



# Bethel University Catalog

GRADUATE SCHOOL  
2021-2022



**BETHEL**  
UNIVERSITY

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## 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.

## Contact

Admissions mailing address:

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

Office Location:

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

Phone: 651.635.8000 or 800.255.8706, ext. 8000

Email ([gs@bethel.edu](mailto:gs@bethel.edu))

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

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

## 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.

Degree Requirements listed in this catalog apply to students who matriculated into their program during the academic year of this catalog or were approved or directed to follow the degree requirements of this academic year's catalog. All other policies in this catalog apply to all students during this academic year regardless of when they matriculated.

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. 5), the Professional Expectations and Community Conduct Agreement (<https://confluence.bethel.edu/display/success/Professional+Expectations+and+Community+Conduct+Agreement++GS/>), and information published in the Bethel E-Announcements, which are distributed electronically three times a week via email and are available online through MyBethel (<https://my.bethel.edu>).

### Policies

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

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

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

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

### Catalog Information

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

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

### Catalog Updates

During the course of the academic year, catalog information may change. Any changes made within the academic year will only be reflected in the online catalog, which may include addenda to the print catalog. The print catalog serves as an archive of catalog information available at the beginning of the academic year. The printable version of the catalog is available for download on the main catalog page

(<http://catalog.bethel.edu/>) where there is a listing of the current catalogs for the various schools at Bethel University, several PDF archived files of previous years' catalogs, and any catalog addenda. Together, the print version of the catalog and the online catalog serve as the official record of any catalog changes.

## About Bethel University

Bethel University is a leader in Christ-centered higher education with nearly 4,500 students from 47 states and 22 countries enrolled in undergraduate, graduate, seminary, and adult education programs. Based in St. Paul, Minnesota, Bethel offers bachelor's and advanced degrees in nearly 100 fields. Educationally excellent classroom-based and online programs equip graduates to make exceptional contributions in lifelong service to God and the world. Visit [www.bethel.edu](http://www.bethel.edu) (<https://www.bethel.edu>) for more information.

Bethel University offers its academic programs through multiple divisions:

### College of Adult & Professional Studies

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

### Graduate School

The Graduate School provides rigorous graduate education in a supportive Christian environment. Our adult students come from many backgrounds, experience levels, and career fields with the common goal of developing as whole professionals. Specialties include relevant degree programs in business and leadership, health and human services, and education. The school offers 9 master's programs, three doctoral degree options, and numerous certificates and licenses. Courses are taught by experienced full-time faculty or working professionals, whose recent experience focuses on principles that students can apply directly to their careers. Class schedules are convenient for working adults.

### College of Arts & Sciences

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

### Bethel Seminary

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

### Center for Access and Integration

The Center for Access and Integration houses Bethel's BUILD program. The BUILD program, an integrated 2-year postsecondary, residential program for students with intellectual disabilities, provides opportunities for inclusive academic, vocational, residential, spiritual, and social learning experiences. Students who complete the requirements of the BUILD program, including a selected career pathway in Arts and Communication, Business, or Human Services, earn a Certificate in Applied

Studies. The program incorporates the skills and education necessary to live more independently, maintain meaningful employment, and value lifelong learning. Students in the BUILD program contribute their own diverse experiences and strengths to the Bethel community.

## Accreditation and Membership

Bethel University is accredited by The Higher Learning Commission and is a member of the North Central Association ([www.hlcommission.org](http://www.hlcommission.org)) (<https://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) (<https://caate.net/>), 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 disability areas; as well as an add-on license 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 degree in nursing at Bethel University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) (<http://www.ccnaccreditation.org/>).

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

The Master of Science program is approved by the Minnesota Board of Nursing.

The Post-Masters Doctorate of Nursing Practice (DNP) program is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) (<http://www.ccnaccreditation.org/>).

### 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.

## 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](https://confluence.bethel.edu/x/SANqAQ) (<https://confluence.bethel.edu/x/SANqAQ>)).

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

## Military and Veteran Information

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

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

### 2021-2022 Military Benefits Verification Form

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

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

Military Partnerships:

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

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 (<https://www.bethel.edu/graduate/financial-aid/types/grants-scholarships/index/>).

### 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 (<https://www.bethel.edu/graduate/financial-aid/types/military-benefits/>).

## Academic Information

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### 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. At least 80% of the credits used to meet the requirements of the major must be taken within Bethel University.
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 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.

#### Program of Study

For doctoral degrees, program of study includes the graduation requirements for a doctoral degree as well as additional concentrations and certificates declared by the student.

For dual degrees, program of study includes the graduation requirements for both degrees.

### General Requirements for a Master's Degree

#### Master of Arts (M.A.), Master of Business Administration (MBA), Master of Science (M.S.), Master of Social Work (MSW)

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. 7)I or IV).
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.

#### Program of Study

For master's degrees, program of study includes the graduation requirements for a master's degree as well as additional concentrations and certificates declared by the student.

For dual degrees, program of study includes the graduation requirements for both degrees.

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### 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.

#### Program of Study

##### Certificates

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

##### Licenses

For licenses, program of study includes the course requirements for all declared licenses.

## Academic Policies

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

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

Topics are listed alphabetically below.

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## 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.
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## Academic Petitions

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

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

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

Academic petitions fall into two categories:

### Exception Requests

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

### Appeals

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

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

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

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

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## Academic Standing

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

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

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

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

## Good Standing

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



## Academic Alert

Difficulties in a particular course or term may be a normal and temporary part of the student experience, or they may be an early indicator of larger academic challenges. An Academic Alert is used to notify a student that they may be at risk of falling out of good standing if challenges continue into future terms. An Academic Alert does not always precede academic probation or dismissal and appears only on the unofficial transcript.

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

During the first term of enrollment, the student:

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

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

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

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

## Academic Probation

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

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

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

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

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

## Academic Dismissal

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

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

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

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

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

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

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

## Special Cases

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

### No Calculation

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

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

### Provisionally Admitted Students

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

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

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

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## 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.

See "Tuition and Fees Refund Schedule" under Student Account Information (p. 78) 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 (<http://bethel.edu/events/commencement/>)
- Application Due Dates: October 31 for Winter ceremony; March 31 for Spring ceremony.

For ceremony questions email ([caps-sem-gs-commencement@bethel.edu](mailto:caps-sem-gs-commencement@bethel.edu)) or call 651.635.8048 (800.255.8706, ext. 8048).

## Curricular Practical Training

Information about Curricular Practical Training for residential international students can be found under CPT (p. 18) 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.

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

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

## Dual Enrollment

Dual enrollment provides an opportunity for students enrolled in one Bethel school (College of Arts & Sciences, College of Adult & Professional Studies, Seminary, or Graduate School) to take specific additional courses in another Bethel school. 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 successful academic petition. Students should contact their SSA about submitting a petition, if desired. The grade of *I* or *IN* is resolved to a grade when work is completed or the incomplete extension deadline has been reached (see: Grade of *I* or *IN*).

## GPA Calculations

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

### Cumulative GPA

Coursework included in the cumulative GPA calculation are:

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

Coursework not included in the cumulative GPA calculation are:

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

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 resolution 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 a Doctoral Individualized Project, Internship or Practicum

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: 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.

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	Capstone: Methodological Reviews	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 following course is included in this policy: 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.

Code	Title	Credits
EDUC 891	Dissertation Phase Two	6

## Grades of IP, N, and NR

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

## Grades of S and U

The *S/U* (Satisfactory/Unsatisfactory) grading option is for 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 by email (caps-sem-gs-commencement@bethel.edu) by March 1 or October 1 for the spring and fall ceremonies respectively. The graduate will be informed of the decision (approved or denied), and approved societies will be listed in future catalogs.

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).

## Internships

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

### Academic Internship Policy

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



5. The student must meet the following criteria:
  - a. Declare a major or minor in the department of the internship being proposed.
  - b. Hold junior, senior, or graduate standing. Individual departments may permit qualified sophomores to undertake exploratory internships under special circumstances.
  - c. Have a minimum of 10 credit hours completed in the department.
  - d. Have a minimum cumulative GPA of 3.0 and a 3.0 GPA in the major. Individual departments may require a higher GPA.
  - e. Meet additional criteria as established by each department.
6. An internship must be two to four credits with the following minimum time required onsite:
 

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

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

## Registration

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

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

### Registration Changes

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

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

### Adding a Course

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

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

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

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

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

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

### Dropping a Course

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

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

### Withdrawing from a Course

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

## Intellectual Property Rights

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

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

## International Residential Students

For policies related to International Residential (F1) Students see the International Residential Student section (p. 18).

## Prerequisites and Corequisites

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

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



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

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

### Changing from Credit to Audit

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

### Charges Related to Registration Activities

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

### Exceptions to Registration Policies

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

## 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 (<https://www.bethel.edu/student-success/>) website for more information.

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

## Summer Session

Summer Session counts as a full academic term, along with Fall Semester and Spring Semester, for the purpose of assessing academic standing and application

of grading policies. Some programs require coursework during day or evening hours in the summer months. Consult the course schedule, which shows the calendar of class sessions for the full Summer Session.

## Teach-Out Policy

When a program, certificate, minor, concentration, or license is eliminated a teach-out schedule is established with a date for when classes in that program, certificate, minor, concentration, or license will no longer be offered. Students should seek to complete all program, certificate, minor, concentration, or license requirements during the teach-out period. However, students who have not completed all requirements have two academic years beyond the end of the teach-out period to complete any remaining requirements through approved transfer courses.

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

## Time Limits for Degree Completion

- Master's Degrees: The maximum total time to complete a master's degree is five years, including all enrolled terms and extension terms.
- Doctoral Degrees: The maximum total time to complete a doctoral degree is fifteen years, including all enrolled terms and extension terms.

Specific programs may require shorter maximum completion times than listed above to comply with specific accreditation requirements.

## Transcripts

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

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

## Transfer Credit Policies

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

At least 80% of the credits used to meet the requirements of a degree or certificate must be taken in programs that meet Bethel residency requirements except in cases where formal agreements with other institutions exist or when a program has its own residency credits requirement, as indicated in the catalog. 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's Office, based upon the evaluation of the program director when:

- Bethel's Graduate School directly receives an official transcript.
- The transfer credit was earned at a regionally accredited institution.
- The transfer credit is no more than three years old unless approved by the program director.
- The credits are clearly designated as graduate credits. For doctoral programs, the work completed is beyond requirements of a master's degree.

- A description of course content, such as from the college catalog or course syllabus, has been 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).

## Prior Learning Assessment

Students in academic programs that have formal agreements with other non-regionally-accredited organizations or institutions may earn graduate-level credit for completing training at these organizations, as identified within the formal agreements. When a formal agreement with such an organization does not exist, the Registrar's Office may, with program director permission only, formally evaluate and approve this training in order to award graduate level credit. In either case, residency requirements for the degree must still be met.

Credits for prior learning assessment may be awarded through one of two options:

- 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. Bethel's Graduate School must have received a verified certificate of completion or an official transcript from the organization.
- The training courses, examinations or certifications from a non-regionally-accredited institution or organization in which no formal agreement exists, may, with program director permission only, be formally evaluated and approved by the Registrar's Office. Upon this formal evaluation and approval, students must submit a verified certificate of completion or official transcript to Bethel's Graduate School. Students are awarded credits upon the successful completion of training courses, examinations, or certifications.

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## Withdrawal and Re-Enrollment

### University Withdrawal

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

### University Re-Enrollment

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

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

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

### Re-Enrollment after Academic Dismissal

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

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

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

# Family Educational Rights and Privacy Act of 1974 (FERPA)

## Purpose and Applicability

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

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

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

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

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

## Definitions

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

**School Official:**

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

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

Education records may include:

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

Education records do NOT include:

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

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

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

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

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

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

## Student Rights

Currently enrolled and former students have the right to:

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

## Procedure for Inspecting Records

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

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

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

## Procedure for Requesting the Amendment of Records

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

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

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

## Procedure to Request Withholding of Directory Information

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

## Parent Rights

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

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

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

## Offices That Maintain Records

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

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

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

## Disclosure of Education Records

### Conditions Under Which Directory Information May Be Released

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

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

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

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

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

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

### **Conditions Under Which Education Records Will Not Be Released**

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

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

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

### **Criteria Used to Determine the Legitimate Educational Interest of School Officials**

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

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

### **Other Faculty and Staff Responsibilities**

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

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

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

### **Enforcement**

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

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



## Residential International Students

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

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

Students who require exceptions to the full course of study are required to report to the Designated School Official for their school. F-1 International Students are allowed to work in the U.S. with authorization. Please refer to the Employment (p. 18) 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. 18), Curricular Practical Training

(p. 18), and Optional Practical Training (p. 19). All three of these categories are available at Bethel.

### Severe Economic Hardship

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

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

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

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

### Curricular Practical Training (CPT)

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

### Policy:

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

7. A maximum of nine credits in internships may be taken. Each separate internship must have goals and objectives different than the prior ones taken for credit.
8. Internships are graded *S/U* (see: Grading System).
9. This policy identifies minimum college-wide requirements. Departments may choose to supplement this with additional requirements.
10. Students must submit a completed and signed *Curricular Practical Training Form* for approval to their Student Success Advisor no later than the final day of the preceding semester. The form is available here (<https://www.bethel.edu/international-services/living-in-us/employment/>).

#### Requirements and guidelines:

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

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

#### Optional Practical Training (OPT)

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

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

#### Social Security Card

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

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

#### Health Insurance

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

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

For health insurance information, students may contact Rose Wilson ([rose.wilson@imglobal.com](mailto: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 2021–2022 academic year includes three academic terms: Fall Semester 2021, Spring Semester 2022, and Summer Session 2022. Special dates and holidays for the 2021-2022 academic year are listed below.

### Fall Semester 2021

**August 16, 2021 - December 19, 2021**

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

### Spring Semester 2022

**December 27, 2021 - May 22, 2022**

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

### Summer Session 2022

**May 23, 2022 - August 14, 2022**

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

## Admission

The Graduate School will consider applicants who meet the general requirements (p. 21) for admission. For admission to a major or certificate, applicants must meet additional admission requirements (<http://catalog.bethel.edu/graduate/admission/program-admission-requirements/>).

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

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

Visit the website to apply for admission online (<https://apply.bethel.edu>), 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 via email ([gs-data@bethel.edu](mailto:gs-data@bethel.edu)).

## 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.

## 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

Admitted students who do not have the minimum incoming GPA, grade standards, or other assessment criteria will receive provisional acceptance. Provisionally-accepted students are encouraged to meet with their Student Success Advisor soon after beginning their course of study to develop a plan to experience early academic success.

### Provisional Evaluation

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

If the student meets the minimum required cumulative Bethel GPA for good standing (3.0) at the time of their provisional evaluation:

- The student will be allowed to continue in their program of study.
- The student will begin to be evaluated for Academic Standing in accordance with the Academic Standing policy in the term following their provisional evaluation.

