3
TOTAL	**Certificate in Literacy**	**13**

Special Education

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

Major in Special Education (SPEG): Master of Arts (M.A.)

The required curriculum for the M.A. in Special Education comprises a 34 credit sequence of courses. Students may complete the basic program or elect concentrations in Emotional/Behavioral Disorders and/or Learning Disabilities. For course sequence, request a program calendar from the Graduate School.

Core Courses		Semester Credit Hours
EDUC605	Special Education: Historical and Legal Issues	2
EDUC610	Norm-Referenced Assessment	3

EDUC613	Social Issues and Alternative Methods in Special Education	2
EDUC614	Educational Research*	1
EDUC615	Teaching Exceptional Students	3
EDUC625	Special Education: Planning and Programming	3
EDUC636	Consultation and Collaboration	2
EDUC655	Classroom-Based Assessment	2
EDUC755	Preparing the Thesis/Action Research Project*	1
EDUC790	Writing the Thesis/Action Research Project*	3
TOTAL	Core Courses	22

Select one:

1. Basic Program Sequence

EDUC620	Intervention Techniques	3
EDUC631	Basic Concepts of Learning Disabilities	3
EDUC632	Strategies for Teaching Students with Learning Disabilities	3
PSYC600	Child and Adolescent Psychopathology	+ 3
Total	Basic Program	12

2. Concentration in Emotional/Behavioral Disorders

EDUC620	Intervention Techniques	3
EDUC660	Pre-Practicum	1
EDUC670	Assessment Practicum	2
EDUC782	Practicum: Emotional/Behavioral Disorders*	3
PSYC600	Child and Adolescent Psychopathology	+ 3
Total	Concentration in Emotional/Behavioral Disorders	12

3. Concentration in Learning Disabilities

EDUC631	Basic Concepts of Learning Disabilities	3
EDUC632	Strategies for Teaching Students with Learning Disabilities	3
EDUC660	Pre-Practicum	1
EDUC670	Assessment Practicum	2
EDUC784	Practicum: Learning Disabilities*	+ 3
Total	Concentration in Learning Disabilities	12

Degree program includes:

Core Courses		22
Basic/Concentration		+ 12
TOTAL	**Special Education Major**	**34**

Course must be taken for credit at Bethel.

Emotional/Behavioral Disorders (E/BD) Licensure (SPEG)

The required curriculum for the Emotional/Behavioral Disorders Licensure comprises a 29 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
EDUC605	Special Education: Historical and Legal Issues	2
EDUC610	Norm-Referenced Assessment	3
EDUC613	Social Issues and Alternative Methods in Special Education	2
EDUC615	Teaching Exceptional Students	3
EDUC620	Intervention Techniques	3
EDUC625	Special Education: Planning and Programming	3
EDUC636	Consultation and Collaboration	2
EDUC655	Classroom-Based Assessment	2
EDUC660	Pre-Practicum	1
EDUC670	Assessment Practicum	2
EDUC782	Practicum: Emotional/Behavioral Disorders*	3
PSYC600	Child and Adolescent Psychopathology	+ 3
TOTAL	**E/BD Licensure**	**29**

Course must be taken for credit at Bethel.

Learning Disabilities (LD) Licensure (SPEG)

The required curriculum for the Learning Disabilities Licensure comprises a 29 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
EDUC605	Special Education: Historical and Legal Issues	2
EDUC610	Norm-Referenced Assessment	3
EDUC613	Social Issues and Alternative Methods in Special Education	2
EDUC615	Teaching Exceptional Students	3
EDUC625	Special Education: Planning and Programming	3
EDUC631	Basic Concepts of Learning Disabilities	3
EDUC632	Strategies for Teaching Students with Learning Disabilities	3
EDUC636	Consultation and Collaboration	2
EDUC655	Classroom-Based Assessment	2
EDUC660	Pre-Practicum	1
EDUC670	Assessment Practicum	2
EDUC784	Practicum: Learning Disabilities*	+ 3
TOTAL	**Learning Disabilities Licensure**	**29**

Course must be taken for credit at Bethel.

Teaching

The M.A. in Teaching and the K-12 and Secondary Licensure programs are designed for college graduates who aspire to teach at the K-12 or 5-12 levels. The programs are a learner-centered, standards-driven collaboration between learners, college professors, and local school districts. In collaboration with school districts, learners will have opportunities to continually apply their new knowledge and learning in a school environment. Learners in the program will complete the course work required to apply for a Minnesota K-12 or 5-12 teaching license in one of the following areas:

• Art (K-12)
• Business (5-12)
• Communication Arts and Literature (5-12)
• General Science (5-12) with an emphasis in:
    a. Chemistry
    b. Life Science
    c. Physics
• Health (5-12)
• Mathematics (5-12)

- Social Studies (5-12)
- Teaching English to Speakers of Other Languages—TESOL (K-12)
- World Languages and Cultures (K-12)

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

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

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

Major in Teaching (TEAG): Master of Arts (M.A.)

The required curriculum for the M.A. in Teaching comprises a 36 or 37 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
EDUC614	Educational Research*	1
EDUC621	Foundations in Education	3
EDUC624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC630	General Teaching Methods for 5-12 Classrooms	3
EDUC639	Assessment and Technology	2
EDUC661	Field Experience	1

EDUC663	Understanding Diversity and Student Needs	2
EDUC665	Teaching Content Area Literacy	2
Select one from:		3-4

	EDUC680	Methods of Teaching 5-12 Mathematics (3)
	EDUC681	Methods of Teaching 5-12 Science (3)
	EDUC682	Methods of Teaching Visual Arts, K-12 (3)
	EDUC683	Methods of Teaching World Languages and Cultures, K-12 (3)
	EDUC684	Methods of Teaching TESOL (3)
	EDUC685	Methods of Teaching 5-12 Communication Arts and Literature (3)
	EDUC686	Methods of Teaching Business Education, Grades 5-12 (4)
	EDUC687	Methods of Teaching 5-12 Social Studies (3)
	EDUC688	Methods of Teaching Health Across the 5-12 Curriculum (3)

EDUC750	Student Teaching Seminar	4
EDUC764	Intensive Training for Integrating Special Education and English Language (ELL) Learners	0
EDUC770	Student Teaching	8
EDUC755	Preparing the Thesis/Action Research Project*	1
EDUC790	Writing the Thesis/Action Research Project*	+ 3
TOTAL	**Teaching Major**	**36-37**

Course must be taken for credit at Bethel.

K-12 Licensure – Art, World Languages and Cultures, TESOL (TEAG)

The required curriculum for the K-12 licensure comprises a 29 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
EDUC621	Foundations in Education	3
EDUC624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC630	General Teaching Methods for 5-12 Classrooms	3
EDUC661	Field Experience	1

EDUC663	Understanding Diversity and Student Needs	2
EDUC665	Teaching Content Area Literacy	2
EDUC750	Student Teaching Seminar	4
EDUC764	Intensive Training for Integrating Special Education and English Language (ELL) Learners	0
EDUC770	Student Teaching	8
Select one from:		+ 3
	EDUC682	Methods of Teaching Visual Arts, K-12
	EDUC683	Methods of Teaching World Languages and Cultures, K-12
	EDUC684	Methods of Teaching TESOL
TOTAL	**K-12 Licensure**	**29**

Secondary (5-12) Licensure (TEAG)

The required curriculum for the secondary licensure comprises a 29 or 30 semester credit sequence of courses in one of the following content areas: business, communication arts and literature; general science with an emphasis in chemistry, life science and/or physics; health; mathematics; or social studies. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
EDUC621	Foundations in Education	3
EDUC624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC630	General Teaching Methods for 5-12 Classrooms	3
EDUC661	Field Experience	1
EDUC663	Understanding Diversity and Student Needs	2
EDUC665	Teaching Content Area Literacy	2
EDUC750	Student Teaching Seminar	4
EDUC764	Intensive Training for Integrating Special Education and English Language (ELL) Learners	0
EDUC770	Student Teaching	8
Select one from:		+ 3-4
	EDUC680	Methods of Teaching 5-12 Mathematics (3)
	EDUC681	Methods of Teaching 5-12 Science (3)
	EDUC685	Methods of Teaching 5-12 Communication Arts and Literature (3)

EDUC686	Methods of Teaching Business Education, Grades 5-12 (4)
EDUC687	Methods of Teaching 5-12 Social Studies (3)
EDUC688	Methods of Teaching Health Across the 5-12 Curriculum (3)

TOTAL   **Secondary Licensure**   **29-30**

Gerontology

Gerontology (M.A.)

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

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

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

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

Program Design

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

Major in Gerontology (GERG): Master of Arts (M.A.)

The required curriculum for the M.A. in Gerontology comprises a 36 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
GRTG605	Health and Aging	3
GRTG610	Adult Development and Aging	3
GRTG615	Aging and Diversity: Class, Gender, and Ethnicity	3
GRTG620	Spirituality and Aging*	3
GRTG640	Policy Issues in Aging	3
GRTG645	Leadership and Program Management	3
GRTG650	Project Design and Management*	3
GRTG750	Master's Project and Integrative Seminar*	3
GRTG780	Practicum*	6
PHIL615	Ethics*	3
SOCS600	Social Gerontology*	+3
TOTAL	**Gerontology Major**	**36**

Course must be taken for credit at Bethel.

Academic Programs and Disciplines

Nursing

The M.A. in Nursing and the Certificate in Nursing Education are offered through the Department of Nursing and administered through the Graduate School.

The Department of Nursing at Bethel University has three primary goals:

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

Bethel University seeks applicants who are visionary, articulate, and can think abstractly. These applicants will be nurses who are willing to grow personally as well as professionally.

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

Nursing (M.A.)

The master's program comprises a series of core courses plus the completion of one concentration in Nursing and Health Care Leadership or Nursing Education. The program prepares nurse leaders who will effect change at a systems level.

Program Outcomes

Bethel prepares nurses who, in advanced nursing roles, will be able to:

1. Provide leadership in a variety of systems to promote the health of individuals and communities.
2. Synthesize knowledge and theories of leadership, nursing, and other disciplines to advance the nursing profession.
3. Integrate ethical perspectives and Christian principles in fulfilling advanced nursing roles.
4. Promote culturally competent systems that reflect the global context of health care.
5. Use research and leadership roles to address system problems related to nursing.

6. Design organizational and policy making strategies to improve systems that impact health.

7. Use nursing informatics to increase effectiveness in advanced nursing roles.

Program Design – Master's Degree

- Classes meet one or two evenings each week.

- Internships are required during the final year.

- A thesis or project is required.

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

Concentrations

Nursing and Health Care Leadership Concentration

This concentration prepares nurses to function as leaders in health care settings. Nurses develop knowledge and skills in application of nursing and leadership theories, economic and finance principles, business management practices, and interdisciplinary collaborative strategies to influence effective change in health care systems.

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

- Analyze the organizational structure of a health care delivery system to determine leadership strategies for positive change.

- Identify trends in the rapidly changing health care arena.

- Apply economic and finance principles in strategic and operational systems decision making.

- Integrate Christian worldview, nursing and leadership theories, technology, and business management practices to lead organizations.

- Collaborate with interdisciplinary teams to promote organizational growth and effectiveness.

Nursing Education Concentration

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

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

- Integrate educational theories, Christian worldview, technology, and professional standards into the design, implementation, and evaluation of curriculum.
- Apply teaching-learning strategies based on assessment of the adult learner.
- Design measures to evaluate learner and curricular outcomes.
- Analyze ethical, political, organizational, cultural, technological, and professional influences on educational systems.
- Use leadership principles to improve nursing or health care educational systems.

