



BETHEL UNIVERSITY CATALOG

GRADUATE SCHOOL

2020-21



BETHEL
UNIVERSITY

TABLE OF CONTENTS

Graduate School	4
General Information	5
Accreditation and Membership	6
About Bethel University	7
Bethel University Mission and Values	8
Graduate School Mission	8
Graduate School Purpose	9
Bethel Community Expectations	9
Military and Veteran Information	9
Academic Information	11
Academic Policies	11
Family Educational Rights and Privacy Act of 1974 (FERPA)	28
General Requirements for a Doctoral Degree	34
General Requirements for a Master’s Degree	34
General Requirements for a Certificate	35
Residential International Students	36
Academic Calendar	40
Admission	41
Requirements for Admission to the Graduate School	42
Admission Categories	44
Admission Calendar	44
Course/Cohort Cancellation Policy	44
Academic Programs	45
Athletic Training	46
M.A. in Athletic Training Leadership	46
M.S. in Athletic Training	46
Business	
MBA—Master of Business Administration	46
Counseling	
M.A. in Counseling	51
Certificate in Play Therapy	53
Education	55
Ed.D. Leadership in Higher Education	58

Ed.D. Leadership in K-12 Administration	60
Director of Special Education License	62
K-12 Principal License	64
Superintendent License	66
M.A. in Education K-12	68
Certificate in Classroom Management: ENVoY	72
International Baccalaureate Certificate in Teaching and Learning	73
Teacher Coordinator of Work-Based Learning License	74
Teachers of Computer, Keyboarding, and Related Technology Applications License	75
M.A. in Special Education	77
Academic Behavioral Strategist K-12 (ABS) License	81
Autism Spectrum Disorders B-21 (ASD) License	84
Developmental Disabilities K-12 License	87
Emotional/Behavioral Disorders K-12 (EBD) License	90
M.A. in Teaching	93
Teaching License	96
Add-On Teaching License	100
Leadership	
M.A. in Strategic Leadership	102
Nursing	104
M.S. in Nurse-Midwifery	105
Doctor of Nursing Practice	108
RN to M.S. - Bridge Program	112
Physician Assistant	
M.S. in Physician Assistant	112
Special Programs	117
Dual Degree: MA in Strategic Leadership & MBA	117
Dual Degree: MA Strategic Leadership and DNP	119
Dual Degree: MBA and DNP	121
Programs in Teach-Out	123
Course Descriptions	124
Tuition, Student Account, and Financial Aid	164
Student Account Information	164
Financial Aid	168
Faculty and Administration	173

Faculty	175
Index	187

GRADUATE SCHOOL

At Bethel University, we're committed to excellence.

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

Admission mailing address: Bethel University | Graduate School | MSC 2371 | 3900 Bethel Drive | St. Paul, MN 55112

Office Location: Anderson Center | 2 Pine Tree Drive | St. Paul, Minnesota 55112

Phone: 651.635.8000 or 800.255.8706, ext. 8000

Email: gs@bethel.edu

Website: <http://bethel.edu/graduate>

For a downloadable copy or to view a previous year's catalog, please go to the Bethel Catalog Archive.

GENERAL INFORMATION

Publications

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

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

Every student is to be familiar with and will be held responsible for the academic regulations and campus procedures as stated in these three publications, as well as the Bethel Community Expectations (p. 9), the Professional Expectations and Community Conduct Agreement, and information published in the Bethel E-Announcements, which are distributed electronically three times a week via email and are available online through MyBethel.

Policies

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

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

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

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

Catalog Information

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

<https://www.bethel.edu/graduate/academics/catalog/>.

Catalog Updates

During the course of the academic year, catalog information may change. Any changes made during the academic year will only be reflected in the online catalog, which may include addenda. The printed catalog serves as an archive of catalog information available at the beginning of the academic year. The printed version of the catalog is available for download on the main catalog page where there is a listing of the current catalogs for the various schools at Bethel University, several PDF archived files of previous years' catalogs, and any catalog addenda. Together, the printed version of the catalog and the online catalog serve as the official record of any catalog changes.

Accreditation and Membership

Accreditation and Membership

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

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

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

Athletic Training:

The Bethel University Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101.

Education:

Bethel's graduate teacher education degree programs are accredited by the Minnesota Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) which has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K-12 and 5-12 content areas; initial and add-on licenses in various special education content areas; as well as add-on licenses in Computer, Keyboarding, and Related Technology Applications and in Teacher Coordinator of Work-based Learning.

The Minnesota Board of School Administrators has accredited Bethel University's K12 Administrator Licenses Program leading to licenses as principals, superintendents, and directors of special education. Once the required coursework, internships, and panel review are concluded, Bethel recommends students for a K12 administrator's license; the Minnesota Professional Educator Licensing and Standards Board grants the license.

Nursing:

The Master of Science degrees in nursing at Bethel University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

The nurse-midwifery program is accredited by Accreditation Commission for Midwifery Education (ACME) (8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; For information about accreditation please contact ACME directly. Tel: 240-485-1802, acme@acnm.org, www.midwife.org/acme. For information about the nurse-midwifery program contact Dr. Jane Wrede at j-wrede@bethel.edu.

The Master of Science programs are approved by the Minnesota Board of Nursing.

The Post-Masters Doctorate of Nursing Practice (DNP) program is pursuing initial accreditation by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). Applying for accreditation does not guarantee that accreditation will be granted.

Physician Assistant:

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

About Bethel University

Bethel University is a leader in Christ-centered higher education with nearly 4,500 students from 47 states and 22 countries enrolled in undergraduate, graduate, seminary, and adult education programs. Based in St. Paul, Minnesota, Bethel offers bachelor's and advanced degrees in more than 125 areas of study. Educationally excellent classroom-based and online programs equip graduates to make exceptional contributions in lifelong service to God and the world. Visit www.bethel.edu for more information.

Bethel University offers its academic programs through multiple divisions:

College of Adult & Professional Studies

For more than 25 years, the College of Adult & Professional Studies has helped adults beginning or returning to school to earn their bachelor's or associate's degree. Bethel's academic programs are accessible and supportive for busy students and grounded in ethics and personal development. We offer 10 bachelor's degree-completion programs taught from a Christian worldview in the areas of business and leadership, accounting, finance, nursing, human services, psychology, special education, and Christian ministries, along with two associate degree programs and three certificate programs. More than 400 students are enrolled in the Twin Cities or online.

Graduate School

The Graduate School provides rigorous graduate education in a supportive Christian environment. Our 1,500 adult students come from many backgrounds, experience levels, and career fields with the common goal of developing as whole professionals. Specialties include relevant degree programs in business and leadership, health and human services, and education. The school offers 10 master's programs, three doctoral degree options, and numerous certificates and licenses. Courses are taught by experienced full-time faculty or working professionals, whose recent experience focuses on principles that students can apply directly to their careers. Class schedules are convenient for working adults.

College of Arts & Sciences

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

Bethel Seminary

Bethel Seminary, a school of Bethel University, was founded in 1871. Today, is among the 20 largest evangelical institutions in the world offering post-baccalaureate study, serving students from more than 60 denominations on campus in St. Paul, with five residential master's degree programs and two certificates; and online, through seven master's degree programs, a doctor of ministry program, and two certificates. Programs focus on many aspects of ministry preparation, including leadership, marriage and family therapy, and ministry practice. Bethel Seminary is orthodox and evangelical, with roots in pietism, and characterized by an irenic spirit. Our passion is to prepare men and women who will lead with excellence and advance the gospel of Jesus Christ among all people in culturally sensitive ways.

Center for Access and Integration

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

Bethel University Mission and Values

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

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

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

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

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

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

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

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

Graduate School Mission

In the context of Christian faith and worldview, the mission of Bethel University's Graduate School is to equip and empower students to become professionals who impact the world.

Graduate School Purpose

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

The graduate programs at Bethel:

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

Bethel Community Expectations

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

A physical copy of *A Covenant for Life Together* is available from the Office of the Associate Provost for the College of Adult & Professional Studies, the Seminary, and the Graduate School.

Military and Veteran Information

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

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

Office of Military and Veteran Services: Website | 651-635-2422

Resources

2020-2021 Military Benefits Verification Form:

Students who will receive military benefits for tuition and fees and/or books and supplies should use this form to report these amounts. At Bethel, students are required to submit a written request to use entitlement for military benefits, and the submission of this form completes this requirement.

Students are also required to submit a certificate of eligibility for entitlement to

Military and Veteran Information 10

educational assistance before the second term of certification.

Military Partnerships:

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

For more information on Bethel's military partnerships, see the partnerships webpage.

Scholarships

The Bethel Military Scholarship is available to some students in the Graduate School who are regularly admitted, degree-seeking and are, or have served in the U.S. armed forces.

Students in the following programs are not eligible for the Bethel Military Scholarship.

- Ed.D.
- M.S. in Nurse Midwifery
- M.S. in Physician Assistant

For more information, see the GS Grants and Scholarships page.

Financial Aid and Military Benefits:

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

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

If students are awarded military benefits, Bethel-controlled grants and scholarships will be reduced if students' total military benefits, grants and scholarships exceed the financial aid budget for tuition, fees, room, board, books and supplies. For more information on military benefits, visit the GS Military Benefits page.

ACADEMIC INFORMATION

Academic Policies

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

Academic Honesty

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

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

Academic Dishonesty Definitions

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

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

lying about a need for an extension for an exam or paper; continuing to write even when time is up during an exam; destroying, hiding, removing, or keeping library materials; etc.

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

Academic Petitions

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

An academic petition may also be submitted by a student for concerns or disputes within or outside of a specific class if the student believes they are not being treated fairly or in accordance with announced policies, or who have extenuating circumstances beyond their control that warrant an exception to a policy.

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

Academic petitions fall into two categories:

Exception Requests

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

Appeals

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

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

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

Contact information for each student success advisor is available at www.bethel.edu/student-success/contact/.

Academic Policy

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

Academic Standing

Academic standing will be evaluated at the end of each term and is based on the cumulative GPA of all courses completed at that time.

If a student has a grade of Incomplete (I/IN) in one or more courses when end-of-term academic standing is evaluated, the standing will be re-evaluated when all Incompletes for that term are assigned final grades. Upon re-evaluation, the academic standing for that term and all subsequent terms are subject to retroactive changes based on the resulting cumulative GPA for each term.

Good Standing

Good Standing is defined as a cumulative GPA of (3.0) or above.

Academic Alert

Difficulties in a particular course or term may be a normal part of the student experience, or they may be an early indicator of larger challenges to program completion.

Academic standing is reviewed at the end of every term in which a course or courses were completed for a grade of A - F, starting with the second term of enrollment. Students will receive a notice of Academic Alert from the Registrar's Office when the GPA for their last term in which a course or courses were completed for a grade of A - F was below good standing, but their cumulative GPA remains above good standing. This serves as a notice to students that they may be approaching the threshold for Academic Probation. Academic Alert appears only on the unofficial transcript.

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

Academic Probation

Academic standing is reviewed at the end of every term in which a course or courses were completed for a grade of A - F, starting with the second term of enrollment. At that time, students will receive a notice of Academic Probation from the Registrar's Office if their Bethel cumulative GPA is below good standing. Academic Probation appears only on the unofficial transcript.

Students are allowed to remain on Academic Probation for no more than two consecutive terms in which a course or courses were completed for a grade of A - F.

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

Academic Dismissal

Academic standing is reviewed at the end of every term in which a course or courses were completed for a grade of A - F, starting with the second term of enrollment (with the exception of provisionally

accepted students. See Provisional Evaluation) Students will receive a notice of Academic Dismissal from the Registrar's Office in the following circumstances:

- Cumulative GPA is below good standing for three consecutive terms in which a course or courses were completed for a grade of A - F.
- Requirements for provisional acceptance are not fulfilled at the time of provisional evaluation.
- Other patterns of unsatisfactory performance which are not listed above may also lead to academic dismissal.

Academic probation does not always precede academic dismissal. Academic dismissal of any student is the decision of the Bethel University Registrar.

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

Attendance Policy

Attendance and Online Participation Policy

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

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

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

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

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

Program-specific Attendance Requirements

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

Physician Assistant Program Attendance

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

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

Attendance Requirements for Students Auditing a Course

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

Calendar and Student Load

Bethel University operates on a semester calendar. Students work with their student success advisor to determine an academic plan.

Student load for each academic term is as follows:

- Full time = 6 credits or more
- Part time = 0.1 to 5.9 credits
 - Three-Quarter time = 4.5 to 5.9 credits
 - Half time = 3 to 4.4 credits
 - Less than half time = 0.1 to 2.9 credits

Receiving an extension or a grade of Incomplete in a course does not extend a student's enrollment beyond the final date of class.

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

Changes in Registration

Course registrations, drops and adds are official on the date the student makes the change online or written notice is received by the student success advising team. Specific add, drop, and withdrawal deadlines are listed on the Office of the Registrar's website.

Adding a Course

Students have a few days to add a course after it starts. The exact number of days depends on the length of the class. For classes that are fewer than five weeks long, students can add a course until the third day. For classes that are at least five weeks long, students have until the end of the first week to add.

Once registration opens, students can add courses online until two weeks before the week a course actually starts. After that, students must work with their student success advisors.

Regardless of the actual first day that a class "meets" face to face or online, all courses officially begin on a Monday and end on a Sunday (with the exception of special education courses that follow the CAS interim schedule). As such, the add deadline for classes that are five weeks or longer is the Sunday at the end of the first week of class. For courses that are fewer than five weeks in length, the add deadline is the third day of the course (i.e., the Wednesday of the week in which the class begins).

Dropping a Course

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

Regardless of the actual first day that a class "meets" face to face or online, all courses officially begin on a Monday and end on a Sunday (with the exception of special education courses that follow the CAS interim schedule). As such, the drop deadline for classes that are five weeks or longer is the Sunday at the end of the first week of class. For courses that are fewer than five weeks in length, the drop deadline is the third day of the course (i.e., the Wednesday of the week in which the class begins).

Withdrawing from a Course

A student may withdraw from a course after the drop deadline has passed. Unlike dropping a course, withdrawing means that the course appears on the student's transcript and will have a grade of "W." Students may withdraw from a class until approximately 60% of the course has been completed. Students may not withdraw from a course after the withdrawal deadline and will receive a grade for the course.

Changing from Credit to Audit

Students may change from credit to audit anytime until the withdrawal deadline for a course.

Extenuating circumstances that may warrant exception to a registration policy will be considered on a case-by-case basis.

The student is responsible for all charges incurred (see: Tuition and Financial Aid) and for any loss of financial aid or change of loan deferment status.

Scheduled online sessions count as "class sessions" when determining tuition refunds and grades. Any refund due to drop or withdrawal will be governed by the refund policy.

See "Tuition and Fees Refund Schedule" under Student Account Information (p. 164) in this catalog for more information.

Commencement

Bethel holds a winter commencement and a spring commencement each year. Exact dates, application, and details are published on the MyBethel portal channel for Commencement.

- Eligibility to Commence: Refer to the “General Requirements for a Degree” section in this catalog or contact your Student Success Advisor.
- Commencement Application and Information: bethel.edu/events/commencement
 - Application Due Dates: October 31 for Winter ceremony; March 31 for Spring ceremony.

For ceremony questions contact: caps-sem-gs-commencement@bethel.edu; 651.635.8048 (800.255.8706, ext. 8048).

Dual Enrollment

Dual enrollment provides an opportunity for students enrolled in one Bethel school (College of Arts & Sciences, College of Adult & Professional Studies, Seminary, or Graduate School) to take specific courses in another Bethel school with a *guest* status. Students must consult their academic advisors or student success advisors before undertaking the dual enrollment process. Requests are subject to approval by advisors, department chairs or program directors, and deans. Limitations may include prerequisites, available space, and program restrictions. Students are also limited to the number of courses for which they may dual enroll.

Extracurricular Activities

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

Freedom of Inquiry

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

Grading System

Coursework is evaluated on the following scale:

Grade	Definition	Grade Points
A	Exceptional	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D+		1.3
D	Minimally Acceptable	1.0
F	Failing	0.0

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

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

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

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

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

Grade of AU

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

Grade of CR

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

Grade of I or IN

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

The maximum deadline the instructor can assign for the removal of the *I* or *IN* grade is six months from the end of the course. Assignment of the maximum deadline or an earlier deadline is at the discretion of the instructor. Students with multiple grades of *I* or *IN* may be required to resolve all grades of *I* or *IN* before continuing to progress in their program.

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

Code	Title	Credits
EDUC 883	Scholarly Advancement in K-12 Leadership	3
EDUC 885	Individualized Project in Higher Education	3-4
EDUC 886	Principal Internship	3
EDUC 887	Superintendent Internship	3
EDUC 888	Teaching Internship	1-4
EDUC 889	Director of Special Education Internship	3
PSYC 781	Practicum I	4
PSYC 783	Practicum II	4
PSYC 785	Practicum III	1-3

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

Code	Title	Credits
ATRN 790	Athletic Training Master's Project II	3
COUN 790	Internship II	3.5
EDUC 790	Writing the Thesis/Action Research Project	3
LEAD 795	Integrative Team Capstone	3
NURS 793	Nurse-Midwifery Master's Project	2
NURS 798	Master's Capstone II	1
PHAS 790	Evidence-Based Medicine Project/Thesis	2
PSYC 790	Comprehensive Examination	3
PSYC 792	Thesis II	3

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

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

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

Code	Title	Credits
EDUC 891	Dissertation Phase Two	6

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

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

Grades of IP, N, and NR

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

Grades of S and U

The *S/U* (Satisfactory/Unsatisfactory) grading option is used in courses only when indicated in the catalog course description. The *S* grade indicates achievement equivalent to at least a grade of *B*. Only when indicated in the catalog course description, some courses are graded on an *A–F* or *S/U* basis. In these courses, a student may change from *A–F* grading to *S/U* or from *S/U* to *A–F* grading, with instructor approval, through the date designated as the 60% point of the course.

Grade of W

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

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 to caps-sem-gs-commencement@bethel.edu by March 1 or October 1 for the spring and fall ceremonies respectively. The graduate will be informed of the decision (approved or denied), and approved societies will be listed in future catalogs.

Graduate level students cannot retroactively request to wear honors cords from their undergraduate degree. The hood itself is considered the honor at the graduate level.

Immunization Requirements

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

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

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

Students who must provide proof of immunization

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

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

Individualized Study

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

Academic Internship

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

Academic Internship Policy

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

- d. Have a minimum cumulative GPA of 3.0 and a 3.0 GPA in the major. Individual departments may require a higher GPA.
 - e. Meet additional criteria as established by each department.
6. An internship must be two to four credits with the following minimum time required onsite:
- | | |
|-------------------------|-----------|
| Two-credit internship | 90 hours |
| Three-credit internship | 135 hours |
| Four-credit internship | 180 hours |
7. A maximum of nine credits in internships may be taken. Each separate internship must have goals and objectives different than the prior ones taken for credit.
 8. Internships are graded *S/U* (see: Grading System).
 9. Students in internships which cannot be completed in one term, will be given a grade of incomplete at the end of that term and automatically registered in no more than 1 additional extension term. The extension term may incur additional charges.
 10. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.
 11. Students must submit a completed and signed Contract for Academic Internship to their student success advisor for approval no later than the final day of the preceding semester. The form is available through the Office of Student Success & Retention.

Curricular Practical Training

Information about Curricular Practical Training for residential international students can be found under CPT (p. 37) in the Residential International Students page of this catalog.

Directed Study

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

Directed Study Policy

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

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

- a. The Directed Study Agreement form is available online and through My.Bethel.edu (Student Academics > Registration > Forms > caps-gs-directed-study-application).
- b. The student meets with the faculty member who will supervise the study. They jointly prepare the electronic *Directed Study* form, which includes submitting a syllabus with the objectives of the study, the study's relationship to the student's overall program, the specific content and procedures of the study, the definition of student and faculty roles, the product or response to be made by the student on which his or her learning will be evaluated, and the number and frequency of regular contacts between the student and supervisor. Students doing research off campus will contact their supervisor by phone at regular intervals at the student's expense.
- c. When the student submits the electronic *Directed Study* form, it is automatically sent to the registrar's office and to a designated dean, who confers with the student success advisor, the program director, and the divisional dean to determine approval.
- d. If approved, the registrar's office coordinates the creation of the course, registers the student, and notifies the student and instructor that the course was approved and the registration is complete.
- e. Processing of the agreement by the registrar's office validates the agreement.

Intellectual Property Rights

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

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

International (F-1) Student Load

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

Prerequisites and Corequisites

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

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

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

Registration

Your Academic Plan includes CRN (Course Registration) numbers to streamline self-registration. Please find your Academic Plan through MyBethel. This plan has been created specifically for you by your Student Success Advisor.

Additionally, you can access the self-registration website with helpful resources to guide you through the self-registration process.

- Fall Registration Opens April 1st
- Spring Registration Opens August 1st
- Summer Registration Opens December 1st

How do I register?

- Adding courses to your schedule (video)
- Dropping courses from your schedule (video)

Keep in mind that no change of registration is complete until the change is displayed through MyBethel.

Questions about your schedule?

Contact your Student Success Advisor using the information at the bottom of your academic plan. They are happy to help!

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

Registration at Other Institutions

Students who are 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 student success advisor. Credits will be transferred according to Graduate School transfer credit policies in this catalog.

Student Success Advisors

Location: Anderson Center

651.635.8800 (800.255.8706, ext. 8800)

Each program has a designated Student Success Advisor (SSA) who serves as the first point of contact for student advising and support. The SSA can assist students with course selection, program planning, and other academic and registration questions. They are also able to provide referrals to a

number of other support offices on campus, based on each student's particular needs. Contact your program's SSA with your questions or concerns using the contact information found below. You can also visit the Office of Student Success & Retention website for more information.

- M.A. Counseling; email (gs-counseling@bethel.edu); 651.635.1015
- M.A. Education K-12; email (gs-education@bethel.edu); 651.635.8013
- M.A. Special Education; email (gs-education@bethel.edu); 651.635.8011
- M.A. Strategic Leadership; email (gs-business-leadership@bethel.edu); 651.635.2460
- M.A. Teaching, licenses, and certificates; email (gs-education@bethel.edu); 651.635.8013
- MBA in Business Administration; email (gs-business-leadership@bethel.edu); 651.635.2460
- M.S. Athletic Training; M.A. Athletic Training Leadership; email (gs-athletic-training@bethel.edu); 651.635.1125
- M.S. Nurse-Midwifery; email (gs-nursing@bethel.edu); 651.635.1104
- M.S. Physician Assistant; email (pa-advising@bethel.edu); 651.635.1102
- Doctor of Nursing Practice; email (gs-nursing@bethel.edu); 651.635.1104
- Ed.D. in Leadership in K-12 Administration; email (edd@bethel.edu); 651.635.1016
- Ed.D. in Leadership in Higher Education; email (edd@bethel.edu); 651.635.1016

Summer Session

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

Teach-Out Policy

When a program, certificate, minor, concentration, or license is eliminated a teach-out schedule is established with a date for when classes in that program, certificate, minor, concentration, or license will no longer be offered. Students should seek to complete all program, certificate, minor, concentration, or license requirements during the teach-out period. However, students who have not completed all requirements have two academic years beyond the end of the teach-out period to complete any remaining requirements through approved transfer courses. All transfer courses must comply with published transfer policies. Theses, dissertations, and capstone projects must be completed at Bethel within two academic years after the teach-out. The end of that two year period is the date on which the program officially closes.

Transcripts

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

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

Transfer Credit Policies

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

Some professional career fields offer training courses, examinations, or certifications from organizations that are not regionally accredited. Students in academic programs that have formal agreements with other organizations or institutions may earn graduate-level credit for completing this training, as identified within the formal agreements. Credit earned by this method is identified on the transcripts as Prior Learning Assessment and may fulfill degree requirements as specified in the formal agreements. Total Prior Learning Assessment credits may not exceed 12 semester credits.

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

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

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

In addition, credits for prior learning assessment may be awarded when:

- A formal agreement is made with a non-regionally-accredited institution or organization for the awarding of credits upon the successful completion of training courses, examinations, or certifications, and Bethel's Graduate School has received a verified certificate of completion or has directly received an official transcript from the organization.

Withdrawal and Re-Enrollment

Withdrawal

Students who desire to withdraw from Bethel may do so in writing to the Office of Student Success & Retention. In addition, students who do not enroll for more than one year (three consecutive academic terms, excluding interim) will be administratively withdrawn from Bethel.

Re-Enrollment

Withdrawn students must file an application for re-enrollment. Students shall contact the Office of Student Success & Retention for the re-enrollment application and procedures. Former students who have a registration hold on their account from the Business Office are not eligible to seek re-enrollment until the hold is resolved. All requests to re-enroll must be approved by the Program Director or Dean.

Students who have not been enrolled for more than one year (as described above) will enter under the catalog of the year in which they re-enroll.

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

Re-Enrollment after Academic Dismissal

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

Students who are approved to re-enroll after academic dismissal will return on an Academic Standing equivalent to the second term of academic probation. Students must achieve the requirements for good standing at the end of their first term of re-enrollment, with one exception: re-enrolled students who achieve a 3.0 term GPA or higher in the term they return will not be dismissed after the term even if their cumulative GPA remains below good standing.

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

Family Educational Rights and Privacy Act of 1974 (FERPA)

Purpose and Applicability

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

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

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

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

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

Definitions

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

School Official:

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

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

Education records may include:

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

Education records do NOT include:

- records about students made by instructors, professors, and administrators for their own use and not shown to others (sole possession records);
- Office of Security and Safety records maintained solely for law enforcement purposes and kept separate from the education records described above;

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

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

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

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

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

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

Student Rights

Currently enrolled and former students have the right to:

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

Procedure for Inspecting Records

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

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

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

Procedure for Requesting the Amendment of Records

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

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

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

Procedure to Request Withholding of Directory Information

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

Parent Rights

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

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

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

Offices That Maintain Records

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

- Office of the Registrar—Personal information data, course registration, records of all courses taken including grades, documents related to degree completion requirements, and other related information.
- Office of Financial Aid—Financial aid applications, records of financial aid awarded, and related documents.
- Business Office—Records related to charges, payments, emergency contact information, and Perkins loans for educational services rendered by Bethel.
- Office of Career Development and Calling—Placement data completed by the student, resumés, information on courses taken toward degree, letters of recommendation from faculty and/or employers
- Academic Departments—Student applications to program, copies of grades, notes from student interviews, faculty recommendations, department recommendations, records of field experiences, clinicals, practica, internships, and other related documents.
- Health Services—Student medical forms, copies of athletic physicals, and records of medical services rendered to the student through the university.
- Office of Student Life—Photograph, ID card information, evaluations from residence hall personnel, interest test results, housing applications, Covenant for Life Together and miscellaneous correspondence, disciplinary information.
- Office of Development—Personal data on alumni of the university and records of financial giving.

- Faculty Advisors—Notes from advising sessions; copies of various communications to and from advisee, faculty, and other offices; and related advising material.

Disclosure of Education Records

Conditions Under Which Directory Information May Be Released

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

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

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

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

The University can release information related to a student contained in law enforcement records so long as such records are created by a law enforcement unit, created for a law enforcement purpose,

and maintained by a law enforcement unit in a manner that segregates them from records maintained by other components of the University.

Conditions Under Which Education Records Will Not Be Released

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

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

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

Criteria Used to Determine the Legitimate Educational Interest of School Officials

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

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

Other Faculty and Staff Responsibilities

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

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

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

Enforcement

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

Further information concerning The Family Educational Rights and Privacy Act is available at www.ed.gov.

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 within Bethel University. Specific courses may be required to be taken during summer one-week residencies.
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.

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

Doctor of Nursing Practice (DNP)

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. Completion of the requirements of a major (listed by discipline in this catalog).
3. Completion of departmental and institutional assessment activities.
4. Completion of degree requirements within five year time limit.

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

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

General Requirements for a Master's Degree

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

1. A cumulative and major GPA of 3.0. The major GPA includes all courses required in the major and all electives taken for the major.
2. At least 80% of the credits used to meet the requirements of the major must be taken in programs that meet Bethel residency requirements, except in cases where formal agreements with other institutions exist. Specific courses in a program may be required to be taken in residence.
3. Completion of the requirements of a major (listed by discipline in this catalog).
4. Completion of departmental and institutional assessment activities.
5. The maximum time limit for completing the degree is five years. This means that students must have completed coursework for all courses including the Master's Capstone within 15 academic terms, beginning with the first term in which they are enrolled (see: Grading System—Grade of (p. 11) or *IN*).
6. Upon completion of requirements 1–5, participation in commencement ceremonies is expected. An Application for Commencement must be submitted to the Graduate School.

Post-master's degree coursework may meet certain master's degree requirements.

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

General Requirements for a Certificate

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

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

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

Residential International Students

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

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

Students who require exceptions to the full course of study are required to report to the Designated School Official for their school. F-1 International Students are allowed to work in the U.S. with authorization. Please refer to the Employment (p. 37) Section below for details.

Contact

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

Exceptions to the Full-Course-Of-Study Requirement

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

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

Distance Education Limits

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

Employment

On-Campus Employment

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

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

Off-Campus Employment

There are three categories of off-campus employment opportunities available to F-1 students: Severe Economic Hardship (p. 37), Curricular Practical Training (p. 37), and Optional Practical Training (p. 39). All three of these categories are available at Bethel.

Severe Economic Hardship

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

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

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

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

Curricular Practical Training (CPT)

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

Policy:

1. An acceptable CPT experience is one that expects the student to:
 - a. Make a deliberate application of one's academic knowledge and skills.
 - b. Continue to learn as stimulated by the problems and issues encountered.
 - c. Grow in one's personal maturity and confidence in one's abilities.
 - d. Develop empathy with and understanding of persons, groups, and settings typically not encountered on campus.
2. The proposed CPT must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within the existing course structure.
3. It is conducted under joint supervision of a Bethel faculty member and an onsite supervisor. Both parties agree on the specific objectives and assignments before beginning and jointly evaluate the student's work during the experience and at the end. There should be a plan for ongoing processing of the experience (log, weekly meetings, etc.). It is expected that the Bethel faculty supervisor will meet at least bi-weekly with the student.
4. The CPT position may be part-time or full-time, and may be salaried or non-salaried. Routine jobs or work that repeats previous experience does not qualify for an academic credit CPT. The work must provide an opportunity to meet academic/educational objectives.
5. The student must meet the following criteria:
 - a. Be currently enrolled in the College of Adult & Professional Studies, Seminary, or Graduate School.
 - b. Declare a major in the department of the internship being proposed.
 - c. Have a minimum cumulative GPA of 3.0 and a 3.0 GPA in the major. (Individual departments may require a higher GPA.)
 - d. Meet additional criteria as established by each department.
6. CPT for academic credit requires minimum time onsite:
7. A maximum of nine credits in internships may be taken. Each separate internship must have goals and objectives different than the prior ones taken for credit.
8. Internships are graded *S/U* (see: Grading System).
9. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.
10. Students must submit a completed and signed *Curricular Practical Training Form* for approval to their Student Success Advisor no later than the final day of the preceding semester. The form is available here.

Requirements and guidelines:

- Full-time enrollment for at least one year on valid F-1 status (except for graduate programs that require immediate CPT).
- The CPT employment must be an integral part of a degree program or a requirement for a course for which students receive academic credit.
- Students must have first received a qualifying job offer prior to submitting a CPT authorization request.
- The job offer must be in a student's major or field of study.
- Students are responsible for submitting the Curriculum Practical Training Form to the program director to collect their signature on the form.
- The program director must write a recommendation letter to Pang Moua, Diversity and Inclusion Associate in the Office of Diversity and Inclusion.
- You must receive prior authorization from Bethel's International Student Programs and Service Office and notification to the U.S. Citizenship and Immigration Service (USCIS).

Once authorized, students may only work for the approved employer within the dates specified. Optional Practical Training offers more flexibility; see below. CPT authorization will also specify whether approval is granted for part-time (20 hours per week or less) or full-time (more than 20 hours per week) employment. While classes are in session, only part-time CPT is allowed. Students may work up to 40 hours a week (full-time status) only during official school breaks.

Optional Practical Training (OPT)

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

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

Social Security Card

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

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

Health Insurance

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

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

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

Student Visas

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

English as a Second Language

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

ACADEMIC CALENDAR

The 2020–2021 academic year includes three academic terms: Fall Semester 2020, Spring Semester 2021, and Summer Session 2021. Special dates and holidays for the 2020-2021 academic year are listed below.

Fall Semester 2020

August 17, 2020 - December 20, 2020

Fall Term Begins	August 17
Commencement Application Deadline	October 31
Registration Opens for Summer Session 2021	December 1
Fall Commencement	December 18
Fall Term Ends	December 20
Christmas Break (no classes)	December 21 - December 27

Spring Semester 2021

December 28, 2020 - May 23, 2021

Spring Term Begins	December 28
Commencement Application Deadline	March 31
Registration Opens for Fall Semester 2021	April 1
Spring Commencement	May 23
Spring Term Ends	May 23

Summer Session 2021

May 24, 2021 - August 15, 2021

Summer Term Begins	May 24
Registration Opens for Spring Semester 2022	August 1
Summer Term Ends	August 15

ADMISSION

Admission Requirements

The Graduate School (GS) will consider applicants who meet the general requirements (p. 42) 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.