If the student does not meet the minimum required cumulative Bethel GPA for good standing at the time of their provisional evaluation, the student will be academically dismissed.

# 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 Credential 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](http://www.naces.org) (<https://www.naces.org>) or [www.aice-eval.org](http://www.aice-eval.org) (<http://aice-eval.org/>) for lists of member organizations.
- Request a transcript evaluation for transfer of credit, if applicable.
- Have earned 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*.

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## 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.

### Residential International Applicants

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

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

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

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

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

- A completed Certification of Finances form, along with the most current bank statement(s) available, providing evidence of adequate funds based on U.S. currency to cover a minimum of one year's full tuition and living expenses.

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

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

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

### Additional Requirements for U.S. Permanent Resident Alien Applicants

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

### Fully Online International Applicants

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

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

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## 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
SOWK	Social Work
SPED	Special Education
TEAC	Teaching

### 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.*

### List of Graduate School Programs

- Counseling
  - Counseling: M.A. (p. 23)
  - Certificate in Play Therapy (p. 24)
- Education (p. 25)
  - Academic Behavioral Strategist K–12 License (p. 36)
  - Autism Spectrum Disorders B–21 License (p. 37)
  - Classroom Management Certificate (p. 32)
  - Certificate in (p. 33)International Baccalaureate (p. 33)Education
  - Developmental Disabilities K-12 License (p. 38)
  - Director of Special Education License (p. 28)
  - Emotional Behavioral Disabilities K–12: License (p. 39)
  - Education K–12: M.A. (p. 31)
  - K–12 Principal: License (p. 29)
  - Leadership in Higher Education: Ed.D. (p. 26)
  - Leadership in K–12 Administration: Ed.D. (p. 27)
  - Special Education: M.A. (p. 34)
  - Superintendent: License (p. 30)
  - Teacher Coordinator of Work-based Learning: License (p. 33)
  - Teaching: License (p. 41)
  - Teaching: MA (p. 40)
- MBA (p. 44)
- Nursing (p. 46)
  - Nurse-Midwifery: M.S. (p. 47)
  - Doctor of Nursing Practice (DNP) (p. 48)
- Physician Assistant: M.S. (p. 50)
- Strategic Leadership: M.A. (p. 52)
- Social Work (p. 53)
  - MSW: Full Program (p. 54)
  - MSW: Advanced Standing (p. 53)



## Counseling

- M.A. in Counseling (p. 23)
- Certificate in Play Therapy (p. 24)
- \_\_\_\_\_

## M.A. in Counseling

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

### 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

- Meet the general requirements (p. 21) 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
<b>Core Courses</b>		
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
<b>Total Credits</b>		<b>60</b>

<sup>1</sup> 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. 21).
- 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](http://www.naces.org) (<https://www.naces.org/>) or [www.aice-eval.org](http://www.aice-eval.org) (<http://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 <sup>1</sup>	2
COUN 710	Foundational Play Therapy and Techniques <sup>1</sup>	2
COUN 715	Non-Directive Play Therapy and Techniques <sup>1</sup>	2
COUN 720	Filial Therapy <sup>1</sup>	1
COUN 725	Trauma and Play Therapy <sup>1</sup>	1
COUN 730	Introduction to Sandtray <sup>1</sup>	1
<b>Total Credits</b>		<b>12</b>

<sup>1</sup> Course must be taken for credit at Bethel.

## Education

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

### 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 disability areas; as well as an add-on license in Teacher Coordinator of Work-based Learning.

License standards are subject to change at any time by the Minnesota Professional Education Licensing Standards Board (PELSB). Candidates for license must meet the license standards in place at the time of program completion.

### Education Course Substitution Process

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 offered on the Bethel University campus 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. 21) 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
EDUC 885 or EDUC 846	Individualized Project in Higher Education Academic Writing for Graduate Students	3
EDUC 890	Dissertation Phase One <sup>1</sup>	6
EDUC 891	Dissertation Phase Two <sup>1</sup>	6
<b>Total Credits</b>		<b>61</b>

<sup>1</sup> 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.*

Courses from the Ed.D Leadership in K-12 Administration (p. 27) major may fulfill degree requirements with Program Director permission.

## 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 offered on the Bethel University campus 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. 21) 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 <sup>1</sup>	1
EDUC 890	Dissertation Phase One <sup>1</sup>	6
EDUC 891	Dissertation Phase Two <sup>1</sup>	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	
<b>Total Credits</b>		<b>61</b>

<sup>1</sup> 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.*

Courses from the Ed.D Leadership in Higher Education (p. 26) major may fulfill degree requirements with Program Director permission.



# 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 offered on the Bethel University campus 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.

## 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*, *D*, 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 Minnesota Board of School Administrators (BOSA).
- Candidates for licensure must meet the BOSA 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. 21) 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. 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

## 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
<b>Total Credits</b>		<b>40</b>

## 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 offered on the Bethel University campus 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.

### 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*, *D*, 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 Minnesota Board of School Administrators (BOSA).
- Candidates for licensure must meet the BOSA 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. 21) 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. 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

### 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
<b>Total Credits</b>		<b>36</b>

# 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 offered 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.

## 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*, *D*, 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 Minnesota Board of School Administrators (BOSA).
- Candidates for licensure must meet the BOSA 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. 21) 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. 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

### 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
<b>Total Credits</b>		<b>36</b>

## 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 disability areas; as well as an add-on license 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

## Admission Requirements

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

- Meet the general requirements (p. 21) 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 33–34 semester credit sequence of courses, including 24 semester credits of core courses and nine to ten credits in one concentration.

Code	Title	Credits
TEAC 606	Teacher as Leader <sup>1</sup>	3
TEAC 610	Content Research in Practice	2
TEAC 616	Improving Instruction	3
TEAC 635	Applied Classroom Assessment	3
TEAC 730	Introduction to Differentiation and Responsive Teaching	3
TEAC 731	Responsive Pedagogy for English Language Learners	3
TEAC 732	Culturally Responsive Instruction	3
TEAC 756	Preparing the Thesis Project <sup>1</sup>	1
TEAC 790	Thesis Writing Studio <sup>1</sup>	3
Select one concentration from the Concentrations section.		9-10
<b>Total Credits</b>		<b>33-34</b>

<sup>1</sup> Course must be taken for credit at Bethel.

**M.A. in Education K-12 Concentrations****Classroom Management**

Code	Title	Credits
EDUC 745	Foundations of Classroom Management	3
EDUC 746	Management Strategies for Inclusive Classrooms	3
EDUC 747	Facilitating Unified Classrooms	4
<b>Total Credits</b>		<b>10</b>

**Educational Leadership**

The three courses in this concentration 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
<b>Total Credits</b>		<b>9</b>

**International Baccalaureate Certificate in Teaching and Learning**

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

**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
<b>Total Credits</b>		<b>9</b>

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

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
<b>Total Credits</b>		<b>9</b>

**Custom Concentration**

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****Program Outcomes**

1. Analyze the role of communication in classroom management.
2. Solidify effective habits to proactively reduce disruptive classroom behavior.
3. Strengthen classroom relationships to promote safety, community, and productive learning.
4. Effectively balance the needs of individuals and the needs of the whole class.
5. Integrate a personal management philosophy with strategies to increase equity for students who are more likely to be marginalized.

**Admission Requirements**

The certificate program in Classroom Management will consider applicants who:

- Meet the general requirements (p. 21) 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*.

**Degree Requirements**

The required curriculum for the Classroom Management 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	Foundations of Classroom Management	3
EDUC 746	Management Strategies for Inclusive Classrooms	3
EDUC 747	Facilitating Unified Classrooms	4
<b>Total Credits</b>		<b>10</b>



# Certificate in International Baccalaureate Education

## Program Outcomes

1. Synthesize the IB's philosophy with personal worldview, including reflective work regarding educational experience to date.
2. Develop expertise in one of the IB programmes: PYP, MYP, and DP.
3. Articulate the principles of learning that underpin curriculum design in the three programs of IB (PYP, MYP, and DP).
4. Analyze the curriculum and instructional designs of the PYP, MYP, and DP.
5. Describe the role of assessment in the three International Baccalaureate programs (PYP, MYP, and DP).
6. Appraise the assessment strategies emphasized in the PYP, MYP, and DP.
7. Articulate the teaching, learning activities, and student resources that support the PYP, MYP, and DP.

## Admission Requirements

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

- Meet the general requirements (p. 21) 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*.

## Degree Requirements

The required curriculum for the Certificate in International Baccalaureate Education 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
<b>Total Credits</b>		<b>10</b>

# 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 disability areas; as well as an add-on license in Teacher Coordinator of Work-based Learning.

## 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).
- Candidates for licensure must meet the 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. 21) 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
<b>Total Credits</b>		<b>9</b>

# 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 21<sup>st</sup> 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 disability areas; as well as an add-on license in Teacher Coordinator of Work-based Learning.

## Admission Requirements

The M.A. degree and licenses in special education will consider applicants who:

- Meet the general requirements (p. 21) 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. Undergraduate transcript(s) may be waived if transfer credit(s) are not used being used to fulfill content area requirements.
- 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*.<sup>1</sup>
- Interview with the program director or enrollment counselor.<sup>1</sup>
- 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.
- Submission of current Tier 3 or 4 Minnesota teaching license is sufficient documentation of completion of equivalent Standards of Effective Practice (SEP) coursework listed in the degree requirements.
- 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*.

<sup>1</sup> Required if this is the student's first special education license.

## Degree Requirements

### M.A. in Special Education

The required curriculum for the M.A. in Special Education comprises a 37-42 credit sequence of courses. Students either complete the concentration (p. 35) 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
<b>Bethel Core Courses</b>		
EDUC 614	Locating Resources for Educational Research <sup>1</sup>	1
EDUC 755	Preparing the Thesis/Action Research Project <sup>1</sup>	1
EDUC 790	Writing the Thesis/Action Research Project <sup>1</sup>	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
<b>Minnesota PELSB Special Education Core</b>		
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 to two concentrations		9-30
<b>Total Credits</b>		<b>37-58</b>

<sup>1</sup> Course must be taken for credit at Bethel.

## M.A. in Special Education Concentrations

### Concentration in Standards of Effective Practice

In order for students to be able to access financial aid for the standards of effective practice (SEPs) courses, the 16 credits of SEPs must be part of the M degree program as an additional required concentration. Students who enroll with a Minnesota Tier 3 or 4 teacher license are not required to take this SEP concentration.

Code	Title	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
<b>Total Credits</b>		<b>16</b>

### 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	Student Teaching - Academic Behavior Strategist	3-4
or SPED 786	ABS: Practicum	
or SPED 782	SPED Practicum for Teachers of Other Licenses	
<b>Total Credits</b>		<b>13-14</b>

### 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	ASD: Student Teaching <sup>1</sup>	3-4
or SPED 787	ASD: Practicum	
or SPED 782	SPED Practicum for Teachers of Other Licenses	
<b>Total Credits</b>		<b>13-14</b>

### 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	Developmental Disabilities: Field Experience	1
SPED 779	Developmental Disabilities: Practicum <sup>1</sup>	3-4
or SPED 784	Developmental Disabilities: Student Teaching	
or SPED 782	SPED Practicum for Teachers of Other Licenses	
<b>Total Credits</b>		<b>13-14</b>

### 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	Emotional/Behavioral Disabilities: Student Teaching <sup>1</sup>	3-4
or SPED 788	Emotional/Behavioral Disabilities: Practicum	
or SPED 782	SPED Practicum for Teachers of Other Licenses	
<b>Total Credits</b>		<b>13-14</b>

### 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
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> 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 21<sup>st</sup> 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.

## 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).
- Candidates for licensure must meet the PELSB license standards in place at the time of program completion.

## Admission Requirements

The M.A. degree and licenses in special education will consider applicants who:

- Meet the general requirements (p. 21) 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. Undergraduate transcript(s) may be waived if transfer credit(s) are not used being used to fulfill content area requirements.
- 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*.<sup>1</sup>
- Interview with the program director or enrollment counselor.<sup>1</sup>
- 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.
- Submission of current Tier 3 or 4 Minnesota teaching license is sufficient documentation of completion of equivalent Standards of Effective Practice (SEP) coursework listed in the degree requirements.
- 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*.

<sup>1</sup> Required if this is the student's first special education license.

## Degree Requirements

### Academic Behavioral Strategist K-12 (ABS) License

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
<b>Standards of Effective Practice Courses: 16 credits</b>		
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
<b>Special Education License Core courses: 17 credits</b>		
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
<b>ABS License courses: 19-20 credits</b>		
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	
<b>Total Credits</b>		<b>52-53</b>

## 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 21<sup>st</sup> 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.

### 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).
- Candidates for licensure must meet the PELSB license standards in place at the time of program completion.

## Admission Requirements

The M.A. degree and licenses in special education will consider applicants who:

- Meet the general requirements (p. 21) 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. Undergraduate transcript(s) may be waived if transfer credit(s) are not used being used to fulfill content area requirements.
- 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*.<sup>1</sup>
- Interview with the program director or enrollment counselor.<sup>1</sup>
- 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.
- Submission of current Tier 3 or 4 Minnesota teaching license is sufficient documentation of completion of equivalent Standards of Effective Practice (SEP) coursework listed in the degree requirements.
- 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*.

<sup>1</sup> Required if this is the student's first special education license.

## Degree Requirements

### Autism Spectrum Disorders B-21 (ASD) License

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
<b>Standards of Effective Practice courses: 16 credits</b>		
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
<b>Special Education License Core Courses: 17 credits</b>		
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
<b>ASD License courses: 19-20 credits</b>		
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	
<b>Total Credits</b>		<b>52-53</b>

### 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
<b>Total Credits</b>		<b>12</b>



# 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 21<sup>st</sup> 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.

### 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).
- Candidates for licensure must meet the PELSB license standards in place at the time of program completion.

## Admission Requirements

The M.A. degree and licenses in special education will consider applicants who:

- Meet the general requirements (p. 21) 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. Undergraduate transcript(s) may be waived if transfer credit(s) are not used being used to fulfill content area requirements.
- 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*.<sup>1</sup>
- Interview with the program director or enrollment counselor.<sup>1</sup>
- 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.
- Submission of current Tier 3 or 4 Minnesota teaching license is sufficient documentation of completion of equivalent Standards of Effective Practice (SEP) coursework listed in the degree requirements.
- 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*.

<sup>1</sup> Required if this is the student's first special education license.

## 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
<b>Standards of Effective Practice courses: 16 credits</b>		
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
<b>Special Education License Core courses: 17 credits</b>		
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
<b>DD License courses: 19-20 credits</b>		
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	Developmental Disabilities: Student Teaching	3-4
or SPED 782	SPED Practicum for Teachers of Other Licenses	
<b>Total Credits</b>		<b>52-53</b>

## 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
<b>Total Credits</b>		<b>12</b>

# 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 21<sup>st</sup> 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.

