Graduate School

2013–2014 Catalog

BETHEL UNIVERSITY

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Publications

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

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

Policies

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

Bethel University adheres to the provisions of the federal Family Educational Rights and Privacy Act (FERPA) of 1974. For a copy of Bethel 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 Disability Services at 651.638.6833 (800.255.8706, ext. 6833). Visit **bethel.edu/disability** for more information.

Accreditation and Membership

Bethel University is accredited by The Higher Learning Commission and a member of the North Central Association (**www.hlcommission.org**; 312.263.0456). Bethel is also accredited by the Teacher Education Accreditation Council. Graduate education programs leading to license in coordinator of work-based learning, K–12, secondary (5–12), special education EBD K–12 and/or SLD K–12, are approved by the Minnesota Board of Teaching. Doctoral programs in educational leadership, including director of special education, principal, or superintendent license, are approved by the Minnesota Board of School Administrators. Bethel is also accredited by the Commission on Collegiate Nursing Education at the undergraduate and master's levels (One Dupont Circle Northwest, Suite 530, Washington, D.C. 20036-1120; phone: 202.877.6791). The nursing program is approved by the Minnesota Board of Nursing.

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

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

Catalog Information

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

Bethel University Mission, Vision, and Values

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

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

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

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

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

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

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

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

College of Adult & Professional Studies and Graduate School Mission

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

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 has been a leader and model in Christian higher education since 1871. Approximately 5,500 students from 49 states and 23 countries are enrolled in undergraduate, graduate, seminary, and adult education programs. Based in St. Paul, Minn., with additional seminary locations in San Diego and on the East Coast, Bethel offers rigorous bachelor's and advanced degrees in nearly 100 fields. For further information on Bethel University, visit **www.bethel.edu**.

Bethel University offers its academic programs through multiple divisions:

Graduate School

The Graduate School at Bethel University offers 12 advanced degree programs, as well as education licenses, certificate programs, and seminars. Designed to help adults enhance or redirect their careers, the programs include master's degrees in business administration, communication, counseling psychology, education K–12, gerontology, literacy education, nursing, organizational leadership, physician assistant, special education, and teaching, as well as a doctorate in educational leadership. The programs are academically rigorous, offered on an accelerated schedule, and taught within a framework of Christian values. Classes for most programs are held evenings and/or weekends on the St. Paul campus as well as other convenient locations in the Twin Cities or online.

College of Adult & Professional Studies

The College of Adult & Professional Studies (CAPS) at Bethel University helps busy adults achieve their educational goals by offering courses taught within a framework of Christian values. CAPS offers seven career-relevant bachelor's degree-completion programs, including business management, Christian ministries, communication studies, healthcare leadership, human services, nursing (RN to B.S.), and organizational leadership. The General Studies program allows students with few or no credits to take the courses they need to enter a bachelor's degree program or to earn an associate's degree. All programs are taught on an accelerated schedule, with courses meeting evenings or weekends at convenient locations in the Twin Cities, greater Minnesota, or online.

College of Arts & Sciences

The College of Arts & Sciences at Bethel University offers 61 majors within 88 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 master of arts degrees, a master of divinity degree, a variety of doctor of ministry degrees, and several certificates. 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, New England, and Washington, D.C., 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 2013–2014 academic year includes three academic terms: Fall 2013, Spring 2014, and Summer 2014. Students are provided a course schedule. Special dates and holidays for the 2013–2014 academic year are listed below.

Fall Term 2013

August 19, 2013–December 22, 2013

Fall Term Begins .... August 19

Commencement Application Deadline ....October 31

Registration Opens for Summer Term.. December 1

Fall Commencement .... December 21

Fall Term Ends .... December 22

Christmas Break (no classes) .... December 23–29

Spring Term 2014

December 30, 2013–June 1, 2014

Spring Term Begins .... December 30

Commencement Application Deadline .... March 31

Registration Opens for Fall Term .... April 1

Spring Commencement .... TBD

Spring Term Ends..June 1

Summer Term 2014

June 2, 2014–August 17, 2014

Summer Term Begins...June 2

Registration Opens for Spring Term.. August 1

Summer Term Ends... August 17

Admission Requirements

The Graduate School will consider applicants who meet the general requirements for admission. For admission to a major or certificate, applicants must meet additional admission requirements.

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

Visit **gs.bethel.edu/admissions/apply** to apply for admission online. Or call the Graduate School office at 651.635.8000 (800.255.8706, ext. 8000) for an application. Send all application materials to: Graduate School, Bethel University MSC 2377, 3900 Bethel Drive, St. Paul, MN 55112.

General Requirements for Admission to the Graduate School

The Graduate School will consider applicants who:

❑ Submit a completed application form.

❑ 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. (See: M.S. Physician Assistant section for program-specific TOEFL requirements.)

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

❑ Submit official evaluations of foreign transcripts from a National Association of Credential Evaluation Services (NACES) member organization or an *Academic Report* official evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) if applicable. Visit **www.naces.org** for a list of NACES member organizations.

Additional General Admission Requirements for International Applicants

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

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

❑ If an applicant is receiving funds from a sponsor(s), submit:

• Notarized Affidavits of Support (I-134).

- Letters of support from sponsors.
- ❑ Submit a copy of I-94 (applicants living in the U.S.).
- ❑ Submit a copy of passport (applicants living in the U.S.).
- ❑ Submit a copy of current visa (applicants living in the U.S.).
- ❑ Submit documentation of health insurance.
- ❑ 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:

- ❑ Submit copy of green card.

Admission Requirements: Specific Majors, Licenses, or 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 Leadership—Ed.D. (see: Education)
- Gerontology—M.A. (see: Gerontology)
- Literacy Education—M.A. (see: Education)
- Nursing—M.S. (see: Nursing)
- Organizational Leadership—M.A. (see: Organizational Leadership)
- Physician Assistant—M.S. (see: Physician Assistant)
- Special Education—M.A. (see: Education)
- Teaching—M.A. (see: Education)

Education Licenses

- Academic Behavioral Strategist K–12 (see: Education—Special Education)
- Autism Spectrum Disorders K–12 (see: Education—Special Education)
- Director of Special Education (see: Education—Doctoral Programs in Education)
- Emotional/Behavioral Disorders K–12 (see: Education—Special Education)
- K–12 in Visual Arts, TESOL, World Languages and Cultures (see: Education—Teaching)
- K–12 Reading (see: Education—Literacy Education)

- K–12 Principal (see: Education—Doctoral Programs in Education)
- Learning Disabilities K–12 (see: Education—Special 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)
- Teachers of Computer, Keyboarding and Related Technology Applications (see: Education—Education K–12)

Certificates

- Autism Spectrum Disorders (see: Education—Special Education)
- Gerontology (see: Gerontology)
- International Baccalaureate Education (see: Education—Education K–12)
- Literacy (see: Education—Literacy Education)
- Nurse Educator (see: Nursing)
- Nurse Leader (see: Nursing)
- Postsecondary Teaching (see: Communication)

Business

Business Administration Major (MBA)

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

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

❏ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES evaluations from all graduate schools attended.

❏ Have earned a baccalaureate degree from a regionally accredited or internationally recognized as equivalent institution.

❏ Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.

❏ Submit a current resume.

❏ Submit two professional *Admission References*.

❏ Submit the *MBA Financial Accounting Admission Prerequisite* form. (Have successfully completed a college-level accounting course from a regionally or nationally accredited institution. The course must have earned at least two semester credits and may have been taken at the undergraduate or graduate level.)

❏ Submit a written *Statement of Purpose*.

- ❑ Interview with the MBA program director and admissions review committee, if requested.

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

Communication

Communication Major

The communication major will consider applicants who:

- ❑ Meet the general requirements for admission to the Graduate School.
- ❑ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES evaluations from all graduate schools attended.
- ❑ Have earned a baccalaureate degree from a regionally accredited or internationally recognized as equivalent college or university with a major in speech, communication, or mass communication; or related areas such as anthropology, business, cultural studies, journalism, psychology, or other fields compatible with the discipline of communication.
- ❑ Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- ❑ Submit a current resume that includes work experience as well as experiences related to communication skills.
- ❑ Submit two *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 or a Statement of Purpose.
- ❑ Interview with program faculty.

Postsecondary Teaching Certificate

The Certificate in Postsecondary Teaching program will consider applicants who:

- ❑ Meet the general requirements for admission to the Graduate School.
- ❑ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES evaluations from all graduate schools attended.

Admission

- ❏ Have earned a baccalaureate degree from a regionally accredited or internationally recognized as equivalent institution.
- ❏ Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- ❏ Have earned a master's degree from a regionally accredited or internationally recognized as equivalent institution, are currently in a master's program at a regionally accredited institution, or by consent of the program director.
- ❏ Submit a current resume.
- ❏ Submit two *Admission References.*
- ❏ Interview with program faculty.

Education

Doctoral Programs in Education

Doctoral Programs
> **Ed.D.**
> **Director of Special Education License**
> **K–12 Principal License**
> **Superintendent License**

The doctoral programs in education will consider applicants who:

- ❏ Meet the general requirements for admission to the Graduate School.
- ❏ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES evaluations from all graduate and post-graduate coursework.
- ❏ Have earned a master's degree from a regionally accredited or internationally recognized as equivalent institution.
- ❏ Have earned a graduate GPA of at least 3.0 on a 4.0 scale.
- ❏ Submit a current resume.
- ❏ Submit either a Miller Analogies Test, Graduate Record Examination score report, or equivalent documentation for a waiver.
- ❏ Submit two *Admission References.*
- ❏ Submit a written *Statement of Purpose.*
- ❏ Applicants seeking director of special education, K–12 principal, and/or superintendent license(s) must submit a copy of current license(s) in education or intent to complete the required teaching Internship.
- ❏ Interview with the program director.

Admission

Master's-level Programs in Education

M.A. Education K–12

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

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

❑ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES evaluations from all graduate schools attended.

❑ Have earned a baccalaureate degree from a regionally accredited or internationally recognized as equivalent institution.

❑ Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.

❑ Submit two professional *Admission References.*

❑ Submit a written *Statement of Purpose.*

❑ Interview with the program director.

❑ Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, or K–12 (or equivalent) level.

❑ Complete a minimum of one year of teaching experience.

Teacher Coordinator of Work-based Learning License

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

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

❑ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree.

❑ Submit a copy of full professional teaching license.

Teachers of Computer, Keyboarding and Related Technology Applications License

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

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

❑ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree.

❑ Submit a copy of full professional teaching license.

International Baccalaureate Certificate in Teaching and Learning

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

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

❑ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree.

❑ Submit a copy of a national teaching qualification/ license or submit proof of a minimum of three years full-time professional teaching experience in a government-approved/ registered school.

❑ Submit a written *Statement of Purpose.*

Literacy Education Programs

> **M.A.**
> **K–12 Reading License**
> **Certificate in Literacy**

The literacy education programs will consider applicants who:

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

❑ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES evaluations from all graduate schools attended.

❑ Have earned a baccalaureate degree from a regionally accredited or internationally recognized as equivalent institution.

❑ Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.

❑ Submit two professional *Admission References.*

❑ Submit a written *Statement of Purpose.*

❑ Interview with the program director.

❑ Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, K–12 (or equivalent) level.

Special Education Programs

> **M.A.**
> **Academic Behavioral Strategist K–12 (ABS) License**
> **Autism Spectrum Disorders K–12 (ASD) License**
> **Emotional Behavioral Disorders K–12 (EBD) License**
> **Learning Disabilities K–12 (LD) License**
> **Autism Spectrum Disorders K–12 (ASD) Certificate**

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

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

❑ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES evaluation from any school that shows completion of required program prerequisites, if any.

❑ Have earned a baccalaureate degree from a regionally accredited or internationally recognized as equivalent institution.

❑ Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.

❑ Submit two professional *Admission References.*

❑ Submit a written *Statement of Purpose.*

❑ Interview with the enrollment counselor.

❑ Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, or K–12 (or equivalent) level. Applicants without a current teaching license will be considered for admission to the special education program.

> NOTE: Students who become licensed in ABS K–12, ASD K–12, EBD K–12, or LD K–12, but do not have a regular teaching license prior to entering the program, will only be eligible to teach in those areas of special education license, not as regular education teachers. Students are recommended to become Highly Qualified (HQ) according to the Minnesota Board of Teaching expectations, but are not required to be HQ in order to obtain a license.

❑ Complete *prerequisite Standards of Effective Practice course sequence.* Submission of Minnesota teaching license is sufficient documentation of completion of equivalent coursework.

Special Education Certificate

Certificate in Autism Spectrum Disorders

The Certificate in Autism Spectrum Disorders will consider applicants who:

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

❑ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES evaluation from any school that shows completion of required program prerequisites, if any.

❑ Submit a copy of a current or most recent state recognized Special Education teaching license.

Admission

Teaching Programs

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

The teaching programs will consider applicants who:

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

❑ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES evaluation from any school that shows completion of required program prerequisites and content area coursework.

❑ Have earned a baccalaureate degree from a regionally accredited or internationally recognized as equivalent institution.

❑ Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.

❑ Submit two professional *Admission References.*

❑ Submit a written *Statement of Purpose.*

❑ Interview with the program director.

❑ Submit documentation for approval of content-specific coursework analysis to determine whether all State of Minnesota Content Standards have been met in one of the nine academic content areas. Replacement copies of MAT transcript analysis grid will be provided upon payment of a $25 fee.

Gerontology

Gerontology Major

The gerontology major will consider applicants who:

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

❑ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES evaluations from all graduate schools attended.

❑ Have earned a baccalaureate degree from a regionally accredited or internationally recognized as equivalent institution.

❑ Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.

❑ Submit two *Admission References* from persons capable of evaluating an applicant's potential for success in a graduate program.

❑ Submit a resume that includes education and work experience.

Admission

- ❑ Submit a written *Statement of Purpose*.
- ❑ Interview with faculty of the program, if requested.

Certificate in Gerontology

The Certificate in Gerontology will consider applicants who:

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

Nursing

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

Nursing Major

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

- ❑ Meet the general requirements for admission to the Graduate School.
- ❑ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES evaluation from any school that shows completion of required program prerequisites.
- ❑ Have earned a baccalaureate degree in nursing from a regionally accredited or internationally recognized as equivalent institution. Registered nurses with non-nursing baccalaureate degrees who apply will be considered on an individual basis, and additional prerequisite course requirements apply as well as an earlier application deadline.
- ❑ Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.
- ❑ Submit a resume that includes education and work experience.
- ❑ 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 two *Admission References*. 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). Applicants who are required to submit TOEFL scores are exempt from submitting M.A.T. scores.

- ❑ Submit a written *Statement of Purpose*.

- ❑ Submit a copy of current registered nurse license that provides ability to practice in U.S. Minnesota license may be necessary for some internships.

- ❑ Have experience as a registered nurse.

- ❑ Interview with program faculty, if requested.

Nurse Educator and Nurse Leader Certificates

The Nurse Educator and Nurse Leader Certificates will consider applicants who:

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

- ❑ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree in nursing and official transcripts or NACES evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES evaluation from any school that shows completion of required program prerequisites.

- ❑ Have earned a baccalaureate degree in nursing from a regionally accredited or internationally recognized as equivalent institution.

- ❑ Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.

- ❑ Submit a resume that includes prior education and work experience.

- ❑ Submit a copy of current registered nurse license.

- ❑ Submit two *Admission References*. 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.

Applicants will be notified of their admission category status by mail following approval of the Nursing Department.

Admission

After admission to the program, you will be required to submit the following documents to **www.CertifiedBackground.com:**

Before NURS600

❑ Copy of current unencumbered registered nurse license that provides ability to practice in the U.S. Minnesota license may be necessary for some internships.

❑ Copy of current health insurance coverage

Before NURS771 or NURS773

❑ Completed *Nursing Student Immunization Record*

❑ Documentation of a 2-step Mantoux and a current negative Mantoux/chest X-ray

❑ Copy of current CPR certification (Nurse Educator concentration or certificate only)

Organizational Leadership

Organizational Leadership Major

The organizational leadership major will consider applicants who:

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

❑ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES evaluations from all graduate schools attended.

❑ Have earned a baccalaureate degree from a regionally accredited or internationally recognized as equivalent institution.

❑ Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.

❑ Submit two *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.

Admission

Physician Assistant

Physician Assistant Major

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

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

❑ Complete application via Central Application Service for Physician Assistants (CASPA) at **portal.caspaonline.org.**

❑ Submit documentation of at least 250 hours of healthcare experience (via CASPA).

❑ Submit two Admission References (via CASPA).

❑ Submit an official transcript showing an earned baccalaureate degree and official transcripts (U.S. schools) or NACES evaluation (international schools) from all undergraduate and graduate schools attended.

❑ Have earned a baccalaureate degree from a regionally accredited U.S. higher education institution.

❑ Have earned an undergraduate GPA of 3.25 or higher on a 4.0 scale overall, and 3.25 or higher science GPA as calculated by CASPA at the time of application.

❑ Interview with representatives of the program.

❑ Have successfully completed college-level subject matter prerequisites from a regionally accredited U.S. higher education institution with a grade of B- or higher. Each prerequisite course must be a minimum of three credits. Five of the eight prerequisites must be completed at time of application. Any outstanding prerequisites must be completed by December 31 in the year of application.

Required:

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

Recommended:

- Ethics
- Genetics
- Pathophysiology
- Pharmacology

❑ Meet program technical standards (**gs.bethel.edu/academics/masters/physician-assistant/how-to-apply/technical-standards.pdf**).

❑ Submit two *Admission References.*

❑ Criminal background checks, drug screens, and finger printing are required by many hospital organizations before PA students can enter their facilities. PA licensure is dependent upon many or all of these (depending on the state). Therefore, it is the responsibility of PA students who are accepted into the Bethel PA program to complete items as requested by the program. If there is a positive result, depending on the degree of positivity, enrollment in the Bethel PA program may not occur and Bethel legal counsel will be notified for appropriate deliberations. The cost of such requirements is the responsibility of the student.

International Applicants and Applicants with Higher Education from International Schools

❑ TOEFL examination score report is required of all international applicants and all applicants whose primary language is not English. A minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required.

❑ Applicants with higher education from international schools must have earned last 30 credits of higher education coursework taken at a U.S. regionally accredited institution.

Accreditation Statement

The ARC-PA has granted Accreditation-Provisional to the Bethel University–MN Physician Assistant Program.

Accreditation-Provisional is an accreditation status. The status indicates that the plans and resource allocation for the program appear to demonstrate the program's ability to meet the ARC-PA Standards, if fully implemented as planned. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from the matriculation of the first class.

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

Admission

Psychology

Counseling Psychology Major

The counseling psychology major will consider applicants who:

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

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

- ❏ Meet the general requirements for admission to the Graduate School.
- ❏ Submit an official transcript (U.S. schools) or NACES evaluation (international schools) showing an earned baccalaureate degree and official transcripts or

NACES evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES evaluation from any school that shows completion of required program prerequisites.

❏ Have earned a baccalaureate degree from a regionally accredited or internationally recognized as equivalent institution.

❏ Have earned an undergraduate GPA of 3.0 or higher on a 4.0 scale.

❏ Submit two *Admission References*.

❏ Submit a written *Statement of Purpose*.

❏ Interview with program faculty, if requested.

❏ Have earned a master's-level license or degree from a regionally accredited institution in one of the following areas: special education (EBD), counseling psychology, social work, marriage and family therapy, pastoral care and counseling, or other related degrees, or are currently enrolled in a master's program (MSW, MFT, M.A.).

❏ Have completed a course in developmental psychology with a child development component from a regionally accredited or internationally recognized as equivalent institution. The course must have earned at least two semester credits and may have been taken at either the undergraduate or graduate level.

❏ Submit a current resume.

Admission Categories

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

Acceptance

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

Conditional Acceptance

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

Provisional Acceptance

Students admitted provisionally may be at some risk regarding academic success. The student has not achieved the minimum GPA, grade standards, or other assessment criteria. Therefore, a minimum GPA of 3.0 overall and in one's major must be earned in the first academic term of enrollment in order to continue in the program.

Admission

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.

Cohort Cancellation Policy

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

Typical and Program-specific Student Costs

Current tuition and fees are published at **gs.bethel.edu/financial-aid/tuition**. Any changes will be reflected as details are released and will typically take effect at the beginning of an academic term. Published information includes tuition for each academic program, course audit fees, and other costs.

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

Student Account Information

Tuition and Fees

Full payment is due on the start date of each course. Tuition is generated through information from the Office of the Registrar. Therefore, the student account will be billed once the student has been registered for his or her course(s). Students are responsible for payment reaching the St. Paul Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance of registration for funds to be disbursed at the beginning of the term. A finance charge of 1% per month will be assessed on any charges more than 30 days past due. Enrollment for succeeding courses is dependent on full payment of the previous expenses.

Online Monthly Statements

Around the 17th of each month, an email will be sent to each student's Bethel email address alerting him or her that the Bethel University Online Monthly Statement is available to view, with access instructions. Monthly statements will not be mailed to the home address.

View Online Monthly Statements through Blink (Student Services tab > My Statement channel > Statement and Payment History > Select Statement Bill Date > View Statement).

Payment Options

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

Ways to make a payment:

Online by E-check: Authorize a one-time payment of automatic withdrawal from your checking or savings account.

Online by Credit Card: Mastercard, American Express, or Discover are accepted with a non-refundable fee of 2.75% or $3 minimum, charged by PayPath (processing service).

In Person: Pay by cash, check, or money order at the St. Paul Business Office (CC208), 8 a.m.–4:30 p.m., M–F. Credit cards are accepted online only.

After Hours: For after-hour payments, a drop box is located in the hallway near the Business Office door (CC208).

By Mail: Send a check to Bethel University, Business Office, 3900 Bethel Drive, St. Paul, MN 55112-6999. Please include your student ID number in the memo portion of the check.