Nursing and Christian Health Ministry Option

Master of Arts in Nursing learners who enroll in the Nursing Education Concentration or the Nursing and Health Care Leadership Concentration may select learning experiences that prepare them to serve in Christian Health Ministry settings, such as faith-based, international, or mission organizations. Learners can develop this emphasis through selecting experiences in Internships and the Master's Capstone that reflect advanced nursing roles in Christian Health Ministry settings. In addition, learners may petition the program director to add or replace one of the concentration courses to strengthen a Christian Health Ministry Option. This provides the opportunity to integrate theological perspectives into learning and implement nursing strategies that empower persons and organizations to seek spiritual wholeness. This option is not reflected on the official transcript.

Major in Nursing (NURG): Master of Arts (M.A.)

The required program for the M.A. in Nursing with a concentration in Nursing and Health Care Leadership or Nursing Education comprises a 42 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Core Courses		Semester Credit Hours
NURS600	Theory as a Foundation for Nursing	3
NURS601	Project Management	3
NURS605	Role Development for Nursing Leadership*	3
NURS609	Informatics for Nurse Leaders	3
NURS615	Human Diversity and Global Awareness*	3
NURS626	Nursing Research	3
NURS645	Ethics for Nursing Leaders	3
NURS650	Nursing and Health Care Policy	+ 3
TOTAL	**Core Courses**	**24**

Nursing and Health Care Leadership Concentration

Concentration Courses		Semester Credit Hours
NURS610	Nursing and Health Care Organization	3
NURS656	Entrepreneurial Nursing	3
NURS665	Theoretical Basis of Promoting Organizational Health	3
NURS770	Internship 1: Nursing and Health Care Leadership	2
NURS775	Internship 2: Nursing and Health Care Leadership	2
BUSN640	Economics and Finance for Nursing	3

Capstone Courses

NURS678	Advanced Nursing Role Synthesis: Nursing and Health Care Leadership*	1
NURS790	Comprehensive Examination*	0
Select one option:		+ 2
	Option One: Thesis	
	NURS751 Master's Thesis Seminar*	
	NURS791 Master's Thesis*	
	Option Two: Project	
	NURS752 Master's Project Seminar*	
	NURS792 Master's Project*	
TOTAL	**Nursing and Health Care Leadership Concentration**	**19**

Nursing Education Concentration

Concentration Courses		Semester Credit Hours
NURS603	Teaching-Learning Processes for Adults	3
NURS607	Curriculum Development in Nursing	3
NURS613	Issues and Trends in Nursing Education	3
NURS658	Measurement and Assessment of Learning in Nursing Education	3
NURS770	Internship 1: Nursing Education	2
NURS775	Internship 2: Nursing Education	2

Capstone Courses

NURS678	Advanced Nursing Role Synthesis: Nursing Education*	1
NURS790	Comprehensive Examination*	0

Select one option:			2
	Option One:	Thesis	
	NURS751	Master's Thesis Seminar*	
	NURS791	Master's Thesis*	
	Option Two:	Project	
	NURS752	Master's Project Seminar*	
	NURS792	Master's Project*	
TOTAL	**Nursing Education Concentration**		**19**
Degree program includes:			
	Core Courses		24
	One Concentration		+ 19
TOTAL	**Nursing Major**		**43**

* Course must be taken for credit at Bethel.

Certificate in Nursing Education

The Certificate in Nursing Education gives nurses an opportunity for graduate-level course work foundational to the nurse educator role. The sequence of four primarily online courses will include application experiences. The course work in the Certificate in Nursing Education can be applied to the M.A. in Nursing degree program.

The Certificate in Nursing Education is for learners who desire to:

- Integrate educational theories, Christian worldview, technology, and professional standards into the design, implementation, and evaluation of curriculum.
- Apply teaching-learning strategies based on assessment of the adult learner.
- Design measures to evaluate learner and curricular outcomes.
- Analyze ethical, political, organizational, cultural, technological, and professional influences on educational systems.
- Use leadership principles to improve nursing or health care educational systems.

Certificate in Nursing Education (CNED)

The required curriculum for the Certificate in Nursing Education comprises a 12 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
NURS603	Teaching-Learning Processes for Adults	3
NURS607	Curriculum Development in Nursing	3
NURS613	Issues and Trends in Nursing Education	3
NURS658	Measurement and Assessment of Learning in Nursing Education	+ 3
TOTAL	**Certificate in Nursing Education**	**12**

Organizational Leadership

Organizational Leadership (M.A.)

The master's program prepares learners for professional service and leadership through a body of learning grounded in the liberal arts and a Christian worldview. It builds on the foundation of an undergraduate education, enhancing the knowledge, capacities, and competencies learners have gained therein.

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

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

- Prepare learners to apply creative and critical thinking to leadership opportunities and challenges.
- Equip learners to adopt new approaches and techniques of information management and application.
- Empower learners to discern and apply Christian ethics and worldviews to leadership practice.

Bethel University seeks applicants for the M.A. in Organizational Leadership who are seeking to further develop their leadership knowledge and skills.

Program Outcomes

The desired outcomes for graduates of the program are:

- Ability to take leadership roles in business, civic, education, government, health, nonprofit, religious, social service, and other organizations.
- Sensitivity to the needs and perceptions of others.

- Ability to envision opportunities and desirable futures and to devise means of attaining them.

- Effective communication skills, both interpersonal and through print and/or electronic media.

- Awareness of the means of gaining and using power, both positively and negatively.

- Ability to build and work with teams and networks, within and outside a student's organization.

- Sensitivity to ethical dilemmas and the ability to act in a manner consistent with Christian ethical norms.

Program Design

- The program course work is designed to be completed in two years, including a scheduled break from classes for part of the summer.

- Courses are taken one at a time.

- Classes meet one evening or Saturday morning each week. Electives may be offered on a different schedule.

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

Major in Organizational Leadership (ORLG): Master of Arts (M.A.)

The required curriculum for the M.A. in Organizational Leadership comprises a 36 semester credit sequence of courses. The program requires a sequence of courses to be taken during four semesters. For course sequence, request a program calendar from the Graduate School.

Core Courses		Semester Credit Hours
ORGL600	The Leadership Enterprise*	4
ORGL620	Followership: The Undervalued Role	2
ORGL625	Scholarly Writing	2
ORGL630	Introduction to Research*	3
ORGL635	Organizational Analysis	3
ORGL650	Organizational Change and Futures	3
ORGL655	Managing Conflict through Dialogue	3
ORGL665	Collaborative Leadership	2
ORGL670	Leading in the Knowledge Economy	2
ORGL689	Integrative Seminar*	2

PHIL620	Theology and Ethics of Leadership*	3
SOCS640	Leadership in Diverse Cultures	+ 3
TOTAL	Core Courses	32

Select electives and a capstone from: 4

Electives 0-2

	ORGL605	Topics in Leadership Studies (2)
	ORGL610	Leadership Assessment Seminar (2)
	ORGL675	Integrated Principles for Practical Leadership (2)
	ORGL760	Directed Study (2)
	ORGL770	Internship (2)

Capstone (select one) 2-4

	ORGL791	Master's Thesis* (4)
	ORGL792	Master's Project* (4)
	ORGL795	Leadership Issue Analysis* (2)

Degree program includes:

	Core Courses	32
	Electives/Capstone	+ 4
TOTAL	**Organizational Leadership Major**	**36**

* Course must be taken for credit at Bethel.

Psychology

The M.A. in Counseling Psychology and a Certificate in Child and Adolescent Mental Health are offered through the Department of Psychology and administered through the Graduate School.

Psychology (M.A.)

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

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

The course work includes the theoretical and research bases of the discipline, ethical/spiritual issues related to the profession, and a wide range of counseling skills. In addition, the 700-hour practicum synthesizes and applies these elements in a clinical setting. To earn the degree, learners must demonstrate: a) academic success, and b) character, ethics, and relational skills consistent with the role and responsibility of the professional counselor. The program is designed to meet the educational requirements for licensure in Minnesota as Licensed Professional Counselors (Board of Behavioral Health and Therapy).

An additional licensure option for learners completing the M.A. in Counseling Psychology is to complete additional course work and clinical practicum hours in the area of Marriage and Family Therapy and apply for licensure through the Board of Marriage and Family Therapy. Contact either the program or clinical director for more information.

Program Design

- The program is designed to be completed in two academic years of full-time study or three academic years of part-time study with a scheduled break for part of each summer.
- Classes meet one or two evenings each week, depending on full-time or part-time status.
- A 700-hour practicum is required during the final year.
- A supportive learning community is achieved through the cohort model—a small group of learners progressing through a degree program together.
- Two cohorts begin each academic year in August.

Major in Counseling Psychology (COPG): Master of Arts (M.A.)

The required curriculum for the M.A. in Counseling Psychology comprises a 48–51 semester credit sequence of courses. The program requires two academic years. There is an option of an additional six semester credit thesis as part of the degree. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
PSYC640	Personality and Counseling Theories I	3
PSYC641	Personality and Counseling Theories II	3
PSYC642	Integration of Psychology and Worldview	3
PSYC643	Counseling Microskills and Ethics	3
PSYC644	Introduction to Family Systems	2

PSYC646	Group Processes	1
PSYC650	Psychological Assessment I	3
PSYC652	Psychological Assessment II	3
PSYC654	Research Methods and Treatment of Data	3
PSYC656	Psychopathology	3
PSYC660	Neuropsychology	3
PSYC662	Professional Issues and Ethics I	1.5
PSYC664	Integration Seminar I*	1.5
PSYC671	Lifespan Development	3
PSYC672	Professional Issues and Ethics II	1.5
PSYC674	Integration Seminar II*	1.5
PSYC780	Practicum I*	3
PSYC782	Practicum II*	3

Select one option:			+ 3 or 6
	Option One		
	PSYC790	Comprehensive Examination*	3
	Option Two		
	PSYC791	Thesis I*	3
	PSYC792	Thesis II*	3

TOTAL	**Counseling Psychology Major**	**48–51**

Course must be taken for credit at Bethel.

Child and Adolescent Mental Health (Certificate)

The Certificate in Child and Adolescent Mental Health is a 14 semester credit sequence of six courses. It is designed for a wide range of professionals including:

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

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

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

Certificate Program Design

- Classes meet one evening each week.
- Program comprises 14 semester credits.
- Course work can be completed in approximately nine months beginning in September of each year.

Certificate in Child and Adolescent Mental Health (CAMH)

The required curriculum for the Certificate in Child and Adolescent Mental Health comprises a 14 semester credit sequence of courses.

Courses		Semester Credit Hours
PSYC600	Child and Adolescent Psychopathology	3
PSYC601	Child and Adolescent Assessment	2
PSYC603	Individual and Group Skills	2
PSYC609	Therapeutic Play	3
PSYC611	Art Techniques in Play Therapy	2
PSYC644	Introduction to Family Systems	+ 2
TOTAL	**Certificate in Child and Adolescent Mental Health**	**14**

Course Descriptions

Business

BUSN600 • Foundations of Business: MBA Program DNA   **4 credits**
(BUAG)

Exploration of the program's DNA including: values-based leadership, ethics, and faith/work integration. A combination of faculty and business practitioners will set the foundation for the entire MBA program. Learners will assess their own moral reasoning, investigate their own attitudes and beliefs, and develop a plan for the integration of the DNA in their MBA program.

BUSN605 • Data and Decision Making   **3 credits**
(BUAG)

Study of quantitative and qualitative research principles. Learners will develop an ability to effectively evaluate and act upon all types of research reports and data relating to applications in business. The goal is to develop the skills and knowledge necessary to make ethical and effective business decisions using data. Prerequisite: BUSN600.

BUSN610 • Organizational Behavior   **3 credits**
(BUAG)

Broad examination of existing theory and research surrounding organizational behavior. Exploration of concepts including individual motivation; decision making; interpersonal communication and influence; and small group behavior including inter-group conflict and cooperation in order to develop capacity to think strategically about organizations. Focus is on the ways organizational members affect one another, including frameworks for developing diverse, functional, and ethically sound organizational environments. Prerequisites: BUSN600, BUSN605.