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

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

The mailing address for the Graduate School is:

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

Requirements for Admission to the Graduate School

General Requirements

The Graduate School will consider applicants who:

- Submit a completed application.
- Submit official evaluations of foreign transcripts from a National Association of Credential Evaluation Services (NACES) member organization, an Association of International Credentials Evaluators (AICE) member organization, or an *Academic Report* official evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) if applicable. Visit www.naces.org or www.aice-eval.org for lists of member organizations.
- Request a transcript evaluation for transfer of credit, if applicable.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit a current resumé or curriculum vitae.
- Indicate acceptance of Bethel Community Expectations by signing the application form.

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

International Student Admission Requirements

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

Fully Online International Applicants

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

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

Residential International Applicants

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

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

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

Additionally, international applicants must submit the following:

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

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

- Notarized letters of support from U.S. sponsor(s).

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

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

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

Admission Categories

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

Acceptance

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

Conditional Acceptance

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

Provisional Acceptance

Students admitted provisionally are encouraged to meet with their Student Success Advisor soon after matriculation to help ensure academic success. Admitted students who have not achieved the minimum GPA, grade standards, or other assessment criteria will receive provisional acceptance. A minimum GPA of 3.0 overall must be earned in order to continue in the program. After students have completed a total of 6 credits, their GPA will be evaluated at the end of the term.

Admission Calendar

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

Course/Cohort Cancellation Policy

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

ACADEMIC PROGRAMS

Course Numbers, Levels, and Credits

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

Master's Level

500–799

Doctoral Level

800-899

Academic Discipline Codes and Descriptions

The discipline code indicates the academic discipline being studied.

Subject Code	Description
ACCT	Accounting
ATRN	Athletic Training
BIBL	Bible
BIOL	Biology
BUSN	Business
CHMN	Christian Ministries
COUN	Counseling
ECON	Economics
EDUC	Education
HCAM	Healthcare Administration
HUSE	Human Services
LEAD	Leadership Foundations
NURS	Nursing
ORGL	Organizational Leadership
PHAS	Physician Assistant
PSYC	Psychology
SCLA	Senior Care Leadership and Administration
SLDR	Strategic Leadership
SPED	Special Education

Suffix Codes and Descriptions

Subject Code	Description
L	Laboratory Experience

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

MBA—Master of Business Administration

Overview

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

Transformational Education

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

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

Character-Based Leadership

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

Honoring Your Uniqueness

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

Faith and Work Integration

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

Program Outcomes

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

- Integrate leadership theory, scholarship, and practice with developmental self-awareness.
- Respond to leadership dilemmas in a manner consistent with Christian ethical principles.
- Communicate effectively in a variety of leadership settings.
- Prioritize relevant internal and external factors that effect business business decision-making.
- Create evidence-based solutions to business challenges and opportunities.
- Analyze the complex relationship between local business conditions and the global commercial environment.

- Apply effective leadership and collaboration strategies to virtual and culturally diverse environments.
- Make effective business decisions informed by a synthesis of financial data. (Finance Concentration)
- Apply administration techniques that support operational effectiveness and efficiency in the healthcare setting. (Healthcare Administration)
- Evaluate operational efficiency through an analysis of internal data. (Management Concentration)
- Create strategies for competitive advantage based on an evaluation of relevant internal and external forces. (Strategy & Execution Concentration)

Admission Requirements

The MBA program will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all graduate schools attended.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Submit a current resume.
- Interview with the MBA program director or enrollment counselor, if requested.

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

Degree Requirements

The required curriculum for the MBA comprises a 42 semester credit sequence of courses. The core courses comprise 30 credits. A 12-credit concentration is required. Students may complete only one concentration, but may take courses from other concentrations if desired.

Code	Title	Credits
BUSN 615	Managerial Accounting	3
BUSN 645	Marketing Management	3
BUSN 680	Business Strategy	3
BUSN 789	MBA Portfolio Deliverable	0
ECON 635	Managerial Economics	3
LEAD 607	Engaging Your Potential ¹	0
LEAD 611	Leadership Theory & Personal Agency ¹	3
LEAD 621	Worldview, Ethics and Leadership ¹	3
LEAD 641	Organizational Diagnostics and Health ¹	3
LEAD 651	Leadership Formation and Strategic Talent Management ¹	3
LEAD 671	Strategic Communication for Leaders	3
LEAD 795	Integrative Team Capstone ¹	3
Select one concentration from the Concentrations Section.		12
Total Credits		42

¹ Course must be taken for credit at Bethel.

Concentrations

In addition to the 30-credit MBA core, students must complete one 12-credit concentration. Regardless of the concentration a student chooses, the minimal MBA program requirements must total 42 credits. Each concentration consists of 12 credits.

Bethel University offers four concentrations with Bethel courses. Four additional concentrations are accepted by Bethel as 12 credits of Prior Learning Assessment through completion of the MITx MicroMasters® Program Certificate. MITx operates through edX as the MOOC (massive open online course) provider.¹

Students may choose from the following concentrations below.

Concentrations Through Bethel

Finance

The Finance concentration is for those who want to take a deeper dive into the finance discipline. Students will study quantitative statistics and global finance trends to make smart business decisions, and they will make financial decisions for a mock company to see the results in real time. The outcome of this concentration is to: Make effective business decisions informed by a synthesis of financial data.

Code	Title	Credits
BUSN 605	Foundations in Business Analytics	3
BUSN 625	Managerial Finance	3
BUSN 627	Advanced Managerial Finance	3
BUSN 628	Global Finance	3
Total Credits		12

Healthcare Administration

The Healthcare Administration concentration is for those who aspire to become leaders and innovators in the healthcare industry. Students will study healthcare policy, health informatics, and finance trends to make informed and ethical decisions in the healthcare setting. The outcome of this concentration is to: Apply administration techniques that support operational effectiveness and efficiency in the healthcare setting.

Code	Title	Credits
HCAM 600	Healthcare Policy and Economics	3
HCAM 605	Health Informatics and Application	3
HCAM 610	Legal Aspects in Healthcare	3
HCAM 615	Finance for Healthcare Administrators	3
Total Credits		12

Management

The Management concentration provides additional skills to those who want to excel at making great decisions and getting things done. Students will learn the secrets of successful projects and develop a more acute sense of what keeps operations running smoothly. The outcome of this concentration is to: Evaluate operational efficiency through an analysis of internal data.

Code	Title	Credits
BUSN 605	Foundations in Business Analytics	3
BUSN 625	Managerial Finance	3
BUSN 660	Operations Management	3
SLDR 615	Managing Projects & Quality Initiatives	3
Total Credits		12

Strategy & Execution

The Strategy & Execution concentration is for those who want to drive growth and revenue in today's chaotic marketplace. Students will learn how to create an environment of ongoing innovation, craft advanced business strategies, and then execute on those strategies. Students will also learn how to bring new products and services to market either as a new business, or as part of an existing business. The outcome of this concentration is to: Create strategies for competitive advantage based on an evaluation of relevant internal and external forces.

Code	Title	Credits
BUSN 625	Managerial Finance	3
BUSN 641	Advanced Competitive Advantage	3
BUSN 642	Innovation & Entrepreneurship	3
BUSN 643	Strategy Execution	3
Total Credits		12

Concentrations Through MITx MicroMasters® Program Certificates

Data, Economics, and Development Policy

The MITx MicroMasters® Program Certificate in Data, Economics, and Development Policy is for those desiring to develop the competencies and theoretical knowledge to tackle some of the world's most pressing challenges facing developing countries and the poor. Students will learn microeconomics, development economics, and probability and statistics, while engaging with cutting-edge research. Once a student is awarded The MITx MicroMasters® Program Certificate in Data, Economics, and

Development Policy, Bethel will consider it as 12 credits of Prior Learning Assessment toward this MBA concentration.

Principles of Manufacturing

The MITx MicroMasters® Program Certificate in Principles of Manufacturing provides additional skills and competencies to manufacturing and engineering professionals who strive for excellence and competitiveness in the manufacturing industry. Students study manufacturing process control, production flow, supply chain, analytics and finance. Once a student is awarded The MITx MicroMasters® Program Certificate in Principles of Manufacturing, Bethel will consider it as 12 credits of Prior Learning Assessment toward this MBA concentration.

Statistics and Data Science

The MITx MicroMasters® Program Certificate in Statistics and Data Science is for those who desire competency in data science to solve complex problems with data and drive important decision-making processes to add value to an organization. Students learn skills in probability and statistics, data analysis and machine learning. Once a student is awarded The MITx MicroMasters® Program Certificate in Statistics and Data Science, Bethel will consider it as 12 credits of Prior Learning Assessment toward this MBA concentration.

Supply Chain Management

The MITx MicroMasters® Program Certificate in Supply Chain Management provides additional skills and competencies to supply chain professionals to raise their knowledge and end-to-end understanding of supply chain management. Students will learn supply chain analytics, fundamentals, design, dynamics, technology and systems. Once a student is awarded The MITx MicroMasters® Program Certificate in Supply Chain Management, Bethel will consider it as 12 credits of Prior Learning Assessment toward this MBA concentration.

¹

Courses through MITx do not count toward a student's Bethel academic load. MITx courses are not considered when determining financial aid eligibility. When enrollment status drops below half-time (excluding MITx courses), student loans are no longer eligible for deferment.

M.A. in Counseling

Overview

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

Program Outcomes

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

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

Program Design

- The program is designed to be completed in three academic years (33 months), including summer sessions.
- Classes meet either one afternoon and evening or two evenings each week.
- A summer practicum, fall internship, and spring internship is required during the final year.
- A supportive learning community is achieved through the cohort model—a small group of students who will progress through their degree program together.

Admission Requirements

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

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree, and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit a written *Statement of Purpose*.
- Interview with program faculty and representatives upon invitation. Bethel graduates of the CAPS B.A. in Psychology and B.A. in Human Services programs who meet all of the qualifications are guaranteed an interview, but not guaranteed a seat in the program.
- Submit two professional/academic *Admission References*.
- Have successfully completed college-level subject matter prerequisites from a regionally accredited institution. Each course must have earned at least three semester credits and may have been taken at the undergraduate or graduate level.

- Developmental Studies
- Statistics or Research Methods
- Nine additional semester credits in the behavioral/social sciences
- Submit Miller Analogies Test or GRE score report (taken within the last five years).
- Submit a current resume.
- Undergo a criminal background check after being invited to the program and submit results. (Certain offenses may preclude graduates from becoming licensed as a professional counselor and/or may limit clinical placement options.)

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

Degree Requirements

M.A. in Counseling

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

Code	Title	Credits
Core Courses		
COUN 600	Foundations of Clinical Mental Health Counseling	3
COUN 605	Family Systems	3
COUN 610	Counseling Microskills	3
COUN 615	Worldview and Integration of Faith and Spirituality in Counseling	3
COUN 620	Multicultural Counseling and Social Justice	3
COUN 625	Theories and Techniques of Group Counseling	3
COUN 630	Addictions Counseling	3
COUN 635	Lifespan Development	3
COUN 640	Psychopathology and Diagnosis	3
COUN 645	Individual and Family Assessment	3
COUN 650	Theories and Techniques of Counseling	3
COUN 655	Professional Orientation and Ethics	3
COUN 660	Research Methods and Evaluation	3
COUN 665	Clinical Assessment and Intervention	3
COUN 670	Theories and Techniques of Career Counseling	3
COUN 675	Child and Adolescent Counseling	3
COUN 680	Neuroscience, Counseling, and Trauma	3
COUN 780	Practicum	2
COUN 781	Internship I	3.5
COUN 790	Internship II	3.5
Total Credits		60

¹ Course must be taken for credit at Bethel.

Certificate in Play Therapy

Overview

The Play Therapy Certificate offers graduate students in the M.A. Counseling and M.A. in Marriage and Family Therapy programs as well as mental health professionals in the community the opportunity to complete the educational requirements to become a Registered Play Therapist. Working as a Play Therapist requires specialized training which most mental health professionals do not receive in their degree programs.

This certificate offers mental health professionals the education they need to serve our younger generations with competence. This certificate offers students, alumni, and community mental health professionals to have specific training in play therapy in order to serve our younger generation competently.

Program Outcomes

Graduates of the Certificate in Play Therapy will:

- Apply play therapy theories and approaches to clinical practice.
- Demonstrate proficiency in play therapy assessment and techniques.
- Apply ethical principles and ethical decision making to play therapy assessment and practice.
- Develop sensitivity to cultural, religious, and spiritual diversity throughout the play therapy process.

Admission Requirements

- Meet the general requirements for admission to the Graduate School (p. 42).
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree, and official transcripts or NACES or AICE evaluations from all graduate schools attended. Visit www.naces.org or www.aice-eval.org for lists of member organizations.
- Must be a current Mental Health Professional who has completed Master's degree in Counseling or related field or be a graduate student in mental health professional field (Psychology, Social Work, Counseling, or MFT). Current graduate students will need to demonstrate they are in good standing in their current program.
- Interview with the program director or enrollment counselor if requested.

Degree Requirements

Certificate in Play Therapy

The required curriculum for the Play Therapy Certificate comprises a 12 semester credit sequence of courses.

Code	Title	Credits
COUN 700	Introduction to Play Therapy and Techniques	3
COUN 705	Child and Family Play Therapy Assessment ¹	2
COUN 710	Foundational Play Therapy and Techniques ¹	2
COUN 715	Non-Directive Play Therapy and Techniques ¹	2
COUN 720	Filial Therapy ¹	1
COUN 725	Trauma and Play Therapy ¹	1
COUN 730	Introduction to Sandtray ¹	1
Total Credits		12

¹ Course must be taken for credit at Bethel.

Education

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

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

Doctor of Education (Ed.D.)

- Ed.D. in Leadership in Higher Education (p. 58)
- Ed.D. in Leadership in K-12 Administration (p. 60)

Master of Arts (M.A.)

- M.A. in Education K-12 (p. 68)
- M.A. in Special Education (p. 77)
- M.A. in Teaching (p. 93)

Certificates

- Classroom Management: ENVoY (p. 72)
- International Baccalaureate Certificate in Teaching and Learning (p. 73)

Licenses

- **K-12 Administrator Level Licenses**
 - Director of Special Education (p. 62)
 - K-12 Principal (p. 64)
 - Superintendent (p. 66)
- **Master's Level Licenses**
 - **Education K-12 (add-on licenses)**
 - Teacher Coordinator of Work-Based Learning (p. 74)
 - Teachers of Computer, Keyboarding, and Related Technology Applications (p. 75)
 - **Special Education**
 - Academic Behavioral Strategist K-12 (ABS) (p. 81)
 - Autism Spectrum Disorders B-12 (ASD) (p. 84)
 - Developmental Disabilities K-12 (DD) (p. 87)
 - Emotional/Behavioral Disabilities K-12 (EBD) (p. 90)
 - **Teaching**
 - Business (5-12) (p. 96)
 - Chemistry (9-12) (p. 96)
 - Communication Arts and Literature (5-12) (p. 96)
 - English as a Second Language -- ESL (K-12) (p. 96)
 - General Science (5-8) (p. 96)
 - Life Science (9-12) (p. 96)
 - Mathematics (5-12) (p. 96)
 - Physics (9-12) (p. 96)
 - Social Studies (5-12) (p. 96)
 - Visual Arts (K-12) (p. 96)
 - World Languages and Cultures (K-12) (p. 96)
 - Add-On Teaching License (p. 100) (for licensed Special Education teachers)

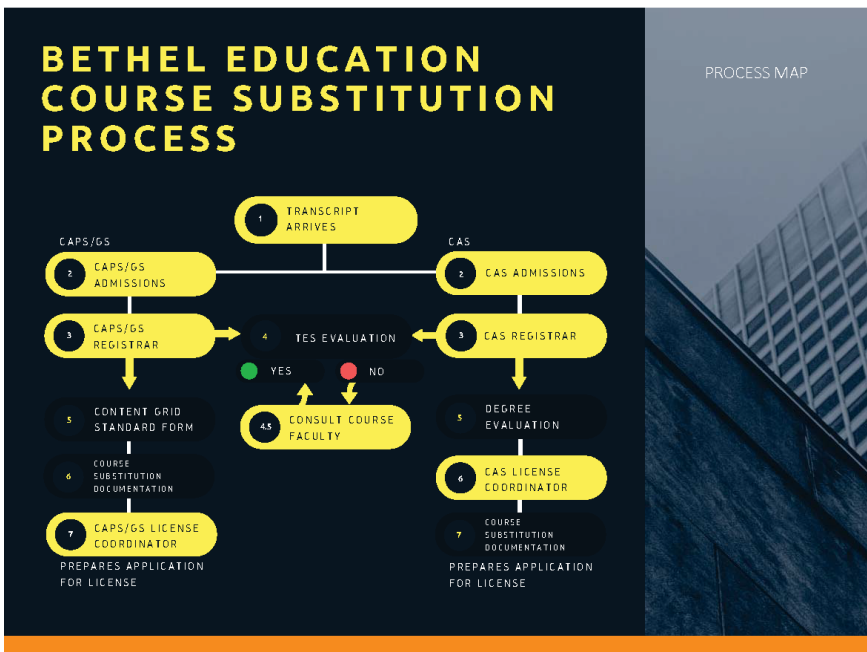
Accreditation

The Minnesota Board of School Administrators has accredited Bethel University's K12 Administrator Licenses Program leading to licenses as principals, superintendents, and directors of special education. Once the required coursework, internships, and panel review are concluded, Bethel recommends students for a K12 administrator's license; the Minnesota Professional Educator Licensing and Standards Board grants the license.

Bethel's graduate teacher education degree programs are accredited by the Minnesota Professional Education Licensing and Standards Board (PELSB; formerly called Minnesota Board of Teaching) which has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K-12 and 5-12 content areas; initial and add-on licenses in various special education content areas; as well as add-on licenses in Computer, Keyboarding, and Related Technology Applications and in Teacher Coordinator of Work-based Learning.

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

Bethel University's Education Course Substitution Process



Education Course Substitution Process Description

First, a student's transcript arrives at Enrollment Management Operations and is sent to the Registrar's Office. Second, the Registrar's Office consults the Transfer Evaluation System (TES) to see if pre-existing equivalencies already exist. If the pending transfer course has not been pre-evaluated and/or does not parallel the Bethel course, it is reviewed for a second opinion.

In CAS (traditional undergraduate programs) the Registrar consults with the CAS Education Department Chair and faculty, who analyze/compare the course descriptions and syllabi. In CAPS and GS (non-traditional adult programs) the Content Standards classes and the Liberal Arts evaluation are analyzed by the Registrar, based on TES course descriptions and/or course syllabi. If there are questions, the Registrar consults the designated faculty content experts. Finally, under the Dean of Education's supervision, the Certifying Officer for CAS or for CAPS and GS signs the course substitution form.

Practices

1. Pre-approving course substitutions for content courses
 - a. The CAS (traditional undergraduate program) Education Department faculty reviews the syllabus to ensure standards are met.
 - b. The CAPS and GS (non-traditional adult programs) Education Department uses course descriptions to determine if a substitution is applicable, unless it is an unusual substitution. In those situations, Bethel reviews a syllabus for the proposed course substitution to see if the necessary standards are covered.
2. Starting fall 2018:
 - a. All Bethel MAT education students seeking an initial teaching license are required to take content area methods and reading courses at Bethel. Methods and reading courses will not be transferred in from other institutions.
 - b. All Bethel SPED students seeking an initial licensure may transfer in reading and methods courses, but a syllabus along with a standards map comparing the proposed substituted course for the required Bethel course must also be submitted and approved.
3. For students with an initial teaching license who are seeking an additional license, Bethel confirms that the reading standards were met (see process). If not, the student is required to take a Bethel reading course (licensure program dictates reading course required).
 - a. If the student has an Elementary Ed license and is adding a secondary license or a K-12 license through the MAT Program, the student will need to take the secondary reading course, as the standards are different. The Elementary Ed reading course cannot be substituted for a Secondary reading course.
 - b. If the student has an Elementary Ed license and is adding a K-12 SPED license, the student may not need to take the secondary reading course, but will need to submit a syllabus along with a standards map comparing the proposed substituted reading course standards with the required Bethel course standards.
 - c. If the student completed an initial licensure program in Minnesota after 2010, reading standards are probably met, but Bethel will request the syllabus and match it to the standards covered in the equivalent Bethel reading course.

Ed.D. Leadership in Higher Education

Overview

The Doctor of Education degree program is for applicants who wish to complete a course of study leading to a doctorate in higher education leadership. The degree program includes three years of coursework, participation in residencies, a completed dissertation, and the completion of 61 semester credits.

Program Outcomes

- Students will analyze higher educational systems from a historical, cultural, and/or philosophical context.
- Students will practice reflection and sustained personal formation.
- Students will apply strategic and collaborative thinking to issues and problems.
- Students will demonstrate leadership in areas of diversity, inclusion, and equity.
- Students will demonstrate strong academic writing and research abilities.
- Students will integrate faith/values and ethics in their leadership of educational institutions.

Program Design

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

Admission Requirements

The Ed.D. degree in Higher Education will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned master's or higher degree from a regionally accredited (or internationally recognized as equivalent) institution and official transcripts or NACES or AICE evaluations from all graduate and post-graduate coursework.
- Have earned a graduate GPA of at least 3.0 on a 4.0 scale.
- Submit a current resume or curriculum vitae.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director upon invitation.

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

Degree Requirements

Ed.D. Leadership in Higher Education

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

Code	Title	Credits
EDUC 801	Historical, Cultural, and Philosophical Issues Impacting Educational Leadership	3
EDUC 807	Organizational Leadership in Higher Education	3
EDUC 812	Curriculum Design and Instructional Management in Higher Education	3
EDUC 818	Comparative Analysis of Issues in Higher Education	3
EDUC 820	Doctoral Research I	3
EDUC 827	Leading in a Complex and Pluralistic Society	3
EDUC 832	Leadership of Academic & Support Systems in Higher Education	3
EDUC 837	Institutional Assessment in Higher Education	3
EDUC 842	Strategic Leadership in Higher Education	3
EDUC 845	Doctoral Research II	3
EDUC 850	Doctoral Research III	3
EDUC 858	Re-imagining Higher Education	3
EDUC 862	Legal Issues in Higher Education	3
EDUC 867	Budgeting and Fiscal Management in Higher Education	3
EDUC 870	Doctoral Research IV	3
EDUC 881	Comprehensive Examination and Portfolio Review ¹	1
EDUC 885 or EDUC 846	Individualized Project in Higher Education Academic Writing for Graduate Students	3
EDUC 890	Dissertation Phase One ¹	6
EDUC 891	Dissertation Phase Two ¹	6
Total Credits		61

¹ Course must be taken for credit at Bethel.

Note: If a student receives a D, F, or U in a doctoral-level course due to lack of demonstrated proficiency in academic writing, the student is required to take Academic Writing for Graduate Students (EDUC 846) within the subsequent academic year in order to continue as an active student in the program.

Ed.D. Leadership in K-12 Administration

Overview

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

Program Outcomes

- Students will practice reflection and sustained personal formation.
- Students will apply strategic and collaborative thinking to issues and problems.
- Students will demonstrate leadership in areas of diversity, inclusion, and equity.
- Students will demonstrate strong academic writing and research abilities.
- Students will integrate faith/values and ethics in their leadership of educational institutions.
- Students display proficiency of the Minnesota administrative license competencies.

Program Design

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

Admission Requirements

The Ed.D. Leadership in K-12 Administration program will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned master's or higher degree from a regionally accredited (or internationally recognized as equivalent) institution and official transcripts or NACES or AICE evaluations from all graduate and post-graduate coursework. Upon program director approval, applicants may be considered for regular admission who have significant progress towards a master's degree but have not yet completed it.
- Have earned a graduate GPA of at least 3.0 on a 4.0 scale.
- Submit a current resume or curriculum vitae.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director upon invitation.

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

Degree Requirements

Ed.D. Leadership in K-12 Administration

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

Code	Title	Credits
EDUC 800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC 805	Principles of Organizational Leadership	3
EDUC 810	Curriculum and Instructional Management and Student Development	3
EDUC 819	Meeting the Needs of All Stakeholders	3
EDUC 820	Doctoral Research I	3
EDUC 825	Leading in a Complex and Pluralistic Society	3
EDUC 830	Administration of Essential Educational Programs	3
EDUC 835	Measurement and Assessment	3
EDUC 840	Operations and Personnel Administration	3
EDUC 845	Doctoral Research II	3
EDUC 850	Doctoral Research III	3
EDUC 855	Administrators as Agents of Change	3
EDUC 860	Legal Issues in School Administration	3
EDUC 865	Resource Management in K-12 Education	3
EDUC 870	Doctoral Research IV	3
EDUC 881	Comprehensive Examination and Portfolio Review ¹	1
EDUC 890	Dissertation Phase One ¹	6
EDUC 891	Dissertation Phase Two ¹	6
Select one of the following:		3
EDUC 846	Academic Writing for Graduate Students	
EDUC 882	Directed Study	
EDUC 883	Scholarly Advancement in K-12 Leadership	
EDUC 884	Applied Leadership	
EDUC 886	Principal Internship	
EDUC 887	Superintendent Internship	
EDUC 889	Director of Special Education Internship	
Total Credits		61

¹ Course must be taken for credit at Bethel.

Note: If a student receives a D, F, or U in a doctoral-level course due to lack of demonstrated proficiency in academic writing, the student is required to take Academic Writing for Graduate Students (EDUC 846) within the subsequent academic year in order to continue as an active student in the program.

Director of Special Education License

Overview

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

Accreditation

The Minnesota Board of School Administrators has accredited Bethel University's K12 Administrator Licenses Program leading to licenses as principals, superintendents, and directors of special education. Once the required coursework, internships, and panel review are concluded, Bethel recommends students for a K12 administrator's license; the Minnesota Professional Educator Licensing and Standards Board grants the license.

Program Outcomes

- Students will practice reflection and sustained personal formation.
- Students will apply strategic and collaborative thinking to issues and problems.
- Students will demonstrate leadership in areas of diversity, inclusion, and equity.
- Students will demonstrate strong academic writing and research abilities.
- Students will integrate faith/values and ethics in their leadership of educational institutions.
- Students display proficiency of the Minnesota administrative license competencies.

Program Design

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

Graduate-Level License Requirements

To be recommended for a license students must:

- Maintain academic success, which is defined as completion of each teacher licensure and each content area course with a passing grade: S, C, or higher.
- Maintain character, ethics, and relational skills consistent with the role and responsibility of the professional educator. Any student failing to meet this expectation may be asked to discuss with the program director other viable options for professional development.
- License standards are subject to change at any time by the Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) or the Minnesota Board of School Administrators (BOSA).
- Candidates for licensure must meet the BOSA or PELSB license standards in place at the time of program completion.

Admission Requirements

The Director of Special Education license program will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit official transcripts (U.S. schools) or NACES or AICE evaluations (international schools) showing an earned baccalaureate degree and all other completed coursework from the highest level of education (graduate or undergraduate).
- Have earned a graduate GPA of at least 3.0 on a 4.0 scale.
- Submit a current resume or curriculum vitae.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director upon invitation.

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

Degree Requirements

Director of Special Education License

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

Code	Title	Credits
EDUC 800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC 805	Principles of Organizational Leadership	3
EDUC 810	Curriculum and Instructional Management and Student Development	3
EDUC 819	Meeting the Needs of All Stakeholders	3
EDUC 825	Leading in a Complex and Pluralistic Society	3
EDUC 830	Administration of Essential Educational Programs	3
EDUC 835	Measurement and Assessment	3
EDUC 840	Operations and Personnel Administration	3
EDUC 855	Administrators as Agents of Change	3
EDUC 860	Legal Issues in School Administration	3
EDUC 865	Resource Management in K-12 Education	3
EDUC 875	Special Education Policy, Law, and Finance	2
EDUC 876	Special Education Organization Management	2
EDUC 889	Director of Special Education Internship	3
Total Credits		40

K-12 Principal License

Overview

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

Accreditation

The Minnesota Board of School Administrators has accredited Bethel University's K12 Administrator Licenses Program leading to licenses as principals, superintendents, and directors of special education. Once the required coursework, internships, and panel review are concluded, Bethel recommends students for a K12 administrator's license; the Minnesota Professional Educator Licensing and Standards Board grants the license.

Program Outcomes

- Students will practice reflection and sustained personal formation.
- Students will apply strategic and collaborative thinking to issues and problems.
- Students will demonstrate leadership in areas of diversity, inclusion, and equity.
- Students will demonstrate strong academic writing and research abilities.
- Students will integrate faith/values and ethics in their leadership of educational institutions.
- Students display proficiency of the Minnesota administrative license competencies.

Program Design

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

Graduate-Level License Requirements

To be recommended for a license students must:

- Maintain academic success, which is defined as completion of each teacher licensure and each content area course with a passing grade: S, C, or higher.
- Maintain character, ethics, and relational skills consistent with the role and responsibility of the professional educator. Any student failing to meet this expectation may be asked to discuss with the program director other viable options for professional development.
- License standards are subject to change at any time by the Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) or the Minnesota Board of School Administrators (BOSA).
- Candidates for licensure must meet the BOSA or PELSB license standards in place at the time of program completion.

Admission Requirements

The K-12 Principal License program will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit official transcripts (U.S. schools) or NACES or AICE evaluations (international schools) showing an earned baccalaureate degree and all other completed coursework from the highest level of education (graduate or undergraduate).
- Have earned a graduate GPA of at least 3.0 on a 4.0 scale.
- Submit a current resume or curriculum vitae.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director upon invitation.

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

Degree Requirements

K-12 Principal License

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

Code	Title	Credits
EDUC 800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC 805	Principles of Organizational Leadership	3
EDUC 810	Curriculum and Instructional Management and Student Development	3
EDUC 819	Meeting the Needs of All Stakeholders	3
EDUC 825	Leading in a Complex and Pluralistic Society	3
EDUC 830	Administration of Essential Educational Programs	3
EDUC 835	Measurement and Assessment	3
EDUC 840	Operations and Personnel Administration	3
EDUC 855	Administrators as Agents of Change	3
EDUC 860	Legal Issues in School Administration	3
EDUC 865	Resource Management in K-12 Education	3
EDUC 886	Principal Internship	3
Total Credits		36

Superintendent License

Overview

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

Accreditation

The Minnesota Board of School Administrators has accredited Bethel University's K12 Administrator Licenses Program leading to licenses as principals, superintendents, and directors of special education. Once the required coursework, internships, and panel review are concluded, Bethel recommends students for a K12 administrator's license; the Minnesota Professional Educator Licensing and Standards Board grants the license.

Program Outcomes

- Students will practice reflection and sustained personal formation.
- Students will apply strategic and collaborative thinking to issues and problems.
- Students will demonstrate leadership in areas of diversity, inclusion, and equity.
- Students will demonstrate strong academic writing and research abilities.
- Students will integrate faith/values and ethics in their leadership of educational institutions.
- Students display proficiency of the Minnesota administrative license competencies.

Program Design

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

Graduate-Level License Requirements

To be recommended for a license students must:

- Maintain academic success, which is defined as completion of each teacher licensure and each content area course with a passing grade: S, C, or higher.
- Maintain character, ethics, and relational skills consistent with the role and responsibility of the professional educator. Any student failing to meet this expectation may be asked to discuss with the program director other viable options for professional development.
- License standards are subject to change at any time by the Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) or the Minnesota Board of School Administrators (BOSA).
- Candidates for licensure must meet the BOSA or PELSB license standards in place at the time of program completion.

Admission Requirements

The Superintendent License program will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit official transcripts (U.S. schools) or NACES or AICE evaluations (international schools) showing an earned baccalaureate degree and all other completed coursework from the highest level of education (graduate or undergraduate).
- Have earned a graduate GPA of at least 3.0 on a 4.0 scale.
- Submit a current resume or curriculum vitae.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director upon invitation.

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

Degree Requirements

Superintendent License

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

Code	Title	Credits
EDUC 800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC 805	Principles of Organizational Leadership	3
EDUC 810	Curriculum and Instructional Management and Student Development	3
EDUC 819	Meeting the Needs of All Stakeholders	3
EDUC 825	Leading in a Complex and Pluralistic Society	3
EDUC 830	Administration of Essential Educational Programs	3
EDUC 835	Measurement and Assessment	3
EDUC 840	Operations and Personnel Administration	3
EDUC 855	Administrators as Agents of Change	3
EDUC 860	Legal Issues in School Administration	3
EDUC 865	Resource Management in K-12 Education	3
EDUC 887	Superintendent Internship	3
Total Credits		36

M.A. in Education K-12

Overview

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

Accreditation

Bethel's graduate teacher education degree programs are accredited by the Minnesota Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) which has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K–12 and 5-12 content areas; initial and add-on licenses in various special education content areas; as well as add-on licenses in Computer, Keyboarding, and Related Technology Applications and in Teacher Coordinator of Work-based Learning.

Program Design

- Courses are offered sequentially throughout the calendar year, including the summer months.
- Courses are generally taken one at a time.