Authorized Users

If a student would like to give electronic access to a spouse or another person to view his or her account and/or make online payments, the student will need to authorize him/her as a user through Blink. Once the student has followed the steps below, the Authorized User will be sent an email with further instructions. If the Authorized User does not receive the email, it may have been delivered to his or her junk mailbox. Visit **bethel.edu/business-office/authorized-users** for more information.

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

Registration Hold

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

Transcript Hold

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

Financial Clearance for Graduation

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

Past Due Accounts

A student who is not currently registered at Bethel University, and has an account balance more than 60 days past due may be transferred to Educational Computer Systems, Inc. (ECSI). ECSI is a collections service that offers payment plans for students not currently registered at Bethel University. Accounts sent to ECSI are automatically reported to the Credit Bureau. No student who has an account balance with ECSI will be considered for readmittance.

In the event Bethel University has to incur any expense in collecting on a student account, the student will be required to pay all of Bethel's costs for collection. This includes, but is not limited to, a collection agency fee and/or attorney's fees at the rate of 33–40%.

Non-sufficient Funds Fee

If payment is returned from the bank for non-sufficient funds, a $20 returned check fee will be assessed on the student account.

Refund Schedule and Withdrawal Policy

After registration, changes made to a student's schedule must be made in consultation with a learner success advisor (LSA) at the Graduate School, and must be completed online or in writing in the Office of the Registrar. Please note that changes may affect financial aid status. Before courses begin, a full refund is granted, provided the change is made in writing on or before the day the course begins. Students who withdraw from a course, once it begins, will be granted a refund according to the sliding scale.

Employer Tuition Reimbursement

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

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

The following information will be included on the invoices:

- student name and address;
- student Bethel ID number;
- course number;
- course name;
- number of credits;

- beginning and ending dates of the course;
- tuition amount; and
- stamped "PAID" (provided payment for the course has been received).

Military and Veterans Educational Benefits

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

Student Health Insurance

Students who are registered for one credit or more may purchase the health insurance plan made available through Bethel University. If you would like information about this plan, please contact Health Services at 651.635.8532 or health-insurance@bethel.edu. Mention that you are a student enrolled at the Graduate School.

Business Office Questions

Graduate School: **bethel.edu/business-office/gs**

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

Financial Aid

Application Procedure

1. Apply for admission to Bethel University Graduate School.
2. Complete the *Free Application for Federal Student Aid* (FAFSA), available online at **www.fafsa.gov** (use Bethel's federal school code: 002338).
3. Visit **gs.bethel.edu/financial-aid/apply** to complete the *Bethel University Application for Federal Aid*.
4. Become familiar with the gift-aid options. Students should bring to our attention any opportunities for which they believe they might be eligible. (Most grants are automatically considered for students when they submit the FAFSA and Bethel Financial Aid Application.)

Financial Aid Programs

Visit **gs.bethel.edu/financial-aid/types** or contact the Office of Financial Aid for information regarding the availability of scholarships, grants, and loans.

Financial Aid Criteria

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

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

Financial Aid Satisfactory Academic Progress Policy

Please visit **bethel.edu/offices/financial-aid/academic-progress** to review the complete current policy.

Process Overview and Responsibilities

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

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

Evaluating Financial Aid SAP

Financial aid Satisfactory Academic Progress (SAP) evaluation begins six (6) days after the end of each term (fall, spring, and summer) using three benchmarks: Qualitative Measure, Pace, and Maximum Time Frame.

Qualitative Measure. Graduate School students must maintain a cumulative GPA of at least 3.0. All undergraduate coursework is considered when calculating the cumulative GPA for undergraduate degrees. At the graduate level, cumulative GPA is calculated separately for Graduate School doctoral programs and Graduate School non-doctoral programs.

Pace of Completion. Students must progress through their educational program at a pace that ensures they will complete the program within the maximum time frame. The pace is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted. Students must successfully complete a minimum of 67% of their cumulative attempted credits (including any transfer credits).

Maximum Time Frame. Students are expected to complete their program within the normal time for completion (122 credits for a baccalaureate degree). However, there may be special circumstances such as a program change or an illness that would prevent students from completing their program of study within the normal time frame.

To accommodate these special circumstances, students may continue receiving aid until they either (a) complete graduation requirements for their program of study, or (b) attempt 150% of the number of credits (including transfer credits, advanced placement, or CLEP credits) required for their program of study, or (c) reach the point where they cannot earn the number of credits necessary to complete their program of study within 150% of required credits for the degree, whichever comes first.

Students become ineligible for financial aid at the time that it is determined that they are unable to complete their degree within the maximum time frame. Transfer students who will transfer more than 50% of the credits needed for their program of study should request that only the credits that apply to their program of study are accepted by Bethel to ensure that they do not exceed the maximum time frame before completing their program of study, and therefore become ineligible for financial aid.

Program of Study	Maximum Time Frame
Graduate Certificate	Varies (150% x _____ credits in certificate)
Master of Arts/Master of Science	Varies (150% x _____ credits in degree)
Master of Business Administration	45 x 1.5 = 68 semester credits
Ed.D.	61 x 1.5 = 92 semester credits

Treatment of Special Academic Course Situations

- **Term.** The Office of Financial Aid evaluates SAP at the end of each regular semester. All terms of enrollment are counted for SAP, including terms in which a student did not receive financial aid.

- **Remedial Courses.** Remedial courses are treated the same as non-remedial courses in evaluation of quality, pace, and maximum time frame. CAPS Foundations for Academic Readiness (FAR) courses are considered remedial courses.

- **Pass/Fail Courses.** Some of Bethel's courses offer a grade of Satisfactory (*S*) or Unsatisfactory (*U*). These courses are not included in the calculation of GPA; they are counted as attempted credits. Courses with an *S* grade are considered earned credits. Courses with a *U* grade are not earned credits.

- **English as a Second Language Courses.** Bethel does not offer ESL courses.

- **Repeated Courses.** Courses that a student is repeating are included when determining the student's enrollment status for Title IV purposes as long as the course is not a result of (a) more than one repetition of a previously passed course, or (b) any repetition of a previously passed course due to the student failing other coursework.

  Repeated courses are always included in the cumulative credits attempted and maximum time frame calculation. They are included in the GPA and cumulative credits earned calculations provided the grade for the repeated courses and the original course are both included in the GPA calculation.

- **Audited and Enrichment Courses.** Courses that are audited or not eligible for academic credit, are excluded from SAP calculations since they are ineligible for federal, state, or institutional financial aid programs.

- **Earned Credits.** For purposes of this policy, credits in which the student earns a grade of *A, A-, B+, B, B-, C+, C, C-, D+, D,* or *S* are consider earned credits, and are counted as both attempted and earned in the pace calculation.

- **Transfer Credits.** College-level courses taken outside of Bethel before students received their high school diploma or GED (e.g., CLEP, Post-secondary Enrollment Option [PSEO], AP) are treated as transfer credits. (PSEO credits attempted at Bethel are treated the same as other courses taken at Bethel after receiving a high school diploma.) Transfer credits are included as both attempted and completed credits when measuring pace, and are included in the maximum time frame calculation. All transfer credits accepted by Bethel

will be used in determining when the maximum time frame requirement has been reached. The student may, however, appeal to have only the credits accepted toward his or her Bethel program of study included in the maximum time frame calculation.

- **Change of Majors.** If a student changes majors, the credits earned under all majors will be included in the calculation of attempted, earned, and maximum time frame credits, as well as the GPA calculation.

- **Dropping a Course.** Courses that the student drops after the 100% refund period are included in the cumulative credits attempted and in the maximum time frame. (If a student fails all courses attempted during the term, the financial aid staff will check to see if the student was enrolled for the entire period or unofficially withdrew from school.)

- **Incompletes.** Courses assigned an incomplete grade are included in the cumulative credits attempted and in the maximum time frame. These credits cannot be counted as earned credits until a satisfactory grade is assigned.

- **Second Degree.** Students may attempt up to 150% of the credits required for a subsequent program of study (183 credits for a baccalaureate degree, plus an additional 183 credits for a second baccalaureate degree). Students who already have a first baccalaureate degree are eligible for loans (not grants) if they are pursuing teacher licensure or a second degree (e.g., a student has a B.A. and is now seeking a B.S.).

- **Multiple Majors and/or Dual Degree Students.** Students who choose to earn more than one major or more than one degree at the same time are subject to the maximum time limits of one degree (e.g., 183 credits for a baccalaureate degree).

- **Concurrent Enrollment in Bethel's Schools.** Students who are concurrently enrolled in more than one of Bethel's schools may receive more than one Financial Aid SAP review each term. Students must be demonstrating SAP in each school they are attending. Failure to demonstrate SAP in any school will affect financial aid eligibility in all schools. For example, if as a result of not demonstrating financial aid SAP in the Graduate School a student's financial aid eligibility is terminated, the student's financial aid eligibility is also terminated at Bethel Seminary, the College of Arts & Sciences, and the College of Adult & Professional Studies.

- **Programs Exempt from Financial Aid SAP Review.** Some private educational loans and employer educational benefits are available to students who are not demonstrating SAP. Students should check with their employer or private educational loan provider to see if they must demonstrate SAP as a condition of receiving these funds.

Students enrolled solely in academic programs that are excluded from eligibility for federal, state, and Bethel-funded financial aid are not subject to the Financial Aid SAP policy.

Failure to Meet Minimum SAP Standards

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

Financial Aid Warning (formerly referred to as Financial Aid Probation). Financial Aid Warning is a status assigned to a student who fails to make Financial Aid SAP at an institution that evaluates academic progress at the end of each term. The Financial Aid Warning status lasts for one term. If after the Financial Aid Warning term the student is not demonstrating financial aid SAP, the student becomes ineligible for financial aid (i.e., financial aid terminated).

Financial Aid Terminated. Financial Aid Terminated is a status assigned to students who have lost their financial aid eligibility due to failure to demonstrate financial aid SAP. Students whose financial aid eligibility has been terminated may appeal the termination.

Appeal of Financial Aid Termination

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

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

Financial Aid Probation (formerly referred to as Financial Aid Probation on appeal). Financial Aid Probation is a status assigned to a student who has successfully appealed the termination of financial aid due to failure to demonstrate financial aid SAP. Students on Financial Aid Probation may receive financial aid for one term.

Financial Aid Academic Plan Probation. If it is impossible for the student to meet the minimum SAP standards after one term, then the institution and the student may agree upon an Academic Plan to monitor the student's academic progress for more than one term. The institution will use the Academic Plan as the benchmark for SAP for the length of time specified in the Academic Plan. Students who fail to fulfill the requirements of the Academic Plan become ineligible for financial aid.

- Graduate School students should contact the Office of Financial Aid for information on available resources to help in developing Academic Plans.

Student Notification

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

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

Regaining Eligibility

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

Interpretation and Enforcement

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

Return of Title IV Funds Policy

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

The federal formula requires a return of Title IV aid calculation if the student received federal financial assistance in the form of a Federal Pell Grant, Direct Loan, or Direct PLUS Loan, and withdrew from all classes on or before completing 60% of the semester.

A student planning to withdraw must notify the academic services manager and complete the required petition to withdraw before the enrollment deposit will be refunded. Because the institutional refund policy follows a different formula for reducing tuition, a student may still owe money to the school after all calculations are complete. A student considering withdrawal is encouraged to contact the Office of Financial Aid to determine the effect withdrawing would have on financial aid.

General Requirements for a Doctoral Degree

Doctor of Education (Ed.D.)

1. A cumulative GPA of 3.0 in one's major. The major GPA includes all courses required in the major and all electives taken for the major.

2. At least 80% of the credits used to meet the requirements of the major must be taken in programs that meet Bethel residency requirements. 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 is expected. *Application for Commencement* must be submitted to the Graduate School.

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

General Requirements for a Master's Degree

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

1. A cumulative GPA of 3.0 overall and in one's major. The major GPA includes all courses required in the major and all electives taken for the major.

2. At least 80% of the credits used to meet the requirements of the major must be taken in programs that meet Bethel residency requirements. 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 students must have completed coursework for all courses including the Master's Capstone within 15 academic terms, beginning with the first term in which they are enrolled (see: Grading System–Grade of *I*).

6. Upon completion of requirements 1–5, participation in commencement ceremonies is expected. *Application for Commencement* must be submitted to the Graduate School.

General Requirements for a Certificate

1. A cumulative GPA of 3.0 in certificate courses. The certificate GPA includes all courses required in the certificate and all electives taken for the certificate.

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

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

4. Completion of departmental and institutional assessment activities.

5. The maximum time limit for completing the certificate is five years. This means that students must have completed coursework for all courses within 15 terms beginning from the first term in which they are enrolled.

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

Transfer 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% 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 except where specific agreements exist between the deans of both schools.

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 performance groups, study abroad programs, etc.

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.

International (F-1) Student Load

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

Summer Courses

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

Class Attendance

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

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

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

- In course syllabi, faculty will designate the value of participation in interactive learning activities in the classroom, in the field, and online.
- Learners are responsible to participate in and complete all interactive learning activities and to master their content.
- Course syllabi will indicate whether make-up work is or is not appropriate for attendance in the classroom or participation in designated learning activities.
- Absence or non-participation due to illness or other emergency may be excused at the discretion of the faculty.
- Learners should expect that non-participation in interactive activities associated with more than 20% of the schedule of the course will reduce a course grade or risk course failure.

Program-specific Attendance Requirements

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

Physician Assistant Program Attendance

The Physician Assistant (PA) Program is committed to the development of PA professionals. Courses are designed to build upon previous knowledge. Because of these factors, attendance is mandatory. The faculty does recognize that students have outside obligations, and that situations may arise that cause a learner to be absent or tardy. Therefore, the following guidelines will serve as the basis for faculty actions:

1. Attendance on all class days and clinical days is expected.

2. It is expected that learners will utilize term or rotation breaks for vacation and other personal needs such as weddings, trips, etc. Vacations are not permitted during class days.

3. It is understood that unscheduled absences during the program are possible, including illness and other unforeseen problems that prevent a learner from attending clinical or class. Excessive absence, however, may be grounds for dismissal.

Attendance Requirements for Learners 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. Participation for auditors beyond attendance in class activities is at the instructor's discretion. Auditors who do not meet the attendance and other requirements will be graded *W*. Students may change their registration status between credit and audit in a course no later than the midpoint of the course.

Prerequisites and Corequisites

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

Course prerequisites are listed with each course description. A course's prerequisite(s) must be completed prior to the course.

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

Changes in Registration

1. Any student needing to add, drop, or change course registration may do so through Blink (Student Academics tab > Registration Tools channel > Add or Drop Classes). Drop classes through the Action menu above the course listing. Add classes through the Add Classes Worksheet. (Use Class Search to find course registration numbers.) Contact academic services for further assistance.

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

3. A new course may not be added without Business Office permission to register.

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

5. No change of registration is complete until the change is reflected on Blink or a *Petition* form has been properly completed and filed with academic services.

Grading System

Coursework is evaluated on the following scale:

Grade	Definition	Grade Points	Grade	Definition	Grade Points
A	Exceptional	4.0	AU	Audit	NA
A-		3.7	CR	Credit	NA
B+		3.3	I	Incomplete	NA
B	Good	3.0	IP	In Process	NA
B-		2.7	N	Non-Graded	NA
C+		2.3	NR	Not Reported	NA
C	Satisfactory	2.0	S	Satisfactory	NA
C-		1.7	U	Unsatisfactory	NA
D+		1.3	W	Withdrawal	NA
D	Minimally Acceptable	1.0			
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 of *B* and *C*, and a plus to the grade of *D*. A plus increases the number of grade points awarded by 0.3, and a minus decreases the number of grade points awarded by 0.3.

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

The GPA is determined by dividing the number of grade points by the number of credits the student has attempted. Courses with the following grades are not included in the GPA calculation: *CR, I, IP, N, NR, S, U, W,* and *X*. 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 or doctoral degree, the student shall have earned at least a 3.0 overall GPA and a 3.0 GPA in the major.

Grade of *AU*

The grade *AU* is given when the student audits the course. Students wishing to audit a course must secure the consent of 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 class-room 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 learner may change to credit from audit status with the instructor's approval during the first half of the course.

Grade of *CR*

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

Grade of *I*

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

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

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

BUSN690	Capstone Course: Business Plan Development
COMM791	Master's Thesis
COMM792	Master's Project
EDUC790	Writing the Thesis/Action Research Project
GRTG750	Master's Project and Integrative Seminar
NURS790	Comprehensive Exam
NURS791	Master's Thesis II
NURS792	Master's Project II
ORGL790	Literature Review Portfolio Completion
ORGL791	Master's Thesis
ORGL792	Master's Project
PSYC790	Comprehensive Exam
PSYC792	Thesis II

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

Incompletes in practicums or student teaching may be handled differently. The following courses have a one year maximum extension: EDUC782, EDUC784, GRTG780, PSYC781, PSYC783, SPED780, SPED781, SPED783, SPED785, SPED786, SPED787, SPED788, SPED789.

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

Incompletes for the doctoral dissertation are handled differently. Beginning with and including the semester in which a student is registered for *EDUC891: Dissertation II*, the student may use up to seven consecutive years (21 consecutive academic terms) to complete the dissertation.

Grades of *IP, N,* and *NR*

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

Grades of *S* and *U*

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

Grade of *W*

The grade *W* is given only to a student who officially withdraws from a course after the first session and before the midpoint of the course. Course withdrawals are official on the date the *request* is received by the learner success advisor. 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 grades. Any refund due to withdrawal will be governed by the refund policy (see: Finances).

Transcripts

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

To order a transcript:

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

Those without a Bethel Community Account can visit **iwantmytranscript.com** to order an official transcript.

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

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. Credit from other institutions will be accepted only when there is an officially approved transfer articulation agreement with the institution. 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:

❑ Bethel's Graduate School has directly received an official transcript.

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

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

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

❑ The course grade is a pass or at least a 2.0 (on a 4.0 scale).

❑ A description of course content, such as is found in the Graduate School 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.

Honor Societies

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

• Sigma Theta Tau International, Honor Society of Nursing

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

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

Academic Progress, Probation, and Dismissal

1. Academic Warning

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

2. Academic Probation

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

3. Academic Dismissal

The following students will be subject to academic dismissal:

• learners who have not achieved a 3.0 GPA overall after two conscutive academic terms of academic probation;

• provisionally admitted learners who do not meet the requirements of their provisional acceptance; and/or

• learners 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 policies must be filed according to the Graduate School Academic Appeals Process policy. The *Academic Appeal* form is available through Blink (Home tab > Forms channel > Graduate School Programs > Graduate Students > Academic Appeal Online).

Academic Honesty

Since Bethel University is a Christ-centered academic community, its fundamental purpose is the pursuit of knowledge and the development of growing Christian persons. Essential to the success of this educational mission is a commitment to principles of ethical academic integrity. Each member of the 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 university. Penalties are given at the discretion of the faculty member, and offenders may be referred to the dean of the College of Adult & Professional Studies/Graduate School. Students charged with a violation have the right to appeal any disciplinary action. Contact a learner success advisor for details on the appeal process.

Academic Dishonesty Definitions

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

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

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

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

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

- **misrepresentation of academic records:** Misrepresenting or tampering with, or attempting to tamper with, any portion of a student's transcripts or academic record, either before or after coming to Bethel University. Examples: forging a registration form or a change of grade slip, tampering with computer records, etc.;

- **facilitating academic dishonesty:** Knowingly helping or attempting to help another violate any provision of this code. Example: working together on a take-home exam or other individual assignment, etc.;

- **unfair advantage:** Attempting to gain unauthorized advantage over fellow students in an academic exercise. Examples: gaining or providing unauthorized access to examination materials (either past or present); obstructing or interfering with another student's efforts in an academic exercise; lying about a need for an extension for an exam or paper; continuing to write even when time is up during an exam; destroying, hiding, removing, or keeping library materials; etc.; and

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

Academic Appeals

Appeals related to academic progress, programs, and 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, application of 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 Graduate School Appeals Committee. 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 request *registration* and obtain permission to register from the Business Office. Program director permission to readmit is required for any learner whose academic status was not good standing at the time of dismissal or voluntary withdrawal. In addition, students who have been away for one full academic year or more must file an *Application for Readmission*. Contact Graduate School academic services for forms and procedures.

Individualized Study

Academic Internship

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

Policy

1. An acceptable internship is one that expects the student to:
    a. Make a deliberate application of one's academic knowledge and skills.
    b. Continue to learn as stimulated by the problems and issues encountered.
    c. Grow in one's personal maturity and confidence in one's abilities.
    d. Develop empathy with and understanding of persons, groups, and settings typically not encountered on campus.
2. The proposed internship must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within the existing course structure.
3. It is conducted under joint supervision of a Bethel faculty member and an onsite supervisor. Both parties agree on the specific objectives and assignments before beginning and jointly evaluate the student's work during the experience and at the end. There should be a plan for ongoing processing of the experience

(log, weekly meetings, etc.). It is expected that the Bethel faculty supervisor will meet at least bi-weekly with the student.

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

5. The learner must meet the following criteria:

    a. Declare a major or minor in the department of the internship being proposed.

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

    c. Have a minimum of 10 credit hours completed in the department.

    d. Have a minimum cumulative GPA of 3.0 and a 3.0 GPA in the major. (Individual departments may require a higher GPA.)

    e. Meet additional criteria as established by each department.

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

    *   Two-credit internship...90 hours
    *   Three-credit internship ....135 hours
    *   Four-credit internship..180 hours

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

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

9. 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 Graduate School no later than the final day of the preceding academic term. The form is available through Blink (Home tab > Forms channel > Graduate School Programs > Graduate Students > Internship).