### 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).
- Candidates for licensure must meet the PELSB license standards in place at the time of program completion.

## Admission Requirements

The M.A. degree and licenses in special education will consider applicants who:

- Meet the general requirements (p. 21) 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. Undergraduate transcript(s) may be waived if transfer credit(s) are not used being used to fulfill content area requirements.
- 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*.<sup>1</sup>
- Interview with the program director or enrollment counselor.<sup>1</sup>
- 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.
- Submission of current Tier 3 or 4 Minnesota teaching license is sufficient documentation of completion of equivalent Standards of Effective Practice (SEP) coursework listed in the degree requirements.
- 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*.

<sup>1</sup> Required if this is the student's first special education license.

## 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
<b>Standards of Effective Practice courses: 16 credits</b>		
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
<b>Special Education License Core courses: 17 credits</b>		
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
<b>EBD License courses: 19-20 credits</b>		
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
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	Emotional/Behavioral Disabilities: Student Teaching	3-4
or SPED 782	SPED Practicum for Teachers of Other Licenses	
<b>Total Credits</b>		<b>52-53</b>

### 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
<b>Total Credits</b>		<b>10</b>

# 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:

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. 21) 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 <sup>1</sup>	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 <sup>1</sup>	3
Select one of the following		4
EDUC 659	Social Studies 5-12 Teaching Methods <sup>1</sup>	
EDUC 671	Mathematics 5-12 Teaching Methods <sup>1</sup>	
EDUC 672	Science 5-12 Teaching Methods <sup>1</sup>	
EDUC 674	Visual Arts K-12 Teaching Methods <sup>1</sup>	
EDUC 676	World Languages and Cultures K-12 Teaching Methods <sup>1</sup>	
EDUC 678	ESL K-12 Teaching Methods <sup>1</sup>	
EDUC 679	Communication Arts and Literature 5-12 Teaching Methods <sup>1</sup>	
EDUC 689	Business 5-12 Teaching Methods <sup>1</sup>	
EDUC 753	Teacher Candidate Seminar	3
EDUC 755	Preparing the Thesis/Action Research Project <sup>1</sup>	1
EDUC 778	Student Teaching Placement I	5
EDUC 781	Student Teaching II <sup>2</sup>	1
EDUC 790	Writing the Thesis/Action Research Project <sup>1</sup>	3
<b>Total Credits</b>		<b>36-37</b>

<sup>1</sup> Course must be taken for credit at Bethel

<sup>2</sup> 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.

### 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).
- Candidates for licensure must meet the PELSB license standards in place at the time of program completion.

License standards are subject to change at any time by the Minnesota Professional Education Licensing Standards Board (PELSB). 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. 21) 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. Undergraduate transcript(s) may be waived if transfer credit(s) are not being used to fulfill content area requirements.
- 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 (with the exception of the business license, which allows for four or fewer content area requirements remaining) from the State of Minnesota Content Standards.

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 <sup>1</sup>	3
EDUC 669	Equity in Diverse School Contexts	3
Select one of the following:		4
EDUC 671	Mathematics 5-12 Teaching Methods <sup>1</sup>	
EDUC 672	Science 5-12 Teaching Methods <sup>1</sup>	
EDUC 679	Communication Arts and Literature 5-12 Teaching Methods <sup>1</sup>	
EDUC 689	Business 5-12 Teaching Methods <sup>1</sup>	
EDUC 659	Social Studies 5-12 Teaching Methods <sup>1</sup>	
EDUC 753	Teacher Candidate Seminar	3
EDUC 778	Student Teaching Placement I	5
<b>Total Credits</b>		<b>31</b>

### 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 <sup>1</sup>	3
EDUC 669	Equity in Diverse School Contexts	3
Select one of the following:		4
EDUC 674	Visual Arts K-12 Teaching Methods <sup>1</sup>	
EDUC 676	World Languages and Cultures K-12 Teaching Methods <sup>1</sup>	
EDUC 678	ESL K-12 Teaching Methods <sup>1</sup>	
EDUC 753	Teacher Candidate Seminar	3
EDUC 778	Student Teaching Placement I	5
EDUC 781	Student Teaching II	1
<b>Total Credits</b>		<b>32</b>

<sup>1</sup> 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.

### 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 Licensure and Standards Board (PELSB: formerly called Minnesota Board of Teaching).
- Candidates for licensure must meet the 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. 21) 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. Undergraduate transcript(s) may be waived if transfer credit(s) are not being used to fulfill content area requirements.
- 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.

*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 <sup>1</sup>	3
EDUC 779	Student Teaching Placement II	1
Select one of the following:		4
EDUC 659	Social Studies 5-12 Teaching Methods <sup>1</sup>	
EDUC 671	Mathematics 5-12 Teaching Methods <sup>1</sup>	
EDUC 672	Science 5-12 Teaching Methods <sup>1</sup>	
EDUC 674	Visual Arts K-12 Teaching Methods <sup>1</sup>	
EDUC 676	World Languages and Cultures K-12 Teaching Methods <sup>1</sup>	
EDUC 678	ESL K-12 Teaching Methods <sup>1</sup>	
EDUC 679	Communication Arts and Literature 5-12 Teaching Methods <sup>1</sup>	
EDUC 689	Business 5-12 Teaching Methods <sup>1</sup>	
<b>Total Credits</b>		<b>8</b>

<sup>1</sup> Course must be taken for credit at Bethel.

## MBA: Business

### MBA—Master of Business Administration

The Bethel MBA leads the way for excellence in graduate business education. Employers and professionals choose the Bethel MBA because of its reputation for uncompromising quality, developing moral leadership and management, and for meeting the needs of working adults. With engaged and practitioner instructors, an emphasis on ethical, character-based leadership, and the ability to apply the coursework to the "real world," the Bethel MBA gives students the tools they need to manage, lead, influence, and go to the next level, both in their personal and professional lives.

#### Transformational Education

Bethel's MBA is about transformation. Most people seek an MBA to pursue a promotion, improve their job opportunities, earn a raise or become a better manager. At Bethel, you will achieve your goals and so much more. You will continue to grow as a whole person: professionally, intellectually, personally, ethically, and spiritually. Become not only a better leader, but a better person, through the Bethel MBA.

Built for today's business environment, the Bethel MBA program coaches professionals to assess their organization's needs and apply a comprehensive view of business to their action plans, along with social, emotional and cultural intelligence. In other words, our graduates are equipped with best practices to lead the organization forward in a moral way.

#### Character-Based Leadership

You will be challenged to take your skills to the next level as a collaborative, ethical leader who can make a difference. Learn to infuse your leadership skills with not only confidence and passion, but character, wisdom, and professionalism. You will grow as the kind of discerning, ethical leader that companies are looking to hire and promote.

#### Faith and Work Integration

While we teach from a Christian worldview, our MBA program welcomes students from all backgrounds. Our program is designed to help students discover how their faith and work can be integrated. In every course, students are challenged to find the connection between the subject matter and faith, and as personally led, put their principles into action in their personal and professional lives. The result is men and women who see faith and work as deeply intertwined and a source of power to influence the world.

#### Honoring Your Uniqueness

Bethel MBA students gain a deep appreciation of how God has wired them and the purpose for their career. As they work with their professional coaches, get feedback from instructors and colleagues, and integrate their assessments into their learning, they develop in understanding their personal strengths and how to leverage them for greater impact, their weaknesses and how to manage them, and their career next steps.

#### Program Outcomes

Upon completion of the MBA program, students will be able 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. Prioritize relevant internal and external factors that affect business decision-making.
  5. Create evidence-based solutions to business challenges and opportunities.
  6. Analyze the complex relationship between local business conditions and the global commercial environment.
  7. Apply effective leadership and collaboration strategies to virtual and culturally diverse environments.
- 8a. Make effective business decisions informed by a synthesis of financial data. (Finance Concentration)
  - 8b. Apply administration techniques that support operational effectiveness and efficiency in the healthcare setting. (Healthcare Administration Concentration)
  - 8c. Evaluate operational efficiency through an analysis of internal data. (Management Concentration)
  - 8d. Create strategies for competitive advantage based on an evaluation of relevant internal and external forces. (Strategy & Execution Concentration)

#### Accreditation

Bethel's MBA program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) (<https://acbsp.org/>), a leading specialized accreditation association for business education.

#### CAPS Business to MBA Pathway

Students pursuing a business major (Business Management, Accounting, or Finance) with the College of Adult and Professional Studies (CAPS) may take up to 3 MBA courses, or 9 credits, to simultaneously fulfill their undergraduate degree requirements along with their MBA degree requirements. For more information refer to the CAPS Business to MBA pathway in the CAPS catalog (<http://catalog.bethel.edu/adult-professional-studies/academic-programs-disciplines/special-programs/mba-pathway/>).

### Admission Requirements

The MBA program will consider applicants who:

- Meet the general requirements (p. 21) 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.

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

#### MBA-Master of Business Administration

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 <sup>1</sup>	0
LEAD 611	Leadership Theory & Personal Agency <sup>1</sup>	3
LEAD 641	Organizational Diagnostics and Health <sup>1</sup>	3
LEAD 651	Leadership Formation and Strategic Talent Management <sup>1</sup>	3
LEAD 661	Data Analytics for Leaders: Making Ethical Decisions <sup>1</sup>	3
LEAD 671	Strategic Communication for Leaders	3
LEAD 795	Integrative Team Capstone <sup>1</sup>	3
Select one concentration from the Concentrations Section.		12
<b>Total Credits</b>		<b>42</b>

<sup>1</sup> Course must be taken for credit at Bethel.

## MBA 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.

Some professional certifications, in areas such as project management, data, finance, supply chain, and accounting, may be counted as credit as Prior Learning Assessment toward the degree. See the Prior Learning Assessment (p. 7) policy for more information.

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.<sup>1</sup>

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 625	Managerial Finance	3
BUSN 626	Contemporary Topics in Finance	3
BUSN 627	Advanced Managerial Finance	3
BUSN 628	Global Finance	3
<b>Total Credits</b>		<b>12</b>

#### 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
<b>Total Credits</b>		<b>12</b>

#### 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 625	Managerial Finance	3
BUSN 660	Operations Management	3
BUSN 641 or HCAM 605	Advanced Competitive Advantage Health Informatics and Application	3
SLDR 615	Managing Projects & Quality Initiatives	3
<b>Total Credits</b>		<b>12</b>

#### 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
<b>Total Credits</b>		<b>12</b>

### Concentrations Through MITx MicroMasters® Program Certificates Data, Economics, and Development Policy

The MITx MicroMasters® Program Certificate in Data, Economics, and Development Policy (<https://micromasters.mit.edu/dedp/>) 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 (<https://micromasters.mit.edu/pom/>) 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 (<https://micromasters.mit.edu/ds/>) 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 (<https://micromasters.mit.edu/scm/>) 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.

<sup>1</sup> 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.

# 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. 47)

### Doctorate Programs

- Doctor of Nursing Practice (DNP) (p. 48)

### Dual Degree Programs

- Dual Degree: MBA and DNP (p. 58)
- Dual Degree: M.A. in Strategic Leadership and DNP (p. 57)

## 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, the reduction of healthcare disparities, and a commitment to anti-racism in practice.
- 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.
- Four practicums are required during the program.
- The program capstone is a master's project.
- A supportive learning community is achieved through the cohort model—a small group of students progressing through a degree program together.
- The curriculum prepares students to take a national exam from the American Midwifery Certification Board (<http://www.amcbmidwife.org/>) (AMCB).

### Program Performance Standards

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

need based on qualifying disability in accordance with the applicable law. Students seeking reasonable accommodations must request them in a timely manner in order to avoid scheduling delays. A minimum of 30 days advance notice prior to the start of the academic term is required because of the complex nature of clinical and intensive courses. Consultation related to reasonable accommodations is available through the Office of Accessibility Resources and Services.

### Nursing Appeals Process

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

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

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

## Admission Requirements.

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

- Meet the general requirements (p. 21) 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.
- 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

### M.S. in Nurse-Midwifery

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

Code	Title	Credits
NURS 602	Midwifery Perspectives <sup>1</sup>	3
NURS 606	Advanced Health Assessment <sup>1</sup>	4
NURS 611	Advanced Pharmacology <sup>1</sup>	3
NURS 614	Sexual and Reproductive Health for Advance Practice Nurses <sup>1</sup>	4
NURS 616	Nurse-Midwifery II: Antepartal Care <sup>1</sup>	3
NURS 617	Nurse-Midwifery III: Intrapartum and Postpartum Care <sup>1</sup>	4
NURS 618	Nurse-Midwifery IV: Newborn Care <sup>1</sup>	2
NURS 619	Fetal Evaluation <sup>1</sup>	1
NURS 620	Reproductive Physiology for Advanced Practice Nurses <sup>1</sup>	3
NURS 622	Primary Care for Advanced Practice Nurses <sup>1</sup>	3
NURS 626	Evidence Translation for Practice <sup>1</sup>	3
NURS 673	Advanced Pathophysiology <sup>1</sup>	3
NURS 714	Nurse-Midwifery I: Practicum <sup>1</sup>	2
NURS 716	Nurse-Midwifery II: Practicum <sup>1</sup>	2
NURS 719	Nurse-Midwifery III: Intrapartum Practicum <sup>1</sup>	4
NURS 753	Professional Issues for Nurse-Midwives <sup>1</sup>	4
NURS 754	Clinical Integration for Nurse-Midwives <sup>1</sup>	7
NURS 793	Capstone: Methodological Reviews <sup>1</sup>	2
<b>Total Credits</b>		<b>57</b>

<sup>1</sup> 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) and by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org/>) (CCNE).

### 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 Accessibility Resources and Services.

## Nursing Appeals Process

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

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

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

## Admission Requirements

### Post-Masters Doctor of Nursing Practice Application Prerequisites:

- Meet all the general requirements (p. 21) 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.<sup>1</sup>
- 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 and practicum (250 hrs) 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 practicum will take place.
- Provide proof of APRN License in the state where the practicum 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*.

<sup>1</sup> 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 36-39 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 <sup>1</sup>	4
NURS 835	Healthcare Innovations and Informatics	3
NURS 840	DNP Practicum I	2
NURS 841	DNP Practicum II	1
NURS 842	DNP Practicum III	2
NURS 843	Elective Practicum <sup>2</sup>	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
<b>Total Credits</b>		<b>36-39</b>

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

<sup>2</sup> Required for students who do not meet the minimum practicum hours.