BUSN615 • Managerial Accounting   **3 credits**
(BUAG)

Examination of core managerial accounting concepts and their applications in modern organizations. Exploration of best practices and emerging trends in accounting with a focus on managerial decisions. Research of topics and cases may include ethics, environmental accounting, long-term versus short-term profitability, constraint management, technology, cost structures, and controls. Prerequisites: BUSN600, undergraduate accounting course.

BUSN621 • Environmental Perspectives in   **2 credits**
Business Management
(BUAG)

Examination of the relationships on both a macro and micro level between business and the local and global environment. The premise is that business leaders must consider the social and environmental context of their actions and business practices. Study of principles of sustainable development will include discussion

of how consideration of human and materials resources are needed for managing a business in today's world. Prerequisite: BUSN600.

BUSN625 • Managerial Finance   3 credits
(BUAG)

Focus is on the financial management of business and includes international and ethical implications. Topics include financial analysis and decision making; financial markets; risk; valuation; long- and short-term financing and investing; and working capital management. Extensive use of cases and spreadsheets is required. Prerequisites: BUSN600, BUSN615, undergraduate accounting course.

BUSN630 • Strategic Technology Management   3 credits
(BUAG)

Study of a strategic framework to aid in understanding how technology can be used to appropriately enable business processes and also how it can be used to shape new business models. Critical industry topics include aligning business and technology strategies; developing an enterprise business and technology architecture; and emerging technologies. Examination of practical issues in managing technology—technology investment and project portfolio management—to understand how a strategic framework is deployed. Prerequisite: BUSN600.

BUSN640 • Economics and Finance for Nursing   3 credits
(NURG)

Study of principles of economics, finance, and accounting that are used to examine strategic, operational, and systems decisions facing nursing leaders.

BUSN645 • Marketing Management   3 credits
(BUAG)

Demographic and psychographic review of consumer trends in the context of what marketing managers face today. Review of broadly adopted marketing models. Focus is on the challenges of marketing to individuals in a climate of increasing information, internet channels, and multiple buyer options. Discussion of global issues facing marketers, including privacy, security, and e-mail marketing. Prerequisites: BUSN600, BUSN605.

BUSN651 • Operations Management   3 credits
(BUAG)

Concepts and analytic methods that are useful in understanding the management of a firm's operations. Operations is one of the primary functions and disciplines of a firm: producing the products/services and delivering the products/services. Exploration of the problems and issues confronting operations managers and development of language, concepts, insights, and tools to deal with these issues in order to gain competitive advantage through operations. Focus is on the management of processes and its application to both for-profit and non-profit organizations, to both service and manufacturing organizations, and to virtually any functional area of industry. Prerequisites: BUSN600, BUSN605, BUSN645.

BUSN656 • Legal, Regulatory, and Compliance   3 credits
(BUAG)

Study of practical knowledge of legal issues and principles that often arise in the business environment in order to identify legal difficulties before they arise and to effectively strategize to avoid legal problems from occurring. Discussion includes legal concerns such as employment law issues, contract disputes, regulatory compliance, environmental investigations, negligence claims, purported violations of fiduciary duties, and securities fraud. Prerequisite: BUSN600.

BUSN675 • Leading in a Global Environment: 3 credits
International Travel

Learners will gain first-hand international experience and a perspective on the process of American companies doing business globally. Enables learners to explore international cultures, faith, ethics, and business structure through regulations, laws, exporting, and operations. Learners will view international leadership from multiple perspectives and compare international and American business practices.

BUSN690 • Capstone Course: Business Plan Development   3 credits
(BUAG)

Development of an individual business plan to start and build an ethical, sustainable, and profitable small business or non-governmental organization. The business plan will define the intention and business, the marketplace, a management plan, financial statements, a detailed risk analysis, and an action plan that will implement the venture. Learners will explore the interconnections between their business and the spiritual, natural, and cultural aspects of their work life. Prerequisites: BUSN600, BUSN605, BUSN610, BUSN615, BUSN621, BUSN625, BUSN630, BUSN645, BUSN651, BUSN656, ECON635, HRMA640, PHIL660.

Communication

COMM600 • Introduction to Communication Studies   3 credits
(COMG, EDUG)

Overview of the field of communication and the historical changes in the discipline. Theoretical frameworks will be studied as related to interpersonal communication, family interaction, group process, public communication, and media/technological changes. Theology and ethics of communication will be developed in light of a Christian worldview.

COMM605 • Advanced Interpersonal Communication   3 credits
(COMG, CPST, EDUG)

Examination of the beginnings of interpersonal study, including Buber, Mead, Jourard, and Watzlawick. Analysis of the relationships between interpersonal communication and related areas: group, family, gender, and intrapersonal processes.

COMM610 • Advanced Media Communication — 3 credits
(COMG, EDUG)

Exploration of the interplay between the mass media and various facets of modern society, including political, economic, and cultural issues. Examination of media on a global scale will facilitate contrasts and comparisons of media systems, highlighting how media communication influences the quality of human life.

COMM615 • Quantitative Research Methods — 3 credits
(COMG)

Introduction to social science research methods with a special emphasis on survey construction and statistical analysis. Development of skills in designing, interpreting, and evaluating research designs within the literature, as well as undertaking research of their own.

COMM620 • Cross-Cultural Communication — 3 credits
(COMG, EDUG)

Analysis of intercultural communication competence, examining international, ethnic, and racial differences. Exploration of paralinguistic and nonverbal influences in cross-cultural contexts. Theological impacts will be considered.

COMM625 • Qualitative Research Methods — 3 credits
(COMG)

Introduction to qualitative research methods in the study of interpersonal, group, and mass communication. Learners will evaluate and critique exemplary qualitative studies, as well as design and analyze an actual research study of their own.

COMM630 • Topics in Contemporary Communication — 2 credits
(COMG)

Problems/issues that confront communicators in today's culture. Topics may include issues such as honesty and civility in political communication; role of mass media in reporting versus interpreting issues; policies and practices of corporations and their impact on the public; and changes in public communication in light of technological impacts.

COMM645 • Public Presentations — 3 credits
(COMG, EDUG)

Concentration on the preparation, delivery, and evaluation of public presentations. Learners will develop research skills, analyze presentations, and increase proficiency in organizing public speeches, increasing focus for impact. Class includes videotaping and analysis. Peer and professor evaluations are focal. Observation and critiques of speeches outside of class are required.

COMM670 • Group Communication and Conflict   3 credits
(COMG, EDUG)

Examination of group dynamics, theory, and research on a practical level. Exploration of personal and professional communication styles and how such styles impact group dynamics, conflict communication, team building, and leadership. Perspectives used to examine areas are corporate, academic, and biblical settings. Includes history, theory, ethics, and case studies. Prerequisite: COMM676.

COMM671 • Analysis of Rhetoric   3 credits
(COMG)

Graduate seminar provided to enhance learners' abilities to function with competence as critics and consumers of public discourse using various theoretical methods. Communication artifacts for analysis may include any rhetorical event: texts, speeches, advertising, architecture/art, music, or computer mediated processes. Topics may coordinate with thesis study.

COMM672 • Applied Media Communication   3 credits
(COMG)

Essential course in developing media knowledge and exercising critical judgment in the production process. Examination of the creative process of effective mediated communication. Hands-on experience in production including scripting, taping, and editing. Ethical guidelines are examined. Prerequisite: COMM610.

COMM673 • International Gender Communication   3 credits
(COMG, EDUG)

Analysis of the power of gender as applied in global settings, examining the cultural roles governing men's and women's roles in diverse settings from a cross-cultural perspective. Investigation of the challenges of dealing with gender transactions in international business, political, religious, and social contexts. Prerequisite: COMM620.

COMM674 • Communication Consulting   3 credits
(COMG)

Examination of the world of internal and external organizational consulting. Learners will investigate what is needed—personally and professionally—to apply their communication expertise to various organizational settings and situations. Particular attention will be placed on developing consulting/training knowledge, skills, and abilities. Prerequisite: COMM676.

COMM676 • Organizational Analysis   3 credits
(COMG)

Exploration of organizational cultures and dynamics in for-profit and nonprofit institutions, including means of guidance and control; use of power and influence; formal and informal communication; authority and hierarchy; management of conflict and enhancement of consensus; and followership and empowerment of organization members. The process of a "communication audit" will be applied.

COMM721 • The Teaching Craft   4 credits
(CPST)

Examination of the art and craft of teaching. Development of an understanding of educational pedagogy, instructional methodology, and classroom management. Includes contrast of traditional and adult students, as well as an opportunity for course design. Learner presentations will be videotaped for individual assessment. Teaching as vocation will be considered.

COMM722 • Effective Teaching Online   3 credits
(CPST, EDUG)

Introduction to the theory and tools of teaching online courses. Use of principles of good practice as a structural core to develop knowledge and skills necessary to effectively develop and teach an online course. Goal is to foster communication, collaboration, active learning, and prompt feedback. Emphasis is on personal connections, time on task, high expectations, and respect for diverse talents and ways of learning. Prerequisites: COMM605, COMM721.

COMM723 • Postsecondary Teaching Internship   5 credits
(CPST)

Classroom teaching at the postsecondary level under the supervision of a senior faculty member. Prerequisites: COMM605, COMM721, COMM722. Corequisite: COMM724.

COMM724 • Postsecondary Teaching Internship Seminar   3 credits
(CPST)

Development of reflective personal qualities, instructional and classroom management strategies and practices, and authentic assessment tools. Skills and knowledge include clarifying personal beliefs about teaching and learning, enhancement of communication skills, understanding of diverse learner skills, and the development of an effective teaching/learning environment. Teaching interns will discuss professional ethics, identify teaching skills and areas for improvement, and create a professional development plan. Significant independent study work is expected in this course. Prerequisites: COMM605, COMM721, COMM722. Corequisite: COMM723.

COMM790 • Comprehensive Examination   0 credits
(COMG)

Graded on an *S/U* basis.

COMM791 • Master's Thesis   6 credits
(COMG)

Graded on an *S/U* basis. Prerequisites: COMM615, COMM625.

COMM792 (COM691) • Master's Project   6 credits
(COMG)

Graded on an *S/U* basis. Prerequisites: COMM615, COMM625.

Course Descriptions

Economics

ECON635 • Managerial Economics   3 credits
(BUAG)

Study of global economic complexities, including traditional international economics and macroeconomics. Focus is on the larger economic forces that shape the global economic landscape. Application of the tools of microeconomics and international economics to illustrate how globalization influences performance, strategy, and policy within firms. Discussion topics include: free trade versus fair trade, sustainable development, and environmental factors. Development of a framework for analyzing both opportunities and risks in a global economic environment. Prerequisites: BUSN600, BUSN615, BUSN620, BUSN625.

Education

EDUC600 • Explorations in K-12 Literature   3 credits
(CTRD, EDUG, LIEG)

Overview of the fields of children's and adolescent literature with an emphasis on the use of tradebooks in the classroom. Learners will read and critically review a wide variety of genres across a span of age groups as well as develop a bibliography for future curriculum development in EDUC602, EDUC607, and EDUC612.

EDUC601 • Foundations of Reading   2 credits
(CTRD, EDUG, LIEG)

Introduction to the historical and pedagogical issues related to the field of reading instruction. Examination of the reading process from both a psychological and socio-cultural perspective. Emphasis on current educational principles as they relate to the cognitive, linguistic development of children, preadolescents, and adolescents. Review of current research as well as national initiatives in reading instruction.

EDUC602 • Reading Instruction in Primary Grades   2 credits
(CTRD, EDUG, LIEG)

Focus is on the development of reading proficiency in young children, grades K-2. Best practices in literacy that foster phonemic awareness, alphabet recognition, phonology, and word study. Design and implementation of a developmentally appropriate curriculum and instructional strategies for a wide range of abilities in literacy for young learners. Prerequisites: EDUC600, EDUC601.