Course by Arrangement

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

Policy

1. Students may engage in a CBA under the following regulations:

    a. The course must be a specific requirement in the student's major or minor, or a prerequisite to a specific requirement (not an elective course).

    b. Learners must have demonstrated in program coursework that they have the capability and background to study independently. Students must have an overall GPA of 3.3 or higher at the time the request is submitted and at the time the CBA begins as certification of this ability.

    c. Learners may take only one CBA per term and no more than a total of eight credits of CBA toward graduation. A faculty supervisor may direct no more than two study projects (directed studies and courses by arrangement) per term and must have previously taught the course in its regular format.

    d. Upon fulfilling the CBA, students receive credit on their transcript for the course. A copy of the CBA request will be placed in a student's permanent file. CBA is graded on an *A–F* or *S/U* basis according to the normal grading system of the course in its regular format.

2. Complete the following procedures to obtain approval of a CBA request:

    a. The *Course by Arrangement* form is available through Blink (Home tab > Forms channel > Graduate School Programs > Graduate Students > Course by Arrangement).

    b. The student meets with the faculty member who will supervise the study. They review the course syllabus and determine the number and frequency of regular contacts between the student and supervisor. Students doing research off campus will contact their supervisor by phone at regular intervals, at the student's expense.

    c. The CBA request is then submitted to the program director for approval, if different from the supervisor of the study, and to academic services.

    d. The learner submits the completed and signed agreement to the Graduate School during the registration dates for the term in which it is to take place.

    e. Processing of the agreement by the registrar validates the agreement.

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

Curricular Practical Training

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

Policy

1. An acceptable CPT experience is one that expects the student to:

    a. Make a deliberate application of one's academic knowledge and skills.

    b. Continue to learn as stimulated by the problems and issues encountered.

    c. Grow in one's personal maturity and confidence in one's abilities.

    d. Develop empathy with and understanding of persons, groups, and settings typically not encountered on campus.

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

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

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

5. The learner must meet the following criteria:

    a. Be currently enrolled in the Graduate School.

    b. Declare a major in the department of the internship being proposed.

    c. Have a minimum cumulative GPA of 3.0 and a 3.0 GPA in the major. (Individual departments may require a higher GPA.)

    d. Meet additional criteria as established by each department.

6. CPT for academic credit requires minimum time onsite:

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

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

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

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

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

Directed Study

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

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. Learners must have demonstrated in program coursework that they have the capability and background to study independently. The learner must have an overall GPA of 3.0 or higher as certification of this ability.

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

    d.   Upon fulfilling the agreement, learners receive credit on their transcript for the course as titled. A copy of the agreement will be placed in a student's permanent file. Directed Study is graded on an *A–F* basis.

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

    a. Students obtain a *Directed Study Agreement* form on Blink (Home tab > Forms channel > Graduate School Programs > Graduate Students > Directed Study).

    b. The learner 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 learner'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 learner on which his or her learning will be evaluated, and the number and frequency of regular contacts between the student and supervisor. Learners doing research off campus will contact their supervisor by phone at regular intervals, at the learner's expense.

    c. The *Directed Study Agreement* is then submitted to the program director, 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 Graduate School during the registration dates for the term in which it is to take place.

    e. Processing of the agreement by the registrar validates the agreement.

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

Intellectual Property Rights

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

- Work submitted in Bethel University courses is to be used solely for educational purposes within the context of the course in which the learner is enrolled.

- Any other use of learner work must credit the learner as the author of the work and must be authorized by the learner. (If a learner seeks to publish research involving human subjects, s/he must have secured the appropriate review/approval from Bethel's Institutional Review Board (IRB) prior to collection and analysis of data.)

- Learners have the right and responsibility to redact any sensitive, personally identifiable information (e.g., names of businesses cited in case studies, demographic information related to research subjects, etc.) prior to releasing their work for applications outside of the classroom.

- Although learners may choose to co-author with a faculty member, students own their research and any other materials they design independently.

- Learners are encouraged to copyright written materials when releasing them outside of the classroom. Learners who complete theses, dissertations, and capstone projects acknowledge, by completing the project, that they are aware that a copy of the work may be retained by the University Library.

Freedom of Inquiry

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

The Family Educational Rights and Privacy Act

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

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

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

Course Numbers, Levels, and Credits

The primary purpose of Bethel's course number system is to identify the intended clientele of each course, its level of content and material, and any necessary course background.

Discipline	Level	Number		Title	Credit Hours
		ORGL770		**Internship**	**2 credits**
		(ORLG)			
		Program Code			
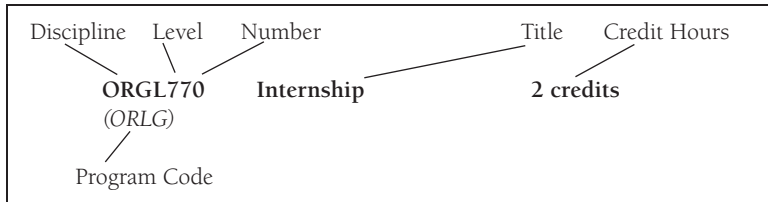
Academic Discipline Codes and Descriptions

The discipline code indicates the academic discipline being studied.

BUSN   Business

BIOL   Biology

CHMN   Christian Ministries

COMM   Communication

ECON   Economics

EDUC   Education

GRTG   Gerontology

HRMA   Human Resource Management

NASC   Natural Sciences

NURS   Nursing

ORGL   Organizational Leadership

PHAS   Physician Assistant

PHIL   Philosophy

PSYC   Psychology

SOCL   Sociocultural Studies

Academic Programs and Disciplines

Graduate Major Codes and Descriptions

BUAG Business Administration

COMG Communication

COPG Counseling Psychology

EDLD Educational Leadership

EDUG Education K–12

GERG Gerontology

LIEG Literacy Education

NURG Nursing

ORLG Organizational Leadership

PASG Physician Assistant

SPEG Special Education

TEAG Teaching

Certificate Codes and Descriptions

CAMH Child and Adolescent Mental Health

CASD Autism Spectrum Disorders

CGER Gerontology

CIBE International Baccalaureate Teaching and Learning

CLTR Literacy

CNRE Nurse Educator

CNRL Nurse Leader

CPST Postsecondary Teaching

Other Program Codes and Descriptions

TCKT Teachers of Computer, Keyboarding and Related Technology Applications

TWBL Teacher Coordinator of Work-based Learning

Academic Programs and Disciplines

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

Academic Programs and Disciplines

Business

MBA—Master of Business Administration (BUAG)

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

Transformational leadership is emphasized in the Bethel MBA program and is taught using the 4R Leadership model, which explains the importance of relationships, roles, responsibilities, and results for effective leadership. To facilitate the development of transformational leaders, learners start the program by learning about themselves through a series of assessments. In addition, each learner is required to meet with a professional coach to help them integrate all of the information from the assessments. Because the growth and development of each learner is highly valued by the university, Bethel pays a substantial portion of the cost of the assessments and coaching.

Bethel's program and its MBA instructors approach business from a Christian worldview, though our cohorts attract learners from around the world and from many faith traditions. In today's globally connected economy and marketplace, business is rarely conducted solely on a local, or even a regional, basis. Like so many of Minnesota's global Fortune 500 corporations, Bethel's MBA program sees business on both a local and a global basis.

The Four Dimensions of Today's Global Business

All business—everywhere—is conducted along four planes, or dimensions: the commercial, the legal, the cultural, and the political. Most traditional MBA programs focus on one or two of these dimensions, leaving students to learn for themselves the often game-changing aspects of all four dimensions. Not so at Bethel. Our MBA learners are introduced to the entire spectrum of internal and external forces bearing on the business enterprise. Our practitioner instructors have experience—struggling, learning, and achieving in some of the world's most demanding business environments. Learners want to learn from them; they want to teach students what they know.

Academic Programs and Disciplines

The Bethel MBA program offers the opportunity to complete a generalist MBA, or to pursue an emphasis in several specialty areas and 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.

Emphases include:

- Marketing Management
- Nonprofit Management
- Quantitative Management
- Technology Application Management
- Other, as approved by the program director

Learners are expected to demonstrate character, ethics, and relational skills consistent with the role and responsibility of the business professional.

Concentration in Entrepreneurship

Bethel's unique MBA concentration in entrepreneurship is specifically designed to prepare business achievers for the challenging and rewarding world of new business creation. The concentration is for anyone who is either interested in starting a new business, or would like to perform as part of a start-up team. Bethel's MBA concentration in entrepreneurship is taught by experienced, proven start-up specialists and includes the following specialist courses: *BUSN602: Introduction to Business Strategy for Entrepreneurs, BUSN657: Legal, Regulatory, and Governance for Entrepreneurs,* and *BUSN626: Funding the Start-Up—Managerial Finance for Entrepreneurs.* Learners choosing this concentration will also complete an external entrepreneurial project in their *BUSN690: Capstone Business Plan* course.

Concentration in Global Business Management

Bethel's unique concentration in global business management is specifically designed for business achievers who are either employed in a multi-domestic company today, or would like to prepare for a career in global management in the future. Learners enroll in special global concentration courses, such as *BUSN646: Global Marketing Management* and *BUSN652: Global Operations Management*, and also participate in one or more offerings of Bethel's *BUSN675: Leading in a Global Environment* course, a twice-annual 10-day trip abroad to the business centers of Europe and Asia.

Program Outcomes

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

- understand and analyze the complex relationships between local business conditions (markets, customers, operations, economics) and the functions of a globally inter-connected commercial environment;

- understand and apply the empirical and financial methods and measures that express business opportunity, communicate business performance, and underpin correct business decisions;

- use critical thinking to evaluate the commercial, legal, political, and cultural environments within which all business is conducted;

- analyze, interpret, and design business strategies and tactics;

- formulate and implement effective practices and processes to optimize the essential operations of the organization;

- recruit and develop an effective and diverse workforce in order to arrive at innovative business solutions;

- assess business situations using ethical principles;

- understand and practice values-based leadership in business;

- evaluate business issues in light of a Christian worldview;

- create strategies or plans for self-directed learning; and

- communicate clearly, professionally, and persuasively in business writing, verbal interaction, and formal presentation.

Courses

The required curriculum for the MBA comprises a 45 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
BUSN601	Introduction to Business Strategy	3
BUSN605	Data and Decision Making	3
BUSN610	Organizational Behavior	3
BUSN615	Managerial Accounting	3
BUSN625	Managerial Finance	3
BUSN627	Advanced Managerial Finance	2
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 Talent Management	3
PHIL660	Applied Ethics*	+ 3
TOTAL	**Business Administration Major (MBA)**	**45**

* Course must be taken for credit at Bethel.

The required curriculum for the MBA with concentration in Entrepreneurship comprises a 45 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
BUSN602	Introduction to Business Strategy for Entrepreneurs	3
BUSN605	Data and Decision Making	3
BUSN610	Organizational Behavior	3
BUSN615	Managerial Accounting	3
BUSN626	Funding The Start-Up: Managerial Finance for Entrepreneurs	3
BUSN627	Advanced Managerial Finance	2
BUSN630	Strategic Technology Management	3
BUSN645	Marketing Management	3
BUSN651	Operations Management	3
BUSN657	Legal, Regulatory, and Compliance for Entrepreneurs	3
BUSN690	Capstone Course: Business Plan Development*	3
ECON635	Managerial Economics	3
HRMA641	Strategic Talent Management	3
PHIL660	Applied Ethics*	+ 3
TOTAL	**Business Administration Major (MBA) with Entrepreneurship Concentration**	**45**

* Course must be taken for credit at Bethel.

Courses

The required curriculum for the MBA with concentration in Global Business Management comprises a 45 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
BUSN601	Introduction to Business Strategy	3
BUSN605	Data and Decision Making	3
BUSN610	Organizational Behavior	3
BUSN615	Managerial Accounting	3
BUSN625	Managerial Finance	3
BUSN627	Advanced Managerial Finance	2
BUSN631	Global Strategic Technology Management	3
BUSN646	Global Marketing Management	3
BUSN652	Global Operations Management	3
BUSN656	Legal, Regulatory, and Compliance	3
BUSN675	Leading in a Global Environment	3
BUSN690	Capstone Course: Business Plan Development*	3
ECON635	Managerial Economics	3
PHIL660	Applied Ethics*	+ 3

**TOTAL   Business Administration Major (MBA)
with Global Business Management Concentration 45**

* Course must be taken for credit at Bethel.

Academic Programs and Disciplines

Communication

M.A. in Communication (COMG)

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; and
- 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 learners progressing through a degree program together.
- The master's program is designed to be completed in approximately two academic years and includes a short break for part of the summer.

Courses

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 (3)	
	COMM672 Applied Media Communication (3)	
	COMM673 International Gender Communication (3)	
	COMM674 Communication Consulting (3)	
COMM676	Organizational Analysis	3
COMM750	Leadership Assessment Seminar	2
COMM790	Comprehensive Examination*	0
Select one from:		+ 6
	COMM791 Master's Thesis* (6)	
	COMM792 Master's Project* (6)	
TOTAL	**Communication Major**	**40**

Course must be taken for credit at Bethel.

Certificate in Postsecondary Teaching (CPST)

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; and
- 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.

Courses

The required curriculum for the Certificate in Postsecondary Teaching comprises an 18 semester credit sequence of courses. The certificate can be earned while enrolled in the M.A. in Communication program. 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 Teaching**	**18**

* Course must be taken for credit at Bethel.

Academic Programs and Disciplines

Education

The doctoral- and master's-level education programs are offered through the Bethel University 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 and Minnesota Board of School Administrators. License standards are subject to change at any time by the Minnesota Board of Teaching. Candidates for license must meet the license standards in place at the time of program completion.

Graduate-level License Requirements

To be recommended for license, 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 learner failing to maintain this standard of performance will not be allowed to begin the next course in the sequence until previous coursework is completed to standard. Learners receiving a grade of *I* need permission of the program director to continue in the next course.

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

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

Major in Educational Leadership (EDLD)

The Doctor of Education in Educational Leadership program is for applicants who wish to complete a course of study leading to a doctorate in educational leadership. Two concentrations are available: higher education or K–12 education. Applicants with K–12 experience may complete a license for director of special education, principal, or superintendent. The degree program requires three years of coursework, participation in residencies, a completed dissertation, and the completion of 61 semester credits. Up to 12 credits of post-master's work may be accepted in transfer.

Program Outcomes

- Demonstrate an understanding of what it means to be a public intellectual, defined as a well-informed and ethical educator who will serve both the school and larger communities as a dynamic, visionary leader.

- Provide evidence of the personal attributes necessary for effective leadership, centered on an integration of ethics, personal faith, and professional expertise.

- Demonstrate ability to understand and apply research methodologies through planning and conducting a doctoral-level research study.

- Meet the competencies stipulated in the Minnesota Board of School Administrators rules for license of K–12 principals and/or superintendents.

Program Design

- Cohort-based organization allowing maximum group interaction, collaboration, and mutual support throughout the program.

- All courses (except residency courses) delivered completely online using best practices in Internet technology, instructional design, and adult learning.

- Summer residencies on the Bethel University campus for two weeks during each of the first three years of the program, focused on professional growth, collaboration, and coursework.

- Individual learning plan developed for each learner based on previous educational training, credentials, and experience.

Ed.D. in Educational Leadership (EDLD)

Courses

The required curriculum for the Doctor of Education in Educational Leadership degree comprises a 61 credit sequence of courses. Core courses comprise 36 credits, and a concentration in K–12 Education or Higher Education comprises the remaining 25 credits. For course sequence, request a program calendar from the Graduate School.

Core Courses		Semester Credit Hours
EDUC805	Principles of Organizational Leadership	3
EDUC820	Doctoral Research I	3
EDUC825	Leading in a Complex and Pluralistic Society	3
EDUC835	Measurement and Assessment	3
EDUC845	Doctoral Research II	3
EDUC850	Doctoral Research III	3
EDUC855	Leaders as Agents of Change	3
EDUC870	Doctoral Research IV	3
EDUC880	Comprehensive Examination and Portfolio Review*	0
EDUC890	Dissertation I*	6
EDUC891	Dissertation II*	+ 6
TOTAL	**Core Courses**	**36**

Course must be taken for credit at Bethel.

Concentrations

Select one concentration from:

Higher Education Concentration		25
EDUC801	Historical, Cultural, and Philosophical Issues Impacting School Leadership	3
EDUC812	Curriculum Design and Instructional Management in Higher Education	3
EDUC817	Technology and Effective Online Teaching in Higher Education	3
EDUC832	Leadership of Academic and Support Systems in Higher Education	3
EDUC842	Leadership and Strategic Planning in Higher Education	3
EDUC862	Legal Issues in Higher Education	3
EDUC867	Resource Management and Development in Higher Education	3

Select one from: 4

         EDUC882 Directed Study (4)

         EDUC885 Leadership Internship in Higher Education (4)

K–12 Education Concentration		25
EDUC800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC810	Curriculum and Instructional Management and Student Development	3
EDUC815	Technology in K–12 Education	3
EDUC830	Administration of Essential Educational Programs	3
EDUC840	Administrative Operations and Personnel Administration	3
EDUC860	Legal Issues in School Administration	3
EDUC865	Resource Management in K–12 Education	3

Select one from: 4

         EDUC882 Directed Study (4)

         EDUC886 K–12 Principal Internship (4)

EDUC887 Superintendent Internship (4)

EDUC889 Director of Special Education Internship (4)

Degree program includes:

Core Courses		36
One Concentration		+ 25
TOTAL	**Educational Leadership Major**	**61**

Director of Special Education License (EDLD)

Courses

The required curriculum for the director of special education license comprises a 41 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	Leaders as Agents of Change	3
EDUC860	Legal Issues in School Administration	3
EDUC865	Resource Management in K–12 Education	3
EDUC875	Special Education, Law, and Finance	2
EDUC876	Special Education Organization Management	2
EDUC880	Comprehensive Examination and Portfolio Review*	0
EDUC889	Director of Special Education Internship	+ 4
TOTAL	**Director of Special Education License**	**41**

Course must be taken for credit at Bethel.

K–12 Principal License (EDLD)

Courses

The required curriculum for the K–12 principal license 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	Leaders 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	K–12 Principal Internship	+ 4
TOTAL	**K–12 Principal License**	**37**

Course must be taken for credit at Bethel.

Superintendent License (EDLD)

Courses

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

Core 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	Leaders 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 License**	**37**

Course must be taken for credit at Bethel.

Master's-level Education 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 core courses are taken online, and the program orientation is provided online. Concentration options are either online, face-to-face, or hybrid.

- M.A. in Literacy Education courses meet one evening each week throughout the year with some online sessions.

- M.A. in Special Education courses meet one evening each week throughout the year. Summer courses may meet on a different schedule. The hybrid delivery option features at least one face-to-face meeting per course in combination with online sessions.

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

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

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

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

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

M.A. in Education K–12
Major in Education K–12 (EDUG)

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

- Autism Spectrum Disorders: online
- Educational Leadership Concentration: hybrid (one course at Bethel and two courses online)
- International Baccalaureate Certificate in Teaching and Learning: online
- Literacy Concentration: face-to-face
- Special Education Concentration: hybrid
- Teacher Coordinator of Work-based Learning License: online
- Teachers of Computer, Keyboarding and Related Technology Applications: online

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

Courses

The required curriculum for the M.A. in Education K–12 comprises a 32–33 semester credit sequence of courses, including 23 semester credits of core courses and nine or 10 credits in one concentration.

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

Core Courses		Semester Credit Hours
EDUC606	Teacher as Leader	3
EDUC614	Educational Research*	1
EDUC616	Improving Instruction	3
EDUC730	Introduction to Differentiation and Responsive Teaching	3
EDUC731	Responsive Pedagogy for English Language Learners	3
EDUC732	Culturally Responsive Instruction	3
EDUC755	Preparing the Thesis/Action Research Project*	1
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.

Academic Programs and Disciplines

Concentrations

Select one concentration from: 9–10

1. Autism Spectrum Disorders Concentration

SPED601	Characteristics of ASD (3)
SPED611	Communication, Assessment, and Intervention of ASD (3)
SPED612	ASD: Identification, Evaluation, Planning, and Consultation (3)

2. Educational Leadership Concentration

EDUC800	Historical, Cultural, and Philosophical Issues Impacting School Administration (3)
EDUC805	Principles of Organizational Leadership (3)
EDUC810	Curriculum and Instructional Management and Student Development (3)

3. International Baccalaureate Certificate in Teaching and Learning

EDUC771	Curriculum Processes (3)
EDUC772	Assessment and Learning (3)
EDUC773	Teaching and Learning (3)
EDUC774	Capstone (1)

4. Literacy Concentration

Select 9 credits from:

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)
EDUC618	Strategy Instruction in Content Areas (2)
EDUC622	Assessment and Evaluation in Reading (3)
EDUC637	Leadership and Supervision in Reading (1)
EDUC657	Language, Literacy, and Cultural Diversity (3)
EDUC662	Policy and Practice in Reading (3)

5. Special Education Concentration

Select 9 credits from:

SPED600	Characteristics of Mild-Moderate Disabilities (3)
SPED618	Foundation of Instructional Strategies for Students with Mild-Moderate Disabilities (3)
SPED620	Reading Foundations (3)
SPED641	Behavioral Methods and Mental Health for Mild-Moderate Special Needs (3)

6. Teacher Coordinator of Work-based Learning License: *online*

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

7. Technology for Educators: *online*

Select 9 credits from:

COMM722	Effective Online Teaching (3)
EDUC711	Technology Applications for K–12 Schools (3)
EDUC712	Technology Integration for K–12 Schools (3)
EDUC713	Providing Leadership in Educational Technology for K–12 Schools (2)
EDUC715	Practicum (1)
EDUC718	Methods of Online Teaching for K–12 (3)

Degree program includes:

Core Courses	23
One Concentration	+ 9–10
TOTAL Education K–12 Major	**32–33**

Teacher Coordinator of Work-based Learning License (TWBL)

The required curriculum for the Teacher Coordinator of Work-based Learning license 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	3
EDUC707	Designing School-based Instruction for Work-based Learning Programs	3
EDUC709	Implementing and Monitoring Work-based Learning Programs	3

Teachers of Computer, Keyboarding and Related Technology Applications License (TCKT)

The required curriculum for the Teachers of Computer, Keyboarding and Related Technology Applications license comprises a nine semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
EDUC711	Technology Applications for K–12 Schools	3
EDUC712	Technology Integration for K–12 Schools	3
EDUC713	Providing Leadership in Educational Technology for K–12 Schools	2
EDUC715	Practicum	1

Certificate in International Baccalaureate Teaching and Learning (CIBE)

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

Courses		Semester Credit Hours
EDUC771	Curriculum Processes	3
EDUC772	Assessment and Learning	3
EDUC773	Teaching and Learning	3
EDUC774	Capstone	1

Literacy Education Programs:
M.A., License, and Certificate

The M.A. in Literacy Education, K–12 Reading License, 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; and
- 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 levels; and
- articulate personal perspectives on the integration of faith and teaching.