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

# Physician Assistant

## 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.

## Admission Requirements

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

- Meet the general requirements (p. 21) for admission to the Graduate School.
- Complete application via Central Application Service for Physician Assistants (<https://caspa.liaisoncas.com/applicant-ux/#/login>) (CASPA).
- Submit the Bethel University PA Questionnaire with \$50 non-refundable fee.
- Submit documentation of at least 250 hours of healthcare experience (via CASPA).
- Submit two *Admission References* (via CASPA).
- Submit official transcripts (U.S. schools) or NACES or AICE evaluations (international schools) from all undergraduate and graduate schools attended.
- Have earned a baccalaureate degree from a regionally accredited (or internationally recognized as equivalent) institution.
- Have earned a cumulative GPA from all collegiate (undergraduate and graduate) coursework of 3.25 or higher on a 4.0 scale overall, and 3.25 or higher science GPA as calculated by CASPA at the time of application.
- Interview with representatives of the program, 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. U.S. Military and Veterans who meet the qualifications are also 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 (<https://www.bethel.edu/graduate/academics/physician-assistant/how-to-apply/technical-standards.pdf>)).
- Criminal background checks, drug screens, and finger printing are required by many hospital organizations before PA students can enter their facilities. PA licensure is dependent upon many or all of these (depending on the state). Therefore, it is the responsibility of PA students who are accepted into the Bethel PA program to complete items as requested by the program. If there is a positive result, depending on the degree of positivity, enrollment in the Bethel PA program may not occur and Bethel legal counsel will be notified for appropriate deliberations. The cost of such requirements is the responsibility of the student

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 (<https://www.bethel.edu/graduate/academics/physician-assistant/how-to-apply/international-applicant-admissions/>).

## Degree Requirements

### M.S. in Physician Assistant

The required curriculum for the M.S. in Physician Assistant comprises a 112 semester credit sequence of courses over 27 months. The program requires four academic terms (15 months) of didactic training plus three academic terms (12 months) of clinical training. All biology (BIOL) courses must be passed with a grade of C or higher; all physician assistant (PHAS) courses must be passed with a grade of B or higher 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 <sup>1</sup>	4
BIOL 600L	Human Gross Anatomy and Histology Lab <sup>1</sup>	2
BIOL 610	Human Medical Physiology <sup>1</sup>	3
BIOL 620	Pharmacology & Therapeutics I <sup>1</sup>	3
BIOL 621	Medical Pathophysiology I <sup>1</sup>	2
BIOL 630	Pharmacology & Therapeutics II <sup>1</sup>	4
BIOL 631	Medical Pathophysiology II <sup>1</sup>	2
BIOL 640	Pharmacology and Therapeutics III <sup>1</sup>	2
BIOL 641	Medical Pathophysiology III <sup>1</sup>	2
PHAS 601	Introduction to History and Physical Examination <sup>1</sup>	2
PHAS 601L	Introduction to History and Physical Examination Lab <sup>1</sup>	1
PHAS 602	Patient Assessment and Diagnostics I <sup>1</sup>	2
PHAS 602L	Patient Assessment and Diagnostics Lab I <sup>1</sup>	1
PHAS 603	Patient Assessment and Diagnostics II <sup>1</sup>	3
PHAS 603L	Patient Assessment and Diagnostics Lab II <sup>1</sup>	1
PHAS 604	Patient Assessment & Diagnostics III <sup>1</sup>	1
PHAS 604L	Patient Assessment and Diagnostics Lab III <sup>1</sup>	1
PHAS 611	Foundation to Clinical Medicine <sup>1</sup>	4
PHAS 612	Clinical Medicine I <sup>1</sup>	6
PHAS 613	Clinical Medicine II <sup>1</sup>	7
PHAS 614	Clinical Medicine III <sup>1</sup>	5
PHAS 621	Evidence-Based Medicine and Research I <sup>1</sup>	2
PHAS 622L	Medical Problem Solving I <sup>1</sup>	1
PHAS 623L	Medical Problem Solving II <sup>1</sup>	1
PHAS 624L	Medical Problem Solving III <sup>1</sup>	1
PHAS 632	PA Professional Practice Issues I <sup>1</sup>	2
PHAS 633	Cultural & Prevention Competency <sup>1</sup>	2
PHAS 634	Christian Health Care and Applied Medical Ethics <sup>1</sup>	3
PHAS 641	Evidence-Based Medicine and Research II <sup>1</sup>	2
PHAS 710	Clinical Field Placements I <sup>1</sup>	12
PHAS 720	Clinical Field Placements II <sup>1</sup>	15
PHAS 730	Clinical Field Placements III <sup>1</sup>	9
PHAS 735	Physician Assistant Professional Practice Capstone <sup>1</sup>	2
PHAS 790	Evidence-Based Medicine Project/Thesis <sup>1</sup>	2
<b>Total Credits</b>		<b>112</b>

<sup>1</sup> Course must be taken for credit at Bethel.

## Strategic Leadership

### 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. 21) 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 <sup>1</sup>	0
LEAD 611	Leadership Theory & Personal Agency <sup>1</sup>	3
LEAD 621	Worldview, Ethics and Leadership <sup>1</sup>	3
LEAD 641	Organizational Diagnostics and Health <sup>1</sup>	3
LEAD 651	Leadership Formation and Strategic Talent Management <sup>1</sup>	3
LEAD 671	Strategic Communication for Leaders <sup>1</sup>	3
LEAD 795	Integrative Team Capstone <sup>1</sup>	3
SLDR 615	Managing Projects & Quality Initiatives	3
SLDR 630	Systems Perspectives on Leading Change	3
SLDR 640	Beyond Diversity	3
SLDR 650	Learning and Leading Through Conflict	3
SLDR 660	Followership: The Other Side of Leadership	3
SLDR 789	Portfolio Deliverable <sup>1</sup>	0
Select one of the following:		3
SLDR 605	Topics in Leadership Studies	
SLDR 645	Leading in Times of Crisis	
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> Course must be taken for credit at Bethel.



## Social Work

### Master of Social Work (MSW)

Centered around the advancement of human rights, Bethel's Master of Social Work (MSW) program seeks to promote social, economic, and environmental justice and empower graduates to work toward systemic change, impacting the health and wellbeing of individuals, families, and communities. The natural intersection of faith and justice is emphasized, as students study the theology of justice and intentionally integrate it into their learning and practices. The program is academically rigorous and research-based, with opportunities to collaborate with faculty on research for presentation locally and nationally, and fulfills requirements necessary for graduates to sit for the state licensure exam and obtain professional social work credentials. Clinical content required to sit for the ASWB exam is covered in year two of the program and meets the Minnesota Board of Social Work's requirements for the clinical content required to sit for the ASWB clinical licensure exam.

#### Accreditation

Bethel University is currently in *Pre-Candidacy* for Accreditation by the Council on Social Work Education (CSWE) Commission on Accreditation for the MSW program. Bethel's BA in Social Work has been accredited since 1981.

*Pre-Candidacy* for a baccalaureate or master's social work program by the CSWE Commission on Accreditation indicates that it has submitted an application to be reviewed for *Candidacy* and had its *Benchmark I* approved in draft form to move forward with *Candidacy* review within one year. A program that has attained *Pre-Candidacy* has not yet been reviewed by the Commission on Accreditation or been verified to be in compliance with the Educational Policy and Accreditation Standards.

Students who enter programs in *Pre-Candidacy* that attain *Candidacy* in the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. The *Candidacy* Process is typically a three-year process and there is no guarantee that a program in *Pre-Candidacy* will eventually attain *Candidacy* or *Initial Accreditation*.

*Candidacy* by the CSWE Commission on Accreditation applies to all locations and delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

For more information about social work accreditation, visit the CSWE website (<https://www.cswe.org/Accreditation/>). Or contact accreditation (<https://www.cswe.org/Accreditation/Information/Contact-Accreditation/>).

#### MSW: Full Program (p. 54)

The MSW Full Program option is for students who have completed undergraduate or graduate degrees in fields other than social work. The MSW full program option is 56-credits and can be completed in 24 months. Students will complete 900 hours in a field placement in order to meet graduation requirements.

#### MSW: Advanced Standing (p. 55)

The MSW Advanced Standing Program option is for students who have completed an undergraduate degree in social work from a CSWE accredited institution within the past seven years. The 35-credit option can be completed in 14 months. Students will complete 500 hours in a field placement in order to meet graduation requirements.



# Master of Social Work (MSW): Full Program

## Overview

The MSW full program option prepares graduate students for advanced, justice-informed, ethical and professional social work practice and licensure while emphasizing the commitment to the values of social work practice.

In the context of a liberal arts environment and with an ecosystems perspective, students learn how to apply advanced critical thinking skills at micro, mezzo, and macro levels while pursuing human rights and social, economic, and environmental justice in local and global contexts. Its organizational structure is both comprehensive and integrated and gives students a strong base from which to build advanced generalist and justice-informed practice knowledge, values, skills, and cognitive and affective processes. The first year of the full program is based on CSWE's nine generalist competencies and is designed to provide students a strong foundation in the academic and professional skills necessary for generalist social work practice at the master's level. Its organizational structure is both comprehensive and integrated to give students a strong base from which to build advanced generalist and justice-informed practice knowledge, values, skills, and cognitive and affective processes which occurs in the second year of the program. The justice-informed curriculum for year two, is based on nine specialized competencies and meets the Minnesota Board of Social Work's requirements for the clinical content required to sit for the ASWB clinical licensure exam.

Bethel University's Graduate School curriculum is designed to help each student achieve a solid generalist foundation as a requirement for graduation. The MSW program curriculum design creates a sequencing of concepts, techniques, and assignments to match the typical progression of development for social work students. This includes a curriculum based on the CSWE nine social work competencies (EPAS 2015) with the intentional development and integration of knowledge, values, skills, and cognitive and affective processes intricately interwoven into curriculum and course content. The MSW program emphasizes professional and ethical practice; practicing with diverse populations; promoting social, economic, and environmental justice; understanding agency-based research; social policy-making; and practice across individuals, families, groups, communities, and organizations; and thereby prepares students for generalist social work practice. The generalist foundation courses, necessary as preparation for specialized justice-informed social work practice, follow a developmental framework and are sequenced with each subsequent course building on the prerequisite courses.

## Program Outcomes

1. Demonstrate justice-informed ethical thinking and professionalism in social work practice.
2. Engage diversity and difference in justice-informed practice.
3. Engage in social work practices that advance human rights, social, economic and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in justice-informed policy practice.
6. Engage with individuals, families, groups, organizations, and communities through justice-informed practice.
7. Assess individuals, families, groups, organizations, and communities through justice-informed practice.
8. Intervene with individuals, families, groups, organizations, and communities through justice-informed practice.
9. Evaluate individuals, families, groups, organizations, and communities through justice-informed practice.

## Admission Requirements

The Master of Social Work: Full Program will consider applicants who:

- Meet the general requirements (p. 21) 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 three current 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

### Master of Social Work (MSW) Full Program

The required curriculum for the Master of Social Work comprises a 56 semester credit sequence of courses.

Code	Title	Credits
SOWK 600	Human Behavior in the Social Environment	3
SOWK 605	Advanced Social Work Practice I: Individuals and Families	3
SOWK 610	Social Welfare History and Policy Practice	3
SOWK 615	Field Seminar I	2
SOWK 620	Field Seminar II	2
SOWK 630	Advanced Social Work Practice II: Groups, Communities, and Organizations	3
SOWK 640	Diversity, Human Rights, Social Economic and Environmental Justice	3
SOWK 650	Social Work Research Methods & Design I	2
SOWK 700	Advanced Social Work Practice III	3
SOWK 705	Mental Health, Diagnosis, and Advanced Social Work Practice	3
SOWK 710	Trauma and Crisis in Social Work Practice	3
SOWK 715	Theology, Justice and Human Rights <sup>1</sup>	3
SOWK 720	Advanced Social Work Methods and Design II <sup>1</sup>	2
SOWK 725	Advanced Social Work Field Seminar III	2
SOWK 730	Advancing Social Policy, Justice Issues and Human Rights in our Communities	3
SOWK 735	Advanced Social Work Field Seminar IV	2
SOWK 740	Advanced Theory and Practice in Community and Global Contexts	2
SOWK 745	Advanced Social Work Methods and Design III <sup>1</sup>	2
SOWK 750	Advanced Social Work Field Seminar V	2
SOWK 755	Program Development, Fundraising and Grant Writing	2
SOWK 770	Environmental Justice, Health Disparities and Community Health	2
SOWK 780	Diversity, Oppression and Decolonization in Social Work	2
SOWK 790	Capstone Integrative Seminar <sup>1</sup>	2
<b>Total Credits</b>		<b>56</b>

<sup>1</sup> Course must be taken for credit at Bethel.

## Master of Social Work (MSW): Advanced Standing

### Overview

The MSW advanced standing program builds on CSWE's nine core generalist competencies and prepares graduate students for advanced, justice-informed, ethical and professional social work practice and licensure while emphasizing the commitment to the values of social work practice. The justice-informed curriculum is based on nine specialized competencies and meets the Minnesota Board of Social Work's requirements for the clinical content required to sit for the ASWB clinical licensure exam.

In the context of a liberal arts environment and with an ecosystems perspective, students learn how to apply advanced critical thinking skills at micro, mezzo, and macro levels while pursuing human rights and social, economic, and environmental justice in local and global contexts. The program fosters an emergent social imaginary that engages clients and constituencies as experts in their own experiences and builds upon the strengths and resiliency of all human beings. The integration and exploration of elements of diversity and the theology of justice allow students to learn how to practice advanced justice-informed social work through scholarship, service, justice, and leadership.

### Program Outcomes

1. Demonstrate justice-informed ethical thinking and professionalism in social work practice.
2. Engage diversity and difference in justice-informed practice.
3. Engage in social work practices that advance human rights, social, economic and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in justice-informed policy practice.
6. Engage with individuals, families, groups, organizations, and communities through justice-informed practice.
7. Assess individuals, families, groups, organizations, and communities through justice-informed practice.
8. Intervene with individuals, families, groups, organizations, and communities through justice-informed practice.
9. Evaluate individuals, families, groups, organizations, and communities through justice-informed practice.

## Admission Requirements

The Master of Social Work: Advanced Standing Program will consider applicants who:

- Meet the general requirements (p. 21) 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 degree in Social Work from a CSWE accredited institution.
- Submit three current 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 (p. 20).

## Degree Requirements

### Master of Social Work (MSW): Advanced Standing

The required curriculum for the Master of Social Work comprises a 35 semester credit sequence of courses.

Code	Title	Credits
SOWK 700	Advanced Social Work Practice III	3
SOWK 705	Mental Health, Diagnosis, and Advanced Social Work Practice	3
SOWK 710	Trauma and Crisis in Social Work Practice	3
SOWK 715	Theology, Justice and Human Rights <sup>1</sup>	3
SOWK 720	Advanced Social Work Methods and Design II <sup>1</sup>	2
SOWK 725	Advanced Social Work Field Seminar III	2
SOWK 730	Advancing Social Policy, Justice Issues and Human Rights in our Communities	3
SOWK 735	Advanced Social Work Field Seminar IV	2
SOWK 740	Advanced Theory and Practice in Community and Global Contexts	2
SOWK 745	Advanced Social Work Methods and Design III <sup>1</sup>	2
SOWK 750	Advanced Social Work Field Seminar V	2
SOWK 755	Program Development, Fundraising and Grant Writing	2
SOWK 770	Environmental Justice, Health Disparities and Community Health	2
SOWK 780	Diversity, Oppression and Decolonization in Social Work	2
SOWK 790	Capstone Integrative Seminar <sup>1</sup>	2
<b>Total Credits</b>		<b>35</b>

<sup>1</sup> Course must be taken for credit at Bethel.