Delivery format:

- M.A. in Education K–12 core courses are taken online, and the program orientation is provided online. Concentration options are either online, face-to-face, or hybrid.

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

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

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

Admission Requirements

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

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution and official transcripts or NACES or AICE evaluations from all graduate schools attended.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- 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.
- Have completed a minimum of one year of teaching experience.
- Submit a current resume.

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

Degree Requirements

M.A. in Education K–12

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

Code	Title	Credits
EDUC 606	Teacher as Leader	3
EDUC 611	Educational Research	1
EDUC 616	Improving Instruction	3
EDUC 730	Introduction to Differentiation and Responsive Teaching	3
EDUC 731	Responsive Pedagogy for English Language Learners	3
EDUC 732	Culturally Responsive Instruction	3
EDUC 756	Preparing the Thesis/Action Research Project	1
EDUC 790	Writing the Thesis/Action Research Project ¹	3
PSYC 635	Measurement and Assessment in Education	3
Select one concentration from the Concentrations section.		9-10
Total Credits		32-33

¹ Course must be taken for credit at Bethel.

Concentrations

Classroom Management: ENVoY: *Online*

Code	Title	Credits
EDUC 745	ENVoY: The 7 Gems	3
EDUC 746	Classroom Charisma	3
EDUC 747	Group Dynamics in a Healthy Classroom	4
Total Credits		10

Educational Leadership

The three courses in this concentrations are doctoral level. Doctoral-level credit is earned and doctoral-level tuition is charged. The student will discuss with the Ed.D. Enrollment Counselor course options that will best match the student's goals.

Code	Title	Credits
EDUC 800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC 805	Principles of Organizational Leadership	3
EDUC 810	Curriculum and Instructional Management and Student Development	3
Total Credits		9

International Baccalaureate Certificate in Teaching and Learning: *Online*

Code	Title	Credits
EDUC 771	Curriculum Processes	3
EDUC 772	Assessment and Learning	3
EDUC 773	Teaching and Learning	3
EDUC 774	Capstone	1
Total Credits		10

Special Education

Code	Title	Credits
Select 9 credits from the following:		
SPED 600	Characteristics of Mild-Moderate Disabilities	3
SPED 620	Reading Foundations	3
SPED 631	Responsive Instruction, Intervention, and Assessment	3
SPED 641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
Total Credits		9

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

Code	Title	Credits
EDUC 705	History and Advancement of Work-Based Learning	3
EDUC 707	Designing School-Based Instruction for Work-Based Learning	3
EDUC 709	Implementing and Monitoring Work-Based Learning	3
Total Credits		9

Technology for Educators: *Online*

Code	Title	Credits
EDUC 711	Technology Applications for K-12 Schools	3
EDUC 712	Technology Curriculum Integration for K-12 Schools	3
EDUC 713	Providing Leadership in Educational Technology for K-12 Schools	2
EDUC 715	Practicum for Teachers of Computers, Keyboarding, and Related Technology for K-12 Schools	1
Total Credits		9

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

Certificate in Classroom Management: ENVoY

Degree Requirements

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

Code	Title	Credits
EDUC 745	ENVoY: The 7 Gems	3
EDUC 746	Classroom Charisma	3
EDUC 747	Group Dynamics in a Healthy Classroom	4
Total Credits		10

Admission Requirements

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

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree.
- Submit a copy of full professional teaching license.

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

International Baccalaureate Certificate in Teaching and Learning

Degree Requirements

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.

Code	Title	Credits
EDUC 771	Curriculum Processes	3
EDUC 772	Assessment and Learning	3
EDUC 773	Teaching and Learning	3
EDUC 774	Capstone	1
Total Credits		10

Admission Requirements

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

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree.
- Submit a copy of a national teaching qualification/license or submit proof of a minimum of three years full-time professional teaching experience in a government-approved/registered school.

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

Teacher Coordinator of Work-Based Learning License

Accreditation

Bethel's graduate teacher education degree programs are accredited by the Minnesota Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) which has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K–12 and 5-12 content areas; initial and add-on licenses in various special education content areas; as well as add-on licenses in Computer, Keyboarding, and Related Technology Applications and in Teacher Coordinator of Work-based Learning.

Graduate-Level License Requirements

To be recommended for a license students must:

- Maintain academic success, which is defined as completion of each teacher licensure and each content area course with a passing grade: S, C, or higher.
- Maintain character, ethics, and relational skills consistent with the role and responsibility of the professional educator. Any student failing to meet this expectation may be asked to discuss with the program director other viable options for professional development.
- License standards are subject to change at any time by the Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) or the Minnesota Board of School Administrators (BOSA).
- Candidates for licensure must meet the BOSA or PELSB license standards in place at the time of program completion.

Admission Requirements

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

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree.
- Submit a copy of full professional Minnesota teaching license.

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

Degree Requirements

Teacher Coordinator of Work-Based Learning License

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

Code	Title	Credits
EDUC 705	History and Advancement of Work-Based Learning	3
EDUC 707	Designing School-Based Instruction for Work-Based Learning	3
EDUC 709	Implementing and Monitoring Work-Based Learning	3
Total Credits		9

Teachers of Computer, Keyboarding, and Related Technology Applications License

Accreditation

Bethel's graduate teacher education degree programs are accredited by the Minnesota Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) which has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K-12 and 5-12 content areas; initial and add-on licenses in various special education content areas; as well as add-on licenses in Computer, Keyboarding, and Related Technology Applications and in Teacher Coordinator of Work-based Learning.

Graduate-Level License Requirements

To be recommended for a license students must:

- Maintain academic success, which is defined as completion of each teacher licensure and each content area course with a passing grade: S, C, or higher.
- Maintain character, ethics, and relational skills consistent with the role and responsibility of the professional educator. Any student failing to meet this expectation may be asked to discuss with the program director other viable options for professional development.
- License standards are subject to change at any time by the Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) or the Minnesota Board of School Administrators (BOSA).
- Candidates for licensure must meet the BOSA or PELSB license standards in place at the time of program completion.

Admission Requirements

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

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree.
- Submit a copy of full professional Minnesota teaching license.

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

Degree Requirements

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

Code	Title	Credits
EDUC 711	Technology Applications for K-12 Schools	3
EDUC 712	Technology Curriculum Integration for K-12 Schools	3
EDUC 713	Providing Leadership in Educational Technology for K-12 Schools	2

Teachers of Computer, Keyboarding, and Related Technology Applications License 76

EDUC 715	Practicum for Teachers of Computers, Keyboarding, and Related Technology for K-12 Schools	1
Total Credits		9

M.A. in Special Education

Overview

The purpose of the M.A. in Special Education, and Special Education license programs, is to equip, educate, empower, and engage special education teachers for the 21st century across the entire state of Minnesota and beyond. The M.A. and license programs in Special Education emphasize the practical application of the theoretical and research basis of the discipline, special education foundations, data-based decision making, as well as ethical/spiritual issues related to the profession. Students will learn from current researchers in the field along with current practitioners in Minnesota K-12 public schools. Students will have the option to choose from four different license tracks: Academic Behavioral Strategist, Autism Spectrum Disorders, Developmental Cognitive Disabilities, and/or Emotional Behavioral Disorders.

Program Design

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

Delivery format:

- Courses are generally taken one at a time.
- M.A. in Special Education courses are delivered through hybrid or fully online formats. The hybrid delivery option features two face-to-face meetings per course in combination with online sessions. Both options have three required Saturday sessions throughout the course of 18-24 months.

Accreditation

Bethel's graduate teacher education degree programs are accredited by the Minnesota Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) which has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K-12 and 5-12 content areas; initial and add-on licenses in various special education content areas; as well as add-on licenses in Computer, Keyboarding, and Related Technology Applications and in Teacher Coordinator of Work-based Learning.

Admission Requirements

The M.A. degree program and license programs in special education will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all undergraduate and graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites, if any.
- Have earned a baccalaureate degree or higher from a regionally accredited (or internationally recognized as equivalent) institution.
- Meet the liberal arts requirements as determined by the transcript evaluation by Bethel.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director or enrollment counselor.
- Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, or K-12 (or equivalent) level. Applicants without a current teaching license will be considered for admission to the special education program.

NOTE: Students who become licensed in *ABS K-12*, *ASD B-21*, *DD K-12* or *EBD K-12* but do not have a regular teaching license prior to entering the program will only be eligible to teach in those areas of special education license, not as regular education teachers.

- Have a plan for completion of prerequisite *Standards of Effective Practice (SEP)* course sequence. Submission of current Minnesota teaching license is sufficient documentation of completion of equivalent *SEP* coursework.
- Submit a current resume.

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

Degree Requirements

The required curriculum for the M.A. in Special Education comprises a 37-42 credit sequence of courses. Students either complete the concentration (p. 78) in Academic Behavioral Strategist K-12; Autism Spectrum Disorders B-21, Developmental Disabilities K-12, and/or Emotional/Behavioral Disorders K-12; or complete the basic program sequence. Bethel offers each of the concentrations as a hybrid option (most courses online with a few face-to-face sessions), as well as a fully online option.

Code	Title	Credits
Bethel Core Courses		
EDUC 614	Locating Resources for Educational Research ¹	1
EDUC 755	Preparing the Thesis/Action Research Project ¹	1
EDUC 790	Writing the Thesis/Action Research Project ¹	3
SPED 618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED 655	Classroom-Based Assessment	3
SPED 670	Special Education Assessment Field Experience	1
Minnesota PELSB Special Education Core		
SPED 605	Introduction to Special Education	1
SPED 608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	3
SPED 610	Norm-Referenced Assessment	3
SPED 620	Reading Foundations	3
SPED 621	Reading Field Experience	1
SPED 625	Special Education: Planning and Programming	3
SPED 675	Consultation, Collaboration & Resources	2
Select one concentration from the Concentrations tab		9-14
Total Credits		37-42

¹ Course must be taken for credit at Bethel.

Concentrations

Concentration in Academic Behavioral Strategist

Code	Title	Credits
SPED 600	Characteristics of Mild-Moderate Disabilities	3
SPED 631	Responsive Instruction, Intervention, and Assessment	3
SPED 641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
SPED 673	ABS Field Experience	1
SPED 780 or SPED 786 or SPED 782	Student Teaching - Academic Behavior Strategist ¹ ABS: Practicum SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		13-14

Concentration in Autism Spectrum Disorders

Code	Title	Credits
SPED 601	Characteristics of ASD	3
SPED 611	Autism Spectrum Disorders: Assessment, Communication and Instructional Strategies	3
SPED 612	Planning, Instruction & Consultation for ASD	3
SPED 671	ASD Field Experience	1
SPED 781 or SPED 787 or SPED 782	ASD: Student Teaching ¹ ASD: Practicum SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		13-14

Concentration in Developmental Disabilities

Code	Title	Credits
SPED 607	Foundations of Developmental and Cognitive Disabilities/ Intellectual Disabilities	3
SPED 615	Instruction and Intervention for Students with Intellectual Disabilities	3
SPED 619	Supporting Students with Intellectual Disabilities Across Systems	3
SPED 674	Development Disabilities: Field Experience	1
SPED 779 or SPED 784 or SPED 782	Developmental Disabilities: Practicum ¹ Developmental Disabilities: Student Teaching SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		13-14

Concentration in Emotional/Behavioral Disabilities

Code	Title	Credits
SPED 604	Child & Adolescent Psychopathology	3
SPED 613	Intervention Strategies for Moderate to Severe Behavioral Disabilities	3
SPED 641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
SPED 672	Emotional/Behavioral Disabilities: Field Experience	1
SPED 783 or SPED 788 or SPED 782	Emotional/Behavioral Disabilities: Student Teaching ¹ Emotional/Behavioral Disabilities: Practicum SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		13-14

Basic Program Sequence

Code	Title	Credits
SPED 600	Characteristics of Mild-Moderate Disabilities	3
SPED 631	Responsive Instruction, Intervention, and Assessment	3
SPED 641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
Total Credits		9

¹ Course must be taken for credit at Bethel.

Academic Behavioral Strategist K-12 (ABS) License

Special Education Programs: M.A., License

The purpose of the M.A. in Special Education, and Special Education License programs, is to equip, educate, empower, and engage special education teachers for the 21st century across the entire state of Minnesota and beyond. The M.A. and License programs in Special Education emphasize the practical application of the theoretical and research bases of the discipline, special education foundations, data-based decision making, as well as ethical/spiritual issues related to the profession. Students will learn from current researchers in the field along with current practitioners in Minnesota K-12 public schools. Students will have the option to choose from four different license tracks: Academic Behavioral Strategist, Autism Spectrum Disorders, Developmental Cognitive Disabilities, and/or Emotional Behavioral Disorders.

Graduate-Level License Requirements

To be recommended for a license students must:

- Maintain academic success, which is defined as completion of each teacher licensure and each content area course with a passing grade: S, C, or higher.
- Maintain character, ethics, and relational skills consistent with the role and responsibility of the professional educator. Any student failing to meet this expectation may be asked to discuss with the program director other viable options for professional development.
- License standards are subject to change at any time by the Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) or the Minnesota Board of School Administrators (BOSA).
- Candidates for licensure must meet the BOSA or PELSB license standards in place at the time of program completion.

Admission Requirements

The Academic Behavioral Strategist (ABS) License program will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all undergraduate and graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites, if any.
- Have earned a baccalaureate degree or higher from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director or enrollment counselor.
- Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, or K-12 (or equivalent) level. Applicants without a current teaching license will be considered for admission to the special education program.
NOTE: Students who become licensed in *ABS K-12*, *ASD B-21*, *DD K-12* or *EBD K-12* but do not have a regular teaching license prior to entering the program will only be eligible to teach in those areas of special education license, not as regular education teachers.

- Have a plan for completion of prerequisite *Standards of Effective Practice (SEP)* course sequence. Submission of Minnesota teaching license is sufficient documentation of completion of equivalent *SEP* coursework.
- Submit a current resume.

Accepted students will be eligible to begin the program once they have zero liberal arts requirements, as determined by a transcript evaluation at Bethel.

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

Degree Requirements

The curriculum for the Academic Behavioral Strategist K–12 License is 37-53 credits. Courses for the full license are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and ABS License (ABS) courses. Students who already hold a full professional teaching license take only the SPED Core courses and ABS courses. Students with a qualifying special education license take only the ABS courses. All other students take the SEP courses, the SPED Core courses, and the ABS courses.

Code	Title	Credits
Standards of Effective Practice Courses: 16 credits		
EDUC 594	General Methods of Effective Instruction	3
EDUC 595	School-wide Systems Field Experience	1
EDUC 621	Foundations in Education	3
EDUC 624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC 663	Understanding Diversity and Student Needs	2
EDUC 668	Classroom Technology	1
EDUC 751	Special Education Student Teaching Seminar	3
Special Education License Core courses: 17 credits		
SPED 605	Introduction to Special Education	1
SPED 608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	3
SPED 610	Norm-Referenced Assessment	3
SPED 620	Reading Foundations	3
SPED 621	Reading Field Experience	1
SPED 625	Special Education: Planning and Programming	3
SPED 670	Special Education Assessment Field Experience	1
SPED 675	Consultation, Collaboration & Resources	2
ABS License courses: 19-20 credits		
SPED 600	Characteristics of Mild-Moderate Disabilities	3
SPED 618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED 631	Responsive Instruction, Intervention, and Assessment	3
SPED 641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
SPED 655	Classroom-Based Assessment	3
SPED 673	ABS Field Experience	1
SPED 780	Student Teaching - Academic Behavior Strategist	3-4

or SPED 782

SPED Practicum for Teachers of Other Licenses

Total Credits

52-53

Autism Spectrum Disorders B-21 (ASD) License

Special Education Programs: M.A., License

The purpose of the M.A. in Special Education, and Special Education License programs, is to equip, educate, empower, and engage special education teachers for the 21st century across the entire state of Minnesota and beyond. The M.A. and License programs in Special Education emphasize the practical application of the theoretical and research bases of the discipline, special education foundations, data-based decision making, as well as ethical/spiritual issues related to the profession. Students will learn from current researchers in the field along with current practitioners in Minnesota K-12 public schools. Students will have the option to choose from four different license tracks: Academic Behavioral Strategist, Autism Spectrum Disorders, Developmental Cognitive Disabilities, and/or Emotional Behavioral Disorders.

Graduate-Level License Requirements

To be recommended for a license students must:

- Maintain academic success, which is defined as completion of each teacher licensure and each content area course with a passing grade: S, C, or higher.
- Maintain character, ethics, and relational skills consistent with the role and responsibility of the professional educator. Any student failing to meet this expectation may be asked to discuss with the program director other viable options for professional development.
- License standards are subject to change at any time by the Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) or the Minnesota Board of School Administrators (BOSA).
- Candidates for licensure must meet the BOSA or PELSB license standards in place at the time of program completion.

Admission Requirements

The Autism Spectrum Disorders B-21 License program will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all undergraduate and graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites, if any.
- Have earned a baccalaureate degree or higher from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director or enrollment counselor.
- Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, or K-12 (or equivalent) level. Applicants without a current teaching license will be considered for admission to the special education program.
NOTE: Students who become licensed in *ABS K-12*, *ASD B-21*, *DD K-12* or *EBD K-12* but do not have a regular teaching license prior to entering the program will only be eligible to teach in those areas of special education license, not as regular education teachers.

- Have a plan for completion of prerequisite *Standards of Effective Practice (SEP)* course sequence. Submission of Minnesota teaching license is sufficient documentation of completion of equivalent *SEP* coursework.
- Submit a current resume.

Accepted students will be eligible to begin the program once they have zero liberal arts requirements, as determined by a transcript evaluation at Bethel.

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

Degree Requirements

The curriculum for the Autism Spectrum Disorders License is 37-53 credits. Courses for the full license are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and ASD License (ASD) courses. Students who already hold a full professional teaching license take only the SPED Core courses and ASD courses. Students with a qualifying special education license take only the ASD courses. All other students take SEP, the SPED Core courses, and the ASD courses.

Code	Title	Credits
Standards of Effective Practice courses: 16 credits		
EDUC 594	General Methods of Effective Instruction	3
EDUC 595	School-wide Systems Field Experience	1
EDUC 621	Foundations in Education	3
EDUC 624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC 663	Understanding Diversity and Student Needs	2
EDUC 668	Classroom Technology	1
EDUC 751	Special Education Student Teaching Seminar	3
Special Education License Core Courses: 17 credits		
SPED 605	Introduction to Special Education	1
SPED 608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	3
SPED 610	Norm-Referenced Assessment	3
SPED 620	Reading Foundations	3
SPED 621	Reading Field Experience	1
SPED 625	Special Education: Planning and Programming	3
SPED 670	Special Education Assessment Field Experience	1
SPED 675	Consultation, Collaboration & Resources	2
ASD License courses: 19-20 credits		
SPED 601	Characteristics of ASD	3
SPED 611	Autism Spectrum Disorders: Assessment, Communication and Instructional Strategies	3
SPED 612	Planning, Instruction & Consultation for ASD	3
SPED 618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3
SPED 655	Classroom-Based Assessment	3
SPED 671	ASD Field Experience	1
SPED 781	ASD: Student Teaching	3-4

or SPED 782

SPED Practicum for Teachers of Other Licenses

Total Credits

52-53

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

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

Code	Title	Credits
SPED 601	Characteristics of ASD	3
SPED 611	Autism Spectrum Disorders: Assessment, Communication and Instructional Strategies	3
SPED 612	Planning, Instruction & Consultation for ASD	3
SPED 787	ASD: Practicum	3
Total Credits		12

Developmental Disabilities K-12 License

Overview

Special Education Programs: M.A., License

The purpose of the M.A. in Special Education, and Special Education License programs, is to equip, educate, empower, and engage special education teachers for the 21st century across the entire state of Minnesota and beyond. The M.A. and License programs in Special Education emphasize the practical application of the theoretical and research bases of the discipline, special education foundations, data-based decision making, as well as ethical/spiritual issues related to the profession. Students will learn from current researchers in the field along with current practitioners in Minnesota K-12 public schools. Students will have the option to choose from four different license tracks: Academic Behavioral Strategist, Autism Spectrum Disorders, Developmental Cognitive Disabilities, and/or Emotional Behavioral Disorders.

Graduate-Level License Requirements

To be recommended for a license students must:

- Maintain academic success, which is defined as completion of each teacher licensure and each content area course with a passing grade: S, C, or higher.
- Maintain character, ethics, and relational skills consistent with the role and responsibility of the professional educator. Any student failing to meet this expectation may be asked to discuss with the program director other viable options for professional development.
- License standards are subject to change at any time by the Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) or the Minnesota Board of School Administrators (BOSA).
- Candidates for licensure must meet the BOSA or PELSB license standards in place at the time of program completion.

Admission Requirements

The Developmental Disabilities K-12 License program will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all undergraduate and graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites, if any.
- Have earned a baccalaureate degree or higher from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director or enrollment counselor.
- Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, or K-12 (or equivalent) level. Applicants without a current teaching license will be considered for admission to the special education program.

NOTE: Students who become licensed in *ABS K-12*, *ASD B-21*, *DD K-12* or *EBD K-12* but do not have a regular teaching license prior to entering the program will only be eligible to teach in those areas

of special education license, not as regular education teachers. Students are recommended to become Highly Qualified (HQ) according to the Minnesota Board of Teaching expectations, but are not required to be HQ in order to obtain a license.

- Have a plan for completion of prerequisite *Standards of Effective Practice (SEP)* course sequence. Submission of Minnesota teaching license is sufficient documentation of completion of equivalent *SEP* coursework.
- Submit a current resume.

Accepted students will be eligible to begin the program once they have zero liberal arts requirements, as determined by a transcript evaluation at Bethel.

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

Degree Requirements

The curriculum for the Developmental Disabilities K-12 License is 37-53 credits. Courses are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and DD License (DD) courses. Students with a full professional teaching license take only the SPED Core and DD courses. Students with a qualifying special education license take only the DD courses. All others take the SEP, SPED Core, and DD courses.

Code	Title	Credits
Standards of Effective Practice courses: 16 credits		
EDUC 594	General Methods of Effective Instruction	3
EDUC 595	School-wide Systems Field Experience	1
EDUC 621	Foundations in Education	3
EDUC 624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC 663	Understanding Diversity and Student Needs	2
EDUC 668	Classroom Technology	1
EDUC 751	Special Education Student Teaching Seminar	3
Special Education License Core courses: 17 credits		
SPED 605	Introduction to Special Education	1
SPED 608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	3
SPED 610	Norm-Referenced Assessment	3
SPED 620	Reading Foundations	3
SPED 621	Reading Field Experience	1
SPED 625	Special Education: Planning and Programming	3
SPED 670	Special Education Assessment Field Experience	1
SPED 675	Consultation, Collaboration & Resources	2
DD License courses: 19-20 credits		
SPED 607	Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities	3
SPED 615	Instruction and Intervention for Students with Intellectual Disabilities	3
SPED 618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3

SPED 619	Supporting Students with Intellectual Disabilities Across Systems	3
SPED 655	Classroom-Based Assessment	3
SPED 674	Development Disabilities: Field Experience	1
SPED 784 or SPED 782	Developmental Disabilities: Student Teaching SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		52-53

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

The curriculum for the DD License as an addition to an ABS license is 12 semester credits.

Code	Title	Credits
SPED 607	Foundations of Developmental and Cognitive Disabilities/ Intellectual Disabilities	3
SPED 615	Instruction and Intervention for Students with Intellectual Disabilities	3
SPED 619	Supporting Students with Intellectual Disabilities Across Systems	3
SPED 779	Developmental Disabilities: Practicum	3
Total Credits		12

Emotional/Behavioral Disorders K-12 (EBD) License

Overview

Special Education Programs: M.A., License

The purpose of the M.A. in Special Education, and Special Education License programs, is to equip, educate, empower, and engage special education teachers for the 21st century across the entire state of Minnesota and beyond. The M.A. and License programs in Special Education emphasize the practical application of the theoretical and research bases of the discipline, special education foundations, data-based decision making, as well as ethical/spiritual issues related to the profession. Students will learn from current researchers in the field along with current practitioners in Minnesota K-12 public schools. Students will have the option to choose from four different license tracks: Academic Behavioral Strategist, Autism Spectrum Disorders, Developmental Cognitive Disabilities, and/or Emotional Behavioral Disorders.

Graduate-Level License Requirements

To be recommended for a license students must:

- Maintain academic success, which is defined as completion of each teacher licensure and each content area course with a passing grade: S, C, or higher.
- Maintain character, ethics, and relational skills consistent with the role and responsibility of the professional educator. Any student failing to meet this expectation may be asked to discuss with the program director other viable options for professional development.
- License standards are subject to change at any time by the Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) or the Minnesota Board of School Administrators (BOSA).
- Candidates for licensure must meet the BOSA or PELSB license standards in place at the time of program completion.

Admission Requirements

The Emotional/Behavioral Disorders K-12 (EBD) License program will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all undergraduate and graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites, if any.
- Have earned a baccalaureate degree or higher from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director or enrollment counselor.
- Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, or K-12 (or equivalent) level. Applicants without a current teaching license will be considered for admission to the special education program.

NOTE: Students who become licensed in *ABS K-12*, *ASD B-21*, *DD K-12* or *EBD K-12* but do not have a regular teaching license prior to entering the program will only be eligible to teach in those areas of special education license, not as regular education teachers.

- Have a plan for completion of prerequisite *Standards of Effective Practice (SEP)* course sequence. Submission of Minnesota teaching license is sufficient documentation of completion of equivalent *SEP* coursework.
- Submit a current resume.

Accepted students will be eligible to begin the program once they have zero liberal arts requirements, as determined by a transcript evaluation at Bethel.

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

Degree Requirements

The required curriculum for the Emotional/Behavioral Disabilities License is a 37-53 semester credit sequence of courses. Courses for the full license are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and EBD License (EBD) courses. Students who already hold a full professional teaching license take only the SPED Core courses and EBD License courses. Students with a qualifying special education license take only the EBD courses. All other students take the SEP courses, SPED Core courses, and EBD License courses.

Code	Title	Credits
Standards of Effective Practice courses: 16 credits		
EDUC 594	General Methods of Effective Instruction	3
EDUC 595	School-wide Systems Field Experience	1
EDUC 621	Foundations in Education	3
EDUC 624	Introduction to Theories and Practices of Teaching and Learning	3
EDUC 663	Understanding Diversity and Student Needs	2
EDUC 668	Classroom Technology	1
EDUC 751	Special Education Student Teaching Seminar	3
Special Education License Core courses: 17 credits		
SPED 605	Introduction to Special Education	1
SPED 608	Introduction to Academic Instruction and Behavior Management for the Exceptional Learner	3
SPED 610	Norm-Referenced Assessment	3
SPED 620	Reading Foundations	3
SPED 621	Reading Field Experience	1
SPED 625	Special Education: Planning and Programming	3
SPED 670	Special Education Assessment Field Experience	1
SPED 675	Consultation, Collaboration & Resources	2
EBD License courses: 19-20 credits		
SPED 604	Child & Adolescent Psychopathology	3
SPED 613	Intervention Strategies for Moderate to Severe Behavioral Disabilities	3
SPED 618	Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities	3

Emotional/Behavioral Disorders K-12 (EBD) License 92

SPED 641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
SPED 655	Classroom-Based Assessment	3
SPED 672	Emotional/Behavioral Disabilities: Field Experience	1
SPED 783 or SPED 782	Emotional/Behavioral Disabilities: Student Teaching SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		52-53

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

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

Code	Title	Credits
SPED 604	Child & Adolescent Psychopathology	3
SPED 613	Intervention Strategies for Moderate to Severe Behavioral Disabilities	3
SPED 672	Emotional/Behavioral Disabilities: Field Experience	1
SPED 788	Emotional/Behavioral Disabilities: Practicum	3
Total Credits		10

M.A. in Teaching

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

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

- Business (5–12)
- Chemistry (9–12)
- Communication Arts and Literature (5–12)
- English as a Second Language—ESL (K–12)
- General Science (5–8)
- Life Science (9–12)
- Mathematics (5–12)
- Physics (9–12)
- Social Studies (5–12)
- Visual Arts (K–12)
- World Languages and Cultures (K–12)
 - Spanish

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

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

Prospective teachers across the United States are being educated into the profession through a standards-based approach. 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 have been implemented in Minnesota's public schools. Bethel's M.A. in Teaching program is structured to assist students in meeting both the MNSEP and the standards created by Bethel University and the Bethel Department of Education. The M.A. in Teaching holds Minnesota accreditation with the Professional Education Licensing Standards Board (PELSB).

Program Outcomes

1. Candidates will plan standards-based instruction aligned with the discipline and grade levels of their licensure area.
2. Candidates will apply appropriate evidence-based instructional strategies that engage students in learning.
3. Candidates will select or design a variety of assessments (e.g. standardized, formative, summative) that inform instructional practice and/or measure student performance.

4. Candidates will differentiate instruction for students with various learning needs using a variety of culturally responsive and developmentally appropriate strategies and/or methods and appropriate educational technologies.
5. Candidates will practice professional dispositions that allow them to appropriately engage in a variety of educational contexts (e.g. schools, other teachers, students, administrators, families, communities).
6. Students will integrate Christian perspectives, personal values and/or ethics with the professional practice of teaching.
7. Students will demonstrate the ability to research, write and orally defend a master's thesis on an educational topic.

Program Design

- Courses are offered sequentially throughout the calendar year, including the summer months.
- Courses are generally taken one at a time.

Delivery format:

M.A. in Teaching courses are offered in a combination of online classes and face-to-face classes. Face-to-face classes are held various week nights and Saturdays. Consult a calendar of class sessions for the schedule.

Admission Requirements

The M.A. in Teaching will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites and content area coursework.
- Have earned a baccalaureate degree or higher from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Submit a current resume.
- Interview with enrollment counselor or program director.
- Students applying for initial licensure (TEAG) and add-on teaching licenses (TEAQ) in Graduate School World Languages and Cultures: Spanish must demonstrate Intermediate-High oral proficiency in Spanish as defined by the American Council on the Teaching of Languages and Cultures (ACTFL). They will demonstrate oral proficiency by taking an official ACTFL OPIc test and passing with Intermediate-High level proficiency. Students are responsible for paying for the exam and the costs of sending an official copy of the exam results to Bethel University.

Accepted students will be eligible to begin the program once they have three or fewer (four or fewer for business education) content area requirements remaining from the State of Minnesota Content Standards and zero liberal arts requirements, as determined by a transcript evaluation at Bethel.

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

Degree Requirements

M.A. in Teaching

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

Code	Title	Credits
EDUC 614	Locating Resources for Educational Research ¹	1
EDUC 627	Foundations in Education	3
EDUC 634	Psychology of Student Learning	3
EDUC 641	General Methods of Curriculum, Instruction, and Assessment	4
EDUC 643	Field Experiences in School-based Settings	3
EDUC 669	Equity in Diverse School Contexts	3
EDUC 665	Teaching Content Area Literacy ¹	3
Select one of the following		4
EDUC 659	Social Studies 5-12 Teaching Methods ¹	
EDUC 671	Mathematics 5-12 Teaching Methods ¹	
EDUC 672	Science 5-12 Teaching Methods ¹	
EDUC 674	Visual Arts K-12 Teaching Methods ¹	
EDUC 676	World Languages and Cultures K-12 Teaching Methods ¹	
EDUC 678	ESL K-12 Teaching Methods ¹	
EDUC 679	Communication Arts and Literature 5-12 Teaching Methods ¹	
EDUC 689	Business 5-12 Teaching Methods ¹	
EDUC 753	Teacher Candidate Seminar	3
EDUC 755	Preparing the Thesis/Action Research Project ¹	1
EDUC 778	Student Teaching Placement I	5
EDUC 781	Student Teaching II ²	1
EDUC 790	Writing the Thesis/Action Research Project ¹	3
Total Credits		36-37

¹ Course must be taken for credit at Bethel

² EDUC 781 is only required for MA Teaching students who want a K-12 license or an add-on license. 5-12 licenses do not need to take EDUC 781.

Teaching License

Overview

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

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

- Business (5–12)
- Chemistry (9–12)
- Communication Arts and Literature (5–12)
- English as a Second Language—ESL (K–12)
- General Science (5–8)
- Life Science (9–12)
- Mathematics (5–12)
- Physics (9–12)
- Social Studies (5–12)
- Visual Arts (K–12)
- World Languages and Cultures (K–12)
 - Spanish

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

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

Prospective teachers across the United States are being educated into the profession through a standards-based approach. 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 have been implemented in Minnesota's public schools. Bethel's M.A. in Teaching program is structured to assist students in meeting both the MNSEP and the standards created by Bethel University and the Bethel Department of Education. The M.A. in Teaching holds Minnesota accreditation with the Professional Education Licensing Standards Board (PELSB).

Program Design

- Courses are offered sequentially throughout the calendar year, including the summer months.
- Courses are generally taken one at a time.