M.A. in Literacy Education
Major in Literacy Education (LIEG)

Courses

The required curriculum for the M.A. in Literacy Education comprises a 33 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

EDUC614	Educational Research	1
EDUC618	Strategy Instruction in Content Areas	2
EDUC622	Assessment and Evaluation in Reading	3
EDUC635	Reading Clinic	3
EDUC637	Leadership and Supervision in Reading	1
EDUC640	Portfolio Design	1
EDUC652	Writing Instruction and Literacy Practices	3
EDUC657	Language, Literacy, and Cultural Diversity	3
EDUC662	Policy and Practice in Reading	3
EDUC755	Preparing the Thesis/Action Research Project*	1
EDUC790	Writing the Thesis/Action Research Project*	+ 3
TOTAL	**Literacy Education Major**	**33**

Course must be taken for credit at Bethel.

K–12 Reading License (LIEG)

Courses

The required curriculum for the K–12 Reading License 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
EDUC618	Strategy Instruction in Content Areas	2
EDUC622	Assessment and Evaluation in Reading	3
EDUC635	Reading Clinic	3
EDUC637	Leadership and Supervision in Reading	+ 1
TOTAL	**K–12 Reading License**	**18**

Certificate in Literacy (CLTR)

Courses

The required curriculum for the Certificate in Literacy comprises a 14 semester credit sequence of courses. This certificate cannot be earned while enrolled in the M.A. in Literacy Education program or K–12 Reading License program. 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
EDUC618	Strategy Instruction in Content Areas	2
EDUC622	Assessment and Evaluation in Reading	+ 3
TOTAL	**Certificate in Literacy**	**14**

Special Education Programs: M.A., License, Certificate

The M.A. in Special Education, K–12 Special Education License, and Autism Spectrum Disorder Certificate programs emphasize the practical application of the theoretical and research bases of the discipline as well as ethical/spiritual issues related to the profession.

Prerequisite Standards of Effective Practice (SEP) Course Sequence

Courses

The required curriculum for the Standards of Effective Practice sequence comprises a 13 credit sequence of courses. Learners who are not already licensed teachers are required to complete the SEP course sequence as prerequisites prior to beginning an M.A. in Special Education or K–12 Special Education License program and EDUC614, SPED620, and SPED621 during the program. For course sequence, request a program calendar from the Graduate School.

Course		Semester Credit Hours
EDUC621	Foundations in Education	3
EDUC624	Introduction to Theories and Practices of Teaching and Learning	3

EDUC630	General Teaching Methods	3
EDUC661	Field Experience	1
EDUC663	Understanding Diversity and Student Needs	2
EDUC668	Classroom Technology	+ 1
TOTAL	**SEP Courses**	**13**

M.A. in Special Education
Major in Special Education (SPEG)

The required curriculum for the M.A. in Special Education comprises a 36–42 credit sequence of courses. Learners may complete the basic program or elect concentrations in Academic Behavioral Strategist K–12, Autism Spectrum Disorders K–12, Emotional/Behavioral Disorders K–12, and/or Learning Disabilities K–12. For course sequence, request a program calendar from the Graduate School. Bethel offers this program in a traditional face-to-face cohort model on the main campus, as well as a hybrid option (most courses online with a few face-to-face sessions).

Core Courses		Semester Credit Hours

Bethel Core:

EDUC614	Educational Research*	1
EDUC755	Preparing the Thesis/Action Research Project*	1
EDUC790	Writing the Thesis/Action Research Project*	3
SPED600	Characteristics of Mild-Moderate Disabilities	3
SPED655	Classroom-based Assessment	3
SPED670	Assessment Clinical Field Experience	1

Minnesota Board of Teaching Core:

SPED603	School-wide Systems Field Experience	1
SPED605	Introduction to Special Education	1
SPED610	Norm-referenced Assessment	3
SPED618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED620	Reading Foundations	3
SPED621	Reading Field Experience	1
SPED625	Special Education: Planning and Programming	3
SPED675	Consultation, Collaboration, and Resources	+ 2
TOTAL	**Core Courses**	**29**

Select one concentration from: 7–13

Concentration in Academic Behavioral Strategist

SPED608	Introduction to Academic Instruction and Behavior Management for Exceptional Learners	2
SPED630	Responsive Instruction, Intervention, and Assessment	2
SPED641	Introduction to Behavioral Methods and Mental Health for Mild to Moderate Special Needs	3

Choose one: + 3–4

    SPED780   ABS: Student Teaching* (4)

    SPED786   ABS: Practicum* (3)

Total   Concentration in Academic Behavioral Strategist 10-11

Concentration in Autism Spectrum Disorders

SPED601	Characteristics of ASD	3
SPED611	Communication, Assessment, and Intervention of ASD	3
SPED612	ASD: Identification, Evaluation, Planning and Consultation	3

Choose one: + 3–4

    SPED781   ASD: Student Teaching* (4)

    SPED787   ASD: Practicum* (3)

Total   Concentration in Autism Spectrum Disorders 12–13

Concentration in Emotional/Behavioral Disorders

SPED604	EBD: Child and Adolescent Psychopathology	3
SPED613	Intervention Techniques for EBD	3
SPED641	Introduction to Behavioral Methods and Mental Health for Mild to Moderate Special Needs	3

Choose one: + 3–4

    SPED783   EBD: Student Teaching* (4)

    SPED788   EBD: Practicum* (3)

Total   Concentration in Emotional/Behavioral Disorders 12–13

Concentration in Learning Disabilities

SPED606	Basic Concepts of Learning Disabilities	3
SPED614	Strategies for Teaching Students with LD	3
SPED630	Responsive Instruction, Intervention, and Assessment	2
Choose one:		+ 3–4
	SPED785 LD: Student Teaching* (4)	
	SPED789 LD: Practicum* (3)	
Total	Concentration in Learning Disabilities	11–12

Basic Program Sequence

SPED608	Introduction to Academic Instruction and Behavior Management for Exceptional Learners	2
SPED630	Responsive Instruction, Intervention, and Assessment	2
SPED641	Introduction to Behavioral Methods and Mental Health for Mild to Moderate Special Needs	+ 3
Total	Basic Program Sequence	7

Degree program includes:

Core Courses	29
Concentration	+ 7–13
TOTAL **Special Education Major**	**36–42**

Course must be taken for credit at Bethel.

Academic Programs and Disciplines

Academic Behavioral Strategist K–12 (ABS) License (SPEG)

Courses

The required curriculum for the Academic Behavioral Strategist K–12 License comprises a 35 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
SPED600	Characteristics of Mild-Moderate Disabilities	3
SPED603	School-wide Systems Field Experience	1
SPED605	Introduction to Special Education	1
SPED608	Introduction to Academic Instruction and Behavior Management for Exceptional Learners	2
SPED610	Norm-referenced Assessment	3
SPED618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED620	Reading Foundations	3
SPED621	Reading Field Experience	1
SPED625	Special Education: Planning and Programming	3
SPED630	Responsive Instruction, Intervention, and Assessment	2
SPED641	Introduction to Behavioral Methods and Mental Health for Mild to Moderate Special Needs	3
SPED655	Classroom-based Assessment	3
SPED670	Assessment Clinical Field Experience	1
SPED675	Consultation, Collaboration, and Resources	2
SPED780	ABS: Student Teaching	+ 4
TOTAL	**ABS License**	**35**

Course must be taken for credit at Bethel.

The required curriculum for the Academic Behavioral Strategist K–12 License as an addition to a qualifying Minnesota Special Education teaching license comprises a 15 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
SPED600	Characteristics of Mild-Moderate Disabilities	3
SPED630	Responsive Instruction, Intervention, and Assessment	2
SPED641	Introduction to Behavioral Methods and Mental Health for Mild to Moderate Special Needs	3
SPED655	Classroom-based Assessment	3
SPED670	Assessment Clinical Field Experience	1
SPED786	ABS: Practicum	+ 3
TOTAL	**Add-on ABS License**	**15**

*Course must be taken for credit at Bethel.

Autism Spectrum Disorders K–12 (ASD) License (SPEG)

Courses

At the time of this publication, offering of the ASD license program is pending final approval from the Minnesota Board of Teaching. The required curriculum for the Autism Spectrum Disorders License comprises a 37 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
SPED600	Characteristics of Mild-Moderate Disabilities	3
SPED601	Characteristics of ASD	3
SPED603	School-wide Systems Field Experience	1
SPED605	Introduction to Special Education	1
SPED610	Norm-referenced Assessment	3
SPED611	Communication, Assessment, and Intervention of ASD	3
SPED612	ASD: Identification, Evaluation, Planning, and Consultation	3
SPED618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED620	Reading Foundations	3

SPED621	Reading Field Experience	1
SPED625	Special Education: Planning and Programming	3
SPED655	Classroom-based Assessment	3
SPED670	Assessment Clinical Field Experience	1
SPED675	Consultation, Collaboration, and Resources	2
SPED781	ASD: Student Teaching	+ 4
TOTAL	**ASD License**	**37**

*Course must be taken for credit at Bethel.

The required curriculum for the Autism Spectrum Disorders K–12 License as an addition to a qualifying Minnesota Special Education teaching license comprises a 12 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
SPED601	Characteristics of ASD	3
SPED611	Communication, Assessment, and Intervention of ASD	3
SPED612	ASD: Identification, Evaluation, Planning, and Consultation	3
SPED787	ASD: Practicum	+ 3
TOTAL	**Add-on ASD License**	**12**

Emotional/Behavioral Disorders K–12 (EBD) License (SPEG)

At the time of this publication, offering of the EBD license program is pending final approval from the Minnesota Board of Teaching. The required curriculum for the Emotional/Behavioral Disorders License comprises a 37 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
SPED600	Characteristics of Mild-Moderate Disabilities	3
SPED603	School-wide Systems Field Experience	1
SPED604	EBD: Child and Adolescent Psychopathology	3
SPED605	Introduction to Special Education	1

SPED610	Norm-referenced Assessment	3
SPED613	Intervention Techniques for EBD	3
SPED618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED620	Reading Foundations	3
SPED621	Reading Field Experience	1
SPED625	Special Education: Planning and Programming	3
SPED641	Introduction to Behavioral Methods and Mental Health for Mild to Moderate Special Needs	3
SPED655	Classroom-based Assessment	3
SPED670	Assessment Clinical Field Experience	1
SPED675	Consultation, Collaboration, and Resources	2
SPED783	EBD: Student Teaching	+ 4
TOTAL	**EBD License**	**37**

*Course must be taken for credit at Bethel.

The required curriculum for the Emotional/Behavioral Disorders K–12 License as an addition to a qualifying Minnesota Special Education teaching license comprises a 9 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
SPED604	EBD: Child and Adolescent Psychopathology	3
SPED613	Intervention Techniques for EBD	3
SPED788	EBD: Practicum	+ 3
TOTAL	**Add-on EBD License**	**9**

Learning Disabilities K–12 (LD) License (SPEG)

At the time of this publication, offering of the LD license program is pending final approval from the Minnesota Board of Teaching. The required curriculum for the Learning Disabilities K–12 License comprises a 36 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
SPED600	Characteristics of Mild-Moderate Disabilities	3
SPED603	School-wide Systems Field Experience	1
SPED605	Introduction to Special Education	1
SPED606	Basic Concepts of Learning Disabilites	3
SPED610	Norm-referenced Assessment	3
SPED614	Strategies for Teaching Students with LD	3
SPED618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED620	Reading Foundations	3
SPED621	Reading Field Experience	1
SPED625	Special Education: Planning and Programming	3
SPED630	Responsive Instruction, Intervention, and Assessment	2
SPED655	Classroom-based Assessment	3
SPED670	Assessment Clinical Field Experience	1
SPED675	Consultation, Collaboration, and Resources	2
SPED785	LD: Student Teaching	+ 4
TOTAL	**Learning Disabilities K–12 License**	**36**

*Course must be taken for credit at Bethel.

Academic Programs and Disciplines

The required curriculum for the Learning Disabilities K–12 License as an addition to a qualifying Minnesota Special Education teaching license comprises a 9 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
SPED606	Basic Concepts of Learning Disabilites	3
SPED614	Strategies for Teaching Students with LD	3
SPED789	LD: Practicum	+ 3
TOTAL	**Add-on LD License**	**9**

Course must be taken for credit at Bethel.

Certificate in Autism Spectrum Disorders (CASD)

Courses

The required curriculum for the Certificate in Autism Spectrum Disorders comprises a 9 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
SPED601	Characteristics of ASD	3
SPED611	Communication, Assessment, and Intervention of ASD	3
SPED612	ASD: Identification, Evaluation, Planning, and Consultation	+ 3
TOTAL	**Certificate in Autism Spectrum Disorders**	**9**

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

The M.A. in Teaching and the K–12 and Secondary License 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 among 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 coursework required to apply for a Minnesota K–12 or 5–12 teaching license in one of the following areas:

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

Ideal candidates are those individuals with an earned baccalaureate degree from a regionally accredited institution in a field other than education. The program is intended for adult 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 mindset;
- tend to be self-directed; and
- seek immediate application of classroom theory.

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

M.A. in Teaching
Major in Teaching (TEAG)

The required curriculum for the M.A. in Teaching comprises a 36–37 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
EDUC661	Field Experience	1
EDUC663	Understanding Diversity and Student Needs	2
EDUC665	Teaching Content Area Literacy	2
EDUC668	Classroom Technology	1
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)	
EDUC703	Professional Development		1
EDUC750	Student Teaching Seminar		4
EDUC755	Preparing the Thesis/Action Research Project*		1
EDUC778	Student Teaching Placement I		5
EDUC779	Student Teaching Placement II		3
EDUC790	Writing the Thesis/Action Research Project*		+ 3
TOTAL	**Teaching Major**		**36–37**

Course must be taken for credit at Bethel.

K–12 License—TESOL, Visual Arts, World Languages and Cultures (TEAG)

Courses

The required curriculum for the K–12 license comprises a 31 semester credit sequence of courses. For course sequence, request a program calendar from the Graduate School. It is highly recommended that license-only learners enroll in *EDUC614: Educational Research.*

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
EDUC668	Classroom Technology	1
Select one from:		+ 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)

EDUC703	Professional Development	1
EDUC750	Student Teaching Seminar	4
EDUC778	Student Teaching Placement I	5
EDUC779	Student Teaching Placement II	+ 3
TOTAL	**K–12 License**	**31**

Secondary (5–12) License (TEAG)

Courses

The required curriculum for the secondary license comprises a 31–32 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. It is highly recommended that license-only learners enroll in *EDUC614: Educational Research*.

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
EDUC668	Classroom Technology	1
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)

EDUC703	Professional Development	1
EDUC750	Student Teaching Seminar	4
EDUC778	Student Teaching Placement I	5
EDUC779	Student Teaching Placement II	+ 3
TOTAL	**Secondary License**	**31–32**

Gerontology

Programs (M.A., Certificate)
M.A. in Gerontology (GERG)

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

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

- assume leadership or management positions in programs, institutions, or agencies purposed to work with older persons or dedicated to addressing challenges and opportunities associated with the aging of the population;

- develop programs that are well-conceived, professionally planned, and effectively implemented;

- write grants to support the implementation of new ideas and initiatives;

- conduct training programs and events for professionals needing to keep up-to-date on the latest trends and findings;

- provide direct service to the older population through social service, church-based, or mission organizations; and

- use appropriate research processes and results in a variety of gerontology practice settings.

Academic Programs and Disciplines

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 learners progressing through a degree program together.

Courses

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.

Certificate in Gerontology (CGER)

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

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

Program Design

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

Courses

The required curriculum for the Certificate in Gerontology comprises a 15 semester credit sequence of courses. The certificate cannot be earned while enrolled in the M.A. in Gerontology program. 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
GRTG640	Policy Issues in Aging	3
SOCS600	Social Gerontology*	+ 3
TOTAL	**Gerontology Certificate**	**15**

Course must be taken for credit at Bethel.

Academic Programs and Disciplines

Nursing

Nursing Programs (M.S., Certificate)

The M.S. in Nursing and the Nurse Educator and Nurse Leader Certificates 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 abstract thinkers. 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*.

M.S. in Nursing
Major in Nursing (NURG)

The master's program comprises a series of core courses plus the completion of one concentration: Nurse Educator or Nurse Leader. 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; and

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

Program Design—Master's Degree

- Classes meet one evening each week. Courses are offered in a hybrid format.
- 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 learners progressing through a degree program together.

Concentrations

Nurse Educator

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; and
- use leadership principles to improve nursing or healthcare educational systems.

Nurse Leader

This concentration prepares nurses to function as leaders in healthcare 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 healthcare systems.

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

- analyze the organizational structure of a healthcare delivery system to determine leadership strategies for positive change;
- identify trends in the rapidly changing healthcare 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; and
- collaborate with interdisciplinary teams to promote organizational growth and effectiveness.

The required program for the M.S. in Nursing with a Nurse Educator concentration comprises a 44 semester credit sequence of courses. The required program for the M.S. in Nursing with a Nurse Leader concentration comprises a 38 semester credit sequence of courses. Learners who do not already hold a bachelor's degree in Nursing are required to complete additional undergraduate course prerequisites (detailed in the College of Adult & Professional Studies catalog) prior to beginning an M.S. in Nursing program. For course sequence, request a program calendar from the Graduate School.

Courses

Core Courses		Semester Credit Hours
NURS585	Technology Competencies for Nursing Leadership	1
NURS600	Theory Foundations	3
NURS605	Advanced Nursing Leadership*	3
NURS609	Healthcare Informatics	3
NURS615	Global Perspectives of Health*	3
NURS626	Evidence Translation for Practice	3
NURS650	Health Policy	+ 3
TOTAL	**Core Courses**	**19**

Concentration Courses

Nurse Educator

Concentration Courses		Semester Credit Hours
NURS603	Teaching-Learning in Nursing	3
NURS607	Curriculum Development in Nursing	3
NURS658	Assessment and Evaluation in Nursing	3
NURS671	Advanced Health Assessment	3
NURS673	Advanced Pathophysiology	3
NURS675	Advanced Pharmacology	3
NURS771	Nurse Educator Internship I	2
NURS774	Nurse Educator Internship II	3

Capstone Courses

NURS790	Comprehensive Examination*	0
Select one option from:		2

        Option One: Thesis

        NURS751   Master's Thesis I* (1)

        NURS791   Master's Thesis II* (1)

        Option Two: Project

        NURS752   Master's Project I* (1)

        NURS792   Master's Project II* (1)

TOTAL	Nurse Educator Concentration	25

Degree program includes:

Core Courses	19
Concentration	+ 25

TOTAL	**Nursing Major: Nurse Educator Concentration**	**44**

* Course must be taken for credit at Bethel.

Nurse Leader

Concentration Courses		Semester Credit Hours
BUSN640	Economics and Finance for Nursing	3
NURS610	Healthcare Trends and Innovations	3
NURS656	Entrepreneurial Nursing	3
NURS665	Promoting Organizational Health	3
NURS773	Nurse Leader Internship I	2
NURS778	Nurse Leader Internship II	3

Capstone Courses

NURS790	Comprehensive Examination*	0

Select one option from:		+ 2
	Option One: Thesis	
	NURS751 Master's Thesis I* (1)	
	NURS791 Master's Thesis II* (1)	
	Option Two: Project	
	NURS752 Master's Project I* (1)	
	NURS792 Master's Project II* (1)	
TOTAL	Nurse Leader Concentration	19

Degree program includes:

	Core Courses	19
	Concentration	+ 19
TOTAL	**Nursing Major: Nurse Leader Concentration**	**38**

* Course must be taken for credit at Bethel.

Nurse Educator Certificate (CNRE)

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

The Nurse Educator Certificate is for learners who desire to:

- 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; and
- use leadership principles to improve nursing or healthcare educational systems.

Courses

The required curriculum for the Nurse Educator Certificate comprises an 11 semester credit sequence of primarily online courses. Cannot be earned while enrolled in the M.S. in Nursing program. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
NURS603	Teaching-Learning in Nursing	3
NURS607	Curriculum Development in Nursing	3
NURS658	Assessment and Evaluation in Nursing	3
NURS771	Nurse Educator Internship I	+ 2
TOTAL	**Nurse Educator Certificate**	**11**

Nurse Leader Certificate (CNRL)

The Nurse Leader Certificate gives nurses an opportunity for graduate-level coursework foundational to the nursing leadership role. The sequence of courses will include application experiences. The coursework in the Nurse Leader Certificate can be applied to the M.S. in Nursing degree program.