## Special Programs

### Dual Degree: MA in Strategic Leadership & MBA

Bethel's dual degree option saves students' time to obtain two master's degrees: the MBA (p. 44) and Master's of Arts in Strategic Leadership (MASL) (p. 52). 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.

### Program Outcomes: MBA/MASL

#### MASL

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.

#### MBA

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. Prioritize relevant internal and external factors that affect business decision-making.
5. Create evidence-based solutions to business challenges and opportunities.
6. Analyze the complex relationship between local business conditions and the global commercial environment.
7. Apply effective leadership and collaboration strategies to virtual and culturally diverse environments.

### Admission Requirements

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

- Meet the general requirements (p. 21) 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: Master of Arts in Strategic Leadership (MASL) and MBA comprises a 60 semester credit sequence of courses.

Code	Title	Credits
<b>MBA Requirements</b>		
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 <sup>2</sup>		12
<b>MASL Requirements</b>		
SLDR 615	Managing Projects & Quality Initiatives <sup>2</sup>	3
SLDR 630	Systems Perspectives on Leading Change	3
SLDR 640	Beyond Diversity	3
SLDR 650	Learning and Leading Through Conflict	3
SLDR 660	Followership: The Other Side of Leadership	3
Select one of the following:		
SLDR 605	Topics in Leadership Studies	3
SLDR 635	Emerging Models of Work and Leadership	3
SLDR 645	Leading in Times of Crisis	3
<b>Shared Courses</b>		
LEAD 607	Engaging Your Potential <sup>1</sup>	0
LEAD 611	Leadership Theory & Personal Agency <sup>1</sup>	3
LEAD 641	Organizational Diagnostics and Health <sup>1</sup>	3
LEAD 651	Leadership Formation and Strategic Talent Management <sup>1</sup>	3
LEAD 661	Data Analytics for Leaders: Making Ethical Decisions <sup>1</sup>	3
LEAD 671	Strategic Communication for Leaders <sup>1</sup>	3
LEAD 789	MBA/MASL Dual-degree Portfolio Addendum <sup>1</sup>	0
LEAD 795	Integrative Team Capstone <sup>1</sup>	3
<b>Total Credits <sup>2</sup></b>		<b>57-60</b>

<sup>1</sup> Course must be taken for credit at Bethel.

<sup>2</sup> Students pursuing the Management Concentration will fulfill both an MBA and MASL requirement through SLDR615 and therefore will complete both degrees, having completed 57 credits total.

## Dual Degree: MA Strategic Leadership and DNP

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 (MASL) (p. 52) and Doctor of Nursing Practice (DNP) (p. 48) and prepares them for the complexities of leading a healthcare organization in an ever-changing market.

### Program Outcomes: MASL/DNP

#### MASL

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.

#### DNP

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.

### 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 70-71 semester credit sequence of courses.

Code	Title	Credits
LEAD 607	Engaging Your Potential	0
LEAD 641	Organizational Diagnostics and Health	3
LEAD 651	Leadership Formation and Strategic Talent Management	3
LEAD 661	Data Analytics for Leaders: Making Ethical Decisions	3
LEAD 795	Integrative Team Capstone	3
NURS 630	Nursing Leadership Practicum	5
NURS 615	Managing Projects & Quality Initiatives	3
SLDR 640	Beyond Diversity	3
SLDR 645	Leading in Times of Crisis	3
or SLDR 635	Emerging Models of Work and Leadership	
SLDR 650	Learning and Leading Through Conflict	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	2
NURS 841	DNP Practicum II	1
NURS 842	DNP Practicum III	2
NURS 843	Elective Practicum <sup>1</sup>	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
<b>Total Credits</b>		<b>70-71</b>

<sup>1</sup> Required for students who do not meet the minimum practicum hours.

# 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. 44) and Doctor of Nursing Practice (DNP) (p. 48) and prepares them for the complexities of leading within a healthcare organization in an ever-changing market.

## Program Outcomes: MBA/DNP

### MBA

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. Prioritize relevant internal and external factors that affect business decision-making.
5. Create evidence-based solutions to business challenges and opportunities.
6. Analyze the complex relationship between local business conditions and the global commercial environment.
7. Apply effective leadership and collaboration strategies to virtual and culturally diverse environments.

### DNP

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.

## 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 practicum 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 70-71 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 641	Organizational Diagnostics and Health	3
LEAD 651	Leadership Formation and Strategic Talent Management	3
LEAD 661	Data Analytics for Leaders: Making Ethical Decisions	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	2
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
<b>Total Credits</b>		<b>70-71</b>



## 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 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 612.

**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 key 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.

**BUSN 625 • Managerial Finance** 3 Credits

Exploration of the managerial finance discipline in business and including international and ethical implications. Topics covered include but are not limited to financial statement analysis, valuation and capital budgeting, risk and return analysis, capital structure and dividend policy, short-term and long-term financing alternatives, and international finance. Extensive utilization of spreadsheets and decision-making in solving problems and cases will be 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

Evaluation of market research and effectiveness of various marketing strategies. Analysis of emerging trends that influence marketing strategy decisions. Integration of the impact of globalization on international marketing practices. Distinguish between ethical and unethical marketing practices. Application of marketing concepts in light of a personal faith and the Christian worldview.

**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 641, LEAD 651, LEAD 661, 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:* \$35.

**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 normative child development cycle and the development of play. Application of various assessment techniques to clinical work with children, adolescents, and families. Analysis of play based assessment themes and metaphors. Exploration of ethical, spiritual, and cultural considerations when using play based assessments. Demonstration of the intake process from beginning to end including Diagnostic Interviewing, Developmental Assessment, Individual and Family Assessment, and Treatment Planning.

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

**COUN 710 • Foundational Play Therapy and Techniques 2 Credits**

Demonstration of knowledge of foundational play therapy theories and techniques. Articulation of rationale for using foundational theories. Analysis of themes present from the application of foundational theories and techniques. Explorations of ethical, spiritual, and cultural considerations when implementing foundational theories and techniques with a child and family. Application of foundational play therapy theories and techniques. Identification of personal cultural and spiritual bias considerations when working with diverse and underserved populations.

*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 3.5 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**

Application of economic analysis in formulating managerial decisions, drawing upon concepts of demand, production, costs, pricing strategies, profit and competition. Analysis of the broad macroeconomic forces that influence the business environment. 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**

Creation of standards-based, short and long-range plans that are linked to student needs and performance, connected to other disciplines, and include technology resources to support learning. Integration of evidence-based instructional strategies that meet learner needs. Development of assessments and evaluations using appropriate data practices. Examination of Christian perspectives and personal values within the professional practice of teaching.

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

Application of information gained through observations of general education, special education, EL and/or other teachers and students with specific learning needs in educational environments. Implementation of principles of effective instruction in the content area and grade level of licensure. Development of planning skills, instructional strategies, assessment skills, self-assessment skills, and professional dispositions using feedback from educational professionals. Observation of teachers' use of culturally-responsive instructional practices to incorporate students' experiences, cultures and communication into instruction.  
*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**

Methods and strategies for designing and implementing standards-based learning plans for secondary social studies students using a variety of materials and educational technology. Creation and implementation of formal and informal assessments for evaluating student progress and performance. Identification of classroom management practices in a technology-integrated environment. Identification of ways to involve business, community, co-curricular activities and extracurricular activities in creating educational opportunities. A Christian or personal worldview perspective on the role of teaching social studies.  
*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. Evaluation of the effects that racial, cultural, and economic factors have in the classroom. Exploration of practical classroom strategies for addressing diversity and inclusion challenges such as bias, discrimination, prejudices, racism, religion, gender, and sexism. Designing and differentiating a culturally-responsive curriculum for a variety of students. Differentiation of curriculum and teaching for gifted and talented students.

**EDUC 671 • Mathematics 5-12 Teaching Methods 4 Credits**

Methods and strategies for designing and implementing standards-based learning plans for secondary mathematics students using a variety of materials, educational technology, and multiple representations. Creation of assessments for evaluating student performance. Identification of effective classroom management practices that promote a positive learning environment. Ways to involve stakeholders, co-curricular activities and extracurricular activities to create educational opportunities. Exploration of connections between biblical principles and culturally-relevant mathematics instruction.

*Prerequisites: EDUC 634, EDUC 641.*

**EDUC 672 • Science 5-12 Teaching Methods 4 Credits**

Methods and strategies for designing and implementing standards-based learning plans for secondary science students. Creation of assessments for evaluating student progress and performance. Identification of effective classroom management practices in a technology-integrated environment. Safety guidelines for caring for scientific specimens, data, chemicals and equipment. Ways to involve business, industry, community organizations, co-curricular activities and extracurricular activities to create educational opportunities. Current topics in science education using a Christian and ethical perspective.

*Prerequisites: EDUC 634, EDUC 641.*

**EDUC 674 • Visual Arts K-12 Teaching Methods 4 Credits**

Methods and strategies for designing standards-based learning plans for K-12 visual arts students. Creation of assessments for evaluating student performance. Identification of effective classroom management practices in a technology-integrated environment. Ways to involve business, industry, community organizations, co-curricular activities and extracurricular activities to create educational opportunities. History, philosophy, and purposes of visual arts education. Approaches to teaching art history, religion, criticism, and aesthetics, and creation of art prototypes used in visual art learning environments.

*Prerequisites: EDUC 634, EDUC 641.*

**EDUC 676 • World Languages and Cultures K-12 Teaching Methods 4 Credits**

Methods and strategies for designing standards-based learning plans for grades K-12 World Languages and Cultures. Creation of assessments for evaluating student performance. Identification of effective classroom management practices in a technology-integrated environment. How second language acquisition theory informs language teaching. Demonstration of speaking proficiency in the target language and in English. Ways to involve stakeholders, co-curricular activities and extracurricular activities to create educational opportunities. Integration of personal faith or worldview on teaching languages and culture.

*Prerequisites: EDUC 634, EDUC 641.*

**EDUC 678 • ESL K-12 Teaching Methods 4 Credits**

Methods and strategies for designing standards-based learning plans for grades K-12 English as a second language. Creation of assessments for evaluating student performance. Identification of effective classroom management practices in a technology-integrated environment. Understanding of second language acquisition theory and research. Demonstration of speaking proficiency in English. Ways to involve stakeholders, co-curricular activities and extracurricular activities to create educational opportunities. Personal faith or worldview perspective on teaching languages and culture.

*Prerequisites: EDUC 634, EDUC 641.*

**EDUC 679 • Communication Arts and Literature 5-12 Teaching Methods 4 Credits**

Methods and strategies for designing and implementing standards-based learning plans for secondary communication and language arts students using a variety of materials and educational technology. Creation of formal and informal assessments useful for evaluating student progress and performance. Identification of effective classroom management practices that promote a positive learning environment in a technology-integrated environment. Application of philosophy, theory, and research for forming a healthy, professional, community-supported learning environment that includes Christian perspectives and personal values.

*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 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 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**

Methods and strategies for designing standards-based learning plans for secondary business students. Creation of assessments for evaluating student performance. Identification of effective classroom management practices in a technology-integrated environment. Ways to involve business, industry, community organizations, co-curricular activities and extracurricular activities to create educational opportunities. Strategies for recruiting business education students and organizing instruction about careers, entrepreneurship, work-based learning, and career and technical education based on key legislation.

*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; required when the thesis/project 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/project is granted final approval and receives a grade. Fee applies.

*Prerequisites: EDUC 790.*

**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 • Foundations of Classroom Management** 3 Credits  
Develop proactive skills for effective classroom leadership based on The Catalyst Approach. Strengthen relationships with students while creating a safe, inclusive, predictable, joyful, and productive learning environment that honors students' identities and cultural backgrounds. Establish habits for self-reflection and growth that accelerate implementation and promote continuous growth.

**EDUC 746 • Management Strategies for Inclusive Classrooms** 3 Credits  
Critical analysis of the way in which difference impacts relationships between teachers and students in the classroom. Apply specific strategies for maintaining an environment in which a variety of differences are honored so the teacher can authentically connect with each student as a unique and valued individual. .  
*Prerequisites: EDUC 745.*

**EDUC 747 • Facilitating Unified Classrooms** 4 Credits  
A deep examination of the dynamics that emerge among the people in a classroom community, with a specific emphasis on facilitating opportunities for all individuals to be included by others. Synthesize learning from previous courses to maximize the implementation of impactful and practical strategies that address some of the most sophisticated intricacies of managing a classroom.  
*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.  
*Corequisites: SPED 780 or SPED 781 or SPED 782 or SPED 783 or SPED 784. EdTPA fee \$300. Grade exceptions: Graded on an S/U basis.*

**EDUC 753 • Teacher Candidate Seminar** 3 Credits  
Analyzation of data from assessments to monitor student progress and guide next steps for instruction. Strategies for managing student behaviors to maximize learning. Use of classroom teaching, information about students, collaboration with professionals, problem-solving strategies and self-assessment in the teaching and learning environment. Creation of professional job search tools. Social, ethical, legal, and human issues surrounding the use of information and technology. Christian or personal perspectives on the Code of Ethics for Minnesota teachers.  
*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  
Introduction to the educational research process including planning for the process of writing and defending a thesis. Recognition of the characteristics of quantitative, qualitative, mixed-methods, meta-analysis, and action research designs. Reflection on research ethics from a Christian worldview. Demonstration of academic research and writing skills including APA formatting proficiency. Summarization of current, relevant literature on a feasible topic. Creation of a prospectus that contains key components of a proposed study.  
*Prerequisites: EDUC 614. 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  
Exploration of the International Baccalaureate's (IB) origin, mission, and philosophy. Analysis of the teaching and learning approaches in curriculum design that are used as a construct for the four programmes of the IB. Application of the pedagogical frameworks established in IB.

**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  
Planning and implementing standards-based instruction based on knowledge of subject matter, educational research and/or theory, appropriate educational technology, and diverse needs of students. Use of formal and informal assessment strategies to monitor growth and progress, give feedback, and guide next steps for instruction. Execution of effective classroom management techniques. Establishment of productive relationships, through effective verbal and written communication, with parents/guardians, counselors, teachers, and other school-based stakeholders.  
*Prerequisites: EDUC 627, EDUC 630, EDUC 634, EDUC 665, EDUC 669 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** 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 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**

Continuation of student teaching for a K-12 teaching license. Planning and implementing standards-based instruction based on knowledge of subject matter, educational research and/or theory, appropriate educational technology, and diverse needs of students. Use of formal and informal assessment strategies to monitor growth and progress, give feedback, and guide instruction. Execution of effective classroom management techniques. Establishment of relationships, through effective verbal and written communication, with parents/guardians, counselors, teachers, and other stakeholders.