Program Outcomes

1. Candidates will plan standards-based instruction aligned with the discipline and grade levels of their licensure area.
2. Candidates will apply appropriate evidence-based instructional strategies that engage students in learning.
3. Candidates will select or design a variety of assessments (e.g. standardized, formative, summative) that inform instructional practice and/or measure student performance.
4. Candidates will differentiate instruction for students with various learning needs using a variety of culturally responsive and developmentally appropriate strategies and/or methods and appropriate educational technologies.
5. Candidates will practice professional dispositions that allow them to appropriately engage in a variety of educational contexts (e.g. schools, other teachers, students, administrators, families, communities).
6. Students will integrate Christian perspectives, personal values and/or ethics with the professional practice of teaching.

Delivery format:

M.A. in Teaching courses are offered in a combination of online classes and face-to-face classes. Face-to-face classes are held various week nights and Saturdays. Consult a calendar of class sessions for the schedule.

Graduate-Level License Requirements

To be recommended for a license students must:

- Maintain academic success, which is defined as completion of each teacher licensure and each content area course with a passing grade: S, C, or higher.
- Maintain character, ethics, and relational skills consistent with the role and responsibility of the professional educator. Any student failing to meet this expectation may be asked to discuss with the program director other viable options for professional development.
- License standards are subject to change at any time by the Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) or the Minnesota Board of School Administrators (BOSA).
- Candidates for licensure must meet the BOSA or PELSB license standards in place at the time of program completion.

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.

Admission Requirements

The Teaching License program will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all undergraduate and graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites and content area coursework.

- Have earned a baccalaureate degree or higher from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Submit a current resume.
- Interview with enrollment counselor or program director.
- Students applying for initial licensure (TEAG) and add-on teaching licenses (TEAQ) in Graduate School World Languages and Cultures: Spanish must demonstrate Intermediate-High oral proficiency in Spanish as defined by the American Council on the Teaching of Languages and Cultures (ACTFL). They will demonstrate oral proficiency by taking an official ACTFL OPIc test and passing with Intermediate-High level proficiency. Students are responsible for paying for the exam and the costs of sending an official copy of the exam results to Bethel University.

Accepted students will be eligible to begin the program once they have three or fewer content area requirements remaining from the State of Minnesota Content Standards and zero liberal arts requirements, as determined by a transcript evaluation at Bethel.

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

Degree Requirements

Teaching License 5-12

The required curriculum for the 5-12 Teaching license comprises a 31 semester credit sequence of courses. It is recommended, but not required, that license-only students enroll in EDUC 614.

Code	Title	Credits
EDUC 627	Foundations in Education	3
EDUC 634	Psychology of Student Learning	3
EDUC 641	General Methods of Curriculum, Instruction, and Assessment	4
EDUC 643	Field Experiences in School-based Settings	3
EDUC 665	Teaching Content Area Literacy ¹	3
EDUC 669	Equity in Diverse School Contexts	3
Select one of the following:		4
EDUC 671	Mathematics 5-12 Teaching Methods ¹	
EDUC 672	Science 5-12 Teaching Methods ¹	
EDUC 679	Communication Arts and Literature 5-12 Teaching Methods ¹	
EDUC 689	Business 5-12 Teaching Methods ¹	
EDUC 659	Social Studies 5-12 Teaching Methods ¹	
EDUC 753	Teacher Candidate Seminar	3
EDUC 778	Student Teaching Placement I	5
Total Credits		31

Teaching License K-12

The required curriculum for the K-12 Teaching license comprises a 32 semester credit sequence of courses. It is recommended, but not required, that license-only students enroll in EDUC 614.

Code	Title	Credits
EDUC 627	Foundations in Education	3
EDUC 634	Psychology of Student Learning	3
EDUC 641	General Methods of Curriculum, Instruction, and Assessment	4
EDUC 643	Field Experiences in School-based Settings	3
EDUC 665	Teaching Content Area Literacy ¹	3
EDUC 669	Equity in Diverse School Contexts	3
Select one of the following:		4
EDUC 674	Visual Arts K-12 Teaching Methods ¹	
EDUC 676	World Languages and Cultures K-12 Teaching Methods ¹	
EDUC 678	ESL K-12 Teaching Methods ¹	
EDUC 753	Teacher Candidate Seminar	3
EDUC 778	Student Teaching Placement I	5
EDUC 781	Student Teaching II	1
Total Credits		32

¹ Course must be taken for credit at Bethel.

Add-On Teaching License

Overview

Bethel provides an opportunity for students who complete a special education license to add a general education teaching license. Students who complete their edTPA during their special education student teaching will not be required to also complete an edTPA in order to earn a general education add-on teaching license. The entire course sequence for the special education license must be completed for eligibility for an add-on teaching license, or students must hold a current special education teaching license. Students must earn a passing score on all required Minnesota Teaching Licensure Examinations (MTLE) or equivalent examinations. Students must complete all content coursework, as determined through an evaluation of transcripts, prior to student teaching.

Graduate-Level License Requirements

To be recommended for a license students must:

- Maintain academic success, which is defined as completion of each teacher licensure and each content area course with a passing grade: S, C, or higher.
- Maintain character, ethics, and relational skills consistent with the role and responsibility of the professional educator. Any student failing to meet this expectation may be asked to discuss with the program director other viable options for professional development.
- License standards are subject to change at any time by the Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) or the Minnesota Board of School Administrators (BOSA).
- Candidates for licensure must meet the BOSA or PELSB license standards in place at the time of program completion.

Admission Requirements

The Add-On Teaching License program will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all undergraduate and graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of required program prerequisites and content area coursework.
- Have earned a baccalaureate degree or higher from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Submit a current resume.
- Interview with enrollment counselor or program director.
- Students applying for initial licensure (TEAG) and add-on teaching licenses (TEAQ) in Graduate School World Languages and Cultures: Spanish must demonstrate Intermediate-High oral proficiency in Spanish as defined by the American Council on the Teaching of Languages and Cultures (ACTFL). They will demonstrate oral proficiency by taking an official ACTFL OPIc test and

passing with Intermediate-High level proficiency. Students are responsible for paying for the exam and the costs of sending an official copy of the exam results to Bethel University.

Accepted students will be eligible to begin the program once they have three or fewer content area requirements remaining from the State of Minnesota Content Standards and zero liberal arts requirements, as determined by a transcript evaluation at Bethel.

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

Degree Requirements

Add-On Teaching License

The required curriculum for a teaching license as an addition to a qualifying Minnesota special education teaching licenses comprises a 9 semester credit sequence of courses.

Code	Title	Credits
EDUC 665	Teaching Content Area Literacy ¹	3
EDUC 779	Student Teaching Placement II	3
Select one of the following:		4
EDUC 659	Social Studies 5-12 Teaching Methods ¹	
EDUC 671	Mathematics 5-12 Teaching Methods ¹	
EDUC 672	Science 5-12 Teaching Methods ¹	
EDUC 674	Visual Arts K-12 Teaching Methods ¹	
EDUC 676	World Languages and Cultures K-12 Teaching Methods ¹	
EDUC 678	ESL K-12 Teaching Methods ¹	
EDUC 679	Communication Arts and Literature 5-12 Teaching Methods ¹	
EDUC 689	Business 5-12 Teaching Methods ¹	
Total Credits		10

¹ Course must be taken for credit at Bethel.

M.A. in Strategic Leadership

Overview

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

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

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

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

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

Program Outcomes

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

1. Integrate leadership theory, scholarship, and practice with developmental self-awareness.
2. Respond to leadership dilemmas in a manner consistent with Christian ethical principles.
3. Communicate effectively in a variety of leadership settings.
4. Evaluate personal commitments (e.g. resilience and accountability) and their interaction with a holistic view of faith, work, and life.
5. Design tactical and strategic goals that are informed and responsible.
6. Integrate sustainable leadership practices with an awareness of the perceptions and developmental needs of others.
7. Assess various models of human interaction.

Program Design

- The program coursework is designed to be completed in approximately two years.
- Courses are taken one at a time.
- Classes are offered online and face-to-face. Face-to-face classes meet one evening each week.
- A supportive learning community allows students to learn, collaborate, and build trust with program colleagues and faculty members. This is a valuable aspect of a transformational learning experience at Bethel University.

Admission Requirements

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

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree and official transcripts or NACES or AICE evaluations from all graduate schools attended.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Submit a current resume.
- Interview with the program director or enrollment counselor if requested.

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

Degree Requirements

M.A. in Strategic Leadership

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

Code	Title	Credits
LEAD 607	Engaging Your Potential ¹	0
LEAD 611	Leadership Theory & Personal Agency ¹	3
LEAD 621	Worldview, Ethics and Leadership ¹	3
LEAD 641	Organizational Diagnostics and Health ¹	3
LEAD 651	Leadership Formation and Strategic Talent Management ¹	3
LEAD 671	Strategic Communication for Leaders ¹	3
LEAD 795	Integrative Team Capstone ¹	3
SLDR 615	Managing Projects & Quality Initiatives	3
SLDR 630	System Approaches to Leading Change	3
SLDR 640	Beyond Diversity	3
SLDR 650	Managing Conflict Through Dialogue	3
SLDR 660	Followership: The Other Side of Leadership	3
SLDR 789	Portfolio Deliverable ¹	0
Select one of the following:		3
SLDR 605	Topics in Leadership Studies	
SLDR 645	Leading in Times of Crisis	
Total Credits		36

¹ Course must be taken for credit at Bethel.

Nursing

Nursing Department Overview

Mission Statement

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

Values

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

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

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

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

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

Goals

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

Programs (M.S. and Doctorate)

The M.S. in Nurse-Midwifery and the post-masters Doctor of Nursing Practice (DNP) are offered through the Department of Nursing and administered through the Graduate School.

Master of Science (M.S.)

- M.S. in Nurse-Midwifery (p. 105)

Doctorate Programs

- Doctor of Nursing Practice (DNP) (p. 108)

Dual Degree Programs

- Dual Degree: MBA and DNP (p. 121)
- Dual Degree: M.A. in Strategic Leadership and DNP (p. 119)

M.S. in Nurse-Midwifery

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

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

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

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

Masters in Nursing Program Outcomes

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

Additional Program Outcomes: Nurse-Midwifery

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

Progression and Graduation

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

- Earn a grade of *B-* or better in each nursing course. This indicates satisfactory achievement of objectives and completion of course requirements.

Program Design

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

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

Program Performance Standards

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

Nursing Department Appeals Process

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

Admission decision are final and may not be appealed. Applicant may request a review of an admission decision by the Dean of Nursing.

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

Admission Requirements.

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

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all graduate schools attended. Applicants must also submit an official transcript or NACES or AICE evaluation from any school that shows completion of any nursing program coursework or required program prerequisites.
- Have earned a baccalaureate degree in nursing from a regionally accredited (or internationally recognized as equivalent) institution. Registered nurses with non-nursing baccalaureate or higher degrees who apply will be considered on an individual basis, and additional prerequisite course requirements apply as well as an earlier application deadline.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Have successfully completed a college level prerequisite course in statistics at a grade of C or higher. Inferential statistics content is recommended. The course must have earned at least two semester credits from a regionally accredited (or internationally recognized as equivalent) institution and may have been taken at the undergraduate or graduate level.
- TOEFL examination score report is required of all international applicants and all applicants whose primary language is not English. A minimum score of 84 on the internet-based test or 26 on the speaking test is required.
- Submit one professional and one supervisor *Admission Reference*.
- Applicants with a cumulative nursing GPA of 3.3 or lower must submit a Miller Analogies Test score report with a minimum score of 400 (taken within the last three years) or a GRE score report (taken within the last three years); GRE score benchmarks are 149, 149, and 3.6.

- Submit a written *Statement of Purpose*.
- Provide proof of health insurance.
- Submit a copy of current registered nurse license. Must be licensed in the state in which practicum experiences will occur.
- Submit a resume that includes prior education and work experience. Required- one year clinical experience; Labor and Delivery or Women's Health suggested.
- Interview with program faculty or enrollment counselor.
- After admission into the program students will be required to submit:
 - Completed *Nursing Student Immunization Record*.
 - Documentation of a 2-step Mantoux and a current negative Mantoux/chest X-ray.
 - Copy of current CPR certification.

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

Degree Requirements

The required program for the M.S. in Nurse-Midwifery comprises a 57 semester credit sequence of courses. Students who do not already hold a bachelor's degree in nursing are required to complete additional undergraduate course prerequisites (detailed in the College of Adult & Professional Studies catalog) prior to beginning the M.S. in Nurse-Midwifery program.

Code	Title	Credits
NURS 602	Midwifery Perspectives ¹	3
NURS 606	Advanced Health Assessment for Advanced Practice Nurses ¹	4
NURS 611	Advanced Pharmacology for Advanced Practice Nurses ¹	3
NURS 614	Nurse-Midwifery I: Healthcare for Women and Primary Care ¹	4
NURS 615	Global Perspectives of Health ¹	3
NURS 616	Nurse-Midwifery II: Antepartal Care ¹	3
NURS 617	Nurse-Midwifery III: Intrapartum and Postpartum Care ¹	4
NURS 618	Nurse-Midwifery IV: Newborn Care ¹	2
NURS 619	Fetal Evaluation ¹	1
NURS 620	Reproductive Physiology for Advanced Practice Nurses ¹	3
NURS 626	Evidence Translation for Practice ¹	3
NURS 673	Advanced Pathophysiology ¹	3
NURS 714	Nurse-Midwifery I: Practicum ¹	2
NURS 716	Nurse-Midwifery II: Practicum ¹	2
NURS 717	Nurse-Midwifery III: Practicum ¹	3
NURS 718	Nurse-Midwifery IV: Practicum ¹	1
NURS 753	Professional Issues for Nurse-Midwives ¹	4
NURS 754	Clinical Integration for Nurse-Midwives ¹	7
NURS 793	Nurse-Midwifery Master's Project ¹	2
Total Credits		57

¹ Course must be taken for credit at Bethel.

Doctor of Nursing Practice

Overview

The post-masters Doctor of Nursing Practice program will prepare students to be agents for change in the workplace. Students will develop leadership, management, critical thinking, and research skills that will empower them to improve the organizational operation and quality of care in their professional settings. With evidence-based instruction and expert faculty, our program will challenge students to explore and implement cutting-edge research and methodologies that will shape the future of healthcare.

Accreditation: The post-masters Doctor of Nursing Practice program at Bethel University is accredited with the Higher Learning Commission (HLC). Bethel is pursuing initial accreditation by the Commission on Collegiate Nursing Education. Applying for accreditation does not guarantee that accreditation will be granted.

Program Outcomes: Doctor of Nursing Practice Program

1. Integrate nursing knowledge, scientific theoretical foundations, and evidence to assess, create, implement, and evaluate models to improve health outcomes.
2. Provide leadership within a professional team that emphasizes ethical, Christian worldview principles, cost-effective practices, ongoing improvement of health outcomes, and ensures patient safety in diverse organizations and systems.
3. Apply evidence-based research to practice to promote improvement of health care practices and health outcomes.
4. Improve health outcomes through knowledge, use, and evaluation of current and emerging information technologies.
5. Demonstrate leadership in healthcare policy analysis, design, and implementation to influence health disparities and social determinants of health for improved health outcomes.
6. Analyze epidemiological, biostatistical, occupational health, and environmental data in the development, implementation, and evaluation of clinical prevention and population health activities.

Progression and Graduation

To progress in the program and graduate, the student must meet Bethel University requirements for academic progress. In addition to graduation requirements common to all graduate programs, students in the Doctor of Nursing Practice program must:

- Earn a grade of B- or better in each nursing course. This indicates satisfactory achievement of objectives and completion of course requirements.
- Complete at least 1,000 combined masters and doctoral practicum hours with a minimum of 500 practicum hours within the DNP Program.
- Satisfactorily complete a DNP project that includes a DNP project presentation

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

Program Design

- All courses are delivered online using best practices in internet technology, instructional design, and adult learning.
- One 4-day (Monday through Thursday) intensive is held on the Bethel University campus.
- A minimum of three practicum courses are required during the program.

- 150 practicum hours can be earned through project work.
- The program capstone is a DNP project.
- A supportive learning community is achieved through the cohort model—a small group of students progressing through a degree program together.

Program Performance Standards

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

Nursing Department Appeals Process

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

Admission decision are final and may not be appealed. Applicant may request a review of an admission decision by the Dean of Nursing.

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

Admission Requirements

Post-Masters Doctor of Nursing Practice Application Prerequisites:

- Meet all the general requirements (p. 42) for admission to the Graduate School.
- Successful completion of a college-level course in statistics. Inferential statistics content is recommended. The student must have earned at least two semester credits from a regionally accredited (or internationally recognized as equivalent) institution and these credits may have been taken at the undergraduate or graduate level.
- Have earned a graduate GPA of 3.0 or higher on a 4.0 scale.
- A Master's degree from a regionally accredited institution.¹
- TOEFL examination score report is required of all international applicants and all applicants whose primary language is not English. A minimum score of 84 on the internet-based test or 26 on the speaking test is required.

Preparatory Coursework for M.S. in Nurse Educator

NURS 630 and HCAM 610 are considered preparatory coursework for the DNP program for students with an M.S. in Nurse Educator or comparable degree. Students under this arrangement would enroll with a conditional acceptance to the DNP program to meet the preparatory coursework requirement for an advanced practice leadership focus before starting the DNP coursework.

Post-Masters Doctor of Nursing Practice Application Requirements:

- Submit an online application.
- Submit a resume.
- Submit official transcripts (U.S. schools) or NACES or AICE evaluations (international schools) showing earned Bachelor's and Master's degrees from regionally accredited institutions.
- Submit two references (one professional and one supervisor).

- Submit a written Statement of Purpose regarding professional goals.
- Provide proof of health insurance.
- Provide proof of RN License in the state where the clinical will take place.
- Provide proof of APRN License in the state where the clinical will take place (if applicable).
- APRN Certification (if applicable).
- Interview with Program Faculty.

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

¹ Would include: Advanced Practice Registered Nurse (APRN) degrees such as Clinical Nurse Midwife (CNM); Clinical Nurse Specialist (CNS); Nurse Practitioner (NP)—all specialized population foci; Certified Registered Nurse Anesthetist (CRNA); or Advanced Practice Nurse degrees that include Master’s in Public Health (MPH); Nursing Informatics; Business or leadership degrees such as a Master’s in Business Administration (MBA) or Master’s in Strategic Leadership (MASL). Students with the M.S. in Nurse Educator can meet application requirements through completing the required preparatory coursework listed above. Other master’s degrees may also be eligible with program director approval.

Degree Requirements

Doctor of Nursing Practice

The post-master’s Doctor of Nursing Practice requires 39-40 total credits. Students complete their coursework online with a 4-day (Monday through Thursday) intensive held on the Bethel University campus.

Code	Title	Credits
NURS 800	The Art and Science of Advanced Nursing Practice	3
NURS 805	Evidence Appraisal and Translation Science	3
NURS 810	Healthcare Policy and Advocacy	3
NURS 820	Population Health and Epidemiology	3
NURS 815	Healthcare Economics and Finance	3
NURS 825	Leadership and Interprofessional Collaboration ¹	4
NURS 835	Healthcare Innovations and Informatics	3
NURS 840	DNP Practicum I	3
NURS 841	DNP Practicum II	1
NURS 842	DNP Practicum III	2
NURS 843	Elective Practicum ²	2-3
NURS 850	Application of Biostatistics for Healthcare	2
NURS 887	DNP Project I: Idea Generation and Literature Appraisal	3
NURS 888	DNP Project II: Implementation Plan	2
NURS 889	DNP Project III: Implementation	1
NURS 890	DNP Project IV: Analysis	1
Total Credits		39-40

¹ This 4-credit course includes the Intensive - Leadership Retreat/Coaching/IPE.

² Required for students who do not meet the minimum practicum hours.

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

For further information visit the Doctor of Nursing Practice website.

M.S. in Physician Assistant

Overview

The Physician Assistant (PA) is a healthcare professional who practices medicine with physician supervision. As a member of the healthcare team, the PA provides a broad range of medical diagnostic, therapeutic, and health promotion/disease prevention services. Bethel offers a Christ-centered, values-based education preparing graduates to be physician assistants who are competent, compassionate, and confident medical practitioners.

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

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

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

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

Accreditation Statement

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

Program Details

- The program is a full-time master's-level program that meets all day, every day with some evening hours expected, as well as varying hours during clinical rotations, which begin in the second year.
- A supportive learning community is achieved through the cohort model (32 students)—a small group of students progressing through a degree program together.
- Students participate in a systems-based didactic curriculum for the first 15 months (72 credits), preparing them to participate in 12 months of clinical rotations (40 credits) to complete the Bethel PA training experience (112 credits total).
- Bethel University's Master of Science in Physician Assistant (PA) program is designed as a comprehensive curriculum, and all students are required to complete the prescribed didactic and clinical coursework. The PA program does not allow for exemption from courses, clinical skills, laboratories, or clinical education regardless of prior experience, degree, or credential. Students

must matriculate through all aspects of the program and successfully complete all program requirements in order to graduate.

Program Goals

Developing 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.

Living 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.

Serving 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.

Possessing 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.

Graduate Competencies

The Bethel University PA Program has developed a list of expected competencies for all graduates.

1. **Knowledge:** Graduates must demonstrate an understanding of diseases processes, as well as the assessment and treatment of the same.
2. **Interpersonal Skills:** Graduates must demonstrate the interpersonal and inter-professional communication skills for sensitively and compassionately meeting diverse patient care needs.
3. **Clinical and Technical Skills:** Graduates must deliver patient-centered assessment, evaluation, and management, as well as provide services and education for health promotion and disease prevention in all patient populations. They must also safely and appropriately perform procedures essential to practice.
4. **Clinical Reasoning and Problem Solving:** Graduates must engage in critical analysis of the medical literature, patient resources, and the impact of provider and patient worldviews to assess, evaluate, and improve their patient care practices.
5. **Professional Behaviors:** Graduates must demonstrate a high level of responsibility, ethical and legal practice, and sensitivity to others. They must strive to understand the larger health care system in which they practice, and work to improve the system for colleagues and patients.

Outcomes

Graduates of the physician assistant program will be able to:

- Take and document accurate and complete patient histories.
- Perform and document comprehensive and organized physical examinations of patients using proper technique.
- Conduct and document patient education and counseling in an effective, empathetic, and culturally competent manner.

- Accurately interpret clinical lab and imaging tests, and appropriately apply the results to the patient's situation.
- Perform procedural skills safely and effectively.
- Integrate knowledge of disease processes with individual medical case scenarios to optimize patient outcomes.
- Develop and document appropriate treatment plans for patients based upon their history, physical exam, laboratory findings, and individual needs.
- Critically analyze medical literature and apply findings to patient care.
- Formulate a personal approach to medical care, integrating their personal worldview with the needs of patients.
- Collaborate with other medical professionals to improve patient care.
- Demonstrate understanding of the physician assistant profession, including ethical, legal, and regulatory guidelines for practicing within the larger healthcare system.
- Provide preventative care counseling and services based on established guidelines.

Accreditation Statement

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

Admission Requirements

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

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Complete application via Central Application Service for Physician Assistants (CASPA).
- Submit the Bethel University PA Questionnaire with \$50 non-refundable fee.
- Submit documentation of at least 250 hours of healthcare experience (via CASPA).
- Submit two *Admission References* (via CASPA).
- Submit official transcripts (U.S. schools) or NACES or AICE evaluations (international schools) from all undergraduate and graduate schools attended.
- Have earned a baccalaureate degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a cumulative GPA from all collegiate (undergraduate and graduate) coursework of 3.25 or higher on a 4.0 scale overall, and 3.25 or higher science GPA as calculated by CASPA at the time of application.

- Interview with representatives of the program, upon invitation. Bethel undergraduate students or graduates who meet all of the qualifications are guaranteed an interview, but not guaranteed a seat in the program.
- Have completed college-level subject matter prerequisites from regionally accredited U.S. higher education institution, with a grade of B- or higher. Each prerequisite course must be a minimum of 3 credits. Five of the eight prerequisites must be completed at time of application. Any outstanding prerequisites must be completed by March 1st in the year of matriculation.
 - **Required:**
 - Human Anatomy (*taken within the last five years*)
 - Biochemistry
 - Genetics
 - Microbiology (*taken within the last five years*)
 - Organic Chemistry
 - Human Physiology (*taken within the last five years*)
 - Human Psychology
 - Statistics
 - **Recommended:**
 - Ethics
 - Pathophysiology
 - Pharmacology
 - Physics
- Meet program technical standards (see: M.S. in Physician Assistant Technical Standards Policy).
- 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

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

International Applicants and Applicants with Higher Education from International Schools

- Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination score report is required of all international applicants and all applicants whose primary language is not English. A TOEFL minimum score of 600 (paper-based), or 100 (internet-based) or an IELTS minimum score of 7 is required or a *Pearson test of English Academic (PTE Academic) minimum score of 70 is required*.

For more information regarding International PA program requirements, please visit the P.A. program website.

Degree Requirements

The required curriculum for the M.S. in Physician Assistant comprises a 112 semester credit sequence of courses over 27 months. The program requires four academic terms (15 months) of didactic training plus three academic terms (12 months) of clinical training. All biology (BIOL) courses must be passed with a grade of C or higher; all physician assistant (PHAS) courses must be passed with a grade of B or higher while maintaining a 3.0 GPA for all coursework. Visit <https://www.bethel.edu/graduate/academics/physician-assistant/program-details/course-schedule.pdf> for course sequence.

Code	Title	Credits
BIOL 600	Human Gross Anatomy & Histology ¹	4
BIOL 600L	Human Gross Anatomy and Histology Lab ¹	2
BIOL 610	Human Medical Physiology ¹	3
BIOL 620	Pharmacology & Therapeutics I ¹	3
BIOL 621	Medical Pathophysiology I ¹	2
BIOL 630	Pharmacology & Therapeutics II ¹	4
BIOL 631	Medical Pathophysiology II ¹	2
BIOL 640	Pharmacology and Therapeutics III ¹	2
BIOL 641	Medical Pathophysiology III ¹	2
PHAS 601	Introduction to History and Physical Examination ¹	2
PHAS 601L	Introduction to History and Physical Examination Lab ¹	1
PHAS 602	Patient Assessment and Diagnostics I ¹	2
PHAS 602L	Patient Assessment and Diagnostics Lab I ¹	1
PHAS 603	Patient Assessment and Diagnostics II ¹	3
PHAS 603L	Patient Assessment and Diagnostics Lab II ¹	1
PHAS 604	Patient Assessment & Diagnostics III ¹	1
PHAS 604L	Patient Assessment and Diagnostics Lab III ¹	1
PHAS 611	Foundation to Clinical Medicine ¹	4
PHAS 612	Clinical Medicine I ¹	6
PHAS 613	Clinical Medicine II ¹	7
PHAS 614	Clinical Medicine III ¹	5
PHAS 621	Evidence-Based Medicine and Research I ¹	2
PHAS 622L	Medical Problem Solving I ¹	1
PHAS 623L	Medical Problem Solving II ¹	1
PHAS 624L	Medical Problem Solving III ¹	1
PHAS 632	PA Professional Practice Issues I ¹	2
PHAS 633	Cultural & Prevention Competency ¹	2
PHAS 634	Christian Health Care and Applied Medical Ethics ¹	3
PHAS 641	Evidence-Based Medicine and Research II ¹	2
PHAS 710	Clinical Field Placements I ¹	12
PHAS 720	Clinical Field Placements II ¹	15
PHAS 730	Clinical Field Placements III ¹	9
PHAS 735	Physician Assistant Professional Practice Capstone ¹	2
PHAS 790	Evidence-Based Medicine Project/Thesis ¹	2
Total Credits		112

¹ Course must be taken for credit at Bethel.

Special Programs

Dual Degree Programs

Bethel's dual degree options are designed to save students time and money to obtain two degrees at the graduate or post-graduate level.

- MA in Strategic Leadership and MBA (p. 117)
- MA in Strategic Leadership and Doctor of Nursing Practice (DNP) (p. 119)
- MBA and Doctor of Nursing Practice (DNP) (p. 121)

Dual Degree: MA in Strategic Leadership & MBA

Overview

Bethel's dual degree option saves students' time to obtain two master's degrees: the MBA (p. 46) and Master's of Arts in Strategic Leadership (MASL) (p. 102). Today's leaders need both technical business and leadership expertise to confidently and effectively lead organizations. The dual degree option prepares students for the complexities of leading any for-profit or non-profit organization. With the dual degree, students are ready for leadership in the challenging and constantly changing business environment.

Admission Requirements

The dual degree M.A. in Strategic Leadership & MBA will consider applicants who:

- Meet the general requirements (p. 42) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree and official transcripts or NACES or AICE evaluations from all graduate schools attended.
- Have earned a baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Submit a current resume.
- Interview with the program director or enrollment counselor if requested.

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

Degree Requirements

Dual Degree: MA Strategic Leadership/MBA

The required curriculum for the Dual Degree: MA in Strategic Leadership and MBA comprises a 60 semester credit sequence of courses.

Code	Title	Credits
MBA Requirements		
BUSN 615	Managerial Accounting	3
BUSN 645	Marketing Management	3
BUSN 680	Business Strategy	3
ECON 635	Managerial Economics	3
Select one of the following concentrations: Finance, Management, Healthcare Administration, or Strategy and Execution		12
MASL Requirements		
SLDR 615	Managing Projects & Quality Initiatives	3
SLDR 630	System Approaches to Leading Change	3
SLDR 640	Beyond Diversity	3
SLDR 650	Managing Conflict Through Dialogue	3
SLDR 660	Followership: The Other Side of Leadership	3
Select one of the following:		
SLDR 605	Topics in Leadership Studies	3
SLDR 645	Leading in Times of Crisis	3
Shared Courses		
LEAD 607	Engaging Your Potential ¹	0
LEAD 611	Leadership Theory & Personal Agency ¹	3
LEAD 621	Worldview, Ethics and Leadership ¹	3
LEAD 641	Organizational Diagnostics and Health ¹	3
LEAD 651	Leadership Formation and Strategic Talent Management ¹	3
LEAD 671	Strategic Communication for Leaders ¹	3
LEAD 789	MBA/MASL Dual-degree Portfolio Addendum ¹	0
LEAD 795	Integrative Team Capstone ¹	3
Total Credits		60

¹ Course must be taken for credit at Bethel.

Dual Degree: MA Strategic Leadership and DNP

Overview

Today's healthcare leaders need both technical leadership expertise as well as a strong healthcare background. Bethel's dual degree option saves students time and money to obtain an M.A. in Strategic Leadership (p. 102) and Doctor of Nursing Practice (p. 108) and prepares them for the complexities of leading a healthcare organization in an ever-changing market.

Admission Requirements

- Have earned a baccalaureate degree in nursing from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Successful completion of a college-level course in statistics. Inferential statistics content is recommended. The student must have earned at least two semester credits from a regionally accredited (or internationally recognized as equivalent) institution and these credits may have been taken at the undergraduate or graduate level.
- TOEFL examination score report is required of all international applicants and all applicants whose primary language is not English. A minimum score of 84 on the internet-based test or 26 on the speaking test is required.
- Submit a resume.
- Submit official transcripts (U.S. schools) or NACES or AICE evaluations (international schools) showing earned Bachelor's from regionally accredited institutions.
- Submit two references (one professional and one supervisor).
- Submit a written Statement of Purpose regarding professional goals.
- Provide proof of health insurance.
- Provide proof of RN License in the state where the clinical will take place.
- Interview with Program Faculty.

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

Degree Requirements

Dual Degree: MA in Strategic Leadership and Doctor of Nursing Practice

The required curriculum for the Dual Degree: MA in Strategic Leadership and Doctor of Nursing Practice comprises a 71-72 semester credit sequence of courses.

Code	Title	Credits
LEAD 607	Engaging Your Potential	0
LEAD 611	Leadership Theory & Personal Agency	3
LEAD 621	Worldview, Ethics and Leadership	3
LEAD 641	Organizational Diagnostics and Health	3
LEAD 651	Leadership Formation and Strategic Talent Management	3
LEAD 795	Integrative Team Capstone	3
NURS 630	Nursing Leadership Practicum	5
SLDR 615	Managing Projects & Quality Initiatives	3
SLDR 640	Beyond Diversity	3
SLDR 645	Leading in Times of Crisis	3
SLDR 650	Managing Conflict Through Dialogue	3
SLDR 660	Followership: The Other Side of Leadership	3
SLDR 789	Portfolio Deliverable	0
NURS 800	The Art and Science of Advanced Nursing Practice	3
NURS 805	Evidence Appraisal and Translation Science	3
NURS 810	Healthcare Policy and Advocacy	3
NURS 815	Healthcare Economics and Finance	3
NURS 820	Population Health and Epidemiology	3
NURS 825	Leadership and Interprofessional Collaboration	4
NURS 835	Healthcare Innovations and Informatics	3
NURS 840	DNP Practicum I	3
NURS 841	DNP Practicum II	1
NURS 842	DNP Practicum III	2
NURS 843	Elective Practicum	2-3
NURS 850	Application of Biostatistics for Healthcare	2
NURS 887	DNP Project I: Idea Generation and Literature Appraisal	3
NURS 888	DNP Project II: Implementation Plan	2
NURS 889	DNP Project III: Implementation	1
NURS 890	DNP Project IV: Analysis	1
Total Credits		71-72

Dual Degree: MBA and DNP

Overview

Today's healthcare leaders need both technical business and leadership expertise as well as a strong medical background. Bethel's dual degree option saves students time and money to obtain an MBA (p. 46) and Doctor of Nursing Practice (p. 108) and prepares them for the complexities of leading a healthcare organization in an ever-changing market.