The Nurse Leader Certificate is for learners who desire to:

- analyze the organizational structure of a healthcare delivery system to determine leadership strategies for positive change;
- identify trends in the rapidly changing healthcare 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; and
- collaborate with interdisciplinary teams to promote organizational growth and effectiveness.

Courses

The required curriculum for the Nurse Leader Certificate comprises a 15 semester credit sequence of courses. The certificate cannot be earned while enrolled in the M.S. in Nursing program. For course sequence, request a program calendar from the Graduate School.

Courses		Semester Credit Hours
BUSN640	Economics and Finance for Nursing	3
NURS605	Advanced Nursing Leadership*	3
NURS610	Healthcare Trends and Innovations	3
NURS656	Entrepreneurial Nursing	3
NURS665	Promoting Organizational Health	+ 3
TOTAL	**Nurse Leader Certificate**	**15**

* Course must be taken for credit at Bethel.

Organizational Leadership

M.A. in Organizational Leadership
Major in Organizational Leadership (ORLG)

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

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

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

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

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

Program Outcomes

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

- integrate leadership theory, scholarship, service, and practice for roles in a variety of settings, such as business, civic, education, government, health, nonprofit, religious, social service, and other organizations;
- exhibit sensitivity to the diversity, needs, and perceptions of others;
- assess and evaluate the organizational, local, regional, national, and global implications of leadership;
- evaluate opportunities and desirable futures, and respond in an informed, ethical, moral, and responsible manner;
- communicate effectively, appropriate to the leader's context, through a variety of means;
- adopt various approaches for influencing and leading change;
- develop individuals, teams, networks, and collaboration within and outside the leader's organization;
- assess, synthesize, and apply various models of leadership development and transition for sustainability beyond the tenure of the current leadership; and
- analyze and evaluate leadership dilemmas and develop responses that are consistent with an integrated Christian worldview.

Program Design

- The program coursework is designed to be completed in approximately two years.

- Courses are taken one at a time.

- Classes meet one evening or Saturday morning each week. Electives may be offered on a different schedule. Learners are encouraged to consider a variety of opportunities for elective credit, either from those elective courses offered within the program or from the wide variety of 3-credit-hour courses from other Bethel University Graduate School programs. In most cases, electives will require the approval of the department, and in some cases, the course instructor.

- A supportive learning community is achieved through the cohort model—a small group of learners progressing through a degree program together. Development of a long-term commitment to a single cohort is an important and valuable component of the learning experience.

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 five to six academic terms. For course sequence, request a program calendar from the Graduate School.

Core Courses		Semester Credit Hours
ORGL600	The Leadership Enterprise*	3
ORGL620	Followership: The Other Side of Leadership	3
ORGL625	Scholarly Writing, Thinking, and Practice	3
ORGL635	Organizational Analysis	3
ORGL645	Leadership Development and Formation	3
ORGL650	Organizational Change and Futures	3
ORGL655	Negotiating Conflict through Dialogue	3
ORGL667	Collaborative Leadership and Associative Platforms	3
ORGL691	Integration and Portfolio Development*	2
PHIL625	Ethics, Worldview, and Leadership	3
SOCS640	Leadership in Diverse Cultures	+ 3
TOTAL	**Core Courses**	**32**

Capstone Options   4

<u>Literature Review Option</u>

ORGL790   Literature Review Portfolio Completion*   1

  <u>Select one elective course from:</u>   3

   BUSN675   Leading in a Global Environment (3)

   ORGL605   Topics in Leadership Studies (3)

   ORGL610   Leadership Assessment Seminar (3)

   ORGL760   Directed Study (3)

   ORGL770   Internship (3)

<u>Master's Thesis Option</u>   4

ORGL630   Introduction to Research (2)

ORGL791   Master's Thesis* (2)

<u>Master's Project Option</u>   4

ORGL630   Introduction to Research (2)

ORGL792   Master's Project* (2)

Degree program includes:

  Core Courses   32

  One Capstone Option   + 4

TOTAL   **Organizational Leadership Major**   **36**

* Course must be taken for credit at Bethel.

Academic Programs and Disciplines

Physician Assistant

M.S. in Physician Assistant
Major in Physician Assistant (PASG)

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

According to the Bureau of Labor Statistics, physician assistants will be in great demand in coming years, with the field expected to grow a significant 30% within the decade. The new M.S. in Physician Assistant program at Bethel University is ready to meet that need by preparing skilled practitioners who are trained for the challenges and responsibilities of patient care in clinics, hospitals, and other medical settings.

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

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

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

Accreditation Statement

The ARC-PA has granted Accreditation-Provisional to the Bethel University–MN Physician Assistant Program.

Accreditation-Provisional is an accreditation status. The status indicates that the plans and resource allocation for the program appear to demonstrate the program's ability to meet the ARC-PA Standards, if fully implemented as planned. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from the matriculation of the first class.

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

Program Details

- The program is a full-time master's-level program that meets all day, every day with some evening hours expected, as well as varying hours during clinical rotations beginning the second year.

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

- Students will participate in a systems-based didactic curriculum for the first 15 months (72 credits), preparing them to participate in 12 months of clinical rotations (40 credits).

- Bethel University's Master of Science in Physician Assistant (PA) program is designed as a comprehensive curriculum, and all learners are required to complete the prescribed didactic and clinical coursework. The PA program does not allow for exemption from courses, clinical skills, laboratories, or clinical education regardless of prior experience, degree or credential. Students must matriculate through all aspects of the program and successfully complete all program requirements in order to graduate.

Program Goals

The M.S. Physician Assistant program at Bethel University strives to:

- Develop the skills for competent and excellent medical practice.

  As demonstrated by Bethel's emphasis on being truth-seekers, graduates will possess competence in a balanced core of knowledge drawn from the fields of humanities, natural and social sciences, medical sciences, behavioral sciences, and evidence-based medicine.

- Live out ethical principles and Bethel's academic excellence.

  With Bethel's desire to make right choices as character-builders, PA students and graduates will demonstrate a commitment to personal and professional growth through lifelong and self-directed learning with an understanding of personal wellness and critical thinking skills for carrying out their calling to medical practice.

- Serve their community and all cultures.

  Based upon Bethel's commitment to being world-changers as well as salt and light in the world, students and graduates will recognize the privilege of serving others regardless of color, social, ethnic, religious, or economic status, and will acknowledge a physician assistant's role as one member of the healthcare team.

- Possess integrity and compassion.

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

Outcomes

Graduates of the physician assistant program will be able to:

- practice medicine as competent practitioners who can serve society, the health-care community, and the individual patient in a compassionate manner;

- apply clinical skills necessary to function in a changing healthcare environment;

- demonstrate the skills of primary care PAs by contributing and providing quality healthcare to patients in a variety of clinical settings, especially in the areas designated as "medically underserved;"

- analyze the medical literature by demonstrating an in-depth understanding of medical research methodology and applying it to patient care delivery;

- commit to professional and public service for carrying out compassionate and holistic medical practice in light of a Christian faith and biblical perspective;

- integrate professional values and ethical behaviors expected of the PA in a medical practice setting;

- as a PA, promote the concepts of wellness and prevention of disease for improved patient care and for healthy living;

- synthesize new and advancing medical knowledge in an evidence-based manner for the advancement of new therapies and treatment strategies; and

- use medical information technology, as well as new and modern medical hardware and software, to improve medical care.

Courses

The required curriculum for the M.S. in Physician Assistant comprises a 112 semester credit sequence of courses over 27 months. The program requires four academic terms (15 months) of didactic training plus three academic terms (12 months) of clinical training. For course sequence, see **gs.bethel.edu/academics/ masters/physician-assistant/bethel-pa-course-schedule.pdf**.

Courses		Semester Credit Hours
BIOL600	Human Gross Anatomy and Histology*	4
BIOL600L	Human Gross Anatomy and Histology Lab*	2
BIOL610	Human Medical Physiology*	3
BIOL620	Pharmacology and Therapeutics I*	3
BIOL621	Medical Pathophysiology I*	2
BIOL630	Pharmacology and Therapeutics II*	3
BIOL631	Medical Pathophysiology II*	2
BIOL640	Pharmacology and Therapeutics III*	3

BIOL641	Medical Pathophysiology III*	2
PHAS601	Introduction to History and Physical Examination*	2
PHAS601L	Introduction to History and Physical Examination Lab*	1
PHAS602	Patient Assessment and Diagnostics I*	2
PHAS602L	Patient Assessment and Diagnostics Lab I*	1
PHAS603	Patient Assessment and Diagnostics II*	2
PHAS603L	Patient Assessment and Diagnostics Lab II*	1
PHAS604	Patient Assessment and Diagnostics III*	2
PHAS604L	Patient Assessment and Diagnostics Lab III*	1
PHAS611	Foundation to Clinical Medicine*	4
PHAS612	Clinical Medicine I*	6
PHAS613	Clinical Medicine II*	6
PHAS614	Clinical Medicine III*	5
PHAS621	Evidence-based Medicine and Research I*	2
PHAS622	Medical Problem Solving I*	1
PHAS623	Medical Problem Solving II*	1
PHAS624	Medical Problem Solving III*	1
PHAS632	PA Professional Practice Issues I*	2
PHAS633	Cultural and Prevention Competency*	2
PHAS634	Christian Healthcare and Applied Medical Ethics*	3
PHAS641	Evidence-based Medicine and Research II*	2
PHAS710	Clinical Field Placements I*	12
PHAS720	Clinical Field Placements II*	12
PHAS730	Clinical Field Placements III*	12
PHAS735	PA Professional Practice Capstone*	2
PHAS790	Evidence-based Medicine Project / Thesis*	+ 2
TOTAL	**Physician Assistant Major**	**112**

Course must be taken for credit at Bethel.

Academic Programs and Disciplines

Psychology

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

M.A. in Counseling Psychology
Major in Counseling Psychology (COPG)

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

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

The coursework includes the theoretical and research bases of the discipline, ethical/spiritual issues related to the profession, and a wide range of counseling skills. In addition, the 700-hour practicum synthesizes and applies these elements in a clinical setting. To earn the degree, 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 license in Minnesota as a Licensed Professional Counselor or Licensed Professional Clinical Counselor (Board of Behavioral Health and Therapy).

An additional license option for learners completing the M.A. in Counseling Psychology is to complete additional coursework and clinical practicum hours in the area of marriage and family therapy and apply for license through the Board of Marriage and Family Therapy. 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 including one summer session.
- 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 who will progress through their degree program together.
- Two cohorts begin each academic year in the fall term.

Courses

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

Courses		Semester Credit Hours
PSYC638	Counseling Theory	3
PSYC642	Integration of Psychology and Worldview	3
PSYC643	Counseling Microskills	3
PSYC645	Introduction to Family Systems	3
PSYC654	Research Methods and Treatment of Data	3
PSYC656	Psychopathology	3
PSYC660	Neuropsychology	3
PSYC661	Ethics and Professional Issues	3
PSYC671	Lifespan Development	3
PSYC781	Practicum I*	4
PSYC783	Practicum II*	+ 4
TOTAL	**Core Courses**	**35**

Course must be taken for credit at Bethel.

Select one concentration option:

Child and Adolescent Counseling Concentration

Concentration Courses		Semester Credit Hours
PSYC621	Therapeutic Art and Play	3
PSYC623	Individual and Group Microskills with Children and Adolescents	3
PSYC625	Child and Adolescent Psychopathology and Assessment	3
PSYC648	Individuals and Family in Cultural Context	+ 3
TOTAL	**Child and Adolescent Counseling Concentration**	**12**

Community Counseling Concentration

Concentration Courses		Semester Credit Hours
PSYC647	Group Therapy	3
PSYC651	Psychological Assessment	3
PSYC657	Human Sexuality and Therapy	3
PSYC658	Multicultural Counseling	+ 3
TOTAL	**Community Counseling Concentration**	**12**
Select one capstone option from:		+ 3–6
	Option One: Examination	
PSYC790	Comprehensive Examination* (3)	
	Option Two: Thesis	
PSYC791	Thesis I* (3)	
PSYC792	Thesis II* (3)	
TOTAL	**Counseling Psychology Major**	**50–53**

Course must be taken for credit at Bethel.

Certificate in Child and Adolescent Mental Health (CAMH)

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

- EBD teachers (master's level);
- school counselors, social workers, and psychologists;
- licensed independent clinical social workers;
- licensed marriage and family therapists;
- licensed counselors and psychologists;
- youth/children's ministry pastors; and
- 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; and
- your personal perspective on the integration of faith and working with children and adolescents.

Program Design

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

Courses

The required curriculum for the Certificate in Child and Adolescent Mental Health comprises a 12 semester credit sequence of courses. The certificate cannot be earned while enrolled in the M.A. in Counseling Psychology program.

Courses		Semester Credit Hours
PSYC623	Individual and Group Microskills with Children and Adolescents	3
PSYC625	Child and Adolescent Psychopathology and Assessment	3
Select one from:		3
	PSYC645	Introduction to Family Systems (3)
	PSYC648	Individuals and Family in Cultural Context (3)
Select one from:		+ 3
	PSYC609	Therapeutic Play (3)
	PSYC613	Expressive Therapies with Children and Adolescents: Art, Play, Drama, Music (3)
	PSYC621	Therapeutic Art and Play (3)
TOTAL	**Certificate in Child and Adolescent Mental Health 12**	

Course Descriptions

Biology

BIOL600 • Human Gross Anatomy and Histology   4 credits
(PASG)

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

BIOL600L • Human Gross Anatomy and Histology Lab   2 credit
(PASG)

Laboratory experience accompanying BIOL600. Corequisite: BIOL600.

BIOL610 • Human Medical Physiology   3 credits
(PASG)

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

BIOL620 • Pharmacology and Therapeutics I   3 credits
(PASG)

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

BIOL621 • Medical Pathophysiology I   2 credits
(PASG)

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

BIOL630 • Pharmacology and Therapeutics II   3 credits
(PASG)

This is the second course in a series of three clinical pharmacology courses taught in a systems-based approach with the Clinical Medicine series. The course explores clinical implications of pharmacology for these topics (but not limited to): dermatologic, endocrine, neurologic, psychiatric and musculoskeletal/rheumatologic.

Course Descriptions

BIOL631 • Medical Pathophysiology II   2 credits
(PASG)

This is the second of three pathophysiology courses offered concurrently with the Clinical Medicine series. Pathophysiology at the molecular, cellular, organ, and total body levels will be discussed in each body system. Systems covered include, but are not limited to: dermatologic, endocrine, neurologic, psychiatric, and musculoskeletal/rheumatologic.

BIOL640 • Pharmacology and Therapeutics III   3 credits
(PASG)

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

BIOL641 • Medical Pathophysiology III   2 credits
(PASG)

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

Business

BUSN501 • Research Skills Seminar   0 credits

Designed to update learners' research skills using the Bethel University Library, online indexes/databases, and other online resources. A foundation of using Moodle (Bethel's course management system), basic use of APA citation style, and other student survival tools needed to complete the research requirements of future MBA courses. Enrollment in this seminar is limited to accepted and currently enrolled MBA learners. Seminar fee: $25.

BUSN505 • Data Skills Seminar   0 credits

Designed to provide learners with the needed knowledge and skills to enter *BUSN605: Data and Decision Making* at the required minimal level of statistical competence. This seminar and the accompanying assessment will help MBA learners assure their conditional knowledge to be successful in the MBA program. Incoming learners to the MBA program may demonstrate their competence by completing this seminar or by completing the sample Statistics Assessment. Learners may also choose to complete both the seminar and the Statistics Assessment to gain a higher level of confidence. Topics will include measure of central tendency, standard de-

viation, variability, probability, and regression analysis. Enrollment in this seminar is limited to accepted and currently enrolled MBA learners. Seminar fee: $25.

BUSN525 • Managerial Finance Skills Seminar   0 credits

Designed to provide learners the needed knowledge and skills to enter *BUSN625: Managerial Finance* at the required minimal level of financial competence. This seminar and the accompanying assessment will help MBA learners assure their foundational knowledge to be successful in the MBA program. Incoming learners to the MBA program may demonstrate their competence by completing this seminar or by completing the sample Managerial Financial Assessment. Learners may also choose to complete both the seminar and the Finance Assessment to gain a higher level of confidence. Topics will include financial analysis, short- and long-term financing, budgeting, debt, risk, valuing financial products, and financial markets. Learners will be asked to employ financial spreadsheets. Enrollment in this seminar is limited to accepted and currently enrolled MBA learners. Seminar fee: $25.

BUSN545 • Marketing Skills Seminar   0 credits

Designed to provide learners with the needed knowledge and skills to enter *BUSN645: Marketing Management* at the required minimal level of marketing competence. This seminar and the accompanying assessment will help MBA learners assure their foundational knowledge to be successful in the MBA program. Incoming learners to the MBA program many demonstrate their competence by completing the seminar and the Marketing Assessment. Learners may also choose to complete both the seminar and the Marketing Assessment to gain a higher level of confidence. Topics included in the seminar will include valuing markets, six P's of marketing, creating value, and the basics of marketing strategies. Enrollment in this seminar is limited to accepted and currently enrolled MBA learners. Seminar fee: $25.

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. MBA coaching and assessment fee: $300. Prerequisite: BUSN501.

BUSN601 • Introduction to Business Strategy   3 credits
(BUAG)

Introduction to the function that strategy plays in the management of all successful and sustainable enterprises. Learners study the strategy-making and execution process in light of long-term sustainability and an ethical framework. Learners will evaluate interrelationships between a company's external environment, internal resources, firm capabilities, and competitive strategy selection.

BUSN602 • Introduction to Business Strategy for Entrepreneurs
(BUAG)

3 credits

This course is an introduction to the essential function that both strategy and business risk play in the conception and execution of all successful start-up businesses. Learners will study the strategy-forming process in light of frameworks for long-term sustainability and ethical business practices. Learners will evaluate interrelationships between a company's external environment, risk management, internal resources, firm capabilities, and competitive strategy selection using the entrepreneurship model.

BUSN605 • Data and Decision Making
(BUAG)

3 credits

Study of quantitative and qualitative research principles. Learners will develop an ability to effectively evaluate and act upon common 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. Prerequisites: BUSN505 and BUSN600.

BUSN610 • Organizational Behavior
(BUAG)

3 credits

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 intergroup conflict and cooperation in order to develop the 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 and BUSN605.

BUSN615 • Managerial Accounting
(BUAG)

3 credits

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

BUSN621 • Business and Environmental Perspectives
2 credits

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: BUSN525, BUSN600, BUSN615, and undergraduate accounting course.

BUSN626 • Funding the Start-Up: 3 credits
Managerial Finance for Entrepreneurs
(BUAG)

This course focuses on the unique financial management challenges of starting a business from the ground-up. Instruction and case-study work on the financial consequences of entity choices, the forms and stages of funding, debt and equity, tax management and policy, contributions, valuations, profit and loss allocation, dissolution and changes of ownership. Extensive use of case studies and financial spreadsheets should be expected. Prerequisites: BUSN525, BUSN600, BUSN615, and undergraduate accounting course.

BUSN627 • Advanced Managerial Finance   2 credits
(BUAG)

A computer-based business simulation (CapSim) provides learners the opportunity to operate a business in a virtual environment. A given business situation requires professional business decisions from learner teams. With each set of business decisions, learners receive feedback on their operations, marketing, accounting, finance, human resources, and labor relations decisions. Immediate feedback demonstrates the learners' abilities to properly synthesize, evaluate, diagnose, and make proper decisions to cause both short- and long-range improvements in their company. Prerequisite: BUSN625 or BUSN626.

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.

BUSN631 • Global Strategic Technology Management   3 credits
(BUAG)

Introduction to issues and opportunities associated with managing the technology components of a global enterprise. Course materials cover major technology principles, dilemmas, and applied strategies. Learners develop a comprehensive plan to deploy a new technology in their organization or an evaluation of an organization's technology success or failure.

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

Application of economic, finance, and accounting principles to examine complex strategic and operational decisions for 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 email marketing. Prerequisites: BUSN545, BUSN600, and BUSN605.

BUSN646 • Global Marketing Management   3 credits
(BUAG)

Opportunities, strategies, problems, and challenges involved in international marketing. Learners examine major marketing principles and applied strategies to meet present marketplace challenges. Learners develop an international marketing plan or evaluation of a major corporation's marketing success or failure. Knowledge of cultural challenges and environments are a prerequisite for success.

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 nonprofit organizations, to both service and manufacturing organizations, and to virtually any functional area of industry. Prerequisites: BUSN600 and BUSN605.

BUSN652 • Global Operations Management   3 credits
(BUAG)

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

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

Study of practical knowledge of legal issues and principles that often arise in the business environment. The purpose is to identify legal difficulties before they arise and to effectively strategize to avoid occurrence of legal problems. 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.

BUSN657 • Legal, Regulatory, and Governance   3 credits
for Entrepreneurs
(BUAG)

This course equips learners with practical knowledge of the legal issues that arise in the conception, formation, financing, managing, owning and selling of a business. The purpose is to create a life-cycle conception of a business enterprise and identify its legal needs and difficulties before they arise. Course coverage includes choice of business entity, tax considerations, governance and control, shareholder rights, intellectual property protection, contract formation and disputes, and regulatory compliance. Prerequisite: BUSN600.

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

An elective course in which learners will gain firsthand 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. Required for the MBA with a concentration in Global Business Management. May be taken as an elective if enrolled in the MBA or MBA with an Emphasis tracks.

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, BUSN625 or BUSN626, BUSN627, BUSN630 or BUSN631, BUSN645 or BUSN646, BUSN651 or BUSN652, BUSN656 or BUSN657, BUSN675 or HRMA641, ECON635, and PHIL660.

Communication

COMM600 • Introduction to Communication Studies　　3 credits
(COMG)

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)

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. Prerequisite: COMM600 or enrollment in Postsecondary Teaching Certificate program.