*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 755. *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 both qualitative and quantitative research, including sampling, measurement, data collection, and analysis. Training in the use of both qualitative and quantitative data analysis software. Integration of faith and/or ethical values in research. Application of research design and theories to the dissertation prospectus.

*Prerequisites: EDUC 845. Grade exceptions: The course will be graded on an A/F basis.*

**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

Application of research design principles including selection of participants, instruments/protocols, data collection approaches, data analyses, field tests. Analysis of limitations/delimitations and ethical issues in research. Evaluation and development of data collection tools and protocols. Analysis of data using appropriate methods and tools.

*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; required when the thesis/project 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/project is granted final approval and receives a grade. Fee applies.  
*Prerequisites: EDUC 891.*

**HCAM • Healthcare Administration**

**HCAM 600 • Healthcare Policy and Economics** 3 Credits

Examination of healthcare policies from an economic perspective. Exploration of foundational economic theories and their relationships to the structure and function of the US healthcare system. Analysis of the determinants to health, the social distribution of health and disease, health disparities, quality, cost and accessibility of healthcare services.  
*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 661 • Data Analytics for Leaders: Making Ethical Decisions** 3 Credits

Exploration of data analytics relevant to the business setting. Analyze methods to visualize and explain quantitative data. Synthesis of appropriate strategies to make ethical and effective data-driven managerial decisions.  
*Prerequisites: LEAD 607.*

**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 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, LEAD631, LEAD 641, LEAD 651, LEAD 661. 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

Analysis of both historical perspectives and current societal influences with consideration of how each have impacted the development of nurse-midwifery and the midwifery profession.

*Exam proctoring fee: \$18.*

### NURS 606 • Advanced Health Assessment 4 Credits

Use of comprehensive and systematic health history to identify patient health status and health promotion needs. Demonstration of the ability to conduct a systematic physical examination with a caring presence and in a proficient manner. Use of evidence based standards to develop relevant diagnoses and plans of care across the lifespan.

*Clinical immunization documentation tracking and verification fee: \$70, live model patient fee: \$100, Typhon clinical tracking system fee: \$90.*

### NURS 611 • Advanced Pharmacology 3 Credits

Application of the principles of pharmacotherapy to promote health and manage illness from a client-centered perspective for diverse populations across the lifespan. Consideration of both ethical and legal implications in relation to the process of drug use from development through distribution and administration. Inclusion of complementary and alternative therapies that are evidence-based.

*Prerequisites: NURS 620, NURS 673. Exam proctoring fee: \$18.*

### NURS 614 • Sexual and Reproductive Health for Advance Practice Nurses 4 Credits

Integration of theory and evidence related to sexual and reproductive healthcare for holistic management and support of 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

Management of antepartal care using evidence-based practice guidelines as well as laboratory and diagnostic studies. Determination of health promotion needs and plan of care including deviations from normal during pregnancy. Consideration of the impact of personal and professional ethics and beliefs while providing advanced practice nursing 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 intrapartum and postpartum care.

*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 602, NURS 620, NURS 673. 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 602, NURS 620, 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 622 • Primary Care for Advanced Practice Nurses 3 Credits

Presentation of the concepts of person-centered primary care from adolescence through the lifespan. Use of evidence-based resources to detect and prevent common health problems, and to compare management options from a holistic perspective within the context of family and community. Incorporation of inclusiveness and respect of diverse backgrounds, identities, and patient's personal belief systems.

### NURS 626 • Evidence Translation for Practice 3 Credits

Analysis of the research process, including critical appraisal of literature, to address questions related to advanced practice nursing. Application of an evidence-based model to problems in advanced practice nursing. Consideration of the role of ethical principles and Christian faith perspectives as they relate to theoretical perspectives, research methods, and evidence dissemination strategies.

### 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 from an advanced practice nursing perspective. Consideration of differences in physiologic responses to health and illness in diverse populations across the lifespan. Use of primary, secondary, and tertiary prevention to evaluate management of homeostasis disruptions.

### 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; required when the thesis/project 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/project is granted final approval and receives a grade. Fee applies.

*Prerequisites: NURS 793.*

**NURS 714 • Nurse-Midwifery I: Practicum 2 Credits**

Application of the Advanced Practice Nursing process, theory, and evidence to provide holistic gynecological, and primary care for individuals throughout the lifespan.

*Prerequisites: NURS 602, NURS 606, NURS 620, NURS 622, NURS 673. 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 602, NURS 606, NURS 620, NURS 622, 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 719 • Nurse-Midwifery III: Intrapartum Practicum 4 Credits**

Applies the midwifery management process, theory, and evidence to provide holistic care during labor, birth, and the postpartum period. Applies the midwifery management process, theory, and evidence to provide holistic care to the healthy newborn.

*Prerequisites: NURS 606, NURS 611, NURS 620, NURS 673, NURS 714, NURS 716.*

**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 626. 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 719. 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 • Capstone: Methodological Reviews 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 collaboration with clinical partners. Format: Seminar.

*Prerequisites: NURS 673, NURS 620.*

**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 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 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. 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.*

**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 supervision 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, challenges, and skills associated with project management. Analysis of connections among human behavior, knowledge, and processes that influence the success of projects in organizations. Assessment of projects, management, and tools for management based on best practice including the integration of cultural and diversity intelligence for competitive advantage in the marketplace.

*Prerequisites: LEAD 607 or LEAD 611, LEAD 641.*

**SLDR 630 • Systems Perspectives on 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**

This course examines diversity in the 21st century to include numerous and complex dimensions that relate to the workplace. Use of cultural intelligence resources, tools and assessments to increase personal awareness and an understanding of others. Synthesis of diversity theory, cultural intelligence theory, cooperation and competition theory, along with tools to build an inclusive and effective workplace. Construct an inclusive workplace model to increase innovation and creativity for competitive advantage in business.

*Prerequisites: LEAD 607 or LEAD 611, LEAD 671.*

**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 641, LEAD 651, LEAD 661, LEAD 671.*

**SLDR 650 • Learning and Leading Through Conflict 3 Credits**

Introduction to a systems view of conflict management. Integration of cognitive developmental theory and Christian spirituality with practical approaches to conflict management. Analysis of the relationships between mission, power, and respect in personal and organizational conflict contexts. Functional rehearsal of Alternative Dispute Resolution methods. Development of holistic approaches to leading others in the midst of conflict.

*Prerequisites: LEAD 607 or LEAD 611, LEAD 651.*

**SLDR 660 • Followership: The Other Side of Leadership 3 Credits**

Examination of followership. Overview of traditional views and attitudes toward followers. Analysis of Kelley's model of followership types and the characteristics of an exemplary follower. Analysis of the relationship between leaders and followers and investigation into the relationship between followers and toxic leaders. Application of Values-Based Leadership including identification of traits and values of followers. Evaluation of personal followership style and development of a plan for improving abilities as a follower.

*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 641, LEAD 651, LEAD 661, LEAD 671. Grade exceptions: Graded on an S/U basis. \$110 Coach Portfolio Evaluation Fee.*

**SOWK • Social Work****SOWK 600 • Human Behavior in the Social Environment 3 Credits**

Analysis of individuals, families and groups utilizing systems theory, learning theories and psychosocial frameworks as part of the human behavior in the social environment perspective. Appraisal of important lifespan milestones and the influence of social environment on human development. Application of information and theories consistent with social work values and the promotion of social and economic justice.

*EXXAT fee: \$195, SWEAP FCAI- professional assessment (pre) fee: \$75, IDI (pre) fee: \$75.*

**SOWK 605 • Advanced Social Work Practice I: Individuals and Families 3 Credits**

Introduction to the generalist social work practice with individuals and families. Understanding of the theoretical framework of the phases of social work practice including engagement, assessment, intervention, evaluation, and termination. Emphasis placed on anti-racist, evidence-based intervention skills in the areas of rapport building, interviewing, critical thinking, and ethical decision-making. Practicing of social work skills related to the use of the professional self in relationships with clients.

*Corequisites: SOWK 615.*

**SOWK 610 • Social Welfare History and Policy Practice 3 Credits**

Exploration of how social welfare history informs the development of social workers' skills in contemporary society. Exploration of the ways the developing American societal culture, structure and values contributed to oppression and marginalization. Identification of the strengths and weaknesses of the American welfare state.

Analysis of the major social policies and programs that exist. Development of the skills of policy analysis, formulation and advocacy. Identification of social policy positions of diverse religious traditions.

*Day at the Hill fee: \$30, Day at the Capital fee: \$30.*

**SOWK 615 • Field Seminar I 2 Credits**

Introduction to the field experience in community-based practice setting. Integration of beginning knowledge, values, skills, cognitive and affective processes for ethical social work practice with an emphasis on the development of professional identity under supervision of a qualified field instructor.

*Corequisites: SOWK 605. EXXAT Fee \$195, SWEAP FPPAI professional assessment fee: \$25, Professional expert training fee: \$50.*



**SOWK 620 • Field Seminar II 2 Credits**

Field experience in which students apply and integrate beginning knowledge, values, skills, and ethics for social work practice with an emphasis on diversity, human rights and justice, and professional generalist practice. Weekly on-campus field seminar supports integration while students work a minimum of 200 hours in field setting under agency supervision.

*SWEAP FPPAI professional assessment fee: \$25, Professional Trainings by outside licensed experts for CEHs fee: \$50.*

**SOWK 630 • Advanced Social Work Practice II: Groups, Communities, and Organizations 3 Credits**

Explanation of how diversity shapes the human experience in the context of organizations, groups and communities. Analysis of the extent to which sociocultural structures create privilege and power. Application of theoretical models incorporating social justice practices in macro practice. Application of practices reducing oppressive structural barriers. Application of multidisciplinary theoretical frameworks. Investigation of the issues, problems, needs, resources in macro practice. Interpretation of organizational and community data to inform effective evidence informed intervention strategies.

*SWEAP FCAI- professional assessment fee (post) fee: \$15.*

**SOWK 640 • Diversity, Human Rights, Social Economic and Environmental Justice 3 Credits**

Examination of historical and current societal conditions and their impact on individuals and communities. Exploration of culture, power, oppression, exclusion, and the impact of diverse realities in the U.S. Comparative examination through the synthesis of contemporary writings, social theory, and diverse voices. Understanding and critical evaluation of how market economies operate, their broad socioeconomic consequences, and their impact on the lives of socially disadvantaged people.

**SOWK 650 • Social Work Research Methods & Design I 2 Credits**

Evaluation of the ethical concerns in research. Critique of research methodologies including quantitative, qualitative, and single subject design. Connection of evidence-based practice and program evaluation research to improvements in practice, policy, and social service delivery. Critique of relevant evidence-based scholarly published research as research consumers. Explanation of protections for research subjects, ethical standards found in the NASW Code of Ethics regarding research, and ethical research guidelines and procedures.

**SOWK 700 • Advanced Social Work Practice III 3 Credits**

Assessment of diverse factors when making ethical, justice-informed practice decisions to attend to complex personal and systemic injustice factors which impact well-being. Application of evidenced-based, justice-informed social work theories and modalities in manners that are culturally appropriate and utilize critical thinking to inform and communicate professional judgments. Development of advanced engagement, assessment, intervention, and evaluation skills with individuals, families, groups, communities and organizations with application of justice promoting practices.

*Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. EXXAT fee (for Advanced Standing Students only): \$195, SWEAP FCAI- professional assessment (pre) fee: \$15. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course.*

**SOWK 705 • Mental Health, Diagnosis, and Advanced Social Work Practice 3 Credits**

Develop the knowledge and skills necessary for working with individuals with a SPMI diagnosis (serious mental illness) using recovery-oriented, evidence-based practices. Students will become familiar with evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality mental health practice with diverse groups.

*Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650, SOWK 700. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course, with the exception of SOWK 700.*

**SOWK 710 • Trauma and Crisis in Social Work Practice 3 Credits**

Theories associated with conceptualizing trauma and crisis • Nature and types of trauma/crisis – A review of typologies • Survey of intervention models • Psychosocial factors associated with trauma response (e.g., age, ability, gender, cultural and racial identities, class, and spirituality/religious faith) • Overview of the cognitive, affective, behavioral, neurological sequelae associated with trauma • Introduction and application of skills and techniques utilized in crisis intervention, including assessment and triage, safety and security concerns, facilitation of validation, and preparation and rehearsal for maintenance • Review of current practice trends in post trauma therapy • Special topics in intervention including assessment of lethality, mass disaster, death notification, suicide of the young, and the role of spirituality • Caring for the caregiver: Attenuating compassion fatigue 2 V. Learning competencies will be eval .

*Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650, SOWK 700. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course, with the exception of SOWK 700.*

**SOWK 715 • Theology, Justice and Human Rights 3 Credits**

Contemporary discussions about justice, human rights, and theology with a special focus on John Stuart Mill, John Rawls, Robert Nozick, Catholic Social Teaching, Reinhold Niebuhr, Jose Porfirio Miranda and Marin Buber. Exploration of conceptions of human rights as they relate to philosophy, theology and social work practice. Creative and reflective exploration of humanity and how theology shapes approaches to justice. Exploration of current social justice issues that challenge Christian communities today.

*Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course.*

**SOWK 720 • Advanced Social Work Methods and Design II 2 Credits**

Students will engage in the IRB process, complete CITI training, acquire skills to administer a qualtrics survey in an agency based setting, and prepare a literature review on a subject specific to their research proposal. Students will develop a research proposal related to their field of practice. Students will prepare questions for their agency based research. Students will write a formal methodology for their research proposal.

*Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course.*

**SOWK 725 • Advanced Social Work Field Seminar III 2 Credits**

Field practicum in a practice setting in which students perform the role of a professional social worker under supervision of a qualified field instructor. Weekly on-campus field seminar, facilitated by social work faculty, supports integration of theory with social work practice. Students work a minimum of 175 hours in field. A structured learning contract provides application of social work knowledge, values, and skills.

*Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course. SWEAP FPPAI professional assessment fee: \$25, Professional Trainings by outside licensed experts for CEHs fee: \$50.*

**SOWK 730 • Advancing Social Policy, Justice Issues and Human Rights in our Communities 3 Credits**

Explore advanced models of policy analysis applied to social welfare issues and challenges from a socio-cultural/ political viewpoint. Explore impacts/ unintended consequences of current service delivery and resource allocation and whether it meets the needs of marginalized communities. Explore intersections of policy and social work practice including models of policy analysis and analytical skills required for policy practice.

*Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course.*

**SOWK 735 • Advanced Social Work Field Seminar IV 2 Credits**

Field practicum in a practice setting in which students perform the role of a professional social worker under supervision of a qualified field instructor. Weekly on-campus field seminar, facilitated by social work faculty, supports integration of theory with social work practice. Students work a minimum of 175 hours in field. A structured learning contract provides application of social work knowledge, values, and skills.