EDUC603 • Introduction to K-12 Schools   **2 credits**

Examination of the profession of teaching. American education is becoming increasingly more complex, visible, highly organized, professional, and controversial. To adequately evaluate calls for reform and provide needed leadership in shaping educational opportunities, learners considering careers in education need to understand its foundations including history, philosophy, psychology, sociology, legal matters, and current issues related to education. Focus is not principally concerned with "how to," but rather with the forces and ideas that have influenced and now shape education in America.

EDUC604 • Introduction to Theories and Practices   **3 credits**
of Teaching and Learning

Focus is on the theories and practices of the most current research on how people learn and how to design instruction that capitalizes on what we know about learning. Application of various pedagogical theories and methods in teaching through the practice of planning, implementation, and assessment procedures. An active learning and activity-centered course. The goals of activities and learning tasks will be primarily to meet the Minnesota Standards for Effective Practice for Teachers (the licensure standards). Prerequisite: EDUC603.

EDUC605 • Special Education: Historical and Legal Issues   **2 credits**
(EDUG, SPEG)

Examination of historical and legal issues of special education. State and federal laws, due process, data privacy requirements, and exclusionary rules will be discussed. Historical and philosophical background of special education and attitudes toward the exceptional child will also be discussed. A thorough examination of the Individuals with Disabilities Education Act, and a review of significant litigation related to the education of special education students.

EDUC606 • Teacher as Leader   **3 credits**
(EDUG)

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

EDUC607 • Reading Instruction in Intermediate Grades   **2 credits**
(CTRD, EDUG, LIEG)

Development of skills and understandings to teach reading in the intermediate grades (3-6). Emphasis on the development of comprehension in a wide range of reading contexts, including fiction and expository text in a context that develops engagement in reading for pleasure and learning. Examination of methods to

strengthen decoding, reading fluency, vocabulary, and concept development. Application of research and theory to evaluate and design curriculum. Prerequisites: EDUC600, EDUC601, EDUC602.

EDUC608 • Instructional Methods for Students with   3 credits Visual Impairments and Multiple Disabilities

Instructional methods and strategies for teaching the expanded core curriculum to students with visual impairments. Methods for development of auditory, tactile, and residual visual skills. Specialized assisting technology.

EDUC609 • Lab Safety Workshop   0 credits

High standards of safety and chemical hygiene are required to make the science laboratory a safe learning environment. Review of the standards and federal/state guidelines pertaining to safety and hygiene in the classroom laboratory. Preparation for ACSC certification. Included are a workshop and several follow-up online assignments. (This class may be waived for science majors with extensive lab experience and documented lab safety training.) Lab fee: $25. Prerequisite: Acceptance into the Master of Arts in Teaching program.

EDUC610 (EDU610) • Norm-Referenced Assessment   3 credits
(SPEG)

Introduction to the role of special education teachers in the assessment process. Focus is on norm-referenced, standardized assessment as part of the identification and instructional planning process for students with emotional/behavioral disorders or learning disabilities. Examination of issues of test quality (reliability, validity, standardization), scoring, and interpretation. Survey of instruments commonly used in assessment.

EDUC612 • Strategy Instruction in Content Areas   1 credit
(CTRD, EDUG, LIEG)

Exploration of comprehension strategies that assist textbook understanding. A variety of expository texts found across content areas will be examined. Examination of behaviors of adolescent readers and instructional strategies to increase comprehension and understanding of texts. Prerequisites: EDUC600, EDUC601, EDUC602, EDUC607.

EDUC613 • Social Issues and Alternative Methods   2 credits in Special Education
(EDUG, SPEG)

Focus is on current social issues affecting student academic and social progress, and alternative methods and strategies to address students' complex needs. Issues such as child abuse, domestic violence, poverty, addictions, and multicultural considerations are researched and discussed. Alternative methods are explored and practiced, such as cognitive behavior therapy, prayer, art and play techniques, biofeedback, nutrition, stress management, therapeutic holding, and others.

Course Descriptions

EDUC614 • Educational Research   1 credit
(EDUG, LIEG, SPEG, TEAG)

Focus is on understanding and reporting educational and psychological research. Learners will conduct online computer searches, appraise the quality of professional literature, cite research using APA style, and understand the options of writing a master's thesis or conducting an action research project. Graded on an *S/U* basis.

EDUC615 • Teaching Exceptional Students   3 credits
(EDUG, SPEG)

Provision for teacher-learners of a framework for designing, implementing, and evaluating instructional methods to teach exceptional students. Learners will examine and apply effective teaching principles and theories while making instructional modifications. Designed to prepare teachers to meet the academic needs of students with learning and behavior problems.

EDUC616 (EDU616) • Improving Instruction   4 credits
(EDUG)

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

EDUC620 • Intervention Techniques   3 credits
(EDUG, SPEG)

Introduction to the role of the special education teacher as an implementer of the social/emotional and behavioral interventions designed to meet individual student needs. Special attention will be paid to developing the skills necessary to help design and implement, with other multidisciplinary team members, a student behavior management program. Both individual and group intervention techniques, incorporating an emphasis on social skills training. Discussion of the importance of the observation, assessment, and intervention sequence.

EDUC621 • Foundations in Education   3 credits
(TEAG)

Introductory examination of the profession of teaching. To adequately evaluate the current calls for reform and to provide needed leadership in shaping educational opportunities, learners need to understand the foundations of education. Areas of study are history, philosophy, psychology, sociology, legal matters, and current issues related to education. A focus is on the forces and ideas that have influenced and now shape education in America.

EDUC622 • Assessment and Evaluation in Reading   3 credits
(CTRD, EDUG, LIEG)

Focus is on best practices in formal and informal assessments. Engagement in assessing, measuring, evaluating, and reporting individual and group performance in reading. Evaluation of data to make informed decisions for instructional and curricular purposes. Participation in data analysis teams and development of expertise in reporting assessment results to a wide variety of audiences. Prerequisites: EDUC600, EDUC601, EDUC602, EDUC607, EDUC612.

EDUC623 • Managing the Classroom   3 credits
(EDUG)

Survey of a variety of approaches to classroom management, with in-depth examination of ways teachers can foster pupil self-discipline. Participants will answer the following questions with respect to their personal philosophies and particular educational settings: What expectations do I have for pupil conduct? How will I communicate expectations? What will I do when expectations are not met? How can students share responsibility for determining and monitoring the classroom learning environment in ways appropriate for their developmental levels?

EDUC624 • Introduction to Theories and Practices   3 credits
of Teaching and Learning
(TEAG)

Focus is on theories and current research on how people learn and how to design instruction. Emphasis is on what we know about how the brain works and what we know about effective teaching and learning strategies. Theories of human development; theories of learning; overview of effective teaching strategies. Prerequisite: EDUC621.

EDUC625 • Special Education: Planning and Programming   3 credits
(SPEG)

Focus is on different special education delivery systems; central to all delivery systems is the individual education plan (IEP). Learners will use assessment data to write academic and behavioral goals and objectives to be incorporated into an IEP. Development of skills necessary to evaluate available service delivery options in order to choose the most appropriate setting to meet individual student need. Emphasis is on accomplishing this task through an effective multidisciplinary team process.

EDUC626 • Leadership and Supervision in Reading   2 credits
(EDUG, LIEG)

Examination of the role of a reading specialist in assisting and directing district and school-wide programs in reading. Examination of ways to align district and school goals as they relate to state and federal initiatives. Exploration of fiscal, budgetary, and purchasing practices for operating a comprehensive reading pro-

gram. Learners will develop expertise in planning and providing effective professional development programs. Prerequisites: EDUC600, EDUC601, EDUC602, EDUC607, EDUC612, EDUC622.

EDUC630 • General Teaching Methods for 5-12 Classrooms   3 credits
(TEAG)

An active-learning and activity-centered course. Application of various pedagogical theories and methods in teaching middle and high school students through the practice of planning, implementation, and assessment procedures. Focus is on meeting the application/performance part of licensure standards as set by the Minnesota Standards for Effective Practice for Teachers. Prerequisite: EDUC621.

EDUC631 • Basic Concepts of Learning Disabilities   3 credits
(EDUG, SPEG)

Intensive study of the field of learning disabilities to provide basic information and foundation skills for understanding and working with students who have learning disabilities. Emphasis is on definition, etiology, characteristics, and impact on an individual's cognitive, academic, social, and behavioral development and achievement. Consideration of the multidisciplinary nature of services for students with learning disabilities, including identification, service delivery, and transitional needs. Exploration of various theoretical approaches related to cognition, instruction, and behavior.

EDUC632 • Strategies for Teaching Students with   3 credits
Learning Disabilities
(EDUG, SPEG)

Development and evaluation of remedial strategies for students with learning disabilities. Examination of specific techniques to address deficits in conceptual and organizational skills, problem solving, study skills, and learning strategies, along with curricular approaches to address the social/affective needs of students with learning disabilities. Strategies will be considered within a clinical teaching model. Prerequisite: EDUC631.

EDUC633 • Designing the Curriculum   3 credits
(EDUG)

Examination of the history of the field of curriculum, fundamentals of curriculum design, effective curriculum development and implementation, and forces currently affecting curriculum. Focus is on synthesizing knowledge learned about curriculum with knowledge gained from professional experience.

EDUC635 • Reading Clinic   3 credits
(LIEG)

A practicum designed to give learners clinical experience. Application of best practices in assessment and analysis of data. Select materials and plan instruction for students who are in need of an intervention or remediation. Application of

effective practice in teaching students in a clinical experience in either an elementary, middle level, or high school program. Prerequisites: EDUC600, EDUC601, EDUC602, EDUC607, EDUC612, EDUC622, EDUC626.

EDUC636 • Consultation and Collaboration 2 credits
(SPEG)

Focus is on the communication skills necessary to consult and collaborate effectively with parents, administrators, teachers, and agency personnel about the special needs of students. Learners will become acquainted with some of the many outside agencies that also deal with the special needs of students and their families. Examination of interagency coordination from both a legal and practical standpoint.

EDUC639 • Assessment and Technology 2 credits
(TEAG)

Introduction to the integration of assessment and technology in K-12 settings with emphasis on current understanding regarding the purposes for and the role of assessments in classroom instruction. Introduction to various methods of assessing, interpreting assessment results, and designing valid and reliable assessments. Practical applications of technology based on current use in Minnesota schools are included. Designed to help learners improve their use of strategies with instructional resources for students and increase their effective use of technology tools for teacher productivity.

EDUC640 • Portfolio Design 1 credit
(LIEG)

A workshop for learners on how to prepare a professional documentation portfolio. The portfolio will be part of the requirements for the application to the BOT Teachers of Reading License. It will cover the 26 competencies outlined by the Board of Teaching Outcomes, 8710.4725. Assists learners in selection of representative artifacts, the creation of written reflections, and the process of documentation of performance. Graded on an *S/U* basis.

EDUC642 • Advanced Diagnosis and Remediation 2 credits
(EDUG, LIEG)

Designed for practitioners who have the responsibility for assessing, developing, and administrating compensatory programs for students experiencing difficulties in reading. Focus is on the nature and causes of reading difficulties. Considerations in addressing the instructional needs of students experiencing reading difficulties. Exploration of assessment instruments; and focus on effective remediation practices.

EDUC645 • Portfolio Development 2 credits
(EDUG)

Professional portfolios are collections of authentic, learner-specific documents that provide evidence of growth and professional development. Provision of

ongoing assistance in the portfolio development process. Each learner will craft a portfolio that addresses the National Board for Professional Teaching Standards and selected Bethel Graduate Program Goals and Outcomes. Some artifacts will be created specifically for the portfolio, and others will have been created in earlier courses. Opportunity will be provided for peer and instructor feedback on each portfolio.