COMM610 • Advanced Media Communication　　3 credits
(COMG)

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. Prerequisite: COMM600.

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. Prerequisite: COMM600.

COMM620 • Cross-cultural Communication　　3 credits
(COMG)

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. Prerequisite: COMM600.

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. Prerequisite: COMM600.

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. Prerequisite: COMM600.

COMM645 • Public Presentations   3 credits
(COMG)

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. Prerequisite: COMM600.

COMM670 • Group Communication and Conflict   3 credits
(COMG)

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. Prerequisite: COMM600.

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)

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 learners, 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 and 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, and 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, and COMM722. Corequisite: COMM723.

COMM750 • Leadership Assessment Seminar   2 credits
(COMG)

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.

COMM790 • Comprehensive Examination   0 credits
(COMG)

Graded on an *S/U* basis. Prerequisites: COMM600, COMM605, COMM610, COMM620, COMM645, COMM670, and COMM676.

COMM791 • Master's Thesis   6 credits
(COMG)

Graded on an *S/U* basis. Prerequisites: COMM615, COMM625, and COMM790.

COMM792 • Master's Project   6 credits
(COMG)

Graded on an *S/U* basis. Prerequisites: COMM615, COMM625, and COMM790.

Course Descriptions

Economics

ECON535 • Economic Skills Seminar   0 credits

Designed to provide learners with the needed knowledge and skills to enter ECON635: Managerial Economics at the required minimal level of awareness in micro and macro (business) economics. This seminar and the accompanying assessment will help MBA learners assure their foundational knowledge to be successful in the MBA program. Incoming learners to the MBA program may demonstrate their competence by completing this seminar or by completing the sample Economics Assessment. Learners may also choose to complete both the seminar and the Economics Assessment to gain a higher level of confidence. Topics developed in the seminar will include definitions of macro and micro economics, evaluating risk, concepts of supply and demand, and the impact of the global markets on regional products. Enrollment in this seminar is limited to accepted and currently enrolled MBA learners. Seminar fee: $25.

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, BUSN625 or BUSN626, and ECON535.

Education

EDUC600 • Explorations in K–12 Literature   3 credits
(CLTR, 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.

EDUC601 • Foundations of Reading   2 credits
(CLTR, 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 sociocultural 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
(CLTR, 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 students. Prerequisite: EDUC601.

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
(CLTR, 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: EDUC601 and EDUC602.

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: $100. Prerequisite: acceptance into the Master of Arts in Teaching program.

EDUC613 • Social Issues and Alternative Methods   2 credits
in Special Education

Focus is on current social issues a#ecting 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.

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. Course is required of all master's degree-seeking learners and is strongly recommended for learners seeking a license. Course should be taken with a cohort of the learner's same major except with program director's permission. Graded on an *S/U* basis.

EDUC616 • Improving Instruction   3 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.

EDUC618 • Strategy Instruction in Content Areas   2 credits
(CLTR, EDUG, LIEG)

Exploration of comprehension strategies that assist textbook understanding. A wide range of expository texts found in a variety of disciplines and content areas will be examined. Examination of behaviors of adolescent readers. Prerequisites: EDUC600, EDUC601, and EDUC602.

EDUC621 • Foundations in Education   3 credits
(SPEG, 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
(CLTR, 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, and EDUC618.

EDUC624 • Introduction to Theories and Practices of Teaching and Learning 3 credits
(SPEG, 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.

EDUC630 • General Teaching Methods for 5–12 Classrooms 3 credits
(SPEG, 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.

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, EDUC618, EDUC622, and EDUC637.

EDUC636 • Consultation and Collaboration 2 credits

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.

EDUC637 • Leadership and Supervision in Reading 1 credit
(EDUG, LIEG)

Examination of the role of a literacy coach in assisting and directing district and school-wide supportive programs. Exploration of fiscal considerations and effective practices for designing and operating a brief clinical experience for selected at-risk readers. Learners will develop expertise in planning, providing, and reporting about effective intervention programs. Prerequisites: EDUC602, EDUC607, EDUC618, and EDUC622.

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.

EDUC650 • Portfolio and Licensing — 1 credit

Required of all learners currently enrolled in a Bethel University Graduate School degree program who have a teaching license and are seeking to add a license or to add to a license by taking a program-director-determined list of courses within a license program in a specified content area. Learners will demonstrate proficiency in designated Minnesota state standards via a portfolio. Graded on an *S/U* basis. Prerequisites: program director permission, Bethel University Graduate School degree program current enrollment.

EDUC651 • Portfolio and Licensing — 1 credit

Required of all learners not currently enrolled in a Bethel University Graduate School degree program who have a teaching license and are seeking to add a license or to add to a license by taking a program-director-determined list of courses within a license program in a specified content area other than those specified in EDUC653. Learners will demonstrate proficiency in designated Minnesota state standards via a portfolio. Course fee: $500. Graded on an *S/U* basis. Prerequisite: program director permission.

EDUC652 • Writing Instruction and Literacy Practices — 3 credits
(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.

EDUC653 • Portfolio and Licensing — 1 credit

Required of all learners not currently enrolled in a Bethel University Graduate School degree program who have a teaching license and are seeking to add a license or to add to a license by taking a program-director-determined list of courses within a license program in Teachers of Computer, Keyboarding and Related Technology Applications or Teacher Coordinator of Work-based Learning. Learners will demonstrate proficiency in designated Minnesota state standards via a portfolio. Course fee: $300. Graded on an *S/U* basis. Prerequisite: program director permission.

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.

Course Descriptions

EDUC661 • Field Experience   1 credit
(SPEG, TEAG)

In-school experience providing opportunity to observe a classroom teacher and to assist and/or to teach in a class. Learners may complete this field experience through one of three options: paraprofessional, short-term substitute teacher, or a 30-hour in-school experience.

EDUC662 • Policy and Practice in Reading   3 credits
(EDUG, LIEG)

A deeper understanding for literacy leaders of how public policy in education is shaped and how policy initiatives impact reading instruction. The role of advocacy in shaping educational reforms; the mechanisms that directly and indirectly impact policy outcomes; and the consequences of school, district, state, and federal policy initiatives.

EDUC663 • Understanding Diversity and Student Needs   2 credits
(SPEG, 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
(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.

EDUC668 • Classroom Technology   1 credit
(SPEG, TEAG)

This course will explore various forms of technology that expand classroom learning as well as technology that facilitates communication between teachers and their colleagues, their students, and their students' guardians. Graded on an *S/U* basis.

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

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.

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 coursework, 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.

EDUC703 • Professional Development   1 credit
(TEAG)

This course is a culmination of the coursework for the MAT program. In this course learners have an opportunity to reflect upon their teaching experiences to help prepare them for applying and interviewing for a teaching position. The course allows learners to discuss professional behaviors, to identify teaching skills, to become aware of current issues facing school districts, and to develop a plan for professional growth to prepare the learner for their first teaching job. Prerequisites: EDUC750 and EDUC778.

EDUC705 • History and Advancement of   3 credits
Work-based Learning
(EDUG, TWBL)

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

EDUC707 • Designing School-based Instruction for   3 credits
Work-based Learning Programs
(EDUG, TWBL)

Learners design instruction for work-based programs that connects 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 License.

EDUC709 • Implementing and Monitoring Work-based Learning Programs   3 credits
(EDUG, TWBL)

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

EDUC711 • Technology Applications for K–12 Schools   3 credits
(EDUG, TCKT)

Learners will explore technology tools (primarily software) for instructional and student use at the K–12 level. Learners will understand the legal, ethical, and safety issues of technology applications in schools. Specific projects will focus on keyboarding and other computer input devices in word processing and other software applications, including Microsoft Office suite of programs. Course time will also be devoted to emerging technologies and the changing nature of technology.

EDUC712 • Technology Integration for K–12 Schools   3 credits
(EDUG, TCKT)

Strategies for planning and implementing technology integration (teaching and curriculum focus) at the K–12 level. Role of leadership in developing a shared vision for integrating technology into learning. Role of technology coordinator in schools. Writing curriculum designed to integrate technology into content areas. Policies and procedures necessary for the use of technology. Prerequisite: EDUC711.

EDUC713 • Providing Leadership in Educational Technology for K–12 Schools   2 credits
(EDUG, TCKT)

Development of skills for taking a leadership role in district technology planning, implementation, and assessment. Role of leadership in developing a shared vision for integrating technology into learning. Writing plans for the use of technology. Designing professional development activities. Prerequisite: EDUC711.

EDUC715 • Practicum   1 credit
(EDUG, TCKT)

Complete approximately 30–40 hours of practicum tasks at a school site, gaining hands-on experience in the use of technology to enhance learning. Write and teach keyboarding and other technology curriculum. Participate in technology planning and integration. Job shadow and interview technology leaders. Graded on an *S/U* basis. Prerequisites: EDUC711, EDUC712, EDUC713.

EDUC718 • Methods of Online Teaching for K–12   3 credits
(EDUG)

Distance learning theories and best pedagogical practices of online course design and delivery. Use a learning management system to design online course content. Facilitate a strong sense of community and collaboration. Create effective supporting structures, foster effective online classroom management, evaluate student learning, and provide appropriate feedback and assessment.

EDUC730 • Introduction to Differentiation   3 credits
and Responsive Teaching
(EDUG)

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

EDUC731 • Responsive Pedagogy for   3 credits
English Language Learners
(EDUG)

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

EDUC732 • Culturally Responsive Instruction   3 credits
(EDUG)

Through stories, learners will examine multicultural research, theory, and practice. Learners will explore their role as teacher in a culturally changing learning environment as they develop instructional strategies based on research-based best practice to become culturally responsive practitioners.

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. Graded on an *S/U* basis.

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).

EDUC771 • Curriculum Processes   3 credits
(EDUG, CIBE)

This course is the first in a series of four integrated courses. When all are completed successfully, participants will be eligible to register for an IB Certificate. The focus of IB Curriculum Processes will be on these four essential questions. 1) What is international-mindedness, and how does the International Baccalaureate's mission and philosophy promote it? 2) What are the principles of learning that underpin International Baccalaureate curriculum? 3) What are the curriculum and instructional designs that make the Primary Years Programme, Middle Years Programme, and the Diploma Programme unique? 4) What implications does the International Baccalaureate mission and philosophy have for matters of worldview?

EDUC772 • Assessment and Learning   3 credits
(EDUG, CIBE)

This course is the second in a series of four integrated courses. When all are completed successfully, participants will be eligible to register for an IB Certificate. The focus of IB Assessment and Learning will be on these four essential questions. 1) What is the role of assessment in International Baccalaureate? 2) What assessment strategies and assessment tools are emphasized in all three programmes? 3) What assessment strategies and assessment tools make the three programmes unique? 4) How is assessment connected to international-mindedness? Prerequisite: EDUC771.

EDUC773 • Teaching and Learning   3 credits
(EDUG, CIBE)

This course is the third in a series of four integrated courses. When all are completed successfully, participants will be eligible to register for an IB Certificate. The focus of IB Teaching and Learning will be on these five essential questions. 1) What are the learning strategies that are appropriate to effectively implement the IB programmes? 2) What teaching strategies, learning activities, and learning resources support the learner outcomes of the three IB programmes? 3) How do the three IB programmes support the learning needs of all students? 4) What resources support the learner outcomes of the three IB programmes? 5) How can worldview and international-mindedness be integrated into teaching and learning? Prerequisites: EDUC771 and EDUC772.

EDUC774 • Capstone   1 credit
(EDUG, CIBE)

This course concludes a series of four integrated courses. When all are completed successfully, participants will be eligible to register for an IB Certificate. The focus of the capstone will be on two essential questions: 1) How does reflective practice and collaborative work support International Baccalaureate standards and practice? 2) What experiences can contribute to the learning of others for the purpose of becoming better members of the global community? Prerequisites: EDUC771, EDUC772, and EDUC773.

EDUC777 • Mentorship for New Teachers   1 credit

This course consists of guidance and feedback from a mentor teacher to first-year teachers: individualized and/or small, content-area peer groups. Topics include classroom management, time management, professional development, and curriculum development. Graded on an *S/U* basis. Prerequisite: student teaching.

EDUC778 • Student Teaching Placement I   5 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. Taken concurrently with EDUC750. Lab fee: $100, out-of-region fee: $100, out-of-state fee: varies. Graded on an *S/U* basis. Prerequisite: departmental approval.

EDUC779 • Student Teaching Placement II   3 credits
(TEAG)

Continued practice of prior teaching experience under the supervision of a co-operating teacher and a college supervising teacher while learners teach. Taken concurrently with EDUC750. Lab fee: $50, out-of-region fee: $100, out-of-state fee: varies. Graded on an *S/U* basis. Prerequisite: departmental approval.

EDUC782 • Student Teaching: Emotional/   3 credits
Behavioral Disorders K–12

For learners seeking an initial license, a 10-week student teaching experience is required. For learners who hold a current teaching license and are seeking an add-on license, a minimum eight-week student teaching experience is required. Experience working with children or youth from various grade levels who have emotional/behavioral disorders. 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. A portfolio, including artifacts from required Minnesota Special Education stan-

dards, is submitted by the learner, culminating their student teaching experience. May be taken concurrently with SPED613, SPED618, and SPED675. Course fee: $100, out-of-region fee: $100, out-of-state fee: varies. Graded on an *S/U* basis. Prerequisites: EDUC660, SPED670, SPED600, SPED604, SPED610, SPED625, SPED655, and departmental approval.

EDUC784 • Student Teaching: 3 credits
Learning Disabilities K–12

For learners seeking an initial license, a 10-week student teaching experience is required. For learners who hold a current teaching license and are seeking an add-on license, a minimum eight-week student teaching experience is required. Experience working with children or youth from various grade levels having 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. A portfolio, including artifacts from required Minnesota Special Education standards, is submitted by the learner culminating their student teaching experience. May be taken concurrently with EDUC613, SPED618, and SPED675. Course fee: $100, out-of-region fee: $100, out-of-state fee: varies. Graded on an *S/U* basis. Prerequisites: EDUC660, SPED670, SPED600, SPED606, SPED610, SPED614, SPED615, SPED625, SPED655, and departmental approval.

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 and EDUC755.

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

Learners elaborate on the historical, cultural, and philosophical roots and trends that have contributed to educational practices today. They critique current and emerging roles of educational leaders in light of these roots and trends in the establishment of policy and practice, both in the school and the community at large. In addition, learners synthesize current prevailing cultural and philosophical "drivers" in learners' educational settings. Ed.D. assessment fee: $300.

EDUC801 • Historical, Cultural, and Philosophical   3 credits
Issues Impacting School Leadership
(EDLD)

Learners elaborate on the historical, cultural, and philosophical roots and trends that have contributed to educational practices today in higher education. They critique current and emerging roles of educational leaders in light of these roots and trends. Learners focus on practices of self-differentiation and reflection, which are essential to both the ongoing process of personal formation and the ability

to inspire and lead positive change in our diverse world. In addition, learners synthesize current prevailing cultural and philosophical "drivers" in learners' educational settings. Ed.D. assessment fee: $300.

EDUC805 • Principles of Organizational Leadership   3 credits
(EDLD, EDUG)

Learners examine the theory and practice of leadership applied to educational settings. They analyze and critique leading organizational leadership theories, both educational and managerial, as well as change theory with emphasis on their implementation in practical educational settings. Exploration of a faith-informed worldview is incorporated with these theories and practices. Learners construct philosophical and values anchors, vision cast, develop shared priorities and commitments, and implement vision through policy and program development.

EDUC810 • Curriculum and Instructional Management   3 credits
and Student Development
(EDLD, EDUG)

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. Learners critique cognitive and behavioral issues and theories of learning as they affect student performance. They analyze and practice 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.

EDUC812 • Curriculum Design and Instructional   3 credits
Management in Higher Education
(EDLD)

Learners analyze the fundamentals of curriculum design; effective curriculum planning and implementation; along with trends, issues, forces, and ideas affect-ing curriculum in higher education. Learners synthesize cognitive and behavioral issues and theories of learning as they affect the performance of both undergradu-ate and graduate-level learners. Student development theory and personal and professional formation are also explored. Critiquing various models of working with academic departments is pursued. There is an examination and practice of effective techniques for working with culturally and academically diverse student populations. Prerequisite: enrollment in this course requires prior permission of the Ed.D. program director.

EDUC815 • Technology in K–12 Education   3 credits
(EDLD)

Learners consider the importance of technology in both the administrative and academic affairs of an educational setting, which requires a high degree of technical knowledge and competence in leadership. School administrators will develop per-sonal 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.

EDUC817 • Technology and Effective Teaching Online in Higher Education   3 credits
(EDLD)

Learners explore the theory and tools of teaching online courses at colleges and universities. Learners develop personal computing competence relative to instructional functions and educational leadership. Academic computing applications and systems, networking, budgeting, and legal/moral issues are important elements of the course. Learners also critique models for ongoing technology strategic planning and evaluation. Prerequisite: enrollment in this course requires prior permission of the Ed.D. program director.

EDUC820 • Doctoral Research I   3 credits
(EDLD)

First in a series of four research methods courses in the doctoral program. Throughout these research courses, learners 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
(EDLD)

Learners explore development of the cultural self and the dynamics of interaction across cultures. Learners identify and analyze their own cultural identities and interpret the role of culture in the formation of their worldview. Students distinguish cultural distinctions of other people groups. Learners demonstrate the ability to adapt educational programming to the needs of diverse constituencies. They focus on creating and monitoring a positive environment for all students and staff members, serving as a spokesperson for the welfare of all learners in a multicultural context, and promoting sensitivity of diversity.

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

Learners, as school leaders, analyze their schools in depth to ensure that essential programs are in place. Examination of valuable educational practices that successfully address the needs of students and staff. Development of specific plans for school environment that consist of student engagement, attention to safety, relationships, and creating a learning atmosphere where students and staff thrive. Learners will apply a personal belief system and explore best practices.

EDUC832 • Leadership of Academic and Support Systems   3 credits
in Higher Education
(EDLD)

Learners analyze leadership within academic and support departments in colleges and universities. Topics include college student development, human resource departments, communication and marketing, security and safety, scheduling, alumni services, accreditation, and admissions. Learners integrate their personal values and belief system with identified best practices in affirming their personal style of serving as inspirational leaders.

EDUC835 • Measurement and Assessment   3 credits
(EDLD)

Learners practice concepts and skills involved in employing descriptive statistics. They summarize the principles and practices involved in the assessment processes used in educational institutions. They also evaluate their uses, misuses, and limitations. Ethical issues in assessment and factors that influence test performance are debated. Investigation and discussion of current scholarly research on a specific issue in the field of educational measurement and assessment is constructed by the learners.

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

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

EDUC842 • Leadership and Strategic Planning   3 credits
in Higher Education
(EDLD)

Learners frame major categories and practical actions required to lead the operations of a college or university. They integrate mission, vision, strategic planning, and related budgeting issues. Learners cultivate the important areas of: personnel supervision and management, delegation of authority and accountability, motivation, internal and external communications, politics in education, public and media relations, team building, and working with a Board of Trustees. Learners elaborate on developing positive and vibrant cultures and environments within colleges and universities. Prerequisite: enrollment in this course requires prior permission of the Ed.D. program director.

EDUC845 • Doctoral Research II   3 credits
(EDLD)

Second in the series of four research methods courses in the doctoral program. Focus is on quantitative research. Second major focus is on ethics in research, culminating in the requirement of learners to complete the CITI training modules. Learners continue to build the dissertation prospectus. Graded on an *A–F* or *S/U* basis. Prerequisite: EDUC820.

EDUC850 • Doctoral Research III   3 credits
(EDLD)

Third in the series of four research methods courses in the doctoral program. Focus is on quantitative research, particularly data collection and analysis. Learners continue to build the dissertation prospectus. Graded on an *A–F* or *S/U* basis. Prerequisite: EDUC845.

EDUC855 • Leaders as Agents of Change   3 credits
(EDLD)

Participants are immersed in the educational change/problem-solving process enabling them to see the need for change. Learners develop and build visionary leadership capacity and skill for designing, leading, and sustaining meaningful ongoing educational change. They analyze current changes and trends in our world while considering their impact on education. They interact with various leaders in the area of change. Learners examine a variety of change literature, identify a complex change initiative in their own context/setting, and develop philosophies and strategies for implementing significant change through a course project.

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

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.

EDUC862 • Legal Issues in Higher Education   3 credits
(EDLD)

Learners focus on the legal foundations of educational policy, statutory themes, and case law as they affect the needs of college and university leaders. Emphasis is given to personnel management and the Higher Educational Authorization Act. Learners critique and interpret legal basis for relationships among educational institutions, governments, foundations, special interest groups within the local setting and throughout the world. Learners analyze the processes of dealing with the legal issues and risks faced by academic institutions and leaders, including any current issues in learners' work environments.

EDUC865 • Resource Management in K–12 Education   3 credits
(EDLD)

Learners 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.

EDUC867 • Resource Management in Higher Education   3 credits
(EDLD)

Learners explore important concepts of macro economics and relate them to current issues within postsecondary educational institutions. Learners explore topics such as sources and expenditures of resources in education; budgeting; accounting; resource allocation; and business practices that ensure accountability, accuracy, and transparency. Development offices and foundations supporting institutional advancement are explored. Learners elaborate on the effective use of teams in planning resource allocations. They analyze and critique the structure and implementation of the learner's current university budget through a major course project.

EDUC870 • Doctoral Research IV   3 credits
(EDLD)

Fourth in a series of four research methods courses in the doctoral program. Throughout these research courses, learners 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 this course as well. Graded on an *A/F* or *S/U* basis. Prerequisite: EDUC850.