Admission Requirements

- Have earned a baccalaureate degree in nursing from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Successful completion of a college-level course in statistics. Inferential statistics content is recommended. The student must have earned at least two semester credits from a regionally accredited (or internationally recognized as equivalent) institution and these credits may have been taken at the undergraduate or graduate level.
- TOEFL examination score report is required of all international applicants and all applicants whose primary language is not English. A minimum score of 84 on the internet-based test or 26 on the speaking test is required.
- Submit a resume.
- Submit official transcripts (U.S. schools) or NACES or AICE evaluations (international schools) showing earned Bachelor's from regionally accredited institutions.
- Submit two references (one professional and one supervisor).
- Submit a written Statement of Purpose regarding professional goals.
- Provide proof of health insurance.
- Provide proof of RN License in the state where the clinical will take place.
- Interview with Program Faculty.

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

Degree Requirements

Dual Degree: MBA and Doctor of Nursing Practice

The required curriculum for the Dual Degree: MBA and Doctor of Nursing Practice comprises a 71-72 semester credit sequence of courses.

Note: Students pursuing the MBA and DNP dual degree must select the Healthcare Administration concentration.

Code	Title	Credits
BUSN 615	Managerial Accounting	3
BUSN 645	Marketing Management	3
BUSN 680	Business Strategy	3
BUSN 789	MBA Portfolio Deliverable	0
ECON 635	Managerial Economics	3
HCAM 610	Legal Aspects in Healthcare	3
LEAD 607	Engaging Your Potential	0
LEAD 621	Worldview, Ethics and Leadership	3
LEAD 641	Organizational Diagnostics and Health	3
LEAD 651	Leadership Formation and Strategic Talent Management	3
LEAD 795	Integrative Team Capstone	3
NURS 630	Nursing Leadership Practicum	5
NURS 800	The Art and Science of Advanced Nursing Practice	3
NURS 805	Evidence Appraisal and Translation Science	3
NURS 810	Healthcare Policy and Advocacy	3
NURS 815	Healthcare Economics and Finance	3
NURS 820	Population Health and Epidemiology	3
NURS 825	Leadership and Interprofessional Collaboration	4
NURS 835	Healthcare Innovations and Informatics	3
NURS 840	DNP Practicum I	3
NURS 841	DNP Practicum II	1
NURS 842	DNP Practicum III	2
NURS 843	Elective Practicum	2-3
NURS 850	Application of Biostatistics for Healthcare	2
NURS 887	DNP Project I: Idea Generation and Literature Appraisal	3
NURS 888	DNP Project II: Implementation Plan	2
NURS 889	DNP Project III: Implementation	1
NURS 890	DNP Project IV: Analysis	1

Total Credits

71-72

Programs in Teach-Out

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

- **Master of Science in Nurse Educator** - Summer 2022
- **Nurse Educator Certificate** - Summer 2022
- **Leadership Foundations Certificate** - Fall 2022
- **MBA: Global Management Concentration** - Summer 2023
- **Master of Science in Athletic Training** -Spring 2024
- **Master of Arts in Athletic Training Leadership** - Spring 2024

COURSE DESCRIPTIONS

ATRN • Athletic Training

ATRN 601 • Lower Extremity Assessment 3 Credits

Creation of patient centered treatment plans addressing the lower extremity. Synthesis of information to solve problems. Evaluation of patient status and care plans with consideration of patient goals. Carrying out athletic training services that prioritize patient care. Integration of restrictive, assistive, and prophylactic devices into the care plan.

ATRN 602 • Upper Extremity Assessment 3 Credits

Creation of patient centered treatment plans addressing the upper extremity. Synthesis of information to solve problems. Evaluation of patient status and care plans with consideration of patient goals. Carrying out athletic training services that prioritize patient care. Integration of restrictive, assistive, and prophylactic devices into the care plan.

ATRN 611 • Therapeutic Interventions I 3 Credits

Utilization of ethical, respectful therapeutic modalities, that adhere to standards and best practices. Evaluation of a patient's status, including the use of appropriate outcome measures continually. Creation of care plans that meet the needs of the patient and empower the patient to participate in their health care while maximizing efficiency.

ATRN 612 • Therapeutic Interventions II 3 Credits

Utilization of ethical, respectful therapeutic rehabilitation, that adhere to standards and best practices. Evaluation of a patient's status, including the use of appropriate outcome measures continually. Creation of care plans that meet the needs of the patient and empower the patient to participate in their health care while maximizing efficiency.

Prerequisites: ATRN 611.

ATRN 613 • Therapeutic Interventions III 3 Credits

Performance of ethical, respectful therapeutic interventions. Creation of care plans. Correct identification of appropriate pharmacological agents. Proper administration of medications using enteral and parenteral route of administration. Management of a patient with a behavioral health crisis. Identification of patients with behavioral health conditions. Facilitation of case management.

Prerequisites: ATRN 611, ATRN 612.

ATRN 630 • Introduction to Emergency Care 3 Credits

Integration of plans of care for patients with acute conditions including triaging those that are life threatening. Examination of policies that pertain to emergency preparedness. Creation of care plans designed to meet and advocate for the needs of patients. Integration of restrictive, assistive, and prophylactic devices into care plan.

ATRN 631 • Organization and Administration of Athletic Training 3 Credits

Application of business principles to the management and delivery of healthcare services. Evaluation of contemporary leadership models. Examination of the athletic trainer as a healthcare provider in the healthcare system. Reaction to situations that aligns with professional ethics, values and regulations. Development of risk management strategies in healthcare.

ATRN 632 • Advanced Emergency Care 3 Credits

Integration of plans of care for patients with acute conditions including triaging those that are life threatening. Examination of policies that pertain to emergency preparedness. Creation of care plans designed to meet and advocate for the needs of patients. Integration of restrictive, assistive, and prophylactic devices into care plan.

Prerequisites: ATRN 630.

ATRN 633 • Current Topics in Athletic Training 3 Credits

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

ATRN 634 • Integrative Assessment and Application 3 Credits

Demonstration of ethical healthcare that advocates for the patient. Education of clients/patients on a variety of health related issues focusing on nutrition. Construction of exercise programs that promote a healthy lifestyle and maximize sport performance. Integration of biometrics/physiological monitoring systems. Translation of data into preventative measures, clinical interventions, and performance enhancement.

ATRN 641 • Pathology and Medical Conditions 3 Credits

Explanation of basic pathologies and standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases. Identification of diagnostic tests and pharmaceutical agents to make clinical judgments. Application of principles of disease prevention and behavioral change. Implementation of prevention strategies for at-risk individuals/groups.

Prerequisites: ATRN 602.

ATRN 642 • General Medical Assessment 3 Credits

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

ATRN 650 • Evidence-Based Practice in Athletic Training 3 Credits

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

ATRN 671 • Clinical Experience in Athletic Training I 2-3 Credits

Supervised athletic training experience focused on psychomotor and cognitive competencies. Integration of professional standards, codes, regulations, and technologies with effective patient assessment, treatment, and education. Ethical, collaborative practices and ongoing professional development planning. 250 hours over 18 weeks.

ATRN 672 • Clinical Experience in Athletic Training II 2-3 Credits

Supervised athletic training experience focused on psychomotor and cognitive competencies. Integration of professional standards, codes, regulations, and technologies with effective patient assessment, treatment, and education. Ethical, collaborative practices and ongoing professional development planning. 250 hours over 18 weeks.

Prerequisites: ATRN 671.

ATRN 673 • Clinical Experience in Athletic Training III 2-3 Credits

Supervised athletic training experience focused on psychomotor and cognitive competencies. Integration of professional standards, codes, regulations, and technologies with effective patient assessment, treatment, and education. Ethical, collaborative practices and ongoing professional development planning. 250 hours over 18 weeks.

Prerequisites: ATRN 672.

ATRN 674 • Clinical Experience in Athletic Training IV 2-3 Credits

Supervised athletic training experience focused on psychomotor and cognitive competencies. Integration of professional standards, codes, regulations, and technologies with effective patient assessment, treatment, and education. Ethical, collaborative practices and ongoing professional development planning. 250 hours over 18 weeks.

Prerequisites: ATRN 673.

ATRN 697 • Master's Project Extension 0 Credit

Extension course for continued enrollment following the term in which ATRN 790 was taken, required when the project course is incomplete.

Prerequisites: ATRN 790 \$375.

ATRN 750 • Athletic Training Master's Project I 3 Credits

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

Prerequisites: ATRN 650.

ATRN 790 • Athletic Training Master's Project II 3 Credits

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

Prerequisites: ATRN 750.

BIOL • Biology

BIOL 600 • Human Gross Anatomy & Histology 4 Credits

Human anatomy for physician assistant students takes a regional approach to the study of human anatomy. This course will involve dissection of human cadavers by the students. Incorporated into the course content concerning anatomical structures will be a brief examination of histological structure, nervous system structure, and basic function. *Corequisites:* BIOL 600L.

BIOL 600L • Human Gross Anatomy and Histology Lab 2 Credits

Laboratory experience accompanying BIOL 600.

Corequisites: BIOL 600.

BIOL 610 • Human Medical Physiology 3 Credits

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

BIOL 620 • Pharmacology & Therapeutics I 3 Credits

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

Prerequisites: BIOL 600, BIOL 600L, BIOL 610, PHAS 601, PHAS 601L, PHAS 611.

BIOL 621 • Medical Pathophysiology I 2 Credits

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

Prerequisites: BIOL 600, BIOL 600L, BIOL 610, PHAS 601, PHAS 601L, PHAS 611.

BIOL 630 • Pharmacology & Therapeutics II 4 Credits

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

Prerequisites: BIOL 620. *Corequisites:* BIOL 631, PHAS 603, PHAS 603L; PHAS 613; PHAS 623L

BIOL 631 • Medical Pathophysiology II 2 Credits

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

Prerequisites: BIOL 621.

BIOL 640 • Pharmacology and Therapeutics III 2 Credits

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

Prerequisites: BIOL 630.

BIOL 641 • Medical Pathophysiology III 2 Credits

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

Prerequisites: BIOL 631.

BUSN • Business**BUSN 605 • Foundations in Business Analytics 3 Credits**

Exploration of research principles relevant in the business setting. Evaluation of research reports and data with a focus on quantitative data used for decision making. Application of appropriate strategies and tools to make and explain ethical and effective business decisions.

Prerequisites: LEAD 607 or LEAD 611.

BUSN 615 • Managerial Accounting 3 Credits

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

Prerequisites: LEAD 607 or LEAD 611.

BUSN 625 • Managerial Finance 3 Credits

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

Prerequisites: LEAD 607 or LEAD 611, BUSN 615.

BUSN 627 • Advanced Managerial Finance 3 Credits

Synthesis and evaluation of financial decisions built upon various business issues such as operations, marketing, accounting, human resources, and labor for short-and long-term company improvements. Identification of how faith-based beliefs and company culture impact team decisions .

Prerequisites: LEAD 607 or LEAD 611, BUSN 625.

BUSN 628 • Global Finance 3 Credits

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

Prerequisites: LEAD 607 or LEAD 611.

BUSN 641 • Advanced Competitive Advantage 3 Credits

Evaluates examples of competitive advantage in use around the world. Explores the general drivers that create and sustain competitive advantage. Evaluates competitive strategy from a perspective that encompasses both internal and external realities. Explores how to maintain competitive advantage in light of moves by competitors.

Prerequisites: LEAD 607 or LEAD 611.

BUSN 642 • Innovation & Entrepreneurship 3 Credits

Exploration of the interplay between innovation, entrepreneurship, and strategy. Evaluation of new products and services for start-ups and within existing organizations. Examination of how organizational culture can both foster and hinder innovation and entrepreneurship. Analysis of the relationship between personal faith, ethics, and entrepreneurship.

Prerequisites: LEAD 607 or LEAD 611.

BUSN 643 • Strategy Execution 3 Credits

Examination of the research on the causes of failed strategy versus successful execution. Identification of both leadership and organizational best practices leading to successful strategic initiatives. Exploration of the intersection of ethics, faith, and implementation of strategy .

Prerequisites: LEAD 607 or LEAD 611.

BUSN 645 • Marketing Management 3 Credits

A demographic and psychographic review of current consumer trends. Review of broadly adopted marketing models. Analysis of marketing challenges in an environment of increasing information, Internet channels, and multiple buyer options. Discussion of various global and ethical issues facing marketers and marketing managers.

Prerequisites: LEAD 607 or LEAD 611.

BUSN 652 • Global Operations Management 3 Credits

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

Prerequisites: BUSN600, LEAD 607. Special Notes: Students cannot earn credit for both BUSN 652 and BUSN 660.

BUSN 656 • Legal, Regulatory, and Compliance 3 Credits

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

Prerequisites: LEAD 607 or LEAD 611.

BUSN 660 • Operations Management 3 Credits

Exploration of operational management, legal, and regulatory issues throughout lifecycles of organizations considering faith, ethics, and Christian worldview. Evaluation of organizational efficiency using quality models such as Six Sigma and Lean. Designing of plans for organizational success (project management steps, outcomes, technology, production, and outsourcing). Distinction between operational management process and function.

Prerequisites: LEAD 607 or LEAD 611. Special Notes: Students cannot earn credit for both BUSN 652 and BUSN 660.

BUSN 680 • Business Strategy 3 Credits

Analysis of the fundamental elements of organizational strategy. Evaluation of the influences on an organization's strategy and the ability of an organization to achieve its strategy given its characteristics. Integration of ethical thinking and personal faith principles with strategy. Analysis of issues impacting strategic planning in organizations.

Prerequisites: LEAD 607 or LEAD 611.

BUSN 789 • MBA Portfolio Deliverable 0 Credit

Synthesis of key learnings from the MBA program, including a reconsideration of earlier work, leadership theories and growth concepts, and the development of a professional portfolio.

Prerequisites: LEAD 611, LEAD 621, LEAD 641, LEAD 651, LEAD 671. *Grade exceptions:* Graded on an S/U basis.

COUN • Counseling**COUN 600 • Foundations of Clinical Mental Health Counseling 3 Credits**

Exploration of the history and current practice of mental health counseling. Examination of professional identity, practice issues, professional organizations and standards, and working with systems. Evaluation of the issues of serving diverse communities and access to service.

COUN 605 • Family Systems 3 Credits

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

COUN 610 • Counseling Microskills 3 Credits

Development of core counseling skills and attitudes that promote effective counseling. Identification of counselor characteristics and behaviors that impact the counseling process. Application of basic counseling skills including ethical and cultural sensitive strategies for creating and maintaining therapeutic relationships.

COUN 615 • Worldview and Integration of Faith and Spirituality in Counseling 3 Credits

Examination of different worldviews and their impact on the counseling process. Evaluation of the impact of religious beliefs and spirituality upon clients, counselors and the therapeutic process. Examination of one's own worldview. Integration of religious beliefs and spirituality within the counseling process.

COUN 620 • Multicultural Counseling and Social Justice 3 Credits

Demonstration of knowledge of theories and models of multicultural counseling. Examination of heritage, attitudes and beliefs upon view of others. Application of social justice ethical principles. Evaluation of power and privilege. Examination of personal cultural identity. Integration of ethical and culturally sensitive counseling strategies.

COUN 625 • Theories and Techniques of Group Counseling 3 Credits

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

Prerequisites: COUN 610.

COUN 630 • Addictions Counseling 3 Credits

Demonstration of knowledge of addiction counseling and its various forms. Demonstration of understanding of the etiology of addiction, symptoms, assessments, and diagnoses including co-occurring disorders. Examination of neurological factors and the role of psychopharmacology in addiction counseling. Evaluation of evidence-based treatment approaches. Examination of legal and ethical issues and gender and culturally responsible counseling strategies specific to addictions counseling.

COUN 635 • Lifespan Development 3 Credits

Demonstration of knowledge of human development and aging issues. Examination of developmental theory assumptions. Examination of biological, cultural, social and spiritual factors. Evaluation of crisis and trauma. Integration of cultural and developmental factors in clinical practice.

COUN 640 • Psychopathology and Diagnosis 3 Credits

Demonstration of knowledge of diagnostic categories of the DSM-5 and ICD. Examination of the history and etiology of psychopathologies. Demonstration of ability to extract important diagnostic information in the diagnostic process. Evaluation of client's context to formulate diagnosis. Analysis of diagnosis to understand clinical issues. Examination of ethical issues of diagnoses and treatment.

COUN 645 • Individual and Family Assessment 3 Credits

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

Corequisites: COUN 650. Course fee: \$55.

COUN 650 • Theories and Techniques of Counseling 3 Credits

Demonstration of knowledge of the major theories and models of counseling and consultation. Demonstration of theoretical applications including case conceptualization, clinical treatment planning, and clinical intervention methods. Evaluation of counseling models from theological and contemporary counseling research including gender and diversity concerns. Examination of counseling problems from different theoretical perspectives. Examination of evidence based treatment approaches.

Prerequisites: COUN 625.

COUN 655 • Professional Orientation and Ethics 3 Credits

Demonstration of knowledge of the legal and professional structures of the counseling profession. Demonstration of knowledge of ethical standards, codes of ethics, and MN state licensure. Application of ethical decision making steps. Examination of current professional issues. Examination of cultural and spiritual considerations of ethical issues in the clinical context.

COUN 660 • Research Methods and Evaluation 3 Credits

Evaluation of research designs applicable to professional counseling. Evaluation of effectiveness research in clinical practice. Development of research skills with emphasis on critiquing published research and using effectiveness research in clinical decision making. Application of ethical and culturally relevant strategies for research.

COUN 665 • Clinical Assessment and Intervention 3 Credits

Demonstration of knowledge of crisis intervention models. Application of crisis intervention skills to clinical scenarios. Examination of ethical and culturally responsible strategies with clients in crisis. Application of intake and mental health assessments to clinical scenarios. Specific focus on treatment planning and crisis intervention models including suicidal clients, child abuse and neglect, and IPV.

Prerequisites: COUN 650.

COUN 670 • Theories and Techniques of Career Counseling 3 Credits

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

Career assessments fee: \$55.

COUN 675 • Child and Adolescent Counseling 3 Credits

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

COUN 680 • Neuroscience, Counseling, and Trauma 3 Credits

Identification of biological and neurological mechanisms of mental health. Demonstration of knowledge of crisis and trauma impact on brain and individual functioning. Identification of evidence based trauma treatment strategies. Examination of ethical, cultural, and religious/spiritually responsive strategies for trauma treatment. Application of trauma interventions.

COUN 700 • Introduction to Play Therapy and Techniques 3 Credits

Exploration of the essential elements and principles of play therapy including history and ethics. Examination of play therapy theories and approaches. Application of techniques and skills to various challenges faced by children and adolescents.

COUN 705 • Child and Family Play Therapy Assessment 2 Credits

Exploration of foundational play therapy theories. Examination of foundational play therapy techniques. Application of foundational play theories and techniques to clinical issues with children, adolescents and families.

Special Notes: Introduction to Play Therapy is recommended prior to taking this course.

COUN 710 • Foundational Play Therapy and Techniques 2 Credits

Exploration of directive play therapy philosophy and principles. Examination of theories and technique of directive play therapy. Application of directive play theories and techniques to clinical issues with children, adolescents and families.

Special Notes: Introduction to Play Therapy is recommended prior to taking this course.

COUN 715 • Non-Directive Play Therapy and Techniques 2 Credits

Exploration of non-directive play therapy philosophy and principles. Examination of theories and technique of non-directive play therapy. Application of non-directive play theories and techniques to clinical issues with children, adolescents and families including therapeutic use of metaphor.

Special Notes: Introduction to Play Therapy is recommended prior to taking this course.

COUN 720 • Filial Therapy 1 Credit

Exploration of the philosophy and principles of Filial Therapy. Examination of Filial Therapy Techniques. Application of techniques and strategies of Filial Therapy into therapeutic work.

Special Notes: Introduction to Play Therapy is recommended prior to taking this course.

COUN 725 • Trauma and Play Therapy 1 Credit

Exploration of trauma and its impact on the body and emotions. Examination of assessment of trauma in the play therapy room. Application of techniques and strategies to support clients who have experience trauma.

Special Notes: Introduction to Play Therapy is recommended prior to taking this course.

COUN 730 • Introduction to Sandtray 1 Credit

Exploration of the philosophy and principles of Sandtray. Examination of Sandtray strategies and approaches in therapeutic work. Application of Sandtray into therapeutic work with children, adolescents, and families.

Special Notes: Introduction to Play Therapy is recommended prior to taking this course.

COUN 780 • Practicum 2 Credits

Demonstration of professional counseling competencies in initial supervised counseling experience at a community placement site. Demonstration of professional and ethical behavior including administration skills and self-evaluation. Application of theoretical constructs to clinical cases. Implementation of individual and group supervision feedback. Completion of 100 hours of experience at a practicum site including 40 hours of direct client contact hours.

Prerequisites: COUN 600, COUN 605, COUN 610, COUN 615, COUN 620, COUN 625, COUN 630, COUN 635, COUN 640, COUN 645, COUN 650, COUN 655, COUN 660, COUN 665.

COUN 781 • Internship I 3-3.5 Credits

Demonstration of professional counseling competencies in supervised counseling internship experience at a community placement site. Demonstration of professional and ethical behavior including administration skills and self-evaluation. Application of theoretical constructs to clinical cases. Implementation of individual and group supervision feedback. Completion of 300 hours of experience at a practicum site including 120 hours of direct client contact hours.

Prerequisites: COUN 780.

COUN 790 • Internship II 3.5 Credits

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

ECON • Economics

ECON 635 • Managerial Economics 3 Credits

Study of economics, macroeconomics, and microeconomics. Analysis of the economic forces that influence the business environment. Application of economic tools to illustrate how globalization influences performance, strategy, and policy within firms. Analysis of opportunities and risks in a global economic environment.

Prerequisites: LEAD 607 or LEAD 611.

EDUC • Education

EDUC 594 • General Methods of Effective Instruction 3 Credits

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

EDUC 595 • School-wide Systems Field Experience 1 Credit

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

EDUC 606 • Teacher as Leader 3 Credits

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

EDUC 609 • Lab Safety Workshop 0 Credit

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

EDUC 611 • Educational Research 1 Credit

Development of skills needed to search for, find, review, and summarize scholarly research articles and peer reviewed journals. Introduction to the Bethel University Library's tools which support educational research. Understanding of APA style. Consideration of the connection between a Christian worldview and either a literature review or action research project.

Grade exceptions: Graded on an S/U basis.

EDUC 614 • Locating Resources for Educational Research 1 Credit

Introduction of skills needed to search for and cite resources used in a teacher preparation program and master's thesis. Identification of differences between research-based sources, non-research-based sources, and other scholarly sources on educational topics using discipline-specific resources.

Grade exceptions: Graded on an S/U basis. Special Notes: Required of all master's degree-seeking students and strongly recommended for students seeking a license. Should be taken with a cohort of the student's same major except with program director's permission.

EDUC 616 • Improving Instruction 3 Credits

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

EDUC 621 • Foundations in Education 3 Credits

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

EDUC 624 • Introduction to Theories and Practices of Teaching and Learning 3 Credits

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

EDUC 627 • Foundations in Education 3 Credits

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

EDUC 630 • General Methods of Curriculum, Instruction, and Assessment 3 Credits

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

EDUC 634 • Psychology of Student Learning 3 Credits

Application of educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents. Identification of different approaches to K-12 students' development, learning, performance, and critical elements needed to structure an effective learning environment. Synthesis of early assessment theory and current issues. Analysis of theories and principles that influence and motivate learning, development, and behavior related to the learning environment.

EDUC 641 • General Methods of Curriculum, Instruction, and Assessment 4 Credits

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

EDUC 643 • Field Experiences in School-based Settings 3 Credits

Participate in field experiences in K-12 schools and other school-based settings in order to apply coursework to authentic teaching experiences, observe educational contexts and receive mentoring from classroom teachers. Practice reflective skills by debriefing field experiences, writing a formative edTPA, and integrating a spiritual worldview.

Grade exceptions: Graded on an S/U basis.

EDUC 650 • 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.

Prerequisites: EDUC 627, EDUC 634, EDUC 630, EDUC 669, EDUC 665 and one from: EDUC 680 or EDUC 681 or EDUC 682 or EDUC 683 or EDUC 684 or EDUC 685 or EDUC 686 or EDUC 687. *Corequisites:* EDUC 778, EDUC 779. *Grade exceptions:* Graded on an S/U basis. *Special Notes:* Program Director permission and current enrollment in a Bethel University Graduate School degree program required for enrollment.

EDUC 651 • Portfolio and Licensing 1 Credit

Required of all students not currently enrolled in a Bethel University Graduate School degree program who have a teaching license, and are seeking to add a license, or to add to a license by taking a program-director-determined list of courses within a license program in a specified content area other than those specified in EDUC 653. Students will demonstrate proficiency in designated Minnesota state standards via a portfolio.

Licensure portfolio fee: \$500. *Grade exceptions:* Graded on an S/U basis. *Special Notes:* Program director permission required for enrollment.

EDUC 653 • Portfolio and Licensing 1 Credit

Requirement for all students not currently enrolled in a Bethel University Graduate School degree program who have a teaching license and are seeking to add a license or to add to a license by taking a program-director-determined list of courses within a license program in Teachers of Computer, Keyboarding, and Related Technology Applications, or Teacher Coordinator of Work-based Learning. Demonstration of proficiency in designated Minnesota state standards via a portfolio.

Endorsement portfolio fee: \$300. *Grade exceptions:* Graded on an S/U basis. *Special Notes:* Program director permission required.

EDUC 659 • Social Studies 5-12 Teaching Methods 4 Credits

Creation of short and long-range learning plans for social studies learners in grades 5-12. Analysis of how content is taught and classroom management is utilized in standards-based middle and high school classes. Design of effective instructional strategies which meet the needs of diverse learners. Implementation of formal and informal assessments.

Prerequisites: EDUC 634, EDUC 641.

EDUC 661 • Field Experience 2 Credits

Participate in field experiences in K-12 schools and other school-based settings in order to apply coursework to authentic teaching experiences, observe educational contexts and receive mentoring from classroom teachers. Practice reflective skills by debriefing field experiences, writing a formative edTPA, and integrating a spiritual worldview.

Grade exceptions: Graded on an S/U basis.

EDUC 663 • Understanding Diversity and Student Needs 2 Credits

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

EDUC 665 • Teaching Content Area Literacy 3 Credits

Analysis of knowledge of research-based skills and assessment strategies, reading processes, and instructional practices in the content area. Integration of various instructional strategies to support readers of various proficiency levels, linguistic backgrounds, and specific learning needs in K-12 settings. Implementation of reading research by determining strategies for developing and implementing academic language, vocabulary, fluency, orthographic knowledge, morphological relationships within words, and comprehension. Application of strategies for enhancing K-12 students' visual, critical, vocabulary, and writing literacy.

EDUC 668 • Classroom Technology 1 Credit

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

EDUC 669 • Equity in Diverse School Contexts 3 Credits

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

EDUC 671 • Mathematics 5-12 Teaching Methods 4 Credits

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

Prerequisites: EDUC 634, EDUC 641.

EDUC 672 • Science 5-12 Teaching Methods 4 Credits

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

Prerequisites: EDUC 634, EDUC 641.

EDUC 674 • Visual Arts K-12 Teaching Methods 4 Credits

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

Prerequisites: EDUC 634, EDUC 641.

EDUC 676 • World Languages and Cultures K-12 Teaching Methods 4 Credits

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

Prerequisites: EDUC 634, EDUC 641.

EDUC 678 • ESL K-12 Teaching Methods 4 Credits

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

Prerequisites: EDUC 634, EDUC 641.

EDUC 679 • Communication Arts and Literature 5-12 Teaching Methods 4 Credits

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

Prerequisites: EDUC 634, EDUC 641.

EDUC 680 • Methods of Teaching Mathematics, 5-12 3 Credits

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

Prerequisites: EDUC 634, EDUC 630.

EDUC 681 • Methods of Teaching Science, 5-12 3 Credits

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

Prerequisites: EDUC 634, EDUC 630.

EDUC 682 • Methods of Teaching Visual Arts, K-12 3 Credits

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

Prerequisites: EDUC 634, EDUC 630.

EDUC 683 • Methods of Teaching World Languages and Cultures, K-12 3 Credits

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

Prerequisites: EDUC 634, EDUC 630.

EDUC 684 • Methods of Teaching ESL, K-12 3 Credits

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

Prerequisites: EDUC 634, EDUC 630.

EDUC 685 • Methods of Teaching Communication Arts and Literature, 5-12 3 Credits

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

Prerequisites: EDUC 634, EDUC 630.

EDUC 686 • Methods of Teaching Business, 5-12 3 Credits

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

Prerequisites: EDUC 634, EDUC 630.

EDUC 687 • Methods of Teaching Social Studies, 5-12 3 Credits

Creation of short and long-range learning plans for social studies learners in grades 5-12. Analysis of how content is taught and classroom management is utilized in standards-based middle and high school classes. Design of effective instructional strategies which meet the needs of diverse learners. Implementation of formal and informal assessments.

Prerequisites: EDUC 634, EDUC 630.

EDUC 689 • Business 5-12 Teaching Methods 4 Credits

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

Prerequisites: EDUC 634, EDUC 641.

EDUC 696 • Capstone Continuing Enrollment 0 Credit

Extension course for the first two terms following registration in a thesis/capstone course, when the thesis/capstone course is incomplete. The extension allows students continued access to university resources. Student must be registered in an extension course at the time the thesis or project is granted final approval and receives a grade.

EDUC 697 • Capstone Extension 0 Credit

Extension course for continued enrollment following the term in which EDUC 790 was taken, required when the thesis/project course is incomplete.

Prerequisites: EDUC 790. \$375

EDUC 705 • History and Advancement of Work-Based Learning 3 Credits

Study of the history and progress of work-based learning. Examination of the federal and state legislation that applies to the field. Gives work coordinators knowledge and tools to turn students' work experiences into meaningful learning experiences. Role of human resources in an organization. Career and technical student organizations. One of three courses needed for the Teacher Coordinator of Work-based Learning License.

EDUC 707 • Designing School-Based Instruction for Work-Based Learning 3 Credits

Students design instruction for work-based programs that connect students' school experiences to the world of work. Current employment trends. Employment laws. Evaluation of resources for career development. One of three courses needed for the Teacher Coordinator of Work-based Learning License.

EDUC 709 • Implementing and Monitoring Work-Based Learning 3 Credits

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

EDUC 711 • Technology Applications for K-12 Schools 3 Credits

Technology tools (primarily software) for instructional and student use at the K-12 level. Legal, ethical, and safety issues of technology applications in schools. Software applications, including Microsoft Office suite of programs. Emerging technologies and the changing nature of technology. Writing curriculum designed to integrate technology into content areas.

EDUC 712 • Technology Curriculum Integration for K-12 Schools 3 Credits

Strategies for planning and implementing technology integration (teaching and curriculum focus) at the K-12 level. Role of leadership in developing a shared vision for integrating technology into learning. Role of technology coordinator in schools. Keyboarding and other computer input devices. Policies and procedures necessary for the use of technology.

EDUC 713 • Providing Leadership in Educational Technology for K-12 Schools 2 Credits

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

EDUC 715 • Practicum for Teachers of Computers, Keyboarding, and Related Technology for K-12 Schools 1 Credit

Complete approximately 30-40 hours of practicum tasks at a school site, gaining hands-on experience in the use of technology to enhance learning. Write and teach keyboarding and other technology curriculum. Participate in technology planning and integration. Job shadow and interview technology leaders.

Grade exceptions: Graded on an S/U basis.

EDUC 718 • Methods of Online Teaching for K-12 3 Credits

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

EDUC 730 • Introduction to Differentiation and Responsive Teaching 3 Credits

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

EDUC 731 • Responsive Pedagogy for English Language Learners 3 Credits

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

EDUC 732 • Culturally Responsive Instruction 3 Credits

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

EDUC 745 • ENVoY: The 7 Gems 3 Credits

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

EDUC 746 • Classroom Charisma 3 Credits

Students apply classroom strategies that operate from influence instead of power to form relationships according to the unique personalities of individual students: specifically, accommodating versus independent students.

Prerequisites: EDUC 745.

EDUC 747 • Group Dynamics in a Healthy Classroom 4 Credits

A culmination of concepts, skills, and behaviors associated with effective classroom management. The most difficult management situations faced by teachers are when attempting to manage the individual and the class at the same time. A sophisticated look at the intricacies of group dynamics in the classroom through practical axioms and skills that can be applied immediately.

Prerequisites: EDUC 745, EDUC 746.

EDUC 750 • Student Teaching Seminar 5 Credits

Development of reflective skills, professional qualities, and instructional and evaluative skills.

Clarification of personal teaching/learning beliefs, modification of instruction for diverse student needs, and development of effective learning environments. Embedded differentiated instruction for ELS and special education students in the general education classroom. Refinement of assessment strategies and classroom management techniques that maximize student learning.