EDUC650 • Portfolio and Licensing   1 credit

Required of all learners taking a predetermined list of courses within the Master of Arts in Teaching program to attain licensure in a specified content area. Learners meet individually with a designated advisor. Learners will demonstrate proficiency in designated MNSEP via a portfolio.

EDUC652 • Writing Instruction and Literacy Practices   3 credits
(EDUG, LIEG)

Review of current and historical research and theory on K-12 writing instruction practices, as well as methods, strategies, assessments, and materials for implementing research-based writing instruction practices. In addition, weaving writing instruction into the language arts curriculum (and other content areas) will be covered.

EDUC655 • Classroom-Based Assessment   2 credits
(SPEG)

Focus is primarily on non-standardized assessment techniques including curriculum-based assessment/measurement; observations; functional behavioral assessment; learning styles; and ecological, authentic, and portfolio assessments. Review of behavior rating scales and various assessment data in Evaluation Reports. Learners practice techniques in actual classrooms. Taken concurrently with EDUC670 when seeking licensure. Prerequisite: EDUC610.

EDUC657 • Language, Literacy, and Cultural Diversity   3 credits
(EDUG, LIEG)

Examination of issues related to literacy acquisition in English Language Learners (ELLs) and their instructional implications. Topics include first and second language acquisition (SLA), bilingualism, language and identity, social and cultural factors in SLA, reading and writing in a second language, and content reading.

EDUC658 • Kindergarten Education   3 credits

Provision of a rationale and methods for using developmentally appropriate practices in the classroom, where learning is authentic and multidisciplinary. Overview of historical contributions, current trends, and methods will be researched and discussed. Exploration of the needs of kindergarten children in relation to the classroom environment, developmentally appropriate practices, and assessment. Prerequisite: A current Minnesota teaching license or have completed the course work qualifying for a Minnesota teaching license.

Course Descriptions

EDUC660 • Pre-Practicum   1 credit
(SPEG)

Structured observational experiences at all levels of service delivery to students identified as E/BD or LD. Learners will observe team meetings, IEP meetings, and various educational programs and classrooms for pupils with emotional/behavioral disorders and/or learning disabilities. Learners will also interview professionals as to their roles and the specific procedures followed by schools in identifying and meeting the needs of exceptional students. Graded on an *S/U* basis. Taken concurrently with EDUC605, EDUC610, and PSYC600.

EDUC661 • Field Experience   1 credit
(TEAG)

Immersion in the secondary classroom and school environment. This in-school experience will provide the opportunity to teach from a learner's own lesson plans or to slightly modify and teach from the cooperating teacher's existing curriculum. Learners may complete this field experience through one of four options: paraprofessional, short-term substitute teacher, 30-hour in-school experience, or internship.

EDUC663 • Understanding Diversity and Student Needs   2 credits
(TEAG)

Systematic discovery of the school and teaching environments in the following areas: different home cultures; diversity; student health; adolescents and substance abuse; effective teaching strategies; observation of the learning environment; refinement of personal philosophy of education; and development of effective tools of teaching.

EDUC665 • Teaching Content Area Literacy   2 credits
(EDUG, TEAG)

Emphasis is on the synthesis of multiple forms of literacy within the content area: reading, writing, media, and critical literacy. Learners will weave multiple facets of literacy into their content area, with the greatest emphasis on content area reading.

EDUC670 • Assessment Practicum   2 credits
(SPEG)

Practicum is designed to enable learners to develop competence in assessing students to determine eligibility for special education and specific educational needs. Emphasis is on developing a thorough knowledge of and proficiency in formal assessment, with emphasis on administration and scoring procedures of the Woodcock-Johnson III Tests of Achievement, in compliance with professional and ethical standards of assessment. Graded on an *S/U* basis. Taken concurrently with EDUC655. Prerequisites: EDUC605, EDUC610.

EDUC675 • Young Adult Literature   2 credits

Introduction to popular and contemporary literature for intermediate and adolescent readers. Focus is on extensive reading; evaluating the quality of young adult literature; and instructional strategies for synthesizing young adult literature into the language arts curriculum. Learners will be required to read and critically review intermediate and young adult literature in a wide variety of genres and across a wide span of age groups.

EDUC680 • Methods of Teaching 5-12 Mathematics   3 credits
(TEAG)

Final preparation for entering the teaching profession. Learners are equipped with some of the tools necessary for becoming lifelong learners of teaching. Key topics include a variety of instructional methods, class management, and assessment strategies; math content in the 5-12 curriculum, including special emphasis on the NCTM Principles and Standards, Minnesota K-12 Mathematics Framework, and Minnesota Academic Standards; learning theory appropriate to mathematics teaching strategies; and exploration of tools and technologies for the support and enhancement of classroom instruction.

EDUC681 • Methods of Teaching 5-12 Science   3 credits
(TEAG)

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

EDUC682 • Methods of Teaching Visual Arts, K-12   3 credits
(TEAG)

Materials, methods, and curriculum employed in teaching art at both the elementary and secondary levels. Historical survey of philosophy of art education and present trends. Studio time for exploration and application of media suitable for both elementary and secondary levels.

EDUC683 • Methods of Teaching World Languages   3 credits
and Cultures, K-12
(TEAG)

Theories of language acquisition, language learning, and classroom methodologies at the elementary and secondary levels. Exploration of instructional resources, uses of technology, evaluative procedures, and classroom management. Development of a philosophy of communicative language teaching and practice in unit planning and teaching. Completion of oral proficiency assessment is required.

Course Descriptions

EDUC684 • Methods of Teaching TESOL　　　　　　**3 credits**
(TEAG)

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

EDUC685 • Methods of Teaching 5-12 Communication Arts　　**3 credits**
and Literature
(TEAG)

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

EDUC686 • Methods of Teaching Business Education,　　　**4 credits**
Grades 5-12
(TEAG)

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

EDUC687 • Methods of Teaching 5-12 Social Studies　　　**3 credits**
(TEAG)

Development of ability to take concepts from several component disciplines of social studies and communicate them effectively to, or direct their acquisition by, secondary school students. Includes curriculum trends, materials, classroom methodologies, and teacher competencies.

EDUC688 • Methods of Teaching Health Across　　　　**3 credits**
the 5-12 Curriculum
(TEAG)

Examination of the role of teachers within a comprehensive school health program. Overview of content and strategies for health instruction regarding the concepts of health and wellness, measures of health status, comprehensive school health education, positive lifestyle decision making, protective and risk factors for major health problems, injury and violence prevention, nutrition, physical fitness, drug abuse treatment and prevention, HIV/AIDS, and other special health concerns. Satisfies the health education requirement for Minnesota teaching credential.

Course Descriptions

EDUC705 • History and Advancement of Work-Based Learning   2 credits
(EDUG)

Study of the history and progress of work-based learning. Examination of the federal and state legislation that applies to the field. Knowledge and tools that teacher coordinators use to turn students' work experiences into meaningful learning experiences. One of three courses needed for the Teacher Coordinator of Work-Based Learning Licensure. Learners must successfully complete this course before taking EDUC709.

EDUC707 • Designing School-Based Instruction for Work-Based Learning Programs   3 credits
(EDUG)

Learners design instruction for work-based programs that connect students' school experiences to the world of work. Current employment trends. The role of human resources in an organization. Career and Technical student Organizations. One of three courses needed for the Teacher Coordinator of Work-Based Learning Licensure. Learners must successfully complete this course before taking EDUC709.

EDUC709 • Implementing and Monitoring Work-Based Learning Programs   4 credits
(EDUG)

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

EDUC750 • Student Teaching Seminar   4 credits
(TEAG)

Many of the skills and much of the knowledge introduced in prior courses will be practiced concurrently in student teaching and this course. Focus is on the development of reflective professional qualities and instructional and evaluative skills. Clarifying personal beliefs, enhancing communication skills, adjusting to diverse student needs, and development of effective learning environments are significant elements of the course. Taken concurrently with EDUC770.

EDUC755 • Preparing the Thesis/Action Writing Project   1 credit
(EDUG, LIEG, SPEG, TEAG)

Assists learners in preparing their master's thesis or conducting an action research project. Focus is on the design process and includes the following topics: information on the nature and scope of the master's thesis/action research project; selection and refinement of topic; APA style; and the oral examination process. Graded on an *S/U* basis. Prerequisite: EDUC614.

EDUC760 • Directed Study   **1-3 credits**

May consist of independent reading and/or research, or travel with related study (see: Academic Information: Individualized Study).

EDUC764 • Intensive Training for Integrating   **0 credit**
Special Education and English Language (ELL) Learners
(TEAG)

After the first student teaching placement, learners will engage in classroom observations, lectures by experts, and panel Q & A to analyze how to embed differentiated instruction for special education and English language (ELL) learners into the traditional classroom. The week-long training concludes with a day-long workshop for designing and/or revising lesson and unit plans to meet the needs of all learners. Graded on an *S/U* basis. Corequisite: EDUC770.

EDU770 • Student Teaching   **8 credits**
(TEAG)

Prior course knowledge and skills will be practiced under the supervision of a cooperating teacher and a college supervising teacher while learners teach. In the field experience and through two student teaching placements, learners will have teaching experience at the elementary, middle, and high school levels. Graded on an *S/U* basis. Taken concurrently with EDUC750.

EDUC782 • Practicum: Emotional/Behavioral Disorders   **3 credits**
(SPEG)

Experience working with children or youth from various grade levels who have emotional/behavioral disorders. The practicum corresponds to a student teaching experience and involves learners in all aspects of programming in a special education setting, including referral review, assessment, IEP development, placement, and instruction and management of behaviors. Learners are expected to demonstrate all proficiencies required of special education teachers. Learners will also work with other educational personnel (regular or special education teachers, administrators, school psychologists, etc.) on a consultative/collaborative basis. Graded on an *S/U* basis. May be taken concurrently with EDUC613, EDUC615, EDUC620, EDUC636. Prerequisites: EDUC605, EDUC610, EDUC655, EDUC660, EDUC670, PSYC600.

EDUC784 • Practicum: Learning Disabilities   **3 credits**
(SPEG)

A series of experiences working with children and/or youth from various grade levels who have been identified as having learning disabilities. Learners will obtain experience with all aspects of programming for children and/or youth with learning disabilities, from referral and assessment through placement and instruction. Includes opportunities to work in collaboration with other educational personnel (regular and/or special education teachers, administrators, school psychologists) as

well as parents. Graded on an *S/U* basis. May be taken concurrently with EDUC613, EDUC615, EDUC636. Prerequisites: EDUC605, EDUC610, EDUC631, EDUC632, EDUC655, EDUC660, EDUC670.

EDUC790 • Writing the Thesis/Action Research Project   3 credits
(EDUG, LIEG, SPEG, TEAG)

Exploration of a significant educational issue relevant to the learner's professional involvement through an independent, individually supervised thesis or project. Graded on an *S/U* basis. Prerequisites: EDUC614, EDUC755.

EDUC800 • Historical, Cultural, and Philosophical   3 credits
Issues Impacting School Administration
(EDAD)

Today's educational and intellectual leaders must understand the historical, cultural, and philosophical roots and trends that have contributed to educational practices today. Current and emerging roles of the administrator are examined in light of these roots and trends in the establishment of policy and practice, both in the school and the community at large. In addition, learners develop an understanding of the currently prevailing cultural and philosophical "drivers" in learners' home districts.

EDUC805 • Principles of Organizational Leadership   3 credits
(EDAD)

Examination of the theory and practice of leadership applied to K-12 school district operations. Leading organizational leadership theories, both educational and managerial, as well as change theory are analyzed and critiqued, with emphasis on their implementation in practical school district settings. Content emphasis is on the implications of a Christian worldview when incorporated with these theories and practices. Specific foci of content include philosophical and values anchors, vision casting, developing shared priorities and commitments, and implementing vision through policy and programs.