EDUC875 • Special Education Policy, Law, and Finance   2 credits
(EDLD)

Learners engage in discussion, activities, and reflections as they prepare to provide leadership in implementing effective special education programs in local school districts. Primary objectives include assisting learners in understanding special education policy, special education law, and special education finance and applying this learning in an educational leadership role.

EDUC876 • Special Education Organization Management   2 credits
(EDLD)

Learners engage in discussion, activities, and reflections as they prepare to oversee and influence special education organizational management. Primary objectives include assisting learners in understanding the role that policy and procedures play in school district governance and administration, demonstrating knowledge of statutory regulations affecting special education governance, and understanding the various special education administrative models that are utilized in Minnesota.

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

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

EDUC881 • Comprehensive Examination and Portfolio Review   0 credits

Register for this class following completion of the final course. This course includes the comprehensive examination and the portfolio review for the certificate. Graded on an *S/U* basis. Prerequisite: Enrollment in this course requires prior permission of the Ed.D. program director.

EDUC882 • Directed Study   4 credits
(EDLD)

Learners can 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 learners completing the Ed.D. degree and not seeking license. The *Directed Study* form can be found through Blink (Home tab > Forms channel > Graduate School Programs > Graduate Students > Directed Study).

EDUC885 • Leadership Internship in Higher Education   4 credits
(EDLD)

This leadership internship in higher education is designed to enhance coursework through practical application of knowledge and theories. The placement is under the joint supervision of a Bethel University faculty member and an onsite mentor who is currently serving as a leader in higher education. This internship may be paid or unpaid, depending on the policies of the hosting college or university. Direct experience in leadership duties is required, and a synthesis of learning between the academic program and administrative needs of the host higher education institution is accomplished.

EDUC886 • K–12 Principal Internship   4 credits
(EDLD)

The principal internship is a school-based experience of at least 320 hours (200 hours for those already certified as elementary or secondary principals and seeking K–12 license) to be completed within a one-year time period. A minimum of 240 hours is spent at one setting with a minimum of 40 hours at each of the other two levels. The placement is under the joint supervision of a Bethel faculty member and an onsite mentor who must be a licensed and practicing principal. The field experience must include at least 40 hours or one week at each level not represented by the applicant's primary teaching experience. This internship may

be 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 license. Graded on an *S/U* basis.

EDUC887 • Superintendent Internship   4 credits
(EDLD)

The superintendent internship is a school-based experience of at least 320 hours of which up to 280 hours are in the primary setting with a minimum of 40 hours in a second setting to be completed within a one-year time period. The placement is under the joint supervision of a Bethel University faculty member and an onsite mentor who must be a licensed and practicing superintendent. This internship may be 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 each educational administration license. Graded on an *S/U* basis.

EDUC888 • Ed.D. Internship   1–4 credits

This internship is for individuals pursuing an Ed.D. internship not included in EDUC885, EDUC886, EDUC887, or EDUC889. Students seeking an administrative license without the required teaching experience will register for this course at one credit to fulfill their teaching internship.

EDUC889 • Director of Special Education Internship   4 credits
(EDLD)

The director of special education internship is a school-based experience of at least 320 hours (40 eight-hour days) to be completed within 12 continuous months, including at least 40 hours, or one week, at a special education administrative unit other than the primary experience of the learner. It is jointly supervised by a Bethel faculty member and an onsite mentor who must be a licensed and practicing Director of Special Education. This internship may be 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 each educational administration license. Graded on an *S/U* basis.

EDUC890 • Dissertation I   6 credits
(EDLD)

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 II   6 credits
(EDLD)

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

Gerontology

GRTG605 • Health and Aging   3 credits
(CGER, 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
(CGER, 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,   3 credits
and Ethnicity
(CGER, 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
(CGER, 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 to 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 gender, 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 a practicum. Write literature review specifying framework using a theoretical perspective from the field of gerontology. State clear learning goals with realistic expectations of practical results. Obtain approvals from program director and site supervisor.

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

Course Descriptions

Human Resource Management

HRMA641 • Strategic Talent 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, and 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

NURS585 • Technology Competencies for Nursing Leadership 1 credit
(NURG)

Demonstration of competencies in a variety of technologies that are utilized in practice of nurse leaders. Technology fee: $50. Graded on an *S/U* basis.

NURS600 • Theory Foundations 3 credits
(NURG)

An examination of the theoretical foundations of the discipline of nursing and advanced nursing practice including nursing theory, ethical theory, and critical social theory. Analysis of nursing theory will include historical perspectives; theory development; application; and evaluation of grand, middle range, and practice theories in nursing. Background check fee: $35.

NURS603 • Teaching-Learning in Nursing 3 credits
(CNRE, NURG)

Integration of theories of learning with adult development to promote effective teaching-learning experiences. An emphasis on reflection of self as teacher and learner. Assessment of learners to develop, implement, and evaluate teaching strategies toward specific learner outcomes.

NURS605 • Advanced Nursing Leadership   3 credits
(CNRL, NURG)

Essential leadership theories and skills are analyzed in the promotion of high-quality healthcare and personal development as a nursing leader. Project management theory is introduced as a framework for interprofessional collaboration in healthcare organizations.

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

Examine the dynamic process of curriculum development that considers the influence of established professional standards for nursing education and societal needs and trends. Develop curricula for academic and practice environments. Prior completion of NURS603 and NURS658 recommended.

NURS609 • Healthcare Informatics   3 credits
(NURG)

Healthcare informatics theory and applications in nursing practice, administration, education, and research. Opportunities, challenges, and ethical issues in healthcare informatics will be explored. Technology fee: $50. Prerequisite: NURS585.

NURS610 • Healthcare Trends and Innovations   3 credits
(CNRL, NURG)

Examination of current trends and regulatory requirements redefining the healthcare system. Analysis of the nurse leader role in promoting healthcare innovations and change to improve outcomes.

NURS615 • Global Perspectives of Health   3 credits
(NURG)

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

NURS626 • Evidence Translation for Practice   3 credits
(NURG)

Overview of nursing research process and methodologies, with an emphasis on critical appraisal of evidence for improving nursing practice.

NURS650 • Health Policy   3 credits
(NURG)

Examination of healthcare policy at governmental and organizational levels. Analysis of historical, sociocultural, economic, and political factors that influence healthcare policy and policy strategies to improve the health status of populations.

NURS656 • Entrepreneurial Nursing   3 credits
(CNRL, NURG)

Development of an entrepreneurial nursing venture that enhances healthcare delivery and includes exploration of funding opportunities.

NURS658 • Assessment and Evaluation in Nursing   3 credits
(CNRE, NURG)

A focus on approaches and methods to assess and evaluate learner performance in nursing education and practice environments. Includes consideration of evaluation models, construction of evaluation tools, analysis, interpretation and use of evaluative data, and ethical and legal issues.

NURS665 • Promoting Organizational Health   3 credits
(CNRL, NURG)

Integration of theories from nursing, leadership, business, human resources, and related fields that serve as the foundation for nurse leaders to promote organizational health.

NURS671 • Advanced Health Assessment   3 credits
(NURG)

Enhance knowledge and skills of history taking, physical assessment, and clinical reasoning from a holistic perspective in order to prepare for practice in an advanced nursing role. Includes interpretation of normal and abnormal findings in diverse populations across the lifespan to develop a collaborative plan of care. Lab fee: $50.

NURS673 • Advanced Pathophysiology   3 credits
(NURG)

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

NURS675 • Advanced Pharmacology   3 credits
(NURG)

Nursing application of the principles of pharmacotherapeutics to promote health and manage illness from a client-centered perspective for diverse populations across the lifespan.

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

Research proposal seminar requires development of key components of the research process including significance to nursing, the research question, review of literature, design of research methodology, and submission of the Institutional Review Board request. Graded on an *S/U* basis. Prerequisite: NURS626.

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

Application of theoretical perspectives and the research or project management process to the examination of a nursing problem or issue. Requires initial draft of chapters one and two of the master's project, a project plan, and beginning matrix of literature. Graded on an *S/U* basis. Prerequisites: NURS605 and NURS626. Corequisite: NURS609.

NURS771 • Nurse Educator Internship I   2 credits
(CNRE, NURG)

Application of teaching-learning theories/strategies, assessment and evaluation methods, curricular frameworks, and nursing knowledge in an educational context. (100 hours). Malpractice insurance fee: $80, background check fee: $20. Prerequisites: NURS603, NURS605, NURS607, NURS658, NURS671, NURS673, and NURS675.

NURS773 • Nurse Leader Internship I   2 credits
(NURG)

Application and evaluation of personal leadership skills, knowledge, attitudes, and values that enhance healthcare quality and safety in an organizational context. (100 hours). Malpractice insurance fee: $80, background check fee: $20. Prerequisites: BUSN665, NURS605, NURS610, NURS656, and NURS665.

NURS774 • Nurse Educator Internship II   3 credits
(NURG)

Synthesis of leadership principles, nursing knowledge, and educational perspectives to influence change at a systems level. Contribute to system change initiatives and evaluate personal effectiveness in the educator role. Develop a portfolio that demonstrates integration of knowledge of theories, research, ethical and Christian perspectives, global realities, policy-making issues, and nursing informatics related to the nurse educator role. (100 hours). Prerequisite: NURS771.

NURS778 • Nurse Leader Internship II   3 credits
(NURG)

Synthesis of leadership principles, nursing knowledge, and organizational perspectives to influence change at a systems level. Application and evaluation of interprofessional and collaborative strategies to system change initiatives. Develop a portfolio that demonstrates integration of knowledge of theories, research, ethical and Christian perspectives, global realities, policy-making issues, and nursing informatics related to the nurse leader role. (100 hours). Prerequisite: NURS773.

NURS790 • Comprehensive Examination   0 credits
(NURG)

Graded on an *S/U* basis.

Course Descriptions

NURS791 • Master's Thesis II   1 credit
(NURG)

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

NURS792 • Master's Project II   1 credit
(NURG)

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

Organizational Leadership

ORGL600 • The Leadership Enterprise   3 credits
(ORLG)

Examination of organization and leadership theory; the universe of leadership opportunities, and anticipated challenges to leaders over the next 40 years. Also explores leadership communication and diverse leadership styles in history and contemporary society.

ORGL605 • Topics in Leadership Studies   3 credits
(ORLG)

Course may be offered occasionally on various leadership topics.

ORGL610 • Leadership Assessment Seminar   3 credits
(ORLG)

An 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 will provide a foundation for personal reflection and growth, as well as for the development of individualized strategies and revisions for leadership. Graded on an *S/U* basis.

ORGL620 • Followership: The Other Side of Leadership   3 credits
(ORLG)

Overview of the traditional views and attitude toward followers, analysis of different models and styles of followership, and the characteristics of "good" followers. Analysis of relationship between leaders and followers and leadership and follower styles. Exploration of bad leadership, courageous followership, transformational leadership; planning for improving followership abilities.

ORGL625 • Scholarly Writing, Thinking, and Practice   3 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 learning to think like a scholar-practitioner, and strategies for writing a literature review.

ORGL630 • Introduction to Research   2 credits
(ORLG)

Provides resources and methods for research in preparation for the master's thesis or the master's project.

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.

ORGL645 • Leadership Development and Formation   3 credits
(ORLG)

Global thought leadership, current theory, and best practice implementation on building leadership cultures and coaching emerging leaders. Understanding structures and systems that foster talent development, employee engagement, retention, and effective succession planning.

ORGL650 • Organizational Change and Futures   3 credits
(ORLG)

Overview of various key models and theories of change and change leadership; means of organizational change in mission, strategies, tactics, and structure; strategic planning and opportunity generation; and forecasting and designing alternative futures for organizations.

ORGL655 • Negotiating Conflict Through Dialogue   3 credits
(ORLG)

Transitioning from "dealing with incidents" to leading teams that learn from conflict. Developing personal and professional boundaries when dealing with complex organizational environments. Thinking productively about conflict from organizational, developmental, and spiritual standpoints.

ORGL667 • Collaborative Leadership and   3 credits
Associative Platforms
(ORLG)

Explores how leadership takes place between and within organizations, and how leaders can develop networks for shared planning and action. Technology and connectivity as another platform for collaboration and developing and pursuing shared goals. Planning and managing organizational learning and global information flow, in terms of alliances, networks, and partnerships.

ORGL688 • Portfolio and SCL Project Research   3 credits

This course will help SCL students prepare their portfolio and provide resources and methods for project and action-oriented research in preparation for the master's capstone.

ORGL689 • Integrative Seminar　　　　　　　　**2 credits**

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

ORGL691 • Integration and Portfolio Development　　**2 credits**
(ORLG)

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

ORGL760 • Directed Study　　　　　　　　　　**3 credits**
(ORLG)

(see: Academic Information: Individualized Study)

ORGL770 • Internship　　　　　　　　　　　**3 credits**
(ORLG)

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

ORGL790 • Literature Review Portfolio Completion　　**1 credit**
(ORLG)

The portfolio will include an extended scholarly literature review on a topic of the student's choice. The learner will work with his or her capstone advisor to prepare and complete the 25–30 page literature review, not including the reference pages, appendices, or portfolio pages. Graded on an *S/U* basis.

ORGL791 • Master's Thesis　　　　　　　　　**2 credits**
(ORLG)

The Master's Thesis is an academically rigorous, large-scale study that requires new research on a specific topic in the field of leadership. The research question is answered through the thorough review of the literature and original qualitative or quantitative research. The student will work with his or her capstone advisor to complete the thesis, which will be approximately 75–85 pages in length, not including the reference pages and appendices. When completed, the thesis will be formally presented to the learner's Capstone Committee. Graded on an *S/U* basis. Corequisite: ORGL630.

ORGL792 • Master's Project　　　　　　　　　**2 credits**
(ORLG)

The Master's Project is an academically rigorous, large-scale study that requires the learner to examine a leadership topic and apply it to a real-life issue. The research question is answered through a well-researched, practical approach to this real-life leadership issue. The student will work with his or her capstone advisor to complete the thesis, which will be approximately 60–75 pages in length, not including the reference pages and appendices. When completed, the project will be formally presented to the learner's Capstone Committee. Graded on an *S/U* basis. Corequisite: ORGL630.

Course Descriptions

Philosophy

PHIL615 • Ethics   3 credits
(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.

PHIL625 • Ethics, Worldview, and Leadership   3 credits
(ORLG)

Examines ethics from an organizing framework of worldview. Explores philosophical concepts behind construct of worldview and its influence over value formation and ethics. Personal worldview articulated with application to ethical perspective, values-based leadership, and faith/work integration. Develops acuity in discerning possible worldview framework of others toward building consensus for ethical agency.

PHIL660 • Applied Ethics   3 credits
(BUAG)

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.

Physician Assistant

PHAS601 • Introduction to History and Physical Examination   2 credits
(PASG)

This is the first of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. This first course focuses on history taking and physical examination in the healthy adult. Malpractice insurance fee: $90. Corequisite: PHAS601L.

PHAS601L • Introduction to History and Physical   1 credit
Examination Lab
(PASG)

Laboratory experience accompanying PHAS601. Lab fee: $50. Corequisite: PHAS601.

PHAS602 • Patient Assessment and Diagnostics I   2 credits
(PASG)

This is the second of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in Clinical Medicine I. Malpractice insurance fee: $90. Corequisite: PHAS602L.

PHAS602L • Patient Assessment and Diagnostics Lab I   1 credit
(PASG)

Laboratory experience accompanying PHAS602. Typhon logging fee: $80. Corequisite: PHAS602.

PHAS603 • Patient Assessment and Diagnostics II   2 credits
(PASG)

This is the third of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in Clinical Medicine II. Malpractice insurance fee: $90. Corequisite: PHAS603L.

PHAS603L • Patient Assessment and Diagnostics Lab II   1 credit
(PASG)

Laboratory experience accompanying PHAS603. Lab fee: $50. Corequisite: PHAS603.

PHAS604 • Patient Assessment and Diagnostics III   2 credits
(PASG)

This is the fourth of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in Clinical Medicine III. Malpractice insurance fee: $90. Corequisite: PHAS604L.

PHAS604L • Patient Assessment and Diagnostics Lab III   1 credit
(PASG)

Laboratory experience accompanying PHAS604L. Corequisite: PHAS604.

PHAS611 • Foundation to Clinical Medicine   4 credits
(PASG)

Designed as an introduction to clinical medicine topics, this course will lay the foundation for future clinical medicine courses by helping the student understand and apply fundamental concepts to patient care. Topics presented include

radiological imaging, infectious disease, oncology, genetics, and fundamentals of pharmacology, immunology, preventative medicine, and laboratory studies.

PHAS612 • Clinical Medicine I   6 credits
(PASG)

This course is the first of a three-course sequence, which provides students with a systematic approach to the etiology, epidemiology, manifestations, laboratory and diagnostic studies, prognosis, and treatment of disease. This course will focus on, but is not limited to: hematological, cardiovascular, pulmonary, gastrointestinal, and renal systems.

PHAS613 • Clinical Medicine II   6 credits
(PASG)

This course is the second of a three-course sequence, which provides students with a systematic approach to the etiology, epidemiology, manifestations, laboratory and diagnostic studies, and prognosis and treatment of specific diseases. This course will focus on, but is not limited to: dermatologic, endocrine, neurologic, psychiatric, musculoskeletal, and rheumatologic systems.

PHAS614 • Clinical Medicine III   6 credits
(PASG)

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

PHAS621 • Evidenced-based Medicine and Research I   2 credits
(PASG)

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

PHAS622 • Medical Problem Solving I   1 credit
(PASG)

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

PHAS623 • Medical Problem Solving II   1 credit
(PASG)

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

PHAS624 • Medical Problem Solving III   1 credit
(PASG)

Specifically for physician assistant (PA) students, this laboratory course will facilitate the development of PA students' clinical problem-solving and decision-making skills. Utilizing problem-based learning methods, this course encompasses all of the modules of the PA clinical medicine series through active learning for an array of clinical healthcare issues.

PHAS632 • PA Professional Practice Issues I   2 credits
(PASG)

Designed for first-year graduate physician assistant (PA) students, this introductory course is the first of two professional issues courses to develop PA students' awareness and professional attributes. Professional history, certification, PA professional organizations, and other health delivery topics will be discussed.

PHAS633 • Cultural and Prevention Competency   2 credits
(PASG)

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

PHAS634 • Christian Healthcare and Applied   3 credits
Medical Ethics
(PASG)

Studies the ethical dynamics of healthcare including principles of autonomy, beneficence, nonmaleficence, justice, fairness, and dignity. Ethical principles are then applied to actual clinical and professional situations including inalienable rights, reproductive technologies, allocation of healthcare, death and dying issues, confidentiality, and professional conflict from a Christian ministry standpoint of the healing professions.

PHAS641 • Evidence-based Medicine and Research II   2 credits
(PASG)

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

PHAS710 • Clinical Field Placements I   12 credits
(PASG)

First course to transition students from didactic to clinical training. Students will be assigned to a combination of clinical rotations selected from: emergency medicine, family practice, internal medicine, women's health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Each student must participate in each of the seven core/required rotations and two elective rotations by the end of the clinical field placement series (PHAS710, PHAS720, and PHAS730). Malpractice insurance fee: $90, site supervision fee: $50.

PHAS720 • Clinical Field Placements II   12 credits
(PASG)

Second course to transition students from didactic to clinical training. Students will be assigned to a combination of clinical rotations selected from: emergency medicine, family practice, internal medicine, women's health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Each student must participate in each of the seven core/required rotations and two elective rotations by the end of the clinical field placement series (PHAS710, PHAS720, and PHAS730). Malpractice insurance fee: $90, site supervision fee: $50.

PHAS730 • Clinical Field Placements III   12 credits
(PASG)

Third course to transition students from didactic to clinical training. Students will be assigned to a combination of clinical rotations selected from: emergency medicine, family practice, internal medicine, women's health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Each student must participate in each of the seven core/required rotations and two elective rotations by the end of the clinical field placement series (PHAS710, PHAS720, and PHAS730). Malpractice insurance fee: $90, PACKRAT fee: $40, site supervison fee: $50.

PHAS735 • PA Professional Practice Capstone   2 credits
(PASG)

Designed for second-year physician assistant (PA) students, this course is the second of two professional issues courses to develop PA students' skills in office and professional procedures prior to clerkships. Socioeconomic issues, billing and coding, risk management, and other legal issues in the PA profession will be explored, as well as an overall summative evaluation of the student.

PHAS790 • Evidence-based Medicine Project/Thesis   **2 credits**
(PASG)

This course investigates the theories, paradigms, and steps necessary to select and approach a research problem. A continued emphasis on critical analysis of research articles, designing and writing research proposals, and further refinement of the research process with a final defense of project at the end of the course.

Psychology

PSYC609 • Therapeutic Play   **3 credits**
(CAMH)

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.

PSYC613 • Expressive Therapies with Children and Adolescents: Art, Play, Drama, Music   **3 credits**
(CAMH)

In-depth description of expressive therapy theories, research, and practice. Learners will gain an understanding of the neurobiological basis of art therapy and other expressive therapies. Exploration of the benefits of using drawings and other art forms with children and adolescents. Focus is on various interactive learning experiences and art techniques with discussion of applications to various settings and populations.

PSYC621 • Therapeutic Art and Play   **3 credits**
(CAMH, COPG)

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

PSYC623 • Individual and Group Microskills with Children and Adolescents   **3 credits**
(CAMH, COPG)

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 cultural diversity factors may influence the counseling process.

PSYC625 • Child and Adolescent Psychopathology and Assessment
3 credits
(CAMH, COPG)

Learners will be equipped to be informed communicators with mental health professionals with whom they collaborate. Emphasis on distinguishing between common psychological disorders falling in normal and clinical significant ranges as well as on beginning experience in administering and interpreting behavioral, cognitive, and personality assessment instruments.

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

Opportunity for learners 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.