Prerequisites: EDUC 627, EDUC 634, EDUC 630, EDUC 669, EDUC 665 and one from: EDUC 680 or EDUC 681 or EDUC 682 or EDUC 683 or EDUC 684 or EDUC 685 or EDUC 686 or EDUC 687. Corequisites: EDUC 778, EDUC 779. ENVoY classroom management training fee: \$60.

EDUC 751 • Special Education Student Teaching Seminar 3 Credits

Development of strategies using personal and professional efficacy skills along with an engagement of school and community resources to provide instruction. Consideration of the learner's needs while aligning an instructional plan to help ensure student success. Identification of the impact that second language has on learning. Application of appropriate academic language related to lesson planning, instruction, and assessment in the K-12 environment.

Prerequisites: All other courses in the program, SPED 675. EdTPA fee \$300. Grade exceptions: Graded on an S/U basis. Corequisites: SPED 780 or SPED 781 or SPED 782 or SPED 783 or SPED 784.

EDUC 753 • Teacher Candidate Seminar 3 Credits

Development of reflective skills, professional qualities, and instructional and evaluative skills. Clarification of personal teaching/learning beliefs, modification of instruction for diverse student needs, and development of effective learning environments. Embedded differentiated instruction for ELS and special education students in the general education classroom. Refinement of assessment strategies and classroom management techniques that maximize student learning.

Prerequisites: EDUC 627, EDUC 634, EDUC 641, EDUC 669, EDUC 665 and one from: EDUC 659 or EDUC 671 or EDUC 672 or EDUC 674 or EDUC 676 or EDUC 678 or EDUC 679 or EDUC 689. Corequisites: EDUC 778, EDUC 781. ENVoY classroom management training fee: \$60.

EDUC 755 • Preparing the Thesis/Action Research Project 1 Credit

Description of the master's thesis and action research project options including requirements and the oral examination process for the master's degree. Understanding of both quantitative and qualitative research designs. Identification of a literature review, literature review with application emphasis, or action research project topic and creation of a prospectus. Demonstration of academic research, writing skills, and APA formatting proficiency.

Prerequisites: EDUC 614, EDUC 661, EDUC 778, EDUC 779, EDUC 750. Grade exceptions: Graded on an S/U basis.

EDUC 756 • Preparing the Thesis/Action Research Project 1 Credit

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

Prerequisites: EDUC 611 or EDUC 614. Grade exceptions: Graded on an S/U basis.

EDUC 763 • Topics in Education 1-4 Credits**EDUC 771 • Curriculum Processes 3 Credits**

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

EDUC 772 • Assessment and Learning 3 Credits

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

Prerequisites: EDUC 771.

EDUC 773 • Teaching and Learning 3 Credits

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

Prerequisites: EDUC 771, EDUC 772.

EDUC 774 • Capstone 1 Credit

Final of four courses required to attain the International Baccalaureate (IB) Certificate in Teaching and Learning. The nature and importance of reflective and collaborative work in effective education. How reflective practice and collaborative work support IB standards and practice. Experiences contributing to others' learning for the purpose of becoming better members of the global community.

Prerequisites: EDUC 771, EDUC 772, EDUC 773.

EDUC 778 • Student Teaching Placement I 5 Credits

Prior course knowledge and skills will be practiced under the supervision of a cooperating teacher and a college supervising teacher while students teach. In the field experience and through two student teaching placements, students will have teaching experience at the elementary, middle, and high school levels.

Prerequisites: EDUC 627, EDUC 634, EDUC 630, EDUC 669, EDUC 665 and one from: EDUC 680 or EDUC 681 or EDUC 682 or EDUC 683 or EDUC 684 or EDUC 685 or EDUC 686 or EDUC 687. *Corequisites:* EDUC 779, EDUC 750. *EdTPA fee:* \$300; *Student teaching fee:* \$150; *Out of state fee:* varies. *Grade exceptions:* Graded on an S/U basis. *Special Notes:* Taken concurrently with EDUC 750. Departmental approval required for enrollment.

EDUC 779 • Student Teaching Placement II 3 Credits

Continued practice of prior teaching experience under the supervision of a cooperating teacher and a college supervising teacher while students teach.

Prerequisites: EDUC 627, EDUC 634, EDUC 630, EDUC 669, EDUC 665 and one from: EDUC 680 or EDUC 681 or EDUC 682 or EDUC 683 or EDUC 684 or EDUC 685 or EDUC 686 or EDUC 687. *Corequisites:* EDUC 778, EDUC 750. *Student Teaching Fee:* \$100, *Out of state:* varies. *Grade exceptions:* Graded on an S/U basis. *Special Notes:* Departmental approval required for enrollment. Taken concurrently with EDUC 750.

EDUC 781 • Student Teaching II 1 Credit

Continued practice of prior teaching experience under the supervision of a cooperating teacher and a college supervising teacher while students teach.

Prerequisites: EDUC 627, EDUC 634, EDUC 641, EDUC 669, EDUC 665 and one from: EDUC 659 or EDUC 671 or EDUC 672 or EDUC 674 or EDUC 676 or EDUC 678 or EDUC 679 or EDUC 689. *Corequisites:* EDUC 778, EDUC 753. *Student Teaching Fee:* \$100, *Out of state:* varies. *Grade exceptions:* Graded on an S/U basis. *Special Notes:* Departmental approval required for enrollment.

EDUC 790 • Writing the Thesis/Action Research Project 3 Credits

Exploration of a significant educational issue relevant to the student's professional involvement through an independent, individually supervised thesis or project. Oral defense of student's thesis or project following collaboration with thesis advisor to ensure guidelines have been followed and requirements have been met as noted in the Bethel University Graduate Education Thesis Handbook.

Prerequisites: EDUC 611, EDUC 614, EDUC 755, EDUC 756, EDUC 661, EDUC 778, EDUC 779, EDUC 750. *Grade exceptions:* Graded on an S/U basis.

EDUC 800 • Historical, Cultural, and Philosophical Issues Impacting School Administration 3 Credits

Examination of the roles school leaders play as they pertain to ethics and influencing the school community. Analysis of how the field of education changes and the factors that influence change. Analysis of the historical, philosophical and cultural aspects of educational reform. Exploration of the balance between personal faith and/or values and professional leadership in an environment characterized by separation of church and state .

Ed.D. assessment fee: \$300.

EDUC 801 • Historical, Cultural, and Philosophical Issues Impacting Educational Leadership 3 Credits

Exploration of the historical, cultural, and philosophical trends contributing to the higher education landscape. Current and emerging roles of educational leaders within this landscape are analyzed and practices of self-differentiation and reflection essential to the process of personal formation and ability to inspire and lead are applied.

Ed.D. assessment fee: \$300.

EDUC 802 • Leadership Evolution 3 Credits

Exploration and application of innovative leadership practices that build capacity to lead complex educational change. Development of critical self-awareness as foundational to relationships, shared leadership, and diverse perspectives in the K-12 education field. Establishing professional networks to support risk-taking and reflection.

EDUC 805 • Principles of Organizational Leadership 3 Credits

Application of theory and practice of leadership to educational settings. Implementation of organizational leadership theories and change theory while incorporating a values-informed worldview. Synthesis of philosophical and values anchors, shared priorities and commitments, and vision through policy and program development.

EDUC 807 • Organizational Leadership in Higher Education 3 Credits

Analysis of theories related to higher education leadership, organization, and culture, and associated application to decision making, organizational change and conflict management. Connection of organizational theories and cultural concepts with effective approaches to leadership that includes integration of faith and values into developing personal leadership capabilities.

EDUC 810 • Curriculum and Instructional Management and Student Development 3 Credits

Application of issues and trends in curriculum and instruction. Development of an effective curricular and instructional plan for your organization. Analysis of district-wide literacy initiatives and the leading of school-wide literacy efforts. Understanding of the importance of professional development in the areas of curriculum and instruction. Identification of research and best practices on integrating curriculum, technology, and relevant resources. Development of knowledge and skills needed to be an effective curriculum and instructional leader.

EDUC 812 • Curriculum Design and Instructional Management in Higher Education 3 Credits

Fundamentals of curriculum design, effective curriculum planning and implementation are analyzed along with trends, issues, forces, and ideas affecting curriculum in higher education. Cognitive and behavioral issues and theories of learning are synthesized as they impact student development theory and personal and professional formation. Various models for working with academic departments are analyzed. Effective techniques for working with culturally and academically diverse student populations are examined and practiced.

EDUC 818 • Comparative Analysis of Issues in Higher Education 3 Credits

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

EDUC 819 • Meeting the Needs of All Stakeholders 3 Credits

Exploration of the role of educational leaders in developing and growing relationships with students, families, and community members to meet the needs of all stakeholders. Examination of the changing needs of school communities as sociocultural environments. Embedding of relevant resources that support social and emotional learning, culturally and linguistically diverse learners (English learners), mental health, and trauma. Addressing individual and institutional biases and fostering educational equity through the lens of culturally responsive leadership.

EDUC 820 • Doctoral Research I 3 Credits

Introduction to the philosophical foundations of empirical research with an emphasis on qualitative research design and methodology. Assessment of the overall role of research in educational administration. Critique and analysis of qualitative research in the literature. Application of sound research principles in the design of a basic qualitative study.

Special Notes: Grade type chosen must remain consistent for EDUC 820, EDUC 845, EDUC 850, and EDUC 870.

EDUC 825 • Leading in a Complex and Pluralistic Society 3 Credits

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

EDUC 827 • Leading in a Complex and Pluralistic Society 3 Credits

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

EDUC 830 • Administration of Essential Educational Programs 3 Credits

Analysis of school policies and procedures to ensure that essential programs are in place. Awareness of how personal belief systems affect decision-making. Examination of school relationships, communication, culture and environment, teachers and student engagement, school supervision, safety, instructional supervision, and personalization.

EDUC 832 • Leadership of Academic & Support Systems in Higher Education 3 Credits

Exploration of functions within academic and support departments in colleges and universities. Including academics, accreditation, human resources, enrollment, student development, student support, security, marketing, alumni services, and development. Integration of personal values and belief system with identified best practices in educational leadership.

EDUC 835 • Measurement and Assessment 3 Credits

Engagement in contextual learning experiences that apply principles and practices involved in educational institution's assessment processes including their uses, misuses, and limitations. Exploration of concepts and skills involved in employing descriptive statistics. Investigation and discussion of ethical issues in assessment, factors that influence test performance, and issues found in current scholarly research.

EDUC 837 • Institutional Assessment in Higher Education 3 Credits

Understanding of the basic elements of assessment in Higher Education. Development of an effective assessment plan for a Higher Education academic or student life program. Creation of assessment reports that include actionable items for improvement based on data. Evaluation of program assessment reports. Synthesis of data from nationally normed assessment instruments. Engaging in ethical issues related to assessment in higher education.

EDUC 840 • Operations and Personnel Administration 3 Credits

Application of personal and organizational management skills. Synthesis of school/district mission and vision in systemic planning. Development of communication to foster public relations and address organizational politics. Synthesis of the relationship between leadership and conflict management. Analysis of the factors of school cultures. Integration of faith/worldview and core values with leadership strategies.

EDUC 842 • Strategic Leadership in Higher Education 3 Credits

Comprehension of strategic and adaptive leadership practices and application to organizational challenges. Analysis of personal strategic leadership strengths and limitations. Identification of how leadership can improve diversity, inclusion, and equity in institutional settings. Analysis of behaviors and traits for strategic innovation. Identification of how faith/values impact leadership philosophy.

EDUC 845 • Doctoral Research II 3 Credits

Development of empirical research with an emphasis on quantitative research. Examination of basic principles and philosophy of post-positivist worldview. Exploration of research design, analysis, ethics and interpretation of quantitative method. Critique and analysis of quantitative research in the literature is a primary learning activity.

Prerequisites: EDUC 820.

EDUC 846 • Academic Writing for Graduate Students 3 Credits

Application of the process approach and stylistic devices appropriate to research writing. Synthesis of others' work through summarizing, paraphrasing, and quoting. Demonstration of knowledge and skill in using APA citation style. Practicing of curiosity, open-mindedness, humility, and intellectual courage. Scaffolded approach to creation of a research paper or literature review.

EDUC 850 • Doctoral Research III 3 Credits

Exploration and examination of qualitative and quantitative research; particularly sampling, measurement, data collection and data analysis. Training in the use of both qualitative and quantitative data analysis software. Development of the dissertation prospectus is the key learning activity.

Prerequisites: EDUC 845.

EDUC 855 • Administrators as Agents of Change 3 Credits

Application of critical leadership and change concepts within an educational setting. Integration of literature and information on educational and organizational change. Development of personal qualities that are found in effective leaders. Application of research based practices to a change situation. Integration of a personal moral or faith-based perspective from a leadership perspective. Incorporation of ideas and concepts from other experts into ongoing strategies as a leader.

EDUC 857 • Leaders as Agents of Change in Higher Education 3 Credits

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

EDUC 858 • Re-imagining Higher Education 3 Credits

Consider the future of higher education and the leadership needed. Issues and trends in the current and emerging field higher education, including equity and access, finances and affordability, and competing models and non-traditional offerings, are revisited and intersected with personal growth and leadership formation.

Prerequisites: EDUC 818.

EDUC 859 • Student Engagement in Higher Education 3 Credits

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

EDUC 860 • Legal Issues in School Administration 3 Credits

Examination of educational laws and policies, the process by which they are created, and their impact on schools. Analysis of leadership and communication around legal issues and policies, with emphasis on accuracy, clarity, and correct implementation. Evaluation of laws and policy, along with their application and outcomes, to recommend change.

EDUC 862 • Legal Issues in Higher Education 3 Credits

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

EDUC 863 • Topics in Education 1-4 Credits**EDUC 865 • Resource Management in K-12 Education** 3 Credits

Examination of constitutional authority for using public funds to support public schools and the tax structure used to generate revenue for schools. Evaluation of the budget process and publications implemented against recognized best practices. Application of emerging practices and essential facets of human resource management. Analysis of the resource allocation pattern of a school aimed toward improved student learning. Exploration of the relationship between personal values/ethical guidelines and resource management practices in schools.

EDUC 867 • Budgeting and Fiscal Management in Higher Education 3 Credits

Students learn about the economic engines of higher education, budgeting concepts, factors that drive revenue and expenses in higher education, and practices that ensure accountability, accuracy, and transparency. Students also gain skills in budgeting processes and advocacy, and calculating costs of academic programs.

EDUC 870 • Doctoral Research IV 3 Credits

Development of data collection, data analysis and presenting results in research. Design a data collection tool or protocol, collect data with the tool (field test) and analyze collected data. Complete the dissertation prospectus.

Prerequisites: EDUC 850.

EDUC 875 • Special Education Policy, Law, and Finance 2 Credits

Application of state and federal laws, rules, and procedures governing special education to funding structures. Application of state and federal regulations governing the provision of special education services. Understanding of special education program development including needs assessment, design, implementation and evaluation. Understanding of the resources available, along with agencies and organizations that serve students with a disability and their families.

EDUC 876 • Special Education Organization Management 2 Credits

Application of state and federal laws, rules, and procedures relative to School Districts affecting board meetings, policies, communications, procedures, and practices that affect special education governance. Understanding of special education administrative structures used in Minnesota. Understanding of special education program development including needs assessment, design, implementation and evaluation.

EDUC 880 • Comprehensive Examination 0 Credit

Comprehensive examination and the portfolio review after completion of the student's final didactic course.

Grade exceptions: Graded on an S/U basis.

EDUC 881 • Comprehensive Examination and Portfolio Review 1 Credit

Comprehensive examination and the portfolio review after completion of the student's final didactic course.

Grade exceptions: Graded on an S/U basis.

EDUC 882 • Directed Study 1-6 Credits

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

EDUC 883 • Scholarly Advancement in K-12 Leadership 3 Credits

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

Grade exceptions: Graded on an S/U basis.

EDUC 884 • Applied Leadership 1-3 Credits

Application of theory and content to expand leadership capacity. Integration of leadership concepts and insights from courses, research, and personal experiences.

Grade exceptions: Graded on an S/U basis.

EDUC 885 • Individualized Project in Higher Education 3-4 Credits

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

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

EDUC 886 • Principal Internship 3 Credits

School-based experience of at least 320 hours in one year. 240 hours at one setting and 40 hours at each of the other two levels. Joint supervision of Bethel faculty member and onsite licensed and practicing principal. May be paid or unpaid. Direct experience in administrative duties and synthesis of learning between academic program and administrative needs of host district.

Grade exceptions: Graded on an S/U basis.

EDUC 887 • Superintendent Internship 3 Credits

School-based experience of at least 320 hours in one year, up to 280 hours in the primary setting, at least 40 hours in a second setting. Joint supervision of Bethel faculty member and onsite licensed and practicing principal. May be paid or unpaid. Direct experience in administrative duties and synthesis of learning between academic program and administrative needs of host district.

Grade exceptions: Graded on an S/U basis.

EDUC 888 • Teaching Internship 1-4 Credits

Teaching internship for students seeking an administrative license without the required teaching experience.

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

EDUC 889 • Director of Special Education Internship 3 Credits

School-based experience of at least 320 hours in 1 year; at least 40 hours at a special education administrative unit other than student's primary experience. Jointly supervised by Bethel faculty member and onsite licensed and practicing director of special education. Direct experience in administrative duties; synthesis of learning between academic program and administrative needs of host district.

Grade exceptions: Graded on an S/U basis.

EDUC 890 • Dissertation Phase One 6 Credits

Development of the major research for one's academic doctoral degree. The four previous research courses provide the foundation for students to develop their dissertation proposals. Guidance is provided by the students' dissertation advisors.

Prerequisites: EDUC 870. Grade exceptions: Graded on an S/U basis.

EDUC 891 • Dissertation Phase Two 6 Credits

A continuation of EDUC 890. Students are automatically registered for this course during the term following EDUC 890. Successful defense of the dissertation is required prior to graduation. This course must be completed within seven consecutive years (21 consecutive academic terms) from the beginning of the course.

Prerequisites: EDUC 890. Grade exceptions: Graded on an S/U basis.

EDUC 897 • Capstone Extension 0 Credit

Extension course for continued enrollment following the term in which EDUC 891 was taken, required when the dissertation course is incomplete.

Prerequisites: EDUC 891. \$375

HCAM • Healthcare Administration**HCAM 600 • Healthcare Policy and Economics 3 Credits**

Introduction to foundational psychological concepts, principles, and themes, and application to important issues. Critique methods used in psychological investigation through an understanding of the scientific process, experimental design, and evaluation of scholarly articles. Integration of personal faith or spirituality with psychology.

Prerequisites: LEAD 607 or LEAD 611.

HCAM 605 • Health Informatics and Application 3 Credits

Analysis of the role of information systems and technology within a healthcare organization. Appraisal of business and technical issues associated with the selection, deployment, and use of health informatics. Evaluation of analytic methods to design, implement, and evaluate best-practice models for patient care and care delivery.

Prerequisites: LEAD 607 or LEAD 611.

HCAM 610 • Legal Aspects in Healthcare 3 Credits

Analysis of the more significant legal issues encountered by healthcare administrators and the ramifications of those issues. Exploration of the legal, policy and ethical issues encountered by healthcare professionals in the continuously evolving healthcare system. Assessment of ethical concepts in the resolution of health care ethical dilemmas.

Prerequisites: LEAD 607 or LEAD 611.

HCAM 615 • Finance for Healthcare Administrators 3 Credits

Assessment of planning and financial decision making of healthcare organizations. Financial evaluation both as a proactive exercise and a tool for organizational control. Exploration of issues of budgeting, cost determination, pricing and rate setting in a healthcare environment. Integration of academic and practical approaches and perspectives regarding healthcare financial problems.

Prerequisites: LEAD 607 or LEAD 611.

LEAD • Leadership Foundations

LEAD 607 • Engaging Your Potential 0 Credit

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

LEAD 611 • Leadership Theory & Personal Agency 3 Credits

Analysis of leadership theory and research as it applies to individuals and organizations. Evaluation of personal leadership capacities and identification of specific areas of growth in capacity and resilience. Analysis of the relationship between personal faith and leadership service.

LEAD 621 • Worldview, Ethics and Leadership 3 Credits

Coherent and relevant examination of ethical theories and arguments in light of Christian worldview. Exploration of the relationship between spirituality, worldview, and ethical issues in organizations. Evaluation of ethical policies and procedures for organizations. Design ethical resolutions for issues, dilemmas, and behaviors faced in organizations. Effective communication of ethical positions.

Prerequisites: LEAD 607 or LEAD 611.

LEAD 641 • Organizational Diagnostics and Health 3 Credits

Examination of organizational health and the key systems necessary to build and sustain it. Assessment of one's leadership characteristics and personal approach to organizational health and change. Use of research, theory, and faith and their roles in organizational effectiveness.

Prerequisites: LEAD 607 or LEAD 611.

LEAD 651 • Leadership Formation and Strategic Talent Management 3 Credits

Creation of a personal leadership philosophy grounded in understanding of the importance of developing others. Recognition of one's ability to both coach and to be coached. Understanding of foundational leadership processes, practices and strategies in effective talent management. Demonstration and recognition of the importance of culture, nondiscriminatory inclusion, and personal faith while providing recommendations to increase effectiveness.

Prerequisites: LEAD 607 or LEAD 611.

LEAD 671 • Strategic Communication for Leaders 3 Credits

Application of the theories of persuasion in communication contexts including public speaking, business writing, and interpersonal responses. Analysis of both ethical and persuasive communication skills during interpersonal interactions. Evaluation of the interactions between technology and communication. Demonstration of public speaking with the use of professional presentation software.

Prerequisites: LEAD 607 or LEAD 611.

LEAD 697 • Thesis Extension 0 Credit

Extension course for continued enrollment following the term in which LEAD 795 was taken, required when the thesis course is incomplete.

Prerequisites: LEAD 795. \$375

LEAD 789 • MBA/MASL Dual-degree Portfolio Addendum 0 Credit

Synthesis of key learnings from the two master's degree programs after having completed LEAD 795 for the first master's degree.

Prerequisites: LEAD 611, LEAD 621, LEAD 641, LEAD 651, LEAD 671. *Grade exceptions:* Graded on an S/U basis.

LEAD 795 • Integrative Team Capstone 3 Credits

Culmination of leadership courses as students continue in graduate work. Foundation for a collaborative project that synthesizes scholarship and practice around the development of a real-life business/leadership project. Exploration of interconnections within business and connections with other aspects of life.

Prerequisites: LEAD 611, LEAD 621, LEAD631, LEAD 641, LEAD 651. *Grade exceptions:* Graded on an S/U basis.

NURS • Nursing**NURS 600 • Theory Foundations 3 Credits**

An examination of the theoretical foundations of the discipline of nursing, including nursing theory and selected borrowed theories within the contexts of nursing leadership and Christian perspectives. Analysis of nursing theory will include historical perspectives, theory development, application to practice and leadership, and evaluation of grand, middle range, and practice theories in nursing.

NURS 602 • Midwifery Perspectives 3 Credits

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

Exam proctoring fee: \$18.

NURS 606 • Advanced Health Assessment for Advanced Practice Nurses 4 Credits

Enhance knowledge and skills of history taking, physical assessment, and clinical reasoning from a holistic perspective in order to prepare for practice as a nurse-midwife.

Clinical immunization documentation tracking and verification fee: \$70, *live model patient fee:* \$100, *Typhon clinical tracking system fee:* \$90.

NURS 611 • Advanced Pharmacology for Advanced Practice Nurses 3 Credits

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

Prerequisites: NURS 620, NURS 673. *Exam proctoring fee:* \$18.

NURS 614 • Nurse-Midwifery I: Healthcare for Women and Primary Care 4 Credits

Integrates theory and evidence, related to gynecological and primary care, for holistic management and support of women's health throughout the lifespan.

Prerequisites: NURS 620, NURS 673. *Exam proctoring fee:* \$18.

NURS 615 • Global Perspectives of Health 3 Credits

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

NURS 616 • Nurse-Midwifery II: Antepartal Care 3 Credits

Integrates theory and evidence related to normal and high-risk antepartal care.

Prerequisites: NURS 606, NURS 620, NURS 626, NURS 673. *Exam proctoring fee:* \$18.

NURS 617 • Nurse-Midwifery III: Intrapartum and Postpartum Care 4 Credits

Integrates theory and evidence related to intrapartal and postpartum care.

Prerequisites: NURS 606, NURS 611, NURS 614, NURS 616, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716. *Typhon clinical tracking system fee:* \$90, *exam proctoring fee:* \$18, *lab materials fee:* \$100, *verified credentials fee:* \$40.

NURS 618 • Nurse-Midwifery IV: Newborn Care 2 Credits

Integrates theory and evidence related to care of the healthy newborn.

Prerequisites: NURS 606, NURS 611, NURS 614, NURS 616, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716. Exam proctoring fee: \$18.

NURS 619 • Fetal Evaluation 1 Credit

Integrates theory and evidence related to evaluation of antepartal and intrapartal fetal status.

Prerequisites: NURS 673.

NURS 620 • Reproductive Physiology for Advanced Practice Nurses 3 Credits

Analysis of the normal physiologic basis for reproduction in humans that serves as the foundation for clinical assessment, decision making, and management for nurse midwives.

Exam proctoring fee: \$18.

NURS 621 • Leadership in Nursing Education 4 Credits

Examination of trends, issues, and forces impacting nursing education and higher education.

Consideration of the teaching, scholarship, and service components of the academic nurse educator role. Discussion of theoretical frameworks and evidence that inform leadership roles needed to shape and implement change in nursing education and the academic community.

Prerequisites: NURS 600, NURS 655, NURS 660.

NURS 626 • Evidence Translation for Practice 3 Credits

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

NURS 630 • Nursing Leadership Practicum 5 Credits

Overview of the nursing research process and methodologies, with an emphasis on critical appraisal of evidence for improving nursing practice. Reflect on personal leadership capacities and the design of a specific plan for capacity increase. Apply leadership skills needed to coordinate care and plan for practice change to improve healthcare outcomes. 250 Practicum hours.

NURS 650 • Health Policy 4 Credits

The examination of the healthcare policy process at the organizational and governmental levels.

Students will analyze sociocultural, ethical, economic, political, and historical factors that influence healthcare policy and propose policy strategies to improve the health status of populations.

NURS 655 • Facilitating Learning 4 Credits

Acquire the ability to create effective learning environments within nursing education. Application of current educational theories and pedagogies, best practices, and a knowledge of learning styles associated with diverse learner populations to support and enhance learning. Investigate instructional techniques, information technologies, and competencies used across nursing education environments. This course includes 8 hours of field experience.

Background check fee: \$30, malpractice insurance fee: \$80, verified credentials fee: \$25 paid directly to the company when account is opened.

NURS 656 • Entrepreneurial Nursing 3 Credits

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

NURS 660 • Curriculum Design and Evaluation 4 Credits

An integration of philosophical perspectives, best practices, and professional standards used as the foundation for curricular design, learner assessment, and evaluation. Analysis of assessment and evaluation data to enhance teaching/learning across nursing education environments.

NURS 671 • Health Assessment for Nurse Educators 3 Credits

Enhance knowledge and skills of history taking, physical assessment, clinical reasoning, and related teaching/learning strategies in order to prepare for the role of nurse educator. This is a hybrid course; on campus lab experiences and 32 hours of field experience are required.

Placement fee: \$40.

NURS 673 • Advanced Pathophysiology 3 Credits

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

NURS 677 • Practical Experience Extension 0 Credit

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

NURS 680 • Pathopharmacology for Nurse Educators 4 Credits

Integration of pathophysiology and pharmacotherapeutic concepts and principles needed to form the basis of a comprehensive and holistic approach to the delivery of nursing care. Application of evidence-based pathopharmacology concepts within the nurse educator role.

NURS 685 • Innovations and Information Technologies for Nurse Educators 4 Credits

Focus on innovative curricular design that promotes achievement of established learning outcomes in varied educational environments and fosters the development of clinical reasoning and critical thinking. Incorporate the use of current and emerging information technologies into nursing practice to enhance care outcomes.

Prerequisites: NURS 655, NURS 660. Malpractice insurance fee: \$80, placement fee: \$40. Special Notes: Course includes 50 hours of field experience.

NURS 697 • Capstone Extension 0 Credit

Extension course for continued enrollment following the term in which NURS 793 was taken; required when the thesis/project course is incomplete.

Prerequisites: NURS 793. \$375

NURS 714 • Nurse-Midwifery I: Practicum 2 Credits

Applies the midwifery management process, theory, and evidence to provide holistic gynecological and primary care for women throughout the lifespan.

Prerequisites: NURS 606, NURS612, NURS 620, NURS 626. Corequisites: NURS 716 Background check fee: \$20, malpractice insurance fee: \$167, simulation fee: \$50.

NURS 716 • Nurse-Midwifery II: Practicum 2 Credits

Applies the midwifery management process, theory, and evidence to provide holistic care for normal and high-risk childbearing families.

Prerequisites: NURS 606, NURS 620, NURS 626, NURS 673. Corequisites: NURS 714 Simulation fee: \$50.

NURS 717 • Nurse-Midwifery III: Practicum 3 Credits

Applies the midwifery management process, theory, and evidence to provide holistic care during labor, birth, and the postpartum period.

Prerequisites: NURS 606, NURS 611, NURS 614, NURS 616, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716. Corequisites: NURS 718

NURS 718 • Nurse-Midwifery IV: Practicum 1 Credit

Applies the midwifery management process, theory, and evidence to provide holistic care to the healthy newborn.

Prerequisites: NURS 606, NURS 611, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716. Corequisites: NURS 717

NURS 753 • Professional Issues for Nurse-Midwives 4 Credits

Understand the political and economic bases of nurse-midwifery practice. Enhance knowledge of professional issues that impact the practicing APN.

Prerequisites: NURS 602, NURS 606, NURS 620, NURS 626, NURS 673. Simulation fee: \$100.

NURS 754 • Clinical Integration for Nurse-Midwives 7 Credits

Integrates, applies, and reflects upon the midwifery management process, theory, and evidence to provide holistic care to women across the lifespan and the healthy newborn in a variety of settings.

Prerequisites: NURS 602, NURS 606, NURS 611, NURS 614, NURS 615, NURS 616, NURS 617, NURS 618, NURS 619, NURS 620, NURS 626, NURS 673, NURS 714, NURS 716, NURS 717, NURS 718. *Malpractice insurance fee:* \$167.

NURS 756 • Master's Capstone I 1 Credit

Application of theoretical perspectives and the research or project management process to the examination of a nursing problem or issue. Requires initial draft of chapters one and two of the master's project, a project plan, and beginning matrix of literature.

Prerequisites: NURS 626. *Grade exceptions:* Graded on an S/U basis.

NURS 760 • Directed Study 1-4 Credits

Directed study experience under the guidance of a faculty member.

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

NURS 774 • Nurse Educator Internship 3 Credits

Integration and synthesis of current nursing knowledge and teaching/learning theory to function effectively within an educational context. Evaluation of personal effectiveness in the educator role. Demonstrate an integration of knowledge of theories, research, ethical and Christian perspectives, global realities, policy-making issues, higher education, and information technologies into the nurse educator role. Includes 110 hour internship.

Prerequisites: NURS 600, NURS 655, NURS 660, NURS 685.

NURS 788 • Comprehensive Examination 0 Credit

Nurse educator comprehensive examination.

Grade exceptions: Graded on an S/U basis.

NURS 793 • Nurse-Midwifery Master's Project 2 Credits

Application of key components of the research process with a focus on critical review of the literature exploring nurse-midwifery problems defined in col-laboration with clinical partners. Format: Seminar.

Prerequisites: NURS 602, NURS 606, NURS 620, NURS 626, NURS 673.

NURS 798 • Master's Capstone II 1 Credit

A capstone experience resulting in a master's thesis or project.

Prerequisites: NURS 756. *Grade exceptions:* Graded on an S/U basis.

NURS 800 • The Art and Science of Advanced Nursing Practice 3 Credits

Articulation of the DNP role in developing and evaluating approaches to practice and improving healthcare. Interrelationships between nursing knowledge, theory, and science and other disciplines to promote change. Analysis of evidence-based development, implementation, and evaluation of healthcare practices. Integration of ethical principles and Christian perspectives in analyzing knowledge and theories.

NURS 805 • Evidence Appraisal and Translation Science 3 Credits

Skills for critically appraising existing evidence as a basis for improved healthcare practice in light of effectiveness, ethical principles, and Christian perspectives. Examination of methods to measure outcomes and to translate and implement evidence. Overview of designing guidelines that improve healthcare practice and outcomes. Introduction to the process of dissemination.

Prerequisites: NURS 850. *Corequisites:* NURS 887.

NURS 810 • Healthcare Policy and Advocacy 3 Credits

Examination of healthcare policy process at the institutional, local, state, regional, federal, and international levels. Preparation to design, influence, implement, and advocate for health care policies to strengthen the nursing profession and to improve the health status of populations.

Prerequisites: NURS 887, NURS 888, NURS 889. *Corequisites:* NURS 890.