EDUC810 • Curriculum and Instructional Management   3 credits
and Student Development
(EDAD)

Examination of the fundamentals of curriculum design, effective curriculum planning and implementation, as well as trends, issues, forces, and ideas affecting today's curriculum. Focus is on synthesizing knowledge gained from the curriculum with knowledge gained from professional experience. Overview of cognitive and behavioral issues and theories of learning as they affect student performance. Examination and practice of effective techniques for working with culturally and academically diverse student populations as well as techniques for managing varied types of student behavior. Implications for staff development are surveyed.

EDUC815 • Technology in K-12 Education   3 credits
(EDAD)

The growing importance of technology in both the administrative and academic affairs of an educational enterprise requires a high degree of technical knowl-edge and competence in administrative leadership. School administrators will develop personal computing competence relative to administrative functions and educational leadership. Includes grounding in administrative and academic computing applications and systems, district-wide networking, budgeting, and legal/moral issues to enable the administrator to guide district policy. Substantial time is spent hands-on with electronic applications and systems and in visiting prototype educational technology programs. A major project for the course is designing a system-wide technology audit, conducting the audit, and learners' work environments.

EDUC820 • Doctoral Research I   3 credits
(EDAD)

This is the first course in a sequence of four doctorate research courses. Throughout these research courses, learners will examine the basic principles of, and develop skills relating to, qualitative and quantitative research. Academic writing, literature searches, research design, and the dissertation process will be enhanced within these courses as well. Graded on an *A/F* or *S/U* basis.

EDUC825 • Leading in a Complex and Pluralistic Society   3 credits
(EDAD)

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

EDUC830 • Administration of Essential Educational Programs   3 credits
(EDAD)

There are numerous essential educational programs about which school adminis-trators must be knowledgeable as they provide leadership and facilitation within their schools and districts. Learners will explore these timely issues considering how they intersect with their personal beliefs and professional values.

EDUC835 • Measurement and Assessment   3 credits
(EDAD)

Introduction to the concepts and skills involved in employing descriptive statistics. Overview of the principles and practices involved in the assessment processes in use in schools and an evaluation of their uses, misuses, and limitations. Ethical

issues in assessment and factors that influence test performance. Investigation and discussion of current scholarly research on a specific issue in the field of educational measurement and assessment. A major assignment applies the understanding of assessment principles and practices in the learner's home district in light of the research review and class discussions.

EDUC840 • Administrative Operations and Personnel Administration   3 credits
(EDAD)

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

EDUC845 • Doctoral Research II   3 credits
(EDAD)

This is the second course in a sequence of four doctorate research courses. Throughout these research courses, learners will examine the basic principles of, and develop skills relating to, qualitative and quantitative research. Academic writing, literature searches, research design, and the dissertation process will be enhanced within these courses as well. Graded on an *A/F* or *S/U* basis. Prerequisite: EDUC820.

EDUC850 • Doctoral Research III   3 credits
(EDAD)

This is the third course in a sequence of four doctorate research courses. Throughout these research courses, learners will examine the basic principles of, and develop skills relating to, qualitative and quantitative research. Academic writing, literature searches, research design, and the dissertation process will be enhanced within these courses as well. Graded on an *A/F* or *S/U* basis. Prerequisite: EDUC845.

EDUC855 • Administrators as Agents of Change   3 credits
(EDAD)

Learners will participate in an educational change process designed to help them develop visionary capacity and leadership skills for sustaining meaningful change. It will be accomplished by reading change literature, discussion, and experiencing educational reform by visiting schools and meeting with visionary leaders.

EDUC860 • Legal Issues in School Administration   3 credits
(EDAD)

Focus is on the legal foundations of educational policy, statutory themes, and case law as they affect the needs of the school administrator in the daily execution of

responsibilities and administrative practices. In addition, the learner gains an understanding of the legal basis for the relationships between school districts and federal, state, and local units of government. Learners analyze the processes of dealing with the legal issues and risks faced by academic institutions and administrators, including any current issues in learners' work environments.

EDUC865 • Resource Management in K-12 Education   3 credits
(EDAD)

Students acquire an understanding of the sources and expenditure of fiscal and other resources in education. Development of specific competencies includes school board/administration resource planning and prioritizing, budgeting, and resource allocation and management. A major course project analyzes and critiques the structure and implementation of the learner's home district's budget.

EDUC870 • Doctoral Research IV   3 credits
(EDAD)

This is the fourth course in a sequence of four doctorate research courses. Throughout these research courses, learners will examine the basic principles of, and develop skills relating to, qualitative and quantitative research. Academic writing, literature searches, research design, and the dissertation process will be enhanced within these courses as well. Graded on an *A/F* or *S/U* basis. Prerequisite: EDUC850.

EDUC880 • Comprehensive Examination and   0 credits
Portfolio Review
(EDAD)

Register for this class following completion of the final course. This course includes the comprehensive examination and the portfolio review for either the directed study or licensure. Graded on an *S/U* basis.

EDUC882 • Directed Study   4 credits
(EDAD)

An opportunity to fulfill individual educational objectives in a specific area of study. May consist of independent reading and/or research, or travel with related study. Designed in cooperation with the program director and the cohort advisor. Register for this course during the semester when the directed study is to be completed. The directed study is for students completing the Ed.D. degree and not seeking licensure. The *Directed Study Agreement* form can be found on BLink at **bethelnet.bethel.edu/gs-students/forms.**

EDUC886 • Principal Internship   4 credits
(EDAD)

A school-based experience of at least 320 hours (200 hours for those already certified as elementary or secondary principals and seeking K-12 licensure) scheduled during the second or third year of the program. The placement is under the joint

supervision of a Bethel faculty member and an onsite mentor. This internship may be a paid or unpaid, depending on the policies of the host district. Direct experience in administrative duties is required, and a synthesis of learning between the academic program and administrative needs of the host district is accomplished. Note: a separate internship is required for the principal and superintendent licensure. Register for this course during the semester in which the internship is to be completed. Graded on an *S/U* basis.

EDUC887 • Superintendent Internship   4 credits
(EDAD)

A school-based experience of at least 320 hours scheduled during the second or third year of the program. The placement is under the joint supervision of a Bethel faculty member and an onsite mentor. This may be a paid or unpaid internship, depending on the policies of the host district. Direct experience in administrative duties is required, and a synthesis of learning between the academic program and administrative needs of the host district is accomplished. Note: a separate internship is required for the principal and superintendent licensure. Register for this course during the semester in which the internship is to be completed. Graded on an *S/U* basis.

EDUC890 • Dissertation Phase One   6 credits
(EDAD)

The doctoral dissertation is the major research project of the degree program that is developed over the duration of the program, beginning with an orientation during the first on-campus residency. Standard doctoral-level academic measurement, statistical, analytical, interpretive, documenting, and writing techniques are required. The courses in qualitative research, quantitative research, and measurement and assessment provide philosophy, theory, and skills support for this component. Topics are developed with the assistance of a dissertation advisor, who will also advise the learner during the development of the dissertation and chair the learner's dissertation committee. Successful defense of the dissertation is required prior to graduation. Register for this course during the semester in which the dissertation proposal is to be completed. Graded on an *S/U* basis.

EDUC891 • Dissertation Phase Two   6 credits
(EDAD)

A continuation of EDUC890. Register for this course during the semester following EDUC890. Graded on an *S/U* basis. This course must be completed within seven consecutive years from the beginning of the course. Prerequisite: EDUC890.

Course Descriptions

Gerontology

GRTG605 • Health and Aging   3 credits
(GERG)

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

GRTG610 • Adult Development and Aging   3 credits
(GERG)

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

GRTG615 • Aging and Diversity: Class, Gender, and Ethnicity   3 credits
(GERG)

Exploration of the meaning of diversity, broadly defined to include differences in types of community, housing, ethnicity, physical status, and age, and examination of this range of diversity as it applies to the field and practice of gerontology.

GRTG620 • Spirituality and Aging   3 credits
(GERG)

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

GRTG640 • Policy Issues in Aging   3 credits
(GERG)

In-depth examination of the major public policies and programs that are intended to benefit older persons. Topics include Social Security, Medicare, Medicaid, the Americans with Disabilities Act, and the Older Americans Act. Special attention will be directed at the evolution of federal, state, local, and individual roles as well as how the laws play out in community. Analysis of the differential impact of policy proposals on different populations of the elderly, particularly with reference to sex, race, class, and urban/rural differences. Discussion of strategies and tactics that could influence the development of public policy.

GRTG645 • Leadership and Program Management　　　3 credits
(GERG)

Review of leadership and management styles. Styles identified will be applied to various current and potential positions in the field of gerontology.

GRTG650 • Project Design and Management　　　3 credits
(GERG)

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

GRTG750 • Master's Project and Integrative Seminar　　　3 credits
(GERG)

Meet regularly with cohort and instructor(s) to share progress on projects and work on final papers, explore professional growth and career development, and investigate issues related to integration of faith with professional and academic aspects of gerontological practice. Graded on an *S/U* basis. Prerequisite: GRTG650.

GRTG780 • Practicum　　　6 credits
(GERG)

Intensive experience in the field of gerontology. Learners will design and carry out approved projects with clearly delineated learning goals with results reported in final project paper. 120 hours of onsite experience is expected. Graded on an *S/U* basis.

Health and Physical Education

HEPE601 • Health Educators Academy I　　　6 credits
(EDUG)

Demonstration of competence in the development, delivery, and evaluation of an efficient and effective school health education instructional program that enhances health knowledge, attitudes, behavior, and decision-making and problem-solving skills. Focus is on curriculum development and evaluation. Graded on an *S/U* basis.

HEPE602 • Health Educators Academy II　　　3 credits
(EDUG)

Demonstration of competence in the development, delivery, and evaluation of an efficient and effective school health education instructional program that enhances health knowledge, attitudes, behavior, and decision-making and problem-solving skills. Focus is on health content (unintentional/intentional injuries; alcohol, tobacco, and other drugs). Graded on an *S/U* basis. Prerequisite: HEPE601.

Course Descriptions

HEPE603 • Health Educators Academy III   3 credits
(EDUG)

Demonstration of competence in the development, delivery, and evaluation of an efficient and effective school health education instructional program that enhances health knowledge, attitudes, behavior, and decision-making and problem-solving skills. Focus is on health content (nutrition; STI/AIDS, sexuality). Graded on an *S/U* basis. Prerequisite: HEPE601.

Human Resource Management

HRMA641 • Strategic Human Resource Management   3 credits
(BUAG)

Exploration of the strategic, global, and legal aspects of human resource management. Development of the skills and knowledge necessary to align human resource strategies with the core business strategies of organizations. Focus is on using ethical and best HR practices and strategies to optimize the organization's competitive advantage. Prerequisites: BUSN600, BUSN605, BUSN610.

Natural Science

NASC680 • Science Research   2 credits

Designed to give learners the opportunity to engage in a scientific, research-based investigation under the direct supervision of a Bethel science faculty member. Prerequisite: Consent of the M.A. in Teaching program director.

Nursing

NURS600 • Theory as a Foundation for Nursing   3 credits
(NURG)

Analysis of the systematic development of knowledge and the philosophy of science as it applies to nursing and human sciences. Nursing theories are examined for their usefulness in advanced nursing roles. Technology lab fee: $50.

NURS601 • Project Management   3 credits
(NURG)

Introduction to the principles of project management, including roles and responsibilities, project variables, and project processes. Learners will participate in a group project management experience to apply project management principles to nursing. Technology lab fee: $50.

NURS603 • Teaching-Learning Processes for Adults　　　**3 credits**
(CNED, NURG)

Analysis of theories of adult development and learning as they apply to teaching/learning and evaluation strategies with adults in a variety of settings.

NURS605 • Role Development for Nursing Leadership　　　**3 credits**
(NURG)

Examination of advanced nursing roles within health care delivery systems. Theories of leadership and role development are applied to personal development as a nursing leader. Technology lab fee: $50.