PSYC638 • Counseling Theories
3 credits
(COPG)

Introduction to the fields of counseling and clinical psychology through an in-depth study of major counseling models and their application to case formulation, clinical treatment planning, and clinical intervention methods. Emphasis is on understanding the relationship between theory and practice; critiquing models in light of current research and perspectives, including those related to gender and diversity; and developing a personally coherent approach to counseling. Focus: dynamic, phenomenological, behavioral, and cognitive approaches.

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

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

PSYC643 • Counseling Microskills   3 credits
(COPG)

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

PSYC645 • Introduction to Family Systems   3 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.

PSYC647 • Group Therapy   3 credits
(COPG)

Introduction to the history, processes, principles, and techniques related to the practice and functioning of group therapy in counseling and psychotherapy. Both didactic and experiential components will be used to understand and develop group leadership skills.

PSYC648 • Individuals and Family in Cultural Context   3 credits
(CAMH, COPG)

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

PSYC651 • Psychological Assessment   3 credits
(COPG)

Introduction to and beginning competence in administration, scoring, and interpretation of instruments related to assessment of personality and psychopathology, as well as application to career and life transition counseling. Psychometric properties, ethical use of these instruments, and factors affecting reliability and validity will be covered. Additional focus will be provided on synthesizing data, clinical interviewing, and report writing skills.

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: *PSYC335M: Introduction to Statistics* (in College of Adult & Professional Studies catalog).

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.

PSYC657 • Human Sexuality and Therapy   3 credits
(COPG)

Exploration of issues related to human sexuality in individuals and couples and how these issues impact sexual understanding, formation, and function. Core helping skills specific to couples in therapy facing issues of sexual dysfunction and individuals seeking to understand their own sexual history, development, awareness, and sexual spirituality. Provision of a broad understanding of human sexuality, including the role of attitudes, values, beliefs, and self-awareness as it relates to the counselor, client, and a range of clinical issues. Applications of cognitive behavioral therapy and emotionally focused therapy in human sexuality. Ethical issues unique to human sexuality and how gender, class, religion, and cultural diversity factors may influence the counseling process.

PSYC658 • Multicultural Counseling   3 credits
(COPG)

Exploration of the influence of culture and related factors on the client/counselor interaction with the primary aim of developing greater multicultural counseling competence. Specific goals emphasized to promote greater counselor effectiveness include facilitating increased: 1) self awareness of attitudes and beliefs shaped by one's own experiences as a cultural being; 2) knowledge of and sensitivity to worldviews and perspectives of ethnically and racially different individuals; and 3) understanding of the use of culturally appropriate skills in counseling.

PSYC660 • Neuropsychology   3 credits
(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.

PSYC661 • Ethics and Professional Issues   3 credits
(COPG)

Overview of the legal, ethical, and professional issues currently facing mental health providers in practice, including matters of confidentiality, informed consent, client dangerousness, conflicts of interest, boundary issues (including sexual involvement), values conflicts, religious issues and ethics, and recognizing one's professional competence. Attention is also given to emerging ethical standards,

particularly with regard to new technologies. Emphasis is given to the codes of ethics and professional conduct of the mental health professional associations and licensure boards.

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.

PSYC781 • Practicum I   4 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 onsite 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: PSYC625 or PSYC651, PSYC638, PSYC642, PSYC643, PSYC645, PSYC648 or PSYC658, PSYC654, PSYC656, PSYC660, PSYC661, and consent of the Department of Psychology faculty.

PSYC783 • Practicum II   4 credits
(COPG)

A continuation of PSYC781, completing the balance of the 700 hours. Graded on an *S/U* basis. Prerequisite: PSYC781 and consent of the Department of Psychology faculty.

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 license 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 license will be followed. Graded on an *S/U* basis. Prerequisite: Master's degree; completion of 500–600 hour supervised practicum experience.

Course Descriptions

PSYC790 • Comprehensive Examination 3 credits
(COPG)

Graded on an *S/U* basis. Prerequisite: PSYC781 and consent of the Department of Psychology faculty. Corequisite: PSYC783.

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 coursework. 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
(CGER, 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 relationships. Historical and comparative perspectives on leadership and community dynamics. Issues in implementing principles of cultural diversity; examination of social changes taking place in American society and impacts on human resource management strategies and policies. Understanding and cooperation within a diverse organization and with its surrounding communities.

Special Education

SPED600 • Characteristics of Mild-Moderate Disabilities   3 credits
(EDUC, SPEG)

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

SPED601 (EDUC720) • Characteristics of ASD   3 credits
(CASD, EDUG, SPEG)

Examination of autism and Asperger's syndrome. Information will be accessed regarding theories, research, medical, and legal requirements of autism. Personal viewpoints and ethics from a biblical perspective will be examined regarding educational approaches to autism. Introduction to educational criteria, identification and assessment, teaching strategies, and family issues. Introduction to behavior management: behavior management philosophy, practical strategies, and skills related to children identified with autism spectrum disorders (ASD). Taken concurrently with SPED603. Prerequisites: (SPED600 and SPED605), or qualifying special education license, or enrollment in Certificate in ASD program.

SPED603 • School-wide Systems Field Experience   1 credit
(SPEG)

Structured observational experiences at K–12 levels in Inclusive Education settings. Learners will observe a variety of Inclusive Classrooms, School-wide Systems as they relate to discipline, diversity, and inclusiveness, Professional Learning Communities, and Child-Study Meetings. Learners will also interview professionals in the areas of English Language Specialists, Gifted Talented Specialists, Media/Tech Specialists, and Cultural Liaisons as to their roles in the school as a whole. Students will complete an electronic portfolio of their experiences. Graded on an *S/U* basis. Corequisites: SPED600 and SPED605.

SPED604 (PSYC600) • EBD: Child and Adolescent   3 credits
Psychopathology
(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 mild-moderate spectrum emotional/behavioral disorders. Improves learner's proficiency at distinguishing between problems falling in the normal and clinical ranges. Taken concurrently with SPED603. Prerequisites: (SPED600 and SPED605) or qualifying special education license.

SPED605 (EDUC605) • Introduction to Special Education   1 credit
(SPEG)

An examination of historical and legal issues of special education as well as the basic characteristics of mild-moderate disabilities. 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. The course provides a thorough examination of the Individuals with Disabilities Education Act, a review of significant litigation related to the education of special education students, as well as a preview into the child with LD, EBD, OHD, DCD or ASD. Corequisites: SPED600 and SPED603.

SPED606 (EDUC631) • Basic Concepts of   3 credits
Learning Disabilities
(SPEG)

Intensive study of the field of learning disabilities to provide basic information and foundational 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. Taken concurrently with SPED603. Prerequisites: SPED600 and SPED605 or qualifying special education license.

SPED608 • Introduction to Academic Instruction   2 credits
and Behavior Management for Exceptional Learners
(SPEG)

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

SPED610 (EDUC610) • 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. Assessment materials fee: $10.

**SPED611 (EDUC721) • Communication, Assessment,   3 credits
and Intervention of ASD**
(EDUG, SPEG)

Examination and communication characteristics and challenges often associated with autism spectrum disorders. Current tools and strategies used to assess speech, language, and interaction skills. Ethical and moral issues from a biblical perspective will be discussed. Use of assessment results to identify needs and develop intervention plans. Creation of an *Autism Tool Kit* (defined in the assessment section)*,* including techniques and interventions for building receptive and expressive language, as well as social communication skills of children with ASD. Prerequisites: SPED600, SPED601, SPED603, and SPED605; or SPED601 and qualifying special education license; or SPED601 and enrollment in Certificate in ASD program.

**SPED612 (EDUC723) • ASD: Identification, Evaluation,   3 credits
Planning, and Consultation**
(EDUG, SPEG)

Focus is on the process of identification, assessment, and educational planning for students with autism and Asperger's syndrome. Using appropriate tools for evaluation of autism spectrum disorders, effective utilization, and reporting results. Examine and/or design critical elements of consulting in an educational and family environment specifically for students identified with autism spectrum disorders. Prerequisites: SPED600, SPED601, SPED603, SPED605, and SPED611; or SPED601, SPED611, and qualifying special education license; or SPED601, SPED611, and enrollment in Certificate in ASD program.

SPED613 (EDUC620) • Intervention Techniques for EBD   3 credits
(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. Prerequisites: SPED600, SPED603, SPED604, and SPED605; or SPED604 and qualifying special education license.

**SPED614 (EDUC632) • Strategies for Teaching   3 credits
Students with LD**
(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. Prerequisites: SPED600, SPED603, SPED605, and SPED606; or SPED606 and qualifying special education license.

SPED618 (EDUC615) • Foundation of Instructional Strategies   3 credits
for Students with Mild-Moderate Disabilities
(EDUG, SPEG)

Course provides teacher-students a framework for designing, implementing, and evaluating instructional methods to teach exceptional students writing, mathematics, social skills, organizational skills, and transition skills. Examine and apply evidence-based instruction while making instructional modifications and accommodations to address the needs of students with a range of disabilities and needs. Prerequisite: SPED600.

SPED620 • Reading Foundations   3 credits
(EDUG, SPEG)

Provides an overview to the structure of the English language and basic linguistic analysis. Provides students with knowledge about the domains of language (phonology, morphology, semantics, syntax) as well as differences between oral and written language. Teacher-students will learn instructional techniques for teaching reading—specifically for students with mild-moderate disabilities. A 30-hour reading clinical will run concurrently with this course.

SPED621 • Reading Field Experience   1 credit
(SPEG)

Students will practice reading assessment and instructional techniques with students who have mild-moderate disabilities. Reading clinical will take place in a K–12 school setting.

SPED625 (EDUC625) • Special Education: 3 credits
Planning and Programming
(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.

SPED630 • Responsive Instruction, Intervention,   2 credits
and Assessment
(SPEG)

Preparation of special education teachers for their role in the screening, monitoring, and early intervention processes related to good instructional practice. Students will understand data collection and analysis practices that integrate multiple sources

of information in a collaborative model. Emphasis will be on evidence-based instructional strategies for all students, as well as research-based interventions for students with a variety of needs. Prerequisite: SPED600 or qualifying special education license.

SPED641 • Intro to Behavioral Methods and Mental Health   3 credits for Mild to Moderate Special Needs
(EDUG, SPEG)

An introduction to behavioral methods and foundations of mental health for students with mild to moderate special education needs. Students analyze behavior methods/interventions for the classroom with emphasis on brain-based research. Understanding behaviors and mental health are explored within behavioral, social, emotional, educational, cognitive, physical, communication, and functional contexts as well as foundations of cognitive/emotional development and informal tools for screening. Prerequisite: SPED600 or qualifying special education license.

SPED655 (EDUC655) • Classroom-based Assessment   3 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 SPED670 when seeking license. Graded on an *S/U* basis. Prerequisite: SPED610.

SPED670 (EDUC670) • Assessment Clinical Field Experience   1 credit
(SPEG)

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

SPED675 • Consultation, Collaboration, and Resources   2 credits
(SPEG)

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 communication skills necessary to consult and collaborate effectively with parents, administrators, teachers, paraprofessionals, and agency personnel about the special needs of students. Learners will become acquainted with outside agencies, as well as transition needs and services. Clarifying personal beliefs and adjusting to diverse student needs within their student teaching environments are critical elements of this course.

SPED780 • ABS: Student Teaching   4 credits
(SPEG)

Prior course knowledge and skills will be practiced under the supervision of a cooperating teacher and a university supervisor while learners teach. Student teaching will take place with students under the mild-moderate disability categories of LD, EBD, OHD, DD, and ASD, from referral and assessment through placement and instruction. Includes opportunities to work in collaboration with other educational personnel as well as parents. An electronic portfolio including artifacts from required Minnesota special education standards is submitted by the learner, culminating their student teaching experience. Student teaching fee: $150, out-of-region fee: $100, out-of-state fee: varies. Graded on an *S/U* basis. Prerequisites: SPED600, SPED603, SPED605, SPED608, SPED610, SPED618, SPED620, SPED621, SPED625, SPED630, SPED641, SPED655, and SPED670. Corequisite: SPED675.

SPED781 • ASD: Student Teaching   4 credits
(SPEG)

Complete required competencies within an educational setting for students with ASD. IEP goals and objectives, assessments, behavior plans, communication strategies, and classroom strategies will be completed and included in a portfolio. Taken concurrently with SPED675. Student teaching fee: $150, out-of-region fee: $100, out-of-state fee: varies. Graded on an *S/U* basis. Prerequisites: SPED600, SPED601, SPED603, SPED605, SPED610, SPED611, SPED612, SPED618, SPED620, SPED621, SPED625, SPED655, and SPED670.

SPED783 (EDUC782) • EBD: Student Teaching   4 credits
(SPEG)

For learners seeking an initial license, a 10-week student teaching experience is required. Experience working with children or youth from various grade levels who have emotional/behavioral disorders. 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. A portfolio, including artifacts from required Minnesota special education standards, is submitted by the learner, culminating their student teaching experience. Taken concurrently with SPED675. Student teaching fee: $150, out-of-region fee: $100, out-of-state fee: varies. Graded on an *S/U* basis. Prerequisites: SPED600, SPED603, SPED604, SPED605, SPED610, SPED613, SPED618, SPED620, SPED621, SPED625, SPED641, SPED655, and departmental approval.

SPED785 (EDUC784) • LD: Student Teaching   4 credits
(SPEG)

For learners seeking an initial license, a 10-week student teaching experience is required. Experience working with children or youth from various grade levels having 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. A portfolio, including artifacts from required Minnesota special education standards, is submitted by the learner, culminating their student teaching experience. Taken concurrently with SPED675. Student teaching fee: $150, out-of-region fee: $100, out-of-state fee: varies. Graded on an *S/U* basis. Prerequisites: SPED600, SPED603, SPED605, SPED606, SPED610, SPED614, SPED618, SPED620, SPED621, SPED625, SPED630, SPED655, and SPED670.

SPED786 • ABS: Practicum   3 credits
(SPEG)

For learners who hold a current teaching license and are seeking an add-on license, a minimum seven-week experience working with children who have mild-moderate special education needs in the areas of LD, EBD, DCD, OHD, and ASD (the grade level needs to be the opposite level of their 100 hours of clinical experiences leading up to student teaching). The student teaching experience involves teacher candidates in all aspects of programming in a special education setting, including referral review, assessment, IEP development, placement, and instruction in academic and social skills areas. Teacher candidates are expected to demonstrate all standards required of special education ABS teachers. Teacher candidates will also work with other educational personnel (regular and special education teachers, administrators, school psychologists, paraprofessionals, etc.) in a consultative/collaborative manner. Practicum fee: $100, out-of-region fee: $100, out-of-state fee: varies. Graded on an *S/U* basis. Prerequisites: SPED600, SPED630, SPED641, SPED655, SPED670, and qualifying special education license.

SPED787 • ASD: Practicum   3 credits
(SPEG)

Complete required competencies within an educational setting for students with ASD. IEP goals and objectives, assessments, behavior plans, communication strategies, and classroom strategies will be completed and included in a portfolio. Practicum fee: $100, out-of-region fee: $100, out-of-state fee: varies. Graded on an *S/U* basis. Prerequisites: SPED600, SPED601, SPED611, SPED612, and qualifying special education license.

SPED788 • EBD: Practicum   3 credits
(SPEG)

For learners who hold a current teaching license and are seeking an add-on license, a minimum seven-week student practicum experience is required. Experience working with children or youth from various grade levels who have emotional/behavioral disorders. 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. A portfolio, including artifacts from required Minnesota special education standards, is submitted by the learner, culminating their student teaching experience. Practicum fee: $100, out-of-region fee: $100, out-of-state fee: varies. Graded on an *S/U* basis. Prerequisites: SPED604, SPED613, and qualifying special education license.

SPED789 • LD: Practicum   3 credits
(SPEG)

For learners who hold a current teaching license and are seeking an add-on license, a minimum seven-week student teaching experience is required.   Experience working with children or youth from various grade levels having 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. A portfolio, including artifacts from required Minnesota special education standards, is submitted by the learner, culminating their student teaching experience. Practicum fee: $100, out-of-region fee: $100, out-of-state fee: varies. Graded on an *S/U* basis. Prerequisites: SPED606, SPED614, and qualifying special education license.

Harold B. Smith, Carol Stream, IL
    CEO, Christianity Today International

George Soltero, Tucson, AZ
    Assistant Federal Public Defender, District of Arizona

Tim N. Traudt, Edina, MN
    Executive VP, Regional Managing Director, Wells Fargo Wealth
    Management

Ron A. Tschetter, Rapid City, SD
    Former Director, U.S. Peace Corps

Julie M. White, Grimes, IA
    President, Tapestry Solutions, LLC

Term Expires 2016:

Deanna Conrad, Arden Hills, MN
    Doctoral Student, London School of Theology
    Adjunct Faculty, Bethel University

Dan Dye, Eden Prairie, MN
    CEO, Ardent Mills

James B. Green, Chanhassen, MN
    President and CEO, Kemps/Marigold Foods, Inc.

John K. Jenkins Sr., Bowie, MD
    Senior Pastor, First Baptist Church of Glenarden

T. Cher Moua, Maplewood, MN
    Director, Union Gospel Mission Asian Ministries

Barbara Nicholson, North Oaks, MN
    President, Mayfair Estate and Antique Jewelry

John Roise, North Mankato, MN
    President, Lindsay Window & Door

Term Expires 2018:

Collin E. Barr, Edina, MN
    President, Minnesota Region, Ryan Companies

Wayland E. Jensen, Sawyer, MI
    Chairman/Retired CEO, Jensen Window Corporation

Steve T. Kirby, Sioux Falls, SD
    Founding Partner/President, Bluestem Capital Co.

Karin L. Larson, Pacific Palisades, CA
    Senior Partner, Capital International Research, Inc.

Harold J. Wiens, Hugo, MN
    Retired Corporate Executive, 3M Company

John Wories Jr., Chicago, IL
    President, Amsted Rail

Administration: University

Office of the President

James (Jay) H. Barnes III, Ed.D.
    President

Leon A. Rodrigues, Ed.D.
    Chief Diversity Officer

TBD
    Executive Assistant to the President

Office of the Provost

Debra Harless, Ph.D.
    Executive Vice President and University Provost

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Richard D. Crombie, MBA
    Vice President and Dean, College of Adult & Professional Studies
    and Graduate School

TBD
    Dean of Academic Affairs

Library

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    Reference and Instructional Librarian

Lyndi Fabbrini, M.L.I.S.
    Reference Librarian

Kent Gerber, M.S.L.I.S.
    Digital Library Manager

Rhonda Gilbraith, M.L.I.S.
    Reference Librarian/Collections Development

William A. Keillor, M.L.I.S.
    Reference Librarian

Michael Mitchell, M.L.I.S.
    Reference and Instructional Librarian

Amy Reinhold, M.L.I.S.
    Materials Services Librarian

David R. Stewart, M.L.I.S.
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    Reference Librarian

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    Associate Director of the Bethel University Library

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    Registrar

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    Director of Disability Services

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    Vice President of Constituent Relations

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    Executive Director
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    Senior Vice President for University Relations

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    Controller, Bethel University Relations

Communications and Marketing

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    Graphic Designer

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Stefanie Wernsman, MBA
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Suzanne Yonker, M.A.
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    Marketing Specialist

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    Print Services Manager

Randy Hall
    Director of Auxiliary Services

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    Food Service General Manager (Sodexo)

Thomas Trainor, M.S.
    Vice President, Facilities and Planning

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Bruce W. Wheeler, B.A.
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    Chief Financial Officer

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    Vice President for Information Technology Services

Barbara Smith, M.S.
    Director of Information Services

Alain Swanson, M.S.
    Director of Systems Administration

Michael Vedders, M.A.
Director of Web and Creative Services

Strategic Planning and Research

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Associate Director of Admissions

Emily Jensen, M.Ed.
Assistant Director of Recruitment

Financial Aid

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Jeffrey D. Olson, MBA
Director of Financial Aid

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Program Director, Physician Assistant

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Assistant Dean of Health and Human Development

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Leta J. Frazier, Ph.D.
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Ryan T. Gunderson, M.A.
Director of Learner Success and Operations

John A. Gunther, M.A.(T.S.)
> Academic Services Manager

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> Assistant Dean of Business and Leadership, Program Director, Organizational Leadership

Judith Landrum, Ph.D.
> Assistant Dean of Education Programs

Duncan McCampbell, J.D.
> Program Director, MBA

Pamela J. Zimmerman, M.A.
> Program Director, Gerontology

TBD
> Dean of Academic Affairs

Department of Education

The Department of Education oversees academic matters pertaining to the graduate programs in education. Department of Education faculty members are designated as program directors for various graduate programs.

Katie Bonawitz, M.A.
> Program Director, Special Education

Gail E. Jordan, M.S.E.
> Program Director, Literacy Education

Judith E. Landrum, Ph.D.
> Program Director, Teaching

Craig M. Paulson, Ph.D.
> Program Director, Doctor of Educational Leadership

Jay B. Rasmussen, Ph.D.
> Program Director, Education K–12

Daniel Swensen, M.Ed.
> Program Director, International Baccalaureate

Molly J. Wickam, M.A.
> Program Director, Work-based Learning License, Teachers of Computer, Keyboarding, and Related Technology Applications License

Louise M. Wilson, Ph.D.
> Chair

Personnel

Department of Nursing

The Department of Nursing oversees academic matters pertaining to the graduate programs in nursing. Department of Nursing faculty members are designated as graduate program director and thesis advisors.

> Pamela K. Friesen, Ph.D.
> > Graduate Program Director
>
> Elizabeth Peterson, D.Min.
> > Chair

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

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.

> Joel D. Frederickson, Ph.D.
> > Chair
>
> TBD
> > Graduate Program Director

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

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Personnel

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Adjunct Faculty

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