NURS 815 • Healthcare Economics and Finance 3 Credits

Utilization of healthcare economics and finance to examine complex strategic and operational decisions related to improving health outcomes within systems of care. Analyze basic economics and financial concepts to formulate healthcare strategies as applicable to the healthcare industry.

NURS 820 • Population Health and Epidemiology 3 Credits

Utilization of epidemiology to promote leadership in clinical prevention and population health. Analysis of the impact policies, socioeconomic status, and the environment have on diverse populations within the framework of healthcare access, quality of care, and cultural sensitivity.

Clinical Verification Fee: \$100. Special Notes: 25 practicum hours.

NURS 825 • Leadership and Interprofessional Collaboration 4 Credits

Examination of critical topics related to leadership principles and organizational systems; including improving clinical practice management, patient safety, interprofessional collaboration, and health outcomes. Designed to facilitate the development of the skills needed to coordinate care and lead practice change and reduce healthcare disparities.

Intensive/Lab Fee: \$100 Special Notes: 50 practicum hours.

NURS 835 • Healthcare Innovations and Informatics 3 Credits

Examination of information management and technology systems to promote safe, quality, and cost-effective healthcare. Development of knowledge and technical skills related to the fields of informatics and healthcare innovations. Explore standards, clinical decision support systems, data management systems, big data, and patient care technologies.

Special Notes: 25 practicum hours.

NURS 840 • DNP Practicum I 3 Credits

Enhancement of knowledge and clinical expertise through interaction with experts in the DNP project area of study. Synthesis of DNP leadership roles with assessment, intervention, evaluation and collaboration to improve healthcare outcomes.

Prerequisites: NURS 800, NURS 820. Corequisites: NURS 887. Malpractice Insurance: \$200. Immunization Tracking and Background Check: \$100. Special Notes: 100 practicum hours.

NURS 841 • DNP Practicum II 1 Credit

Enhancement of knowledge and clinical expertise through interaction with experts in the DNP project area of study. Synthesis of DNP leadership roles with assessment, intervention, evaluation and collaboration to improve healthcare outcomes.

Prerequisites: NURS 800, NURS 820. Special Notes: 50 practicum hours.

NURS 842 • DNP Practicum III 2 Credits

Enhancement of knowledge and clinical expertise through interaction with experts in the DNP project area of study. Synthesis of DNP leadership roles with assessment, intervention, evaluation and collaboration to improve healthcare outcomes.

Prerequisites: NURS 800, NURS 820, NURS 887. Malpractice Insurance: \$200. Special Notes: 100 practicum hours.

NURS 843 • Elective Practicum 2-3 Credits

Enhancement of knowledge and clinical expertise through interaction with experts in the DNP project area of study. Demonstrate synthesis of DNP leadership roles with assessment, intervention, evaluation and collaboration to improve healthcare outcomes.

Prerequisites: NURS 800, NURS 820, NURS 840, NURS 887. Special Notes: Each credit equals 50 practicum hours.

NURS 850 • Application of Biostatistics for Healthcare 2 Credits

Biostatistical skills for critical appraisal of literature, including factors that contribute to validity, reliability, and generalizability of research. Interpretation of statistical output from scientific data sets using biostatistical skills. Appraisal of the rigor and appropriateness of biostatistical methods used in relation to the findings in selected research studies.

NURS 887 • DNP Project I: Idea Generation and Literature Appraisal 3 Credits

Development of a relevant question to improve practice guidelines, practice, or the practice environment. Critical evaluation of literature to determine the best evidence. Consideration of diverse cultures, vulnerable and underserved communities. Leadership skills for collaboration with interprofessional teams. Synthesis of evidence to create the critical appraisal for the DNP project. *Prerequisites: NURS 800, NURS 820, NURS 850. Corequisites: NURS 805, NURS 840. Special Notes: 150 practicum hours can be earned through project work.*

NURS 888 • DNP Project II: Implementation Plan 2 Credits

Integration of theories from nursing and other disciplines to develop an implementation plan. Development of evidence-based intervention for nursing practice using implementation science and technology. Consideration of diverse, vulnerable and underserved communities. Leadership skills to collaborate with interprofessional teams. Application of ethical principles and Christian perspectives to the implementation plan. *Prerequisites: NURS 800, NURS 805, NURS 820, NURS 840, NURS 850, NURS 887. Special Notes: 150 practicum hours can be earned through project work.*

NURS 889 • DNP Project III: Implementation 1 Credit

Application of the critical appraisal of the literature to improve practice and clinical outcomes. Collaboration with an interprofessional team to implement the DNP project. Application of ethical principles, Christian perspectives and leadership skills throughout the project implementation process. *Prerequisites: NURS 800, NURS 805, NURS 820, NURS 850, NURS 887, NURS 888. Special Notes: 150 practicum hours can be earned through project work.*

NURS 890 • DNP Project IV: Analysis 1 Credit

Synthesize and lay the foundation for future research by using evidence to improve either practice or clinical outcomes. Analyze and evaluate the effectiveness of the implementation plan and the DNP project and disseminate the findings. *Prerequisites: NURS 800, NURS 805, NURS 820, NURS 850, NURS 887, NURS 888 and NURS 889. Corequisites: NURS 810. Special Notes: 150 practicum hours can be earned through project work.*

NURS 897 • Thesis Extension 0 Credit

Extension course for continued enrollment following the term in which NURS 890 or NURS 793 was taken, required when the thesis course is incomplete. *Prerequisites: NURS 890 or NURS 793. \$375*

PHAS • Physician Assistant

PHAS 601 • Introduction to History and Physical Examination 2 Credits

This is the first of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. This first course focuses on history taking and physical examination in the healthy adult. *Corequisites: PHAS600L. Malpractice Fee: \$90.*

PHAS 601L • Introduction to History and Physical Examination Lab 1 Credit

Laboratory experience accompanying PHAS 601. *Corequisites: PHAS 601. ExamN fee: \$50.*

PHAS 602 • Patient Assessment and Diagnostics I 2 Credits

This is the second of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in PHAS 612. *Prerequisites: BIOL 600, BIOL 600L, BIOL 610, PHAS 601, PHAS 601L, PHAS 611 Corequisites: PHAS 602L. Malpractice insurance fee: \$90.*

PHAS 602L • Patient Assessment and Diagnostics Lab I 1 Credit

Laboratory experience accompanying PHAS 602. *Corequisites: PHAS 602. AllofE fee: \$80.*

PHAS 603 • Patient Assessment and Diagnostics II 3 Credits

This is the third of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in PHAS 613.

Prerequisites: PHAS 602 *Corequisites:* PHAS 603L. *Malpractice insurance fee:* \$90.

PHAS 603L • Patient Assessment and Diagnostics Lab II 1 Credit

Laboratory experience accompanying PHAS 603.

Corequisites: PHAS 603. *Lab fee:* \$50.

PHAS 604 • Patient Assessment & Diagnostics III 1 Credit

This is the fourth of four sequential courses designed to facilitate the development of medical history taking, physical examination skills, patient communication, clinical problem solving, clinical procedures, and ethical/legal considerations for the physician assistant. Focus is on physical examination skills and procedures that coincide with topics in PHAS 614.

Prerequisites: PHAS 603 *Corequisites:* PHAS 604L. *Malpractice insurance fee:* \$90.

PHAS 604L • Patient Assessment and Diagnostics Lab III 1 Credit

Laboratory experience accompanying PHAS 604.

Corequisites: PHAS 604.

PHAS 611 • Foundation to Clinical Medicine 4 Credits

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

PHAS 612 • Clinical Medicine I 6 Credits

This course is the first of a three-course sequence, which provides students with a systematic approach to the etiology, epidemiology, manifestations, laboratory and diagnostic studies, prognosis, and treatment of disease. This course will focus on, but is not limited to, hematological, cardiovascular, pulmonary, genitourinary, and renal systems. PQs: BIOL 600, BIOL 600L, BIOL 610, PHAS 601, PHAS 601L, PHAS 611.

PHAS 613 • Clinical Medicine II 7 Credits

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

Prerequisites: PHAS 612.

PHAS 614 • Clinical Medicine III 5 Credits

This course is the third of a three-course sequence, which provides students with a systematic approach to the etiology, epidemiology, manifestations, laboratory and diagnostic studies, and prognosis and treatment of specific diseases. This course will focus on, but is not limited to: women's health, pediatrics, ENT/ophthalmology/allergy, surgery, and emergency medicine.

Prerequisites: PHAS 613 *ACLS/BCLS fee:* \$340, *PACKRAT fee:* \$40.

PHAS 621 • Evidence-Based Medicine and Research I 2 Credits

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

PHAS 622L • Medical Problem Solving I 1 Credit

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

PHAS 623L • Medical Problem Solving II 1 Credit

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

PHAS 624L • Medical Problem Solving III 1 Credit

Specifically for physician assistant (PA) students, this laboratory course will facilitate the development of PA students' clinical problem-solving and decision-making skills. Utilizing problem-based learning methods, this course encompasses all of the modules of the PA clinical medicine series through active learning for an array of clinical healthcare issues.

PHAS 632 • PA Professional Practice Issues I 2 Credits

Designed for first-year graduate physician assistant (PA) students, this introductory course is the first of two professional issues courses to develop PA students' awareness and professional attributes. Professional history, certification, PA professional organizations, and other health delivery topics will be discussed.

PHAS 633 • Cultural & Prevention Competency 2 Credits

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

PHAS 634 • Christian Health Care and Applied Medical Ethics 3 Credits

Studies the ethical dynamics of healthcare including principles of autonomy, beneficence, nonmaleficence, justice, fairness, and dignity. Ethical principles are then applied to actual clinical and professional situations including inalienable rights, reproductive technologies, allocation of healthcare, death and dying issues, confidentiality, and professional conflict from a Christian ministry standpoint of the healing professions.

PHAS 641 • Evidence-Based Medicine and Research II 2 Credits

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

PHAS 710 • Clinical Field Placements I 12 Credits

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

PHAS 720 • Clinical Field Placements II 15 Credits

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

PHAS 730 • Clinical Field Placements III 9 Credits

Ongoing clinical training. Assignment to a combination of clinical rotations selected from emergency medicine, family practice, internal medicine, women's health, pediatrics, psychiatry/behavioral medicine, general surgery, and two elective rotations. Participation is required in the seven core/required rotations and two elective rotations by the end of the clinical field placement series. Includes program's overall summative evaluation of student.

Malpractice insurance fee: \$90, PACKRAT fee: \$40, site supervisor fee: \$50.

PHAS 735 • Physician Assistant Professional Practice Capstone 2 Credits

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

PHAS 760 • Directed Study 1-6 Credits

Directed study experience under the guidance of a faculty member for any independent or remedial work as needed.

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

PHAS 790 • Evidence-Based Medicine Project/Thesis 2 Credits

This course investigates the theories, paradigms, and steps necessary to select and approach a research problem. A continued emphasis on critical analysis of research articles, designing and writing research proposals, and further refinement of the research process with a final defense of project at the end of the course.

PSYC • Psychology**PSYC 609 • Therapeutic Play** 3 Credits

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

PSYC 613 • Expressive Therapies with Children and Adolescents: Art, Play, Drama, Music 3 Credits

In-depth description of expressive therapy theories, research, and practice. Learners will gain an understanding of the neurobiological basis of art therapy and other expressive therapies. Exploration of the benefits of using drawings and other art forms with children and adolescents. Focus is on various interactive learning experiences and art techniques with discussion of applications to various settings and populations.

PSYC 621 • Therapeutic Art and Play 3 Credits

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

PSYC 623 • Individual and Group Microskills with Children and Adolescents 3 Credits

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

PSYC 625 • Child and Adolescent Psychopathology and Assessment 3 Credits

Students are equipped to be informed communicators with mental health professionals with whom they collaborate. Emphasis on distinguishing among common psychological disorders falling in normal and clinical significant ranges, as well as on beginning experience in administering and interpreting behavioral, cognitive, and personality assessment instruments.

Assessment fee: \$50.

PSYC 635 • Measurement and Assessment in Education 3 Credits

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

PSYC 645 • Intro to Family Systems 3 Credits

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

PSYC 648 • Individuals and Families in Cultural Context 3 Credits

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

PSYC 657 • Human Sexuality and Therapy 3 Credits

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

PSYC 660 • Neuropsychology 3 Credits

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

PSYC 670 • Private Practice Entrepreneurship 3 Credits

Exploration of clinical, ethical, financial, legal, and business aspects of owning a private practice, including development of business plan that fits with students' values and vision.

Grade exceptions: Graded on an S/U basis.

PSYC 785 • Practicum III 1-3 Credits

A supervised counseling/clinical training experience designed for students who are needing to begin their PSYC 781/783 Practicum course series in the summer or have already completed an M.A.-level practicum and need additional hours in order to meet state licensure requirements for practicum. *Prerequisites: PSYC 625 or PSYC 651, PSYC 638, PSYC 642, PSYC 643, PSYC 645, PSYC 648 or PSYC 658, PSYC 654, PSYC 656, PSYC 660, PSYC 661 or Master's degree and completion of 500-600 hour supervised practicum experience. Consent of the Program Director or Clinical Director required. Grade exceptions: Graded on an S/U basis. Special Notes: Students who complete a summer practicum prior to PSYC 781 will register for 2 credits and will attend 6 processing class sessions during their summer practicum. Individuals who are registering to complete hours for licensure requirements will negotiate the number of credits and duration with the Clinical Director.*

PSYC 790 • Comprehensive Examination 3 Credits

Master of Arts in Counseling Psychology comprehensive examination.

Prerequisites: PSYC 781. Corequisites: PSYC 783. Grade exceptions: Graded on an S/U basis. Special Notes: Consent of the Department of Psychology faculty required for enrollment.

PSYC 791 • Thesis I 3 Credits

Research project designed and completed by student, under direction of faculty advisor and graduate committee. Designed to prepare students to contribute to research in the field and to gain important research experience necessary for entrance into a doctoral program. Students interested in pursuing a Ph.D. should seriously consider completing a master's thesis.

Prerequisites: PSYC 654. *Grade exceptions:* Graded on an S/U basis. *Special Notes:* Students must register for both PSYC 791 and PSYC 792 in order to complete the thesis. Students may enroll in PSYC 791 and PSYC 792 in the same academic term or in two consecutive academic terms.

PSYC 792 • Thesis II 3 Credits

A continuation of PSYC 791.

Prerequisites: PSYC 791. *Grade exceptions:* Graded on an S/U basis.

SLDR • Strategic Leadership**SLDR 605 • Topics in Leadership Studies** 3 Credits

Course is offered as an elective, and covers a variety of emerging, transitional, and/or exploratory leadership topics.

Prerequisites: LEAD 607 or LEAD 611.

SLDR 615 • Managing Projects & Quality Initiatives 3 Credits

Introduction to project management theory, issues, and skills associated with project management. Analyze connections between behavior, knowledge, and processes that influence the success of projects in organizations. Assess projects, management, and tools for management based on best practice.

Prerequisites: LEAD 607 or LEAD 611, LEAD 641.

SLDR 630 • System Approaches to Leading Change 3 Credits

Introduction to systems thinking, and systems-based approaches to leading change. Analysis of the relationships between the elements and dynamics in an organizational system. Evaluation of organizational change situations and change initiatives, given a variety of variables and perspectives. Development of leadership approaches to organizational change.

Prerequisites: LEAD 607 or LEAD 611, LEAD 641, LEAD 671..

SLDR 640 • Beyond Diversity 3 Credits

Dimensions that relate to the workplace. Use of cultural intelligence tools and inventories to increase personal awareness and understanding of others. Synthesis of diversity theory and tools to build effective, inclusive leadership in the workplace and community.

Prerequisites: LEAD 607 or LEAD 611, LEAD 651.

SLDR 645 • Leading in Times of Crisis 3 Credits

Assessment of crisis situations and the variables contributing to particular episodes. Analysis of resources and opportunities available during crisis and their impact on a crisis situation. Synthesis of self-awareness, faith foundations, interpersonal and intrapersonal skills for the organization and direction of individuals and groups during times of intense difficulty.

Prerequisites: 2 courses from LEAD 611, LEAD 621, LEAD 641, LEAD 651, LEAD 671.

SLDR 650 • Managing Conflict Through Dialogue 3 Credits

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

Prerequisites: LEAD 607 or LEAD 611, LEAD 621, LEAD 651.

SLDR 660 • Followership: The Other Side of Leadership 3 Credits

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

Prerequisites: LEAD 607 or LEAD 611, LEAD 651.

SLDR 670 • Collaborative Leadership and Associative Platforms 3 Credits

Explores how leadership takes place between and within organizations, and how leaders can develop networks for shared planning and action. Technology and connectivity as another platform for collaboration and developing and pursuing shared goals. Planning and managing organizational learning and global information flow, in terms of alliances, networks, and partnerships.

Prerequisites: LEAD 607 or LEAD 611.

SLDR 789 • Portfolio Deliverable 0 Credit

Synthesis of key learning from the Master of Arts program, including a reconsideration of earlier work, leadership theories and growth concepts, and the development of a professional portfolio.

Prerequisites: LEAD 611, LEAD 621, LEAD 641, LEAD 651, LEAD 671. Grade exceptions: Graded on an S/U basis.

SPED • Special Education

SPED 600 • Characteristics of Mild-Moderate Disabilities 3 Credits

Exploration of the five disability categories represented under Academic Behavioral Strategist (ABS). Identification of strategies that support stakeholders of children with mild-moderate needs. Explanation of topics that form the basis for special education practice for students with mild-moderate disabilities. Identification of the impact culture and linguistics has on special education.

SPED 601 • Characteristics of ASD 3 Credits

Identification of theories, research, legal requirements and medical perspectives related to serving ASD students. Synthesis of information associated with ASD. Examination of early indicators of ASD. Identification of associated factors and their relationship to ASD behavior. Presentation of the impact of factors on ASD students. Evaluation of professional ASD-related resources.

SPED 604 • Child & Adolescent Psychopathology 3 Credits

Explanation of etiology, characteristics, and classifications of behavioral disorders. Description of foundation and conceptual models related to emotional/behavioral disorders. Identification of current educational definitions, identification criteria, and labeling issues. Analysis of behavioral manifestations and the relationship between emotional/behavioral disorders. Determination of consultation with other professionals.

SPED 605 • Introduction to Special Education 1 Credit

Identification of the impact historical and philosophical foundations, legal bases, and contemporary issues have on special education. Identification of common disability category characteristics. Description of the impact culture, faith, and linguistics have on special education. Description of how the Individuals with Disabilities Education Act (IDEA) impacts special education.

SPED 607 • Foundations of Developmental and Cognitive Disabilities/Intellectual Disabilities 3 Credits

Examination of the historical, legal and philosophical foundations of educating students with developmental cognitive disabilities. Survey of etiology and characteristics of students, definitions and identification, assessment, and current issues related to disabilities. Integration of personal faith, reflection, vision, and professional development practices to improve service to students and families.

SPED 608 • Introduction to Academic Instruction and Behavior Management for the Exceptional Learner 3 Credits

Introduction to how special education and general education academic systems work together. Identification of functional behavioral assessments processes and principles of individual and school-wide systems of supports. Demonstration of how evidence-based instruction can be adapted. Identification of how required curricular components direct instruction. Analysis of positive instructional environments.

SPED 610 • Norm-Referenced Assessment 3 Credits

Description of standards and critical elements in the special education assessment process. Identification of test development principles and evaluation of standardized assessment instruments for special education decision-making. Description of responsibilities of assessment team members. Synthesis of assessment data. Application of scriptural principles to assessment in special education.

Corequisites: SPED 670, SPED 655. Assessment materials fee: \$10.

SPED 611 • Autism Spectrum Disorders: Assessment, Communication and Instructional Strategies 3 Credits

Generation of comprehensive assessment plan for ASD evaluation. Designing of instruction based on evaluation results, in collaboration with outside service providers. Designing of communication and assistive technology systems for individuals with ASD. Development of instructional programs and opportunities that support individuals with ASD and promote social participation and interpersonal interactions.

SPED 612 • Planning, Instruction & Consultation for ASD 3 Credits

Development of individualized programs and interventions for students with Autism Spectrum Disorders. Collaboration models and techniques for best collaborating with stakeholders. Evaluation of environments, classrooms, and academic lessons for students with Autism Spectrum Disorders. Creation of instructional strategies and resources for students with Autism Spectrum Disorders.

SPED 613 • Intervention Strategies for Moderate to Severe Behavioral Disabilities 3 Credits

Identification of policy and procedures for educational services to pre K-12 students with EBD. Application of essential features of EBD classrooms. Description of how Functional Behavior Assessments are utilized. Analysis of theories of behavior change. Description of interagency collaboration and program accommodations. Integration of faith perspective and students with EBD.

SPED 615 • Instruction and Intervention for Students with Intellectual Disabilities 3 Credits

Assessment selection for data-based, educational decision making for students with developmental cognitive disabilities/intellectual disabilities. Application of effective education planning and strategies to support improved student outcomes in the areas of social skills, academics, motor skills, communication, self care, and home and community skills.

SPED 618 • Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities 3 Credits

Interpretation of student performance data. Description of differentiation strategies. Application of evidence-based instructional practices and theories for students with a range of disabilities and diverse needs. Designing of positive instructional environments. Reflection on the relationship between faith concepts and educational practice in K-12 special education.

SPED 619 • Supporting Students with Intellectual Disabilities Across Systems 3 Credits

Exploration of how the case manager of students with intellectual disabilities and the special education process can leverage comprehensive systems, agencies, and people within and outside of schools to contribute to positive outcomes for students with complex needs.

SPED 620 • Reading Foundations 3 Credits

Identification of relationships among reading, writing, and oral language, comprehension processes, and instructional strategies. Description of the structure of the English language and word identification strategies, and the role of vocabulary knowledge in language. Analysis of different texts for K-12 classrooms. Assessment strategies for reading and writing needs. Recognition of characteristics and instructional strategies for the specific learning disability: dyslexia.

SPED 621 • Reading Field Experience 1 Credit

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

Prerequisites: SPED 620.

SPED 625 • Special Education: Planning and Programming 3 Credits

Development and evaluation of an individual education program (IEP) based on student assessment results. Consideration of technology, supplementary aids, services, and transition needs of students. Synthesis of cultural, ethnic, and linguistic diversity. Demonstration of best practice and collaboration techniques between school, family, and outside agencies.

SPED 631 • Responsive Instruction, Intervention, and Assessment 3 Credits

Identification of assessment measures for instructional decisions, professional organizations and publications related to interventions, and the historical context and educational movements. Interpretation of assessment data. Designing of instruction and modifications and analysis of progress monitoring data. Description of students' assessment results and progress understandable to all stakeholders.

SPED 641 • Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs 3 Credits

Introduction to behavior methods and mental health for students with mild/moderate SPED needs. Interventions for K-12 students with mental health and behavioral needs. Impact of mental health and behavioral labels/diagnoses within K-12 education. Identification of roles of professionals within and outside the school related to mental health.

SPED 655 • Classroom-Based Assessment 3 Credits

Description of legal, professional, and ethical standards in assessment related to informal assessment measures and environmental factors influencing student achievement and behavior. Description of student's learning style, strengths, and analysis of behavior based on observations and assessment data. Identification of the influence diversity, age, and gender have on assessment. Corequisites: SPED 610, SPED 670.

SPED 670 • Special Education Assessment Field Experience 1 Credit

Identification of students' strengths and needs through assessment. Identification of the purpose of multidisciplinary teams. Development of an evaluation report. Explanation of assessment results with family, student and staff. Creation of interventions. Development of a plan for continued professional development in the area of assessment. 30 hours/12 weeks .

Corequisites: SPED 610, SPED 655 Special Notes: A test kit replacement fee of \$700 will be charged to your account two weeks after the final grade is posted if the test kit has not been returned.

SPED 671 • ASD Field Experience 1 Credit

Identification of the impact characteristics and collaboration in coordinating resources have on learners with autism. Description of individualized programming based on evaluation results. Explanation of how lessons target social, communication, academic, behavioral, functional skills. Identification of program modifications. Interpretation of how instructional strategies promote the generalization of skills.

Special Notes: 35 hour field experience.

SPED 672 • Emotional/Behavioral Disabilities: Field Experience 1 Credit

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

SPED 673 • ABS Field Experience 1 Credit

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

SPED 674 • Development Disabilities: Field Experience 1 Credit

Observation of K-12 educational programming processes for students with mild, moderate, or severe disabilities in the areas of developmental cognitive disabilities/intellectual disabilities (DCD). Experience with referral process, evaluation, eligibility, IEP development, programming, and professional collaboration. Integration of personal faith perspective with vision for serving students with DCD.

Special Notes: 35 hour supervised observation experience.

SPED 675 • Consultation, Collaboration & Resources 2 Credits

Identification of collaborative partners and structures needed to provide effective special education services to students and their families. Inclusion of community, interagency, educational organizations, and other professional services while considering family background, socioeconomic status, cultural and linguistic diversity. Evaluation of current research and its relevance to planning and implementing emerging special education practices.

SPED 677 • Practical Experience Extension 0 Credit

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

SPED 700 • Characteristics of Mild-Moderate Disabilities 2 Credits

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

Special Notes: Enrollment requires program director permission.

SPED 760 • Directed Study 1-4 Credits**SPED 779 • Developmental Disabilities: Practicum 3 Credits**

Implementation of procedures necessary to incorporate interventions and IEPs for students with developmental cognitive disabilities using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. (6 consecutive weeks) .

DD practicum fee: \$100, out-of-region fee: \$100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. Program director permission required for enrollment.

SPED 780 • Student Teaching - Academic Behavior Strategist 4 Credits

Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with mild-moderate disabilities. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. 12 consecutive weeks required.

Prerequisites: SPED 600, SPED 605, SPED 608, SPED 610, SPED 618, SPED 620, SPED 621, SEPD625, SPED 631, SPED 641, SPED 655, SPED 670, SPED 673, SPED 675, EDUC 594, EDUC 595, EDUC 621, EDUC 624, EDUC 663, EDUC 668. Grade exceptions: Graded on an S/U basis. ABS student teaching fee: \$150, out-of-region fee: \$100, out-of-state fee: varies.

SPED 781 • ASD: Student Teaching 4 Credits

Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with autism spectrum disorders. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. (12 consecutive weeks required) .

Prerequisites: SPED 601, SPED 605, SPED 608, SPED 610, SPED 611, SPED 612, SPED 618, SPED 620, SPED 621, SPED 625, SPED 655, SPED 670, SPED 671, SPED 675, EDUC 621, EDUC 624, EDUC 594, EDUC 595, EDUC 663, EDUC 668. Grade exceptions: Graded on an S/U basis. ASD student teaching fee: \$150, out-of-region fee: \$100, out-of-state fee: varies.

SPED 782 • SPED Practicum for Teachers of Other Licenses 3 Credits

Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with disabilities in a specific license area. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator (8 weeks required).

Prerequisites: SPED 604, SPED 605, SPED 608, SPED 610, SPED 613, SPED 618, SPED 620, SPED 621, SPED 625, SPED 641, SPED 655, SPED 670, SPED 672, EDUC 594, EDUC 595, EDUC 621, EDUC 624, EDUC 663, EDUC 668. Corequisites: SPED 675. Grade exceptions: Graded on an S/U basis. Special Notes: Program director permission required for enrollment. Practicum fee: \$150, out-of-region fee: \$100, out-of-state fee: varies.

SPED 783 • Emotional/Behavioral Disabilities: Student Teaching 4 Credits

Implementation of procedures necessary to incorporate referral, assessment, evaluation, IEPs, and interventions for students with emotional/behavioral disorders. Management of timelines and responsibilities including consultation with parents, school and community professionals. Development of strategies for efficacy and engaging resources. Analysis of personal and professional growth as a special educator. 12 consecutive weeks required.

Prerequisites: SPED 604, SPED 605, SPED 608, SPED 610, SPED 613, SPED 618, SPED 620, SPED 621, SPED 625, SPED 641, SPED 655, SPED 670, SPED 672, SPED 675, EDUC 594, EDUC 595, EDUC 621, EDUC 624, EDUC 663, EDUC 668. Grade exceptions: Graded on an S/U basis. EBD student teaching fee: \$150, out-of-region fee: \$100, out-of-state fee: varies.

SPED 784 • Developmental Disabilities: Student Teaching 4 Credits

Evaluative procedures used in identifying and understanding students with mild-moderate-severe Developmental Cognitive Disabilities. Collaborative analysis of assessment results and creation of IEPs in a K-12 setting. Design and implementation of appropriate interventions. Analysis of personal and spiritual growth related to the role of a special education professional. 12 weeks supervised teaching experience.

Prerequisites: SPED 605, SPED 607, SPED 608, SPED 610, SPED 615, SPED 618, SPED 619, SPED 620, SPED 621, SPED 625, SPED 655, SPED 670, SPED 674, SPED 675, EDUC 621, EDUC 624, EDUC 594, EDUC 595, EDUC 663, EDUC 668. Grade exceptions: Graded on an S/U basis. DD student teaching fee: \$150, out-of-region fee: \$100, out-of-state fee: varies.

SPED 786 • ABS: Practicum 3 Credits

Implementation of procedures necessary to incorporate interventions and IEPs for students with mild-moderate disabilities using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. (6 consecutive weeks) .

Practicum fee: \$100, out-of-region fee: \$100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. Program director permission required for enrollment.

SPED 787 • ASD: Practicum 3 Credits

Implementation of procedures necessary to incorporate interventions and IEPs for students with autism spectrum disorders using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. This course is for add-on SPED license candidates. (6 consecutive weeks) .

Practicum fee: \$100, out-of-region fee: \$100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. Program director permission required for enrollment.

SPED 788 • Emotional/Behavioral Disabilities: Practicum 3 Credits

Implementation of procedures necessary to incorporate interventions and IEPs for students with emotional/behavioral disorders using engaging resources. Management of timelines, responsibilities, and consultation with parents, school and community professionals. Analysis of personal and professional growth as a special educator. (6 consecutive weeks) .

Practicum fee: \$100, out-of-region fee: \$100, out-of-state fee: varies. Grade exceptions: Graded on an S/U basis. Special Notes: This course is for add-on SPED license candidates. Program director permission required for enrollment.

TUITION, STUDENT ACCOUNT, AND FINANCIAL AID

Tuition and Program-Specific Student Fees

Visit the Tuition and Costs page for current tuition and fees. Any changes will be reflected as details are released and will typically take effect at the beginning of an academic term. Published information includes tuition for each academic program, course audit fees, and other costs.

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

Student Account Information

Online Monthly Statements

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

View online monthly statements through My Bethel (My Bethel > My Statements and Finances > Make a Payment. This will direct you to TouchNet where statements can be viewed).

Ways to Make a Payment

Online: My Bethel > My Statements and Finances > Make a Payment. This will direct you to the Touchnet/Bill-Pay site. Click "Make a Payment" and follow the prompts.

- Online by Electronic Check: Authorize automatic withdrawal from your checking or savings account with no fee.
- Online by credit card: Visa, MasterCard, American Express, or Discover with a non-refundable fee of 2.85% or \$3 minimum, charged by PayPath (processing service).

In person: Pay by check or money order at the Business Office (Anderson Center, 5th Level) 8 a.m. - 4:30 p.m. M-F. (Credit cards are accepted online only.)

Drop Box: A drop box is located next to the ATM machine near the entrance of the Campus Store on the 3900 campus. Items in the drop box will be delivered to the Business Office one time per business day.

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

Authorized Users

If a student would like to give electronic access to a spouse or another person to view an account and make online payments, the student will need to authorize that person as a user.

For more information visit bethel.edu/business-office/make-a-payment/authorized-users.

Authorized users can view the student's account and pay online by visiting https://epay.bethel.edu/C20433_tsa/web/login.jsp

Registration Hold

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

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

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

Transcript Hold

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

Financial Clearance for Graduation

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

Financial Suspension

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

Late fees

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

Past Due Accounts

The following paragraphs apply to all students:

Default: I will be in default if: I fail to pay the total amount payable when due, any scheduled payment under either a semester payment plan or installment plan, or any other fee (which may include, but are not limited to, charges such as parking fines, library fees, other charges for violations of Bethel University policies, or any other amount billed to my student account) by the 15th day of the month following the month in which I am sent billing notice.

Failure to pay due to the following situations will not exempt me from entering default:

- withdrawal from Bethel University (whether voluntary or involuntary),
- insufficient funds in an account from which my payment was drawn (or similar circumstances),
- change of address without notifying Bethel University in writing,
- providing to Bethel University any false or misleading information,
- a case under U.S. Bankruptcy Code is started by or against me or any guarantor or cosigner.

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

Returned Payment Fee

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

Child Day Care Center

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

Refunds

Students who are eligible for a refund may receive billing refunds (tuition, fees) and/or financial aid refunds. A billing refund credits funds to the student's account, thereby decreasing the amount that is owed on the student account. A financial aid refund reduces the amount of aid available to pay the billing charges, thereby increasing the amount that is owed on the student's account.

Full payment is due on the start date of each course. Therefore, the student account will be billed once the student has been registered for his/her course(s). Students are responsible for payment reaching the St. Paul Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance of registration for funds to be disbursed at the beginning of the term. A late fee of .5% per month will be assessed on any charges more than 30 days past due. Enrollment for subsequent courses is dependent on full payment of the previous expenses.