NURS607 • Curriculum Development in Nursing　　　**3 credits**
(CNED, NURG)

Examination of philosophical perspectives and professional standards as a foundation for curricular design. Includes curriculum frameworks, outcomes, competencies, learning experiences to achieve outcomes, and a model for curriculum evaluation. Prior completion of NURS603 and NURS658 recommended.

NURS609 • Informatics for Nurse Leaders　　　**3 credits**
(NURG)

Introduction to the opportunities and challenges for nurse leaders as related to the past, present, and future use of nursing informatics for nursing practice, administration, education, and research. Ethical issues in nursing informatics are explored from a Christian worldview.

NURS610 • Nursing and Health Care Organization　　　**3 credits**
(NURG)

Examination of current trends that are redefining the health care system to be responsive to the needs of consumers. The learner will predict and analyze a health care trend.

NURS613 • Issues and Trends in Nursing Education　　　**3 credits**
(CNED, NURG)

Exploration of the issues and trends that influence the nurse educator's role within changing health care and educational environments. Includes analysis of the technological, legal, economic, political, cultural, ethical, and professional dynamics. Prior completion of NURS603 and NURS658 recommended.

NURS615 • Human Diversity and Global Awareness　　　**3 credits**
(NURG)

Promotion of a global perspective on nursing, health, and illness. The nurse leader studies the impact of economics and politics on culture to improve the health of communities and the worldwide development of the nursing profession.

NURS626 • Nursing Research   3 credits
(NURG)

Study of the nursing research process and methodologies, with an emphasis on research utilization for nursing leadership practice. Learners have the option of designing a research utilization project or writing a research proposal. Technology lab fee: $50.

NURS645 • Ethics for Nursing Leaders   3 credits
(NURG)

Responses to selected system-wide ethical issues experienced in advanced nursing roles are synthesized from ethical, legal, professional, and religious perspectives using a process of systematic philosophic moral inquiry.

NURS650 • Nursing and Health Care Policy   3 credits
(NURG)

Examination of the health care policy process at the organizational and governmental levels. Learners will synthesize sociocultural, economic, political, and historical factors in policy analysis to design strategies for improving the health status of populations.

NURS656 • Entrepreneurial Nursing   3 credits
(NURG)

Combination of the nursing perspective and principles of business to explore components of becoming effective and successful nurse entrepreneurs. Learners will develop an entrepreneurial venture to improve health care delivery.

NURS658 • Measurement and Assessment of   3 credits
Learning in Nursing Education
(CNED, NURG)

Methods of assessment and measurement of learning are analyzed and applied in selected nursing education situations. Includes psychometric theory, various forms of assessment, test construction, and ethical/legal issues surrounding assessment.

NURS665 • Theoretical Basis of Promoting   3 credits
Organizational Health
(NURG)

Integration of theories from nursing, leadership, business, human resources, and related fields that serve as the foundation for advanced nursing roles in promoting organizational health.

NURS678 • Advanced Nursing Role Synthesis   1 credit
(NURG)

Nursing and Health Care Leadership: Individual and collective reflection on the development of the learner as a nurse leader. Learners will develop a portfolio that demonstrates integration of knowledge of theories, research, ethical and Christian perspectives, global realities, policymaking issues, and nursing informatics related to the organizational context. Prerequisites: concurrent enrollment or completion of all core and concentration courses with the exception of NURS790 and NURS791/NURS792, or permission of program director.

Nursing Education: Individual and collective reflection on the development of the learner as a nurse leader. Learners will develop a portfolio that demonstrates integration of knowledge of theories, research, ethical and Christian perspectives, global realities, policymaking issues, and nursing informatics related to the educational context. Prerequisites: concurrent enrollment or completion of all core and concentration courses with the exception of NURS790 and NURS791/NURS792, or permission of program director.

NURS751 • Master's Thesis Seminar   1 credit
(NURG)

Development of a research proposal. Requires initial draft of Chapters 1, 2, and 3 of the master's thesis and submission of the Institutional Review Board request. Graded on an *S/U* basis. Prerequisite: NURS626.

NURS752 • Master's Project Seminar   1 credit
(NURG)

Development of a plan for a system change in an organization. Requires initial draft of Chapters 1 and 2 of the master's project and a project plan. Graded on an *S/U* basis. Prerequisite: NURS601.

NURS770 • Internship 1   2 credits
(NURG)

Nursing and Health Care Leadership: Application of skills, knowledge, attitudes, and values of the nurse leader in an organizational context. Learners will develop internship goals to implement advanced nursing roles. Prerequisites: NURS605, NURS610, NURS656, NURS665, BUSN640.

Nursing Education: Application of teaching-learning theories/strategies, assessment and measurement methods, curricular frameworks, and nursing knowledge in an educational context. Learners will develop internship goals to implement advanced nursing roles. Prerequisites: NURS603, NURS605, NURS607, NURS613, NURS658.

NURS775 • Internship 2   2 credits
(NURG)

Nursing and Health Care Leadership: Synthesis of leadership principles, nursing knowledge, and organizational perspectives to influence change at a systems level. Learners will contribute to system change initiatives and evaluate their effectiveness in advanced nursing roles. Prerequisite: NURS770.

Nursing Education: Synthesis of leadership principles, nursing knowledge, and educational perspectives to influence change at a systems level. Learners will contribute to system change initiatives and evaluate their effectiveness in advanced nursing roles. Prerequisite: NURS770.

NURS790 • Comprehensive Examination   0 credits
(NURG)

Graded on an *S/U* basis.

NURS791 • Master's Thesis   1 credit
(NURG)

A cumulative experience resulting in a master's thesis. Graded on an *S/U* basis. Prerequisite: NURS751.

NURS792 • Master's Project   1 credit
(NURG)

A cumulative experience resulting in a master's project. Graded on an *S/U* basis. Prerequisite: NURS752.

Organizational Leadership

ORGL600 • The Leadership Enterprise   4 credits
(EDUG, ORLG)

Examination of the overall design and objectives of the program; organization and leadership theory; the universe of leadership opportunities and anticipated challenges to leaders over the next 40 years; and diverse leadership styles in history and contemporary society.

ORGL605 • Topics in Leadership Studies   2 credits
(EDUG, ORLG)

Course may be offered occasionally on various leadership topics.

ORGL610 • Leadership Assessment Seminar   2 credits
(COMG, ORLG)

Examination of the learner's potential as a leader. Using a series of inventory tools, learners will assess past experiences, present skills, and future goals. This assessment process will provide a foundation for personal reflection and growth,

as well as allow for the development of individualized strategies and revisions for leadership. Graded on an *S/U* basis.

ORGL620 • Followership: The Undervalued Role   2 credits
(ORLG)

Examination of the subject of followership will include an overview of the traditional views and attitudes toward followers, an analysis of different models and styles of followership, and the characteristics of what it takes to be a "good" follower. Analysis of the relationship between leaders and followers and the impact of leadership style on follower style. Learners will have the opportunity to evaluate their own followership style and develop a plan for improving their abilities as a follower.

ORGL625 • Scholarly Writing   2 credits
(ORLG)

Introduction to formal scholarly writing at the graduate level, including bibliographic instruction for library research, APA format and writing style, emphasis on synthesizing literature, and strategies for writing a literature review. Graded on an *S/U* basis.

ORGL630 • Introduction to Research   3 credits
(ORLG)

Resources and methods for research in preparation for the master's project or master's thesis. Graded on an *S/U* basis.

ORGL635 • Organizational Analysis   3 credits
(ORLG)

Introduction to organizational theory, structure, and behavior with an emphasis on the methods and techniques leaders use to analyze and enhance organizational effectiveness and quality, and to empower the people in the organization. Focus is on the relationship between the organization, its mission and goals, and the leader.

ORGL650 • Organizational Change and Futures   3 credits
(ORLG)

Forecasting and designing alternative futures for organizations; means of organizational change in mission, strategies, tactics, and structure; and strategic planning and opportunity generation.

ORGL655 • Managing Conflict Through Dialogue   3 credits
(EDUG, ORLG)

Leadership includes diversity and teamwork. On a practical level, conflict can block the efforts of people to fulfill the vision of both leaders and followers. Synthesis of previous studies in diversity to provide a basis for developing dialogue in multiple settings and contexts.

ORGL660 • Public and Collaborative Leadership   **2 credits**
(EDUG)

Focus is on leadership that occurs between and within teams and organizations. Exploration of questions, issues, and elements necessary for effective collaboration. Identification of individual and organizational strengths and values.

ORGL665 • Collaborative Leadership   **2 credits**
(ORLG)

Focus is on the growing volume of leadership that occurs between and within organizations. Rather than operating with defined hierarchies, leaders can develop networks for shared planning and action. The term "collaborative" is used both as an adjective and a noun, and similar terms are alliance, network, and partnership.

ORGL670 • Leading in the Knowledge Economy   **2 credits**
(EDUG, ORLG)

Survey of the global information economy with its current and emerging technological capabilities; impacts on organizations' internal operations and external relations; and knowledge and skills required of leaders in planning and managing information systems and enabling their organizations to benefit from global information flow.

ORGL675 • Integrated Principles for Practical Leadership   **2 credits**
(ORLG)

Focus is on an integrated paradigm that brings together the broad field of leadership. Learners synthesize the field of leadership and differentiate the material into six integrated dimensions. Examination of how to use the integrated dimensions to frame real versus perceived issues. A resolution process is weighed for effectiveness when emotional intelligence and biblical ethics are embraced. Application of this material to a real life situation. Learners who have not completed a B.A. in Organizational Leadership in the Bethel University College of Adult & Professional Studies will be required to take ORGL675 as an elective.

ORGL689 • Integrative Seminar   **2 credits**
(ORLG)

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

ORGL760 • Directed Study   **2 credits**
(ORLG)

(see: Academic Information: Individualized Study.)

ORGL770 • Internship   **2 credits**
(ORLG)

(see: Academic Information: Individualized Study.) Graded on an *S/U* basis.

Course Descriptions

ORGL791 • Master's Thesis   4 credits
(ORLG)

Independent, individually supervised research project in an area of organizational leadership that will identify and analyze a past or current leadership issue. After drawing conclusions consistent with the literature review and research findings, the thesis will include an argument for, and support of, a position on the issue. Graded on an *S/U* basis. Prerequisites: ORGL630, demonstrated research capabilities appropriate to the thesis topic.

ORGL792 • Master's Project   4 credits
(ORLG)

Independent, individually supervised applied capstone project, described in a written colloquium paper, that provides an opportunity for learners to creatively respond to a real-life organizational leadership problem and/or opportunity. Graded on an *S/U* basis. Prerequisite: ORGL630.

ORGL795 • Leadership Issue Analysis   2 credits
(ORLG)

Independent, individually supervised applied capstone project that provides an opportunity for learners to identify a leadership issue, review what is known about this issue from published research, and synthesize findings in a written literature review. Graded on an *S/U* basis. Prerequisite: ORGL630.

Philosophy

PHIL615 • Ethics   3 credits
(EDUG, GERG)

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

PHIL620 • Theology and Ethics of Leadership   3 credits
(EDUG, ORLE)

Biblical, historical, and contemporary models of leadership that explore how one's personal spirituality and vision of the world affect one's leadership; the biblical and theological foundations of leadership; and the nature of the ethical issues relating to personal integrity and leadership.

PHIL660 • Applied Ethics   3 credits
(BUAG, EDUG)

Synthesizing discussion of ethics from the entire MBA program. Learners will explore their own journey from the introduction of ethics, values-based leadership, and faith/work integration in the first course through each course in the

program. Learners will again assess their own moral reasoning and develop a plan for integrating these concepts into their future leadership positions. Prerequisite: BUSN600.

Psychology

PSYC600 • Child and Adolescent Psychopathology   3 credits
(CAMH, EDUG, SPEG)

Survey of major clinical perspectives, psychological disorders, terminology, and issues important to the field of child and adolescent psychopathology with emphasis given to areas of special relevance to the educational setting. Provides learners with the background to be informed communicators with mental health professionals with whom they will collaborate in serving students having emotional/behavioral disorders. Improves learner's proficiency at distinguishing between problems falling in the normal and clinical ranges.