*Prerequisites: SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650, SOWK 700, SOWK 725. Special Notes: Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course, with the exception of SOWK 700 and SOWK 725. SWEAP FPPAI professional assessment fee: \$25, Professional Trainings by outside licensed experts for CEHs fee: \$50.*

**SOWK 740 • Advanced Theory and Practice in Community and Global Contexts 2 Credits**

Understand the complexity of global community practice and social development and the roles that social work plays in advancing social, economic, and environmental justice. Understand and critically analyze globalization and its impact on local contexts, to develop skills in working with communities and marginalized groups. Develop an advanced understanding of the civil society and current trends in international social development. Using a human rights framework, develop an awareness and analyze ethical issues facing global communities. Apply a rights-based discourse analysis to develop community and capacity building strategies in global and local contexts. Develop awareness of the global community from a social work perspective.

*Prerequisites:* SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650, SOWK 700. *Special Notes:* Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course, with the exception of SOWK 700.

**SOWK 745 • Advanced Social Work Methods and Design III 2 Credits**

Students will engage in research at their agencies. Students will complete their research, disseminate the findings and present their findings in a formal paper (including literature review) and presentation to colleagues.

*Prerequisites:* SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650, SOWK 720. *Special Notes:* Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course, with the exception of SOWK 720.

**SOWK 750 • Advanced Social Work Field Seminar V 2 Credits**

Field practicum in a practice setting in which students perform the role of a professional social worker under supervision of a qualified field instructor. Weekly on-campus field seminar, facilitated by social work faculty, supports integration of theory with social work practice. Students work a minimum of 150 hours in field. A structured learning contract provides application of social work knowledge, values, and skills. Final formal field evaluation occurs in this course.

*Prerequisites:* SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650, SOWK 700, SOWK 725, SOWK 735. *Special Notes:* Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course, with the exception of SOWK 700, SOWK 725, and SOWK 735.

**SOWK 755 • Program Development, Fundraising and Grant Writing 2 Credits**

This experiential course will introduce social work students to the grant-development process. The course will familiarize students with how to: Plan and conceptualize a grant geared for specific funders, write selected elements of the grant narrative, develop a budget/justification. Students will gain knowledge about various types of funders including government, private and philanthropic organizations. Students will gain an understanding of how to administer and report on a grant. Issues related to sustainability will be explored from the perspective of acquiring grant funding to serve marginalized communities. Students will create a grant project.

*Prerequisites:* SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. *Special Notes:* Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course.

**SOWK 770 • Environmental Justice, Health Disparities and Community Health 2 Credits**

Explore and understand the concept of a critical, decolonizing, anti-oppressive and ecological framework for engaging in social work practice. Develop ability to engage in professional practice which incorporates critical theory to investigate the impact of colonialism from a systems perspective. Learn key issues about health, social determinants for health and disparities in health across marginalized communities.

*Prerequisites:* SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. *Special Notes:* Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course. *Diversity plan fee:* \$125, *Professional Trainings by outside licensed experts for CEHs fee:* \$50.

**SOWK 780 • Diversity, Oppression and Decolonization in Social Work 2 Credits**

Assumptions underlying theory and research methodologies from which basic constructs of human behavior are drawn will be examined to understand how power and other dynamics manage and sustain oppression at the individual and institutional levels. Also of interest is how oppression affects service delivery at micro and macro levels, particularly social policies and strategic planning which drive the shape of services. Culture, power, oppression, exclusion, and the impact of diverse realities in the U.S. are explored. Engages students in a comparative examination through the synthesis of contemporary writings, social theory, and diverse voices with an eye to the continued decolonization of social work practice.

*Prerequisites:* SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. *Special Notes:* Students in the Advanced Standing MSW program have already met the prerequisite requirements for this course. *Diversity plan fee:* \$125, *Professional Trainings by outside licensed experts for CEHs fee:* \$50.

**SOWK 790 • Capstone Integrative Seminar 2 Credits**

Integrative seminar to demonstrate readiness to practice social work at an advanced level in the student's area of specialization.

*Prerequisites:* SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650, SOWK 700, SOWK 705, SOWK 710, SOWK 715, SOWK 720, SOWK 725, SOWK 730, SOWK 735, SOWK 740, SOWK 745, SOWK 750, SOWK 755, SOWK 770, SOWK 780. *Special Notes:* Students in the Advanced Standing MSW program have already met the prerequisite requirements of SOWK 600, SOWK 605, SOWK 610, SOWK 615, SOWK 620, SOWK 630, SOWK 640, SOWK 650. *Capstone Professional Presentation Materials fee:* \$45, *ASWB Practice Exam fee:* \$30, *SWEAP FCAI- professional assessment (post) fee:* \$15, *IDI (post) fee:* \$50.

**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.*

**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, SPED 625, SPED 631, SPED 641, SPED 655, SPED 670, SPED 673, 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.*

**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, 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. Grade exceptions: Graded on an S/U basis. Special Notes: Course is restricted to students who have a qualifying teacher's license. 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, 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, 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.*

**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.*

**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.*

**TEAC• Teaching****TEAC 601 • Structured Literacy and the Science of Reading 3 Credits**

Exploration of the cognitive science of foundation reading acquisition and components of research-based structured literacy practices in the elementary classroom. Application of Strategies for meeting the needs of all readers, including those with dyslexia.

**TEAC 606 • Teacher as Leader 3 Credits**

Analysis of the critical impact of the teacher in the educational process. Examination of a variety of information 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. Development of reflective practice and goals for leadership and professional growth are addressed.

**TEAC 610 • Content Research in Practice 2 Credits**

Use of evidence based research to inform instructional practice is a critical skill for practicing teachers. The ability to locate, curate, analyze and apply educational research will be mastered. Creation of unique applications of research from specific k-12 content is the primary focus of this course.

**TEAC 616 • Improving Instruction 3 Credits**

Examination of a variety of theories, approaches and instructional strategies that build on the experience of practicing teachers. 21st century skills and the study of model schools known for their innovative practices based on strong rationales and underlying theories. Intention of the course is to renew teachers' current knowledge base, craft of teaching, and new models of "doing school".

**TEAC 635 • Applied Classroom Assessment 3 Credits**

Examination of the core principles of how assessment can accelerate student learning when applied systematically. Development of thinking habits that lead to consistent and purposeful implementation of practices that motivate, inspire, and empower students to take ownership of their learning.

**TEAC 697 • Capstone Extension 0 Credit**

Extension course for continued enrollment; required when the thesis/project 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/project is granted final approval and receives a grade. Fee applies.

*Prerequisites: TEAC 790.*

**TEAC 730 • Introduction to Differentiation and Responsive Teaching 3 Credits**

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

**TEAC 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.

**TEAC 732 • Culturally Responsive Instruction** 3 Credits

Examination of multicultural research, theory and practice as a foundation to cultural understanding in the classroom. Exploration of their role as teacher in a culturally changing learning environment as they develop instructional strategies based on research-based best practice to continually improve as culturally responsive practitioners.

**TEAC 756 • Preparing the Thesis Project** 1 Credit

Preparation for the process of designing and writing a master's level thesis or conducting action research. Exploration of the selection and refinement of a research topic; the nature and scope of master's thesis/action research project; APA style; and preparation for the oral examination process. 202312.

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

**TEAC 765 • Topics in Teaching** 1-9 Credits

Selected topics in teaching and education.

**TEAC 790 • Thesis Writing Studio** 3 Credits

Exploration of a significant educational issue relevant to the student's professional involvement through an independent, step by step, individually supervised process to develop a thesis or project. 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: TEAC 756 Grade exceptions: Graded on an S/U basis.*

## Tuition, Student Account, and Financial Aid

### Tuition and Program-Specific Student Fees

Visit the Tuition and Costs page (<https://www.bethel.edu/graduate/financial-aid/tuition/>) for current tuition and fees. Any changes will be reflected as details are released and will typically take effect at the beginning of an academic term. Published information includes tuition for each academic program, course audit fees, and other costs.

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

## Student Account Information

### Online Monthly Statements

Around the 17th of each month, an email will be sent to the student's Bethel email address alerting them that the monthly statement is available to view online with a link to access your statement. Monthly statements will not be mailed to the home address.

View online monthly statements through My Bethel (My Bethel > My Statements and Finances > Make a Payment. This will direct you to TouchNet where statements can be viewed).

#### Ways to Make a Payment

- **Online:** My Bethel > My Statements and Finances > Make a Payment. This will direct you to the Touchnet/Bill-Pay site. Click "Make a Payment" and follow the prompts.
- **In person:** Pay by check or money order at the Business Office (Anderson Center, 5<sup>th</sup> Level) 8 a.m. - 4:30 p.m. M-F. (Credit cards are accepted online only.)
- **Drop Box:** A drop box is located next to the ATM machine near the entrance of the Campus Store on the 3900 campus. Items in the drop box will be delivered to the Business Office one time per business day.
- **U.S. Mail:** Mail a check to: Bethel University, Business Office, 3900 Bethel Drive, St. Paul, MN 55112. Please include your student ID number in the memo portion of the check.

## Authorized Users

If a student would like to give electronic access to a spouse or another person to view an account and make online payments, the student will need to authorize that person as a user. For more information visit the authorized users webpage.

Authorized users can view the student's account and pay online ([https://epay.bethel.edu/C20433\\_tsa/web/login.jsp](https://epay.bethel.edu/C20433_tsa/web/login.jsp)).

## Registration Hold

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

Any student who pays an outstanding balance by check will have their registration dropped if the check is returned from the bank due to non-sufficient funds. The student will not be permitted to re-register until full payment is received. If repayment is made via check, registration will be granted when the check clears the bank.

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

## Transcript Hold

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

## Financial Clearance for Graduation

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

## Financial Suspension

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

## Late fees

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

## Past Due Accounts

The following paragraphs apply to all students:

**Default:** I will be in default if: I fail to pay the total amount payable when due, any scheduled payment under either a semester payment plan or installment plan, or any other fee (which may include, but are not limited to, charges such as parking fines, library fees, other charges for violations of Bethel University policies, or any other amount billed to my student account) by the 15<sup>th</sup> 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 15<sup>th</sup> day of the month following the month in which it was due, I agree to pay Bethel University a default charge of six percent (6%) of the unpaid and past due amount of my Obligation. In addition, Bethel University may prohibit me from scheduling courses for the current or following semester; remove me from current courses; withhold course credits, academic transcripts, and my diploma without prior notice until the Obligation is paid in full. Bethel University may also exercise any other legal rights it may have, including engaging a collection agency to enforce its rights hereunder or taking legal actions to collect amounts due to it. In the event Bethel University incurs expenses collecting my Obligation, I agree to pay all reasonable attorneys' fees, legal expenses, and collections fees that result from my default (unless prohibited by law) at the rate of twenty-two percent (22%) of the unpaid Obligation. Even if I am in default, Bethel University may or may not require immediate payment, and may delay enforcing any of its rights without waiving them.

## Returned Payment Fee

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

## Child Day Care Center

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

## Refunds

Students who are eligible for a refund may receive billing refunds (tuition, fees) and/or financial aid refunds. A billing refund credits funds to the student's account, thereby decreasing the amount that is owed on the student account. A financial

aid refund reduces the amount of aid available to pay the billing charges, thereby increasing the amount that is owed on the student's account.

Full payment is due on the start date of each course. Therefore, the student account will be billed once the student has been registered for his/her course(s). Students are responsible for payment reaching the St. Paul Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance of registration for funds to be disbursed at the beginning of the term. A late fee of .5% per month will be assessed on any charges more than 30 days past due. Enrollment for subsequent courses is dependent on full payment of the previous expenses.

## Tuition, Fees, and Payments on Student Accounts

Full payment is due on the start date of each course. Tuition is generated through information from the Office of the Registrar. Therefore, the student account will be billed once the student has been registered for his/her course(s). Students are responsible for payment reaching the St. Paul Business Office when due, regardless of the source of payment. Payment must be received in U.S. dollars. If loans are needed to help meet a financial obligation, students may apply for them through the Office of Financial Aid. Loan applications should be made well in advance of registration for funds to be disbursed at the beginning of the term. A late fee of .5% per month will be assessed on any charges more than 30 days past due. Enrollment for subsequent courses is dependent on full payment of the previous expenses.

## Tuition and Fees Refund Schedule

### Full Refund Period

Students who drop a course will receive full tuition refund for eight calendar days unless the course is less than five weeks in length. If the course is less than five weeks in length, students will receive full tuition refund through the first 3 days of the course.

### Full Refund

Students are entitled to a 100% refund of tuition if they drop a course during the full refund period. They are not entitled to a full refund if they withdraw from or complete the course.

### Pro-Rata Refund

Students who withdraw from a course receive a pro-rata refund of tuition up to and including 50% of the enrollment period. The withdrawal period may be longer than the pro-rata refund period. The percentage of tuition and financial aid retained on the student's account is equal to the percentage of the period of enrollment that was completed.

### No Refund

Students are not eligible for any refund once 50% of a class is completed.

For detailed billing refund dates, see the Business Office website (<https://www.bethel.edu/business-office/>).

## Employer Tuition Reimbursement

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

To request tuition reimbursement billing invoices, contact the Business Office at 651.638.6208, or email your request to [business-office@bethel.edu](mailto:business-office@bethel.edu).

The following information will be included on the invoices:

- Student name, address, and Bethel ID number
- Course number
- Course name
- Number of credits
- Beginning and ending dates of the course
- Tuition amount



# Financial Aid

## Application Procedure

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

## Financial Aid Programs

Visit [bethel.edu/adult-undergrad/financial-aid/types](https://www.bethel.edu/adult-undergrad/financial-aid/types) (<https://www.bethel.edu/adult-undergrad/financial-aid/types>) or [bethel.edu/graduate/financial-aid/types](https://www.bethel.edu/graduate/financial-aid/types) (<https://www.bethel.edu/graduate/financial-aid/types>) or contact the Office of Financial Aid for information regarding the availability of scholarships, grants, and loans.

## Financial Aid Criteria

Financial aid is calculated with the assumption that students will progress through the sequence of courses in their chosen majors. Students considering a change in enrollment status are strongly encouraged to contact the Office of Financial Aid, the Bethel Business Office, and the CAPS or GS student success advisor prior to taking any action.

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

## Financial Aid Satisfactory Academic Progress Policy

Please visit [bethel.edu/adult-undergrad/financial-aid/eligibility/academic-progress](https://www.bethel.edu/adult-undergrad/financial-aid/eligibility/academic-progress) (<https://www.bethel.edu/adult-undergrad/financial-aid/eligibility/academic-progress>) or [bethel.edu/graduate/financial-aid/eligibility/academic-progress](https://www.bethel.edu/graduate/financial-aid/eligibility/academic-progress) (<https://www.bethel.edu/graduate/financial-aid/eligibility/academic-progress>) to review the complete current policy.