Tuition, Fees, and Payments on Student Accounts

Full payment is due on the start date of each course. Tuition is generated through information from the Office of the Registrar. Therefore, the student account will be billed once the student has been registered for his/her course(s). Students are responsible for payment reaching the St. Paul Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance of registration for funds to be disbursed at the beginning of the term. A late fee of .5% per month will be assessed on any charges more than 30 days past due. Enrollment for subsequent courses is dependent on full payment of the previous expenses.

Tuition and Fees Refund Schedule

Full Refund Period

Students who drop a course will receive full tuition refund for seven calendar days unless the course is less than five weeks in length. If the course is less than five weeks in length, students will receive full tuition refund through the first 3 days of the course.

Full Refund

Students are entitled to a 100% refund of tuition if they drop a course during the full refund period. They are not entitled to a full refund if they withdraw from or complete the course.

Pro-Rata Refund

Students who withdraw from a course receive a pro-rata refund of tuition up to and including 50% of the enrollment period. The withdrawal period may be longer than the pro-rata refund period. The percentage of tuition and financial aid retained on the student's account is equal to the percentage of the period of enrollment that was completed.

No Refund

Students are not eligible for any refund once 50% of a class is completed.

For detailed billing refund dates, see the Business Office website.

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

Military and Veterans Educational Benefits

If you have questions about military benefits, please contact the Financial Aid Office at 651.638.6241 or email finaid@bethel.edu.

Financial Aid

Application Procedure

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

Financial Aid Programs

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

Financial Aid Criteria

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

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

Financial Aid Satisfactory Academic Progress Policy

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

Process Overview and Responsibilities

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

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

Evaluating Financial Aid SAP

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

- **Qualitative Measure.** Undergraduate students must maintain a cumulative GPA of at least 2.0. All undergraduate coursework is considered when calculating the cumulative GPA for undergraduate degrees. At the graduate level, cumulative GPA is calculated separately for Graduate School programs at the doctoral level and Graduate School programs at the master's level.

- **Pace of Completion.** Students must progress through their educational program at a pace that ensures they will complete the program within the maximum time frame. The pace is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted. Students must successfully complete a minimum of 67% of their cumulative attempted credits (including any transfer credits, advanced placement [AP], or College Level Examination Program [CLEP] credit).
- **Maximum Time Frame.** Students are expected to complete their program within the normal time for completion (122 credits for a baccalaureate degree). However, there may be special circumstances such as a program change or an illness that would prevent students from completing their program of study within the normal time frame.

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

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

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

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

Treatment of Special Academic Course Situations

- **Term.** The Office of Financial Aid evaluates SAP at the end of each regular semester. All terms of enrollment are counted for SAP, including terms in which a student did not receive financial aid.
- **Remedial Courses.** Remedial courses are treated the same as non-remedial courses in evaluation of quality, pace, and maximum time frame. Foundations for Academic Readiness (FAR) courses are considered remedial courses.
- **Pass/Fail Courses.** Some of Bethel's courses offer a grade of Satisfactory (S) or Unsatisfactory (U). These courses are not included in the calculation of GPA; they are counted as attempted credits. Courses with an S grade are considered earned credits. Courses with a U grade are not earned credits.
- **English as a Second Language Courses.** Bethel does not offer ESL courses.
- **Repeated Courses.** Courses that a student is repeating are included when determining the student's enrollment status for Title IV purposes as long as the course is not a result of
 - more than one repetition of a previously passed course, or
 - any repetition of a previously passed course due to the student failing other coursework. Repeated courses are always included in the cumulative credits attempted and maximum time frame calculation. They are included in the GPA and cumulative credits earned calculations provided the grade for the repeated courses and the original course are both included in the GPA calculation.
- **Audited and Enrichment Courses.** Courses that are audited or not eligible for academic credit are excluded from SAP calculations since they are ineligible for federal, state, or institutional financial aid programs.

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

Failure to Meet Minimum SAP Standards

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

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

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

Appeal of Financial Aid Termination

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

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

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

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

Student Notification

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

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

Regaining Eligibility

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

Interpretation and Enforcement

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

Return of Title IV Funds Policy

If a student withdraws or is dismissed from Bethel after a semester has begun, the school or the student may be required to return some of the federal aid funds awarded to the student. This “Return of Title IV Funds” (meaning “federal”) policy is required by federal regulations. The federal formula requires a return of Title IV aid calculation if the student received federal financial assistance in the form of a Federal Pell Grant, Direct Loan, or Direct PLUS Loan, and withdrew from all classes on or prior to completing 60% of the semester.

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

Departmental Scholarships

Further information may be obtained from the Office of Financial Aid.

SAGRID E. EDMAN GRADUATE SCHOLARSHIP

This scholarship is awarded to Graduate School nursing students who best exemplify the hallmark characteristics of the Bethel University nursing program.

CGCS SCHOLARSHIP (GRAD)

This scholarship is for a student in the Graduate School.

KIRSTEN FREDERICK FUMAGALLI MEMORIAL SCHOLARSHIP

This scholarship is awarded to Graduate School students pursuing a Masters in Athletic Training who demonstrate a firm devotion to the cause of Christ as an athletic training professional and will use relationship with others as a platform for expanding the Kingdom of God. Preference will be given to second-year students with a GPA of at least 3.3, demonstrate financial need, and who exhibit Kirsten’s Christ-like character and passion for others.

PAUL AND CHARLOTTE LEAFBLAD SCHOLARSHIP FUND

This scholarship is given to second year Physician Assistant students who maintain a 3.5 GPA and demonstrate a strong connection to faith and medicine.

FACULTY AND ADMINISTRATION

Administration: University

Office of the President

Ross Allen	President
Ruben Rivera	Chief Diversity Officer
James H. Barnes III.	President Emeritus 1995-2020

Office of the Provost

Debra K. Harless	Executive Vice President and Provost
Randall S. Bergen	Associate Provost of CAPS, Seminary, and the Graduate School

Academic Deans

Diane L. Dahl	Dean of Health, Medical, and Social Sciences Division
Judith E. Landrum	Dean of Education and Ministries Division
Chad Osgood	Dean of Business, Leadership, Health, and Social Sciences
Peter Vogt	Dean of Bethel Seminary

Admissions

Kate Gunderson	Director of Admissions CAPS, Seminary, & GS
----------------	---

Financial Aid

Jeffrey D. Olson	Director of Financial Aid
Debra R. Cordova	Associate Director of Financial Aid
Marla J. Rupp	Associate Director of Financial Aid
Laura B. Ellwanger	Assistant Director of Financial Aid

Library

David R. Stewart	Director of University Libraries
------------------	----------------------------------

Registrar

Diane Krusemark	Registrar
Lori Beyer	Associate Registrar, CAPS, Seminary, & GS

Student Life

Natalie Beazer	Director of Accessibility Resources and Services
Ryan T. Gunderson	Dean of Student Success and Retention
Miriam Hill	Director of Counseling Services
Elizabeth K. Miller	Director of Health Services

Administration: Graduate School

Randall S. Bergen	Associate Provost of CAPS, Seminary, and the Graduate School
Ryan T. Gunderson	Dean of Student Success and Retention
Diane Dahl	Dean of Nursing
Judith Landrum	Dean of Education and Ministries Division
Chad Osgood	Dean of Business, Leadership Health, & Social Sciences; Program Director, Athletic Training
Ross Jahnke	Dean of Academic and Business Operations
Kandice J. Bierle	Academic Operations Manager
Josh Manfred	Program Lifecycle Manager
Bailee Humphrey	Lead Administrative Assistant

Business, Leadership, Health & Social Sciences Division

This division oversees academic matters pertaining to the graduate programs in business, leadership, health, and social sciences. Faculty members and academically qualified administrators are designated as program directors for graduate programs.

Wallace D. Boeve	Program Director, Physician Assistant
L. J. "Sam" Helgerson	Program Director, Strategic Leadership
Jennifer Nelson	Program Director, Counseling
Jeanine Parolini	Program Director, MBA

Education Division

This division oversees academic matters pertaining to the graduate programs in education. Faculty members and academically qualified administrators are designated as program directors for graduate programs.

Katie Bonawitz	Program Director, Special Education
Jessica Daniels	Program Director, Leadership in Higher Education
Laura BeMent-Jaroscak	Program Director, Work-Based Learning License; Teachers of Computer, Keyboarding, and Related Technology Applications License
Gregory R. Nelson	Program Director, International Baccalaureate Certificate in Teaching and Learning
Tracy Reimer	Program Director, Leadership in K-12 Education
Lisa Silmser	Program Director, Education K-12
Molly J. Wickam	Program Director, Teaching; Director, Academic Resource Center

Nursing Division

This division oversees academic matters pertaining to the graduate programs in nursing. Faculty members and academically qualified administrators are designated as program directors for graduate programs.

Wendy Thompson	Program Director, Doctor of Nursing Practice
Jane M. Wrede	Program Director, Nurse-Midwifery

Faculty

A

Mark Anderson, Adjunct Instructor. B.A. in Psychology, Wheaton College. M.A. in Christian Ministries, Wheaton Graduate School. M.A. in Counseling and Psychological Services, St. Mary's University. Marriage and Family Therapy Certificate, Bethel Seminary.

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

B

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

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

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

Becki Beckman, 2017. Student Teaching Supervisor, Adjunct Professor. B.A. in Elementary Education, Pre-primary, Bethel College, 2003. M.A. in Deaf and Hard of Hearing Education, University of Minnesota, 2005.

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

Dr. John Bergeland, 2005. Adjunct Professor. B.A., Concordia College - Moorhead, 1991. M.Ed., Bethel University, 1997. Ph.D., University of Minnesota, 2019.

Randy Bergen, 2013. Adjunct Faculty. Ph.D., University of Illinois at Urbana/Champaign, 1991. A.M., University of Illinois at Urbana/Champaign, 1988. B.A., Greenville College, 1984.

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

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

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

Katie Bonawitz, 2007. Program Director, Faculty. B.S., St. Cloud State University, 1996. M.Ed. in Special Education, Bethel University, 2005. Ed.D. in Special Education Administration, Bethel University, 2013.

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

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

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

Joe Burk, 2017. Adjunct Faculty. Bachelor's Degree in Animal Ecology, Iowa State University, 1996. Master's Degree in Natural Science and Environmental Education, Hamline University, 2006. PhD in K-12 Leadership, Capella University, 2010.

Jason Byers, 2020. Adjunct Faculty. MD, University of Minnesota, 2004.

C

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

Meg Cavalier, 2017. Adjunct Faculty. B.A. Elementary and Middle School Science, Bethel University, 2005. M.A. K-12 Education, Bethel University, 2008. Ed.D. Education Administration, Bethel University, 2013.

Alex Chan, Adjunct Instructor. B.A., Hong Kong Baptist University. M.A., University of Minnesota. Ph.D. in Educational Psychology, University of Minnesota.

Kari Christensen, 2012. Adjunct Instructor. B.A. in French, Secondary Education, and Accounting, Gustavus Adolphus College, 1985. M.Ed. in Curriculum and Instruction, Concordia University, 2009. Sixth Year Certificate in K-12 Principalship, St. Cloud State University, 2014. Doctoral Candidate in Educational Leadership, St. Cloud State University, 2015 - in process.

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

Vicki Clark, 2017. Adjunct Faculty. DBA, Marketing, Liberty University, 2017. Graduate Marketing Certificate, Bryan College, 2013. MBA, Christian Brothers University, 1999. BBA, Marketing/Logistics, University of Memphis, 1997.

Andrew Craig, 2014. Adjunct Faculty. B.S., Saint Cloud State University, 2009. M.A., MN School of Professional Psychology, 2013. Psy.D. Candidate, MN School of Professional Psychology, Anticipated 2017.

D

Dawn Dahlgren-Roemmich, 2017. Clinical Director. BSN, Concordia College, 1999. MS, University of Minnesota, 2003.

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

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

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

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

William Derden, 2019. Adjunct Professor. Ed/D. K-12 Educational Leadership, Bethel University, 2019. M.A.- Special Education/Emotional Behavioral, University of St. Thomas, 2004. B.A.- Criminal Justice,

Governors State University, 2001. Education Specialist Degree- K-12 Administration, University of St. Thomas, 2007.

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

Jamie Dolieslager, 2000. Associate Professor of Human Kinetics and Applied Health Sciences, Athletic Trainer. B.S. in Exercise Science, Buena Vista University, 1997. M.S. in Health, Physical Education, and Recreation, Emporia State University, 1999.

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

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

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

Neal Dutton, 1980. Associate Professor of Human Kinetics and Applied Health Science. B.A.Ed. in Physical Education, Eastern Washington University, 1979. M.S. in Health, Physical Education, and Recreation, South Dakota State University, 1980.

E

Gregory Ekbohm, 2012. Adjunct faculty. B.A. in Chemistry, Bethel University, 1971. M.D., University of Minnesota Medical School, 1975. Residency in General Surgery, Medical College of Wisconsin, 2013.

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

Kacia Engel, 2020. Adjunct Professor. MD, Ross University School of Medicine, 2005.

F

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

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

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

Mary Fonken-Holden, 2011. Adjunct Instructor. B.S., St. Cloud State University, 1972. M.S., St. Cloud State University, 1975. Ed.D., University of Minnesota, 1992.

Amy Fox, 2019. Adjunct Faculty - Student Teaching Supervisor. BS Biology, Bethel University, 2008. MA Teaching, Hamline University, 2015.

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

G

Becky Gerdes, Spring 2017. Faculty Member. Bachelor of Science, Southwest Minnesota State University, 1998. Master of Science, Minnesota State University, Mankato, 2000. Specialist, Minnesota State University, Mankato, 2002. Doctoral, Bethel University, 2019.

Kelly Gibas, 2016. Adjunct Professor. B.A. in Communications, Bethel College, 1991. M.A. in Counseling Psychology, Bethel University, 2014. Ph.D. in Behavioral Health, Arizona State University, 2017. Functional Medicine Practitioner (CFMP), Southern California University, 2018.

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

Herb Grant, 2012. Adjunct Professor. Ph.D., University of Minnesota, College of Human Ecology, Family Social Science Dept, MFT Program., 2010. Post-MA Certificate in Family Counseling, University of St. Thomas, 1999. MA Counseling Psychology, University of St. Thomas, 1997.

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

H

Cindy Hansen, 2017. Adjunct Instructor. B.A. Elementary Education and Bible, University of Northwestern St. Paul, 2000. M.A. Educational Leadership, University of Illinois Springfield, 2011. Ed.D. K-12 Educational Leadership, Bethel University, 2017.

Paige Hardy, 2020. Adjunct Instructor. MSN, Frontier Nursing University, 2003.

Todd Harmening, 2017. Adjunct Faculty. Doctorate of Education - Organizational Leadership and Policy Development, University of Minnesota, 2013.

Tedi Anne Hasapopoulos, 2006. Adjunct Instructor. B.B.A., University of Iowa, 1979. MBA, University of Minnesota - Carlson School of Management, 1984. M.Div., Bethel Theological Seminary, 2006. Doctor of Ministry, Bethel Theological Seminary, 2018.

Tammie Haveman, 2020. Assistant Professor. BS Biology, University of Minnesota, 1999. MA Teaching, University of St. Thomas, 2004. BS Physician Assistant Studies, University of Wisconsin, Madison, 2009.

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

Erica Hering, 2005. Enrollment Counselor, Program Coordinator. Bachelor of Science in Child Development, California Polytechnic State University, San Luis Obispo, 2001. Master of Arts in Education, University of California, Santa Cruz, 2002. Doctor of Education in Educational Leadership, Bethel University, 2012.

Nicole Higgins, 2019. Adjunct Faculty. BS - Elementary Education & Special Education (DCD), Minnesota State University - Winona Campus, 1995. Master of Education - Teaching & Learning, Saint Mary's University - Winona, MN, 2009.

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

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

Stephen Hunt, 2019. . BA, Bethel, 1985. MAT, University of St. Thomas, 1991. MAESL, Hamline University, 2014.

Thomas Hutchinson, 2018. Adjunct Faculty. J.D., University of Minnesota Law School, 1977. B.A., St. John's University, 1974.

J

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

Ross Jahnke, 2011. Adjunct Instructor. MA in Theological Studies, Bethel Seminary, 2010. Master of Theology, Duke University, 2011. Doctor of Education in Educational Leadership, Bethel University, 2018.

Peter Jankowski, 2004. Associate Professor of Counseling. B.S., Grace College, 1990. M.S., Grace Theological Seminary, 1993. M.S., Northern Illinois University, 1994. Ph.D., Texas Tech University, 1998.

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

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

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

Janet Johnson, 1996. Athletic Training Clinical Coordinator. B.A., University of Nebraska, 1989. M.S. in Physical Therapy (MPT), University of Nebraska Medical Center, 1992. DPT (Doctor of Physical Therapy), College of St. Scholastica, 2011.

Kevin L. Johnson, 2017. Teaching Partner. B.A., Engineering Sciences, Dartmouth College, NA. M.B.A., Finance and Marketing, Indiana University, 1996. Ph.D., Strategy & Entrepreneurship, Indiana University, 2005.

Ken Jones, 2019. Adjunct Instructor. Doctor of Business Administration - Emphasis Management/MIS Approach, Anderson University, 2011.

Rachel Jorgensen, Fall of 2017. Adjunct Instructor. Bachelor of Arts in Education, Communication Arts Concentration, Augsburg College, 2004. Master of Arts in Special Education, E/BD and SLD, Augsburg College, 2006.

K

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

Melanie Keillor, 2020. Adjunct. EdD Educational Leadership, University of St. Thomas, 2018. EdS, University of St. Thomas, 2013. MAED, Hamline University, 2007. Teaching, Chapman University, 1992. BA Communications, University of Northwestern, St. Paul, 1990.

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

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

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

L

Judith Landrum, 2004. Dean of Education, Christian Ministries, and Associate Programs. Ph.D., University of Minnesota, 1996. Master's of Arts in English, Fort Hays State University, 1984. BS.Ed., University of Missouri-Columbia, 1980.

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

Susan Larson, 2013. Adjunct Professor. MS- Speech Language Pathology, UW-Madison, 1987. MA Counseling, Lakeland College, 2009.

Donna LeGrand, 1999. Adjunct Associate Professor of Spanish Education. B.A., Concordia College-Moorhead, 1978. M.A., University of Wisconsin-Madison, 1988. Ph.D. in Literacy and Linguistics, University of Minnesota, 2000.

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

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

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

Jonathan Lofgren, 2017. Adjunct. BA in chemistry, U of MN-Morris, 2004.

M

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

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

Lillian Medhus, 2020. Adjunct Instructor. Master of Science in Nursing- Nurse Midwifery & Women's Health Nurse Practitioner, Georgetown University, 2017. Bachelor of Science in Nursing, University of Iowa, 2013.

Alison Meyer, 2018. Adjunct Faculty. BSN, Bethel University, 2006. DNP, North Dakota State University, 2010.

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

Michael Mignard, 2002. Adjunct Instructor. B.A. in Physical Education, Health, Bible, Cedarville University, 1979. M.R.E. in School Administration, Grand Rapids Baptist Seminary, 1989. Ph.D. in Curriculum and Instruction, Trinity Theological Seminary, 2004.

Maia Miller, 2014. Adjunct Faculty. B.A. English Literature, University of MN- Twin Cities, 2005. M.A. Special Education (LD & E/BD), Bethel University, 2007. Autism License, University of St. Thomas, 2007. Developmental/Cognitive Disorders License, St. Cloud State University, 2009. Work-Based Learning License, Bethel University, 2016.

Melissa Miller, 2017. Adjunct Instructor. Educational Specialist in Educational Leadership, University of Saint Thomas, 2004. Masters in Education, University of Saint Thomas, 2000. Bachelor of Arts, University of Saint Thomas, 1996.

Scott Moats, 2018. Adjunct Faculty. PhD, University of Minnesota, 1997.

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

Glenn Morehouse Olson, 2019. Adjunct Professor. B.F.A., Stephens College, 1987. M.A.T., Bethel University, 2005.

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

Jan Mrozinski, 2016. Adjunct Faculty. B.A. in Individual/Family Studies, Kent State University, 1993. M.A. in Professional Counseling, Colorado Christian University, 1997. M.Ed. in Emotionally and Behaviorally Disordered, Specific Learning Disabilities, Bethel University, 2003.

N

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

Krista Nauman, 2020. Adjunct Professor. B.S. in Exercise Science, Bethel University, 2012. M.S. in Physician Assistant Studies, Bethel University, 2016.

Krista Nauman, 2020. Adjunct Instructor. B.S. in Exercise Science, Bethel University, 2012. M.S. in Physician Assistant Studies, Bethel University, 2016.

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

Janet Nelson, 2011. Adjunct Instructor. B.A. in K-6 Elementary Education, Bethel College, 1988. M.Ed., St. Mary's University, 1995.

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

O

DiAnna Olsen, 2015. Adjunct. Bachelor of Arts Degree in Organizational Leadership and 78 - BS Accounting Credits, Bethel University, 2011. Master of Arts in Organizational Leadership, Bethel

University, 2013. Working on DBA with an emphasis in entrepreneurship and international business, Walden University, Present.

Richard Olson, 2017. MBA Adjunct Instructor. B.A. in Business and Economics, B.A. Political Science, Bethel College, 1971. M.A. in Christian Thought, Trinity International University, 2000. M.A. in Communications, Wheaton College, 1976.

Chad Osgood, 1998. Program Director of Athletic Training. B.A. in Athletic Training, Bethel College, 1995. M.S. in Health, Physical Education, and Recreation, South Dakota State University, 1998. Ed.D. in Higher Education Leadership, Bethel University, 2019.

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

P

Alecia Pankratz, 2010. Adjunct Faculty. B.A. Communication Arts and Literature, Bethel University, 2003. M.A. in Literacy, Bethel University, 2008.

Jeanine Parolini, 2007. Teaching Partner, Leadership Coach. B.A., Dominican University, 1983. MBA, Dominican University, 1991. M.A., Bethel Seminary, 2003. Ph.D., Regent University, 2007.

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

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

Bill Paxton, 2007. Adjunct professor. B.A. Religious Studies, University of Dayton, 1975. M.S. Managemnet, Cardinal Stritch University, 1994. Ed.D. Leadership in Higher Education, Bethel University, 2015.

Abbey Payeur, 2010. Adjunct Instructor. B.A. in Elementary Education, Augsburg College, 2004. M.A. in Education, Bethel University, 2008.

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

Chad Peterson, 2013. Adjunct Professor. PharmD, University of Minnesota, 2011. BA, Bethel University, 2007.

Randall Peterson, 2019. Adjunct Professor. Bachelor of Science Degree, Bemidji State University, 1982. Master of Arts, Minnesota State University - Mankato, 1985. Educational Specialist Degree, Minnesota State University - Mankato, 1992. Educational Doctorate, Argosy University, 2005.

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

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

Linda Probert, 1996. Associate Professor of Education. B.S. in Education, Ashland University, 1980. M.A. in Reading, University of Northern Iowa, 1987. Ed.D. in Higher Education, Nova Southeastern University, 2005.

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

R

Steve Raimo, 2017. Faculty of CAPS and GS (College of Adult Professional Studies and Graduate School). DSL, Regent University, 2009. MBA, City University of Seattle, 1998. BS Accounting, Portland State University, 1984.

Jay Rasmussen, 1997. Professor of Education Emeritus. B.S. in Elementary Education, Florida State University, 1975. M.A., University of Minnesota, 1986. Ph.D., University of Minnesota, 1996.

Tracy Reimer, 2011. Program Director, Professor. B.A. Elementary Education & Psychology, Bethel University, 1996. M.S. Curriculum & Instruction, St. Cloud State University, 2000. Sixth Year Program - K-12 Principal License, Superintendent License, St. Cloud State University, 2002. Ph.D. Curriculum & Instruction, Literacy Education, University of Minnesota, 2010.

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

Eric Roesler, 2016. Adjunct Professor. B.A., Central College, 1998. M.Ed., University of Minnesota, 2003.

Alba Romero Arteaga, 2014. Adjunct Faculty. J.D., Universidad Santa Maria (Venezuela), 1992. LL.M., Hamline University School of Law, 1999. M.A. Management, Hamline University, 2001. J.D., Hamline University School of Law, 2007.

Kristi Romo, 2018. Adjunct Faculty. B.A. Communication of Arts & Literature Education 5-12, University of Northwestern-St. Paul, 2003. M.A. Literacy Education K-12, Bethel University, 2008. M.F.A. Creative Writing for Children & Young Adults, Hamline University, 2015.

Dan Rotach, 2000. Adjunct Assistant Professor of Psychology. B.A., Faith Baptist Bible College, 1978. M.Div., Denver Theological Seminary, 1982. D.Min., Bethel Seminary, 1995. Licensure in Marriage and Family Therapy, Adler Institute, 1999.

John Rothchild, 2018. Adjunct Professor. Juris Doctor, University of Saint Thomas, 2007. Metropolitan State University, Masters of Business Administration, 2015. BA, University of North Dakota, 2004.

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

Daniel Rude, 2020. Adjunct Professor. Bachelor of Arts, University of Minnesota - Morris, 1995. Physician Assistant Professional degree, Essex Comm. College of Baltimore, 1998. Masters of Physician Assistant Studies, University of Nebraska Medical Center, 2019.

Emily Rustman, 2019. Adjunct Professor. BS in Communication Sciences & Disorders with minors in Family & Child-Life Development and Linguistics, Minnesota State University Mankato, 2006. MS in Communication Sciences & Disorders, Minnesota State University Mankato, 2008. Sixth Year Certificate in Educational Leadership & Administration, St. Cloud State University, 2012. EdD in Educational Leadership & Administration, St. Cloud State University, 2017.

S

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

Kathleen Sahli, 2019. Physician Assistant, adjunct faculty. Bachelor of Science, Microbiology, North Dakota State University, 2013. Master of Science, Physician Assistant, Bethel University, 2015.

Kristin E. Sandau, 2006. Professor of Nursing. B.S., Bethel College, 1989. M.S., University of Minnesota, 1999. Ph.D., University of Minnesota, 2004.

Greta Schutte, 2013. Associate Professor of Human Kinetics and Applied Health Science. B.A. in Athletic Training, Bethel University, 2003. M.S. in Exercise and Sport Science-Human Performance, University of Wisconsin-LaCrosse, 2005.

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

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

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

Timothy Shaw, 1985. Professor. B.A. in Biology, St. Mary's College, 1977. Ph.D. in Anatomy, University of Minnesota, 1988.

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

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

Krista Soria, 2016. Adjunct Faculty. Doctorate in Higher Education Policy, University of Minnesota, 2013.

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

Stacie Stanley, 2011. Adjunct Faculty Member. B.S., College of St. Catherine, 2000. M.A., College of St. Catherine, 2005. Ed.D., Bethel University, 2013.

Allison Steinke, 2020. Adjunct. B.A., Communication (Media Studies), Wheaton College (IL), 2011. M.S., Journalism, Northwestern University Medill School of Journalism, Media, Integrated Marketing Communications, 2012. Ph.D., University of Minnesota Hubbard School of Journalism and Mass Communication, 2021.

Dawn Sugg, 2020. Adjunct Instructor. Doctorate of Nursing Practice, Family Nurse Practitioner, University of Mary, 2018.

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

Maya Sullivan, 2019. Adjunct Faculty. J.D., Hamline University School of Law (now Mitchell Hamline), 2002. B.S., Political Science, Tennessee State University, 1999.

Danny Swensen, 2008. Professor of Education. B.S. in Physics, University of Wisconsin - River Falls, 1984. M.Ed. in Education, University of Wisconsin - River Falls, 1991. Specialist Degree in Educational

Administration, University of Minnesota, 1994. Ph.D. in Curriculum and Instruction, University of Minnesota, 2015.

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

T

Teresa Maria Taylor, 2018. Adjunct Faculty. Bachelor of Science, Business Administration, Metropolitan State University, 1999. Master of Arts, Education, University of St. Thomas, 2004. Doctor of Education, Educational Leadership in Higher Education, Bethel University, 2017.

Wendy Thompson, 1998. Associate Professor in Nursing. B.A., Bethel College, 1984. M.P.H., University of Minnesota, 1994. D.N.P., University of Minnesota, 2012.

Jone Tiffany, 2001-2007, 2010-Present. Professor of Nursing. Diploma in Nursing, Mounds-Midway School of Nursing, 1984. B.A. in Psychology, Metropolitan State University, 1988. B.S. in Nursing, Bethel College, 1999. M.A. in Counseling Psychology, Bethel College, 2000. Certificate in Nursing Education, Bethel College, 2002. M.A. in Nursing Education, St. Catherine University, 2009. DNP (Doctor of Nursing Practice), St. Catherine University, 2010.

Robert (Bob) Timmons, 2018. Adjunct Faculty. Doctor of Business Administration - Finance, Anderson University (IN), 2008. Master of Business Administration - Leadership and Ethics, John Brown University, 2004. Bachelor of Science Business Administration - Accounting, Pittsburg State University (KS), 1977.

Deanna Towns, 2019. Instructor. BSW, University of Georgia, 1993. MA Marriage & Family Counseling, Liberty University, 2011.

Helen Trenz, 2019. Adjunct Instructor. PhD Applied Economics, University of Minnesota, 2015.

V

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

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

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

W

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

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

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

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

Molly Wickam, 2005. Program Director, Faculty. BA Business; BA Political Science, Bethel University, 1991. MBA, Northern Illinois University, 1996. Ph.D., University of Minnesota, 2015. Single-subject CLAD teaching credential in business education and social studies education, National University, 2002.

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

Brian Wiersma, 2017. Adjunct Faculty. Doctor of Business Administration, Liberty University, 2017. M.B.A., Drake University, 2013. B.S. Business Administration, SW Minnesota State University, 2003.

Chipp Windham, 2014. Lead Instructor, Adjunct Instructor. BA - Organizational Leadership, Bethel University, 2010. MA - Organizational Leadership, Bethel University, 2013. Ed.D in K-12 Leadership (in progress), Bethel University, 2019.

Jodi Wolkerstorfer, 2015. Adjunct Instructor of Education. B.A. in Health Education K-12, Bethel University, 1995. M.S.Sped. Education K-12, Bethel University, 2007.

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

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

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

Z

Samuel Zalanga, 1999. Professor of Sociology. B.S. in Sociology, Bayero University, Nigeria, 1986. M.S. in Sociology, Bayero University, Nigeria, 1989. M.S.C., University of Jos, Nigeria, 1994. Ph.D. in Sociology, University of Minnesota, 2000.

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

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

Tiffany Zitzewitz, 2019. Adjunct Faculty. MHA, University of MN, 1995.

INDEX

A

About Bethel University	7
Academic Behavioral Strategist K-12 (ABS) License	81
Academic Calendar	40
Academic Information	11
Academic Policies	11
Academic Programs	45
Accreditation and Membership	6
Add-On Teaching License	100
Admission	41
Admission Calendar	44
Admission Categories	44
Athletic Training	46
Autism Spectrum Disorders B-21 (ASD) License	84

B

Bethel Community Expectations	9
Bethel University Mission and Values	8

C

Certificate in Classroom Management: ENVoY	72
Certificate in Play Therapy	53
Course Descriptions	124
Course/Cohort Cancellation Policy	44

D

Developmental Disabilities K-12 License	87
Director of Special Education License	62
Doctor of Nursing Practice	108
Dual Degree: MA in Strategic Leadership & MBA	117
Dual Degree: MA Strategic Leadership and DNP	119
Dual Degree: MBA and DNP	121

E

Ed.D. Leadership in Higher Education 58
Ed.D. Leadership in K-12 Administration 60
Education 55
Emotional/Behavioral Disorders K-12 (EBD) License 90

F

Faculty 175
Faculty and Administration 173
Family Educational Rights and Privacy Act of 1974 (FERPA) 28
Financial Aid 168

G

General Information 5
General Requirements for a Certificate 35
General Requirements for a Doctoral Degree 34
General Requirements for a Master’s Degree 34
Graduate School 4
Graduate School Mission 8
Graduate School Purpose 9

I

International Baccalaureate Certificate in Teaching and Learning 73

K

K-12 Principal License 64

M

M.A. in Athletic Training Leadership 46
M.A. in Counseling 51
M.A. in Education K-12 68
M.A. in Special Education 77
M.A. in Strategic Leadership 102
M.A. in Teaching 93
M.S. in Athletic Training 46
M.S. in Nurse-Midwifery 105

M.S. in Physician Assistant 112

MBA—Master of Business Administration 46

Military and Veteran Information 9

N

Nursing 104

P

Programs in Teach-Out 123

R

Requirements for Admission to the Graduate School 42

Residential International Students 36

RN to M.S. - Bridge Program 112

S

Special Programs 117

Student Account Information 164

Superintendent License 66

T

Teacher Coordinator of Work-Based Learning License 74

Teachers of Computer, Keyboarding, and Related Technology Applications License 75

Teaching License 96

Tuition, Student Account, and Financial Aid 164



BETHEL
UNIVERSITY

3900 Bethel Drive
St. Paul, MN 55112-6999

651.638.6242
800.255.8706
fax: 651.635.1490

bethel.edu/graduate

30751