PSYC601 (PSYC604) • Child and Adolescent Assessment   2 credits
(CAMH, EDUG)

Introduction to the theory, psychometric properties, and application of psychological assessment focusing on personality and psychopathology of children and adolescents. Emphasis is on exposure to and beginning experience in administration, scoring, and interpretation of intelligence testing and objective and projective personality assessment instruments. Elements distinguishing screening from assessment, the multidisciplinary assessment, and the key warning signs of early onset of mental illness in youth are also covered.

PSYC603 • Individual and Group Skills   2 credits
(CAMH, EDUG)

Exploration of issues (abuse, divorce, domestic violence, chemical abuse, etc.) from the child and adolescent point of view, and understanding the impact these issues have on their functioning. Focus is on core helping skills specific to this population, including facilitating support groups, individual counseling skills, and applications of cognitive behavioral therapy. Special attention is given to ethical issues unique to working with children and adolescents and how gender, class, and culture diversity factors may influence the counseling process.

PSYC609 • Therapeutic Play   3 credits
(CAMH, EDUG)

Focus is on techniques in expressive therapies, with an emphasis on play therapy. Examination of the continuum from client-centered to directive therapy and the exploration of application possibilities based on client needs and the setting. Common themes in children's play are identified, and the dynamics of interpretation are considered and applied. Learners will apply skills and techniques in working with children and acquire artifacts for the program portfolio. Prerequisite: PSYC611.

PSYC610 • Applying a Developmental Perspective to Teaching   3 credits
(EDUG)

Focus is on child and adolescent growth and how it relates to learning. Examination of historical and current learning theory. Topics include the significance of early experience, cognitive and personal growth, character development, information processing, and issues related to mainstreaming of special-needs students.

PSYC611 (PSYC608) • Art Techniques in Play Therapy   2 credits
(CAMH, EDUG)

Overview of art therapy theory, research, and practice. Primary focus will be an exploration of the benefits of using drawing and other forms of artwork with children and adolescents. Includes demonstration and practice of various art therapy techniques and discussion of possible applications in professional and nonprofessional settings.

PSYC635 • Measurement and Assessment in Education   3 credits
(EDUG)

Opportunity for students to develop their knowledge and understanding of the uses, misuses, and limitations of educational assessment techniques and tools. Focus is on the practices and principles involved in the assessment process for teacher-made tests, including: 1) psychometric theory, 2) test construction, and 3) standards for teacher-made tests. Emphasis on alternatives to traditional forms of assessment, particularly authentic assessment. Emphasis also on ethical issues in assessment and factors that influence test performance. Learners will be required to investigate and discuss current scholarly research on a specific issue in the field of educational measurement and assessment.

PSYC640 • Personality and Counseling Theories I   3 credits
(COPG)

Introduction to the fields of counseling and clinical psychology through an in-depth study of theories of personality and their derivative counseling models. Emphasis is on understanding the relationship between theory and practice, and on critiquing models in light of current research and perspectives. Focus: Dynamic and Dispositional Approaches.

PSYC641 • Personality and Counseling Theories II   3 credits
(COPG)

A continuation of PSYC640 presenting an in-depth study of several theories of personality and their derivative counseling models. Emphasis is on understand-ing the relationship between theory and practice, critiquing models in light of current research and perspectives, and developing a transtheoretical approach to counseling. Focus: Phenomenological, Cognitive, and Behavioral Approaches. Prerequisite: PSYC640.

PSYC642 • Integration of Psychology and Worldview   3 credits
(COPG)

Overview and critique of the models that articulate the interface between psychol-
ogy and Christianity. Focus will be on topics central to the practice of counseling
within the context of a Christian worldview. Discussion of such areas as the nature
of personhood, the nature of evil and psychopathology, and the process of healing.
The course has at its core the importance of personally integrating one's Christian
faith and the discipline of psychology.

PSYC643 • Counseling Microskills and Ethics   3 credits
(COPG)

Demonstration and supervised practice of interview skills. Emphasis is on develop-
ment of core helping skills and attitudes foundational to an effective counseling
process. Introductory issues in counseling relationship ethics and how gender,
class, and cultural diversity factors may influence the counseling process.

PSYC644 • Introduction to Family Systems   2 credits
(CAMH, COPG)

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

PSYC646 • Group Processes   1 credit
(COPG)

Introduction to the use of groups in counseling and psychotherapy. Emphasis is
on theoretical, practical, and ethical issues of group processes including member
selection, group development and norms, intragroup conflict resolution, and group
termination. Both didactic and experimental methods will be used.

PSYC650 • Psychological Assessment I   3 credits
(Career and Personality Assessment)
(COPG)

Introduction to the theory and practice of psychological assessment focusing on
personality measures and instruments used in career counseling. Includes the
theoretical, ethical, and practical issues of construction, administration, scoring, and
interpretation of psychological tests and evaluation of assessment instruments.

PSYC652 • Psychological Assessment II   3 credits
(Ability and Psychopathology Assessment)
(COPG)

Exposure to and beginning competence in the administration, scoring, and in-
terpretation of instruments related to the assessment of personality and psycho-
pathology, including objective and projective instruments. The Wechsler Adult

Intelligence Scale-R will also be learned as an instrument for assessing intelligence and for its interface as an assessment tool for psychopathology. Includes psychometric properties and proper use of these instruments, as well as factors affecting their reliability and validity. Additional focus is on synthesizing data, diagnostic interviewing, and report writing skills. Prerequisite: PSYC650.

PSYC654 • Research Methods and Treatment of Data   3 credits
(COPG)

Methods of empirical research particularly applicable to clinical and counseling situations, with primary emphasis on evaluation and application of published research. Secondary emphasis is development of skills necessary for completion of thesis project. Prerequisite: Introduction to Statistics.

PSYC656 • Psychopathology   3 credits
(COPG)

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

PSYC660 • Neuropsychology   3 credits
(COPG)

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

PSYC662 • Professional Issues and Ethics I   1.5 credits
(COPG)

Overview of the legal, ethical, and professional issues currently facing psychologists in practice including matters of confidentiality, informed consent, conflicts of interest, boundary issues including sexual involvement, commitment proceedings, advertising, limits of professional competence, and potential church/state conflicts. Special emphasis is given to the American Psychological Association code of ethics and regulations of the Minnesota State Board of Professional Psychology. Corequisite: PSYC780.

PSYC664 • Integration Seminar I   1.5 credits
(COPG)

Taken concurrently with the practicum training experience. Learners will present and discuss case material drawn directly from their practicums, paying particular attention to the integrative psychological and theological issues present in the case material. Emphasis is on the manner in which religious questions, in particular,

and values, in general, present themselves in the diagnostic and therapeutic material. Attention to the personhood of the therapist as a factor in the therapeutic process. Graded on an *S/U* basis. Corequisite: PSYC780.

PSYC671 • Lifespan Development   3 credits
(COPG)

Study of the development of individuals from conception through late adulthood. Emphasis is on the familial, cultural, and societal contexts of development as a framework for the understanding of individual development. Areas of development explored are: physical and physiological changes, intellectual functioning, personality development, normative and non-normative transitions, social relations, family development, vocational development, retirement, and death. Focus is on individual differences (taking into account such factors as gender, culture, and class), issues of continuity-discontinuity throughout life, the nature and assumptions of developmental theory, and the importance of developmental factors in counseling.

PSYC672 • Professional Issues and Ethics II   1.5 credits
(COPG)

A continuation of PSYC662. Prerequisite: PSYC662. Corequisite: PSYC782.

PSYC674 • Integration Seminar II   1.5 credits
(COPG)

A continuation of PSYC664. Graded on an *S/U* basis. Prerequisite: PSYC664. Corequisite: PSYC782.

PSYC780 • Practicum I   3 credits
(COPG)

A nine-month, supervised counseling/clinical experience (Practicum I and Practicum II combined total a minimum of 700 hours over the nine-month sequence), with primary attention given to individual, family, and group therapy contact. A minimum of 250 supervised hours must be successfully completed. This training component gives the learner the opportunity to integrate classroom learning, personal skills, and prior experience into a new therapeutic setting with on-site supervision. State Board of Psychology and the Board of Behavioral Health and Therapy guidelines for clinical placements and supervision will be applied. Graded on an *S/U* basis. Prerequisites: PSYC640, PSYC641, PSYC643, PSYC644, PSYC646, PSYC650, PSYC652, PSYC654, PSYC656, PSYC671, and consent of the Department of Psychology faculty. Corequisites: PSYC662, PSYC664.

PSYC782 • Practicum II   3 credits
(COPG)

A continuation of PSYC780, completing the balance of the 700 hours. Graded on an *S/U* basis. Prerequisite: PSYC780 and consent of the Department of Psychology faculty. Corequisites: PSYC672 and PSYC674.

PSYC785 • Post-Degree Practicum   2-3 credits

A supervised counseling/clinical training experience designed for learners who have already completed an M.A.-level practicum and need additional practicum hours in order to qualify for licensure as a Licensed Professional Counselor in Minnesota. The duration and specific components of the practicum will be negotiated between the learner, the training site, and the clinical director of Bethel University's M.A. in Counseling Psychology program. Guidelines for state licensure will be followed. Graded on an *S/U* basis. Prerequisite: Master's degree; completion of 500-600 hour supervised practicum experience.

PSYC790 • Comprehensive Examination   3 credits
(COPG)

Graded on an *S/U* basis.

PSYC791 • Thesis I   3 credits
(COPG)

The master's thesis for the Master of Arts in Counseling Psychology consists of a research project designed and carried out by the learner, under the direction of a faculty advisor and graduate committee. While all learners in the Master of Arts in Counseling Psychology program are expected to be good consumers of research, the thesis project is designed to prepare learners to contribute to the research in the field and to gain important research experience necessary for entrance into a doctoral program. Learners interested in pursuing a Ph.D. should seriously consider completing a master's thesis. Learners must register for six thesis credits in order to complete the thesis. Learners may enroll in PSYC791 in the semester following PSYC654. The latest time to enroll in PSYC791 is the semester after completing program course work. Learners may enroll in PSYC791 and PSYC792 in the same semester or in two consecutive semesters. Graded on an *S/U* basis. Prerequisite: PSYC654.

PSYC792 • Thesis II   3 credits
(COPG)

A continuation of PSYC791. Graded on an *S/U* basis. Prerequisite: PSYC791.

Sociocultural Studies

SOCS600 • Social Gerontology   3 credits
(GERG)

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

SOCS640 • Leadership in Diverse Cultures   **3 credits**
(ORLG)

Gender, ethnic, and age differences in leadership and organizational relationships. Historical and comparative perspectives on leadership and community dynamics. Means of building understanding and cooperation across cultural boundaries.

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Thesis advisor: The thesis advisor will supervise the preparation and defense of the master's capstone.

Department of Psychology

The Department of Psychology oversees academic matters pertaining to the graduate programs in psychology. Department of Psychology faculty members are designated as program director, clinical director, and faculty advisors.

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Faculty advisor: The faculty advisor in the Department of Psychology deals with academic and professional oversight within the program. The faculty advisor will supervise either the revision of the advisee's philosophy of counseling paper in preparation for the comprehensive examination, or the preparation and defense of a thesis project. The faculty advisor will also serve as professional mentor within the program as appropriate and serve as liaison between faculty and student should any problems arise, academic or otherwise.

Faculty

Academic Administration

James (Jay) H. Barnes III, 1995. Executive Vice President and Provost of the College of Arts & Sciences, College of Adult & Professional Studies, Graduate School. B.S., Wheaton College, 1969; M.A., University of Connecticut, 1970; Ed.D., Loyola University, 1984.

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