### Process Overview and Responsibilities

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

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

### Evaluating Financial Aid SAP

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

- **Qualitative Measure.** Undergraduate students must maintain a cumulative GPA of at least 2.0. All undergraduate coursework is considered when calculating the cumulative GPA for undergraduate degrees. At the graduate level, cumulative GPA is calculated separately for Graduate School programs at the doctoral level and Graduate School programs at the master's level.
- **Pace of Completion.** Students must progress through their educational program at a pace that ensures they will complete the program within the maximum time frame. The pace is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted. Students must successfully complete a minimum of 67% of their cumulative attempted credits (including any transfer credits, advanced placement [AP], or College Level Examination Program [CLEP] credit).

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

To accommodate these special circumstances, students may continue receiving aid until they either

1. complete graduation requirements for their program of study, or
2. attempt 150% of the number of credits (including transfer credits, advanced placement, or CLEP credits) required for their program of study, or
3. reach the point where they cannot earn the number of credits necessary to complete their program of study within 150% of required credits for the degree, whichever comes first.

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

Program of Study	Maximum Time Frame
Undergraduate Certificate	Varies (150% x ___ credits in certificate)
Associate Degree	60 x 1.5 = 90 semester credits
Baccalaureate Degree	122 x 1.5 = 183 semester credits

### Treatment of Special Academic Course Situations

- **Term.** The Office of Financial Aid evaluates SAP at the end of each regular semester. All terms of enrollment are counted for SAP, including terms in which a student did not receive financial aid.
- **Remedial Courses.** Remedial courses are treated the same as non-remedial courses in evaluation of quality, pace, and maximum time frame. Foundations for Academic Readiness (FAR) courses are considered remedial courses.
- **Pass/Fail Courses.** Some of Bethel's courses offer a grade of Satisfactory (S) or Unsatisfactory (U). These courses are not included in the calculation of GPA; they are counted as attempted credits. Courses with an S grade are considered earned credits. Courses with a U grade are not earned credits.
- **English as a Second Language Courses.** Bethel does not offer ESL courses.
- **Repeated Courses.** Courses that a student is repeating are included when determining the student's enrollment status for Title IV purposes as long as the course is not a result of
  - more than one repetition of a previously passed course, or
  - any repetition of a previously passed course due to the student failing other coursework.
 Repeated courses are always included in the cumulative credits attempted and maximum time frame calculation. They are included in the GPA and cumulative credits earned calculations provided the grade for the repeated courses and the original course are both included in the GPA calculation.
- **Audited and Enrichment Courses.** Courses that are audited or not eligible for academic credit are excluded from SAP calculations since they are ineligible for federal, state, or institutional financial aid programs.
- **Earned Credits.** For purposes of this policy, credits in which the student earns a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, or S are considered earned credits, and are counted as both attempted and earned in the pace calculation.
- **Transfer Credits.** College-level courses taken outside of Bethel before students received their high school diploma or GED (e.g., CLEP, Post-secondary Enrollment Option [PSEO], AP) are treated as transfer credits. (PSEO credits attempted at Bethel are treated the same as other courses taken at Bethel after receiving a high school diploma.) Transfer credits are included as both attempted and completed credits when measuring pace, and are included in the maximum time frame calculation. All transfer credits accepted by Bethel will be used in determining when the maximum time frame requirement has been reached. The student may, however, appeal to have only the credits accepted toward his or her Bethel program of study included in the maximum time frame calculation.
- **Change of Majors.** If a student changes majors, the credits earned under all majors will be included in the calculation of attempted, earned, and maximum time frame credits, as well as the GPA calculation.



- **Dropping a Course.** Courses that the student drops after the 100% refund period are included in the cumulative credits attempted and in the maximum time frame. (If a student fails all courses attempted during the term, the financial aid staff will check to see if the student was enrolled for the entire period or unofficially withdrew from school.)
- **Incompletes.** Courses assigned an incomplete grade are included in the cumulative credits attempted and in the maximum time frame. These credits cannot be counted as earned credits until a satisfactory grade is assigned.
- **Second Degree.** Students may attempt up to 150% of the credits required for a subsequent program of study (183 credits for a baccalaureate degree, plus an additional 183 credits for a second baccalaureate degree). Students who already have a first baccalaureate degree are eligible for loans (not grants) if they are pursuing teacher licensure or a second degree (e.g., a student has a B.A. and is now seeking a B.S.).
- **Multiple Majors and/or Dual Degree Students.** Students who choose to earn more than one major or more than one degree at the same time are subject to the maximum time limits of one degree (e.g., 183 credits for a baccalaureate degree).
- **Concurrent Enrollment in Bethel's Schools.** Students who are concurrently enrolled in more than one of Bethel's schools may receive more than one financial aid SAP review each term. Students must be demonstrating SAP in each school they are attending. Failure to demonstrate SAP in any school will affect financial aid eligibility in all schools. For example, if as a result of not demonstrating financial aid SAP in the Graduate School a student's financial aid eligibility is terminated, the student's financial aid eligibility is also terminated at Bethel Seminary, the College of Arts & Sciences, and the College of Adult & Professional Studies.
- **Programs Exempt from Financial Aid SAP Review.** Some private educational loans and employer educational benefits are available to students who are not demonstrating SAP. Students should check with their employer or private educational loan provider to see if they must demonstrate SAP as a condition of receiving these funds.  
Students enrolled solely in academic programs that are excluded from eligibility for federal, state, and Bethel-funded financial aid are not subject to the financial aid SAP policy.
- **Financial Aid Academic Plan Probation.** If it is impossible for the student to meet the minimum SAP standards after one term, then the institution and the student may agree upon an Academic Plan to monitor the student's academic progress for more than one term. The institution will use the Academic Plan as the benchmark for SAP for the length of time specified in the Academic Plan. Students who fail to fulfill the requirements of the Academic Plan become ineligible for financial aid.

CAPS students and GS students should work with their student success advisors to develop the Academic Plan.

### Student Notification

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

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

### Regaining Eligibility

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

### Interpretation and Enforcement

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

## Return of Title IV Funds Policy

If a student withdraws or is dismissed from Bethel after a semester has begun, the school or the student may be required to return some of the federal aid funds awarded to the student. This "Return of Title IV Funds" (meaning "federal") policy is required by federal regulations. The federal formula requires a return of Title IV aid calculation if the student received federal financial assistance in the form of a Federal Pell Grant, Direct Loan, or Direct PLUS Loan, and withdrew from all classes on or prior to completing 60% of the semester.

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

## Departmental Scholarships

Further information may be obtained from the Office of Financial Aid.

### CGCS Scholarship (GRAD)

This scholarship is for a student in the Graduate School. (EGC005)

### 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. (EGE003)

### George Floyd Scholarship Fund

The George Floyd Scholarship reflects Bethel University's theological and practical commitment to stand unequivocally against racism and every form of sin that destroys the image of God in humanity. The scholarship will be awarded to an incoming or returning student in any Bethel University school who demonstrates a commitment to increasing opportunities for members of underrepresented groups, breaking down stereotypes, enabling others to better understand persons of different races or ethnicities, excellence in leadership, dedication to community

## 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.

engagement, commitment to Biblical justice and advancement of the gospel.  
(EZF007)

**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. (EGF009)

**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. (EGL008)

## Faculty and Administration

### Administration: University

#### Office of the President

Ross Allen	President
Rahn Franklin, Jr.	Vice President for Diversity, Equity, and Inclusion
James H. Barnes III.	President Emeritus 1995-2020

#### Office of the Provost

Robin Rylaarsdam	Provost
Randall S. Bergen	Associate Provost of CAPS, Seminary, and the Graduate School

#### Academic Deans

Diane L. Dahl	Dean of Nursing, Social Work, and Community Health
Judith E. Landrum	Dean of Education and Ministries Division
Chad Osgood	Dean of Business, Leadership, Health, and Social Sciences
Peter Vogt	Dean of Bethel Seminary

#### Admissions

Kate Gunderson	Director of Admissions CAPS, Seminary, & GS
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#### Financial Aid

Jeffrey D. Olson	Director of Financial Aid
Debra R. Cordova	Associate Director of Financial Aid
Marla J. Rupp	Associate Director of Financial Aid
Laura B. Ellwanger	Assistant Director of Financial Aid

#### Library

David R. Stewart	Director of University Libraries
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#### Registrar

Kerri Vickers	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, Social Work, and Community Health
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 Development and 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.

Christy Hanson	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
Gregory R. Nelson	Program Director, Certificate in International Baccalaureate Education
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 and Social Work Division

This division oversees academic matters pertaining to the graduate programs in nursing and social work. 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
Eydie Shypulski	Program Director: MSW

## Faculty

### A

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

### B

**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.

**Aryn Baxter**, 2020. Adjunct Faculty. Ph.D. Education Policy: Comparative and International Development Education, University of Minnesota, 2014. M.A. Education Policy: Comparative and International Development Education, University of Minnesota, 2008. B.A. International Affairs and Sociology, Gordon College, 2005.

**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.

**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.

**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. Ph.D. in Educational Psychology, Regent University, 2020. Ed.D., Bethel University, 2007. M.A., Bethel University, 2005. B.S., Northwestern University-Saint Paul, 1997.

**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, 1988. 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.

**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.

### D

**Dawn Dahlgren-Roemmich**, 2017. Clinical Director. BSN, Concordia College, 1999. MS, University of Minnesota, 2003.

**Jolyn Dahlvig**, 2018. Adjunct Faculty. Ph.D., Azusa Pacific University, 2011. Master's of Interdisciplinary Study: College Student Services Administration, Adult Education, Gender Studies, Oregon State University, 2006. Bachelor's of Social Work, Pacific Lutheran University, 1993.

**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.

**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. in K-12 Educational Leadership, Bethel University, 2019. M.A. in Special Education/Emotional Behavioral, University of St. Thomas, 2004. B.A. in Criminal Justice, Governors State University, 2001. Education Specialist Degree in K-12 Administration, University of St. Thomas, 2007.

**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.

**Steven Droll**, 2017. Associate Professor. Bachelor of Science in Financial Management, Clemson University, 1976. Master in International Business Studies, University of South Carolina, 1979. 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

**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.

**Amy Evans**, 2018. Associate Professor. Ph.D. in Counseling Psychology, University of Wisconsin-Madison, 2010. M.S.E. in Counselor Education, University of Wisconsin-Platteville, 2000. M.A. in Psychology, Northwestern College (now, University of Northwestern-St. Paul), 1996.

## F

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

**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

**Karen Gabriel**, 2020. Adjunct Instructor. B.S. in Special Education, Calvin University, Grand Rapids, MI, 1980. M.A. Special Education, University of St. Thomas, 1989.

**Becky Gerdes**, 2017. Faculty Member. B.S., Southwest Minnesota State University, 1998. M.S., Minnesota State University, Mankato, 2000. Specialist, Minnesota State University, Mankato, 2002. Ph.D., Bethel University, 2019.

**Cynthia Goetz**, 2014. Director of Clinical Education. 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.

**Christy Hanson**, 2012. Associate Professor. B.S. in Biology, Bethel University, 2005. Masters in Physician Assistant Studies, Des Moines University, 2008. Ed.D. in Higher Education Leadership, Bethel University, 2018.

**Paige Hardy**, 2020. Adjunct Instructor. MSN, Frontier Nursing University, 2003.

**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. D.Min., 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.

**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.

## J

**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.

**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.



## K

**Peggy Kendall**, 1999. Faculty. B.A. in Communication, Bethel College, 1983. M.A. in Education, University of St. Thomas, 1988. M.A. in Counseling Psychology, St. Mary's University, 1997. Ph.D. in Communication, University of Minnesota, 2004.

**Alicia Klein**, 2016. Director of Academic Education, Assistant Professor, Assessment Chair. 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.

**Minyoung Lim**, 2021. Instructor of Social Work. B.A. in Social Work, Chong-Shin University, 2011. M.S.W. in Social Work, University of Pittsburgh, 2014.

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

**Jonathan Lofgren**, 2017. Adjunct. BA in chemistry, U of MN-Morris, 2004.

**Amie Lorence Grubidge**, 2016. Adjunct Instructor of Education. B.A. in Communication Studies, Bethel University, 2012. M.A. in Special Education, Bethel University, 2013.

## M

**Angela Mansfield**, 2019. Adjunct Professor. BA French and Afrikan Studies, Franklin & Marshall College, 1995. M.Ed. Literacy Education, University of Minnesota, 2007. PhD Education Policy and Leadership, University of Minnesota, In Progress.

**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 Psychiatric-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.

**Glenn Morehouse Olson**, 2019. Adjunct Professor. B.F.A., Stephens College, 1987. M.A.T., Bethel University, 2005.

**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.

**Laurelle Myhra**, 2021. Adjunct Faculty. PhD, University of Minnesota, Twin Cities, 2012. MS, East Carolina University, 2005. BS, North Central 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 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.

**Nichole Olsen**, 2021. Adjunct Professor. B.A., Saint Mary's University of Minnesota, 2003. M.A., Bethel University, 2018.

**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. Dean of Business, Leadership, Health, and Social Sciences. B.A. in Athletic Training, Bethel College, 1995. M.S. in Health, Physical Education, and Recreation, South Dakota State University, 1998. Ed.D. in Higher Education Leadership, Bethel University, 2019.

## 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.

**Linda Probert**, 1997. 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.

## Q

**Xueqin Qian**, 2018. Adjunct faculty. Ph.D, University of Minnesota, 2015.

## R

**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.

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

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

**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.

**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

**Bethany Sahli**, 2019. Adjunct Professor/Student Teaching Supervisor. BA in Elementary and Special Education, Ball State University, 2008. MA in Educational Leadership, Minnesota State Moorhead, 2017.

**Kathleen Sahli**, 2019. Physician Assistant, adjunct faculty. Bachelor of Science, Microbiology, North Dakota State University, 2013. Master of Science, Physician Assistant, Bethel University, 2015.

**Jessica Samens**, 2009. Lead Faculty. B.A. in Communication, Winona State University, 2004. M.A. in Speech Communication, Minnesota State University-Mankato, 2006. Ph.D., University of Wisconsin-Milwaukee, 2017.

**Kristin E. Sandau**, 2006. Professor of Nursing. B.S., Bethel College, 1989. M.S., University of Minnesota, 1999. Ph.D., University of Minnesota, 2004.

**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.

**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.

**Eydie Shypulski**, 2015. . B.A. in English Literature, Asbury University, 1987. M.S.W. in Community, St. Louis University, 1997. D.Min. in Global and Contextual Studies, Bethel Seminary, 2017.

**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..

**Heidi Simons**, 2020. Adjunct Professor. BA - Social Studies Education, Gustavus Adolphus College, 1996. MS - Curriculum & Instruction, Minnesota State University - Mankato, 1998.

**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. Doctor of Nursing Practice, St. Catherine University, 2010.

**Deanna Towns**, 2019. Instructor. BSW, University of Georgia, 1993. MA Marriage & Family Counseling, Liberty University, 2011.

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